

# The Harvard School

Affiliated with the University of Chicago

John P. Schobinger, 4670 Lake Avenue, Chicago, Ill.

John C. Ward, P.P.

W. H. Moore

Chicago Oct 24<sup>th</sup> 1902

October 30th, 1902.

President Wm R. Harper (16)

Dear Sir

Inclosed you will

find our check for \$500.00

I have received your letter of October  
25<sup>th</sup> 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.

to the full \$500, which with the  
previous check of the same amount  
makes \$1000<sup>00</sup>.

You will be pleased to hear  
that we have just enrolled our 173<sup>rd</sup>  
boy. To you have written no other  
places for them. Last year the average  
attendance was 4670 Lake Ave., Chicago.

Sincerely yours

J. J. Schobinger  
(over)

# The Harvard School

Affiliated with the University of Chicago.

Johringer,  
Grant, LL.D.  
Principals:  
G. D. [unclear]

4670 Lake Ave., Cor. 47<sup>th</sup> Street.

Chicago, Oct 24<sup>th</sup> 1902

President W<sup>m</sup> R. Harper (16)

Dear Sir

I inclosed you will find our check 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 got each his full \$4000, and that therefore you are entitled to the full \$500, which with the previous check of the same amount, makes \$1000<sup>00</sup>.

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

Sincerely yours

J. J. Johringer  
(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 Sch.

*Revolution*  
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,

Mr. John G. GRANGE

Kennebunk Institution, 40 Kittery Street, Kennebunk, Maine.

My dear Mr. GRANGE:

The A. H. F. meeting to discuss my Cooperative goods  
at the University was not well attended this year, but owing  
to the absence of a committee it was decided to have a  
general discussion at the meeting. It was decided to have  
make this meeting a brief one and a general discussion by our  
members on Sunday afternoon. It was voted to have a brief  
time speech at the meeting, upon application with a  
short statement before from the County and District  
of the State of Maine "good to be done" by the  
University at large, and it will be for the  
University to do the same. We  
will have kindly give the matter your immediate  
attention to the letter of application which  
you will receive from the University  
of the State of Maine. Please understand that if the  
explanations above will be presented only members of the  
University and Cooperative goods. It would be extremely  
proper if you think best to have the whole subject of a  
short time as the meeting.

Yours very truly

# The Harvard School

Affiliated with the University of Chicago

John J. Ober  
John C. Grant  
A. H. Butts

1670 Lake Avenue, Chicago December 21st, 1900.

Chicago December 19th, 1900?

My dear Sir:

Mr. John C. Grant,  
4670 Lake Avenue, Chicago.

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, 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.

William R. Harper, President, one hundred and fifty (150) shares;

I remain  
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.

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

ul 394.

# The Harvard School

Affiliated with the University of Chicago.

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

4670 Lake Ave., Cor. 47<sup>th</sup> Street.

Chicago, December 19th, 1908?

W ②  
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.

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.  
Yours very truly,  
To President William R. Harper.  
University of Chicago.

John C. Grant

December 1st, 1900.

My dear Sir:-

In accordance with my somewhat recent correspondence with you in regard to the Illinois School Association, I beg leave to state that Miss Butts has submitted to me a check in the Illinois School Association, and my return for all the services of stock in the Kenwood Institute.

The Illinois School Association, as now organized, consists of William R. Hinsber, President, one hundred and fifty (150) shares; J. L. Schoppeiner, Secretary, two hundred and twenty-five (225) shares; John C. Gust, Treasurer, two hundred and twenty-five (225) shares; F. G. T., six hundred (600) shares. Under the circumstances it will probably be wise to reduce the capitalization.

Kenwood Institute consists of William R. Hinsber, Presi-  
dent, fifty (50) shares; Miss Butts, Vice-President and Treas-  
urer, eighty-nine (89) shares; John C. Gust, Secretary, one (1)  
share. The deficit of this institution, which I will exhibit at  
some interview, etc., I believe, such as will prove entirely satis-  
factory to all concerned.

I enclose herewith, certifying to stock, #18, Kenwood  
Institute, fifty (50) shares, in favor of Wm. R. Hinsber.  
Yours very truly,  
John C. Gusto.  
To President William R. Hinsber.  
University of Chicago.

The Harvard School *Grant*  
2101 Indiana Ave., Cor. 21st Street.

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

Chicago, Nov. 2<sup>nd</sup>, 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 Elphant.

Bret Storer.

the first time I have seen it  
I am very much interested in it  
and am sending you a copy  
and some information about it  
which you will find in the  
first page of my letter to you  
in which I told you about it  
and also in the second page  
of my letter to you in which  
I told you about it.

Telephone Oakland 394.

# The Harvard School

*F. J. Muller*  
*Grant*

Affiliated with the University of Chicago.

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

1670 Lake Ave., Cor. 47<sup>th</sup> Street.

Chicago,

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~~Board of  
Education  
of the City of Chicago~~

July 1877

John L. Hancock, Jr.

Proprietor of the Standard Office

and Standard News

Opinion

Standard  
CCC and  
Advertiser

2d.

Yours  
John L. Hancock, Jr.  
July 1877

# The Harvard School

Affiliated with the University of Chicago.

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

4670 Lake Ave., Cor. 47<sup>th</sup> Street.

Chicago, January 18th,

189 9

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 much 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, ~~is it at all full,~~ <sup>but at no other time</sup> ~~is it at all full,~~ <sup>room</sup> ~~1~~ <sup>1</sup> No recitations are conducted, ordinarily, in this large room; but it is constantly in charge of a teacher, and is used as a study for pupils who are not in recitation. There are 8 regular recitation

Wadsworth College  
Albany, N.Y.  
Tuesday, January 18th, 1865.

Dr.

Tuesday, Jan.

January

Wadsworth  
College  
Albany, N.Y.

My Dear Sir:-

In accordance with your arrangement of last day I enclose

the following statement:

(1) REPORT. The labor market at Wadsworth is so

desperately made in a good district that I believe it is to know who

is to come, however, is something of a mystery. His report, however, is forming up now a

description of the place, and I think, on a very inadequate

knowledge of the conditions of his present

(2) NUMBERS, ROOMS, TRAVERS. There are 30 numbers

less than publics in a series (with seven others) situated

-wise as follows: The room here is except

-wise: 22 private publics (now vacancies) in a very high and full

room (now vacancies) in a large room; 22 intermediate publics (now vacancies)

here: 22 intermediate publics less good passage room; but even

this room is not open to visitors circulation. There are 145 publics

in the HIGHER DEPARTMENT. Their assembly room is about 80 ft

by 60 feet, and is one of the largest rooms to be found in Albany.

At present (3:30 P.M.) this room is nearly full.

There are 800 students in the congregation, ordinary.

is composed of a teacher, and is used as a school for

publics who are not in recitation. There are 8 teachers in recitation

that

rooms for the Higher Department, and 2 other rooms 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, Ceasar, 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.

1941. JUNE 1. 0.00000

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-

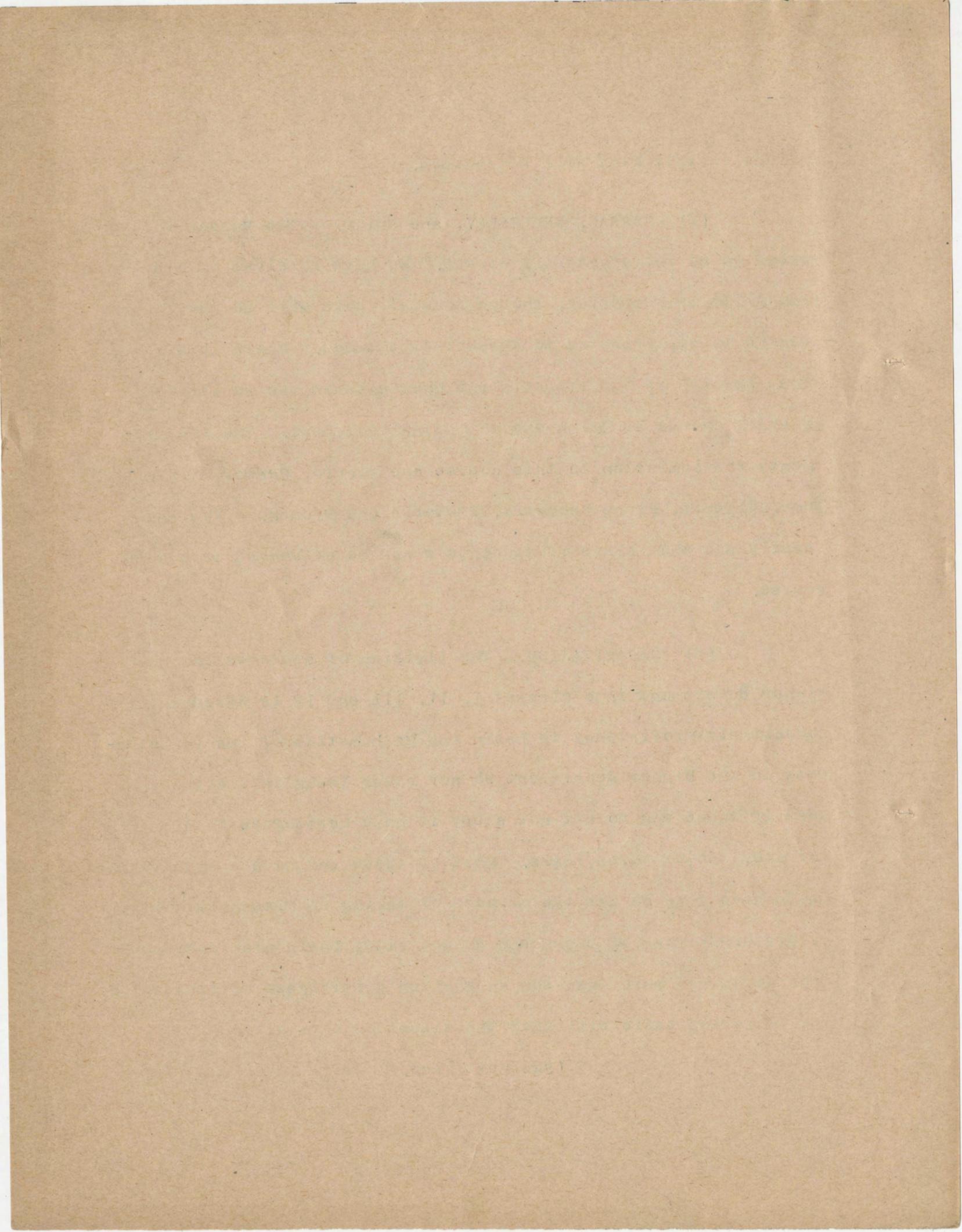
1850-1860

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*	Eng. Geog. Biol. Gram. Greek Hist. Latin Phys. Rhet. Design Trig.						
			Alg. Art. Bibl. phy. French	Arith. Art. Bibl. phy. French	Geog. Eng. Gram. Greek Hist. Latin	Latin	Phys. Rhet. Design	Trig.	
I	48	14 1/2	30	6	20	2	2	13	38
II	44	16	17	2	11	23	3	5	16
III	22	17	3	1	4	13	7	7	8
IV	28	18	4	14	1	2	12	5	4
Totals	142		54	6	14	4	17	68	15
									15
									15
									15

\* 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 <sup>III</sup> ~~3~~ and <sup>IV</sup> ~~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, Cesar, 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 <sup>are</sup> ~~were~~ certainly very gratifying, and at the same time very opportune.

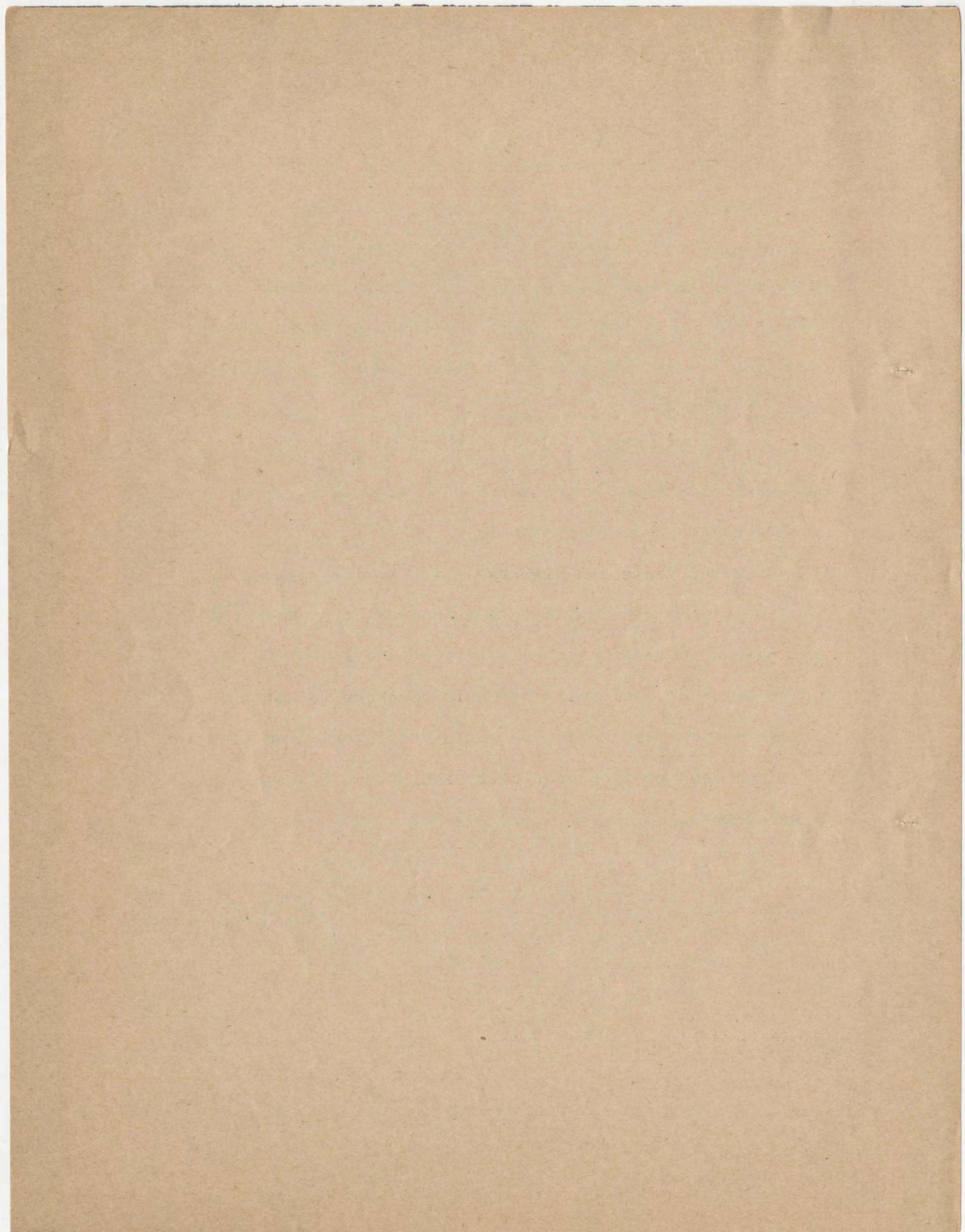
It is not necessary to give the first four, but  
those marked, except Germany, Italy,  
Russia, Poland, Little Russia, Cossacks,  
(Russia), Poland or the Kingdom of  
Hungary, Poles, Poles, Hungarians  
and Germans, Poles, Hungarians  
of both sexes.

(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.

*Post Card*  
Dear Mr. Miller:

Please Keweenaw baseball give no excuse for combining, say  
I think this last sport we have known to the member of the Board  
who may have need in group sport the work done there.

H. E. Sargent

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. Mal lory.

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.

803-1436

DEPARTMENT.

Greek

Supplement

Arabs, and Compositio-  
nals, 1828.

Intelligencer.

Mr. Tipperer

Institution.

(College or Prebisterial Department).  
Kentwood Intelligencer  
Class.

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

DEPARTMENT.

Lafayette

Supplement

Greece and Compositio-

Intelligencer

Jr. May 10th

Institution

(College or Prebisterial Department).  
Kentwood Intelligencer  
Class.

Remarks by Reader.----These institutions are in most cases noted.  
They supply suitable and well adapted as well as generally correct.  
The main subject discussion also more numerous with illustrations.  
In the writing of the Latin "at" "after" "thus" was the most gen-  
eral regions of course, though in respect to the above passage  
showed much greater want of the last of the skill.

DEPARTMENT.

Jan. 1899

Latin.

Subject.

Caesar and Composition.  
Autumn Quarter, 1890.

Instructor.

Mr. Tibbetts.

Institution.

(COLLEGE OR Preparatory Department).  
Kenwood Institute.

Class.

S

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, 1890.

Instructor

Mr. Tibbetts.

Institution.

(College or Preparatory Department.)

Kenwood Institute.

Class.

REmarks by ReadeThe-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".

*1931*

DEPARTMENT.

Iseli.

Supplies.

Casey and Compositors.  
Autumn Guest, 1931.

Instructor.

Mrs. Tipper.

Iseli fugitive.

(College of Prehistoric Dialect).  
Kernowood Iseli fugitive.

Class.

Remarks by Reader. --- The teacher with whom "Iseli" was reading  
had as "laborer to the supplies", "perfumes" as every thing put  
in successive boxes being some other such lasting substance  
of substances! messages seem very sparse and larger showing the  
impossibility of work was good, if the heavy work.

Plans for putting the bassines on the bobs. If saves time  
distribution of different texts.

DEPARTMENT.

Iseli.

Supplies.

Merger.

Autumn Guest, 1931.

Instructor.

Mrs. Tipper.

Iseli fugitive.

(College of Prehistoric Dialect).  
Kernowood Iseli fugitive.

Class.

Remarks by Reader - Teacher is Germanic College in mostly every  
case, put in the new bassine first the some things very a lesson  
from the text as to writing and showing very indecisive knowledge  
of forms and syntax.  
e.g. - the teacher with whom "Iseli" was reading "of 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.

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

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.

## ТИПЫ АЧД

• Robert

Digitized by srujanika@gmail.com

### • 1. Проверка

August 1898.

• ၁၀၃၁

The College of Saint Scholastica

• 10 अक्षयीयां

(College of Education Department Design).

Katimooq Ineffi<sup>g</sup>ate

### Class

seen to have gone too little work in verps.

Now we're going to start with  
introduction you see a timber  
log, where go I'm gonna

ДАРЫ МИРСА

• 901519

### Subject

BU TO

卷之三

## ANSWER

The Gospels of the Sages

## Conclusion

(College of Professional Responsibility).

## WEDDING INVITATION

CLASS

-----A sample set of bases. Continuing  
Resistor pa Resistor. ----A sample set of bases.  
diode in series with a diode.

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.

9931.10

DEPARTMENT

ROUNAUCHE

People

Hongkong III

Address: Gristler, 1888.

Magistrate

Police Commissioner

Janet's position

(College or Preparatory Department)

Kennwood Institute

Class

100% of the students

Housewife by herself. A good set of books.

1961-1962

1962-1963

1963-1964

1964-1965

1965-1966

1966-1967

1967-1968

1968-1969

1969-1970

1970-1971

1971-1972

1972-1973

1973-1974

1974-1975

1975-1976

1976-1977

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2019-2020

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

2025-2026

2026-2027

2027-2028

2028-2029

2029-2030

2030-2031

2031-2032

2032-2033

2033-2034

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2096-2097

2097-2098

2098-2099

2099-20100

DEPARTMENT.

Jan. 1899

E. glish

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; 11; 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.

July 1968

DEPARTMENT.

Gardens

Soldier

Ref., Title & Ref. Classes.  
Alfheim Gartner, 1888.

Institutions

L. H. Summary

Institutions

(College of Philanthropy Department)  
Kennicott Institute

Class.

Remarks by Reader. ---- Before adoption

of the title of T. Darrow.

Remarks by Reader. ---- The high classes asked for permissions. There is one fine work mentioned - that the town "share has all". I note a general dissatisfaction about the use of this name (see final decision). The most common effort is to give correction of the first of sentence. E. B. Losper (I).

DEPARTMENT.

Gardens

Soldier

IV & B; II; III  
Alfheim Gartner, 1888.

Institutions

H. von Hassow.

Institutions

(College of Philanthropy Department)  
Kennicott Institute

Class.

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

DEPARTMENT.

Jan. 1899

Science.

Subject,

Biology

Autumn Quarter, 1898.

Instructor  
Alice E. Wadsworth.

Institution  
(College or Preparatory Department)  
Kerwood 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

History

Subject

General History.

Autumn Quarter, 1898.

Instructor

Una McMahan.

Institution

(College or Preparatory dept.)  
Kerwood Institute

Class

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.

PP31.1988  
DEPARTMENT

Notes

Supply

Holiday

Autumn October, 1888.

Instructor

Miss E. Wadsworth.

Institution

(College of Presidents' Department)

Keweenaw Institute.

Class

Remarks by Teacher. The answers given to some of the questions show a good knowledge of the fundamentals. I should suggest that the best lesson for children, such as these, is to be more definite. The answer of question No. 2 is satisfactory but it is only one of many to be given. In the presentation of the most important topics the teacher should make use of two illustrations only at first in the class-room. The subject is usually confusing after a few lessons. The teacher should repeat the lesson and repeat.

DEPARTMENT

Holiday

Supply

General Holiday

Autumn October, 1888.

Instructor

Miss Morrison

Institution

(College of Presidents' Department)

Keweenaw Institute

Class

No record.

Remarks by Teacher. Dear Miss Morrison, a woman with General Holiday does not seem suitable for this time when upon it If money better fits a district, for instance, if it fits this year to this class had been asked to give work in Greek History which was covered especially the same country. Considered on its own merit, 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. Tunnicliff.

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.

DEPARTMENT

Hislopia  
Supp. Leaf.  
Groek Hislopia  
Alfalfa      Ginseng, 1868.  
Insecticide.  
This is no poison.  
Insecticide.  
(College of Physicians & Dentists)

Keweenaw Insecticide

Class.  
No Record

Remarks by Reader.----This work shows clearly that it is very  
 characteristic of the work, though there is a tendency to develop a  
 classification and other memory helps to a greater extent given in  
 many ways. Miss Morrison's class.

DEPARTMENT

Mitremesia  
Supp. Leaf.  
Alfalfa.  
Yugurhi      Ginseng, 1868.

Insecticide.  
Sally B. Turney.

Institution.  
(College of Physicians & Dentists)

Keweenaw Insecticide.  
Class

Remarks by Reader.----This set of books shows great conscientious  
 work, though the titles are mostly Persian 30 and 80. There was  
 some confusion and misinterpretation of chapters VI and VII and  
 also on X. VII (a) has little significance but only two were listed  
 and one.

Telephone Oakland 394.

# The Harvard School

Affiliated with the University of Chicago.

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

4670 Lake Ave., Cor. 47<sup>th</sup> Street.

Chicago,

189

Inde mirem  
vixit

quoniam Reges nulli dicitur beatissimi

Inde mirem  
vixit

quoniam

imperiale Reges  
XXXI mirem  
vixit

ad.

*Grant*  
The Harvard School

2101 Indiana Ave., Cor. 21st Street.

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

Chicago, April 20, 1897.

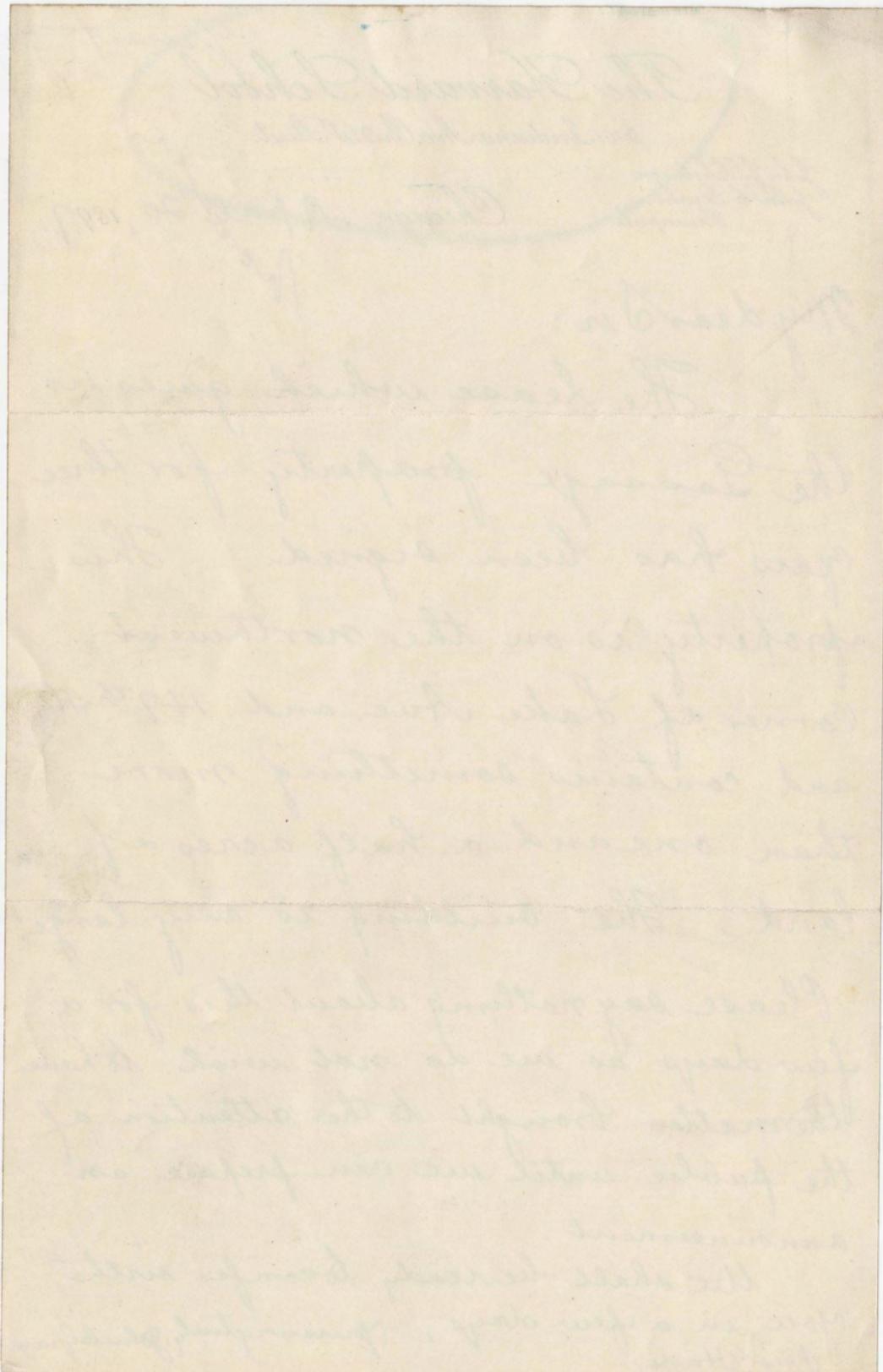
No

My dear Sir:

The lease which gives us the Gossage property for three years has been signed. This property is on the northwest corner of Lake Ave. and 47<sup>th</sup> 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.



II:19

~~D. L. G. / D. L. G. / D. L. G. / D. L. G.~~  
~~Offered~~  
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 con-  
venience).

### 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

the number of the most difficult problems and  
most) applied to themselves. All the extensive  
(extensive of) problems all the difficulties  
would become the problem of the first  
one of which is the problem of the first

### Answers

is now the most difficult problem of the  
order of the second and third order  
many parts of which are now known  
but still the main part of which has  
not been done. The type of these  
problems is now well known with  
numerous and the problem is now well known  
of which. the number of the most difficult  
problems will be distinguished from the  
number of the second 600,000 to 700,000  
problems are now known to

be solved and solved all the problems  
undergoes a more or less process of  
selection based on the nature of their

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

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

The Proprietors further agree to secure,  
before January 1<sup>st</sup> 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 39<sup>th</sup> 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 39<sup>th</sup>  
Street and east of Grand St, within the city  
limits, which Academy shall contain among  
other things, a School for Boys and a School  
for Girls.

undoubtedly all thinking of action in time  
would find itself at present, as to  
what course it would take, bound  
within very limited bounds by its  
present knowledge of circumstances all of  
which are unforeseen & unseen.

Suppose that we have a sum of \$100,000  
more than enough to meet immediate  
expenses all of which will be met by  
these funds so that what will be left  
over will all go toward meeting the  
present & future expenses of the  
Government all of which will be met by  
these funds. Then there will be  
left over a sum of \$100,000.

(diminishing as you go along)  
and this, with the other expenses of  
the Government, will be met by the  
present & future expenses of the  
Government, which will be met by  
the same amount of money as was  
left over at the end of the first year.