November 3, 1926

Dear Mr. Doar:

I am sorry that so few congratulations to your note of some time ago reached your home. At last news you take of important and letter to the company. I found out that "Winston" and your plans were to give the benefit of the minister and make your thoughts known to my office. The recent days have been so busy with to go to the office.

I will go to your soon and write you.

E. Newton Whipple

President

Mr. William E. Forbes

Hon. William M. Kellogg.
Round Hill, Virginia, November 1, 1926.

My dear Mr. President:

About a month ago I wrote you concerning a rather confidential proposition made to me in New York on September 20 and my suggesting a modification of the proposition to include endowment of a chair of history in the University, made by a man who has of late given very liberally to educational work.

My suggested modification included the idea that in connection with the endowed chair two or three hundred thousand dollars, which he proposed to devote to the collection of all Wilson data, should be spent or conserved as the case might require. I know the man in question has offered $200,000 to one man for a diary he has kept for years.

Not to burden you with details, I am merely repeating my letter, fearing you may not have received the original. I could hardly think you would not be interested one way or the other, unless perchance you might have considered it all mere illusion.

I have to go to Lehigh November 23 or thereabouts and expect to see my friend in New York. It would be much easier for me to talk to him, if meanwhile I had your reaction.

You must pardon too much of this on the score, as I think, of my efforts of eighteen years to be of service to the University, even if this should not turn out properly. At any rate there is not apt to be any publicity about it; and you could hardly think I have any personal ends to serve, certainly not consciously personal.

Yours sincerely,

William E. Dodd
University of Chicago
August 21, 1927.

Dear Mr. President:

Dean Woodward told me Saturday that he had talked over the matter of the possible appointment of a new associate professor in American history with you. I shall see the man we have had in view and seek to delay his decision in another matter till we can decide what to do.

Friday Mr. Stern told me again that Mr. Rosenwald would, he thought, endow a chair in the history department if you would write him a letter indicating a desire to have this done.

I have talked over with Dean Laing my whole purpose in the matter, in case such endowments as you and I have talked of a little could be procured. He can make it plain and probably save you time, as you and he will have to talk things over anyhow.

My plan is to go on with my own work as heretofore and at the same time, securing associate professor in close sympathy and thoroughly capable, set about the publication of a series of American biographies which have long been discussed in historical circles as most needful. These would be short, fresh, well-written and thoroughly digested biographies of the lesser lights of history, men who have played very important social and economic roles. I think such a series would prove successful at once.

The endowment would release me say from one major's work in two quarters of each year and also enable us to get expert stenographic assistance. With these I think we could have five or ten biographies ready in two or three years. Some of them are already in process of writing, though not for this specific series. Some of our own best men could write some of them.

As this scheme is nearly akin to Mr. Baruch's interest, I should hope to get him to match Mr. Rosenwald's gift - only he would want it to go to diplomatic history. And incidentally he thinks very highly of Schmitt's work, as I have been told more than once. So, if anything can come of this before I leave at the end of this week, I would like to take the matter up in New York next month.

I feel I must get off for as much vacation as possible and so hope we can settle the matter early as convenient to you.

Yours sincerely,

William E. Dodd
Dear [Name],

I trust you will not mind me writing such a letter to you.

I have been thinking about a matter of great importance and believe it is necessary to bring this to your attention. As you are aware, there have been recent developments in the field of [specific topic], and I believe it is important that we address these changes.

I would like to discuss this matter in more detail and would appreciate the opportunity to meet with you to do so. Please let me know if you are available at your earliest convenience.

Yours sincerely,

[Your Name]
Dear Dr. Mason:

I received your note and the enclosures from Professor Arthur W. Hummel, which I am herewith returning. After talking the matter over with some members of the department and after receiving two letters which Mr. Hummel apparently caused to have sent to me, I have written him that the whole subject is under consideration with us, and that we shall probably be able to act sometime within the next year; that if anything should be done, we shall be glad to give full consideration to his case.

This is about all I felt we were in a position to do. Your not being in town today has caused my sending you this note rather than calling to see you. If this does not seem to be the proper procedure in the matter, I shall be glad to talk things over with you and see whether we can hasten matters any.

Yours sincerely,

William E. Dodd

President Max Mason,
University of Chicago.
Dear Mr. Reed:

I received your note and the enclosure from President John C. Kalman, which I have now returned.

After considering the letter over with some members of the department, I am writing to correct some errors which I may have made in my previous letter, and which may have caused some confusion. I have made the necessary corrections, and I hope they will be helpful.

Next week, I will give an opportunity for you to examine the revised copy.

I am sure that you will find consideration for the matter.

I have not been able to keep in touch with you, but I am now at your service.

Yours sincerely,

[Signature]

President Max Kalman

University of Chicago
YENCHING SCHOOL OF CHINESE STUDIES
PEKING CHINA

Lithia Post Office
Goshen Massachusetts
July 26, 1927.

President Max Mason,
The University of Chicago,
Chicago Illinois.

Dear President Mason:

I am informed that the University is looking for a specialist competent to teach Chinese History. I have specialized in this subject during the past fifteen years of residence in Japan and China, and for the past three years have been teaching Chinese History to westerners in the Yenching School of Chinese Studies in Peking. Our school in Peking has closed for a year on account of the political conditions, so I am in this country on a year's leave of absence, but I should like, if possible to continue my teaching while I am here.

I am an alumnus of the University, having taken my A.B. in 1909, my M.A. in 1911, and a B.D. in 1914. Before you make a definite appointment in this field I hope you will permit me to offer my credentials. Having lived all these years in Peking I am naturally better known there than in this country, my writing on Chinese subjects having almost all been done in the specialized periodicals of the Far East. Of the men in this country most competent to judge of the quality of my work I refer you now to Mr. Langdon Warner of the Fogg Museum of Harvard University, and to Mr. Carl Bishop of the Smithsonian Institution in Washington D.C.

Hoping at least to hear from you whether or not you are really contemplating such an appointment, and thanking you in advance for your reply, I am,

Very sincerely yours,

Arthur W. Hummel

Arthur W. Hummel.
July 28, 1927

Dear Mr. Dodd:

I should be glad to have your suggestion regarding this letter.

Very truly yours,

Max Mason
President

Mr. William E. Dodd
Department of History

Mr. Hummel's letter re professorship in Chinese History sent to Mr. Dodd.
July 29, 1930

Dear Mr. Dodge,

I hereby request to have

suggestion regarding

Your Faith, quoted

Alex Reson

Respectfully

Mr. William H. Dogg
Department of Health

A letter to Mr. Dogg
envelope to Chinese Health
July 26, 1927

Dear Mr. Rummel:

I am very much interested in your letter of July 26, 1927. I am taking the matter up with Mr. Dodd, Chairman of the Department of History and shall ask him to write you after conferring with me, if there is any possibility along the lines you suggest.

Very truly yours,

Max Mason

President

Mr. Arthur W. Rummel
Lithia Post Office
Goshen
Massachusetts
Dear Mr. Finch,

I am very much interested in your letter of July 29th, 1934. I am enclosing the section of the Bill which I referred to in my letter of July 29th, 1934. We have no objection to your letter concerning Mr. A. to the present stage and therefore find that there is no urgency.

Very truly yours,

[Signature]

[Address]
President Max Mason,
Faculty Exchange.

My dear President Mason:

You will remember that perhaps two months ago at a dinner we discussed as a probable objective of a grant for research the field of history of science. You may be interested in the following excerpt from a periodical which came to my hands today. It reads as follows:

"Institut für Geschichte der Naturwissenschaften.

"Das Institut, das kürzlich in Berlin gegründet worden ist, hat die Aufgabe, die Geschichte aller Zweige der Naturwissenschaften einschließlich der Mathematik zu pflegen. Mit der Leitung des Instituts wurde der stellvertretende Vorsitzende der Deutschen Gesellschaft für Medizin und Naturwissenschaften, Prof. Dr. Julius Ruska aus Heidelberg, betraut."

Sincerely yours,

C. F. Huth
Secretary of the Department

H:L
Dear Sir,

I am writing to express interest in the position of Assistant Professor at the University of Chicago. I understand that you are seeking a qualified candidate to join your department.

I have a Ph.D. in Physics from the Massachusetts Institute of Technology, and I have conducted research in theoretical physics. I have also taught courses in physics at the university level and have published several papers in the field.

I am particularly interested in the area of theoretical physics, and I believe my background and experience make me a strong candidate for this position.

Please let me know if there is any additional information you require. I look forward to hearing from you.

Sincerely,

[Signature]

P. H. Hearn

Secretary of the Department

H:\[Signature]
June 24, 1927

My dear Mr. Dodd:

In regard to your memorandum relating to the Sam Houston papers, it is difficult for me to give any advice without some knowledge of the probable cost of the collection. If the opportunity is exceptional, and the cost of the papers not too great, it might be possible to find money for the project.

Yours sincerely,

Frederic C. Woodward

Mr. W. E. Dodd
Department of History
Faculty Exchange
W*1
June 5th

My dear Mr. Hagg:

In reply to your memorandum regarding the
use of semiconductor devices in the military
interest. I have the opportunity to communicate
my views and to propose the following
attachment:

Some suggestions

Respectfully,

[Signature]

Mr. Hagg
Department of Health

[Handwritten note]
June 21, 1927

Memorandum to Mr. Woodward from Mr. Dodd:

I have recently heard of the existence of an extremely valuable collection of papers on American History, the Sam Houston papers, now in Texas. The owners will not allow them to go to the University of Texas.

Is there any need for us to hold out any prospect of our being able to buy them? If you think not, I am disposed to suggest that they be sent to Rice Institute. The papers would be a fine addition to our Durrett Collection.

W. E. Dodd

WED*L
June 27, 1933

MEMORANDUM TO MR. MCCARTHY FROM M. DUGG:

I have recently passed on the existence of an extensive war.

More confusion of dates on previous letters than ever.

Now in Texas. We cannot wait to go to the Governor.

City of Texas.

On June 26th, 1933, we were unable to look for our brother.

We have a plan of action. If you think not, I expect to suggest that

you do want to make inquiries. The papers want to make application

to our Senate Committee.

M. DUGG

AEP
Authoritative History of Jews.

The Jewish Publication society has just issued a comprehensive history of the Jewish people—the work of Dr. Max L. Margolis and Alexander Marx. Dr. Margolis has been for the last 18 years professor of biblical philosophy in Dropsie college. He did the writing of the book during a year which he spent in Palestine as professor of the American School of Oriental Research and as professor of Hebrew in the new Hebrew university in Jerusalem. Dr. Marx of the Jewish Theological seminary of New York is said to be the world's foremost authority on Jewish bibliography.
Washington, D. C., May 20.—[Special.].—Harry F. Sinclair, millionaire oil operator, was sentenced today to serve three months in the District jail and pay a fine of $500 for contempt of the United States Senate in refusing to answer questions asked him during the Teapot Dome oil lease scandal investigation in 1924. He was found guilty by a jury six weeks ago and was liable to a maximum fine of $1,000 and a year in jail.

Sinclair immediately announced that he proposed to appeal from the sentence to the United States Supreme Court, if necessary, and was released.
Dear President Mason:

Apropos of our conversation the other day the enclosed clipping may be of interest. It may divert the Gentleman from his primary project to the advantage of the design which I suggested—the foundation of a research professorship of the history of science, in which the instrumentality of mediaeval Jewish thought on the spread of ideas played a very large part.

Sincerely yours,

May 21, 1927

James Westfall Thompson
Dear President Roux:

Principles of our constitution are open for the adoption of affirmative measures of interest. May I express the confidence that the importance of the character of the general which I expected—the introduction of a resource (measures) that of the action of action. In which the interest

Yours very truly,

[Signature]
May 6, 1927.

17 Faculty Exchange,
University of Chicago,
Chicago, Illinois.

Dr. Ernesto Quesada,
Calle Libertad 948,
Buenos Aires, Argentina.

My distinguished Friend:

I think I have good news. Since coming here I have
not forgotten my promise to you, and I now take pleasure in
writing you that I have discussed the matter of your library
with the Chairman of our Library Board, with the Head of the
History Department, Dr. Andrew Cunningham McLaughlin, and
with the Vice-President of the University, Dr. Woodward. All
appear to be much interested in what I have told them about
yourself and your library. The University of Chicago already
has a good beginning in Latin-American literature in history
and the social sciences, especially with respect to the northern
republics, but of course nothing really approaching the complete-
ness of your library. I am glad also to be able to report that
your work is not unknown here, and that you have been mentioned
with appreciation.

Unfortunately, I am not able to provide the proper
University officials here with complete and accurate data re-
garding the terms on which an arrangement mutually satisfactory
to both you and the University could be made. I have told them
that to the best of my information you would be favorable to an
arrangement by which the University would take over your library
and transport it to the University here, keep it intact, give
you free access to it at will, and pay you a stipulated annuity
during your life time and that of the Senora Quesada. I was
not able to specify the annuity which you would expect, but I
expressed my opinion that it would be approximately that of a
professor of the first rank. Also, I was not able to give any
very definite idea as to the specific titles of the books in
your library or its commercial value.

Consequently, at the suggestion of Professor McLaughlin,
I am writing to ask you if you are still interested in making
some such arrangement as this, and, if so, to write me specific
information regarding the questions which have been raised with
me and which I have repeated to you. I have good ground for
hoping that some such arrangement as I have outlined above,
which I understand is in accord with your own ideas on the sub-
ject, can be agreed upon; but naturally the University desires
fairly definite information, and particularly of course a
May 9, 1973

In Beauty Exchange
University of Wisconsin
Chapel, Madison

Dr. Ernesto Gonzalez
Director of Enriched
American Affairs

Mr. and Mrs. Gonzalez

In appreciation

I think I have good news. Since coming here I have not forgotten my promise to you and now I take pleasure in revealing you that I have received the letter of your invitation with the deep sense of an important honor. With the kind assistance of Mr. Gonzalez, Director of American Affairs, and the kind cooperation of the University of Wisconsin, I am glad to be able to report that my work is not unknown here and that I have been welcomed with appreciation.

Unfortunately, I am not able to pronounce the proper
University of Wisconsin name with complete and accurate care.

Beginning the courses on Wednesday morning, I have been free to go to work and to enjoy the university at my leisure. I have found the atmosphere and the people so friendly and kind that I am very much looking forward to my return to this university.

I am grateful for the hospitality and the kindness shown to me from the beginning. I am also grateful for the assistance given to me by Mr. Gonzalez.

I am looking forward to my return to the United States soon.

Yours sincerely,

[Signature]

Your interest in the American culture, I am confident, will continue to grow as the book in your library is filled with references to the important role the United States played in the development of the country.

Sincerely yours,

[Signature]
statement directly from yourself, giving such facts as you wish to communicate. I should suggest that you write me as early as you are able, in order that the preliminary correspondence should take place while I am still on the ground here.

Since Chicago would be the future home of yourself and your Senora, if this plan should go through, I take it that both of you will wish to know something about the city and the University. The University is one of the three most important of our higher educational institutions, ranking alongside of Columbia and Harvard Universities. Harvard University you know, and indeed you were once invited to teach in that institution. The graduate work in history and the social sciences is particularly strong here, this University training more of the university instructors in these subjects than any other. The University is located entire on a single campus of approximately 30 hectares, and consists of something like 40 or 50 commodious buildings. It has approximately 600 teachers and 7500 students. It is situated only a few blocks from Lake Michigan, and is surrounded by lovely and large parks. Thoroughly modern and comfortable housing facilities can be procured within from one to five or six blocks of the campus. The University possesses an immense library of something over 700,000 volumes, and there are three other large public libraries in the city totaling more than 1,000,000 volumes. The city itself has 3,000,000 inhabitants and is provided with numerous museums (including one with large Peruvian collections), art galleries, an excellent Symphony Orchestra, grand opera, theatres, etc. The city is cosmopolitan, and I feel confident that you and your Senora would find most congenial relationships within and without the University. One of the men to whom I talked made the remark that you would be a valuable acquisition to the University. I might also add that there is always one or more Latin-American teachers on the Romance Departmental faculty. I trust that this will give you such information as you may desire.

My wife joins me in most cordial greetings and good wishes to yourself and the Senora, and in the hope that we may sometime see you here.

Very sincerely yours,

L.L. Bernard
I am writing to express my gratitude for your hospitality and the warm welcome you extended to me during my recent visit. I hope this note finds you well and that you continue to enjoy the pleasures of your stay.

Since my office would be in the future home of your hotel, I am writing to communicate that I am invited to come to the hotel and stay some time. I am interested in knowing more about the hotel and its facilities, especially the rooms. I would be grateful if you could provide me with detailed information about the amenities and services offered at the hotel.

I am also interested in learning about the history of the hotel and the traditions that have shaped its identity. I would appreciate it if you could share some stories or anecdotes related to the hotel's past.

Thank you for your time and consideration. I look forward to hearing from you soon.

Very sincerely yours,

I. L. Banteg

[Date]
Vice President F. C. Woodward, 
Faculty Exchange. 

Dear Mr. Woodward: 

Mr. Bernard spoke to me a day or two ago about an interesting matter in connection with Hispanic American History. I am asking him to see you about it. It is impossible for me in a few words to present the matter which he has in mind. At all events, it seems to me well worth considering, and I thought you would want to be at least informed about it before we spent any time in contemplation.

Very sincerely yours,

A. G. McLaughlin

M: L
The University of Chicago

Department of Physics

July 15, 1954

Dear Professor X.

I am writing to express my sincere appreciation for your kind letter of invitation to the University of Chicago. I am very much interested in the possibility of a collaboration in the field of fundamental physics, and I hope to be able to contribute to this endeavor.

My department is currently working on a project related to the development of new experimental techniques. I believe that our combined efforts could lead to significant advances in our understanding of the fundamental forces of nature.

I am looking forward to the opportunity to work with you and your team. Please let me know if there is any further information that you require from me.

Yours sincerely,

[Signature]

A. C. Mathematics
April 28th, 1927.

Dr. Max Mason,
President, THE UNIVERSITY OF CHICAGO,
Chicago, Illinois.

My dear Dr. Mason:

I have the honor to acknowledge receipt of your favor of the 25th instant, with reference to the question of history teaching, and am taking the liberty of referring it to the Committee on School Administration for consideration at its meeting on Tuesday afternoon, next.

Thanking you for the information contained therein, I remain,

Sincerely yours,

[Signature]
President.
April 28th
I. S. T.

I have the honor to report,

I receipt of your letter of the 28th instant,

with reference to the sumptuous of ... taking the liberty of...

forward it to the committee on school &-

ministration for consideration at the meet...

and on Thursday afternoon next.

Thanking you for the information,

I remain

\[Signature\]

President.
April 25, 1927

My dear Sir:

I have a letter from Superintendent McAndrew inquiring about the use in courses for teachers in the University of Chicago of a book by Arthur Meier Schlesinger entitled: "New Viewpoints in American History." I have consulted with the members of the History Department of the University and am complying with Superintendent McAndrew's request that I write to you.

The book in question is used with numerous other reference books in a number of courses given in the University of Chicago. The author of this book was recently called to Harvard as a member of the faculty. This fact shows the high esteem in which his investigations are held. None of the instructors who employ Professor Schlesinger's book as reference book use it as a sole or final authority on any topic. Indeed, scholarly professors of history and of the other social subjects have long been convinced that it is not their function to force a fixed formula or interpretation of history on students. They conduct their courses with a view to cultivating in students the ability to think for themselves.

None of the instructors in the History Department or in any of the social sciences make this or any other book the basis of teaching sedition.

There are no classes at the University of Chicago which are required of teachers seeking admission to the Chicago school system or seeking promotion within the system. The University conducts numerous classes on the campus and downtown in the University College for the benefit of teachers who want to take advanced University work, but none of these courses are required of anyone.

Very truly yours,

Max Mason

President.

Mr. Walter J. Raymer
1625 Sherwin Avenue
Chicago, Illinois

Copy sent Supt. William McAndrew, Board of Education
My dear Sir:

I have a letter from Governor-General Maclean
intimating that he has found no reason to endorse the
appointment of Charles E. of a professor of African History.
I have seen

With the permission of the African Department of the
University and am complying with the Department's
instructions that I write to you.

The book in question to meet with immediate
acceptance correctly points to a number of common errors in the
University of Chicago. The sum of our efforts would seem to be
something like 1750 as a matter of fact. The book is said to
prove the policy of the University at that time. It is

to point to sensationalism in authorizing the
appointment of Professor of African History.

Your letter to the University in the African Department
would seem to me one of the best accounts ever given of an
open

see the precise case of the University of Chicago.
To this end he has no right to make
some accounts of the University's position. He has called
the attention of the African Department to the position of
the University's appointment. He may not of

give accounts of the University's position in

Vastar, Yoruba

W. E. Burghard

President

[Handwritten note:]

Con sent ndy. Wiltam Maclean, Bishop of Kinston.
April 26, 1927

Dear Mr. Judd:

May I ask you to draft a rough reply to this request of Mr. McAndrews? I expect to see you Friday noon at luncheon.

Sincerely yours,

President

Mr. C. H. Judd
Faculty Exchange
Yours, etc.,

Yours truly,

President
Board of Education
City of Chicago

Educational Administration Building
460 South State Street
Telephone Warash 9310

April 18th, 1927.

Honorable Max Mason,
President,
University of Chicago.

Dear President Mason:

According to the Chicago Tribune, your
Uncle Dudley is being held responsible for the management of
the University of Chicago. "One of the books is "New View-
points in American History" by A. M. Schlessinger, used by
the school teachers in a course at the University of Chicago,
which, the Mayor said, was a necessary part of the course for
all teachers who wish to teach history. "If public school
teachers study and believe this book, they will not be human if
they don't pass along seditious viewpoints to their children",
the Mayor declared. He underlined extracts from the new view-
points taught by the University of Chicago. The underlined
passages are in Chapter VII: "Washington a rebel"; "These
accounts designed to raise the colonies to a war-like pitch,
and form the basis of the treatment in our school textbooks,
and have perpetuated judgments of the American Revolution
which no fair-minded historian can accept;" "Only one-fifth of
the American people had independence in view"; "The Boston Tea
Party".

Previous allegations in print were to the
effect that teachers cannot be promoted unless they take Pro-
fessor Tryon's seditious course. Our President is making an
investigation of all the allegations. Can you find it con-
venient to send to him, and a copy to your humble servant, a
statement to the effect that the requirements of any teachers
in our system to take any course in the University of Chicago
are unknown to you or to anyone with whom you have talked. The
Superintendent of Chicago Public Schools, like the superintendents
of all progressive cities, encourages the continuance of their
studies in all lines by teachers in service. The allegation that
McAndrew is in any way responsible for classes in the University
or that any professors in the University teach sedition or in any
way weaken the loyalty of their students, is an unmitigated false-
hood.

Something like that. While I meet hundreds
of intelligent people who laugh at the whole thing, yet most of
them say that such allegations, uncontradicted, affect some people
to believe that they must be true because of no contradiction.
SUBJECT

Honor to the Mexican
President of the United States of Mexico

Dear President Madero:

According to the Chicago Tribune, your recent speech at the University of Chicago is being widely quoted in American newspapers. As a member of the Board of Education, I take this opportunity to express my admiration for your commitment to education and your fight for social justice.

The University of Chicago has a long history of excellence in education and research. It is a fitting place to discuss the importance of education in shaping a better future for all people. I believe that education is the key to creating a more just and equitable society.

In your speech, you谈到 the need for a revolution in education, particularly in the field of public schools. I agree with your perspective. Public education is crucial for the development of a strong and democratic society.

I would like to invite you to visit the City of Chicago and tour our public schools. I believe that you would be impressed by the dedication and hard work of our teachers and students. I would be honored to have you as our guest and to discuss the challenges and opportunities we face in our schools.

Thank you for your leadership and your commitment to education. I look forward to hearing more about your ideas and your plans for the future.

Sincerely,

[Your Name]

Chairman, Board of Education
I hope this finds you in the best of health.

Wm. McAndrew

WM. McANDREW
I hope these lines you in the near or near

Mrs. Grossman

Mr. Mowrer
Vice President F. J. Woodward,
Faculty Exchange.

Dear Mr. Woodward:

Some time ago I promised you a brief statement of the decision of the Department of History with reference to its Junior College survey course. As I told you at the time, we have decided to change this course into a History of Civilization. We have done this in order to meet the reorientation of the Junior College work as suggested in the report of the Committee on A Theory of Education, and also in order if possible to try out some experiments in connection with the problem of orientation. To make the matter a little more clear, may I say the following.

The new Freshman course which we expect to put into operation beginning with the Autumn Quarter of 1927 will be a general survey of the development of Western civilization. We plan to begin with primitive man and to carry the material to the present. Manifestly the earlier ages will form the thin end of the wedge and the more recent developments the broad end. We do not expect to give a chronological survey, but we do hope to sufficiently stress period and time so that the process of human development will never be lost sight of. Primarily we will endeavor to give the outstanding characteristics of human civilization in the great ages through which it has passed, with special emphasis on institutional, economic and intellectual developments and only enough of the political history to carry the burden of this other material. Thus for instance we expect to give, after having done a very brief introduction to the very early developments, a characterization of the conditions under which oriental civilization came to be, what its outstanding characteristics were, and how man in this period functioned in his various relationships to the state, to the supernatural, to the material environment. In the case of Greek History, to use another example, we expect to group the material around the city state, show first very generally its development, outline the two major types, democratic and aristocratic, and then again stress particularly the actualities of the life of man at this time. This will mean economic structure, the political structure functionally, the religious outlook...
Dear Mr. Committee:

I am pleased to present you a partial elaboration of the department of the college of the University of Chicago, and I am honored to introduce an inscription of the department's progress and its future directions. I hope that this information will be of interest to you and that you will find it useful in your work.

The discussion will involve the various aspects of the department, including its history, current activities, and future plans. I will also discuss the role of the department in the broader context of the university and its contribution to the field of education.

I look forward to hearing your thoughts and suggestions on how we can improve the department and its services.

Sincerely,

[Signature]
and its significance, the other higher aspects of Greek culture as developing in and conditioned by the city state. In this way we expect to proceed through the various periods of culture.

This method of procedure will give us an opportunity at various points to bring out at least in an elementary manner the methodology of the various sciences which contribute in the social science field to the determination of our knowledge of the several periods and their content. It will be a difficult job, and we will of course not profess to do a perfect piece of work in one attempt. We therefore hope to get together and to prepare a very definite outline which will keep the course in line and keep the several instructors in close contact, and enable us on the basis of experience with the course to continuously improve the method and content. We then hope after some years of such experimentation, if in the eyes of the Department the course has been successful, to put this outline in printed form.

You will understand that in giving the illustrations I have naturally gravitated toward the field that I personally know best. Had this letter been written by Mr. Thompson or Mr. Schmitt, the illustrations would probably come from their fields of special interest. We hope that this project will meet with the approval of the administration.

Very sincerely yours,

C. F. Huth
Secretary of the Department
The University of Chicago

Department of Music

March 17, 1937

Dear Mr. Smith,

This is to inform you of the recent changes in our faculty and to extend to you our congratulations on your appointment to the Department of Music. We are pleased to have you join us and we are confident that your contributions will enhance our academic programs.

Sincerely,

[Signature]

Secretary of the Department

[Stamp]
The University of Chicago  
Department of History  
March 14, 1927.

Vice President F. C. Woodward,  
University of Chicago.

Dear Mr. Woodward:

In submitting the Departmental recommendations for fellowships for the coming year, the members of the Department have asked me to call attention to the following facts. The Department this year has had to cull its fellows from 42 or 43 (one man withdrew his application because he needed to earn money on the side and the terms of the fellowships preclude this) regular applicants. In addition to this, there have been twelve or sixteen informal applications. (By informal applications we mean applications which were not sent in on the formal blank, or which were applications for assistantships primarily. Several of these applicants had gone on the assumption that there would again be available two or three assistantships in the Department besides the regular fellowships.) This, estimating the total very conservatively, means fifty odd candidates. The character of the applicants was unusually good. We were in a particular quandary because such a large percentage of the men applying seemed to us to have the requisite training for effective work in the field of their choice.

The Department would further like to note that it has not the outlet in the matter of foundations and special fellowships under research institutions which collateral Departments in the social sciences have, and that taking all these considerations into account, we have found it necessary to make application for more fellowships than we have had in the last few years, and also somewhat to increase the stipend for those for whom we have applied. Even with the additional candidates and additional sums, we feel that the fellowship situation in the Department has been very inadequately dealt with, and we therefore would like urgently to place before the administration a consideration of these data.

Very sincerely yours,

C. F. Ruth  
Secretary of the Department
Dear Mr. McLaughlin:

I am writing to inform you that the Department of Radiation Therapy at the University of Chicago is currently seeking faculty members with a strong background in cancer research. We believe that this is an excellent opportunity for those who are interested in advancing their careers in this field.

The Department of Radiation Therapy is committed to providing a supportive and collaborative environment for its faculty members. We are looking for individuals who are passionate about research and committed to excellence in teaching.

Please feel free to contact me if you have any questions or if you would like to discuss this opportunity further.

Sincerely,

[Signature]

[Name]

Secretary of the Department
Mr. F. C. Woodward, Vice President,
University of Chicago.

Dear Mr. Woodward:

I am writing this note as a memorandum of our conversation about having Professor Charles Diehl, now at Harvard, give a public lecture at the University of Chicago some time between April 15 and April 25. I understand that the Department is authorized to enter into negotiations with him, and that the University will pay $75.00 for one public lecture.

Very sincerely yours,

[Signature]

C. F. Rath
Secretary of the Department

H: L
The University of Chicago
Department of Biology

Dear Mr. X,

I am writing this note as a recommendation of you for a conversation grant from the University of Chicago. I have been informed that the Department is interested in you and your research. I can assure you that the University of Chicago is aware of your potential and will be happy to consider your application for a conversation grant.

Very sincerely yours,

O. T. Ehr

Secretary of the Department
February 21, 1927

My dear Mr. Dorn:

Receipt of your letter of February 19 is acknowledged and I wish first of all to congratulate you upon the award of a research fellowship to you for next year. We shall be sorry not to have you on the Quadrangles, but we appreciate the opportunity which this fellowship opens to you. I shall therefore present your application for a leave of absence to the Board of Trustees at the March meeting with my recommendation that the leave be granted.

Yours sincerely,

Frederic C. Woodward

Mr. Walter L. Dorn
Department of History
Faculty Exchange

W8L
Prophecy of Topeka, Washita

It seems to me that

Receipt of your letter of February 18 to say

Iondering why I have taken so long to reply

Enclosed is your copy of a letter which

I feel a strong desire to have you read. We shall

be badly off to have you on the editorial staff

and your untiring effort for the efficiency and

perfection of the Bureau will be greatly appreci-

ated. I am sure you will be able to give the office

some of the highest and best in service and to

execute with the necessitation that the

Tea of Kansas

Public. Of Marly

Mr. Walker.

Department of Interior.

Secretary Expenditure.

Mr.
Vice President Frederic Woodward,  
Office of the President.

My dear Mr. Woodward:

I have just received official notice from Professor F. Stuart Chapin of Minnesota University, the Secretary of the Committee on Research Fellowships of the Social Science Research Council, that a research fellowship has been granted to me. The fellowship with stipend extends over one year. It will enable me to carry through a research project on administrative history in the libraries and archives of continental Europe and England. While the special nature of my project "The Administration of Frederic The Great" will keep me in Berlin a considerable portion of the time, the liberality of the Committee provides the opportunity for consulting the leading scholars on administrative history in England, France, Germany, and Austria also.

This project will necessitate my absence from the University during the coming academic year. At the time when I entered my application for the fellowship I consulted with Professor McLaughlin and the other members of the History Department who assured me that it would be possible to obtain a locum tenens for me during the ensuing academic year. I beg leave, therefore, to place before you my request for a leave of absence for the academic year 1927-1928. I sincerely hope that this request will receive your favorable consideration.

Very sincerely yours,

[Signature]
Office of the President

My dear Mr. Counselor,

I have just received official notice from Professor E. Smith, Chair of the Committee on Research, that a new proposal has been received by the Committee to the effect that funds are available for summer research at the University. The proposal is for a project in the field of economics. It will be under the direction of Dr. John Smith, who has been working on this project for several years.

The proposal is well within the framework of the University's research policies, and I believe it would be beneficial to the University as a whole. I am confident that Dr. Smith's work will add to our understanding of economic theory and practice.

I am writing to request your approval for the expenditure of funds for this project. I trust that you will agree with me that it is a worthwhile endeavor.

Very sincerely yours,

[Signature]
Vice President F. C. Woodward,  
Faculty Exchange.

Dear Mr. Woodward:

Pursuant to our conversation this morning about having Mr. G. P. Gooch give a public lecture here sometime during his stay in this country, I have just written him offering a public lecture at the University of Chicago. I have stated the fee as $100 and expenses. I am sending this as a memorandum for file.

Very sincerely yours,

C. F. Huth

Secretary of the Department
Dear Mr. Woodworth,

I write to inform you of a possible error in the list of former presidents of this organization. According to the information I have, the list of presidents is as follows:

* President A
* President B
* President C

I believe there may be a mistake in listing President D, as it is not included in the list I have. If there is an oversight, I believe it would be appropriate to include President D in the list.

I am sending you this letter to verify the accuracy of the list and make any necessary corrections.

Very sincerely yours,

C. F. N. H
Jan. 20, 1927

Dear Mr. Woodward:

Perhaps a brief note will conserve less of your time than an interview and so I venture a word of modification. I stated I said or permitted to be inferred.

It seemed a little humorous to me afterward when I thought of the reply I made to your letter: whether the University or I would suffer in the event of a certain change in my work. Of course I see that this great increase in the University's demands
that view of the motion escaped me—thinking, as I was, from the moment of the delay of not long posthumous, of certain studies of my own. I wonder you did not show away among my one-sided talks it was considered, indeed.

However, you must have realized that my concern was not wholly personal. I fear now, and have feared before that, unless we could make a new and strong appeal, all I could do would fail for what the University has a right to expect of us. I need not say to you that I think the next decade is going to expect far more from the social sciences, both our university life, than the last generation has been content with. What is a challenge which I feel deeply.

In my reference to our present status, I do not wish you to infer too much from my suggestion from the famous lines: "to live at this poor dying rate." It was not saying nothing fine or great has been done. Much has been done, some very able books have come from our group, reprinted in西安 and printed too, especially in the last year; and now half of the graduates would tell a fair tale. But the department would not be content in the future with what has been done. Realization of this causes me to remind myself of the other side of the equation.
Round Hill, Virginia,
October 9, 1926.

Dear Mr. President:

When I was in New York on or about September 20, a friend of mine and a man of very considerable wealth proposed to me that I accept the management of the Wilson material—letters, manuscripts, books and all movie records including the original records of the Paris conference. His idea is that all this material shall become a sort of archive. At present my friend, Ray Stannard Baker, is writing a biography from the material. When this is done all is to be put under one roof, presumably in Washington. That is the scheme and Mrs. Wilson is in agreement.

This friend said he would put from $100,000 to $150,000 a year at my disposal and continue till the work was complete. He asked and stipulated that the scheme, his name, and all he had said be kept confidential on pain of withdrawing the proposition, publicity being to his way of thinking tantamount to defeat, for so many men would at once hold their material at high prices.

I have thought about the matter and now take the liberty of giving the proposition to you in full confidence that you will not allow a word of it to get out. It has seemed to me that I might say to you what I said to him and then get your suggestions.

When he asked if I could consider the acceptance of the proposition, I at once indicated my doubts. My plans are all set for writing (as much as the burden of so many students allows) The Old South in four or five volumes. Nothing can now be accepted that materially weakens the prospect of finishing that in my active life.

But I said to my friend: it may be possible for you to endow a chair at Chicago with two hundred thousand dollars and that the University would put me on half time and I could then teach, write and give direction to the collecting quietly all the Wilson material.
Dear Mr. Thompson:

When I was in New York on Oct. 29th, I found a friend of mine and we talked about your recent move to Washington. If you're interested in the political scene and what's happening in Washington, DC, I would be happy to fill you in on some of the major events.

As a part of my duties at the New York office, I have access to valuable information and data on government affairs. I believe this could be of great value to you.

I would be more than happy to take the time to discuss this with you in more detail. Please let me know if you would like to meet to discuss this further.

Sincerely,

[Signature]

[Address]
that became available. He said he would take that under consideration. I think he is interested. Anyway he promised to think it over and give me his decision this autumn.

Since thinking a little more on the subject I have come to the conclusion that the best thing, if he proves able financially, would be to have him endow a sort of institute (only I do not like the name) including a chair of American history, putting enough money behind it to engage two people with historical training and a secretary to attend to correspondence, endow this at Chicago giving it such name as we could together agree upon. I would then direct the organization and when the work was finished continue the funds in gathering more material, say on the Old South which my friend is interested in and which I have hopes would be supported liberally by one or two other men.

This I did not mention. It would hardly have been proper to do so without consulting you. I am a little bothered about all this as I have been these last years by similar appeals for my time, appeals that have been difficult to decline. As I look at things, my work is cut out. Yet my classes, graduates only, increase with each year in a way that alarms me - 150 last summer, and numbers really too large during the regular session. I can not cease; I can not go on. And these other matters are aimed at relieving me altogether and with the purpose of allowing more time to write. But the University of Chicago is my proper intellectual home; I could hardly break away, but if teaching there really breaks me, I shall hardly in the end know whether I have not done wrong.

A part of this problem, that of the increasing burden of teaching, I have talked over with Dean Taing; and he seemed entirely sympathetic, though he had no remedy.

Won't you consider the New Business as soon as you can, and without consulting others, lest it leak out, and let me know your position. I expect to be asked to New York again before very long to renew the discussion. On the other matter, the work at Chicago, Dean Taing will know how to talk things over with you, nor have I omitted to take into account the History department which I consider in a rather critical condition.

With all good wishes,

Yours sincerely,

[Signature]

William E. Dodd
Since thinking a little more on the subject I have come to the conclusion that the best thing to do would be to leave the name (including the part of America) out of the message. If there are too many people with American names ending in -off or -ah, or -ah, I doubt if that name will serve any purpose. As we continue to get more and more familiar with the work, we feel that continuing to use the name is entirely to our advantage and mean the work and which I have hoped would be supported. Therefore, if one of the two names were to be dropped, I am willing to do so.

I must also mention that if I could go to the conference without counting you proper to go so without counting you proper.

I have noticed that the American names at the moment (including the part of America) do not seem particularly sympathetic to my time, but have been very artificial to the point of being unbecoming. I feel that this is not in any way that strikes me. Instead, with each year I feel that more and more time to write and the other matter of attending more time to write and the other matter of attending more time to write.

I must also mention that if I could go to the conference without counting you proper.
The American Historical Association is one of more than fifty societies, organizations and foundations, other than colleges and universities, whose main purpose is to encourage research. During the last year the Association started a drive for a million dollar endowment for the express purpose of promoting research. In order that there might be a wise expenditure of the income of the endowment a committee was appointed on Preparing a Program for Research and Publication. It was agreed that one task of the committee should be directed towards the problem of finding out why there was no more productive research on the part of the holders of Ph. D degrees in history.

A questionnaire was mailed and, to date, two hundred and fifty replies have been received from all sections of the country, representing some one hundred and fifty institutions and all types of professors. The general reasons given for non-productivity, with an analysis of the answers to the first four of the ten questions, will perhaps be of most interest. The questions are as follows:

1. What in your opinion is the obligation or duty of a Doctor of Philosophy in history to teaching on the one hand and research on the other?
2. What is the attitude of the President of the institution where you now hold a position, toward research as compared with teaching?
3. Is the desire to do research work generally lacking, and if so, for what reasons?
4. Is the failure to "produce" due to factors that prevent or greatly hinder the desire from being carried out, e.g.,
   a. Teaching load, number of hours and different courses per week?
   b. Relation of salary to cost of and time needed for research; as affected by outside work--pleasure, standard of living?

These questions were based on the assumption that the Ph. D. degree in history not only signifies that the holder was capable of independent research, but that he was granted the degree, with a hope at least, that he would produce; that in fact he was under some obligation to become a productive scholar. The answers to the questionnaire, however, with other evidence, point to the conclusion that less than 25 per cent of the Doctors of Philosophy in history are consistent producers. The problem then was to find out why this was so. (There is some question whether the situation in history is essentially different from that in English, economics, mathematics or physics. Information is lacking to answer this query.)

The first major reason why there is no more productive research appears in the answers to the first question, one which created a great deal of interest, viz.: "What in your opinion is the obligation or duty of a Doctor of Philosophy in history to teaching on the one hand and research on the other?" It is generally agreed that the main duty of a Ph. D. in history is to teach; particularly if located in a small college where he was appointed to his position mainly for this purpose. On the other hand, both because it would tend to make him a better teacher and because there is some obligation to produce, Doctors of Philosophy in history, who have the ability, ought to make some effort to extend the bounds of human knowledge. It is agreed that some men should carry on research.
involves the study of the factors that influence the formation and development of ideas and beliefs. It is an area that has been extensively studied by philosophers, psychologists, and sociologists. The concept of 'philosophy' is often used interchangeably with 'philosophy of mind'.

Philosophical inquiry can be divided into two main branches: metaphysics and epistemology. Metaphysics deals with questions about the nature of reality, including the existence and properties of objects, space and time, and causality. Epistemology, on the other hand, is concerned with the nature of knowledge and the possibility of acquiring knowledge. It asks questions about how we come to know things, how we can be sure of our beliefs, and the limits of human knowledge.

Philosophy is not just an academic discipline, it has practical implications for everyday life. It helps us to critically evaluate the assumptions that we make and the conclusions that we draw from them. It teaches us to question our beliefs and to consider alternative perspectives. It is a tool for self-reflection and self-improvement. It encourages us to think critically and to develop our own perspectives.

Philosophy is not just for philosophers. It is for everyone. It is a way of thinking, a way of seeing the world. It is a way of life.
because they are best fitted for such work. However, a large increase in the productivity of Ph. D.'s in history, would mean that more weight must be given to research in the colleges, in relation to promotion and increase of salary. The relative amount of time given depends on the institution. Many believe that the capable professors in the larger universities should devote most of their time to research. In the smaller universities and colleges it is suggested that the percentage should be 25 per cent or more. A few believe that a large amount of time given to research might make some professors ineffective as teachers; that perhaps a vigorous mental life may be stimulated in professor and student by wise reading and study as by research. In general, due to the present organization, ideals, and methods of American colleges, teaching is looked upon as the primary obligation of a Ph. D. in history. But a majority of the replies indicate that there is a desire to have research looked upon as more of an obligation than is the case at present.

The reasons for this view are fundamental. The colleges, it is asserted, would serve the students and society better if they devoted more time to encouraging research as a method of education as well as for the possible results of research. For the great need now is that of developing certain mental processes in the professor and student; processes that the practice of research is most likely to produce—namely, the questioning attitude; the desire to prove that knowledge alleged to be true is really true; the desire to extend the bounds of human knowledge. Professors and students who do not engage in some research are in danger of worshiping the idols of dogma and precedent. Such an attitude of mind hinders the advance of knowledge, for it weakens that profound reverence for truth which enables one to accept new evidence even when it overthrows customary and preconceived ideas. If time given to research results in less total information, there is compensation in the fact that professors and students have acquired some power and technique in acquiring and applying information when needed; and that, as a result, are better able to evaluate knowledge as well as more likely to extend its bounds.

A second major reason for so little productive research is because of defects in the present system of graduate instruction leading to the Ph. D. degree in history. Some detailed and extended replies were received on this point, written by noted professors of history, men with twenty-five years or more experience in large universities. The criticisms brought by these men, and by not a few more recent graduates, against the system, are as follows. The dissertation is too often looked on as the end rather than the beginning of productive effort. The candidate often becomes discouraged because the teaching and training are "deadening"; because the "lectures" of many professors fail to inspire the student and create in him the passion for research. In other words there is a failure to teach students to want to do research, not only with respect to the dissertation but after its completion. It is asserted also that stakeness comes from too many college lectures in proportion to research courses. Criticism is made of the "hot house" character of the theses; too much aid is given, and that "coddling" is resorted to; that this results in the lack of ability to pursue independent investigation. Some professors come in for further criticism, not only for lack of power to inspire, but because they are unproductive; are "narrow specialists"; do not give adequate instruction in the technique of research; assign either petty subjects or too long subjects for theses, and finally because they fail to keep in touch with their students after graduation. It is obvious that the individual professor is the "keeper to the gate of research," and if he fails to create a desire and passion in the
able students to continue their research after receiving the degree, then this is another major reason why there is no more productive research.

A third important reason has to do with the ability of the candidates, in relation to the demand for teachers who have received their degree. It is asserted that the Ph. D. degree in history has become commercialized; that it has become primarily a teaching degree; that large numbers are given the degree, when it is believed that they are unlikely to become consistent producers; that many candidates have no intention of producing after graduation, and look on the degree as a passport or certificate necessary to get a "job." Likewise presidents, especially of the smaller colleges, insist on having Ph. D.'s on their faculty, not because they expect or wish them to be productive scholars, but largely for advertising purposes. The large universities are thus crowded with too many mediocre graduate students, many of whom cannot be taught the technique of research except with great difficulty. It is still more difficult, and often impossible, to inspire them with a passion for research. Low salaries and greater rewards in other professions draw off the best talent and leave those with meager abilities as candidates for the Ph. D. in history. Thus an undue proportion of the professor's time is consumed, and he is hindered in his own productive work.

A fourth and even more serious reason for lack of production is the low social value placed on scholarship in the United States as compared with European countries. In particular the assertion is made that our country does not value research in history, nor in the other social sciences, as it values research in the physical sciences; that when such research does take place, it receives little social recognition; that when society honors research in history more, then there will be more production. The principal reasons given for this state of affairs are, first, the low level of culture in America as compared with Europe or England, and second, the value placed on material progress as measured in dollars and cents.

A fifth important reason for lack of production is the fact that many professors do not believe that research pays. It is alleged that many who are productive fail to gain the rewards they might reasonably expect; that presidents of colleges and universities give "lip service" to research, but do not seriously take it into consideration in making promotions or increases in salary; that therefore Ph. D.'s seek to advance solely by teaching, or by "wire pulling" or by "social stunts."

The answers to the second question throw light on this problem. It reads: "What is the attitude of the president of the institution where you now hold a position, toward research as compared with teaching?" An analysis of the answers to this question show that at least 50 per cent of the presidents of colleges are hostile, or so lukewarm that little or no real encouragement is given professors who wish to carry on research in history. They are either told that research is not expected or wanted; or if a professor does produce, no notice is taken of his work, in terms of larger salary and promotion, as compared with the recognition given to teaching or to administrative work. The phrases used by professors to describe the attitude of their president are interesting, such as "He has no conception of research." "He is opposed to research during the academic year." "He does not promote on the basis of research." "He gives no encouragement." "It is not wise to answer the question," says one professor. "He would like to be regarded as favorable," says another. "Lukewarm," says
The importance of continuing staff education and training program for our firm lies in the recognition of the company's commitment to professionalism and excellence. It is crucial to the continued success of our organization. It is also important to note that the training program is designed to be comprehensive and interactive, ensuring that all employees receive the necessary skills and knowledge to perform their jobs effectively. The program is structured to provide a balance of theoretical knowledge and practical experience, allowing employees to apply their learning in real-world situations. Additionally, the program is regularly reviewed and updated to reflect changes in the industry and emerging trends. It is our goal to foster a learning environment where employees are encouraged to continuously improve their skills and contribute to the overall success of our company.
another, "thinks my contribution to life much greater if I contribute directly through teaching or committee work."

One excellent statement follows with respect to the advantages accruing to a college because of emphasis placed on research. This is entirely aside from the value of research as a method of education or its value in extending the bounds of human knowledge.

In my opinion the only power capable of creating the proper atmosphere for research in a college is the college administration itself. But how may one convince a college president that in his particular institution research pays? The most easily convinced is the president who has himself been a professor and who has lingered in a graduate school long enough to catch the infection of scholarship. In that case he knows what it is to wrestle with the task of teaching the sons and daughters of the "butcher, the baker and the candle-stick maker," who neither hunger nor thirst after knowledge any more than after righteousness, and he knows from experience that the best way to quicken the intellectual interest of this heterogeneous group of young Americans is to give them something to create or discover. Presidents with other training, however, may not be so easily convinced. With them arguments like the following may be used: (1) Research will give excellent publicity to your college in other academic circles; (2) it will give your college an excellent rating in the various standardizing agencies; (3) as improved quality of instruction which comes from contact of students with men of live intellectual interests will increase the size of your student body, which in turn will afford a stronger lever for raising the endowment and adding new buildings to the campus; and (4) stronger men will be attracted to the faculty of a college where research is encouraged. If these arguments are ineffective, then the case seems hopeless. Research in a small college can make little progress against the dead inertia or indifference of the college administration.

Of the 50 per cent of college presidents asserted to be favorable or sympathetic to research, there are few who do not emphasize teaching as the first duty and few apparently who make a practice of rewarding research in terms of promotion or salary on the same basis as they do teaching. If the president of the college is lukewarm or hostile, then one important incentive to research is lost. The professor feels that he must protect himself by concentrating on teaching. The only other possibility would be for him to continue to produce on the theory that some other president would recognize his work and call him to a better position. It is somewhat disconcerting to learn that so many college presidents are out of harmony with the most significant development of modern times—that is the widespread spirit of research.

The answer to the third and fourth questions show that more than half of the Ph. D.'s in history desire to produce but that various hindrances prevent. Beside the fundamental reasons already mentioned, especially the lack of encouragement from administrative officers, attention is called to the financial difficulties, present in history to a much greater extent than in most other fields, viz., the cost of travel, in order to go to the large libraries at home or abroad, for sources, and the cost of publication.

It is believed that there are about six hundred Ph. D.'s in history living in the United States and that the annual increase is fifty or more. The evidence
The problem of college retention involves a variety of factors affecting students' ability to persist in higher education. One area of concern is the rate at which students leave college before completing their degree. This problem is significant because it not only affects the individual student but also has implications for the college as a whole, as well as for society as a whole. The financial cost of student attrition is substantial, and it is estimated that the cost of educating a student who leaves college after one year is twice as much as the cost of educating the same student who completes their degree. Additionally, students who leave college before completing their degree are less likely to earn an income that supports themselves and their families, and they are more likely to require public assistance. Therefore, it is crucial to identify the factors that contribute to student attrition and to develop strategies to address these factors.
available points to the conclusion that less than 25 per cent are consistent producers. Two schools of thought are represented in the answers to the questionnaire. One considers that the situation will take care of itself; that production will follow the law of the survival of the fittest; that the best will produce any way, no matter what the conditions. In fact it is argued that the stimulation of research by artificial methods would result perhaps in a greater quantity of output, but that much of it would be of poor quality.

The second school believes that there is much light hidden under a bushel; that there is much latent talent that ought to be developed; that worthwhile pieces of research—in process and completed—are now held up, partly from lack of encouragement and partly because of the cost of publication; that the percentage of producers is too low, and that it is desirable to increase this percentage, both from the standpoint of teaching and of research.

The answers to the questionnaire indicate that the second school has much greater support; that the desire to carry on research seems to be more general than has heretofore been suspected; that there is widespread dissatisfaction with existing conditions, and that reforms are desired. The blame for the lack of more productive research is distributed rather widely; on defects in the system of graduate instruction; on deficiencies of some of the professors; on the granting of degrees to too many candidates who ought not to receive it; on those presidents of colleges who fail to properly reward research; on the lack of time, because of excessive teaching schedules, and on the lack of money because of low salaries or lack of grants to defray the cost of publication; and in general to the low esteem in which scholarship and research, in the social sciences at least, are held in the United States.

There are several fundamental remedies, which, if generally applied, would probably bring about more productive work of a higher grade:

I. Passion.—A greater passion for research must be developed. More professors and students in all colleges must somehow acquire the desire to extend human knowledge through their own research. Professors responsible for training graduate students must make greater effort to stimulate this passion and follow up their students after graduation.

II. Opportunity.—Presidents, executives and chairmen of departments must recognize Ph. D.'s who have the "flair" for research and give them greater encouragement, by lessening their teaching schedules and by granting promotion and increase of salary for proven ability to produce worth while research. They must also give more weight to research in calling those to fill vacant positions.

III. Selection of Candidate.—More productive work will follow, relatively to the total number of Ph. D.'s in history, if first, a greater emphasis is placed on selecting candidates who give the most evidence that they will produce; and second, if there is a more thorough weeding out process during the period of study for the degree. That is, from the standpoint of productive research, there must be a greater relative proportion of "brains" in the profession. This may be accomplished in part by raising the requirements, by granting a new research degree, or by giving a different training for different types of candidates.

IV. Money.—More money is indispensable, in the form of special grants, for
travel and publication. Leave of absence with pay, and the founding of research professorships with a minimum of formal teaching are other forms of aid to research.

V. Scholarship.—Scholarship must be more generally recognized in the professional world and by the general public; and the scholar must be given more social recognition in one form or another, prestige, honor, promotion, or financial reward.

The answers to the questionnaire indicate that the percentage of desirable productive scholars can be increased if these remedies are applied. If in the next ten years we may assume that our universities graduate five hundred Ph. D.'s in history of much higher ability than the average at present, and that 50 per cent instead of 25 per cent become consistent producers, then we may begin to hope for a new epoch in higher education in the United States.
November 22, 1926

Dear Professor McLaughlin:

Thank you very much for your memorandum of November 17, 1926. I think your suggestion in regard to Professor Nietzsche is very fine and am in thorough agreement with you in regard to the Institute of Politics. I am very glad to have this merge into a general program.

Sincerely yours,

Max Mason
President

Professor A.C. McLaughlin,
Faculty Exchange.

MM R

CC to Mr. Woodward
Thank you very much for your memorandum of November 26, 1926. I think your suggestion is probably to the point.

I notice in your letter that you have been reviewed by the joint committee of the House of Representatives. I was very glad to see that the review was made a general review.

Sincerely yours,

Felix Meerson
President

Professor A.C. Macaulay

Hearty regards,

MM R
November 17, 1926.

President Max Mason,
The University of Chicago.
Dear President Mason:

This letter is for your consideration at your leisure and is an answer to the question you asked me about the possibility of securing someone who might or would be a leader in the building up of an Institute in Mediaeval History.

It is of course difficult at any time or in any field to find an organizing leader who is also an outstanding scholar. In mediaeval history, there are only three prominent scholars among the older men – Haskins of Harvard, Munro of Princeton, and Thompson of Chicago. The first two have organizing ability, but are too old to move and otherwise firmly fixed. Younger men who have these qualities are not visible, though there may be some.

If your idea is to establish, or if there is thought of establishing an Institute of Mediaeval History, to include the work and research that is now being conducted and that may be developed, in the various departments of the university, the question of leadership is important. I am at this moment inclined to think that Professor Nitze has probably the energy and the grasp to do the job. This is on the supposition that the Institute would include philology and literature and art, as well as all other social and political activities of the middle ages. The University now has a strong and capable body of men in this field.
The University of Chicago

Interdepartmental Committee

Dr. President's Report

We address you this report in connection with the present query regarding the establishment of an intergraduate committee. We believe that the establishment of such a committee would be of great benefit to the institution and to the students.

In this connection, we wish to express our appreciation of the work of the various departments in the development of the student body. We believe that the establishment of an intergraduate committee would provide a forum for the discussion of matters of common interest to all departments.

We recommend that the establishment of an intergraduate committee be considered by the Board of Trustees at its next meeting.

Sincerely yours,

The Interdepartmental Committee
The questions that arise are many; but if there is decided advantage in a new grouping the task may not be very serious. If financial gain is secured by founding an Institute, that is one matter. If the only aim is to get greater effectiveness by greater cooperation, that is another. Probably some additions to the faculty would be necessary, in any case.

Naturally I have been more interested in a School or Institute of Politics. Perhaps it may be unwise to contemplate too earnestly the full scope of the idea presented by President Burton. I mean that the scheme, as a means of training for higher political position (in the United States Senate for example!) men who are really qualified by learning, may seem too visionary to be appealing, even if it be the real goal we have in mind. But I firmly believe that something very distinct can be done, without appearing to attempt the impossible. The need of men trained for effective administration is great.

At the present time there is much interest in foreign affairs, vide the Page School at Johns Hopkins; also the Hochschule für Politik in Berlin and the École des Sciences Politiques in Paris. Johns Hopkins will have difficulty in getting the wide and deep foundation and active service of participants, such as are in this university. Can anything be done a) in the way of establishing an Institute? b) if an Institute or School is now impossible, in the way of further cooperation among the men? c) in
The American part of the world is not the same as the world of 100 years ago. The environment in which we live has changed, and this has led to new challenges. If Americans are to succeed in promoting an international order in the 21st century, they must continue to develop a new generation of citizens who are informed, engaged, and committed to the common good. This task requires government, business, and civil society to work together, but it also requires a rethinking of how we educate our young people. The need for new approaches to education is clear.

As we plan for the future, we must consider how our educational system can help prepare young people for the challenges of the 21st century. The United States has a long history of excellence in higher education, and we should build on this tradition to ensure that America remains a leader in science, technology, engineering, and mathematics. We must also ensure that our educational system is fair and equitable, so that all students have an opportunity to succeed.

In conclusion, the future of America depends on the quality of our education system. We must work together to ensure that every young person has access to a strong, supportive, and challenging education that prepares them for the challenges of the future. This is not only a matter of individual success, but also a matter of national security. We must educate our young people to be leaders who can work together to build a better world.
gathering together and presenting for proper publicity the work now actually done, even if nothing further is attempted?

We now have on the campus a very strong department of Political Science, though it doubtless needs additions. American history is strong, probably second to none. Appropriate courses for a school of politics are now given by able men in sociology and economics. The extra expense involved in securing services of a few men is not so very serious. In my own judgment Professor Merriam has the requisite powers of leadership. History must play a very large part in any school or group of this kind. All the other departments depend on history, if not always on History as a department. I think the history men would be glad to cooperate. But it is always necessary to point out that the instructional force is already overtaxed, and that any scheme is likely to add to its burdens unless, or perhaps even if, additional instructors are secured.

On another page I am answering as best I can your enquiry about a professor of modern European history.

Respectfully submitted,

A. C. McLaughlin

A. C. McLaughlin
October 16, 1928

My dear Mr. McLaughlin:

I have your memorandum suggesting that Professor Ruth be placed on the Library Board. The Boards have all been arranged for this year and the booklet is in the hands of the printer. We could substitute Professor Ruth for Professor Dodd, but I understand that you do not desire this. To attempt to re-cast the Committee at this late day seems inadvisable and I think we had better let the suggestion go over until next year. Meanwhile I shall see that Professor Ruth is consulted in all important matters relating to the work of the Board.

Yours sincerely,

Frederic C. Woodward

Professor A. C. McLaughlin
Department of History
Faculty Exchange

FCWEL
the year 1944

I cannot imagine how much I appreciate your kindness in allowing me to return. I hope this letter finds you in good health and that all is well with you and your family. I wish you the best of luck in your future endeavors.

Yours sincerely,

[Signature]
Dear Mr. Woodward:

My suggestion that Professor Keith be placed on the library board was based on the following considerations—

1. He is, through his, as Secretary of the Department, ordering for books costing some three thousand dollars, so year are sent up to the library.

2. He has been active interest in library affairs.

3. In all matters involved in the problem of library housing, a new building or that sort of thing, he is interested and has knowledge. His advice will I think be of service.

4. I do not know that the social science group is under-represented on the board, so I have no wish to ask for the place now occupied by anyone. But Professor Keith, because of his association with the social science group, is certainly well qualified to represent that interest.

5. My chiefest reason is that he is interested in library problems, as I have stated in 2 above.

Respectfully submitted

A. E. P. Treadwell
May 24, 1926

Prof. Frederic C. Woodward,
University of Chicago,
Chicago.

Dear Professor Woodward:

Many thanks for your letter of May 24. I am exceedingly sorry that you will not be able to join us at the meetings of May 28 and 29. However, we are most pleased to learn that Professor Boucher will represent your institution at that time. We have known Boucher for a good many years, and I am sure it will be a delight to have him with us. I am hoping that the meetings will not be too prolonged to permit of his use of our links.

Very cordially yours,

[Signature]

Louis Pelzer
Professor of History

LP-S
Vice President J. H. Tufts  
Faculty Exchange  

Dear Mr. Tufts:

This is a note in confirmation of a conversation with you on the afternoon of November 11, dealing with the possible purchase of the Verhandlungen des Reichstages, a government publication we have been sadly wanting for quite a number of years. In the inclosed copy of a letter from our agent in Leipzig, you will note that he offers all that we lack of this series for about $615 at the current rate of exchange, and that he is anxious to have a reply by cable, because he cannot hold the series any longer.

The Department, as well as the Department of Political Science, very much needs this set, and it is really an anomaly that an institution like Chicago has so far not had this publication. The Department has had a standing order, not of purchase, but an inquiry, with Harrassowitz at Leipzig, since September 1922. We have had one previous offer of the set at $1200, or thereabouts, as I remember it. The present offer is so low that we do not think that the opportunity ought to be permitted to slip. I am therefore, in behalf of the Department, proposing that ways and means be found to make this purchase possible, from funds other than the Departmental budget, as it now stands. Miss Perrine tells me that our book budget is virtually exhausted. As I told you, we have been trying, privately, to get the money for this purchase, but we feel that it would be inopportune to make any further efforts in this direction, because the particular group in the city to whom we might appeal, is now being approached in connection with the general drive and we feel that the influence of such a special petition might not be opportune.

Very sincerely yours,

C. F. Ashby, Jr.,  
Secretary of the Department

CTH:EC
The University of Chicago Press

Dear Sir:

I should like to confirm my cablegram of Oct. 17:
"Your letter September two 1922 offer everything you need Verhandlungen des Reichstages Mark 2600 cable". Not having heard from you I take it that you are not interested in this offer. Nevertheless I should be pleased to hear from you, also to get a reply to my letter of the 7th of October. I shall then be in a better position to know about your actual desire and also whether I shall have to continue my search.
Dear Sir:

I should like to continue my caper in at Oct. 7.

Your letter September 1973 after examining your need

Veterinary care, references, 5000 capital.

I was told that you are not interested in

Using overt. Nevertheless I should be pleased to hear from

Your reply to my letter at the end of October.

I shall then be in a better position to know about your request.

Please and State whether I shall have to continue my research.
President Max Mason,
The University of Chicago.

Dear President Mason:

You enquired some days ago about the possibility of getting a professor of modern European history, some one who has the gift of leadership as well as assured standing as a scholar.

If I understand the nature of the enquiry, and I think I do, my answer must be about as follows. The paucity of scholars in modern European history is very marked, possibly more evident in this field than in any other.

A few years ago we offered a place to Professor Fay of Smith. He refused. I do not think even a large salary would bring him. While he is a scholar, he has not the initiative and the kind of energy you have in mind.

Two years or so ago, we secured the services of Bernadotte Schmitt. The situation can be plainly seen from the fact that Michigan offered him the same salary we did, and when he came here, Michigan gave up trying to get a man who had arrived; it was reported to me that they decided if they could not get him there was nobody to be had, whom they wanted.

There are five or six men of reputation in the country:
Becker of Cornell
Abbott of Harvard
Hayes of Columbia
Lingelbach of Pennsylvania
Ford of Minnesota

These are of differing degrees of excellence. I doubt very much if any of them could be moved, and I doubt also whether, if we had the means to move them, we should want some of them, and I should have some misgivings about others. Professor Becker is probably the only person in this list whom we should want and could perhaps secure.

Schmitt's field is very recent or very modern. We do need a leading scholar in the century or two before 1815. I have suggested to you in my budget the desirability of getting Carl Becker of Cornell; now I believe 52 years old. There appears to be unanimous opinion in our department that he should be brought here. If Becker cannot be had, and I think it doubtful, we shall be obliged to try a promising man, not yet really arrived, who may of course turn out to be less in fulfilment than we hope.

I am inclined to think that, while Becker is a live wire, he would not care to undertake an organizing job or be especially interested in administrative duties, and departmental responsibilities.

Respectfully,

A. C. McLaughlin

McL:L
The University of Chicago
E. A. coconut

I am writing to express my interest in the position of Assistant Professor of Zoology at the University of Chicago. I have a Ph.D. in Zoology from the University of California, Berkeley, and I believe my qualifications make me a strong candidate for this position.

I have been working in the field of evolutionary biology for the past ten years, and I have published several papers on the subject. My research interests include evolution, ecology, and behavior. I have also taught at various universities, including the University of California, where I have received excellent reviews from my students.

I am particularly interested in the opportunity to work with faculty members who are leaders in their fields. I believe that my experience and qualifications make me a valuable addition to your faculty.

I look forward to the opportunity to discuss my qualifications with you further. Please let me know if you would be available for an interview.

Sincerely,

[Signature]
Round Hill, Virginia,
October 25, 1925.

Dear Mr. Tufts:

A little while ago, I placed a proposition before our history faculty which was that I should be permitted to remain away next quarter for the purpose of research, to write as much as I can of my history of the old South on which I have been making preparation these last fifteen years.

The request was not based on any personal desire. My personal likes and advantages would be better served by a return to Chicago, for the cost of the children's education is less expensive there and our household arrangements are all more to our taste. It is a matter of realizing on a piece of research in which the University has been investing these dozen years, for I take it the University has meant my work all along to be of the kind suggested.

The last few years my students have been so numerous that there is no chance of doing much if anything serious while I am in Chicago. Last year's matriculations in the graduate school will show what I mean. And now, even away from Chicago, I have a correspondence that amounts to about fifty letters a week which come in the main as a result of my work, one way or another. These take one full day each week to dispose of.

This is not a complaint. It is merely to suggest that at my time of life I must get some time off if the work I have planned and in part done is ever to be published. I feel this pressure; and I think the University must realize what my reactions ought to be. Of course I can not promise to write a volume in a quarter; but I think I can put volume one in such a way that I can give it to the publisher during the next year.

Since making the statement to the faculty I have learned that certain of the trustees inquire whether research really is done, implying that we had all best stick to the teacher's desk and job. If that is the point of view of the administration, I withdraw my application. If my sixteen years have not answered all such questions, I would not wish to try to answer them.

I am glad the matter is to be passed on by one who has known this problem long and well and so leave it entirely with you whether it shall be withdrawn or not.

Sincerely,

William E. Dodd
Dear Mr. Turner:

I am writing to express my appreciation for the work you have done in preparing the landscape plan for our community. Your dedication and expertise have been invaluable in helping us create a beautiful and functional green space.

I am particularly impressed with the attention to detail in the final design, which incorporates the natural elements of the area while also providing space for community events and activities. Your effort has not gone unnoticed, and I am confident that the finished product will be a source of pride for our community.

Thank you again for your hard work and commitment to our project. I look forward to seeing the final result in the near future.

Sincerely,

[Signature]
October 27, 1925

Prof. William E. Dodd
Roundhill, Va.

Dear Mr. Dodd:

I took up with the President just before he left last week the recommendation of Mr. McLaughlin with reference to your winter plans. The President was much interested and agreed readily to recommend to the Board at its next meeting that you be granted leave for the purpose indicated.

I think that the rumor which came to you did not represent at all the spirit of the inquiry which was made. From time to time men have been granted exemption from instruction for some specific purpose, e.g., Breasted to work in Egypt, other men to work on some book, other men (chiefly in one division of the University) to gather materials for courses when this involved travelling or residence in other places. The inquiry was as to whether there exists any method of reports on work done in such instances similar to the reports which we have with regard to other types of work. In some cases such a report would naturally take the form of a reference to publication, in other cases it might take some other form. I undertook to make a list of such actions of the Board, and when I looked it over I was compelled to admit to myself that in some cases at least the instructor had probably done no more with his special arrangement than other instructors were doing all the time. My personal scruple is mainly to do the fair thing all along.

In your case, fortunately, there was no question as to what you would do. As I told the President, you were born that way and can't help it, and I think that the situation is quite different from that presented in some other requests when the hope was advanced that although the man had not yet published, he might, if given special opportunity.

I am sorry about the fifty letters a week. The only suggestion I have is that of the man who said that many letters, if unanswered for a year, would not then need answering.
The matter is not, of course, finally disposed of until it has been to the Trustees, whose next meeting comes November 12, but so far as the President is concerned it is all in shape.

Sincerely yours,

James H. Tufts
October 27, 1925

Prof. A. C. McLaughlin
Dept. of History

Dear Professor McLaughlin:

I took up with the President the matter of Mr. Dodds' plans for the Winter Quarter and the President agreed to recommend the proposed arrangement to the Board of Trustees. This involves granting Dodds leave of absence to work on his book in Washington and the securing of an Assistant to give one course now conducted by Hutchinson, who will in turn relieve Boucher who will take over one of Dodds' courses.

I had a letter from Dodds this morning in which he seemed to feel a little hurt that any question should arise in the minds of anyone as to the research that might be done under such leaves. Of course no one has doubts about what Dodds would do, but it would be taking the matter too seriously to assume that every instructor, if released from half his instruction, would at once turn out any more productive work than at present.

Sincerely yours,

James H. Tufts

JHT: L
Round Hill, Virginia, November 2, 1925.

Dear Mr. Tufts:

Your letter received. I am greatly pleased at the decision that was arrived at; and it seems to me I shall be able to use the leave granted for writing more and to do so for further preparation to write. However, one can never be sure one may not have to re-cover some of his research. I shall do the best I can and I hope bring out the essential character of the old South.

On the general proposition of research I wish you would let me say that I think our University is about the only university of the country that can at this time put the advancement of learning, research in every field, beyond every other interest. We have a unique position; we need not do any undergraduate work at all, after a few years readjustment — that being provided in our region by half a dozen institutions. I hope you and President Mason will feel the great pull in this direction and definitely set the new endowment in that channel. We shall pass off the stage before large fruits can be harvested; but the nation and the world will profit. The mere multiplication of places where young boys and young girls "take a degree", learn from their fellows a little of the art of social advance and have a rousing time in fraternities is no scientific advance nor can it better the intellectual life of the country, since there are other places where the few who mean business can go.

About the burden of which I in somewhat unworthy spirit complained, I would say it is fifty letters a week that I must reply to; at least so it has been every week thus far this vacation, three of these in recent weeks have been to Pennsylvania, Yale or Harvard candidates for doctorates about their work — suggested by Ames and others. I can not see how such can be left a year on the table. Of course the programme of the Historical Association has caused some of the work, though the burden of that was over when I left Chicago.

But dismiss this. There is no way out, except when one is at the University where assistance has been very considerately granted.

Yours sincerely,

William E. Dodd
November 20
1925

Mr. Albert W. Sherer
231 S. La Salle St.
Chicago, Ill.

Dear Mr. Sherer:

I took up with Dean Spencer the matter to which you refer in your letter of October 14. Mr. Spencer remarked in the first place that the general impression made upon students by their courses in the school was, he believed, that of discouraging money making as the sole, or even as the chief aim in business. He thought he had first hand evidence of this from his conversation with his own brother who said that after going through the school he felt less ready for a policy of aggressive and ruthless methods than before he entered. It is probably true that one of the men in question is constantly studying methods of reducing costs and saving money. He is supposed to have enabled some business firms in the city to make great savings in their expenses, and it is probable that his discussions would be in money terms rather than in other terms. Mr. Spencer, however, is very sure that he would never advocate what he spoke of as "short cut methods," (whatever this phrase may mean.)

Mr. Spencer is, in connection with his faculty, planning a somewhat extensive questionnaire for his students in order to learn more about their methods of instruction, and strong and weak places, and he thought it would be possible for him to put into the questionnaire some questions that would throw light upon the matter which you mention.

I have no opinion about what the actual facts are in the business world. I should think it would be a fair guess that a good many people who during the past six months have made--or lost--fortunes, have proceeded by somewhat rapid methods. I get the impression also that several members of our faculty of high scholarship have not got on as fast in the way of rank or salary as some others who have been more aggressive. I suppose that in both
business and the University the actual procedures do not always conform to our best ideals. I shall be glad to advise you later if Mr. Spencer gets additional information.

Sincerely yours,

James H. Tufts

JHT*L
October 14, 1925.

Dean James H. Tufts,
University of Chicago,
Chicago, Illinois.

Dear Dean Tufts:

At a meeting with one of the large stock yard organizations last June, one of the officials of this company told me that he had learned from a young man attending our School of Commerce and Administration that there were two teachers in the School who gave the impression to the students that the best way to succeed in business was to "get the money". The impression created in this young man's mind by these teachers was that the old idea of working out one's salvation over a long period in a business institution was "old stuff" and that the approved modern method was to "make them come across".

I asked this official if he would be good enough to make inquiry as to the names of the teachers who had created this impression in the student's mind. He called me up a few days ago with the information that the names of the men are:

R. W. Stone,
Associate Professor of
Industrial Relations

J. O. McKinsey,
Associate Professor of
Accounting.

It occurs to me that you might be interested in getting the facts by bringing the matter to Dean Spencer's attention.

For my own information, I should be glad to be advised as to whether the statement made by this stock yards official is warranted by the facts.

Yours very sincerely,

[Signature]

ALBERT W. SHERER
231 SOUTH LA SALLE STREET
CHICAGO
Dear [Name],

I am writing to inquire about the availability of your assistance in the following areas:

1. Research
2. Writing
3. Editing
4. Data Analysis
5. Presentation Preparation

I am particularly interested in your expertise in [specify topic(s)].

Please let me know if you are available and what your rates are for each of these tasks.

Looking forward to hearing from you soon.

Best regards,

[Your Name]
September 3, 1925

Dean G. J. Laing,
Faculty Exchange

Dear Dean Laing:

I think that in matters relating to graduate fellowships we ought to follow the recommendations of the Deans of the Graduate Schools. If you favor the use of the fellowship which the Department of History recommends in the case of Miss Popper, I should approve it. I should understand, however, that this would apply only to the cash part of the fellowship; namely $200.

Sincerely yours,

James H. Tufts

JHT:H
Vice-President James H. Tufts
Faculty Exchange

Dear Mr. Tufts:

Miss Annie Popper who has a fellowship in History for the current year ($380) wishes to go abroad and use the fellowship money for purposes of study in Europe. Her work would be under the direction of our Department of History, and the arrangement has the Department's approval. It is, however, only the President who can authorize this use of fellowship money, and so I am referring the matter to you for a decision. My own impression is that this sort of thing has been done before, but that the candidate has been obliged to pay us the regular tuition for the three quarters. When you send me your ruling on the question, will you include your decision on the matter of payment of fees.

Sincerely yours,

GJL\:M

Dean.
With reference to your letter of November 1, 1938,

I am writing to inform you of my decision to accept a fellowship in History.

I will be working on my degree and plan to complete my studies within the next academic year. I am currently searching for a suitable position within our department and would be pleased to have the opportunity to discuss the possibilities with you.

Please let me know if there are any positions available that would be suitable for my qualifications. I am very grateful for your consideration.

Sincerely,

[Signature]

[Date]