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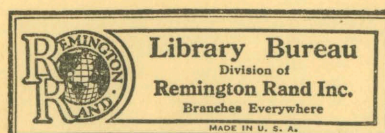
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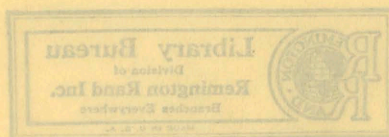
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LEWIS MILLER,
PRES. CHAUTAUQUA BOARD.

JOHN H. VINCENT, D. D.,
CHANCELLOR CHAUTAUQUA UNIVERSITY.

W. R. HARPER, PH. D.
PRINCIPAL CHAUTAUQUA COLLEGE.

CHAUTAUQUA COLLEGE-EXTENSION.

W. D. MCCLINTOCK,
SECRETARY.

ADDRESS, DRAWER 15,
NEW HAVEN, CONN.

Aurora, N.Y.
Nov. 16. '91

My dear Dr. Harper.

I enclose the sample courses in English literature you asked me to make out. I have not finished the table of English studies in our best colleges - which I spoke to you - because I cannot get hold of catalogues fast enough. But I have examined enough to know that these courses I suggest are representative of the best work in our department.

I shall be very happy if you will give me work to do in this line. I have been

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W. D. MCCLINTOCK,
SECRETARY.

ADDRESS, DRAWER 15,
NEW HAVEN, CONN.

troubled ever since I saw you at your own work
and decided worries. and how wished I
could in some fashion lighten your burden.
I trust you will finally command me, and let
me from a post of my gratitude for your frequent
kindnesses to me.

I do hope you will get a good man for shel-
ving. My impressions - as I told you - gathered
up your reviews of his books and the comments of
those who have heard him lecture - are all against
Mr. Witherspoon. The journals that reviewed
his books in the Chautauqua series said very

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kind things of them. So such an extent
that Dr. Vincent - if I remember rightly - was
greatly troubled about it, and talked freely of
getting rid of the books. Ask some good au-
thority for an opinion of the English writing in
his book on Greek, or his critical judgment in
his book on German Literature, or his delicate
discriminating justice in his "The Slave of Madam
Society." I hope you know at once that
I have no possible reason in this as to Mr.
Millman except the good of our great re-
public. I never met the man and knew
nothing of him except from these books.
Sincerely yours, W. D. McClintock

LEWIS MILLER,
PRES. CHAUTAUQUA BOARD.

W. D. MCCLINTOCK,
SECRETARY.

CHAUTAUQUA COLLEGE-EXTENSION.

JOHN H. VINCENT, D. D.,
CHANCELLOR CHAUTAUQUA UNIVERSITY.

W. R. HARPER, PH. D.,
PRINCIPAL CHAUTAUQUA COLLEGE.

ADDRESS, DRAWER 18,
NEW HAVEN, CONN.

My dear Sir,
I have the pleasure to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed extension of the Chautauqua College. I am very glad to hear that you are so interested in the cause of higher education, and that you are so anxious to see it carried out. I am sure that the Board of Trustees will be very glad to consider the proposition, and that they will do all in their power to give it effect. I am, Sir, very respectfully,
Yours truly,
W. D. McClintock

he claims to be made them of
some value to science, especially
in the case of Boring, because
the actual photographs class up
some ^{obscure} points in Boring
and settles some important ones.
- A better side of the work is
in photographing spots that illustrate
an actual process or series. The
more the pictures show the better the
process.

I feel sure he would make a great
success as an ^{enthusiasm} lecturer.
He would take a different audience
from Moulton, but could ^{combine} combine
excellently the popular with the
lecturing work. He realizes that
he has spent too much time on
the pictures and lecturing for his
reputation as a scholar and would
like to change it. Your brother
told me of his demand of \$2500.
and your brother's idea is that
Griffin could make the \$1000 ^{over} over.

52 Upper Bedford Place.
Russell Square. London. W.C.
June 13. 1892.

My dear Dr. Harper,
Your brother has intro-
duced me to his friend Mr.
Griffin, and in his applica-
tion for work in Chicago. I
have met him twice, and on
Sunday he entertained us at
dinner and talked with me
about his work and experience.
I asked Prof. Moulton about him
but I am sorry that M. did
not know Prof. Griffin or know
of him. He promised however
to find out some things about
him and let me know it.
Your brother told me that Prof.
G. was some thirty eight years
of age. I did not get to see
the paper containing his points
of education and training. But
he told me of his studies with

Prof. Morley of London Univ^y and
his experience at University-Ex-
tension. But now positively:

1. He is most entirely agreeable as
a man. He is lively, spirited, and
entirely sane-rational. He seemed
utterly free from cranial
curse and other "infernalities
of noble mind." I thought
he would be most agreeable as
a fellow-workman and would fit
into our or any other system.

— He is of excellent appearance,
healthy, and I take it a most
bright speaker.

2. He is evidently a bone worker.
Indeed this was the impression
I chiefly got of him. He
could so talk readily to me
of his teaching experiences, schemes
of practical work, and methods
of spreading knowledge of our
subject. He seems to have

a genius for making plans,
methods, charts and other details
for teaching the eye. He likes
to work and will do great
work then.

3. I was greatly pleased with his
talk as to lecturing. Your brother
last told me of his large collec-
tion of photographs to illustrate
subjects in English literature. These
are excellent and valuable. He
has photographed all the places con-
nected with Browning, Wordsworth,
Byron, Shelley, Keats, &c. &c. These are
well done, and in giving popular
lectures in their lives, are of the best
value. Of course all this may
seem of no great value in a
Univ^y Prof. and they are not of
great importance for college work.
But he knows what value they are
and what are not. He uses
them here for lecturing work. But

the \$1500. at the lecturing. I
feel sure he could. If it were
only a question of his taking Phelps
place, why do an infinitely better
man - a man of better training and
of course of somewhat extended ex-
perience. Whether you can af-
ford to pay him \$2500. when we
cannot afford to pay for an phil-
ological and scientific work, is
more than I can say.

4. He has done no scientific
or original work, as far as I
could learn, nor did he talk
in that direction in the uni-
versity or had together.

- My roughly-formed judgment then
is that he need add nothing to
the scientific, University side of
our work, but would make an
excellent teacher in College classes.
Moreover I believe he need devel-
op in the direction that the work

and place demand of him.

He would be happy to go to America, for the his work seems successful here. he feels the lack of "recognition" under which all teachers and Extension workers here suffer.

I hope these notes will enable you to get a clear idea of the matter.

= I have met Triggs lately, but had no talk with him. He told me he had been appointed to a position in the May but didn't know exactly what it was.

With all good wishes,

Yours sincerely,

W. D. M. Chestnut

Later.

Since writing the above I have learned from Prof. Moulton that he does not know Griffen, and that

the Extension Society does not regard him as highly as your brother and I do.

The Society reports that he has done only a little work for them and that "some students seem to have been liked him very much. Others criticized him very severely and speak freely of his course." They also say that the students seemed to get no special good from Griffen's lantern illustrations.

Your brother suggests - he seems to have looked into the matter - that the Society is very hard on young men offering to work for them and that things go there very much by personal favor. But I thought it best to tell you everything I know. = I must ask you to keep this information for the Society private and confidential. It was so given to me.

Yours,

W. D. M.

5629 Lexington Ave
Sunday night

Dear President Harper,

Accept my hearty congrat-
ulations upon the success of your address
this afternoon and my personal
thanks for the intellectual and emo-
tional satisfaction I received. I
feel sure you have been doing a
most elevated, penetrating and ed-
ucative bit of thinking among us.
I felt it expressed your deepest in-
sights and tendencies - for I think
there is a drop of aristocratic
and snobbish blood in you.

I am sure too that you elevated
into its true significance the essentially
democratic constitution of a com-
munity of scholars, and that such
an institution has to do for
the community. If you had time
you would be interested in reading
Meadwell's statement that he
was prepared for the democratic
ideals of the French Revolution because
he had lived so long in the repub-
lic of the University - when all are

equal and brothers [The Prelude IX. 222+]

At one point only would I ask a
distinction. It seems to me the Univer-
sity makes for equality and justice,
but not love. When I believe the
Church to its great function and
no form of the school can take its
place.

At first I was dubious of your use
of the O.P. forms of experience and
function for expressing the newer
movements of society. But you
captured me. It seemed to me al-
most an ideal statement of the
three phases of a University work -
the scholar, the teacher and admin-
istrator and - shall we say the yet
undeveloped function - the proclaimer,
evangelist, who is to come out of
the Christian idea. The figure
and your enthusiasm give great
comfort to those of us who feel
that our mission is teaching
and proclaiming rather than schol-
arship and philosophy. You already
know that the system to which we

3
telling up to now has had its approval
and rewards almost entirely for the
latter class - the others being regarded
as merely 'popular' and superficial.
There is place and need in
the University of the University
for all the phases of effort. I
hope with you to see our schools
grow to touch, influence, under-
stand, embrace, guide all the
phases of public life. But we
never can do it is inclusion
snobbish, aristocratic, contemptuous
scholars. Now if to equality-
learning, justice, we can only add the
spirit of kindliness, sympathy
with the poor, considerate and
forbearing love - then aided we
became democracy's guide by
becoming her model.

Your address deserves a large
audience. Send it to the Forum
with great respect & good wishes.

Yours cordially,
W. D. MacArthur

McClintock

REPORT OF THE TEACHING OF ENGLISH
IN SOME AMERICAN COLLEGES.

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

1. The expanded study of the English language. It has been put into its connection with Indo-European Philology, and especially in its connection with the comparative study of the Teutonic languages. The study of Old English has been made especially prominent, and much attention is being devoted to the transition stages of English down to the Fourteenth Century.
2. In the abandonment, on one side, of the mere text book history of English Literature, and the substitution of the Literature itself; on the other, the expansion of the old, purely aesthetic view of Literature by the historical and comparative method of work.

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

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

modified by the individual institutions. This lack of respect arises from the following causes:

- a. Too many books are required to be read.
 - b. There is no uniformity on the part of preparatory schools in what is to be obtained by this reading, owing to the fact that the colleges in their questions have no single idea.
 - c. A frequently expressed feeling that nothing can be done in literature in the lower schools until our educational system has been worked over and unified.
- On these accounts the teachers in general expect very little from this entrance requirement, and the Literature simply furnishes a short story or description for a piece of writing. This standard of admission needs to be perfected by a uniform idea of teaching in the lower schools, or by the publication of each individual college of what it wants the student to get from it. In this matter the University of California stands ahead of all institutions owing to the work of Dr. Cook while Professor there, and the publications he sent out, and the teaching he personally did among the lower schools.

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

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

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

(1) As to the prescribed work there is great variety of opinion and requirements. In general, it may be said that the students are asked to get a general outline of English Literature in its history, but this

modified by the individual institutions. This lack of

respect arises from the following causes:

a. Too many books are required to be read.

b. There is no uniformity on the part of preparatory

schools in what is to be obtained by this reading.

c. It is the fact that the colleges in their

questions have no single idea.

d. A frequently expressed feeling that nothing can be

done in literature in the lower schools until our

educational system has been worked over and unified.

These causes account for the general aspect of

the situation. It is a situation of general

confusion and lack of unity. The standard of education

is not uniform. This standard of education needs to be

unified. This standard of education in the lower schools

is not uniform. This standard of education in the lower schools

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history obtained from the writings themselves. Then some one author or period is selected for special work. The method of taking this general course and these special authors varies so much that no uniform statement can be made of them.

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

- a. The historic and scientific idea of literature as understood by the Germans.
- b. Pure Belle Lettres, as ~~was~~^{was} the practice among our ~~later~~^{older} American schools.
- c. In close connection with the language either as Philology or as Rhetoric.

(3) As to the graduate instruction, it may be safely said that not much real advance has already been made, though much is just ready to be made. I should say that the Johns Hopkins alone have already accomplished much very genuine graduate instruction owing perhaps to the presence in that institution of so many advanced students. It seemed to me, as I went about, that the teachers found it hard to make graduate instruction in literature easy, on account of the fact that literature is not so easy a matter of discipline as language. Advanced investigation in literature requires so nearly a special talent that teachers cannot depend upon getting it as a result of long discipline. The problems to be solved in Literature differ radically from those to be solved in language, and

the problems in language seem so much better suited to doctorate dissertation that the tendency among all the schools is to encourage the advanced students to take up Philological and semi-Philological problems. I am sure that the institution which first offers a full course of instruction in Philology, Rhetoric and Literature will stand at the head of this teaching in the United States. There is at present none in which these three phases of the subject are fully organized and taught with equal enthusiasm..

An English Department today must be organized as follows:

ENGLISH DEPARTMENT.

---O---

- I. English Philology, including
 - a. Some comparative Philology of the Indo-European languages.
 - b. Teutonic Philology.
 - c. Old English.
 - d. Middle English.
- II. Rhetoric and constant practice in the writing of English.
- III. English Literature, including
 - a. The historical department of English Literature.
 - b. Some knowledge of the principles of comparative literature, and the influence of other literatures upon English.
 - c. A large course of electives in special authors, movements, and phases of work.

The practice of the Department of English ought not to be biased towards any one of these, though I feel that it would be found that practical graduate instruction will be easiest conducted at present towards the line of English Philology, though it is just now open for the

The problem in language seen as much better suited to
 doctorate dissertation than the tendency among all the
 schools is to encourage the advanced student to take
 up pathological and semi-pathological problems. I am
 sure that the institution which offers a full
 course of instruction in pathology, bacteriology and
 literature will stand at the head of this teaching in
 the United States. There is a present course in which
 these three phases of the subject are fully represented
 and taught with equal emphasis.

- The following is a list of the courses offered:
1. English Pathology, Bacteriology, and Literature
 2. Some Comparative Pathology of the Indo-European Languages
 3. Technical Pathology, Bacteriology, and Literature
 4. Old English
 5. Middle English
 6. Modern and Current Prose in the Writing of English
 7. English Bacteriology, Pathology, and Literature
 8. The Historical Development of English Literature
 9. Some knowledge of the principles of comparative literature, and the influence of other literatures upon English
 10. A large course of electives in special authors, movements and phases of work

The practice of the Department of English ought
 not to be biased towards any one of these, though I feel
 that it would be found that practical graduate instruction
 will be easiest conducted at present towards the line of
 English Pathology, though it is just now open for the

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

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

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

teachers of literature to make their department a
genuine graduate discipline.

These three phases are summarized for the

interest in English and it must be confessed that the
teachers of the subject are very free in their advocacy
and in their denunciation one of another. It is found that
the study of rhetoric is much discredited among the younger
instructors, the feeling that rhetoric as taught ten
years ago was a failure; but I am sure that the practices
of rhetoric and rhetoric with their new lesson in rhetoric
should demonstrate the unresponsiveness of this discipline.
There is also strong protest heard against the
idea for rhetorical teaching, especially outside of
the department of English itself, and for the next few
years there will undoubtedly be a great growth in the
study of literature purely as an art. But the greatest
inhibition will be the one that recognizes all three
and gives each its fullest development.

There are enclosed three tables: (1) showing
the recognition of entrance among the schools at present,
(2) showing the prescribed studies for the bachelor
degree, (3) giving examples of the courses effective to
under-graduate, (4) a partial showing of what is attempted
for the present year in graduate study.

THE COLLEGES

Head Dean
HARRY PRATT JUDSON
The College of Liberal Arts
ALBION W. SMALL, Dean
The College of Literature
WILLIAM D. McCLINTOCK, Dean
The College of Science
THOMAS CHROWDER CHAMBERLIN, Dean
Dean (of Women) in the Graduate School and
the Colleges
ALICE FREEMAN PALMER
Dean (of Women) in the University Colleges
MARION TALBOT

THE UNIVERSITY OF CHICAGO

WILLIAM R. HARPER, President

McClintock

CHICAGO, Dec. 6, 1894.

My Dear Dr. Harper:-

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

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

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

2. He confesses to me that last week, in order to test for him-

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

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

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

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THE UNIVERSITY OF CHICAGO

WILLIAM R. HARPER, President

CHICAGO

W. D. Blinlock

(2)

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

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

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

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

Believe me,

Sincerely yours,

W. D. Blinlock

THE COLLEGES

Head Dean

HARRY PRATT JUDSON

The College of Liberal Arts

ALBION W. SMALL, Dean

The College of Literature

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WILLIAM R. HARPER, President

CHICAGO

McClintock

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

DEPARTMENT OF ENGLISH

Dctd to R.

CHICAGO, Dec. 16, 1896.

(16)

My dear President Harper:-

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

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

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

Dtd to R.

CHICAGO, Dec. 16, 1896.

(16)

My dear President Harper:-

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

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THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

DEPARTMENT OF ENGLISH

W.R.H. -2-

CHICAGO,

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

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

Yours truly,

Worrell Smith

CHICAGO

W.R.H. -8-

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Yours truly,

Wm. R. H.

Mac Clulloch

CHICAGO April 26, 1898.

My dear President Harper:--

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

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

-2- CHICAGO

that not five minutes of the three hours of examination was occupied with the point orally. Moreover what he seems to call an unknown and minor point is to-day discussed in every text-book of Rhetoric, and elaborately discussed in introductions to criticism. The doctrine of Flaubert, which Mr. Bray didn't know and here feels unwilling to learn is discussed at length in what I should call the second best-known of all modern English criticisms, Pater's "Appreciations", used daily by students of English. If you have read at all closely, what Mr. Bray says he could not find, on page 4, on page 5 he says he doesn't believe in.

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

"The present investigation grew out of class work in criticism in the University of Chicago. It was found that the study of Criticism was vague and uncertain as long as the terms were left undefined, about which as pivotal points the critical discussions

-3- CHICAGO

usually turn. Professor William D. MacClintock suggested the present undertaking and has aided very materially in its prosecution". If you will ask you will find that Mr. Carpenter, Miss Reynolds, and Mr. Lewis knew about my hobby on this subject and regarded it as a misfortune when I allowed Mr. Bray to take hold of it for development.

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

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

1) I believed all along and believe yet that Mr. Bray had many abilities and in some ways I found him almost brilliant. But he was positively incapable of being trained or disciplined, by which I mean he would not learn what others knew, he would not take anybody else's point of view, or suggestions. He was naturally one of the most conceited men I ever met. He had no sense of limitations, of faults, and he regarded himself from the time he entered this institution as entirely equal to any other man he met unless perhaps Mr. Dewey be excepted. In the next place he had one of those hopelessly uncultivated temperaments which resist personal

-4-

CHICAGO

and social manners and customs. He had no capacity for it and he resented it as mere formality. The consequence is that he ^{is} to-day an essentially uncultivated country boy. He speaks bad English and he writes worse. His letter to you is full of grammatical and rhetorical poor English. I firmly believe that if he had only had the ordinary student's willingness to submit himself to the training of others, if he could have ever taken the point of view of learning instead of originating and what he called "creating" we could have made a success in our attempt to train him.

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

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

-5- CHICAGO

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

Yours truly,

W. D. Macchutich

MacClintock

CHICAGO September 14, 1898.

no answer
My dear Mr. President:--

In the matter of the new dean, a word.

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

Abbott

Hendrickson

Miller, A.C.

Sparks

Vincent,

Breasted

Lovett

Kern

Damon.

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

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

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

CHICAGO, September 24, 1962.

My dear Mr. President:

In the matter of the new dorm, a word.
As I read over our faculty the following occurs to me as an
alternative to my general knowledge of them.

Abbott

Anderson

Miller, A.C.

Sparks

Vincent

Brasted

Lovett

Korn

Dixon

Of these you will know at once persons who a majority of them
are unavailable.

I should by all means choose Vincent first. And I wish he
were not so engaged in Government work that he could not be employed
in the especially difficult in his nature of vision, reason, science,
for administration, and he would be standing in competition.
I wish Abbott had the strength for the work. You already know
his quality, however, and I doubt not would agree with it. There
were not good reasons enough in your hands. The rest of my list
because in them, for Brasted, I cannot be said to know the man
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excellent material for a dean. He seems to me especially generally
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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

W.R.H. --2--

CHICAGO

orderly and effective in the work he has to do. And, finally, he can speak in public. This last I consider important if not essential in a dean.

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

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

Sincerely yours,

W.D. MacClintock

February, 14th, 1901

My Dear Mr McClintock:

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

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

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

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Mr. McClintock.

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to me to be a most import-
educat- on

February, 14th, 1901

Mr McClintock.

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

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

Very truly yours,

W. R. Harper

February, 14th, 1901

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possible for you to do.

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a strong sympathy here for the line of work in which he is

engaged and which effort will be made to the work we have

been trying to do in the elementary school under Mr. Parker's

direction. It will be with this letter and hope to be

of some use to you in the future.

June 2, 1908

Dear Mr. MacClintock:-

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

Very truly yours,

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

H. P. Judson

June 2, 1908

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

H. P. Judson

DEPARTMENT OF PUBLIC INSTRUCTION.

Bureau of Education.

Manila. April 10. 1908.

Dear President Johnson,

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

The voyage across the Pacific is an immense experience - long, long soft idle days, with a decided letting down of energy; a tendency seemingly to lose all meaning & all sense of the world being a real place of work. Honolulu is delightful - a strange, play-land at least for the traveler. I was delightfully entertained by Mr. Meads' graph - the Castle. There was much talk of financial depression, & hoping that we would justify the Islands and develop Pearl Harbor. I met several

persons who had studied at Chicago. This is something I am getting at every port - that Chicago students are everywhere.

We had five fascinating days in Japan - at Tokyo, Kobe, Nagasaki. At Tokyo we saw the Clements and Mr. Fisher - Old Chicago men. At Kobe I was in a nest of friends and old students. I even made an address to the Methodist Conference - the first of the United Methodists of Japan. Then I met at least ten persons who had studied with us. The plum trees were in bloom, and we had a glorious view all day of the great Fuji - a sight that paid me for the trip. We heard talk everywhere about business depression, the dropping of the American market, goods stacked up in Yokohama. Everybody about said that our talk was entirely an American affair - there was none in Japan. They reflected the terrible strain on the country by the war with Russia, the especially bad strain now on the war debt, the anxiety of the people for peace. But I judged that in Japan there is no difficulty of the people ever to find out what the government intends to do. They take what is given them and keep quiet. Still we heard a good deal about the new

Bureau of Education.

"Apposition", a new criticism of the government policies—especially on the 1901 war budget. And evidently jingoism is in full bloom.

I have been in Manila long enough to know that Manila is not the Philippines, tho' when we are in America we often carelessly think so; that the Filipino people are not Igorots nor Negritos; and to be enthusiastic on many things my countrymen have done here.

I have attended some sessions of the Assembly—certainly a dignified and serious body of men. Of course we could not escape the feeling that it was all a bit academic and play-like. The feeling here among Americans is that they are doing all that might have been expected, and will gradually find plenty of real things to work at besides talking independence. We have met several of the men—but feel sadly lost in not being able to speak Spanish.

I have been well entertained, chiefly by educational people, and have met many

doing much. If only the United States had
wished a few millions a year for many ten
years for education, had simply forced the
thing quickly so as to get a medium of
communication for the whole islands, we
should have run quickly through any other way
now justified in being here and studying
all we are doing. The desire for education
in English not in the provinces, in the little
barren schools is something surprising.

We had a meeting of the Chicago Alumni Club
last week - some 25 present. We have
ceaseless talk at the Clubs, Hotels and in
the parlors of what America is to do here.
Of course the almost unigen opinion among
the Americans is that we ought ^{to} stay
here, develop our power and go on with
autonomy we want independence. But this
is probably due to the fact that only Amer-
icans with this view come or stay here.
It would seem clear that if Laft is elected
next fall and we should grant some
tariff reduction and a few "righteous" laws -
that talk of independence would simply dis-
appear. Of course declarations of policy
may be asked for by no election, but

Bureau of Education.

that will be all. But you will quickly say that I am no right to be in this seminar - being here so short a time here and with so few people. You are right - the only justification for my having being that after all the centers of opinion here are very few.

You will see from this little paper that we go for work to Bogreio in Beuzet. Our work is entirely of the American teachers.

Chicago figures somewhere - as many of the teachers have worked with us.

I think you know all of us who came - Josiah Brooks, was the very first man to take a degree at Chicago - being awarded one in June 1893. He later took his Ph.D. at Columbia. Guy H. Roberts, of U. & California was with you in 1895 - I think - coming from Minnesota. He later took his Doctor's degree at Harvard.

And now I mention a matter in which I feel your condemnation. Just in which I am a strong sense of duty. I hate as you do, gossip & underhand dealing. I hope this will seem to you neither. Stone told me some

When you look at this (Kane), the French might get some things from it. I don't know whether you are really, or not. I don't know.

across a spoke off it as a full table in
Tokyo that he was an active candidate for
a Commission to the Japanese Exposition
of 1902, & that powerful influences were
working for him. It would not be alluring
Mr. President - never. Starr represents our people
in Japan? It would be monstrous. I am amazed
that he should dream of it. For I never knew
any man who hated, misrepresents, and mis-
jokes his country more than Starr. There are delib-
erate ends - and I am plenty of specific just-
ification. His bad manners, careless ques-
tions and studied eccentricity - an enough to
make it out of the question; his attitude
toward his country and its policies make
it a crime. He is, of course, thinking only
of himself in the matter - since he wishes
to spend a year in Japan. I believe you
would never recommend his appointment; but I
feel I simply must write to strengthen your
instincts in the matter. Starr is a quite
unscrupulous collector - a man who urges to be
kept in the field among primitive people. He
is a rigid, I am among the simple folk. But
socially, philosophically - as a representative & a
cultivated civilization - never. Am I among
in writing thus to a colleague? At least it is not
mere gossip.