LEWIS INSTITUTE,
CHICAGO.

May 25, 1897.

Dear Dr. Harper:—

I suggest that the meeting of next Monday be devoted to a comparison of the "Conспектus of Admission and Junior College Groups," as published by the University, and the one which I venture to submit. I am satisfied that the enclosed conспектus would be an improvement on the present requirements, because it would make it possible for secondary schools to meet the requirements in four years and make the work for the first two years the same for students in all groups. It would also provide for a uniform course for all groups in English and history extending through the four years.

I also submit a conспектus showing the arrangement of subjects in a four-years' course of a secondary school.

Yours very truly,

[Signature]
Dear Mr. Harper—

I suggest that the matter of next Monday be referred to a committee of the *Committee of Authorization and Junior College Groups* as suggested by the University and the one which I have in mind to undertake such an enterprise. I am satisfied that the committee can handle the matter in a way that will be profitable to the present administration and secure to yourselves any money you may have on hand for the present purposes.

It would be impossible for the present committee to meet the requirements as set for students in all cases. It would also prove for a unit of course for all groups in English and French a subject to your educational advantage.

I write to you simply to call your attention to the matter of next Monday.

Yours very truly,
### Conспектus of Admission and Junior College Groups.

#### For Degree of A.B.

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<th>Subject</th>
<th>Admission</th>
<th>Junior Colleges</th>
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#### For the Degree of Ph. B.

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### Combinations of Admission and Junior College Grades

#### For the Degree of A.B.

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President Wm. R. Harper,

University of Chicago, City.

Dear Dr. Harper:--

Phil Kohlsaat tells me that his tuition last summer at the University was remitted on the score of his being an instructor in the Institute and that he anticipated that the same arrangement would continue through the present year but that he is now informed that he must pay his tuition for the current quarter. I suppose that you have given this matter careful consideration, but it seems to me that under all the circumstances of the case it may be unwise to press the matter of Phil's tuition for the present. We are getting on finely in the way of organizing our Faculty and have already made provision for a committee of the faculty on the relation of the Lewis Institute to other educational institutions. You will see that we are likely to get a start of the Board of Managers as I imagine you anticipated. May not something be done in the near future by which our instructors may have the advantage of taking work at the University of Chicago without paying tuition even if for the present other matters relating to the relations between the two institutions are not acted upon!

Yours very truly,

G. N. Carman
President, M. W. \\
University of Chicago, City.

Dear Dr. \\

As the University was preparing for the lecture on the section of the building to be occupied by the Institute and since I have no instructions from you on this subject, I suppose that your plans remain unchanged. I am enclosing a letter of introduction for the current director, in the event of my absence.

This letter was sent to the Institute and it is addressed to the Acting of Phil's Institute, as the latter is in charge of the building at this time. We have received a notice from the cornetist of the law, which I enclose.

May I mention that Phil has already received the acknowledgment of the letter of introduction to the President of the Institute to whom I have sent the letter of introduction. You will see that the letter is in the form of a letter of introduction.

May I also mention that Phil has had a chance to get a copy of the letter of introduction. This letter is not sent to you for information, as Phil's Institute has acknowledged the receipt of the letter of introduction.
Lewis Institute,

Dear Dr. Harper:

I am sorry that you were not able to be present at the meeting of the Board of Managers held last Tuesday evening. The night was so stormy that there was but a small attendance, Messrs. Roche, McLaren, Lane, Hotz, and myself being the only ones present. We had a very pleasant meeting. It was especially gratifying to me to see how Mr. Roche's interest in the work has increased since the opening. He is especially interested in arranging for night work. While the Board did not choose to take any definite action last Tuesday evening owing to the small attendance, they discussed at length the question of night work. It was decided that another meeting should be called for next Tuesday night when I should submit a definite proposition as to what we should undertake. It was agreed that we might put $2,500.00 into employing such extra teaching force as might be necessary.

My plan is to have the Institute open two nights in the week, say Tuesday and Friday, so as to put in eighteen weeks' work between the middle of November and the first of April. I was authorized to make such announcements in the
Dear Mr. Hackett —

I am sorry that you were not able to be present at the meeting of the Board of Managers held last Thursday evening. The meeting was so stormy that there was quite a small attendance. However, we had a very pleasant meeting. It was especially interesting to me to see how the Board's interest in the work has increased since the beginning of the year. We hope that the Board will continue to take an active interest in the work of the Institute.

I was glad that Mr. Hackett, my assistant, was able to attend the meeting on Thursday evening. It was important to review the progress of the work and to make plans for the coming weeks.

I am planning to have the Institute open two nights a week, starting next Monday and Tuesday. I hope to be able to meet with the students and to engage them in more active participation in the Institute. I have been trying to make some announcements in the Institute to generate more interest in the work of the Institute.

I hope that this letter finds you well and that you are able to join us at the next meeting of the Board.
papers as would lead those wishing night instruction to
make application so as to give us a notion at as early a day
as possible what is most in demand. It seems to me best to
make a special point of shop work, mechanical and architec-
tural drawing, physics, chemistry, mathematics, and English.
I think that there should be one or two good lectures given
each evening that the building is open. I believe that we
should charge $5.00 for admission to the night school for
the entire session of thirty-six evenings, this fee entitling
those who pay to take any of the work for which they are
prepared.

Since seeing you I have had a somewhat confiden-
tial talk with Judge Kohlsaat. If you will let me know
when it will be convenient for you to give me a few minutes
of your time I shall be glad to call on you and have a con-
sultation with reference to what I am expected to propose
next Tuesday evening.

Yours very truly,

[Signature]
bopes as would leave sense meaning tact information to
make application so as to give us a notion of as early a gen
as possible with as most in general. It seems to the best to
make a special point of shop work, measurement and inspection
with training, practice, competence, metnese, and material.
I think that these points do one of the good features given
in each course that the building is open. I believe that we
ought to see that the building is open for the entire section of
the entire section of thirty-six minutes, since the entire
time who pay to take only of the work for which they are
prepared.

Since seeing you I have had somewhat curious
that talk with Judge Kinnears. If you will let me know
when it will be convenient for you to give me a few minutes
at some time I will be glad to see you and have a con
satisfaction with reference to what I am expected to provide
next teachers' meeting.

Yours very truly,
November 9, '96.

Dear Sir:—

Four courses of lectures are to be given at the Institute during the present season.

Those beginning next Tuesday evening are "Types of American Fiction," by Professor E. H. Lewis, of Lewis Institute; and "Physiography," by Professor H. F. Reid, of Johns Hopkins University.

Those beginning Friday evening are "American Politics," by Professor H. P. Judson, of the University of Chicago; and "Painting and Sculpture of our Times," by Lorado Taft, of the Art Institute.

Enclosed please find tickets good for admission to any lectures of the season.

Yours truly,

G. N. Carman.
DEAR Sir:

Your courtesy of Inclusion are to be Given at the Institute.

The proposed next Thursday evening the "Types of American Fiction" will be presented. H. Lewis of Institute and Instructor in "Types of Fiction" at the "Institute.

H. Lewis of Wase Hopping University.

Those engaged in "American Politics" in your courses.

H. London of the University of Chicago and Professor of "Types of Fiction" at the "Institute.

Either please fill the "Institute" and return your application.

The season.

Yours truly,

C. J. Carnell
appointed on the Board of Managers would be satisfactory to both and that he would do what he could to get the other trustees to agree to it.

I shall be glad to meet you at your earliest convenience and consider in detail the articles of affiliation with reference to some minor modifications.

Yours truly,

[Signature]

580 Washington Blvd.
Chicago, Oct 10, '95

Dear Dr. Harper,

I find that Headway was made in our interview with Judge Kohlhaas last Saturday in the light of his attitude at the outset.

I am more than ever impressed with the desirability of reaching, as early as possible, a definite understanding.

It would seem that there is more nothing in the way of arranging this year's courses that will prepare students for all
University College courses. This has seemed to me from the first the most essential part of the program and to be for the advantage of the University as well as Lewis Institute. If there cannot be reasonable assurance that the University will recognize the work of the last five years as equivalent to the Academic College work done at the University, I am inclined to hesitate about the wisdom of our arranging for such this year's courses of all, confining ourselves instead to courses in mechanics and industrial arts and commerce. However I see nothing more in the way of your bringing forward for discussion the articles of affiliation, a copy of which you handed me sometime ago, filling in Article 8 to read "the institute to appoint the President of the University as one of the Board of Directors and Managers."

In my conversation with the Judge after I left you last Saturday he said "I understand that your
580 Washington Boulevard,
Chicago, March 20, 91

Dear Butts,

I hardly know what to think of your letter of March 17. If you think of me as your letter indicates it is certainly well that you are not to be one of the instructors in an institution that I have charge of. I shall not defend myself against the charges you make against me, for I am sure you have no grounds for making them. I do not know what you mean by asking me to leave the matter open till April 3. I shall certainly be willing to talk with you at that time and do what I can to put you right where I am sure you are mistaken. Dr. Harper will doubtless do likewise.

Yours truly,

Y. N. Carman
Dr. N. Roosevelt's Resignation

Dear Dr. N. Roosevelt,

Your message dated 11 January has been received with the utmost attentiveness. I am truly grateful for your thoughtful words. You have expressed concern about the growing dispute in the country, particularly regarding the recent controversial legislation. Your views are highly respected, and I assure you of my utmost consideration in addressing these issues.

In light of these developments, I propose to hold a series of meetings with various stakeholders to discuss potential solutions. I诚心地邀请 you to join me in these discussions, which aim to bridge differences and find common ground.

I look forward to your valuable input and hope that we may work together towards a more stable and harmonious future.

Yours sincerely,

[Signature]

January 13, 1964
Memorandum of Agreement
between
The Lewis Institute & The University of Chicago.

The Lewis Institute shall work in affiliation with the University in accordance with the following agreement:-

1. The Institute to have two faculties, one, of the Academy grade, the other of the College grade, both to be recognized by the University as of equal rank with its own faculties of same grade, and to have the privileges of the same.

2. The University to appoint, as by previous agreement, the members of the faculties to the same rank as that assigned in the Institute.

3. The Institute to adopt, so far as practicable, the general regulations of the University so far as concerns calendar, terminology, requirements, etc., it being understood that when, in the opinion of the University Senate, the departure from the regulations becomes too great, the University may withdraw its affiliation.

4. The University to confer conjointly with the Institute, certificates to which each student would be entitled if in the Academy or College of the University.

5. The Institute to pay such legitimate expense as may accrue to the University for work in connection with affiliation provided the same does not exceed $______ a year.
Memorandum of Agreement

between

The Law Institute of Chicago and

The University of Chicago

The Law Institute shall work in affiliation with the University in accordance with the following agreement:

1. The Institute to have two members, one of the Academy Board, the other of the College Board, each to be appointed by the University as or of similar rank with the own faculty of same grade and to have the privileges of the University.

2. The University to appoint, as by previous arrangement.

3. The members of the faculty of the same rank as in the Institute.

4. The Institute to act as far as practicable the general regulations of the University so far as concerned General, financial, administration, and educational departments, etc.

5. The University to cooperate with the Institute, subject to which each student would be entitled in the Academy of College of the University.

6. The Institute to pay each legitimate expense as may be necessary and not exceeding $ a year.
6. The University to grant two scholarships affording free tuition for three years to students who shall have entered the University after completing the preparatory work of the Institute, and two scholarships of two years to students who shall have entered the University after completing the work of the Academic College.

7. The University to elect the Director and one member of its faculty to membership in the University Council and in the University Senate.

8. The Institute to appoint the President of the University

9. The University to co-operate with the Institute in such matters as will lead to the best advantage of both institutions.

10. The University to grant free tuition for residence work in the Graduate Schools to all instructors in the Institute on regular salary.
The University to grant two scholarships for two years to students who shall have
proven the University after completing the preparatory work of the Academic College.
Institute, and two scholarships for two years to students who shall have entered the University after completing the work of the University College.

The University to grant the President and one member of the Senate membership in the University Senate and the University Senate.

The Institute to appoint the President of the University as

The University to cooperate with the Institute in

such matters as will lead to the best advantage of both institutions.

The University to grant free tuition for graduate work in the Graduate School to all instructors in the Institute.

On regular salary.
St. Paul, Minn. July 6, 1893

Dear Mr. Harper:

I write to you of Prof. C.N. Carman. He is a noble fellow, a scholar, a perfect gentleman, and thoroughly competent for school or college work. His administration of the High school here was a distinguished success in every way. I regard Carman as the most valuable man we have had in the public school system here during the fourteen years of my residence in St. Paul.

He is alert, fresh, up with the times, and always astir for the general culture of the city as well as diligent in his routine work. Under his administration the High school has made itself felt as an instrument for elevating the life of the city as it has never been felt before.

I regard Mr. Carman's leaving St. Paul as a great calamity, and notwithstanding the antagonisms that led to his retirement, he would have been re-elected had he consented to allow his name to be presented to our board. The recent trouble here leaves no stain of any kind on Carman.

Yours faithfully

[Signature]

President of the Board of School Inspectors.
Dear Mr. E. Kaysen:

I write to you at this time to commend you for your efforts to improve the educational experience at the school. Your dedication and commitment to the well-being of our students is greatly appreciated.

We have seen a marked improvement in the academic performance of our students. The results of their recent standardized tests have exceeded our expectations. Your efforts have not gone unnoticed.

I am enclosing a copy of the latest report on student performance. Please feel free to contact me if you have any questions or concerns.

Thank you for your continued support.

Yours faithfully,

President of the Board of School Trustees
MEMORANDUM OF AGREEMENT BETWEEN MR. CARMAN AND WILLIAM R. HARPER.

Mr. Carman agrees if elected, to accept the Principal-ship of the Morgan Park Academy on an appointment for two years from September 1st. 1893. It being understood (1) that he shall receive during the first year the sum of $1500.00 with suitable rooms in one of the Dormitories. (2) That the compensation for the second year shall be if at all possible, increased. (3) That his rank in the University shall be that of an Associate Professor. (4) That he shall take charge of the work in the Academy in English Literature. (5) That the time of service each year shall be that of other Instructors in the University. Namely: thirty-six weeks. (6) That during the two years referred to he shall arrange his vacations in such a manner as that he will be present during at least six weeks of the summer Quarter.

Mr. Harper agrees to recommend the name of Mr. Carman to the Board of Trustees for appointment in case these conditions are acceptable.

Agreed to

George A. Carman
MEMORANDUM OF AGREEMENT BETWEEN MR. CARMAN AND WILLIAM R. HARPER.

Mr. Carmean, hearings to proceed to secure the Principalship.

Of the Morgan Park Academy on an appointment for two years from September 1st, 1938. If paid hereafter for (1) first the principal assistant in obtaining the principal will be the sum of $4500.00 with suitable rooms in the Academy, (2) that the compensation for the second year will be paid, (3) that the principal assistant at the Academy be expected to

be particularly devoted to work in the Academy in English literature, (4) that the time of service each year will be that of the new principal, (5) that the first six weeks of the new principal's tenure in the University, and (6) that the term of the new principal will not be year or year and a half for the purposes of the principal assistant's vacation

in such a manner as that he will be present and able to be with the students at least six weeks of the summer quarter.

Mr. Harper agrees to recommend the name of Mr. Carmean to the Board of Trustees for appointment in case these conditions are acceptable.
April 30th, 1903.

Dr. William R. Harper,
University of Chicago.

My dear Doctor:

I am in receipt of yours of April 29th.

You were not more surprised than I, to see the matter in type. I did not look for this, and it was rather anticipating all that was under consideration. I talked with Judge Kohlsaat after the meeting, and I felt that this was a mistake and so stated to him.

I think you are mistaken about our minds being made up. There is a very strong inclination to give character to the Institute by giving it credit for what they are able to do. There is also a very strong desire to not go beyond our ability, and more especially beyond our financial ability.

It is true that some of the members have made up their minds; I do not think Judge Kohlsaat has, and I know that I have not. I do not feel satisfied in my own mind that we should do as recommended, but it does seem to me there should be some good and sufficient ground for identifying the Institute and its work, and that there ought to be some ground upon which you and Mr. Carman could agree.

I fail to see why we should contribute less to the Chicago University if we do all that Mr. Carman recommends, provided of course, that our courses continue so that there would not be a break in the work as between the two institutions.

It will be a mistake for you not to be present. We all fully appreciate what you have done for the Institute and we also are very
Mr. William H. Healthcare

University of Chicago

My dear Doctor:

I am in receipt of your note of April 20th. You were not more enthusiastic than I to see the matter in your light, and I did not look for your note. I am not taken entirely by what was written in the article, but it is clear that there was a mistake and no accident to it.

I think you are mistaken about our minds being made up in a very careful consideration to give assent to the Institute of Chicago. If I were to perhaps were able to do, I think I may have some difficulty in my mind, and more especially having our minds made up in any particular way. It is time that some of the members have made up their minds.

If I think you are mistaken, and I know they have not. I do not think Judge Kortman was, and I know they have not. I have not decided, but I feel satisfied in my own mind that we should be recommended. But if there seems to be the opinion of some good and influential, I am not thinking the Institute of Chicago and that there seem to be some good.

I have written to you and Mr. Garage, can a change be made? I fail to see why we should continue less to the Chicago University if we do not Mr. Garage recommendations. Likewise, that we continue the work, and that there seem to be some good.

It will be a mistake for you not to be pleased. We will fulfill.
anxious that the work should go on very much as it has in the past.

I was thinking of going out to Highland Park on Saturday and perhaps remaining over Sunday. However this will not be necessary, and I will keep any appointment that you can make.

I was wondering if it would not be better for you and Judge Kohlsaat and myself to meet, say Saturday afternoon, or at such time as we can arrange after you return from St. Louis.

With kind regards, I am,

Yours truly,
excuse that the work permits to no very much as if were in the part.
I was thinking of going out to Hyde Park on Saturday and
perhaps remaining over Sunday. However this will not be necessary, and
I will keep any appointment that you can make.
I am wondering if it would not be better for you and Judge
Kohler and myself to meet on Sunday afternoon or at such time as
we can arrange after you return from St. Louis.

With kind regards I am,

Yours truly,
April 29th, 1903.

Mr. John A. Roche,

159 LaSalle St., Chicago.

My dear Mr. Roche:-

I want to say to you that I feel myself a little embarrassed in reference to this action which is now before the Lewis Institute Board. First, because I appreciate how strongly Mr. Carman feels on the subject; secondly, because I am afraid that perhaps you, Judge Kohlsaat and other members of the Trustees have already made up your mind upon the point, and third, because I see that the matter has actually been put in type as indicated in the sheets given us at the board meeting to-day (Tuesday).

I can see how embarrassing it will be for all concerned to have me take a strong position in opposition to this matter. As you perhaps already see, I feel the case to be of serious importance. I am therefore writing to ask whether you will consent to sit down with me for an hour, perhaps sometime Sunday, to talk the whole matter over. I have thought that it would be better for me to express my views to you personally and then have them put forth at the board meeting at all, for it looks as if the matter were practically settled.
My dear Mr. Kochan -

I want to say to you that I feel very much a little surprised in reference to this section which is now patented by your firm. Introducing, I appreciate you strongly the recent notice on the subject, sec. 2,645,886, I am afraid that perhaps you, taking advantage of other members of the Trustee Board, and with your mind upon the point and with your presence in the meeting, have not been given me at the board meeting for the (Theman)

I can see no remarkable shift for yet a full concurrence to have

on take a strong position in opposition to this matter. As you

perhaps already see, I have the case to do of extreme importance.

I am therefore writing to ask whether you will consent to let me

with me for another, perhaps sometime Sunday, to talk the whole

matter over. I have reason to feel it would be better for me to

explain my views to you personally and then reproduce the following
proposed meeting or I feel it looks as if the matter were practically
settled.
I am going down to St. Louis to-night (Tuesday), but will be back Friday morning and will have all the time necessary at my command from Friday to Monday. Will you please regard the contents of this letter as confidential?

Yours very truly,
President Wm. R. Harper,

University of Chicago, Chicago.

Dear Dr. Harper:--

It is very good of the University to vote two scholarships to the Lewis Institute. Dr. Parker had told me of the action of the Trustees before I received your letter. I am sure that we can send you students whose scholarship will be such as to justify your action.

I had it in mind to make some such arrangement as you suggest in regard to the French and German for next year. There are so many more students in French than in German that it may not be necessary to provide for additional instruction in both departments. There is no doubt about the necessity for more help in French.

Lewis called on me after his interview with you. I am sure that you cannot think too highly of him. I was talking yesterday with Miss Underwood and she gave me to understand that she would probably remain with us, notwithstanding the fact that more salary was offered elsewhere. Her appreciation of the advantage which she derives from working with Dr. Lewis has led her, I believe, to make this decision.

I don't see how I can tell you just what the condition of my health is without consulting a physician, and I haven't felt that my health was such as to make it necessary for me to do so. I am planning to confine myself this present quarter than heretofore, and I think...
Dear Dr. Harper:

It is very good of the University to vote two seconds.

I am very pleased to hear that the Trustees have received your letter. I am sure that we can send your suggestion to the appropriate committee with the proper amendment as soon as possible.

I had in mind to make some such amendment as you suggested, in order to expedite the process and assure you next year.

I have made some suggestions in the form of a draft, which I hope will be necessary to provide for efficient administration in both departments. There is no doubt that the necessity for more help at present.

You have called on me after the interview with you. I am sure that you cannot think too highly of him. I am taking this step with the understanding that the work will be done with the best interests of the student body in mind. Her expression of the magnitude of the service which she can render is most heartening. I have made a suggestion to the Trustees to make this position.

I hope you see how I can call for your support and move forward.

Is the money for the present amount determined? I am planning to continue making this request to the Trustees, and I think...
that by doing so and taking more exercise, I will be all right.

Yours very truly,

[Signature]

My dear Sir,

The New York Clinic at the present time is a

Endowment Policy combining special research which has particularly

attractive to spend in the profession. The cost of this

in very moderate and the results may be very good.

We would greatly appreciate it if you could

take such an interest in. With kindness, you can be

informed of the latest developments.

Yours sincerely,
Circular of Information

of

The Lewis Institute.

Chicago

1896
Calendar for 1896 - 97.

1896.

Mar. 17 - 20  Tues. to Fri.  First Examinations for Admission.
Nov. 6.  Friday.  First Term of Autumn Quarter ends.
Nov. 26.  Thursday.  Thanksgiving Day; a holiday.

1897.

Feb 15  Monday  First Term of Winter Quarter ends.
Feb 22.  Monday  Second Term of Winter Quarter begins.

May 14.  Friday.  Quarterly Recess of one week.
May 17.  Monday.  First Term of Spring Quarter begins.
June 25.  Friday.  First Term of Spring Quarter ends.
Second Term of Spring Quarter begins.
Second Term of Spring Quarter ends.
List of Trustees:

John A. Roche, President
Christian C. Kohlsaat, Vice President
John McLaren, Secretary and Treasurer

Board of Managers:

John A. Roche
Christian C. Kohlsaat
John McLaren

George N. Carman
William R. Harper
Albert G. Lane
Thomas Kane
List of Instructors.

George Noble Carman, A.B., Director.
A.B., University of Michigan, 1881; Principal Michigan High Schools 1880-85; Principal Brooklyn (N.Y.) Grammar School, No. 18, 1885-89; Principal St. Paul (Minn.) High School, 1889-93; Dean of the Morgan Park Academy, 1893-95.

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Assistant Professor of English.
Assistant Professor of History.
Assistant Professor of Physics.
Assistant Professor of Drawing.
Assistant Professor of Machine Work.
Assistant Professor in Commerce.
Assistant Professor in Modern Lang.
Assistant Professor in Ancient Lang.
Instructor in Mathematics.
Instructor in Mathematics.
Instructor in English.
Instructor in History.
Instructor in Chemistry.
Instructor in Physiography.
Instructor in Drawing & Shopwork.
Instructor in Cooking.
Instructor in Sewing.
Instructor in Modern Languages.
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Instructor in Latin.
Lewis Institute, the first and only ele

Historical Sketch.

The Lewis Institute owes its existence to Allen C. Lewis, whose will, admitted to record November 1st, 1877, left a large part of his estate for the support of the Institute, and provided for its organization. A charter for the Institute thus projected was granted by the Secretary of Illinois July 9th, 1895.

The first Trustees of the estate of Allen C. Lewis, named in the will, were James M. Adsit, Henry F. Lewis, and Hugh M. White. The estimated value of the estate in 1877 was five hundred and fifty thousand dollars. Under the management of the Trustees of the estate, it amounted, when turned over to the Trustees of Lewis Institute November 21st, 1895, to one million six hundred thousand dollars.

The Trustees, under whose direction the present buildings are being constructed, and to whom the charter was granted are John A. Roche, Christian C. Kohlsaat, and John McLaren. On June 27, 1895, they elected George N. Carman Director of the Institute. On December 31, 1895, William R. Harper, Albert C. Lane, Thomas Kane, and George N. Carman were appointed to act with the Trustees as a Board of Managers.

Location of the Institute.

The sites previously chosen having proved unsuitable, the present Trustees selected and purchased, at an expense of one hundred and sixty nine thousand dollars, the west portion of the block between Monroe and Madison Streets, on Robey Street. This site is centrally located on the West side of Chicago, and is easily accessible from all parts of the city, by means of
several lines of surface cars, and the Lake Street and Metropolitan Elevated roads in the immediate vicinity.

In his will, the experience of other institutions, particularly those of The Mechanical College of Boston, was called upon. The buildings and their appointments, which will be ready for occupancy at the opening of the Institute in September 1896, cover a space extending one hundred and ninety-five feet on Madison, by one hundred and twenty-five feet on Robey Street, and consist of the main building, which faces on both Madison and Robey Streets, and a detached building for shopwork. The main building is five stories high, with basement and attic. The first floor and basement on Madison Street will be used for business purposes, in accordance with a provision of the will of the Founder. A lecture hall, with a seating capacity of seven hundred and fifty, comprises the first and second floors on Robey Street. The remainder of the main building will be used for libraries, laboratories, lecture rooms, and class rooms, with studios for drawing in the attic. The shop building is two stories high, with a basement, in which is the boiler room, engine room, and forge room, together with the most approved appliances for heating and ventilation. The first floor of the shop will be used for metalwork and machine construction, and the second floor for wood-work. Both the shop and main building are supplied with elevators, and will be equipped with whatever apparatus is needed for the most successful accomplishment of the work to be undertaken.

The buildings are fireproof structures of sandstone, pressed brick, and terra cotta, with steel framework, and are being constructed at a cost of two hundred and twenty thousand dollars, in accordance with the plans of the architect, Henry Ives Cobb.
Aim and Scope of Work.

Taking into account the design of the Founder, as expressed in his will, the experience of other institutions recently founded with similar purposes and intentions, and the present educational needs of the city and locality in which the Institute is situated, the Board of Managers have determined to undertake the work herein set forth, with the understanding that such modifications and developments will be made in the future as the needs of the community suggest, and the resources of the Institute make possible.

Tuition.

The Institute is provided with a liberal endowment, and is designed to help those who are willing to help themselves in securing such an education as will give them a more complete mastery of modern life, with its increasing demands for skilled and intelligent service. To offer free instruction is believed to be consistent, neither with the design of the Institute, nor with the spirit of self-helpfulness and self-respect of its students which is the basis of what is best in human character and worthy achievement. Such provision will be made, however, by way of scholarships, that no student who has proved his worthiness, by the record of one year's successful and faithful work, will be obliged to discontinue his studies for want of means with which to pay his tuition.

The uniform cost of instruction for full regular work will be twenty dollars a quarter of twelve weeks.

The income derived from the endowment and tuition fees enables the Institute to secure the best talent and facilities for the accomplishment of its aim and purpose, all receipts from tuition and other sources being used for the maintenance and advancement of its work.
I. Admission.

Every candidate for admission is required to furnish a testimonial of honorable dismissal from the school last attended. He must also refer to two persons, preferably his teachers or employers, from whom information about him may be obtained.

A candidate may satisfy the requirements for admission to the Preparatory Department by passing examinations in the following studies:

1. English. The examination will include reading aloud, writing from dictation, composition writing, and English grammar. No candidate will be accepted whose work is seriously defective in spelling, punctuation or grammar.

2. Arithmetic. The examples set will be practical problems in common and Decimal Fractions, Common Measures, and Percentage as it is applied in ordinary business. Mental Arithmetic from dictation will be a part of the examination, and both the facility and the accuracy of the candidate will be tested.

3. Geography and History. An elementary acquaintance with the great facts in the History of the United States will be expected. In Geography most of the time of preparation should be given to the United States and Europe. Emphasis should be given to natural resources and commercial geography.

A candidate may be admitted to advanced standing if he appear on examination to be versed in the studies required for admission to the Preparatory Department, and the studies already pursued by the class for which he offers himself.
The Course of Study.

The course of study is comprised of three divisions:

1. The Preparatory Division.

This Division includes the work of the first two years, and is arranged into the two groups of (1) Science and Technology, and (2) Arts and Commerce. The first group should be selected by those students who have been most successful in science, mathematics, and manual exercises; the second, by those who have succeeded best in languages, history, and literature.

2. The Academic Division.

This Division includes the work of the last two years, and is arranged into the four groups of (1) Science, (2) Technology, (3) Arts, (4) Commerce.

What is characteristic of each group may be briefly indicated as follows:

I. The Science Group.

In this group of studies, special emphasis is placed on mathematics, natural science, and modern languages, as a preparation...
for advanced work in general science, engineering, and architecture.

2. The Technology Group.

In this Group of studies, special emphasis is placed on the principles of science and art applicable to special industries, and the acquisition of such manual skill as successful production necessitates.

3. The Arts Group.

In this Group of studies, special emphasis is placed on the ancient and modern languages, and mathematics, as a preparation for advanced university and professional work.

4. The Commerce Group.

In this Group of studies, special emphasis is placed on commercial law, history, and geography, the theory and practice of accounting, and modern languages, as a preparation for mercantile pursuits.

Common to all Groups.

Throughout the entire Course, instruction is given in English and history. The instruction in English is designed to train the student's powers of expression so that they can say what they have to say in appropriate language, and to interest them in what is best in the world's literature. The instruction in history is designed primarily as a means of education in intelligent citizenship.
<table>
<thead>
<tr>
<th>OUTLINE of COURSE of STUDY and TIME SCHEDULE.</th>
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<tr>
<td><strong>Preparatory Division</strong></td>
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<td><strong>For All Groups</strong></td>
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<tr>
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<td><strong>Science and English or Technology</strong></td>
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<td><strong>Arts and Commerce</strong></td>
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Circular of Information

of

The Lewis Institute

Chicago

1895
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tr>
<td>Mar. 20-21</td>
<td>Fri. Sat.</td>
<td>First Examinations for Admission.</td>
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<tr>
<td>June 19-20</td>
<td>Fri. Sat.</td>
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<tr>
<td>Sept. 18-19</td>
<td>Fri. Sat.</td>
<td>Third Examinations for Admission.</td>
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<tr>
<td>Sept. 28</td>
<td>Monday</td>
<td>First Term of Autumn Quarter begins.</td>
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<tr>
<td>Nov. 6</td>
<td>Friday</td>
<td>First Term of Autumn Quarter ends.</td>
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<tr>
<td>Nov. 9</td>
<td>Monday</td>
<td>Second Term of Autumn Quarter begins.</td>
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<tr>
<td>Nov. 26</td>
<td>Thursday</td>
<td>Thanksgiving Day; a holiday.</td>
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<tr>
<td>Dec. 18</td>
<td>Friday</td>
<td>Second Term of Autumn Quarter ends.</td>
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<td>1897</td>
<td></td>
<td>Holiday Recess of two weeks.</td>
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<tr>
<td>Jan. 4</td>
<td>Monday</td>
<td>First Term of Winter Quarter begins.</td>
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<tr>
<td>Feb. 12</td>
<td>Friday</td>
<td>First Term of Winter Quarter ends.</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Monday</td>
<td>Second Term of Winter Quarter begins.</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Monday</td>
<td>Washington's Birthday; a holiday.</td>
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<tr>
<td>Mar. 26</td>
<td>Friday</td>
<td>Second Term of Winter Quarter ends.</td>
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<tr>
<td></td>
<td></td>
<td>Quarterly Recess of one week.</td>
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<tr>
<td>Apr. 4</td>
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Lewis Institute.

Historical Sketch.

The Lewis Institute owes its existence to Allen C. Lewis, who, by his will, which was admitted to record November 1st, 1877, left a large part of his estate for the support of the Institute and provided for its organization. Articles of incorporation for the institution thus projected were granted by the Secretary of State of Illinois July 9th, 1895.

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The Trustees, under whose direction the present buildings are being constructed, and under whom the Institute was incorporated, are John A. Roche, Christian C. Kohlsaat, and John McLaren.

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The sites previously chosen having proved unsuitable, the present Trustees selected and purchased, at an expense of one hundred and sixty nine thousand dollars, the west portion of the block between Monroe and Madison Streets, on Robey Street. This site is centrally located on the West side of Chicago, and is easily accessible from all parts of the city by means of several lines of surface cars and the Lake Street and Metropolitan Elevated Roads.
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The buildings, which will be ready for occupancy at the opening of the Institute in September 1896, cover a space extending one hundred and ninety five feet on Madison, by one hundred and twenty five feet on Robey Street, and consist of the main building, which faces on both Madison and Robey Streets, and a detached building for shopwork. The main building is five stories high with basement and attic. The first floor and basement on Madison Street will be used for business purposes, in accordance with a provision of the will of the Founder. A lecture hall, with a seating capacity of seven hundred and fifty, comprises the first and second floors on Robey Street. The remainder of the main building will be used for libraries, laboratories, lecture rooms, and class rooms, with studios for drawing in the attic. The shop building is two stories high, with a basement, in which is the boiler room, engine room, and forge room, together with the most approved appliances for heating and ventilation. The first floor of the shop will be used for metalwork and machine construction, and the second floor for woodwork. Both the shop and main building are supplied with elevators, and will be equipped with whatever apparatus is needed for the successful accomplishment of the work to be undertaken.

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The uniform cost of instruction for full regular work will be twenty dollars a quarter of twelve weeks. A reduction will be made for special courses.

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Trustees.

John A. Roche, President,
Christian C. Kohlsaat, Vice President,
John McLaren, Secretary and Treasurer.

Board of Managers.

John A. Roche, William R. Harper,
Christian C. Kohlsaat, Albert C. Lane,
John McLaren, Thomas Kane,
George H. Carman.
Statutes of the Institute.

1. Board of Managers. It is the duty of the Board of Managers, acting under the direction and control of the Board of Trustees, to consider all questions having to do with the educational work of the Institute, to indicate the instruction to be given, and to pass on the qualifications of such officers of instruction as the Director shall nominate to the Trustees for appointment.

2. The Director. The Director is the executive head of the Institute in all its departments, exercising such supervision and direction as will promote the efficiency of every department. It is his duty to nominate to the Board of Trustees appointments on the teaching force of the Institute; to be the official medium of communication between the Board of Trustees and the members of the Institute; to acquaint himself with the interests and wants of the whole institution, and to make an annual report to the Board of Trustees on the general condition of the Institute.

3. Tenure of Office. The teaching force of the Institute is classified as follows: Director, Professors, Associate Professors, Assistant Professors, Instructors, and Assistants. The positions of Director, Professor, and Associate Professor are held without express limitation of time. All other appointments are made for not more than one year, at the end of which time connection with the Institute ceases, unless reappointments are made. All officers of instruction and government are subject to removal for inadequate performance of duty, or for misconduct.
4. Institute Council. The Institute Council consists of Director, Professors, Associate Professors, and Assistant Professors of the Institute, and such other Institute officials as the Board of Trustees may appoint members of the Council.

It is the function of the Council to consider questions which concern all departments of the Institute, and questions of Institute policy.
Schedule of Salaries.

1. Professors. When one is appointed with the rank of Professor, his salary, as indicated at the time of appointment may not be less than $2600, nor more than $3000. If less than $3000, it will increase at the rate of $100 a year until the maximum of $3000 is reached.

2. Associate Professors. When one is appointed with the rank of Associate Professor, his salary, as indicated at the time of appointment, may not be less than $2100, nor more than $2500. If less than $2500, it will increase at the rate of $100 a year until the maximum of $2500 is reached.

3. Assistant Professor. When one is appointed with the rank of Assistant Professor, his salary, as indicated at the time of appointment, may not be less than $1600, nor more than $2000. If less than $2000, it will increase at the rate of $100 a year until the maximum of $2000 is reached.

4. Instructors. When one is appointed with the rank of Instructor, his salary, as indicated at the time of appointment, may not be less than $1100, nor more than $1500. If less than $1500, it will increase at the rate of $100 a year until the maximum of $1500 is reached.

5. Assistants. When one is appointed with the rank of Assistant, his compensation will be determined by the nature of the work to be done and the time of service required.
List of Instructors.

George Noble Carman, A.B. Director.

A.B. University of Michigan, 1881; Principal Michigan High Schools 1880-85; Principal Brooklyn (N.Y.) Grammar School No. 15, 1885-89; Principal St. Paul (Minn.) High School 1889-93; Dean of the Morgan Park Academy, 1893-95.

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Assistant Professor of Machine Work.
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Assistant Professor in Modern Language
Assistant Professor in Ancient Language
Instructor in Mathematics.
Instructor in Mathematics.
Instructor in English.
Instructor in History.
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I.

Admission.

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A candidate may be admitted to advanced standing, if he appear on examination to be versed in the studies required for admission to the Preparatory Division and the studies already pursued by the class for which he offers himself.
The Course of Study.

In order that the studies pursued may be intelligently selected, and may have reference to the activities in which the students are subsequently to engage, the subjects to be selected are arranged and grouped as follows:

I. The Preparatory Division.

This Division includes the work of the first two years, and is, in the main, the same for all students. It is designed not only as a preparation for the work of the more advanced Divisions, but also as a means of discovering and revealing to the students their special aptitudes and limitations, that they may choose wisely the direction of their subsequent studies.

II. The Academic Division.

This Division includes the work of the second two years, and is arranged into the two groups of (1) Science and Technology, and (2) Arts and Commerce. The first Group should be selected by those students who have been most successful in science, mathematics, and manual exercises; the second, by those who have succeeded best in language, history, and literature.

III. The Collegiate Division.

This Division includes the work of the last two years, and is arranged into the four Groups of (1) Science, (2) Technology, (3) Arts, (4) Commerce. What is characteristic of each Group may be briefly indicated as follows:
I. The Science Group.

In this group of studies, special emphasis is placed on
mathematics, natural science, and modern languages, as a prepara-
tion for advanced work in general science, engineering and archi-
tecture.

2. The Technology Group.

In this group of studies, special emphasis is placed on the
principles of science and art applicable to special industries,
and the acquisition of such manual skill as successful production
necessitates.

3. The Arts Group.

In this group of studies, special emphasis is placed on the
ancient and modern languages, and mathematics, as a preparation
for advanced university and professional work.


In this group of studies, special emphasis is placed on
commercial law, history, geography, the theory and practice of
accounting, and modern languages, as a preparation for mercantile
pursuits.
The Course of Study of Levis Institute begins where the grammar school leaves off, and is designed to prepare its students, either to engage at once and successfully in some useful occupation, in which they can earn an honest living, or to carry on their studies in some higher educational institution. It is so planned as to help each student find out what he is good for, so that when he has completed his work in the Institute he will know what to do next.

It is assumed that there are certain studies, such as language, history, mathematics, natural science and manual exercises, which are of such a fundamental character that the student needs to be thoroughly grounded in them during the high school period whatever he may afterwards do; but that there are other studies the selection of which should depend upon the purpose and circumstances of the student, and that in the selection of these elective studies, and in the progress made in them, he will to a large extent determine, and make special preparation, for his life's occupation.

The Course of Study is six years in length, and pupils ought to be prepared for admission at the age of twelve or thirteen years, so as to complete it at the age of eighteen or nineteen.

The instruction is both general and technical. Special emphasis is placed on general instruction as a foundation for students who are making preparation for advanced university, professional and engineering courses; whereas, for all others, the instruction becomes more and more technical as the student advances in the Course, thus serving as a special preparation for future lines of activity.
Recognizing the fact that many boys and girls are obliged to leave school and to earn their living at the time when others more fortunate may enter upon the course of study herein outlined, provision will be made by night instruction for such as work during the day, to enable those who take advantage of it to continue their education where it was interrupted when they left school, and to perfect themselves in the work in which they are engaged.
### Outlines of Course of Study and Time Schedule

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Outline of Course of Study and Time Schedule.

This Outline is in some respects a radical innovation on school programmes; attention is therefore called to its main characteristics, and the considerations that have led to its adoption.

1. It provides for an eight-hour school day, from eight A.M. till five P.M., with an intermission of one hour at noon for luncheon and recreation.

2. A period of two hours is set apart for each school exercise, which is designed to give time, not only for recitation, but also for whatever preparation is necessary under the direction and guidance of the teacher for whom the work is being prepared. Provision is thus made for doing all required work in school, so that no home work need be assigned.

3. The four lines of study which make up the day's work are of such a distinct character, and require such different methods of preparation, as to prevent monotony, make a healthful variety of work, and lead to the harmonious symmetrical development of the students.

4. The students meet their teacher in his classroom, which is his library and workshop, and which is equipped with such appliances, in the way of books and apparatus as will enable him to make his teaching most effective, and will furnish his students with whatever they may need for the successful preparation of their lessons. In a word, it is designed to apply something of the laboratory method of teaching to all subjects of study.

What is most distinctive of the laboratory method is that the students work out their problems for themselves, being supplied with whatever material is needed for this purpose, under the guidance of the teacher, who gives such directions as may be necessary.
that their manipulations may be skilful, their observations ac-
curate, and their inferences logical. Subsequently the teacher
meets the student in his work. He judges and corrects.
He tests the work of his students by determining their ability to
give intelligent expression to what they have done and seen and
reasoned out for themselves. The text-book is but an aid to
the work of the teacher in giving direction to the work of the student.

Science, drawing, and manual exercises can be taught only
effectively by the same method. That other subjects may be taught most
effectively by the same method seems reasonable.

In mathematics results have been successful to the extent
that this method has been followed, but it must be kept in mind that
for numerical preparation is necessary in giving the direction
grammer by heart nor by laboriously thumbing the dictionary, but
by much reading and speaking of the language under a teacher who
reads it and speaks it with his students until they become familiar
with it. The best results are secured not by assigning to
students brief passages which they laboriously study out at home
by themselves, but by much sight reading which they do under the
direction of a skilful teacher.

No subject of study should do more to make intelligent men
and women, with broad sympathies and interests, than history; but
in no direction has failure been more marked and lamentable than
in the endeavor to awaken an intelligent interest in history by
assigning to students pages of dry and uninteresting or incom-
prehensible text-books, for them to memorize and give back to the
teacher in recitation. Here again students succeed, not by mem-
orizing brief compendiums, but by much reading of what they are
interested in. A library of well selected histories is the lab-
oratory in which the student of history should do most of his
work.
What is true of history is true of English, so far as appreciation and love of literature is concerned, and when it comes to composition, the teacher may spend weary and unprofitable hours in correcting papers outside of school, when much less time spent in pointing out errors in the student's presence would give more satisfactory results. It is also as important that students should write and speak in the presence of the teacher—that is, solve their problems of expression, whether spoken or written, under the teacher's direction as that their errors should be corrected under similar favorable conditions.

The laboratory method, then, requires that most of the work of the students be done in the presence of their teachers. This is why provision is made for an eight hour day, instead of one of four, or five, or six hours.

The scholar is not one who dawdles over his books, but one who, while he works, works with a will. It seems reasonable to suppose that the school can furnish conditions that are more favorable for good, vigorous work, than can the home, and that the responsibility for such work should be assumed by the teacher rather than the parent.

In the departmental system of instruction, as ordinarily illustrated in high schools, in which a student has as many different teachers as he has studies, there is necessarily a divided responsibility that often results in student's slitting one study for the sake of another. Under the scheme of work herein set forth, there is no longer any divided responsibility. All teachers have the same opportunities in commanding their full share of the student's time, and each may therefore be held responsible for the work accomplished in his department. If satisfactory results are not obtained, the responsibility may be located
The Departments of Instruction.

The following Departments of Instruction have been organized:

I. The Department of English and History.

II. The Department of Mathematics.

III. The Department of Natural Science.

IV. The Department of Drawing and Design.

V. The Department of Industrial Arts.

VI. The Department of Foreign Languages.

VII. The Department of Commerce.

The Courses of Instruction.

Unless otherwise stated, each course is complete in itself, and is to be continued through one quarter, ten hours a week for twelve weeks, which includes time both for preparation and recitation.

I. The Department of English and History.

Officers of Instruction.

Assistant Professor of English.

Assistant Professor of History.

Instructor in English.

Instructor in History.

Introductory.

It is believed that the more closely History and English are connected the better it will be for both; as attention may well be paid to neat form and correct use of English in the large field for written as well as spoken practice afforded by History. This coordination of History and English is effected by requiring of all regular students continuous work for four years in which the Courses in History and English alternate, each Course making preparation for subsequent work. The instruction in English is
designed to interest the students in what is best in the world's literature, and to train their powers of expression so that they can say what they have to say in appropriate language. The instruction in History is designed primarily as a means of training the judgment and making intelligent citizens.

Courses in English and History. Preparatory Division.

1/3/5. Reading, Grammar and Composition. Reading of works and extracts illustrative of periods covered by Courses in History Compositions on subjects drawn mainly from the historical lessons, together with other written exercises. Committing to memory and recitation of historical poems and other selections. (Three quarters.)

2. History of Greece, with special reference to Greek life, literature, and art.

4, 6. History of Rome. The Republic and Empire, and Teutonic outgrowths, to 500 A.D. (Two quarters.)

Courses in English and History. Academic Division.

7, 9, 11. Literature, Rhetoric, and Composition. Reading of masterpieces of English literature, each of which is representative of some period, tendency, or type of literature, from the Elizabethan period to the present time. Written and oral reports and classroom discussions. Practice in writing, attention being paid to the principles of clearness, force, good taste, the arrangement of clauses in the sentence, and of sentences in the paragraph. (Three quarters.)
8. History of France, to be so taught as to elucidate the general movement of of mediaeval and modern history.


The origin and development of the government and institutions of the United States.

Courses in English and History. Collegiate Division.


14. English Literature. A general course in English master-pieces, arranged according to the greater periods of English Literature.

15, 16. Economic and Social History. A comprehensive survey of the social, industrial, commercial, and economic development of the western world since the middle of the last century. (Two quarters.)

17. English Composition. Advanced course, Lectures and recitations.

18. The Mediaeval Period. An outline study of the history of Europe from the fifth to the fifteenth century.

III. The Department of Natural Science.

Assistant Professor of Physics.

Assistant Professor of Physiology.

Instructor in Chemistry.

Instructor in Domestic Science.

Assistant in Domestic Science.

Assistant in Modern Languages.
IV. The Department of Drawing and Design.

Assistant Professor of Drawing and Design

Instructor in Mechanical Drawing

Instructor in Domestic Arts.
The Department of Industrial Arts

Assistant Professor of Mechanic Arts.

Instructor of Mechanical Drawing.

Instructor in Domestic Arts.

Instructor in Industrial Arts.

Instructor in: Trade and Crime.
VI. The Department of Foreign Languages.

Assistant Professor of Foreign Languages.

Instructor in German.

Instructor in French.

Instructor in Latin and Greek.

Assistant in Latin.
VII. The Department of Commerce.

Assistant Professor of Commercial Law and History.

Instructor in Modern Languages.

Assistant Professor of Geography.

Instructor in Latin and Greek.

Instructor in French.

Instructor in German.

Assistant in Hebrew.

Assistant in Commercial Arithmetic.

Assistant in Stenography & Typewriting.