

The Harvard School

Affiliated with the University of Chicago

John J. Schobinger, 4670 Lake Ave., Chicago

Chicago Oct 24th 1902

October 30th, 1902.

President Wm R. Harper (16)

Dear Sir,

My dear Mr. Schobinger:-

I have received your letter of October 25th with the check for \$500.00. I am not quite clear in my own mind that I should accept this check. In any case, I feel that you must give me an opportunity to do something for the school which will ease my conscience on the matter. I should like to spend an evening with you and Mr. Grant discussing its interests, and taking up the general questions connected with it.

Yours very truly,

Mr. J. J. Schobinger,

4670 Lake Ave., Chicago.

Sincerely yours

J. J. Schobinger (over)

The Harvard School

Affiliated with the University of Chicago.

*Shobinger,
Grant, P.P.D.
Principals.* 4670 Lake Ave., Cor. 47th Street.

Chicago, Oct 24⁵ 1902

President Wm R. Harper (16)

Dear Sir,

Inclosed you will find our checks for \$500.-;

It took me some time, under the pressure of work after my late return from Switzerland, to get at the account books; I have done so now, and ascertained that Mr. Grant and I get each his full \$4000, and that therefore you are entitled to the full \$500, which with the previous checks of the same amount, makes \$1000⁰⁰.

You will be pleased to hear that we have just enrolled our 173^d boy. 5 now have written us to reserve places for them. Last year the average attendance was 127.

Sincerely yours

J. J. Schobinger
(over)

P. S. I hope we may at an early
future meet to hear the full ac-
counts of the last two years.

J J Ech.

, May 24, 1901.

Mr. John C. Grant,

Kenwood Institute, 40 E. 47th street, Chicago, Illinois.

My Dear Mr. Grant: -

The Annual meeting of Affiliated and Cooperating Schools at the University has not been forgotten this year, but owing to the special interest in connection with the Decennial Celebration of the University, it has been thought best to make this meeting a part of the special exercises and our plan is to have a religious service on Sunday afternoon, June 16th, at four o'clock, when addresses will be made by four prominent people from this country and Europe.

We desire to have your school represented by its graduating class, and I write to ask your hearty cooperation with us toward this end.

Will you kindly give the matter your immediate consideration and notify me by letter or telephone whether the arrangement can be made. Please understand that at this exercise there will be present only members of the Affiliated and Cooperating Schools. It would be entirely proper if you think best to have the whole school or as many of them as are willing.

yours very truly,

May 24, 1901.

Mr. John C. Grant,

Kenwood Institute, 40 E. 47th Street, Chicago, Illinois.

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Yours very truly,

The Harvard School

Affiliated with the University of Chicago

1000 Webster Avenue, Chicago

December 21st, 1900.

Chicago, December 19th, 1900.

My dear Sir:-

Mr. John C. Grant,

4670 Lake Avenue, Chicago.

My dear Mr. Grant:

Allow me to acknowledge your letter of

the nineteenth instant, containing statements concerning the Illinois School Association and the

Kenwood Institute. I am sure these are satisfactory

and I thank you for your courtesy in the matter.

I remain

Very truly yours,

John C. Grant, Treasurer, two hundred and twenty-five (225) shares; total, six hundred (600) shares.

Under the circumstances it will probably be wise to reduce the capitalization.

Kenwood Institute consists of William R. Harper, President, thirty (30) shares; Miss Butts, Vice-President and Treasurer, eighty-nine (89) shares; John C. Grant, Secretary, one (1) share. The details of this arrangement, which I will explain at some interview, are, I believe, such as will prove entirely satisfactory to all concerned.

I enclose, herewith, certificate of stock, #18, Kenwood Institute, thirty (30) shares, in favor of Wm. R. Harper.

To President William R. Harper.
University of Chicago.

Yours very truly,

John C. Grant

The Harvard School

Affiliated with the University of Chicago.

*John J. Schobinger,
John C. Grant, S.D.
Principals.*

4670 Lake Ave., Cor. 47th Street.

Chicago, December 19th, 1908.

My dear Sir:-

In accordance with my somewhat recent conversation with you in regard to the Illinois School Association, I beg leave to state that Miss Butts has surrendered all her shares of stock in the Illinois School Association, and in return for all the shares of stock in the Kenwood Institute.

The Illinois School Association, as now organized, consists of William R. Harper, President, one hundred and fifty (150) shares; J. J. Schobinger, Secretary, two hundred and twenty-five (225) shares; John C. Grant, Treasurer, two hundred and twenty-five (225) shares; total, six hundred (600) shares.

Under the circumstances it will probably be wise to reduce the capitalization.

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University of Chicago.

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John C. Grant

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Yours very truly,

To President William R. Harper.
University of Chicago.

The Harvard School

Grant

2101 Indiana Ave, Cor. 21st Street.

John J. Scholinger,
John C. Grant,
Principals.

Chicago, Nov. 21st, 1895.

Dear Sir:

With the exception of English (1 unit) and of Modern and Medieval History (1 unit), your daughter will be ready to enter the University at Christmas, and I shall be glad to commend her to the examiner at that time if you so desire. If you are willing to have her defer the time of her entrance until March she will be ready to offer the full number of 13 units.

From her conversation I infer that she is very anxious to enter at Christmas; but I do not feel at all sure that you share that anxiety.

Yours very truly
John C. Grant.

Wm. H. Starke.

Telephone Oakland 394.

The Harvard School

Affiliated with the University of Chicago.

John J. Scholinger,
John C. Grant, L.L.D.
Principals.

4670 Lake Ave., Cor. 47th Street.

Chicago,

Grant
F. J. Miller

189

~~Board of~~
~~Prof. Small~~

Franklin

The Harvard School

affiliated with the University of Chicago

1000 Lake Shore Drive, W. 4th St.

*John F. Kennedy
John F. Kennedy
Chicago*

Chicago

*John F. Kennedy
John F. Kennedy
John F. Kennedy*

The Harvard School

Affiliated with the University of Chicago.

John F. Scholinger,
John C. Grant, L.L.D.
Principals.

4670 Lake Ave. Cor. 47th Street.

Chicago, January 18th, 1899

My dear Sir:-

In accordance with your suggestion of Jan. 6th I submit the following statement:

(1) REPORT. The report made by your visitor is so evidently made in a good spirit that I prefer not to know the gentleman's name. His report, however, is founded on such a misapprehension of the facts, and I think, on a very inadequate knowledge of the conditions that prevail.

(2) NUMBERS, ROOMS, TEACHERS. There are 30 kindergarten pupils (with several teachers) in a specially arranged room of ample size and unusual light, the work here is excellent; 22 primary pupils (two teachers) in a very light and sufficiently large room; 23 intermediate pupils (two teachers) in a room which is perhaps least good because least light, but even this room is not open to serious criticism. There are 142 pupils in the HIGHER DEPARTMENT. Their Assembly Room is about 60 by 50 feet, and is one of the finest rooms to be found anywhere. At prayers (9:35 to 9:45 A. M.) this room is pretty full, ^{but at no other time} ~~no~~ ^{is it at all} ^{full.} No recitations are conducted, ordinarily, in this large room; but it is constantly in charge of a teacher, and is used as a study ^{room} for pupils who are not in recitation. There are 8 regular recitation

The Standard School

affiliated with the University of Chicago

Mr. [Name] [Address]

John F. [Name]
John F. [Name]
Chicago

Chicago January 18th, 1902

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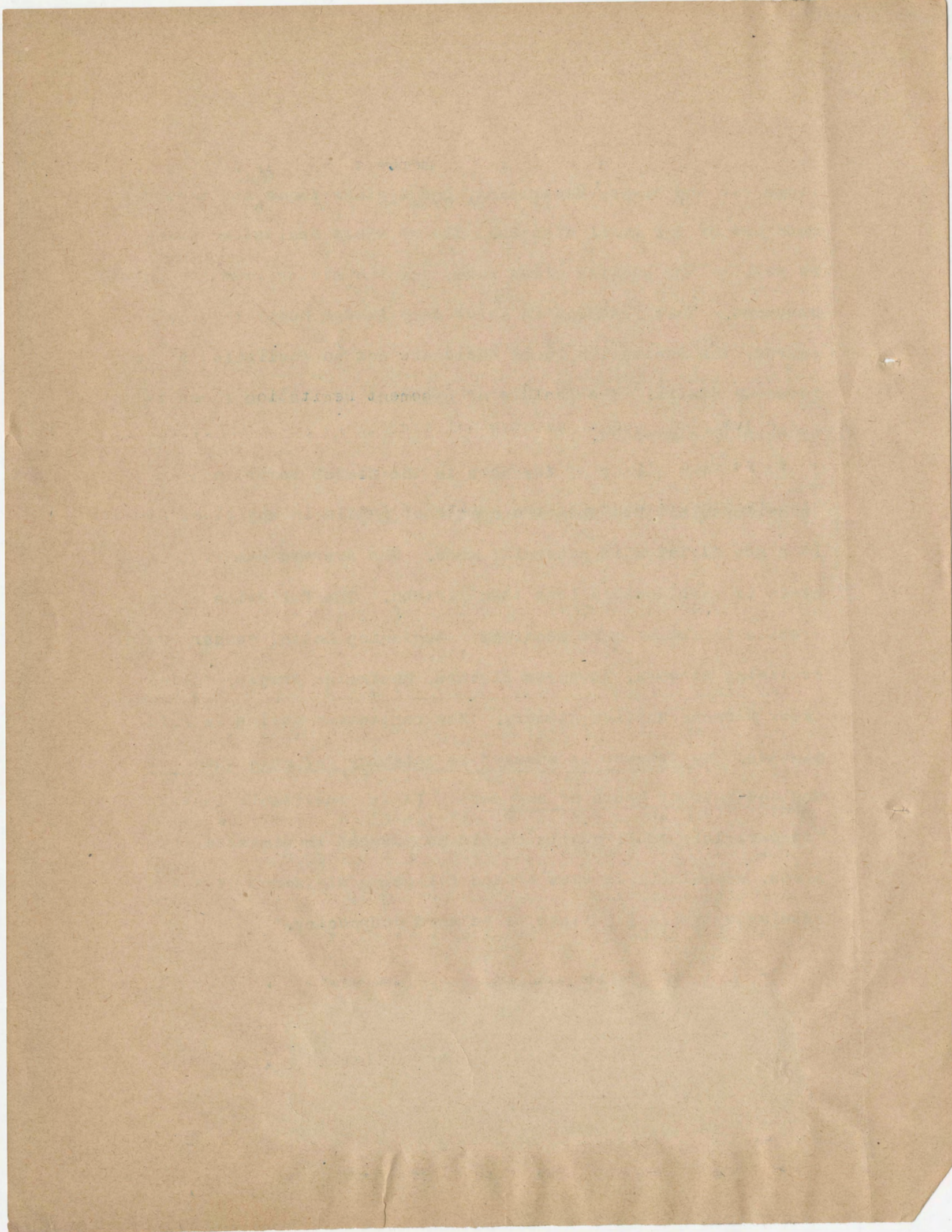
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but at no other time
is it so full
John F. [Name]

rooms for the Higher Department, and 2 other rooms^{that} at times are made use of for small classes. Two of these recitation rooms, as well as the cooking class room, and the dining room, are in the basement. This basement is never damp (steam heat) though, of course, the recitation rooms there are not so desirable as the rooms up stairs. The feature of basement recitation rooms is not especially commended.

The number of teachers in the higher department is so considerable, that when the number of pupils in any class exceeds 15 a new division is generally made. The average number to a class is considerably less than fifteen. The following classes recite in two or more sections: Beginning Latin, Caesar, Vergil, Beginning algebra, Advanced algebra, Beginning French, Second year French, English, History. The recitation period is fifty minutes. No teacher is engaged in teaching for more than four and one-quarter hours of any day. It is inevitable that "incorrigibly "dull pupils" should be present in almost every class, especially in view of the following statement of the catalogue, which I believe to be "good pedagogics."

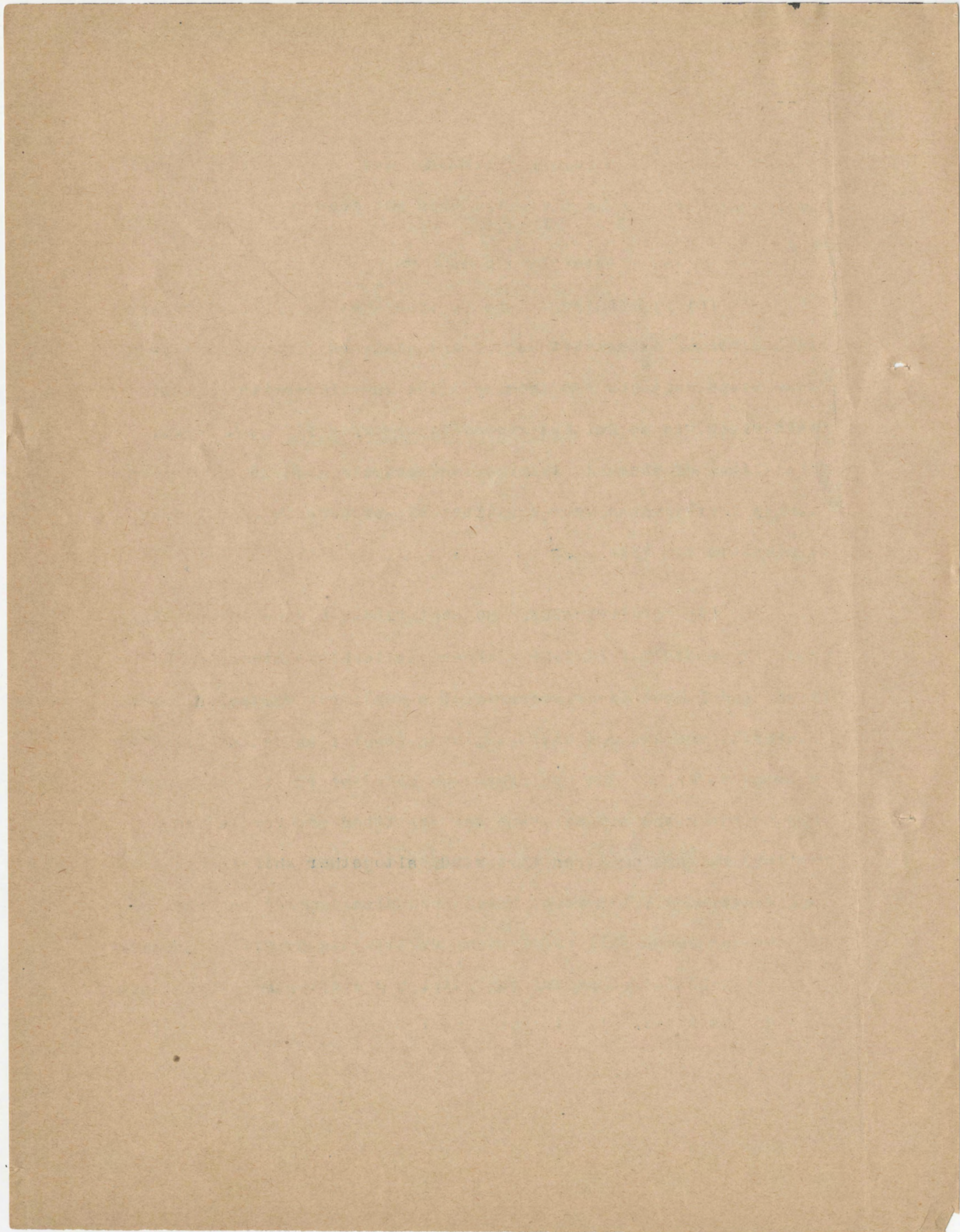
In addition to the regular courses, special classes are formed each year for older pupils who enter from other schools. In these classes preparation for college may be accomplished as rapidly as maturity and previous advancement will permit. *Students who do not wish to prepare for college will be received, and will have all the benefits of the thorough instruction which is given to those who are expecting to take a college course. The difference will be only in the quantity of work done.*



The other plan of assembling weak members in classes by themselves has its merits, but on the whole does not seem to be the best plan.

(3) ADMISSION. It is true that pupils are received without formal examinations, and are assigned to such classes as seem to be suitable for them, but the school examinations are held every six weeks, as originally required by the University. This system of frequent examinations gives a much better opportunity for deciding on the ability of the pupil than any entrance examination can give.

(4) CERTIFICATES. No certificate has ever been issued by me which did not contain a clear and full statement of the facts, and I have never recommended a pupil for admission to the University who was not entitled, both legally and morally, to a recommendation. The gentleman who made the report says that he has in his class a pupil "who was certified as prepared in English, who has omitted that study altogether while in school, and consequently had never been under Miss Symmes' instruction." If the gentleman will refer to my certificate he will find that I never certified that any such girl had studied English at the Kenwood Institute. It is true that I used to give to students, whom I considered not ready for the University a transcript of their record, without recommendation. I observed that such students were usually admitted to the University, with conditions; but by recent understanding with Professor Miller further compli-

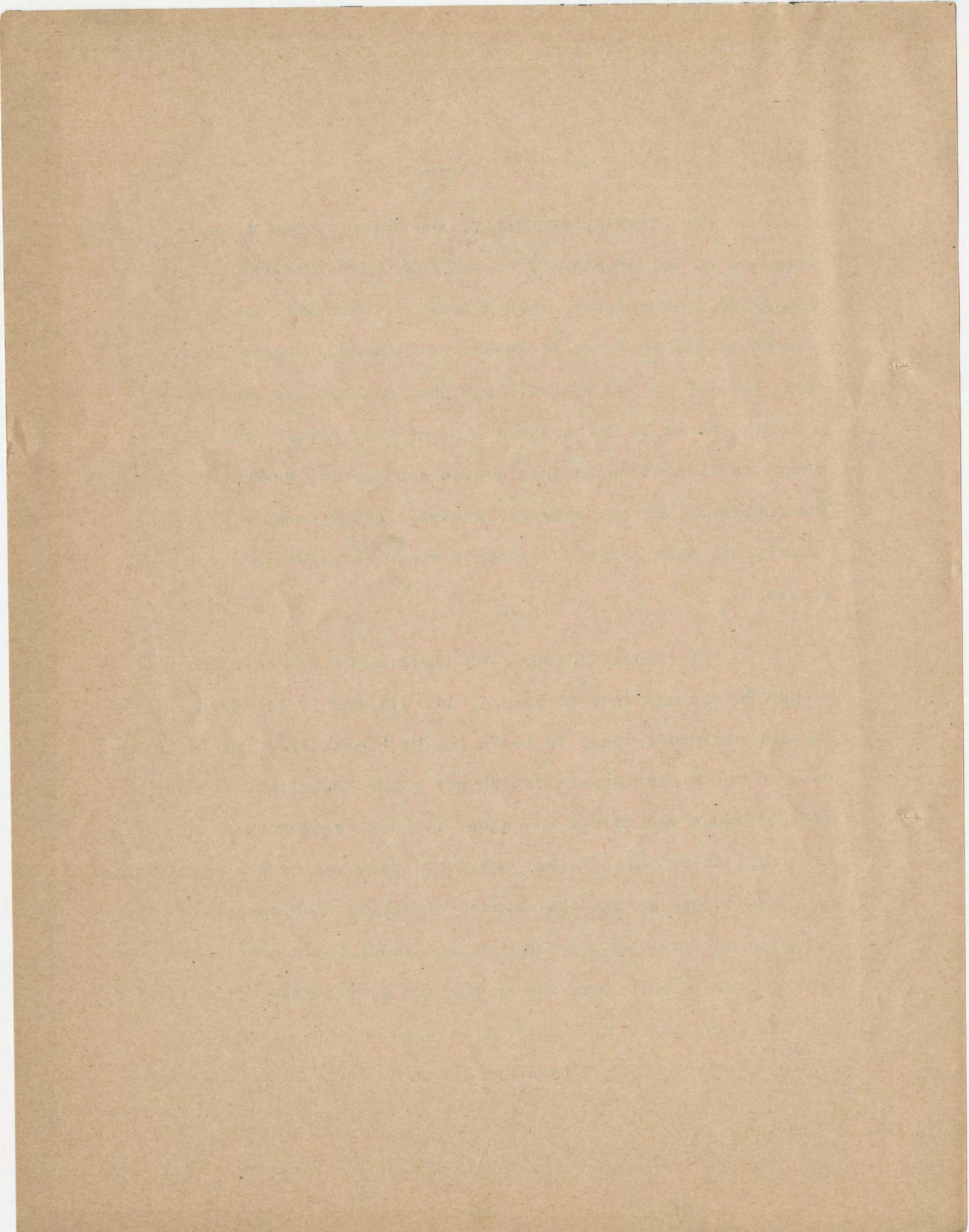


cations of this kind will be avoided.

(5) VASSAR, WELLESLEY, and SMITH. The Vassar incident seems to be satisfactorily closed. We have received no complaints from Smith or Wellesley, though unusual care will be used in regard to certificates to these institutions. There is a rumor that several of our students who have entered the so called Literary course at Smith are not doing very well. The requirements for admission to this course are Cicero, Caesar, History of Rome, Algebra, Plane Geometry, Rhetoric and French. You can easily see what class of students would be attracted to such a course.

(6) ORGANIZATION. The division of students in the Higher Department into classes I, II, III, and IV, is based chiefly upon their proficiency in Latin and Mathematics. Of the 142 students in the Higher Department, 98 now study Latin in 7 classes. Most of those who do not now study it have heretofore studied it for one, two, or three, years. Most of those who have abandoned the Latin have done so for the purpose of taking up French or German or History. None of those who do not study Latin are candidates for anything more than for an English Certificate of graduation. The following table will show the situation at a glance:

(See next page.)



Statement of Work by Classes

Class Number	Number in Class	Average Age*	Hq.	Arith	Orl	Bible	Biol	7	Geog	Geom	Gen	Gram	Greek	Hist	Eng. Lit.	Latin	Phys	Rhet	Soc	Trig.
I	48	14 1/2	30	6				20			2	2		13		38		34		
II	44	16	17			2	11	23		3	5		4	16	14	29		7		
III	22	17	3			1	4	13		7	7		1	8	15	15				
IV	28	18	14		14	1	2	12		5	4		3	10	11	16	7		14	1
Totals	142		54	6	14	4	17	68		15	18	2	8	47	40	98	7	41	14	1

* Oct. 1898.

Note: Totals for Latin 98
Eng. 83
Math. 75
French 68.

January 1899.

It is entirely probable that the English teacher keeps little track of the classification, chiefly because the English work of classes ^{III}~~3~~ and ^{IV}~~4~~ is this year largely the same, since both classes in English are spending five recitations a week on the college requirements in English. This arrangement may be open to criticism, though it seems to have escaped the notice of the gentleman who made the report. At any rate it is likely to be changed another year, or even ~~at~~ this year, for an arrangement that may prove more desirable. There is, I think, no doubt in the mind of any pupil as to the class to which she belongs - though among girls and boys (as well as among parents) there is an almost constant effort to get into a class a year ahead of that to which they really belong. I attach here a note taken from the bottom of a printed programme (a copy of which is in the hands of every student) in which the basis of classification is made clear. The class V, for which provision is made, is one of the things toward which we are working.

NOTE.—FIRST YEAR. REGULAR STUDIES: English History, Theme Writing, Beginning Latin, Beginning Algebra. A fourth study is not usually advised for the First Year, but, if desired, may be selected from French or German.
SECOND YEAR. REGULAR STUDIES: Rhetoric, Caesar, Algebra Completed; a fourth study may be chosen from the following: Bible Study, French, German, Greek, History of Greece and Rome, Cooking.
THIRD YEAR. REGULAR STUDIES: Literature, Vergil, Plane Geometry, with choice from French, German, Greek (Anabasis), General History, Biology, Bible Study, Cooking.
FOURTH YEAR. REGULAR STUDIES: Literature, Cicero, Solid Geometry, Physics, with choice from French, German, Greek (Homer), History of Art (Painting), Bible Study.
FIFTH YEAR. REGULAR STUDIES: Advanced Latin, Art History (Sculpture), Advanced Algebra, Trigonometry, German, French, Greek, Bible Study.
With the approval of the Principal, and at the request of parents, students may select from the programme such studies as they are fitted to pursue.

(7) READER'S REPORT. ~~At~~ the end of this letter I attach a copy of the remarks made by the University Readers in regard to the last set of examination papers sent to the University (Dec. 22nd, '98). They ^{are} ~~were~~ certainly very gratifying, and at the same time very opportune.

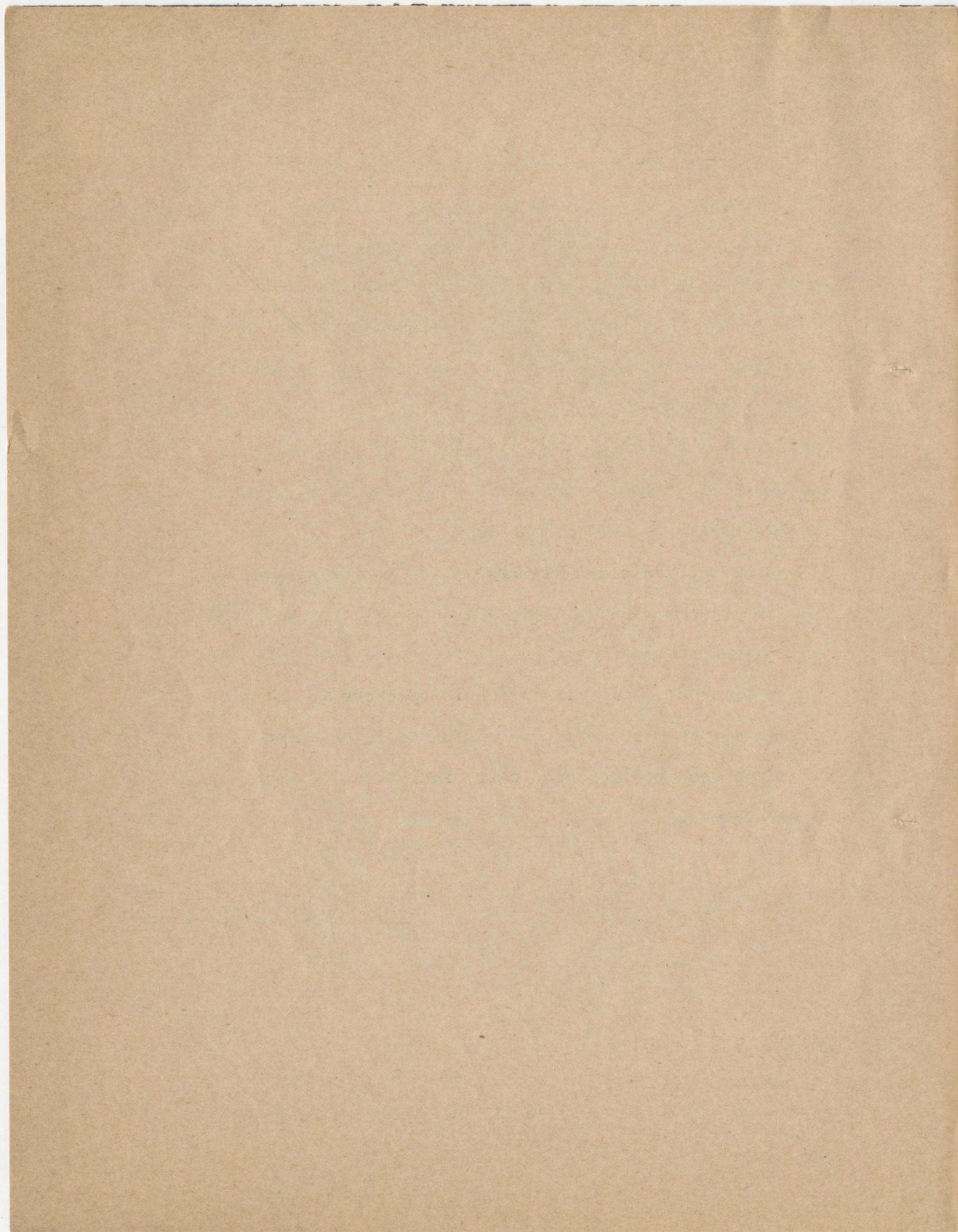
is not usually advised for the first year, but it
Bible Study, French, German, Greek, History of
General History, Biology, Bible Study, Cooking,
(History, Theory of Art (Painting), Bible Study,
uch, Greek, Bible Study,
are fitted to pursue.

(8) There are things to be said in regard to both schools that I do not care to commit to writing, especially as my communication is already too long, but I shall be glad of an opportunity to talk with you for a few minutes after you have had time to read this letter. I will telephone for an appointment with you toward the end of the week. As I have written this without consulting _____ in accordance with your suggestion, I shall be glad if you regard it as a confidential communication until such time as I may be at liberty to disclose the whole matter to _____. Of course the facts and figures, which I have stated, may be used by you in your discretion in the interest of the work. I ought, in justice, to add that the spirit of the school is excellent, the relation of the pupils to their teachers is uniformly satisfactory, and in the unrestrained intercourse of the pupils with one another they give every indication of happiness and of earnestness.

Yours very truly,

John C. Grant.

To President Harper.



Jan, 1899

Dear Mr. Miller:

These Kenwood papers give no chance for complaint, and I think this fact should be made known to any member of the Board who may have been in doubt about the work done there.

H. E. Slaught.

Jan. 1899
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These Kenwood papers give no chance for complaint, and I think this fact should be made known to any member of the Board who may have been in doubt about the work done there.

H. E. Slought.

Jan. 1899

DEPARTMENT.

Greek.

Subject.

Anab. and Composition.

Autumn Quarter, 1898.

Instructor.

Mr. Tibbetts.

Institution.

(College or Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader.----All do quite well both in new reading and the writing of Greek.

DEPARTMENT.

Latin.

Subject.

Cicero and Composition.

Instructor

Mr. Mallory.

Institution.

(College or Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader.----These translations are in most cases noticeably sensible and well expressed as well as generally correct. The many syntax questions also were answered with understanding. In the writing of the Latin "ut" after "think" was the most general heinous offense, though in special cases the whole passage showed much greater weakness than the rest of the paper.

Jan. 1899

DEPARTMENT.

Greek.

Subject.
Anal. and Composition.
Autumn Quarter, 1898.
Instructor.
Mr. Tibbatts.

Institution.
(College or Preparatory Department).
Kenwood Institute.
Class.

Remarks by Reader.----All do quite well both in new reading and the writing of Greek.

DEPARTMENT.

Latin.

Subject.
Cicero and Composition.

Instructor.
Mr. Malory.
Institution.
(College or Preparatory Department).
Kenwood Institute.
Class.

Remarks by Reader.----These translations are in most cases noticeably sensible and well expressed as well as generally correct. The many syntax questions also were answered with understanding. In the writing of the Latin "ut" after "think" was the most general heinous offense, though in special cases the whole passage showed much greater weakness than the rest of the paper.

DEPARTMENT.

Jan. 1899

Latin.

Subject.

Caesar and Composition.

Autumn Quarter, 1898.

Instructor.

Mr. Tibbetts.

Institution.

(COLLEGE OR Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader.--- The frequency with which "Seubi" was rendered as "reported to the Suabians", "perterritos" as every thing but an accusative participle and some other such fragrant disregard of syntactical usages seemed very strange and rather spoiled the impression of what was good, in the review work.

Thanks for putting the passages on the paper. It saves any questioning of differing texts.

DEPARTMENT.

Latin.

Subject.

Vergil.

Autumn Quarter, 1898.

Instructor

Mr. Tibbetts.

Institution.

(College or Preparatory Department.)

Kenwood Institute.

Class.

REmarks by ReaderThe review is generally correct in nearly every case, but in the new passage there are some renderings very remote from the text as to meaning and showing very inadequate knowledge of forms and syntax.

e. g. - the frequency with which "Itali" was rendered "to Italy".

Jan. 1899

DEPARTMENT.

Latin.

Subject.
Caesar and Composition.
Autumn Quarter, 1898.

Instructor.
Mr. Tibbatts.

Institution.
(COLLEGE OR PREPARATORY DEPARTMENT).
Kenwood Institute.

Class.

Remarks by Reader.--- The frequency with which "Saud" was rendered as "reported to the Sudians", "perforios" as every thing but an accusative participle and some other such frequent disregard of syntactical usages seemed very strange and rather spoiled the impression of what was good, in the review work.

Thanks for putting the passages on the paper. It saves any questioning of differing texts.

DEPARTMENT.

Latin.

Subject.
Vergil.
Autumn Quarter, 1898.

Instructor.

Mr. Tibbatts.

Institution.
(College or Preparatory Department).
Kenwood Institute.
Class.

Remarks by Reader---review is generally correct in nearly every case, but in the new passages there are some renderings very remote from the text as to meaning and showing very inadequate knowledge of forms and syntax.
e. g. - the frequency with which "Itali" was rendered "to Italy".

Jan. 1899

DEPARTMENT.

Romance.

Subject.

French I.
Autumn Quarter, 1898.

Instructor.
Julie Corselis de Smet.

Institution.
(College or Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader. ---The work is fairly good, but the students seem to have done too little work in verbs.

DEPARTMENT.

Romance.

Subject.

French II.
Winter Quarter, 1898.

Instructor,
Julie Corselis de Smet.

Institution.
(College or Preparatory Department).
Kenwood Institute.

Class.

Remarks by Reader. ----A creditable set of papers. Continued drill in verbs seems desirable.

(12 weeks of study does not admit a very exhaustive knowledge of verbs. J. C. J.)

Jan 1894

DEPARTMENT.

Romance.

Subject.

French I.
Autumn Quarter, 1893.

Instructor.
Julie Corsellis de Smet.

Institution.
(College or Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader. ---The work is fairly good, but the students seem to have done too little work in verbs.

(12 weeks of study does not admit a very exhaustive knowledge of verbs. J. J.)

DEPARTMENT.

Romance.

Subject.

French II.
Winter Quarter, 1893.

Instructor.
Julie Corsellis de Smet.

Institution.
(College or Preparatory Department).
Kenwood Institute.

Class.

Remarks by Reader. ---A creditable set of papers. Continued drill in verbs seems desirable.

Jan. 1899

DEPARTMENT.

ROMANCE.

Subject.

French III

Autumn Quarter, 1898.

Instructor.

Francis Robinson.

Institution

(College or Preparatory Department).

Kenwood Institute.

Class.

Remarks by Reader. ----- A good set of papers.

Jan. 1299

DEPARTMENT.

ROMANCE.

Subject.

French III

Autumn Quarter, 1898.

Instructor.

Francis Robinson.

Institution.

(College or Preparatory Department).

Kennwood Institute.

Class.

Remarks by Reader. --- A good set of papers.

DEPARTMENT.

Jan. 1899

English
Subject.
Rhet., Lit, & Reg. Classics.
Autumn Quarter, 1898.

Instructor.
F. N. Symmes.

Institution
(College or Preparatory Department)
Kenwood Institute.

Class.

Remarks by examiner.----Report approved,
L. T. Damon.

Remarks by Reader.---The high grades speak for themselves. There is one thing worth noticing - They are known "share and will". I note a general misapprehension about the East India Company (see final question). The most common errors are in the correction of the tangled sentences. E. B. Foster
(L).

DEPARTMENT.

German
Subject.
IA & B; II; III
Autumn Quarter, 1898.

Instructor
Frl. von Massow.
Institution
(College or Preparatory Department).
Kenwood Institute.
Class.

Remarks by Reader.---- The work of all these classes is very good.

Jan 1899

DEPARTMENT.

English
Subject.
Rhet., Lit. & Rec. Classes.
Autumn Quarter, 1898.

Instructor.
F. M. Symmes.

Institution
(College or Preparatory Department)
Kenwood Institute.

Class.

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I. T. Damon.

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the tangled sentences. E. B. Foster
(1).

DEPARTMENT.

German
Subject.
IA & B; III
Autumn Quarter, 1898.

Instructor
Frl. von Massow.

Institution
(College or Preparatory Department)
Kenwood Institute.
Class.

Remarks by Reader.----The work of all these classes is very good.

DEPARTMENT.

Jan. 1899

Science.Subject,
BiologyAutumn Quarter, 1898.Instructor
Alice E. Wadsworth.Institution
(College or Preparatory Department)
Kenwood Institute.Class

Remarks by Reader. The answers given to some of the questions show a good knowledge of the fundamentals. I should suggest that the questions for classes of younger students, such as these are, be more definite. The answer to question #2 is superficial and in #3 only one general fact is stated. In the treatment of #4 the most important facts are not mentioned. In one or two instances only is there an attempt made to describe the eyes of the grasshopper. The student is usually content with their location and number.

DEPARTMENT

HistorySubject
General History.Autumn Quarter, 1898.Instructor
Una McMahan.Institution
(College or Preparatory dept.)
Kenwood InstituteClass
No record.

Remarks by reader. Even Miss McMahan's *Success* with General History does not seem sufficient to justify the time spent upon it. It would better this quarter, for instance, if the time given to this class had been added to the work in Greek History which has covered substantially the same ground. Considered on its own merits, however, the work is very good.

DEPARTMENT.

Science.

Subject.

Biology

Autumn Quarter, 1898.

Instructor

Alice H. Wadsworth.

Institution

(College or Preparatory Department)

Kenwood Institute.

Class

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DEPARTMENT

History

Subject

General History.

Autumn Quarter, 1898.

Instructor

Una McMahon.

Institution

(College or Preparatory dept.)

Kenwood Institute

Class

No record.

Remarks by reader. Even Miss McMahon's success with General History does not seem sufficient to justify the time spent upon it. It would better this quarter, for instance, if the time given to this class had been added to the work in Greek History which has covered substantially the same ground. Considered on its own merits, however, the work is very good.

DEPARTMENT

Jan. 1899

History

Subject.

Greek History.

Autumn Quarter, 1898.

Instructor.

Una McMahan.

Institution.

(College or Preparatory Department)

Kenwood Institute

Class.

No record

Remarks by Reader.----This work shows careful drill and is very creditable on the whole, though there is a tendency to depend on tabulations and other memory helps to a greater extent than is usual with Miss McMahan's Classes.

DEPARTMENT

Mathematics

Subject.

Algebra.

Autumn Quarter, 1898.

Instructor.

Sarah B. Tunnickliff.

Institution.

(College or Preparatory Department)

Kenwood Institute.

Class

Remarks by Reader.----This set of papers shows hard, conscientious work, though the grades are mostly between 70 and 80. There was some confusion and misunderstanding of questions IV and VII and also on X. VII (a) has three solutions but only two were insisted on.

Jan 1899

DEPARTMENT

History
Subject.
Greek History.
Autumn Quarter, 1898.
Instructor.

Kenwood Institute
(College of Preparatory Department)

Class.
No record

Remarks by Reader.----This work shows careful drill and is very creditable on the whole, though there is a tendency to depend on tabulations and other memory helps to a greater extent than is usual with Miss McMahon's Classes.

DEPARTMENT

Mathematics
Subject.
Algebra.
Autumn Quarter, 1898.

Instructor.
Sarah B. Tunnick.
Kenwood Institute.
(College of Preparatory Department)

Remarks by Reader.----This set of papers shows hard, conscientious work, though the grades are mostly between 70 and 80. There was some confusion and misunderstanding of questions IV and VII and also on X. VII (a) has three solutions but only two were insisted on.

Telephone Oakland 394.

The Harvard School

Affiliated with the University of Chicago.

*John J. Scholinger,
John C. Grant, L.L.D.
Principals.*

4670 Lake Ave., Cor. 47th Street.

Chicago,

189

Telephone Catalogue 1911

The Harvard School

Affiliated with the University of Chicago

1000 Lakeside Drive, W. 11th St.

Chicago

John F. Kennedy
John F. Kennedy
John F. Kennedy

1911

Grant
The Harvard School

2101 Indiana Ave., Cor. 21st Street.

John J. Schobinger,
John C. Grant,
Principals.

Chicago, April 20, 1897.

Mo

My dear Sir:

The lease which gives us the Cassage property for three years has been signed. This property is on the northwest corner of Lake Ave. and 47th St., and contains something more than one and a half acres of land. The building is very large.

Please say nothing about this for a few days as we do not wish to have the matter brought to the attention of the public until we can prepare an announcement.

We shall be ready to confer with you in a few days. Yours very truly, John C. Grant.
Pres. Harper.

Shobinger
Gifts
Offered
may date
Shobinger
II: 19
Plan submitted to the President and Trustees of the University of Chicago (herein after called the University for convenience) by the Proprietors of The Harvard School, (hereinafter called the Proprietors for convenience).

Statement.

The Proprietors believe that the cause of education will be served by the establishment of an Academy of high grade and superior equipment, at some point south of 39th Street east of Grand B^d.

They believe that such an Academy should be an Academy of the University rather than one established by private enterprise.

They are confident that they can secure at least \$10,000 toward the establishment of such an Academy.

Offer. (On the part of the Proprietors)

In accordance with a suggestion made to them by President Harper

After consultation with the President and
the Committee of the University of Chicago (which
after called the University for Commerce)
the Proprietors of the University of Chicago
(which after called the Proprietors for com-
merce)

Statement

The Proprietors believe that the cause of
education will be served by the establishment
of an Academy of High Grade
and Superior equipment, at some point
south of 34th Street east of Grand St.
They believe that such an Academy
should be an Academy of the University
rather than one established by private
enterprises.
They are confident that the establishment
at least \$10,000 toward the establishment
of such an Academy.

Offer (for the purpose of the University)
In accordance with a suggestion
made to them by President Harper

and in order to facilitate the establishment of an Academy of the University as mentioned above, the Proprietors hereby offer The Starward School, as a gift, absolutely, to the University of Chicago.

The net annual income of The Starward School for some years has averaged \$10,000.

The Proprietors further agree to secure, before January 1st 1893, for the University, gifts the total value of which shall not be less than \$10,000, for the purpose of starting the Academy of the University in the district south of 39th Street and east of Grand Boulevard.

Offer (On the part of the University.)

The University offers to establish an Academy of the University at some place south of 39th Street and east of Grand B^d, within the city limits, which Academy shall contain among other things, a School for Boys and a School for Girls.

and in order to facilitate the establishment
of an Academy of the University of Chicago
the Board of Trustees has offered the University of Chicago
to the University of Chicago.
The first annual conference of the
University of Chicago has been held

\$10,000
The Board of Trustees further agree to make
before January 1, 1893, for the University,
gift the total value of interest and
not less than \$10,000 for the purpose
of starting the Academy of the University
in the district south of 34th Street and west
of Grand Boulevard.

Offered on the part of the University.
The University agrees to establish an Academy
of the University at some place south of 34th
Street and west of Grand Boulevard within the city
limits, which Academy shall contain among
other things a school for boys and a school
for girls.