

CROSS REFERENCE SHEET

Name or Subject Literature in English

File No.

Regarding

Date

SEE

Name or Subject

File No.

Moulton, R. G.

Cross, Tom Peete

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."



Cat. No. 30-5902
For use in all Filing Systems

GROSS REFERENCE SHEET

Name or Subject Literature in English File No.

Regarding Date

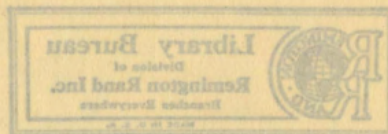
SEE

Name or Subject

File No.

Moulton, R. G.

Gross, Tom Peete



For use in all Filing Systems
Cat. No. 30-5802

The cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers themselves should be filed under name or subject after "SEE."

General Literature

The University of Chicago

June 4 th

My dear Dr. Hafer:

no date

Mr Van Klenze

Mr. Abbott or Mr. Hendrickson (possibly both)
and myself are willing to serve as a
committee for the section of Comparative
Literature and to give occasional courses
in the subject - beginning a year from
next October.

We agree in hoping that the title of the
department will not be "General Liter-
ature" or suggest as a compromise
"Comparative Literature & Literature in
English". We also hope that Literature
in English will not be recognized as a
graduate subject - leading to the degree of
Ph.D. except possibly in the case of Semitic
Literatures and Greek which comparatively
few students can be expected to read.

It will be desirable to appoint
a specialist in comparative literature
as soon as possible. And I suppose every
one would agree that ultimately the depart-
ment would fall to his lot.

At present opinion is very much divided
in the University.

There are those who distrust the
whole movement; those who would
welcome comparative literature under
a specialist; those who distrust a
committee; those who believe the
movement will come to nothing in
any case; those who object to combining
in one department literature in English
an undergraduate and popularizing study
with comparative literature, a graduate
and specialist's study. Personally I think

The University of Chicago

it safer to leave the matter with a committee for a few years until you have caught your specialist - and he has proved his ability. I also take it - for granted that - some combination of literature in English with comparative literature is a field feature of the plan. But I hope a sharp division will be made between works properly leading to the Ph.D., and other useful and helpful works of a different character.

Please excuse the informal character of this report. I understood my commission to be purely informal and tentative.

Very sincerely yours

Paul Shorey

For the President

*File and
Moulton*
Moulton

HEADS of a Conversation on the question of a
~~DEPARTMENT OF LITERATURE IN ENGLISH~~

PURPOSES to be kept in view.

1. The general problem of literary study: which involves the unity of all literature.
 2. Of those who study particular literatures nine tenths need to supplement their study of the original language by reading the literature in their own vernacular.
 3. What applies to other studies applies with special force to Biblical literature .
 4. Problem of the Conflict of Studies: the solution will be assisted by this literature in English: (a) It will make the study of Latin &c. more intelligent and interesting, and so soften objections; (b) it can be shown that the study of Literature in English can itself be made disciplinary.
 5. Compare generally, Encyclopaedic Courses.
 6. The subject has a special bearing on Extension work and on the duty of the University to school education.
- NAME of the department Literature in English. 'Literature' alone would not sufficiently draw attention to what was being done; and 'Comparative Literature' expresses only one side of the required work.

ORGANISATION

1. It would take over D of the present Department of English.
2. It would stand in the Calendar: Literature in English, with which is incorporated Biblical Literature in English.
3. Besides the chair named after the department all of-

for the President

Mr. W. H. ...
Mr. ...

HEADS of a Conversation on the question of a
DEPARTMENT OF LITERATURE IN ENGLISH

PURPOSES to be kept in view.

1. The general problem of literary study: which involves the unity of all literature.
2. Of those who study particular literatures nine tenths need to supplement their study of the original language by reading the literature in their own vernacular.
3. What applies to other studies applies with special force to Biblical literature.
4. Problem of the Conflict of Studies: the solution will be assisted by this literature in English: (a) It will make the study of Latin &c. more intelligent and interesting; and so soften objections; (b) it can be shown that the study of literature in English can itself be made disciplinary.
5. Compare generally, Encyclopaedic Courses.

6. The subject has a special bearing on Extension work and on the duty of the University to school education.
- NAME of the department Literature in English. Literature alone would not sufficiently draw attention to what was being done; and Comparative literature expresses only one side of the required work.

ORGANISATION

1. It would take over D of the present Department of English.
2. It would stand in the Calendar: Literature in English, with which is incorporated Biblical literature in English.
3. Besides the chairman after the department all of-

be made commercially profitable to cheapen important pieces of literature now published for exclusive circles of readers.

SUMMER SCHOOL

Not only would the department be specially valuable to the less academic students who come to the summer session, but a very rough correlation of subject matter might be made between year and year.

E.g.

First year: Present-Day Epoch-making Literature
(e.g. Browning, Russian literature, William Morris)

Second Year: Shakespeare, Goethe, and Dante, as
three centres of wide literary influence.

Greek and Roman Classics and their influence on
modern literature.

Biblical and Oriental literature.

I am much impressed with the work of the "Chicago
Literary School!" we should be doing the same
thing in a more scholarly manner.

MAIN DOUBT; Is it good policy to separate the department
before we are prepared to add to it some entirely new
strength? E.g. some representative of the narrower
type of Comparative Literature, who would serve to justify
it in the eyes of other universities. Or such men
as Joseph Jacobs, foremost of English scholars in Comparative
Literature; or Arthur Way, the ideal translator.

*I leave Chicago
immediately after
the examination.
R. L. M.*

*R. L. Moulton
6 June 96*

be made commercially profitable to cheapen imports-
and pieces of literature now published for exorbitant
prices of readers.

SUMMER SCHOOL

Not only would the department be especially valuable
to the less academic students who come to the summer
session, but a very rough correlation of subject
matter might be made between year and year.

E.g.

First year: Present-Day Epoch-making Literature

(e.g. Browning, Russian literature, William

Morris)

Second Year: Shakespeare, Goethe, and Dante, as

three centres of world literary influence.

Greek and Roman Classics and their influence on

modern literature.

Biblical and Oriental literature.

I am much impressed with the work of the "Chicago

Literary School; we should be doing the same

thing in a more scholarly manner.

MAIN DOUBT: Is it good policy to separate the department

before we are prepared to add to it some entirely new

strength? E.g. some representative of the narrower

type of Comparative Literature, who would serve to justify

it in the eyes of other universities. Or such men

as Joseph Jacobs, foremost of English scholars in Com-

parative Literature; or Arthur Waley, the ideal translator

W. L. Marshall
June 22

Leave Chicago
immediately after
the summer session
W. L. M.

ficers of instruction in other language departments would be attached to it. Courses offered by such instructors would be announced in their own departments, and attention called to them in the new department; and vice versa, other departments would call attention to courses in the new department interesting to their students.

3. Some informal organisation could easily provide that particular subjects were not neglected or overweighted.

4. There should be at least one Fellow of the department.

KIND OF COURSES offered. Besides courses in specific portions of literature, it would be a special object to provide instruction in the broadest type of literary study. E.g.

Aims and Field of literary study.

Literary Criticism, and Theory of Interpretation.

Literary Evolution.

Literary Morphology.

Comparative Literature.

Grammar of Literary Art.

Epic Poetry from Homer to William Morris.

These of course are only specimens.

PUBLICATION side of the department.

A leading part of the work would be associated with the accessibility of the world's literature.

Series of Translations, morphologically correct as well as literary.

Such translation would be a proper subject for graduating theses.

Through the University Press negotiations might be made for acquiring existing properties and connecting them with series.

By negotiations with other universities &c. it might

Officers of instruction in other language departments would be attached to it. Courses offered by such instructors would be announced in their own departments, and attention called to them in the new department; and vice versa, other departments would call attention to courses in the new department interesting to their students.

3. Some informal organization could easily provide that particular subjects were not neglected or overweighed.
4. There should be at least one Fellow of the department.
KIND OF COURSES offered. Besides courses in specific portions of literature, it would be a special object to provide instruction in the broadest type of literary study. E.g.

Aims and Field of literary study.
Literary Criticism, and Theory of Interpretation.
Literary Evolution.
Literary Morphology.
Comparative Literature.
Grammar of Literary Art.
Epic Poetry from Homer to William Morris.

These of course are only specimens.

PUBLICATION side of the department.
A leading part of the work would be associated with the accessibility of the world's literature.
Series of Translations, morphologically correct as well as literary.

Such translation would be a proper subject for graduate theses.

Through the University Press negotiations might be made for acquiring existing properties and connecting them with series.

By negotiations with other universities &c. it might

THE COLLEGES

Head Dean

HARRY PRATT JUDSON

Deans

THOMAS CHROWDER CHAMBERLIN

ALICE FREEMAN PALMER

WILLIAM D. McCLINTOCK

MARION TALBOT

THE UNIVERSITY OF CHICAGO.

Founded by JOHN D. ROCKEFELLER

WILLIAM R. HARPER, President

M. Chittock

CHICAGO March 10, 1894.

Literature in English
My dear Dr. Harper:--

I did not give you a helpful answer to your question as to what I think of Prof. Moulton. Let me try it again?

I beleive that you ought not to give Mr. Moulton a permanent professorship.

(1st) His idea of Literature ~~and~~ English is interesting. It is good; much of it is sound, But it has in it a good many elements of a fad, and much of it will die with him. He does not seem to me a man that arouses students to take his ideas, and therefore, he will not secure scholars that will carry on his work.

(2nd) Many of the ideas he is so fond of are already at work in our departments of study, and provided for it seems to me in much more permanent form. He is to me a great deal like a man who has worked up an idea from the point of view of a reformer at large. He does not fit into a system of education. In other words, he is better as a writer of books, a free man at teaching, than he is as a college professor.

(3rd) He does not work well as a teacher in the class room. He lectures well. He pleases his students, but when it comes to directing studies he does not succeed.

I have asked his students freely, and they all say that his class work is simply a repetition of his public lectures.

THE UNIVERSITY OF CHICAGO

FACULTY OF DIVINITY

WILLIAM H. HARRIS, President

CHICAGO, March 10, 1894.

My dear Dr. Harpster:

I did not give you a helpful answer to your

question as to what I think of Prof. Monist. Let me try it

again?

I believe that you ought not to give Mr. Monist a permanent

professorship.

(1st) His idea of literature and English is interesting. It

is good; much of it is sound, but it has in it a good many elements

of a bad, and much of it will do him harm. He does not seem to

me a man that crosses students to take his ideas, and therefore,

he will not secure scholars that will carry on his work.

(2nd) Many of the ideas he is so fond of are already at work

in our departments of study, and provided for it seems to me in

much more permanent form. He is to me a great deal like a man

who has worked up an idea from the point of view of a reformer at

large. He does not fit into a system of education. In other

words, he is better as a writer of books, a free man at teaching,

than he is as a college professor.

(3rd) He does not work well as a teacher in the class room.

He lectures well. He pleases his students, but when it comes to

directing studies he does not succeed.

I have asked his students freely, and they all say that his

class work is simply a repetition of his public lectures.

THE COLLEGES

Head Dean

HARRY PRATT JUDSON

Deans

THOMAS CHROWDER CHAMBERLIN

ALICE FREEMAN PALMER

WILLIAM D. McCLINTOCK

MARION TALBOT

THE UNIVERSITY OF CHICAGO.

Founded by JOHN D. ROCKEFELLER

WILLIAM R. HARPER, President

CHICAGO

#2 Dr. H.

I talked to him yesterday concerning this matter, and it seems to me he does not have the ideas that we have built up for a member of a graduate school. I feel sure he will not make us a investigating teacher, and a man to lead forward students who are becoming specialists.

I wish you could hold him for a while just where he is, doing partly ^{Extension} ~~extension~~ work and some work in the University, But if it is a matter now of deciding the thing 'for good', I am sure the three thousand dollars necessary can be ^{better} used, to the advantage of the department and to the University, in some other instructor. You see this amount of money would get us a professor of good American traditions and abilities.

I say this without being influenced for a moment by ^{the} carping criticism, that some of our instructors gave Mr. Moulton; criticism that springs from no higher source than from common prejudices and an unwillingness to see their subjects taught by others. I also believe that Mr. Moulton's books are not only interesting but important, But he is a free lance, and hard to handle in a department.

Will these ideas help you at all in your decision?

Very sincerely yours,

W.D. McClintock.

THOMAS CHANDLER CHAMBERLIN
ALICE FREEMAN TAYLOR
WILLIAM D. MCELROY
MARION TALBOT

THE UNIVERSITY OF CHICAGO

FACULTY JOHN D. ROCKEFELLER

WILLIAM R. HARTER, President

CHICAGO

Dr. H.

I talked to him yesterday concerning this matter, and it seems to me he does not have the ideas that we have built up for a number of a graduate school. I feel sure he will not make us a investigating teacher, and a man to lead forward students who are becoming specialists.

I wish you could hold him for a while just where he is, doing partly ~~unproductive~~ work and some work in the University, but if it is a matter now of deciding the thing for good, I am sure the three thousand dollars ^{will} be used to the advantage of the department and to the University in some other instructor. You see this amount of money would get us a professor of good American traditions and abilities.

I say this without being influenced for a moment by carrying criticism that some of our instructors gave Mr. Moulton; criticism that springs from no higher source than from common prejudices and an unwillingness to see their subjects taught by others. I also believe that Mr. Moulton's books are not only interesting but important, but he is a free lance, and hard to handle in a department.

Will these ideas help you at all in your decision?

Very sincerely yours,

W.D. Moulton

For the President.

LITERATURE (**IN** ENGLISH)

I have studied the arrangements of other universities in this connection (only roughly: I have not always seen the latest announcements). I have noted as follows:

Columbia: a fully organized department of Comparative Literature, under Prof. Woodberry and four instructors (distinct from the department of English Literature under Prof. Brander Matthews). It outlines full undergraduate and graduate work.

Upon examination the **Undergraduate** work appears to be English Literature plus one introductory course in general literature. - The graduate work is strictly Comparative Literature.

California: retaining the name English Literature recognizes the comparative idea all through (in entrance examination - in subsidiary reading for Undergraduates: "commonplaces of literary tradition" - with Graduate work highly comparative).

Yale: makes no formal recognition - but Graduate courses include a General Course in literature not limited by English - Bible in English - History of Sanskrit literature in which knowledge of Sanskrit is not obligatory.

Wellesley: besides offering English courses in Dante and French Epics of the Middle Ages makes the interesting report that the literature in English idea was "handed over to the Greek and Romance departments, but proved unwieldy, and fell through for want of central

For the President.

LITERATURE (IN ENGLISH)

I have studied the arrangements of other universities in this connection (only roughly: I have not always seen the latest announcements). I have noted as follows:

Columbia: a fully organized department of Comparative Literature, under Prof. Woodberry and four instructors (distinct from the department of English Literature under Prof. Brander Matthews). It outlines full undergraduate and graduate work.

Upon examination the Undergraduate work appears to be English Literature plus one introductory course in general literature. - The graduate work is strictly Comparative Literature.

California: retaining the name English Literature recognizes the comparative idea all through (in entrance examination - in subsidiary reading for Undergraduates: "commonplaces of literary tradition" - with Graduate work highly comparative).

Yale: makes no formal recognition - but Graduate courses include a General Course in literature not limited by English - Bible in English - History of Sanskrit literature in which knowledge of Sanskrit is not obligatory.

Wellesley: besides offering English courses in Dante and French Epics of the Middle Ages makes the interesting report that the literature in English idea was "handed over to the Greek and Romance departments, but proved unwieldy, and fell through for want of central

control."

Stanford, Indiana, Wisconsin: include English courses in Homer, Dante, Ancient Classical and French Drama.

Nebraska: offers an elective in Bible in English.

Cornell: shows no trace of the idea in the English or Classical departments - but the general academic course includes among its groups Semitic Language and Literature in which language is not essential (mentions Book of the Dead, the Kuran, &c.) - and under "History" includes a course on Greek Literature summarised.

Harvard, Johns Hopkins, Minnesota, Pennsylvania, La Fayette, Iowa, Virginia, Illinois, Amherst, Michigan: I find no trace of the idea of Comparative literature. (I have not seen the latest announcements.)

control."

Stanford, Indiana, Wisconsin: include English courses in Homer, Dante, Ancient Classical and French Drama.

Nebraska: offers an elective in Bible in English.

Cornell: shows no trace of the idea in the English or Classical departments - but the general academic course includes among its groups Semitic Language and Literature in which language is not essential (mentions Book of the Dead, the Kur'an, &c.) - and under "History" includes a course on Greek Literature summarized.

Harvard, Johns Hopkins, Minnesota, Pennsylvania, La Fayette, Iowa, Virginia, Illinois, Amherst, Michigan: I find no trace of the idea of Comparative Literature. (I have not seen the latest announcements.)

UNIVERSITY OF CHICAGO.

The idea of our department of Literature (in English) is to ^{recognise} ~~reorganise~~ the unity of all literature. Compare Philosophy, Philology, Religion. In detail:

- A. All theory of literature — e.g. Philosophy of Literature, Comparative Literature, Theory of Interpretation, Morphology of Literature, Criticism (apart from history of criticism in particular languages), Aesthetic with Poetic and Rhetoric (apart from elementary composition in English) — is better studied in the ^{field than in} general fields limited by particular languages.
- B. (1) The general consideration applies not only to advanced work, but equally to that elementary introduction to literature desired for students with whom literature will not be a ^{prominent} ~~pronounced~~ study.
- (2) One of the practical purposes of such a department should be to assist toward a grasp of what has been called world literature: a small inner circle of supremely monumental works, the chief contribution of each great nation to the common stock. (Compare Lowell's "five indispensable books.")
- C. The education of English speaking peoples should give very special recognition to (1) Hellenic (2) Biblical literature, as the two ancestral literatures the combination of which has **moulded English culture**. (Matthew Arnold's great idea.)

(The universally recognised study of Classics is an attempt to recognise the Hellenic factor. A university which would

UNIVERSITY OF CHICAGO.

The idea of our department of literature (in English) is to recognize the unity of all literature. Compare Philosophy.

Philology, Religion. In detail:

A. All theory of literature → e.g. Philosophy of Literature, Comparative Literature, Theory of Interpretation, Morphology of Literature, Criticism (apart from history of criticism in particular languages), Aesthetic with Poetic and Rhetoric (apart from elementary composition in English) → is better studied in the general fields limited by particular languages.

B. (1) The general consideration applies not only to advanced work, but equally to that elementary introduction to literature desired for students with whom literature will not be a pronounced study. (2) One of the practical purposes of such a department should be to assist toward a grasp of what has been called world literature: a small inner circle of supremely monumental works, the chief contribution of each great nation to the common stock. (Compare Lowell's "five indispensable books.")

C. The education of English speaking peoples should give very special recognition to (1) Hellenic (2) Biblical literature, as the two ancestral literatures the combination of which has moulded English culture. (Matthew Arnold's great idea.)

(The universally recognized study of Classics is an attempt to recognize the Hellenic factor. A university which would

give no degree not involving acquaintance with Biblical literature would make an epoch in education. If this last be not yet practicable, yet Department XVI should prepare the machinery for this.)

- D. A large part of literary history involves inter-relations between different literatures, common movements, and tendencies affecting several peoples. This is best studied in English.
- E. The last consideration applies with special force to the literature of the present day and the future, in which the civilised nations, more or less, make a single reading public.

give no degree not involving acquaintance with Biblical literature would make an epoch in education. If this last be not yet practicable, yet Department XVI should prepare the machinery for this.)

D. A large part of literary history involves inter-relations between different literatures, common movements, and tendencies affecting several peoples. This is best studied in English.

E. The last consideration applies with special force to the literature of the present day and the future, in which the civilised nations, more or less, make a single reading public.

PROGRAMME OF DEPARTMENT XVI.

Our programme should frankly admit the difficulties of a subject only partially recognised as a distinct department; but should insist that the recognition is a matter of the highest academic importance.

Its arrangement should reflect the five principles laid down above. (A - E)

A. Theory of Literature.

1. A course on Principles of Literary Study: covering the whole field, and indicating the way of studying the different parts. - This should be given annually - by the head of the department - or by distinguished visitors. (This last would force upon other academic bodies the problem of organising literary study.)

This should be supported by what is possible in particular sides of literary theory:

Comparative Literature.

Theory of Interpretation.

Literary Morphology.

Criticism.

Poetics and Higher Rhetoric.

(Mr. W. N. Guthrie has made to me the interesting suggestion of a School of Creative Literature, which would be to the higher literary forms what the common study of Rhetoric is to ordinary English composition.)

PROGRAMME OF DEPARTMENT XVI.

Our programme should frankly admit the difficulties of a subject only partially recognised as a distinct department; but should insist that the recognition is a matter of the highest academic importance.

Its arrangement should reflect the five principles laid down

above. (A - E)

A. Theory of Literature.

I. A course on Principles of Literary Study; covering the

whole field, and indicating the way of studying the different parts. - This should be given annually - by the head of the department - or by distinguished visitors. (This last would force upon other academic bodies the problem of organising literary study.)

This should be supported by what is possible in particular

sides of literary theory:

Comparative Literature.

Theory of Interpretation.

Literary Morphology.

Criticism.

Poetics and Higher Rhetoric.

(Mr. W. N. Guthrie has made to me the interesting suggestion

of a School of Creative Literature, which would be to the

higher literary forms what the common study of Rhetoric is to

ordinary English composition.)

B. - World Literature.

10. An annual course on Masterpieces of World Literature; combining interpretative recitals with reading list and reports by students. This should be open to juniors.

Supported by what is possible in the way of Survey Courses (like Miss Cipriani's on Mediaeval Literature).

Courses on Dante in English, and the like: if possible covering the "five indispensables" within two or three years.

C. Hellenic and Biblical Literature.

With the aid of the Divinity School, and the Greek and Latin departments, it ought to be possible to offer an ample supply of courses - such as:

Epic Poetry from Homer to Morris.

A reading course in Roman Literature.

The Classical and Romantic Drama.

Biblical Wisdom, &c., &c.

[I would make this ^(Hellenic and Biblical Literature) the centre of the department's work, an essential part of all specialising in Literature in English.

D. Literary History.

Here surely the Romance and Germanic departments, in their own interests, ought to offer ample assistance; some arrangement like that made by Prof. Shorey in his Greek course rendering it possible that the same course might serve for those who do and those who do not use the original languages. (Prof. Shorey required of the Greek students an examination in the Greek of a set

B. - World Literature.

10. An annual course on Masterspieces of World Literature: combining interpretative recitals with reading list and reports by students. This should be open to Juniors. Supported by what is possible in the way of Survey Courses (like Miss Cipriani's on Medieval Literature) Courses on Dante in English, and the like: if possible covering the "five indispensable" within two or three years.

C. Hellenic and Biblical Literature.

With the aid of the Divinity School, and the Greek and Latin departments, it ought to be possible to offer an ample supply of courses - such as:

Epic Poetry from Homer to Morris.

A reading course in Roman Literature.

The Classical and Romantic Drama.

Biblical Wisdom, &c., &c.

I would make this the centre of the department's work, an essential part of all specialising in literature in English. (Hellenic and Biblical Literature)

D. Literary History.

Here surely the Romance and Germanic departments, in their own interests, ought to offer ample assistance; some arrangement like that made by Prof. Shorey in his Greek course rendering it possible that the same course might serve for those who do and those who do not use the original languages. (Prof. Shorey required of the Greek students an examination in the Greek of a set

subject.) Compare the courses offered by Columbia:

History of Lyric Poetry in the Middle Ages and the Renaissance.

The Revival of Romanticism in the Eighteenth Century.

The Italian Renaissance and the Diffusion of its influence throughout Europe.

The tradition of Chivalry in Modern Literature.

Calderon - The Spanish Theatre and its influence.

|—Here would be a great opportunity for Seminar work.

E. Current and Coming Literature.

Mr. W. N. Guthrie's course last summer on The New Poetry (Walt Whitman, Maeterlinck, Hauptmann, &c.,) made a great impression. - Here the English Department could render important assistance, e.g. with American Literature. - Here again Seminar work would come in.

subject.) Compare the courses offered by Columbia:

History of Lyric Poetry in the Middle Ages and the Renaissance.

The Revival of Romanticism in the Eighteenth Century.

The Italian Renaissance and the Diffusion of its influence

throughout Europe.

The tradition of Chivalry in Modern Literature.

Calderon - The Spanish Theatre and its influence.

Here would be a great opportunity for Seminar work.

E. Current and Coming Literature.

Mr. W. N. Guthrie's course last summer on The New Poetry

(Walt Whitman, Maeterlinck, Hauptmann, &c.,) made a great impres-

sion. - Here the English Department could render important assist-

ance, e.g. with American Literature. - Here again Seminar work

would come in.

CLASSES OF STUDENTS.

The department has to provide for:

Junior Electives.

I should like such a course as No. 10 above (Masterpieces of World Literature) to be put upon the list of electives in the Junior College Curriculum. - Again: might it not be practicable to supplement (say) Required Latin by an elective in such Roman Literature as would rouse interest and assist the required work?

Seniors: Scattering courses.

Seniors specialising in Department XVI: Here the department could only recommend (No. 1 and courses in C.)

Unclassified, and Graduates not seeking degrees.

M. A. Scattering courses.

M. A. Specialising in Department XVI: I would make No. 1 and a sufficient quantity of work in C. (Hellenic and Biblical) essential, the rest on elective principles.)

Doctors: Where Department XVI is the lesser of two secondary subjects, the three majors should be No. 1 and a Hellenic and a Biblical course.

Doctors: Where Department XVI is the sole secondary subject, I would still (as with M. A.) make the essentials A. & C. and arrange the rest on elective principles for each case.

CLASSES OF STUDENTS.

The department has to provide for:

Junior Electives.

I should like such a course as No. 10 above (Masterpieces of World Literature) to be put upon the list of electives in the Junior College Curriculum. - Again: might it not be practicable to supplement (say) Required Latin by an elective in such Roman Literature as would rouse interest and assist the required work?

Seniors: Scattering courses.

Seniors specializing in Department XVI: Here the department could only recommend (No. 1 and courses in C.)

Unclassified, and Graduates not seeking degrees.

M. A. Scattering courses.

M. A. Specializing in Department XVI: I would make No. 1 and a sufficient quantity of work in C. (Hellenic and Biblical) essential, the rest on elective principles.)

Doctors: Where Department XVI is the lesser of two secondary subjects, the three majors should be No. 1 and a Hellenic and a Biblical course.

Doctors: Where Department XVI is the sole secondary subject, I would still (as with M. A.) make the essentials A. & C. and arrange the rest on elective principles for each case.

Doctors offering Department XVI as principal. On this question I
await Prof. Shorey's proposals.

R. G. Moulton

November, 1901.

Doctors offering Department XVI as principal. On this question I
await Prof. Shorey's proposals.

W. J. Moulton

November, 1901.

Department XVI

Sketch of a Series of Translated Classics: Ancient Classical Drama

1. Readable.
2. Scholarly so far as regards literary effect - i.e. representation of metrical changes in the original - but not pretending to exact scholarship in Latin or Greek
3. Use existing translations, where adequate
4. For some portions get new work - remunerated
5. Unproducible plays, and less important ones, represented by outlines with quotations (as in my Book of Illustrations)
6. Each author: an essay or introduction, as to place in universal literature, by some modern scholar, either Greek, Latin Scholar, or from side of Lit. in English. Remunerated.

Assuming a page of 35 lines, and moderate volumes:

2 vol ^s	Aeschylus	of 250 pages each	
2 -	Sophocles	of 300 - -	
4 -	Euripides	of 340 - - -	[may be reduced to 2 by outlines]
3 -	Aristophanes	of 340 - -	
2 -	Plautus	of 300	
1 -	Terence	of 250	
2 -	Seneca	of 250	

16 volumes : may be reduced to 14

Assuming page of 40 lines and thick volumes

1 vol.	Aeschylus	of 450 pages	
1 -	Sophocles	of 525 -	
2 -	Euripides	of 525 -	[may be reduced to one]
2 -	Aristophanes	of 500 -	
2 -	Plautus Terence	of 350 -	[or 1 of 500]
1 -	Seneca	of 440	
9 vols : may be reduced to 7			

Details next page

The University of Chicago

Department XVI

Series of Translated Classics: Ancient Classics Series

1. Plutarch
2. Isocrates as far as regards literary effect or representation of matter
col. changes in the original - but not affecting the sense which
exists in Latin or Greek
3. The existing translation, where adequate
4. For some portions of new work - commentaries
5. Unpublished papers, and unpublished ones, referred to by others and
quotations (as in very best of the literature)
6. Each author: an introductory as to life in universal &
existence by some western scholar, with Greek Latin titles, or
from side of Latin titles.

Donor's name
Page

Examined a page of 25 lines and associated volumes:

2	Vol.	Academy	of 250 pages each
2	-	Sophocles	of 200
4	-	unpublished	of 200
3	-	Antiphon	of 240
2	-	Plutarch	of 200
1	-	Terence	of 220
2	-	Terence	of 220

[more in volume 25 p. 14]

15 volumes, more or less as to 14

Examined page of 40 lines and first volume

1	Vol.	Academy	of 420 pages
1	-	Sophocles	of 220
2	-	Plutarch	of 220
2	-	Antiphon	of 200
2	-	Plutarch	of 220
1	-	Terence	of 200

[more in volume 25 p. 14]

[or 1 p. 14]

Essex
Literary

The University of Chicago

Aeschylus: compound | Mrs. Browning's Prometheus
Morshead's Trilogy
Plumptre: the rest

If we cannot get Morshead
Plumptre will do.

Sophocles: compound | Morshead Oedipus Rex
Plumptre: rest

Euripides: the great difficulty: Way's splendid work
supercedes all other - but is new and not well known

either | Get rights for Way's translation (I believe Macmillan is
only publishing on commission)

or | Get some plays of Way
Bacchae of Milman
rest in Potter - or by outline & quotation

= Antiphones: commence with this - splendid material
available without copyright difficulties

Rogers: Clouds
Wasps
Peace
Kennedy: Birds
Frederick: Acharnians
Knights
Rudd: Frogs
Plutus
outline rest

Plautus | 1 Play with full metrical effects: new
or old tr. worked over
5 Plays in full in Bannet Thornton [excl.
cent-English, but last century scholarship]
14 in outline

Terence | 1 Play in full metrical effect (original or worked over)
1 Colman (excellent English but last century scholarship)
4 in outline

Seneca | 3 Plays in full metrical effect: 2 new ?? Professor Miller
7 in outline

R. L. Moulton
June 1900

The University of Chicago

Department of Chemistry

Chicago, Ill.

January 20, 1900

Dear Sir,

I have the pleasure to acknowledge the receipt of your letter of the 17th inst. regarding the matter of the

appointment of a

lecturer in

the

Department of

Chemistry, and in reply to inform you that the

committee on the subject of the

appointment of a

lecturer in

the Department of

Chemistry, and in reply to inform you that the

Very truly yours,

The University of Chicago

26 Feb 1901

*Shorey, Lit
Comm.*

Dear President Harper

Department XVI. I am sending you

a copy [in part] of a letter I have received from Prof. Shorey in reference to the recent com^e meeting of Def. XVI, from which he was unavoidably absent. Think his suggestions a very important basis for discussion, and wish they could have been presented to us in committee. For the present; it appears to me, the work of the department is the preparation of the 'Pamphlet Explanation' ordered by the com^e: when this has been done I should like to call your attention again to Prof. Shorey's suggestions.

Sincerely yours

R. G. Moulton

The University of Chicago

26 Feb 1901

26 Feb 1901

Dear President Harper

Department XVI

I am sending you a copy [in part] of a letter I have been receiving from Professor Sherrill in reference to the recent Com^{tee} meeting of Feb 20, from which he was unavoidably absent. I think his suggestions are very important basis for discussion, and wish they could have been presented to us in Committee. For the present, it appears to me the work of the Department in the preparation of the pamphlet 'Explanation' ordered by the Com^{tee}: when this has been done I shall like to call your attention again to Prof. Sherrill's suggestions.

Sincerely yours
 D. L. Webster

The University of Chicago

Copy
for information of Pres. Harker

Feb. 2. 1907

My dear Professor Moulton

x x x With regard to the future of depart-

ment xvi I think it is necessary either

- (1) To secure the cordial cooperation of allied departments, so that they will send in their students; and of which I am sceptical: or
- (2) To organize the department in such fashion that it can confer degrees. I used to be opposed to this, but, granted certain restrictions, should not be so now. The restrictions are
 - a) Lit. in English may be taken as a minor ~~part~~ with any department that accepts it
 - b) When taken as a major (for the Ph. D.) there must be two minors: one in a language and literature other than English, and one in either History, Political Economy, Political Science, or Sociology. This I think would make a rational course, stiff enough for a degree.

But all this is purely academic, as I doubt whether such a measure could be carried today, and when it does come it will probably come without the restrictions. x x x

Very sincerely yours

Paul Shorey

Copy
for information of Prof. Horton

Feb. 2, 1901

Prof. Oscar Reutter, Nashville

Dear Sir: Will report to the faculty of deposit

present XVI. I think it is necessary either

(1) To secure the radical cooperation of all the departments, so that they will stand in their student; and of course, I am certain, so

(2) To organize the department in such fashion that it can confer the best. I want to be clear to this, but, I believe certain restrictions should not be so narrow. The restrictions are

to let a student who is not a member of the department accept it

I have taken as a margin for the 10. I think must be too narrow: one in a language and literature other than the Greek, and one in either the history or political economy. Both of these are subjects. This I think would make a national course still enough to a degree.

But on this I freely acknowledge of doubt, whether such a measure could be carried today, and when it does come it will probably come without the restrictions.

Very sincerely,
Paul Shorey

Moulton

English

Proposals

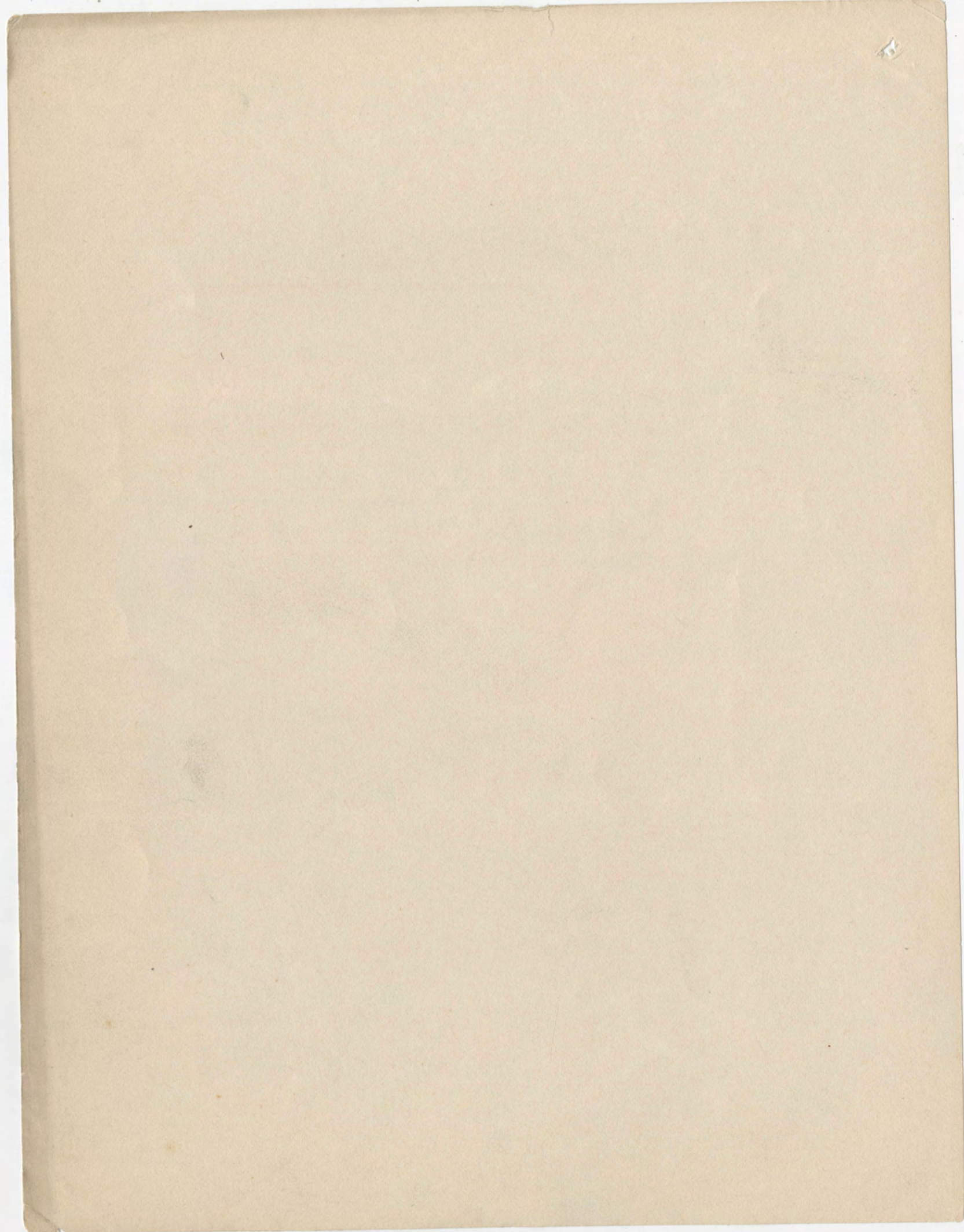
For a Department of Study

General

Literature in English

R. G. Moulton

Feb 93



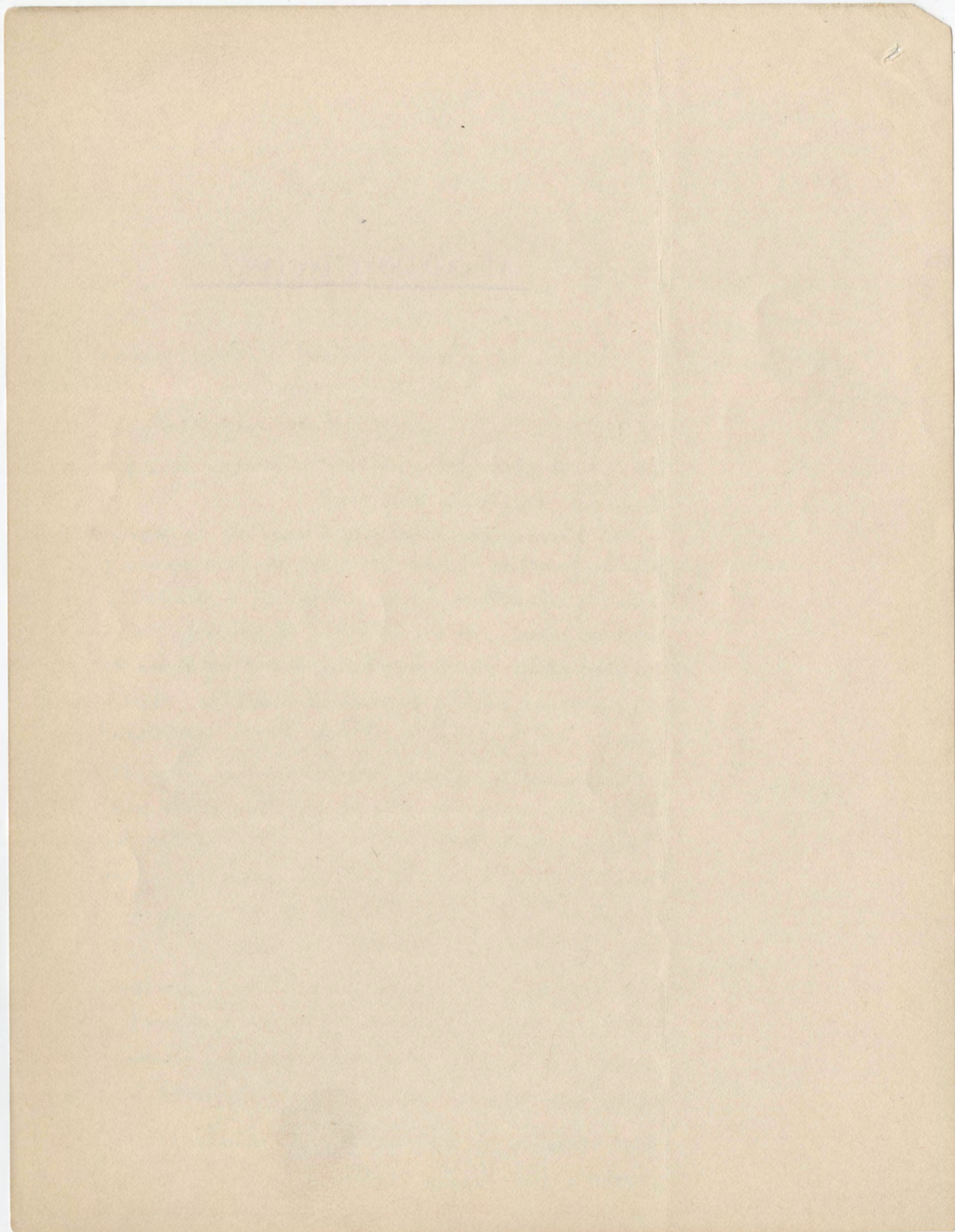
Literature in English

General Conception
of the Study

As this is a study which is only gradually winning its way to distinct recognition, it is necessary to describe it at length, both negatively, as regards its separateness from allied studies, and positively, as to its methods and field.

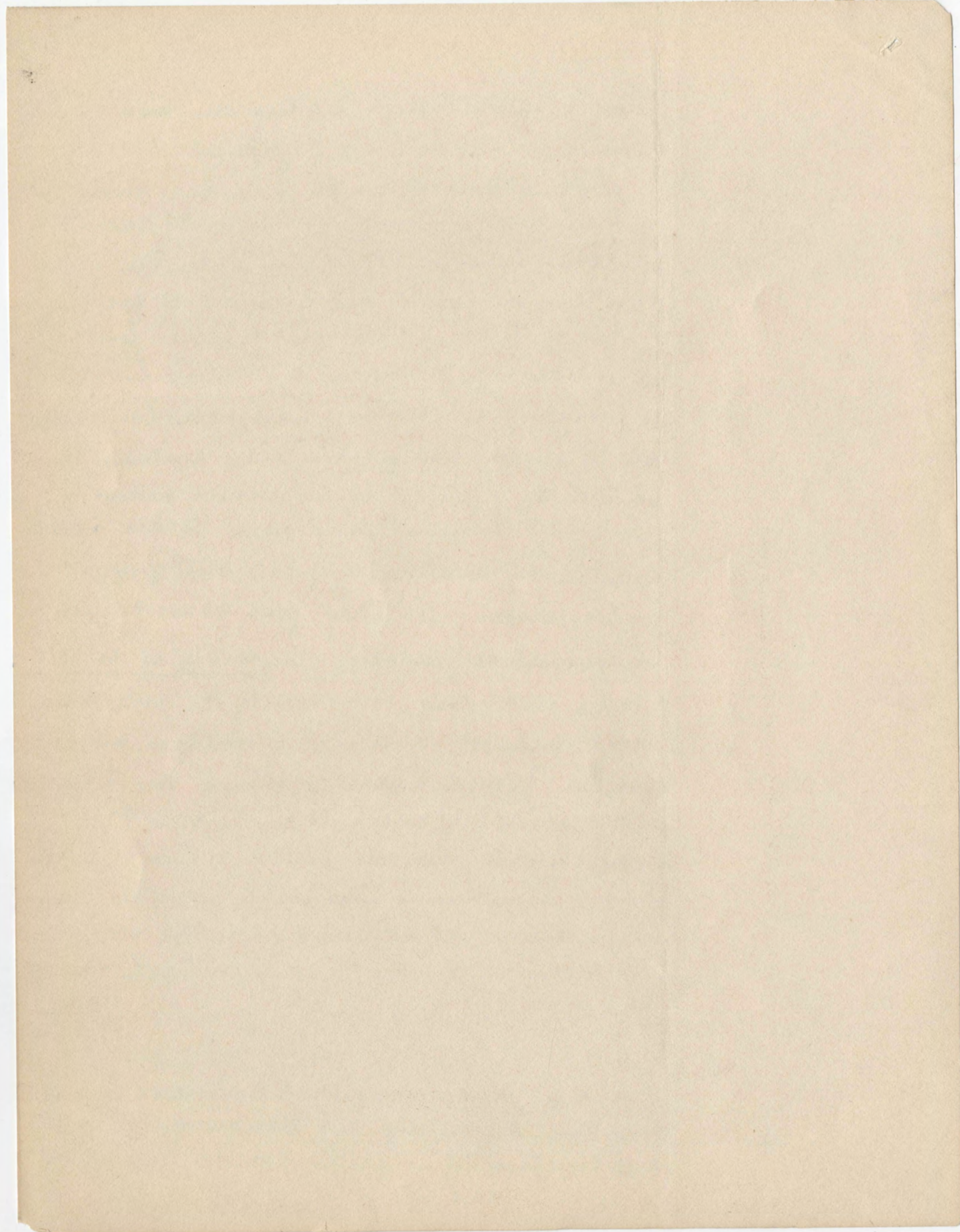
In theory the study of literature is recognised by all. In practice it has been at a disadvantage, in every grade of education, from want of a distinctive literary discipline, in the absence of which the study of the literature itself has been ~~swamped~~ ^{overpowered} by the more highly organised studies, such as language, with which it has been associated.

Originally, at the Renaissance, the study of literature was the study of the Greek and Latin Classics, and these, with the respective languages, constituted almost the whole field of liberal education. In process of time other subjects of study inevitably forced their way into the educational program, diminishing the time available for Classics. Such diminution necessarily was made in the literary element of Classics, which could not begin until the difficult languages were mastered. Accordingly, while education as a whole has been advancing the ~~value~~ ^{proportion} of literary training has been diminishing, so



much so that Classical studies are ^{now chiefly} ~~now~~ ^{unusually} claimed as educational discipline.

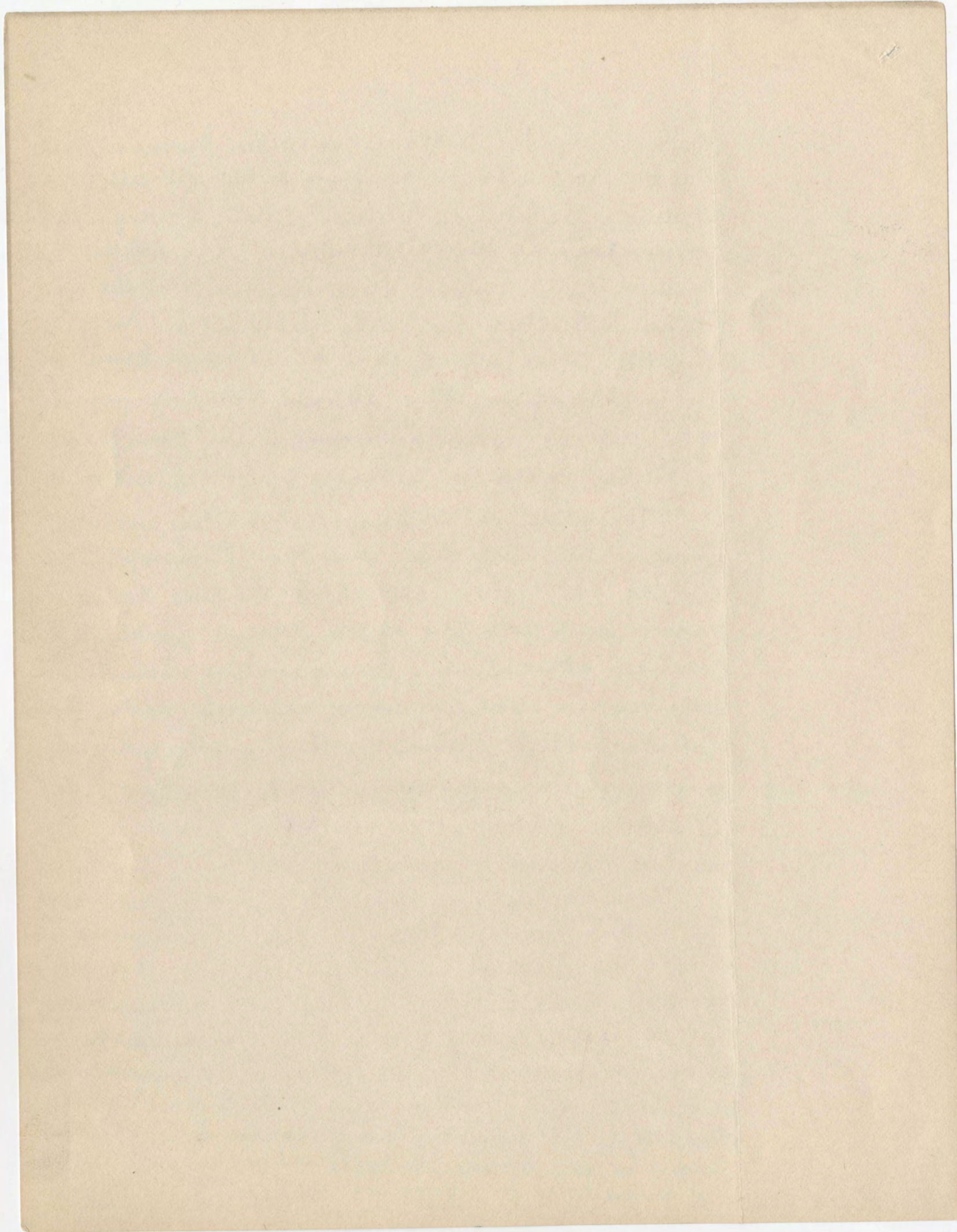
Of late years attempts have been made to meet this state of things by improved methods of studying Latin and Greek; in particular, by the requirement rapid acquisition of facility in reading. Other educational systems look for literary training by means of English Literature, or literature in modern ~~languages~~ languages. All these variations upon older systems are abundantly justified by their own intrinsic merits. But they are inadequate to the ~~meet~~ ^{the} demand of creating a great study of literature for two reasons. (1) They give no recognition to the foundation principle - the unity of literature: a term implying, not merely the interdependence of various national literatures, but further, that the World's Classics which are recognised by all - Shakespeare, Homer, Dante &c - are ~~drawn from various~~ as the main literary food of mankind - The Bible, Shakespeare, Homer, Dante, &c - come from the most varied nations, and are, comparatively speaking, independent of their respective ages and countries. (2) Both theory and experience concur in suggesting that ~~there can be no~~ ^{where} literature and language are studied together it is hardly possible to prevent the literary side of the study falling into the



background. Points of language lie prominent upon the surface, and are the first to attract attention. Moreover the lines of linguistic and literary development ~~do~~ do not run together. The student (for example) of the English Language will give his main attention to Early English (or 'Anglo-Saxon'). But the literature of that period is a small factor in developing the ~~abstract~~ literary faculties of the English reader ~~in comparison~~ compared with the ~~literary~~ classics of Greece and Rome.

The wide curricula of universities include Comparative Literature, and the Philosophy of literature. But these valuable studies do not amount to a solution of the present problem of practical education. 'Comparative Literature' describes an instrument of research rather than a distinct study. And the Philosophy of literature commences by ascertaining the knowledge of the literatures which it is the ~~pro~~ problem of the practical educator how to bestow.

These considerations point to the establishment of Literature as an independent study, based upon the unity of all literature, having for its aim at once the discipline of the literary faculty and acquaintance with the ~~best~~ main World Classics, ~~untramelled by~~ as fixing its own methods untrammelled by association with linguistic studies, and rendered practicable for students of all grades by the literature being studied always in the ~~vernacular~~ student's mother tongue. The simplest ~~name~~ term for expressing such a study, seems to be 'Literature in English'.



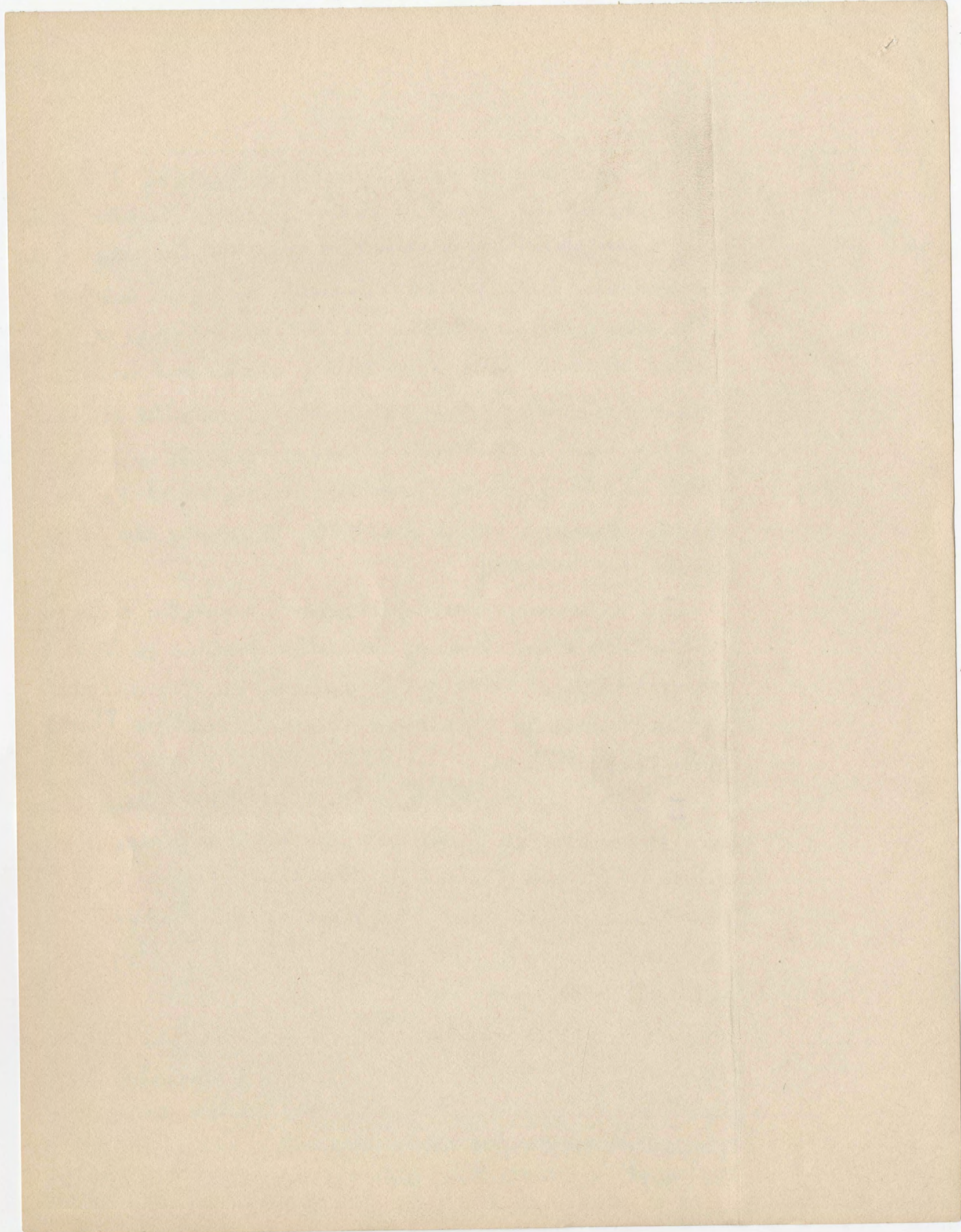
The Methods and Field

In organising such a department of study it is clear that no attempt must be made to cover the whole field by a succession of literatures in different languages, or by divisions of time such as ancient, mediæval and modern. The aim must rather be to make clear the different methods ~~which~~ of study which are required to make a sound literary discipline, and the student having been introduced to these methods in whatever parts of the field of literature seem most convenient for the purpose will be able to apply them elsewhere for himself.

I Literary Interpretation: analytic criticism applied on strict lines of inductive method to literary subject-matter. This will include the formulation of the methods employed into a scientific Theory of Interpretation.

II Literary Evolution: this, distinct from the history of particular literatures, is the continuous unfolding of new phases or literary species, under the combined influence of creative impulse and changing environment. It must include Theory of literary evolution.

III Literary Classification: the distinction of fundamental forms (such as Epic, Lyric, Dramatic, Prose, &c) and their lesser ramifications, as the common ground between the other two sides of the study: being the goal of evolution and the starting-point of Interpretation.



The literature in which these methods are to be illustrated should be selected:

A From what may be called World Classics: the few masterpieces universally recognised as the main literary heritage of mankind — such as Homer, Shakespeare's plays, &c.

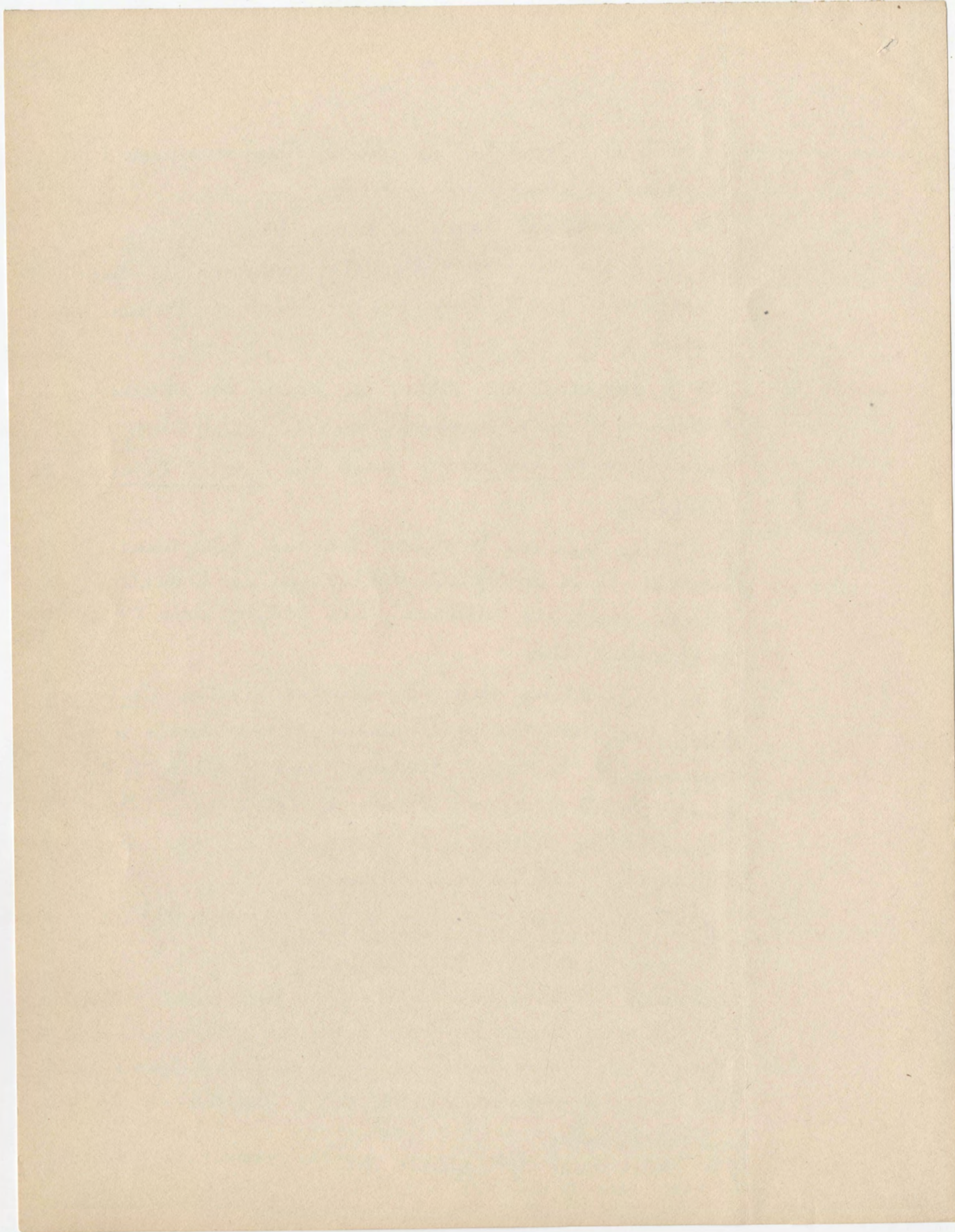
B, C From what may be called the Ancestral Literatures of our modern civilization: viz. the Classics of Greece and Rome and the Sacred Literature of the Bible

There are in addition certain side studies, essential to a complete discipline in literature, and which mediate between this study and other branches of education.

a Literature may be studied as the Criticism of Life: the matter of literature constitutes a sort of science of human nature, and fiction is the experimental side of such a science. — This associates the study of literature with the general studies of Ethics and Religion.

β There is a Grammar of Literary Art, just as there is a grammar of language, or of music: the elements which make up literary effect — such as Plot, Characterization, Imagery, and the like — being brought together in regularly digested schemes. — This side of literary study will approach Rhetoric and Philology.

γ Individual literatures are the reflection of National Histories: and so one side of the general field will be the study of English, French, Latin literatures, &c. in connection with their respective



Regions of History and Languages

Side Study: Literature the reflection of National Histories: particular literatures (English, French, Latin, etc) studied in connection with their respective histories and languages.

Region of Logic and Philosophy

Method: Literary Interpretation: Analytic Criticism on inductive lines - including Theory of Interpretation

Method: Literary Evolution: the succession of varied literary forms or species - includes Theory of Literary Evolution

Method: Literary Classification: Division of fundamental types (Epic, Lyric, etc) and their lesser ramifications, as connecting link between the other two methods.

Main Field of the Study: World Classics: the few masterpieces (from what ever country) obtaining universal recognition: Homer, Shakespeare, Faust, etc.

Prominent Field of Study: Sacred Literature of the Bible as Historical Literature of Modern Civilization

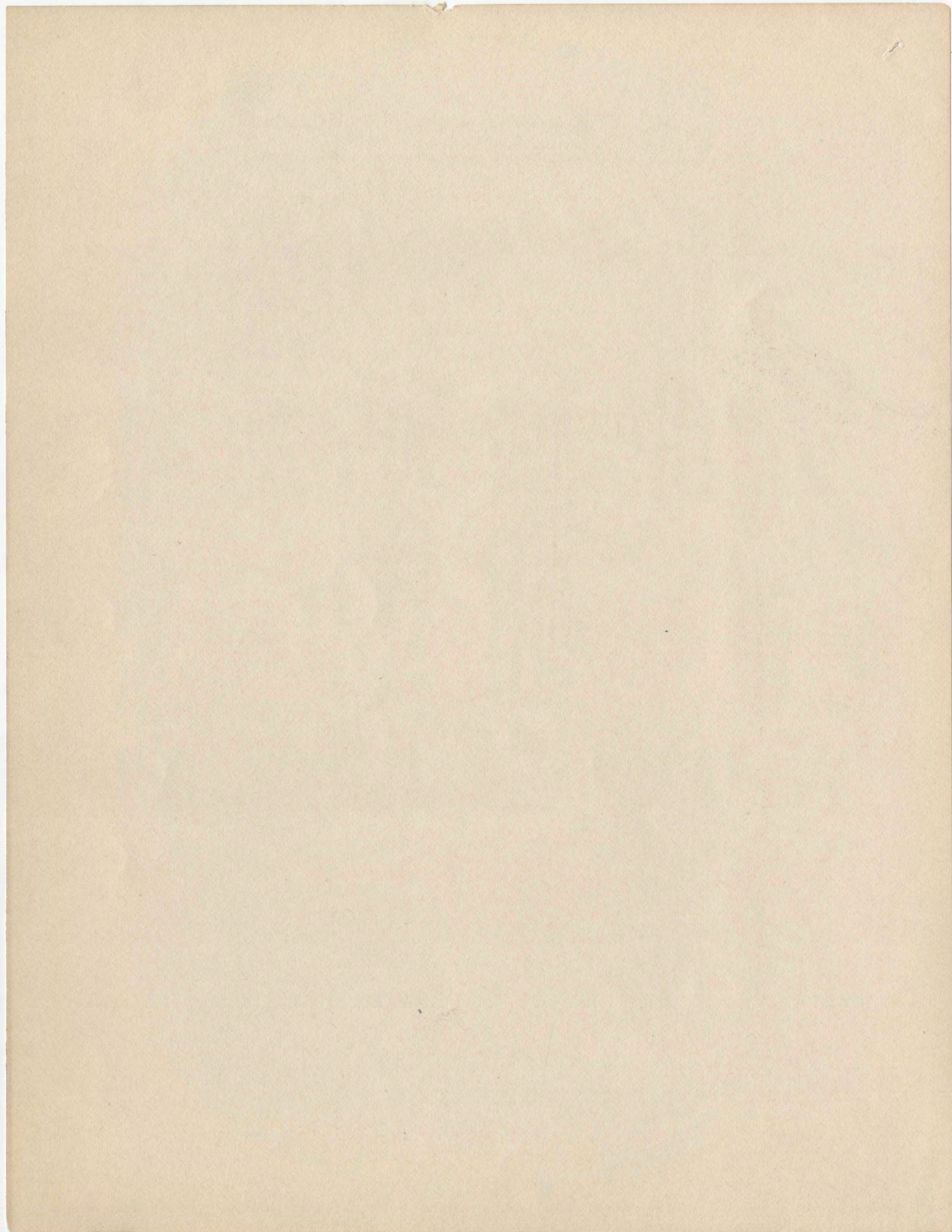
Prominent Field of Study: Greek and Roman Classics as Historical Literature of Western Civilization

Side Study: Literature the Criticism of Life: the matter of literature constitutes the science of human nature in general, fiction being its experimental side.

Region of Ethics and Aesthetics

Side Study: Grammar of Literary Art: the elements of literary effect dissected as the elements of grammar arranged in grammar.

Region of Rhetoric and Philosophy



languages and histories.

The annexed chart gives a general view of the study of literature in English as regards its various sides and its place in the educational field.

*Classes of Students
considered*

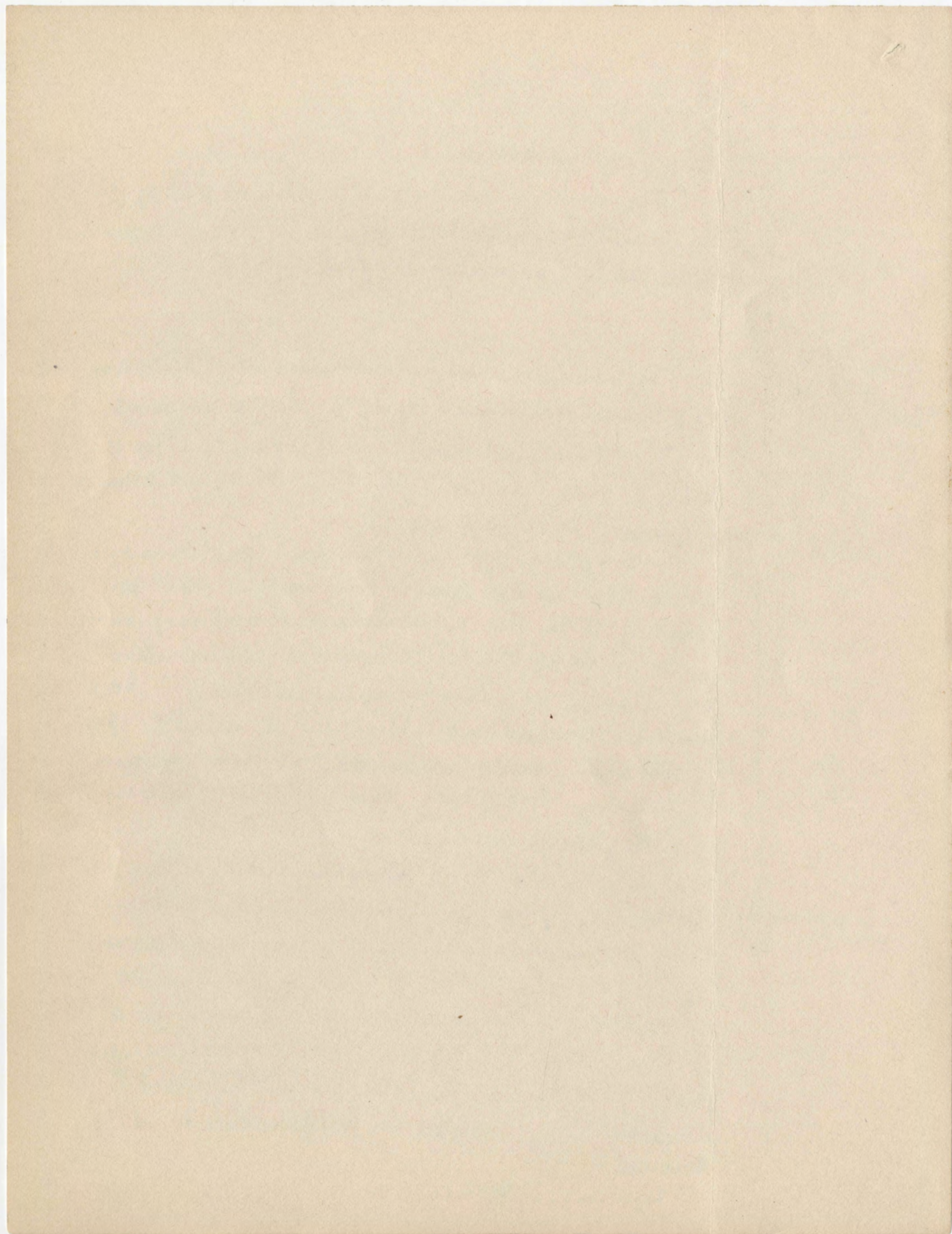
In planning actual courses of instruction different classes of students will be borne in mind.

1 The Graduate School, in preparation for the degree of Ph. D., or the degrees M.A., M.S., Ph.M.: or other persons preparing to be teachers.

One of the most important problems of practical education in all grades during the next generation is likely to be the establishment and improvement of pure literary study, whether in connection with language studies or independently. Accordingly work for graduate students will include problems of research, supplementary to direct courses of instruction. A leading principle to be observed in guiding such research will be that it should be the student's independent ~~research~~ work upon the literature itself, rather than a wide survey of bibliographical matter and commentators.

2 Other Schools. The courses of study will be so arranged as to be available for students at all stages of their courses for degrees, both as leading studies in preparation for the degrees of A.B. and Ph.B., and as subsidiary courses in preparation for degrees in Science.

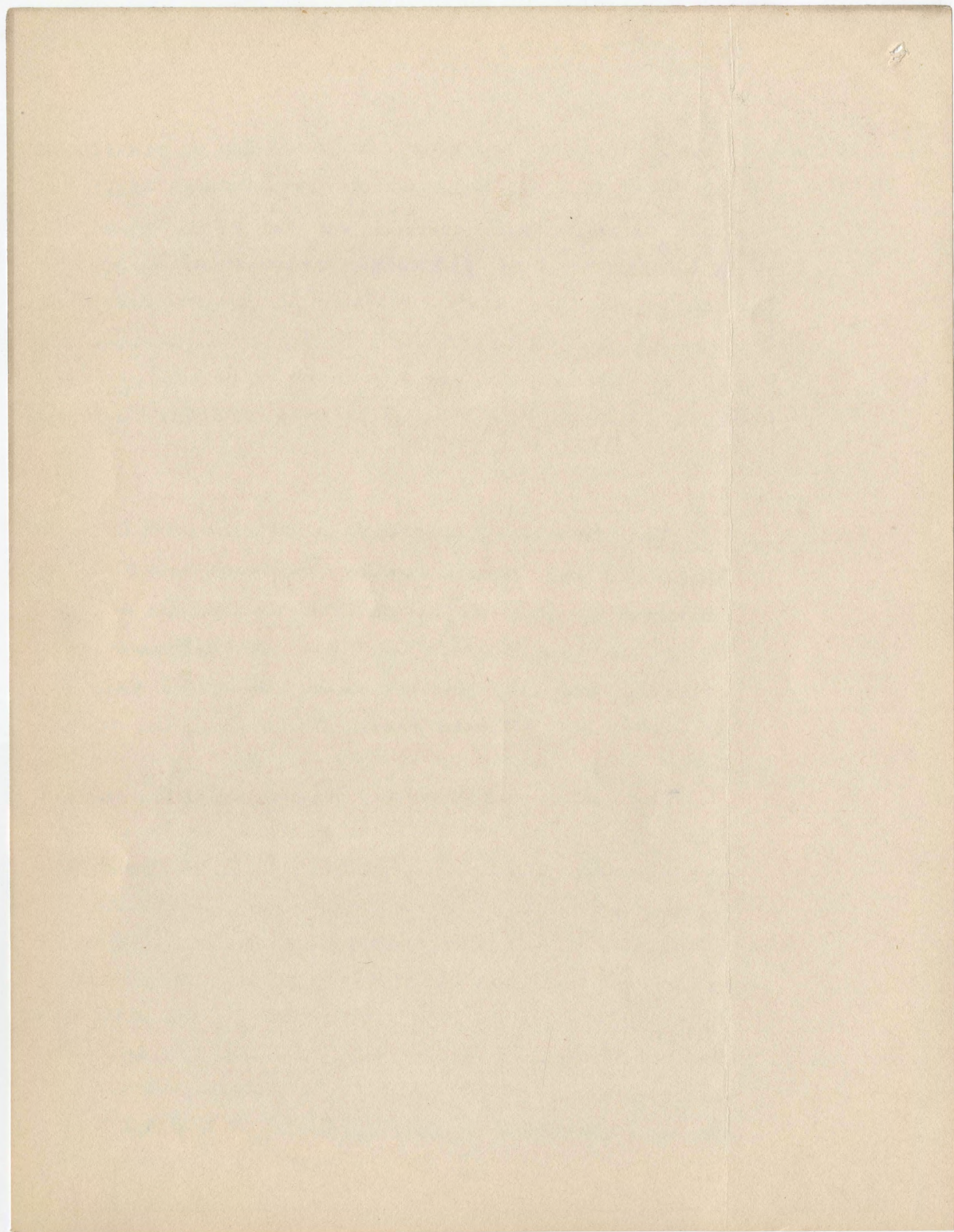
3 University Extension and Special students. A leading feature of this department will be that the



main lines of the study will, so far as practicable, be laid down in courses of lectures and recitals with ^{syllabus,} exercises and reviews on the plan now coming to be recognised in pedagogic nomenclature as the 'university extension method', — a method which has special adaptability to the study of literature and to preparation for the work of teaching. Courses of this kind will be open to persons outside the university.

The courses of instruction offered will be of two kinds: (1) those given by the Professor and other instructors in the department of Literature in English itself; and (2) courses in other departments — especially English, Greek, Latin and other languages — suitable for ~~readers~~ those who read in the vernacular.

The following courses belonging to the department itself are suggested as concrete illustrations of what the study is intended to be. In making selection for actual announcement the principle observed will be that, as far as practicable, the courses for any two successive years will afford introduction to all the branches of the study indicated above; or, using the numerals and letters already employed, any two successive years' courses should include I, II, III, A, B, C, α, β, γ.



Specimen Courses

1. Interpretative Studies and Theory of Literary Interpretation.

A series of short courses of studies in literary masterpieces from the works of Shakespeare, Shewser, Milton, Goethe &c, with companion studies from less prominent authors, leading to a final course which would gather up the results of the preceding courses into a formal Theory of literary interpretation. [Directly in I and A: the selection could be made so as also to illustrate &.]

2. Grammar of Literary Art.

Classroom work surveying the elements which go to make up literary, and chiefly poetic effect: such as Dramatic Background, Characterization, Plot, Movement, Narrative Power, the Musical Element in poetry, Imagery in all its branches, and the Aesthetics of words. [Directly in B.]

3. The Ancient Classical Drama and its Evolution in the direction of the Modern Romantic Drama.

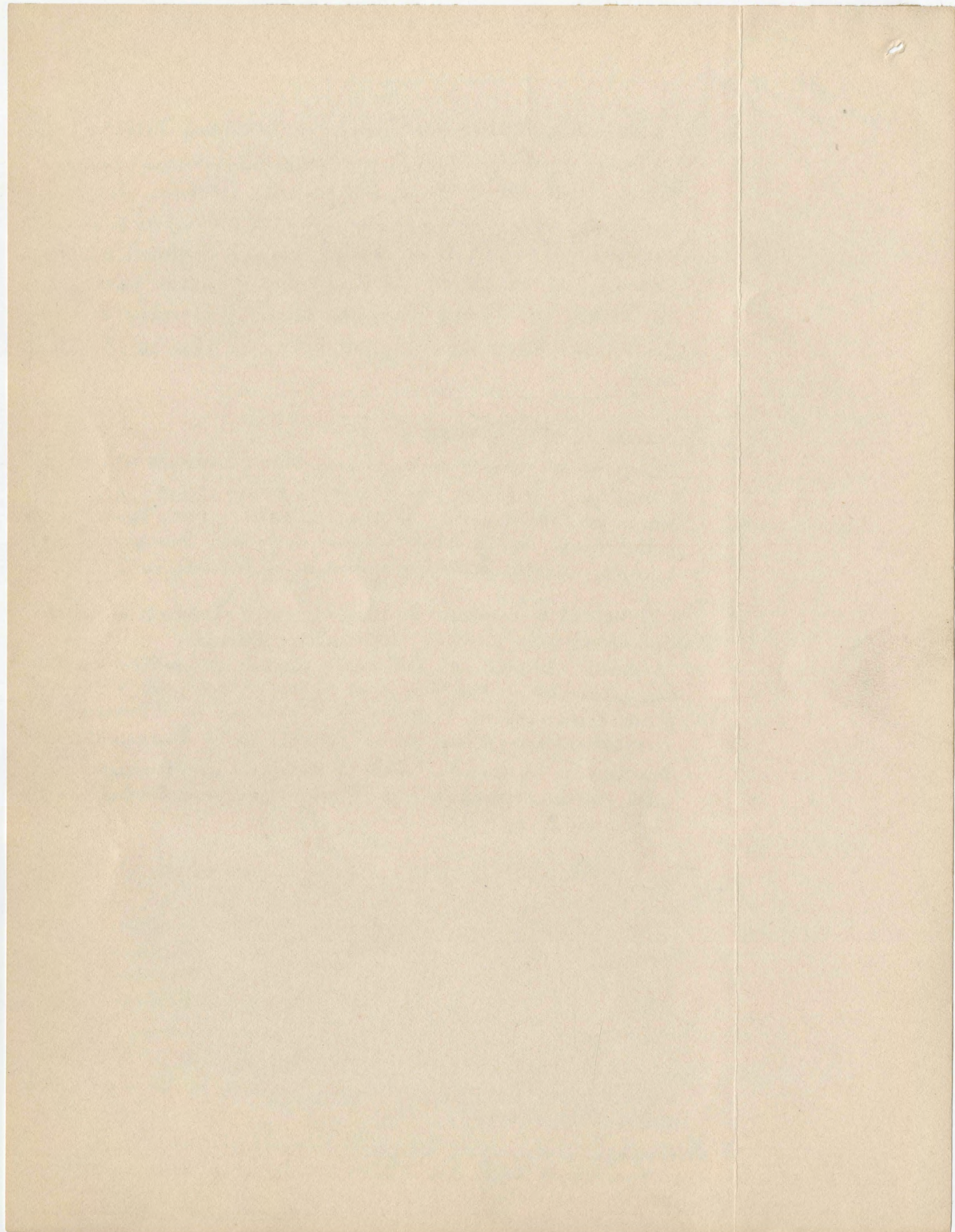
A main course of lectures & recitals, &c., following the line indicated in the title, and specially designed to introduce to the conception of evolution in literature. - Advanced work supplementary to the main course in (1) Modern Classical Drama, (2) Courses of Reading connecting Ancient Drama with modern literature, (3) Theory of Literary Evolution. [Directly in II and B.]

4. The English Bible as a Study in Literary Classification.

The main course introducing the English reader to distinctions of literary form (Verse and Prose, Epic, Lyric, Window Oratory, &c.,) to be found in Biblical literature, and which are obscured by traditional modes of printing. The more difficult problems of distinguishing literary form in such ancient literatures would make separate work for advanced students. [Directly in III and C: also connected with B. &c.]

5. Historical Survey of English [or other] Literature.

This would differ from history of literature in being concerned, not with the totality of authors and works, but with the various species of literature produced. - For advanced



students the main work would be the practical enquiry what are the requisites for a good history of literature, exercises being given in special problems of ^{literary} ~~such~~ history, like such as the variations in the circles of readers, the distinctive conditions of floating and permanent literature, the variations in the conceptions of criticism, &c. [mainly in γ and III.]

6. Epic Poetry from Homer to William Morris.

The main course would be an analysis of the leading Epics of the world, with a view to their matter and form. The advanced students would further deal with the lines of departure from the main stream of narrative fiction, so that for them the whole course would be a survey of fiction as regards its various species. [In A and β and II.]

7. Lyrics Ancient and Modern.

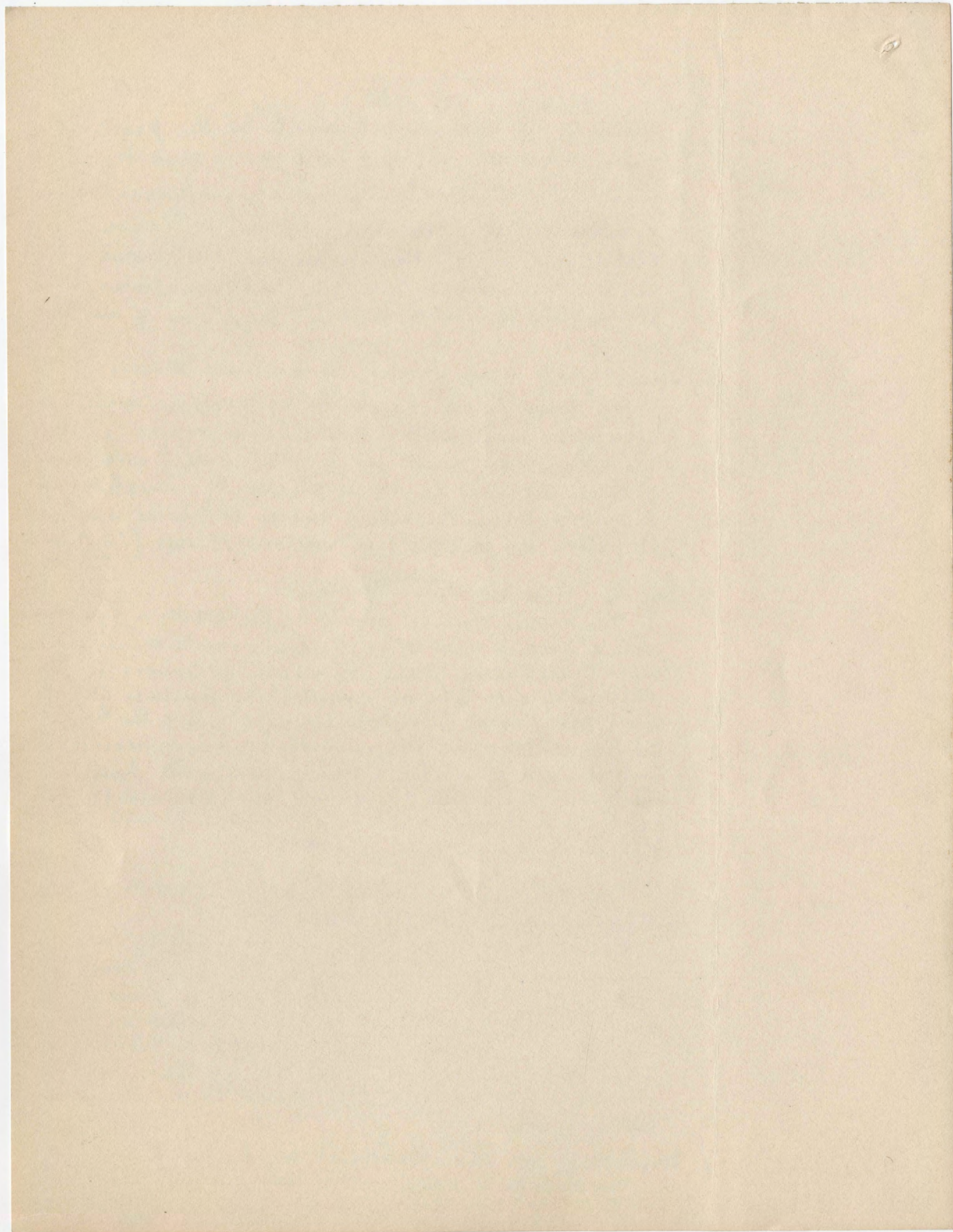
The main course would be the study of lyric poems with a special view to the difference made to this department of literature when musical performance (and dancing) ceased to be an essential of lyrics. — The selection of matter would be made also with a view to the lyric as the fragmentary and tentative element in literature as the criticism of life. — For advanced students lyric poetry would further be studied as the chief ground for the analysis of fancy and kindred mental faculties. [In A and α , to a less degree in I and II.]

8. Goethe's 'Faust' as a starting point for the survey of Classic and Romantic impulses.

This would be in the main an interpretation of one of the most important and difficult of World Classics, supported by other masterpieces (such as 'Paradise Lost', Dante's 'Divine Comedy') of kindred interest as putting the problem of Supernatural temptation in human life. — For advanced students the distinction of Classic and Romantic in general literature would be an additional study. [In I, A, α .]

9. Mythology as Raw Material for Poetry.

This would be a study, not of ~~some~~ individual poems, but of mythological conceptions underlying whole classes of poetry. — Advanced students would deal with Comparative My-



~~the~~ history, as far as its matter concerns literature and not merely anthropology. [Mainly in I and α & advanced work in II.]

10. The Literature of Thought.

This will be a series of studies in what maybe roughly called 'prose literature', intended especially to mark the boundary lines at which such literature passes over into either Creative literature, or the Colloquial, or the Floating Literature of Journalism. [In A, α .]

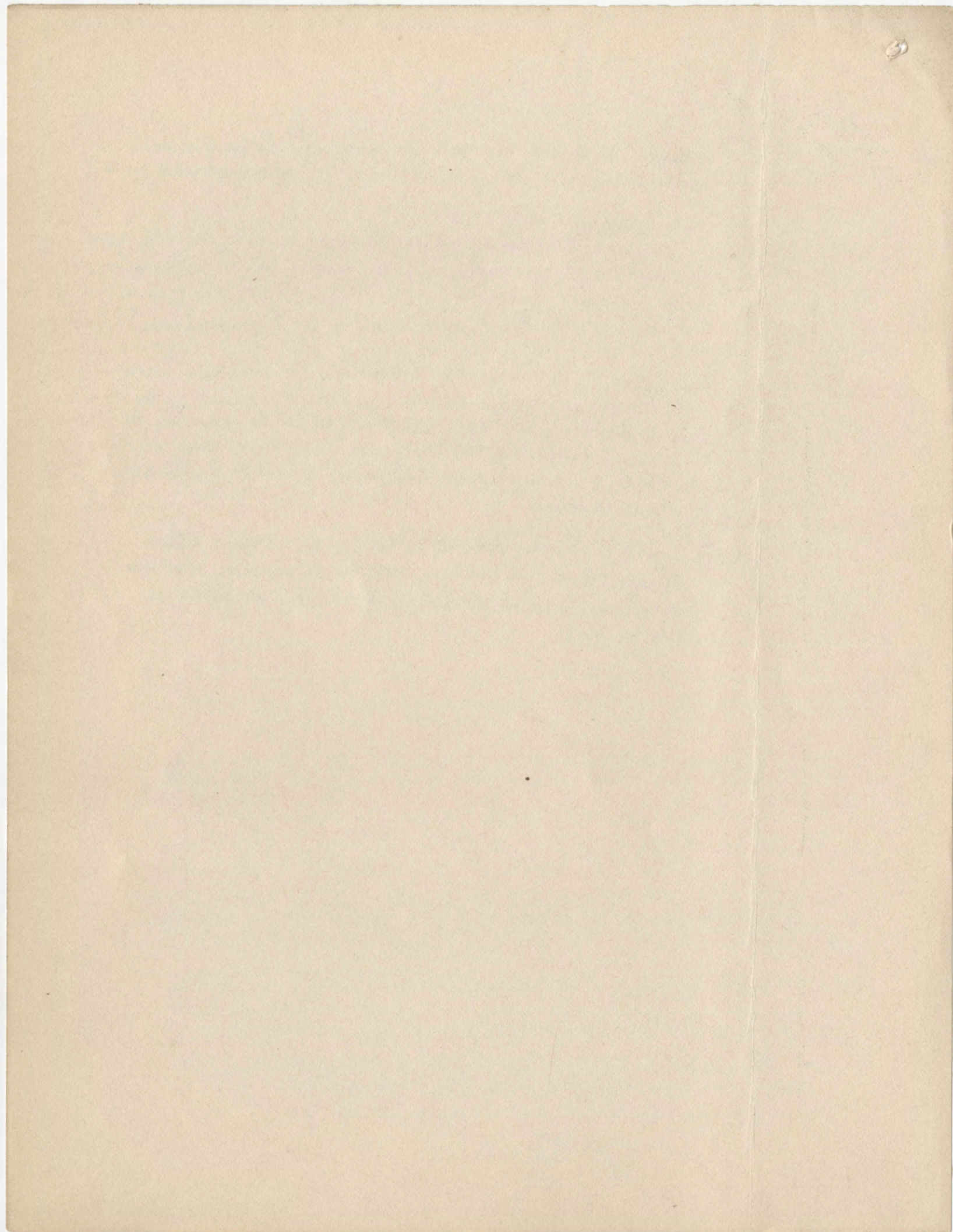
11. Principles of Systematic Reading for Leisure Time.

This course, based on the idea of literature as the common ground between all specialists, is a wide survey of literature in general from the point of view of those who are not special students, or are special students of some department not akin to literature.

12. The place of Literary Study in Education.

This will be a course, not on literature, but on literary study, as to its different sides, and its place in educational schemes.

T.O.



Miscellaneous
points

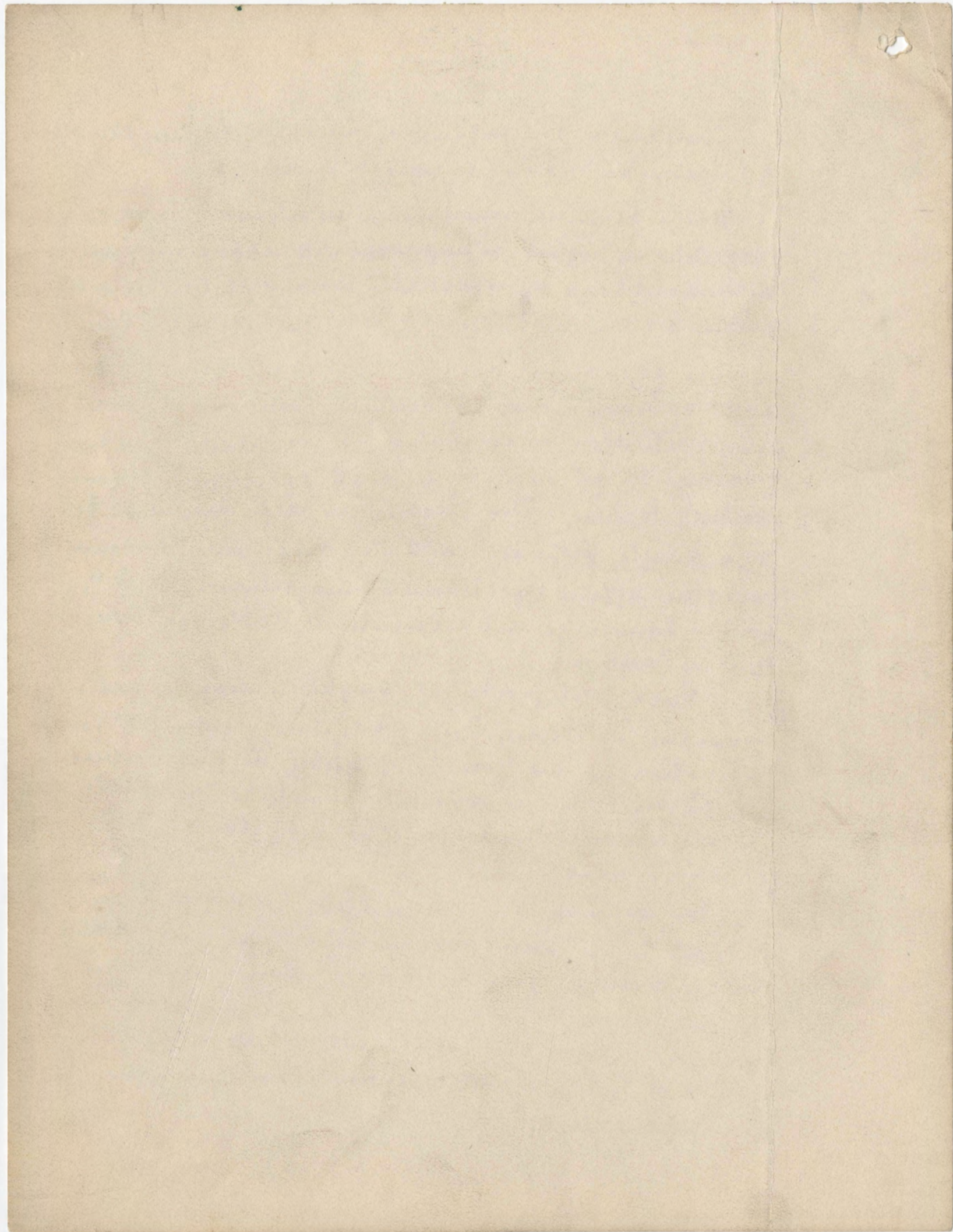
Considered as a department of university studies this scheme of Literature in English suggests a few remarks.

1. If the principles underlying this proposal be sound, the name 'Literature in English' is important: its appearance among the other departments of university work will be full of suggestiveness to other institutions to work on similar lines.

2. The department has this advantage from the financial point of view; - that its courses need not be given in any particular order, but, on the contrary, can with advantage be followed by students of different grades working together. This enables the department to be worked by a single professor, with the assistance of courses that may be offered by Docents and Fellows, and of courses in the language departments suitable for those who read in English.

3. Such a department ought to look for assistance from the University Press. A leading requisite for the promotion of this branch of study, in the university and in the country generally, would be the publication in convenient form of scholarly translations and similar aids.

4. The scheme here suggested, by the prominence it gives to the ~~main~~ method of teaching by ~~lectures~~ public lectures with syllabus exercises and reviews, has the advantage of affording a common ground between the university proper and its extension side, and giving to the educational world an illustration of the amalgamation of the two.





Moulton

140

Burlington, Iowa, 8 March 1899

Dear President Hayes

Just remind you that I am reserving this next Saturday (13th) for you, in case you desire to have a meeting of those interested in the new department. (Englishrc).

At the same time I may say that the more I think the matter over, the more doubtful I am whether this is a good time to move in the matter.

1. In the first place, those most interested are not agreed. Professor McClintock has written his views to me: and they still seem fundamentally different from mine. I think his idea of a Department of Litera-
ture excellent in itself: and I dare say it would meet with less opposition than what I have proposed. I object to it only because it would cut the ground from under the foundation of Liter a department of Litera-
ture in English in the future: and you

know that this last is what I rely on
for attracting attention within and without
the university to a fresh line of study.

2. But I have always said to you,
in advocating this department, that I
doubted whether it was good policy to
create the department before we were
ready to man it. Of course, all the of-
ficers of instruction in the various langua-
ges would be ex officio officers of in-
struction in the new department. But
there ought to be some specially attached
to it: one holding my chair, for ex-
ample, and I have suggested other
chairs: besides fellows. Now it appears
that no money is available for such
a department at this juncture; nor
can I be set free to give ~~to~~ a full
instructor's time to the new work. Under
these circumstances is it a good time
for challenging attention? It will be
practicable without any formal busi-
ness for Professor Shorey and others
already interested to move in the desired