At a meeting of the students of the Morgan Park Academy, on July 3rd, 1895, the following resolutions were adopted:

WHEREAS:-- The undersigned students and friends of the Morgan Park Academy, of the University of Chicago, have learned that the dean of the Academy, G. N. Carman, is soon to sever his relation with this school; and

WHEREAS:-- We realize that the great success and prosperity of the school, for the past two years, its excellence as an educational institution, and the benefits we have derived from our association with it, have been due largely to the earnest efforts and progressive methods of the head of the school, Dean Carman, and

WHEREAS:-- We believe his resignation a loss to the Academy, and consequently, our personal loss; therefore be it

RESOLVED:-- That we present at the eleventh convocation of the Academy, on July 4th, 1895, this expression of our regret at the of an able and broad-minded dean, an efficient instructor and a man who has ever held the love and esteem of citizens and students alike.

Harold H. Nelson
S. L. Landauer
Clara Wolfe
P. D. Drury
Charlotte Murray
Lee Crossman

C. R. Neague
F. M. Cheeley
E. F. Walsh
Barrie V. Arnold
Florence E. Davis
John C. Frank
THE UNIVERSITY OF CHICAGO.

Mrs. E. E. Anglis.
Mrs. H. R. Elsauld.

Mrs. John Anglis
Amelia M. Anglis
Mrs. C. T. Silva.

Mrs. F. H. Meech.
Geo. A. Meech.

Laura Dare
F. J. Dare
Leigh

J. M. McGirt

Fred L. Myrick
Otho Purest

Mrs. E. H. Hawley
Frank M. McPherson

R. Houston
Fred J. Moffett
THE UNIVERSITY OF CHICAGO.

Mason M. Bichl
Earl F. Drake
Arm J. Payne
L. M. Smith
Earl Thomas
Martin A. Quinn
H. E. Longdon
M. P. Colwell
A. L. Davis
O. W. Robertson
J. W. Clark
G. W. Lane
E. L. Johns

Justin Smith
Marian E. Drake
Ethen Stein
Eliot Blackwelder
T. F. M. Enna
Paul Blackwelder
Berne M. Brown
Asgue Mary Brown
Clara L. German

Robert Lyman
Stella J. Blissolt
Margaret Morgan
Ruth E. Morgan
Elye E. Dare
Harry E. Dare
Alice R. Simpson
Katherine Smith
Carrie Whitfield
Mrs. T. Webb
George Bell
C. A. Dudley.
Citizens of Morgan Park

James Hans Brad

H. W. Brown

H. E. Cooly

Mrs. H. E. Cooly

D. C. McKinnon

Mrs. D. C. McKinnon

J. V. Ingles

W. S. Ferguson

Mrs. W. S. Ferguson

Mr. W. E. Ferguson

E. H. Beuluhua

John F. Chamberlain

R. Donn Mansfield

R. W. Anderson

John Baldwin

A. McIver

W. C. Hovey

W. C. Hovey

Frank P. Pover

M. F. Jones
Dear Dr. Harper:

Mr. Blair entered the Academy November 20th, 1894. He expressed a wish to board and room in a private family and was first with Mrs. Wayte. He then changed as he said he was not satisfied with his room and was with Mrs. Wolcott where Mr. Wold and family were. About the beginning of the Winter Quarter he asked to come into Morgan Hall as the children disturbed him at Mrs. Wolcott's. He was received and roomed in Morgan Hall and boarded in the Commons till April 1st. We have a student from Arkansas, Ellsworth by name, who is a waiter in the Commons. About two months ago Mr. Blair complained to me that he was not well treated by Ellsworth. At Blair's request Ellsworth was allowed to retain his position with the understanding that he would wait on Blair as well as on any others. There was no further dissatisfaction until the vacation week. One day while the dining room was being kalsomined the few boarders who were here were requested to eat in the kitchen and among the number was Mr. Blair. Ellsworth was sitting at one of the tables and left the room when Blair took his seat at the table. Blair reported the case to me coupling with it a threat of using per-
sonal violence if he was again ill treated by a student. I told him that while he was here I should see to it that he was not in any way discriminated against by any employee of the school but that I could not allow him to remain if he had any intention of securing his rights by measures of personal assaults. He withdrew his threat and seemed satisfied. I told Ellsworth he would not be allowed to retain his place as waiter unless he made a satisfactory apology to Mr. Blair for leaving the table when Mr. Blair came to it. He was about to do so when Blair suddenly left the school without giving me any reason for doing so. I think it is well for him to go as he has failed to make any record as a student. His excuse has been ill-health and anxiety because of loss of money. We have two colored students here, Bell and Griffith, and there has never been any complaint as to their treatment. Blair has not been denied any privilege of the school by reason of his color. From the facts submitted you can see how little foundation there is for what Dr. Anderson refers to as "the story here in the Park." I have asked Mr. Webb, Steward, to make me a statement as to the treatment of Blair in the Commons which I will forward to you.

Yours faithfully,

G. N. Carman.
Morgan Park, Ill., April 16, 95.

Dear Dr. Harper:

I enclose two letters just received from Professor Wilson in regard to the work in Latin for the Summer Quarter. You can tell better than I can if it will be safe to wait until the opening of the Summer Quarter before making provision for instruction in Latin during the second term. After we know how large an attendance we are to have at the opening we shall, of course, be in better position to arrange for the second term. As you will doubtless recall, and as you will see from our Circular of Information, copy enclosed, no provision has been made thus far for instruction during the second term in Greek or Mathematics.

I see that our Circular of Information was not included in the one recently issued for the Summer Quarter of the University. Was this an oversight? or did you decide that it is better to keep the two entirely separate? We had the same number of the Special Circulars of Information printed as we did of the regular Calendars. We have sent out about three thousand in all and have two thousand on hand. Have you any suggestions to make as to where these shall be sent? Those already distributed
have been sent to those making application and to each of the high schools in Illinois, Indiana, Ohio, Iowa, Missouri, Wisconsin.

To what extent do you wish me to advertise the Academy with special reference to the Summer School? While in the East I made some inquiries about this matter of school advertising and came to the conclusion that we could probably do better through a regular agency than otherwise. George Batton, Potter Building, New York City, was recommended to me as one who makes a specialty of school advertising.

I am sorry that there was not a general conference last Saturday between the instructors in the affiliated schools and the University Examiners. It seems to me very desirable that there should be such a conference next Saturday if possible. There is need of a better understanding between the instructors and the examiners or serious consequences are likely to result from the present method of conducting the regular quarterly examinations. You have doubtless been informed of the action taken by the teachers in English in the affiliated schools last Saturday. I have conferred with Professor Small and Professor Miller and I think all agree that this is a matter that should receive attention as soon as possible. -- Yours very truly,
THE UNIVERSITY OF CHICAGO

MAJOR IN HISTORY, PREPARING FOR THE

WILSON MEMORIAL PROFESSORSHIP

WILSON PARK, Ill.

I have been called to leave the application and to enter the

University of Chicago, and only to return later. I have

been unable to secure the necessary funds at present.

I am very sorry to have to mention this matter in writing,
and I hope you will understand that I am not in a position to

return to the University of Chicago. I am very anxious to

continue my studies and to complete my work. I have

been unable to secure the necessary funds at present, and

I am very sorry to have to mention this matter in writing.

I hope you will understand that I am not in a position to

return to the University of Chicago. I am very anxious to

continue my studies and to complete my work.
University of Nebraska
Lincoln, Neb., April 17, 1876.

Professor George A. Garman,
Dean of the Morgan Park Academy,

Dear Sir:

Your letter of the 8th and the circular concerning the summer quarter was duly received.

I cannot see that I am responsible for the error in the announcement. If Dr. Harper would be so kind as to turn over to you all the correspondence, you would observe that I have never concluded to come the entire summer, only the six weeks beginning July the first. During those six weeks, I expect to be with you.

I deeply regret that this is an error in the announcement.

Yours truly,

[Signature]

Alfred McElroy
University of Nebraska

Lincoln April the 13th, 1870

Professor G. A. Cavanaugh,
Dean of the Morgan Park Academy,

Dear Sir:

Last evening I mailed you a letter calling attention to the error in the announcement for the Summer quarter. Please note also, that I have just been advanced to the position of Associate Professor of the Latin Language and Literature.

Yours respectfully,

[Signature]

[Note: The signature is not clearly legible in the image provided.]
Special Circular of Information

OF

THE ACADEMY

AT MORGAN PARK, ILL.

FOR THE

Third Summer Quarter, 1895

CALENDAR

July 1. Monday, First Term of Summer Quarter begins.
July 4. Thursday Independence Day; a holiday.
July 5. Friday Summer Convocation.
Aug. 10. Saturday First Term of Summer Quarter ends.
August 12. Monday Second Term of Summer Quarter begins.
Sept. 18-20. Wednesday Autumn Examinations for admission to the Academic Colleges.
Sept. 21. Saturday Second Term of Summer Quarter ends.

CHICAGO

The University of Chicago Press

1895
Advantages Offered at The Academy

1. Location and Equipment. Morgan Park is easily accessible to Chicago and the University, but far enough removed from the city to afford all of the advantages of residence in the country. The extensive and picturesque grounds of the Academy, with wide stretches of wooded lawn, trimming corn, and ball grounds, on the summit of the hill near Chicago, make the surroundings all that could be desired as a place for study and recreation. The buildings for general school purposes are Blake Hall, with its large, well-equipped class rooms and commodious chapel; the laboratory, equipped with model apparatus for instruction in the sciences; and the new Library building, in which 2500 carefully selected books are free to students, besides a reading room in which may be found the best periodical literature. Morgan Hall and Park Hall, the Academy Houses, contain pleasant well-furnished rooms with bath, dining rooms, and parlors for one hundred students. Good accommodations may also be obtained in private families in the village.

2. Connection with The University. While the Academy is far enough removed from the University to have a life of its own, the stimulus that comes from its connection with the University is felt by students and teachers alike. Frequent lectures are given at the Academy by University Professors, and students of the Academy are entitled to such privileges of the University as the Corporation exercises for the students in the University, receptions, lectures, libraries, museums, and laboratories. The work in the Academy in the several departments is in close touch with the corresponding departments in the University.

Character of Instruction. The instructors are of University rank and have been chosen with the view of making the Academy a model institution of its kind. They are specialists in their several departments who have had successful experience in the work of secondary education and are devoting themselves to a solution of its many problems under conditions as favorable as it is possible to make them. The instruction given during the Summer Quarter is not allowed to fall below that of any other quarter of the year.

The Attendance During the Summer Quarter

1. Regular students of the Academy are in attendance during one or both terms of the Summer Quarter in sufficient numbers to give that character to the student body which is not to be found in the usual summer school. These students hold the places of others who must go and are a means of bringing the more transient class into vital connection with the work of the school from the start. By attendance during the Summer Quarter regular students make up deficiencies or materially shorten the time required for college preparation.

2. Students entering the Academy for the first time from other schools should attend at least one term of the Summer Quarter. By doing so they may make such preparation for the examinations for admission or advancement as will enable them to enter classes in the Autumn Quarter for which they would otherwise find themselves unprepared.

3. Students from other institutions who wish to review their studies in preparation for the Fall examinations of the University of Chicago or any college of the highest grade will find the instruction of the Summer Quarter suited to their needs. The fact that nearly all of the students in attendance at the Academy are fitting for college gives a measure of aim to the students and a definiteness to the character of the instruction that is impossible in the ordinary high school.

4. Teachers in secondary schools who attend the Academy during the Summer Quarter are brought into direct contact with the regular work of secondary education under conditions that are decidedly to their advantage as appears from the foregoing. They may not only perfect themselves in the knowledge of the subjects they are teaching but they may also observe methods of instruction and take part in the discussion of questions of interest to teachers with instructors who are specialists in their several departments. Instructors will from time to time offer such lectures as there may be a demand for on methods of teaching their several subjects.

Henry B. Donaldson, Professor of Syntax.
C. H. Thurneb, Professor of Philosophy.
Alison W. Small, Professor of Social Science.
Benjamin S. Perry, Professor of History.
William R. McClintock, Associate Professor of English.
Francis R. Cummins, Professor of English, Harvard College.
Martha F. Crow, Assistant Professor of English.

Instructors for the Summer Quarter.

GEORGE N. CARLTON, A.B., Associate Professor of English, and Dean of the Academy.
ALFRED M. WILSON, Ph.D., Adjunct Professor of Latin, University of Nebraska.
ROBERT R. CORNBISH, A.B., Assistant Professor of Natural Science, and Registrar.
FRANK M. BRONSON, A.M., Assistant Professor of Greek.
ERNEST L. CALDWELL, A.B., Instructor in Mathematics.
WAYLAND J. CHASE, A.M., Instructor in History.
Mlle. Lea R. DeLagnau, Instructor in French in Ottawa, Ill., High School.
Perry J. Payne and Hetha H. Stieg, Assistants in Physical Culture.

Announcement of Courses for the Summer Quarter:

Latin:

Professor Wilson.
Beginners' Course. About thirty lessons in Harper and Euclid's "Inductive Latin Primer." A course suitable for beginners or for those wishing to understand the inductive method.
Minor. First Term.
Reading and Latin Composition. Cesar's Gallic War, Books III and IV. A continuation of the preceding course. It is hoped that the best pupils may be prepared for Latin 2 (Elementary Latin Composition) at the September examination of the University. Major. Second Term.

French:

Mlle. DeLagnau.
Beginners French. Inductive studies, conversation and composition. Double Major.
Intermediate French. Intended for those who have had about 150 recitations in French under a good teacher. Easy reading, prepared and at sight, composition. Double Minor.

Mathematics:

Mr. Caldwell.
Algebra. Review course in preparation for final examination at the University. Minor. First Term.
Geometry. Review course in preparation for final examination in mathematics at the University. Minor. First Term.

English:

Associate Professor Carman.

Instructor for the Summer Quarter.

HENRY B. DONALDSON, Professor of Syntax.
C. H. THURNEB, Professor of Philosophy.
ALISON W. SMALL, Professor of Social Science.
BENJAMIN S. PERRY, Professor of History.
WILLIAM R. McCINTOCK, Associate Professor of English.
FRANCIS R. CUMMINS, Professor of English, Harvard College.
MARTHA F. CROW, Assistant Professor of English.

Henry B. Donaldson, Professor of Syntax.
C. H. Thurneb, Professor of Philosophy.
Alison W. Small, Professor of Social Science.
Benjamin S. Perry, Professor of History.
William R. McClintock, Associate Professor of English.
Francis R. Cummins, Professor of English, Harvard College.
Martha F. Crow, Assistant Professor of English.
HISTORY.
Mr. Chase.

Greek History. Outline study from the earliest times to the beginning of Roman dominion, based upon Sheldon’s Studies in General History. Investigation of a special topic.

Major. Second Term.

United States History. An outline study, with emphasis on the constitutional period. Great national questions. The development of the nation.

Minor. Second Term.

PHYSICS.
Assistant Professor Cornish.

Laboratory Course. A course specially adapted for teachers of elementary physics in high schools and academies. The aim of the course will be to give instruction in the method of laboratory work suitable for classes in high schools and academies, and especially for classes preparing for the University of Chicago. Demonstrations of physical laws in heat, light, and electricity will be given by the instructor, and about forty laboratory exercises will be performed by the class. These exercises will be almost wholly quantitative in character, and will be performed with simple apparatus quite within the means of ordinary high schools. Those expecting to pursue the course should understand Algebra, Plane Geometry, and the Metric System.

The course will require at least four hours per day of laboratory work. The study of a text book, the solution of physical problems and the preparation of an accurate note book will all be features of the work. Students preparing for the University of Chicago who have previously studied physics but have had no laboratory work can probably complete the required number of exercises by taking this course.

Major. Second Term.

ENGLISH AND ARITHMETIC.

A Major in English and a Minor in Arithmetic in preparation for the Fall admission examination to the Academy.

Second Term.

PRIVATE TUITION.

Private tutors will be provided whose services may be secured for from $1.00 to $2.00 per hour. These tutors will be well trained and thoroughly competent in the branches which they teach. Early application should be made if private tuition is desired.

ADMISSION OF STUDENTS.

Students in attendance during the Summer Quarter are not required to take the regular admission examinations. They must, however, satisfy the Dean that they are qualified to pursue with profit the studies undertaken.

ROOMS, BOARD, AND GENERAL EXPENSES.

Furnished rooms, either single or in suites, may be had in the Academy Houses at from 75 cents to $3.00 a week, including fuel and care of room. Board is furnished in the Academy Commons for from $3.50 to $4.00 per week. Club board may be had at $2.00 a week.

The fee for instruction is $30.00 a quarter. To students entering the Academy for only six weeks the fee will be one-half that charged for the quarter. The following table will furnish an estimate of the quarterly expenses of a student in the Academy:

<table>
<thead>
<tr>
<th>Description</th>
<th>Lowest</th>
<th>Average</th>
<th>Liberal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee for instruction</td>
<td>$30.00</td>
<td>$30.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Rent and care of room</td>
<td>9.00</td>
<td>12.00</td>
<td>16.00</td>
</tr>
<tr>
<td>Board</td>
<td>24.00</td>
<td>32.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Washing</td>
<td>3.50</td>
<td>5.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Text books and stationery</td>
<td>3.50</td>
<td>3.50</td>
<td>3.50</td>
</tr>
<tr>
<td>Sundries</td>
<td>3.50</td>
<td>7.50</td>
<td>15.00</td>
</tr>
</tbody>
</table>

$75.50 $107.50 $139.00

PAYMENT OF BILLS.

Quarter bills, including tuition fee, and fees for rent and care of room, are delivered at the beginning of each quarter; if not paid within two weeks of the time they are issued the student will be liable to be prohibited from reciting. Term bills for six weeks, instead of quarter bills for twelve weeks, are issued only when the student has notified the Registrar beforehand that he will be absent for the following term. A student who, having no reason, leaves the Academy in the middle of a term, without previous notification, shall pay the full bill for that term. A student who enters, intending to stay only six weeks, must indicate this purpose at the time of entrance.
Dear Dr. Harper

It occurred to me after I left you yesterday that it might be well for you to look over a copy of the letter I gave Mr. McLaren last Monday before you meet the trustees this evening. I enclose a copy.

Yours very truly,

G. N. Carman
John McLaren, Esq.,

Chicago, Ill.

Dear Sir:

In submitting to you my views as to the scope of work to be undertaken by the Lewis Institute, I have tried to keep in mind:

1. The intentions of the founder as expressed in the will,

2. The relation that such an institution should have to other educational and industrial institutions in Chicago,

3. The necessity of starting along lines that will make it possible to develop in the light of experience and the changing demands of the times.

I have chosen to submit a plan of organization, not with the intention of insisting that it is the best possible plan, but in order that I may express myself definitely and clearly.

I understand that it is agreed that the course of study offered by the Lewis Institute shall begin where the grammar school leaves off, and that it shall 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.

I assume that it is important to have the work of the Institute so planned as to help each student find out what he is good for, so that when he has completed his course he will know what
Dear Sir:

In submitting to you my views as to the future of work for improvement by the Lewis Institute I have tried to keep in mind

1. The importance of the teacher as an expression of the will

2. The position of those as institutions are to serve in other

3. The necessity of starting from the idea that the only way to

possibility to develop in the field of experiment and the accumulation

knowledge of the matter

I have chosen to submit a plan of organization not with the

intention of rivaling that of the great bureau plan but to

achieve that I may express myself entirely and clearly.

I must state that I feel confident that the course of study of

law of the Lewis Institute will begin from the American school

and that it is better to begin the scientific education in the

same firmament that it is a necessity to some method of education

in which the can grow in power. I find it to grow so much faster in

some physical experiment institution.

I assume that it is important to have the work of the Institute

to be as pleasant as to help each student, the student to be, to be good

in the finest sense, and not to compete the course to any speed.


Chicago, III.
to do next.

I assume also that there are certain studies that are of such a fundamental character that one 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.

My experience as a high school teacher has led me to believe that radical defects in our schools are

1- Lack of concentration, due to an attempt to carry on too many lines of study at once.

2- Lack of systematic study, due to the few hours spent in school and the attempt to prepare lessons by home study.

3- Too little attention to the needs of the individual, due to the common requirement that makes it necessary for a pupil, on entering school, to select a course of study, and to enter a class, all the members of which are required to do the same work, in the same time, throughout the entire course, without reference to individual capacity and other varying conditions.

The design of the founder of Lewis Institute seems to me to have been that the advantages of the institution should be available to three classes of students, as follows:
1- Those who can give their entire time to study until a prescribed course is completed,
2- Those who are obliged to earn their living or to do something towards earning a living when they leave the grammar schools,
3- Adults who are engaged in occupations in which the highest success depends upon their making up deficiencies of their early education and in becoming familiar with the principles underlying the work in which they are engaged.

It seems to me that the regular hours for study and instruction in Lewis Institute should be from eight to twelve in the forenoon, and from one to five in the afternoon; and for those unable to attend during the day there should be evening classes from seven to nine.

I believe the work of the school should be organized as follows:

I. Secondary School Courses.
1- Courses required of all regular students for four years-
   a- Department of English and History
   b- Department of Mathematics and Science
2- Special Elective Courses in preparation for trades and handicrafts
   a- Department of Mechanic Arts (Manual Training)
   b- Department of Industrial and Fine Arts
   c- Department of Domestic Arts and Sciences
   d- Department of Commerce (bookkeeping, stenography etc.)
- Those who can give time to their studies will prove to be
  especially successful.
- Those who are ambitious to work their way into the
  academic world, and who have the determination to
  succeed, are those who will rise to the challenge of
  preparing themselves for the honors and rewards
  that come to those who work and study well.

The work is arduous but the reward is great.

It seems to me, then, that you must pursue your studies with
earnestness and determination, to strive for knowledge and
understanding, and to make the most of your time and
resources to attain your goals. It is not enough to merely
attain, but to become an active participant in the process of
learning and growth.

I believe that the work at this school will be an enriching
experience.

I. Second-Year Students
- Course: Preparation of for the Department of English
  and History
- Department of Mathematics and Science
- Special Elective Course in Preparation for Further Studies

II. Graduates
- Department of Modern Art (Music, Theater)
- Department of Laboratory and Fine Art
- Department of Professional and Instructional Services
- Department of Government and Economics, etc.
3- Elective Courses in preparation for higher educational institutions,
   a- Department of Modern Languages
   b- Department of Ancient Languages.

II Advanced Courses
   a- Department of manufacturing industries
   b- Department of handicraft industries.

On the completion of one of the Secondary School Courses as outlined above, at the age of nineteen or twenty, I should expect those pupils who did not continue their preparation in some higher educational institution to make special preparation for some useful trade or handicraft by at least a year of special study with constant practice in factory or shop. This work should be to the workman what hospital practice is to the medical student. It might be carried on in laboratories, factories, and workshops, which should constitute a part of the equipment of Lewis Institute, or an arrangement might be made with manufacturing institutions in Chicago, by which those who have completed the preliminary courses in the Institute could, under competent guidance, perfect themselves in the work in which they are subsequently to engage.

At the head of each Department there should be an instructor competent to supervise the entire work of his department for which
he should be held directly responsible. The Principal and the Heads of Departments, who should constitute his cabinet for advice and consultation, should administer the work of the Institute under the direction and with the approval of the Trustees.

The two Departments of English and History, and Mathematics and Sciences, required of all pupils for four years, I believe to be fundamental. These departments should therefore be organized at the outset and be thoroughly equipped in the way of libraries, laboratories, class rooms, etc. In the new building one floor should be set apart for each of these departments.

Whether the Department of Mechanic Arts should be a special Elective Course running along parallel to the required courses, or a course subsequent thereto, and open only to those who have completed the regular courses, or are graduates of the city high schools, is a question for careful consideration and investigation. From present knowledge I am inclined to favor the latter plan for the following reasons:

1- The student will have reached an age and a physical development more suited to the work.

2- His previous course in science and mathematics will be an equipment for the practical arts.

3- There are already in Chicago Manual Training Schools that give instruction in shopwork along with other work.

4- The success of those technical schools in which the shopwork follows the regular preliminary courses and to which the student
The success of the project is dependent upon the cooperation of the various departments and the active participation of the staff of the school. The Principal and the Head of the Department of Physical Education will provide the necessary support and guidance to ensure the smooth functioning of the project.

The project aims to enhance the educational experience of the students by integrating technology and innovative teaching methods. The use of digital tools will facilitate the learning process and provide students with a more engaging and interactive learning environment.

To achieve this goal, the following measures will be taken:

1. Regular training sessions for teachers and staff to familiarize them with the new tools and technologies.
2. Development of curriculum materials that incorporate the use of technology.
3. Implementation of a support system for students who require additional assistance.
4. Encouragement of active participation from students through the use of interactive digital tools.
5. Establishment of a feedback mechanism to evaluate the effectiveness of the project.

By implementing these measures, it is expected that the students will benefit from a more effective and engaging learning experience, leading to improved academic performance and overall development.
devotes the entire time of the last year of his course.

In determining what provision to make at the outset for other departments which shall constitute Special Elective Courses in preparation for trades and handicrafts, such as the Department of Industrial and Fine Arts, and the Department of Commerce, such considerations as the following should be taken into account:

1- The preparation that a student needs in order to prepare himself for a special trade or handicraft
2- The facilities in these several directions offered elsewhere in Chicago
3- The means available for organizing and equipping the Department.

Shall provision be made at the outset for Departments which shall constitute Elective Courses in preparation for higher educational institutions? In answering this question the considerations advanced in (2) and (3) above should be taken into account.

The following considerations seem to me to justify the organization of a Department of Modern Languages

1- Most of the advanced schools of technology, as well as colleges and universities, make a knowledge of at least one modern language a condition for admission
2- The discipline that comes from linguistic study
3- The necessity of a reading knowledge of French and German for
In determining what provision to make of the courses on other experiences which are undertaken specifically by the Training Courses in their relation to courses and qualifications such as the Department of the Arts and the Department of Commerce, such considerations as the following should be taken into account:

- The determination that a student needs in order to program his
- For a special phase of the period
- To be a phase of or the first
- For the period to cover the
- Provision for the extent of the period. The provision for the extent of the period. The extent of the period to be
- To determine the nature of the courses (5) and (6) open to him or her
- The following courses are necessary to be in faculty the group:
- Instruction of a Department of Modern Languages
- Years of the schedule required of preparation as well as adequate
- with a concentration in preparation for science and mathematics make a knowledge of at least one modern
- A concentration for mathematics
- In addition, those courses which include major technical
one who is to keep abreast of the times in his special line of work.

I venture also to offer the following considerations in favor of establishing

a- Department of Ancient Languages

1- The common requirements of Latin and Greek as a condition for admission to colleges and universities

2- The advantage of a knowledge of the classics to the student of English and History, as well as Art

3- The advantage to the Institute of having associated students of all classes.

It might be in order to charge a special fee for those who take courses in the languages, and thus defray in part the expense of instruction along these lines.

The founder of Lewis Institute expressed in his will his "desire and design to, in some manner, provide for and assist those in need of an education, and who are so circumstanced in life as to be unable without aid and assistance to obtain the instruction and gain access to books and papers of art and science that their future advancement in life requires."

He was content to postpone the fulfillment of his desire till twenty years after his death. In the meantime in our own and in other lands many educational institutions have been established
One way is to keep a record of the times in the specified type of work.

I assume that for a fall the following considerations in

- The Department of Nuclear Engineering
- The Department of Physics and Math as a condition for admission to graduate and university
- The nature of the knowledge of the student to the extent

of Physical and Mathematical as well as

- The nature of the knowledge of the student regarding mathematics

It might be a good idea to prepare a survey. Let's focus on

the outcomes in the future, and then gather to analyze the experience.

For information about these

the number of the Institute for Advanced Studies, and the rest

"get the best solution to the same concept, because you can study in

the area to be more efficient and to use our resources. The

information may come from research, and make the results of the study

let them from experience to the detriment.

As any concept to become the intellectual to the extent it is

fascinating. When it and may be

As far as many educational institutions have been implied
with a similar design, both by states and individual philanthropists.

On the Continent of Europe so much was done in the way of establishing technical schools that England seemed likely to lose her precedence as a manufacturing nation. As a result of the investigations of the Royal Commission, technical instruction has become quite general in England, and now, under the act authorizing such instruction, England seems in a fair way of establishing something like our American system of free high schools, for it has been found that technical instruction alone is not enough without general instruction along with it.

Some of the most successful technical schools in Europe are to be found in Russia for the Russians took advantage of the experiments that had been made in other nations.

It is certainly well for those who are responsible for fulfilling the trust imposed by the will of the late Allen C. Lewis to profit both by the successes and failures of others, by acting in the light of what is being done elsewhere, and by determining to adapt the school to the requirements of the different grades of workers to be educated, and the different kinds of work in which they are likely to be engaged.

Respectfully submitted,

[Signature]
With a similar regret, both in spirit and in practical handling—

please

On the Committee of Europe to report on the way of scientific and economic development in Europe. As a result of the

interested action of the Royal Government, I presented this report to

because due notice to England and your move to set antimonials

such institutions, England seems to ask for a letter of recommendation for

the American state to the high position. You if you hear

long-term teaching institution since it is not thought of the

self-information alone with it.

Soon of the most necessary temporary societies to improve the

to be long in Brussels for the Knasten, look on account of the ex-

permitents that had been made in other nations

If it certainly well for those who the governments to

utilize the Royal Institute to the list of for a week or a

to Booth now on the success and form of its channel to

to the first at most to patent alone appearance and the

to make the school to the advancement of the science as any

of members to be something in the different kinds of work to apply

then also for instance to be another

Hanshin 1942

A
J. M. HAMILTON,

P. O. BOX 33,

RANTOUL, ILL., Jan 2, 1894

To Wm. R. Harpin
Dear Brother,

Enclosed is the letter.

I take it in advising you in regard to a matter of great interest in reference to the school at Morgan Park over which I suppose you in a large measure to have control.

My son Homer W. entered the school about Oct. 1, 1893 against his own choice he preferring to go to the University of Ills. I desired him to go to Morgan Park believing it to have as good educational facilities and a better moral surrounding where he would get just as good intellectual culture and would also be under a religious influence far better than at Champaign and in this opinion I know I was borne out by some of the best citizens of Champaign City.
Rantoul, Ill., 189

Perhaps this prejudice favoring Morgan Park arose largely from it being a Baptist school.

After having been twelve weeks in this school we find ourselves highly pleased with nearly every thing connected with the school and the community that in the particular we are both disappointed (yes greatly disappointed). It seems that at certain times the Dean gives an reception in one of the school buildings where all the students are invited for recreation and entertainment. At one of these gatherings my son was much surprised to find that dancing was the special entertainment. Now my son his father and mother all sincerely believe that to dance is wrong and we belong to a
Baptist Church that would exclude a member who would persistently engage in this amusement and had I known that this temptation would have been placed in the way of my son in one of the school buildings and under the supervision of the Dean and his wife and he be invited to take a part by the Deans wife. In short had I known that dancing was to be encouraged by those having the school in charge I know no idea I should have sent him there at all.

Now I will not presume to dictate to the management of Chicago University or its preparatory schools but it is right for me to know what moral influences are to surround my son. May I hope you will give this matter such attention as it deserves and that I may yet regard Morgan Park as the best place for a man to place his boy.
J. M. HAMILTON,

P. O. BOX 33,

RANTOUL, ILL., ........................................... 189

...to prepare for some higher institution of learning...

Sam Broth [Signature]

F. M. Hamilton
March 3rd, 1906.

My dear Mr. Butler:

Will you find out unofficially whether our common friend Johnson will accept a proposition like the following: namely, that he should be appointed to the principalship, the highest office of the Academy, at a salary for the present of $3,000. a year, with the understanding that a good share of his time in the near future should be spent in the field getting acquainted with the constituency and in increasing the constituency. That, however, he should have his hand close upon the detail of the work and that Mr. Chase, the present dean, should continue under him as dean to handle the details. Mr. Chase is willing to co-operate and would be glad at any time when this plan does not seem to approve itself, to give it up. Mr. Chase himself is anxious to go abroad, but would be pleased to adopt this plan, feeling his own limitations and he has shown a spirit of co-operation that is entirely ideal.

I do not know that this can be brought about because our budget does not provide for this extra sum of money, but it is possible that it might be done if Mr. Johnson would be willing to undertake it. Will you get a telegraphic answer at once and inform me? I understand that this letter will not commit you or me.

Yours very truly,
Chicago March 21, 1905.

Mr. H. P. Judson,

My dear Mr. Judson:—

I have the following report to make on the probabilities of Colleges selected by Seniors at Morgan Park. Of the total number (39) 24 have practically decided on Chicago. You will notice that three are still down as uncertain. I shall try to get into relationship with these men indirectly.

Sincerely yours,

[Signature]

Dean.
Chicago, March 22, 05

Dear Mr. Jonespeed:

You may be interested in this. It is a good thing. My theory as to Mr. Jones Speed would be to double most of the teaching. I think all teachers who are not with the larger amount — to double the sum spent for advertising — to reduce the amount spent on physical culture and public health etc. — to make the teachers fee high — and within three years there would be a surplus. Those who cannot afford to pay large fees would go to high schools. High school would mean — a school of high school. A school is doomed, as the high school. Give them ground.
Chicago, 1911.

Chicago [illegible]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]

[Handwritten text]