Carman

LEWIS INSTITUTE,

CHICAGO.

G. N. CARMAN, DIRECTOR.

May 25, 1897.

92

Dear Dr. Harper:--

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

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

Yours very truly,

G. N. Carman

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G. H. GARMAN, DIRECTOR.

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

Yours very truly,

H. H. Garman

Conspectus of Admission and Junior College Groups.

For Degree of A.B.

	Admission	Junior Colleges	Totals
Latin	4 units (8 college majors)	3 majors	11 majors
Greek	3 " (6 " ")	3 "	9 "
Mathematics	3 " (6 " ")	2 "	8 "
English	2 " (4 " ")	3 "	7 "
History	2 " (4 " ")	"	4 "
Physics	1 " (2 " ")	"	2 "
French and German		5 "	5 "
Elective	"	2 "	2 "
	15 " 30 " "	18 "	48 "

For the Degree of Ph. B.

	Admission	Junior Colleges	Totals
Latin	4 units (8 College majors)	3 majors	11 majors
Mathematics	3 " (6 " ")	2 "	8 "
English	2 " (4 " ")	3 "	7 "
History	2 " (4 " ")	2 "	6 "
Physics	1 " (2 " ")	Science 2 majors	4 "
French or German	3 " (6 " ")	3 majors	9 "
Elective	"	3 "	3 "
	15 " 30 " "	18 "	48 "

For the Degree of S. B.

	Admission	Junior Colleges	Totals
Latin	2 units (4 college majors)	3 majors	7 majors
Mathematics	3 " (6 " ")	3 "	9 "
English	2 " (4 " ")	3 "	7 "
History	2 " (4 " ")		4 "
German or French	3 " (6 " ")	3 "	9 "
Science	3 " (6 " ")	3 "	9 "
Elective	"	3 "	3 "
	15 " 30 " "	18 "	48 "

Conspectus of Admission and Junior College Groups.

For Degree of A.B.

	Admission	Junior Colleges	Totals
Latin	4 units (8 college majors)	3 majors	11 majors
Greek	3 " (6 " ")	3 "	9 "
Mathematics	3 " (6 " ")	2 "	8 "
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History	2 " (4 " ")	"	4 "
Physics	1 " (2 " ")	"	2 "
French and German		5 "	5 "
Elective	15 " 30 " " "	18 " 2 "	48 "

For the Degree of Ph. B.

	Admission	Junior Colleges	Totals
Latin	4 units (8 College majors)	3 majors	11 majors
Mathematics	3 " (6 " ")	2 "	8 "
English	2 " (4 " ")	3 "	7 "
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Physics	1 " (2 " ")	Science 2 majors	4 "
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Latin	2 units (4 college majors)	3 majors	7 majors
Mathematics	3 " (6 " ")	3 "	9 "
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Carman

LEWIS INSTITUTE,

CHICAGO.

G. N. CARMAN, DIRECTOR.

October 24, '96.

32

President Wm. R. Harper,

University of Chicago, City.

Dear Dr. Harper:--

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

Yours very truly,

G. N. Carman

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G. N. Carman

Carman

Lewis Institute,

Chicago, Ills., Oct. 2, '96.

WR

Dear Dr. Harper:—

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

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

Lewis Institute,

Chicago, Ills., Oct. 3, '98.

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

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

Yours very truly,

G. N. Carman

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Yours very truly,

W. C. Brown

LEWIS INSTITUTE,
CHICAGO.

G. N. CARMAN, DIRECTOR.

Carman

Pres. Wm. R. Harper

(36)

November 9, '96.

Dear Sir:--

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

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

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

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

Yours truly,

G. N. C a r m a n.

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Yours truly,

G. N. C a r m a n.

Carman

580 Washington Blvd.
Chicago Dec 10 '95

Dear Dr. Harper

I feel that headway was made in our interview with Judge Kohlsaat last Saturday in the light of his attitude at the outset. I am more than ever impressed with the desirability of reaching, at as early a date as possible, a definite understanding.

It would seem that there is now nothing in the way of arranging six grand courses that will prepare students for all

appointment on the Board of Managers would be satisfactory to him and that he would do what he could to get the other trustees to agree to it.

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

Yours truly
W. T. Carman

University College courses. This has seemed to me from the first the most essential part of the program, and to be for the advantage of the University as well as Lewis Institute. If there cannot be reasonable assurance that the University will recognize the work of the last two years as equivalent to the Academic College work done at the University, I am inclined to hesitate about the wisdom of our arranging for such Jr. years' courses at all, confining ourselves instead to courses in mechanic and industrial arts and Commerce. However I see nothing now in the way of your bringing forward for discussion the articles of affiliation, a copy of which you handed me sometime ago, filling in article 8 to read "The Institute to appoint the President of the University as one of the Board of Directors or Managers."

In my conversation with the Judge after I left you last Saturday he gave me to understand that your

Carman

Copy of my letter to Butler

OK

1580 Washington Boul.
Chicago, March 20 '96

Dear Butler

I hardly know what to think of your letter of March 17. If you think of me as your letter indicates it is certainly well that you are not to be one of the instructors in an institution that I have charge of. I shall not defend myself against the charges you make against me for I am sure you have no grounds for making them.

I do not know what you mean by asking me to leave the matter open till April 3. I shall certainly be willing to talk with you at that time and do what I can to put you right where ~~I am sure~~ surely you are mistaken. Dr. Harper will doubtless do likewise.

Yours truly
H. K. Carman

Chicago, March 20, [illegible]

Dear Mr. [illegible],

[illegible]

[illegible]

[illegible]

(Carman)

File
under Carman

Memorandum of Agreement

between

The Lewis Institute & The University of Chicago.

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

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

~~2xxxThexmxmxbxrshipxofxthexfaculties~~

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

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

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

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

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6. The University to grant two scholarships affording free tuition for three years to students who shall have entered the University after completing the preparatory work of the Institute, and two scholarships of two years to students who shall have entered the University after completing the work of the Academic College.

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

8. The Institute to appoint the President of the University

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

10. The University to grant free tuition for residence work in the Graduate Schools to all instructors in the Institute on regular salary.

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Carman

St. Paul, Minn. July 6, 1893

Dear Dr. Harper;-

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

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

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

Yours faithfully

Samuel G. Smith

President of the Board of School Inspectors.

St. Paul, Minn. July 6, 1888

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Yours faithfully

Pres. C. Wheat

President of the Board of School Inspectors.

Carman

MEMORANDUM OF AGREEMENT BETWEEN MR. CARMAN AND WILLIAM R. HARPER.

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

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

Agreed to
George N. Carman

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Edward H. Garman
Wm. R. Harper

Address all communications to the Company.

OTIS ELEVATOR COMPANY

ALL AGREEMENTS SUBJECT TO STRIKES, ACCIDENTS OR OTHER CAUSES BEYOND OUR CONTROL

159 LA SALLE ST., CHICAGO.

GRAND PRIX AND GOLD MEDAL PARIS EXPOSITION, 1900.

April 30th, 1903.

Dr. William R. Harper,

University of Chicago.

My dear Doctor:-

I am in receipt of yours of April 29th.

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

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

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

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

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

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5M. Form 34. 1-12-1900.

OTIS ELEVATOR COMPANY

anxious that the work should go on very much as it has in the past.

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

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

With kind regards, I am,

Yours truly, John A. Roche

OTIS ELEVATOR COMPANY

W.R.H. -2- 4/30/'03.

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Yours truly,

April 29th, 1903.

Mr. John A. Roche,

159 LaSalle St., Chicago.

My dear Mr. Roche:-

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

I can see how embarrassing it will be for all concerned to have me take a strong position in opposition to this matter. As you perhaps already see, I feel the case to be of serious importance. I am therefore writing to ask whether you will consent to sit down with me for an hour, perhaps sometime Sunday, to talk the whole matter over. I have thought that it would be better for me to express my views to you personally and then not bring it up at the board meeting at all, for it looks as if the matter were practically settled.

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I am going down to St. Louis to-night (Tuesday), but will be back Friday morning and will have all the time necessary at my command from Friday to Monday. Will you please regard the contents of this letter as confidential?

Yours very truly,

I am going down to St. Louis to-night (Tuesday), but will be back Friday morning and will have all the time necessary at my command Saturday to Monday. Will you please regard the contents of this letter as confidential?

Yours very truly,

Carman

LEWIS INSTITUTE,

CHICAGO.

G. N. CARMAN, DIRECTOR.

April 9, 1898.

President Wm. R. Harper,

University of Chicago, Chicago.

Dear Dr. Harper:--

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

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

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

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

LEWIS INSTITUTE,
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LEWIS INSTITUTE,
CHICAGO.

G. N. CARMAN, DIRECTOR.

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Yours very truly,

G. N. Carman

I will do all right. I think by doing so and taking more exercise,

Yours very truly,

A. A. Ommen

DEMIS INSTITUTE
CHICAGO
A. A. OMMEN, DIRECTOR

O.K.
H.P.J.

E. J. Miller

I have read Rowland's circular and think that it is admirably suited as. I have no suggestions to make in addition. H.P.J.

Circular of Information

of

The Lewis Institute.

Chicago

1896

Calendar for 1896 - 97.

1896.		
Mar. 17 - 20	Tues. to Fri.	First Examinations for Admission.
June 16 - 19.	Tues. to Fri.	Second Examinations for Admission.
Sept 15 - 18.	Tues. to Fri.	Third Examinations for Admission.
Sept. 28.	Monday.	First Term of Autumn Quarter begins.
Nov. 6.	Friday.	First Term of Autumn Quarter Ends.
Nov. 9.	Monday.	Second Term of Autumn Quarter begins
Nov. 26.	Thursday.	Thanksgiving Day; a holiday.
Dec. 18.	Friday.	Second Term of Autumn Quarter ends.
1897.	_____	Holiday Recess of two weeks.
Jan. 4.	Monday.	First Term of Winter Quarter begins
Feb. 12.	Friday.	First Term of Winter Quarter ends.
Feb 15	Monday	Second Term of Winter Quarter begins
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Apr. 4.	Monday.	First Term of Spring Quarter begins.
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May 17.	Monday.	Second Term of Spring Quarter begins
June 25.	Friday.	Second Term of Spring Quarter ends.

Trustees.

John A. Roche, President,

Christian C. Kohlsaat, Vice President,

John McLaren, Secretary and Treasurer.

Board of Managers.

John A. Roche,

Christian C. Kohlsaat.

John McLaren.

William R. Harper.

Albert G. Lane.

Thomas Kane.

George N. Carman.

List of Instructors.

George Noble Carman, A.B. Director.

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

Associate Professor of Mathematics.

Assistant Professor of English.

Assistant Professor of History.

Assistant Professor of Physics.

Assistant Professor of Drawing.

Assistant Professor of Machine Work.

Assistant Professor in Commerce.

Assistant Professor in Modern Lang.

Assistant Professor in Ancient Lang.

Instructor in Mathematics.

Instructor in Mathematics.

Instructor in English.

Instructor in History.

Instructor in Chemistry.

Instructor in Physiography.

Instructor in Drawing & Shopwork.

Instructor in Cooking.

Instructor in Sewing.

Instructor in Modern Languages.

Instructor in German.

Instructor in Latin.

Lewis Institute.

Historical Sketch.

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

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

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

Location of the Institute.

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

several lines of surface cars, and the Lake Street and Metropolitan Elevated roads ~~in the immediate vicinity~~.

The Buildings and their Appointments.

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

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

Aim and Scope of Work.

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

Tuition.

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

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

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

I. Admission.

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

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

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

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

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

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

The Course of Study.

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

1. The Preparatory Division.

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

2. The Academic Division.

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

3. The Collegiate Division.

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

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

I. The Science Group.

In this Group of studies, special emphasis is placed on mathematics, natural science, and modern languages, as a preparation

for advanced work in general science, engineering, and architecture.

2. The Technology Group.

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

3. The Arts Group.

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

4. The Commerce Group.

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

Common to all Groups.

Throughout the entire Course, instruction is given in English and history. The instruction in English is designed to train ~~the student's~~ their powers of expression so that they can say what they have to say in appropriate language, ~~and~~ to interest ~~them~~ the students in what is best in the world's literature. The instruction in history is designed primarily as a means of education in intelligent citizenship.

OUTLINE of COURSE of STUDY and TIME SCHEDULE.

Groups	8 or 8:30 to 10 A.M.	10to1130 or 12 M.	11:30or12 12:30 or 1	12:30 or 1 to 2:30 P.M.	2:30 to 4 4:30 P.M.
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For All Groups	English and History	Mathematics		German or Latin	Geography and Man'l Exer.
	Preparatory Division			Second Year	
For All Groups	Geography and Man'l Exer.	English and History	Intermis-sion	Mathematics	German or Latin
	Academic Division			First Year	
Science and Technology	Physics	Mod. Lang. or Latin	for	English and History	Mathematics and Man'l Exer.
Arts and Commerce	Mod. Lang. or Greek	Physics		Latin	English and History
	Academic Division			Second Year.	
Science and Technology	English and History	Mathematics and Man'l Exer.	Luncheon	Mod. Lang. or Latin	Chemistry
Arts and Commerce	Mathematics	English and History	and	Latin	Mod. Lang. or Greek
	Collegiate Division			First Year	
Science	Chemistry	Mathematics		English and Hist.	Mod. Lang. or Latin
Technology	Wood and Metal-Work			Chemistry	Math. and Drawing
Arts	English and Hist.	Latin or Greek	Recreation	Mathematics	Mod. Lang. or Latin
Commerce	Com'lHist. Geog.	Chemistry		Modern Languages	Accounting Corresponde
	Collegiate Division			Second Year	
Science	Physics	Mod. Lang. or Latin		Mathematics	Drawing and Shop-Work
Technology	Mathematics and Drawing	Physics		Machine Construction	
Arts	Latin or Greek	English and Hist.		Mod. Lang. or Science	Elective
Commerce	Com'l Law and Finance	Accounting Correspondence		Commercial Products	Modern Languages.

File
Mrs Conner

Circular of Information

of

The Lewis Institute

Chicago

1896.

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1896		
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John A. Roche, President,

Christian C. Kohlsaat, Vice President,

John McLaren, Secretary and Treasurer.

Board of Managers.

John A. Roche,

Christian C. Kohlsaat,

John McLaren,

George N. Carman.

William R. Harper,

Albert G. Lane,

Thomas Kane,

Statutes of the Institute.

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

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

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

4. Institute Council. The Institute Council consists of Director, Professors, Associate Professors, and Assistant Professors of the Institute, and such other Institute officials as the Board of Trustees may appoint members of the Council.
It is the function of the Council to consider questions which concern all departments of the Institute, and questions of Institute policy.

Schedule of Salaries.

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

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

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

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

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

List of Instructors.

George Noble Carman, A.B. Director.

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

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Assistant Professor in Commerce.

Assistant Professor in Modern Language

Assistant Professor in Ancient Language

Instructor in Mathematics.

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Instructor in English.

Instructor in History.

Instructor in Chemistry.

Instructor in Physiography.

Instructor in Drawing & Shopwork.

Instructor in Cooking.

Instructor in Sewing.

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Instructor in Latin.

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The Course of Study.

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

4. The Commerce Group.

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

The Course of Study.

The Course of Study of Lewis Institute begins where the grammar school leaves off, and is designed to prepare its students, either to engage at once and successfully in some useful occupation, in which they can earn an honest living, or to carry on their studies in some higher educational institution. It is so planned as to help each student find out what he is good for, so that when he has completed his work in the Institute he will know what to do next.

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

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

The instruction is both general and technical. Special emphasis is placed on general instruction as a foundation for students who are making preparation for advanced university, professional and engineering Courses; whereas, for all others, the instruction becomes more and more technical as the student advances in the Course, thus serving as a special preparation for future lines of activity.

Recognizing the fact that many boys and girls are obliged to leave school and to earn their living at the time when others more fortunate may enter upon the Course of Study herein outlined, provision will be made by night instruction for such as work during the day, to enable those who take advantage of ~~it~~ such instruction to continue their education where it was interrupted when they left school, and to perfect themselves in the work in which they are engaged.

OUTLINE of COURSE of STUDY and TIME SCHEDULE.

Groups	8 or 8:30 to 10 A.M.	10to1130 or 12 M.	11:30or12 12:30 or 1	12:30 or 1 to 2:30 P.M.	2:30 to 4 4:30 P.M.
	Preparatory Division		———	First Year.	
For All Groups	English and History	Mathematics		German or Latin	Geography and Man'l Exer.
	Preparatory Division			Second Year	
For All Groups	Geography and Man'l Exer.	English and History	Intermission	Mathematics	German or Latin
	Academic Division			First Year	
Science and Technology	Physics	Mod. Lang. or Latin	for	English and History	Mathematics and Man'l Exer.
Arts and Commerce	Mod. Lang. or Greek	Physics		Latin	English and History
	Academic Division			Second Year.	
Science and Technology	English and History	Mathematics and Man'l Exer.	Luncheon	Mod. Lang. or Latin	Chemistry
Arts and Commerce	Mathematics	English and History	and	Latin	Mod. Lang. or Greek
	Collegiate Division			First Year	
Science	Chemistry	Mathematics		English and Hist.	Mod. Lang. or Latin
Technology	Wood and Metal-Work			Chemistry	Math. and Drawing
Arts	English and Hist.	Latin or Greek	Recreation	Mathematics	Mod. Lang. or Latin
Commerce	Com'l Hist. Geog.	Chemistry		Modern Languages	Accounting Corresponde
	Collegiate Division			Second Year	
Science	Physics	Mod. Lang. or Latin		Mathematics	Drawing and Shop-Work
Technology	Mathematics and Drawing	Physics		Machine Construction	
Arts	Latin or Greek	English and Hist.		Mod. Lang. or Science	Elective
Commerce	Com'l Law and Finance	Accounting Correspondence		Commercial Products	Modern Languages.

Outline of Course of Study and Time Schedule.

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

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

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

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

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

What is most distinctive of the laboratory method is that the students work out their problems for themselves, being supplied with whatever material is needed for this purpose, under the guidance of the teacher, who gives such directions as may be necessary

that their manipulations may be skilful, their observations accurate, and their inferences logical. Subsequently the teacher tests the work of his students by determining their ability to give intelligent expression to what they have done and seen and reasoned out for themselves. The text-book is but an aid to the teacher in giving direction to the work of the student.

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

In mathematics results have been successful to the extent that this method has been followed.

Foreign languages are not to be mastered by learning the grammar by heart nor by laboriously thumbing the dictionary, but by much reading and speaking of the language under a teacher who reads it and speaks it with his students until they become familiar with it. The best results are secured not by assigning to students brief passages which they ~~laboriously~~ study out at home by themselves, but by much sight reading which they do under the direction of a skilful teacher.

No subject of study should do more to make intelligent men and women, with broad sympathies and interests, than history; but in no direction has failure been more marked and lementable than in the endeavor to awaken an intelligent interest in history by assigning to students pages of dry and uninteresting or incomprehensible text-books, for them to memorize and give back to the teacher in recitation. Here again students succeed, not by memorizing brief compendiums, but by much reading of what they are interested in. A library of well selected histories is the laboratory in which the student of history should do most of his work.

What is true of history is true of English, so far as appreciation and love of literature is concerned, and when it comes to composition, the teacher may spend weary and unprofitable hours in correcting papers outside of school, when much less time spent in pointing out errors in the student's presence would give more satisfactory results. It is also as important that students should write and speak in the presence of the teacher, that is, solve their problems of expression, whether spoken or written, under the teacher's direction as that their errors should be corrected under similar favorable conditions.

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

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

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

The Departments of Instruction.

The following Departments of Instruction have been organized:

I. The Department of English and History.

II. The Departments of Mathematics.

III. The Department of Natural Science.

IV. The Department of Drawing and Design.

V. The Department of Industrial Arts.

VI. The Department of Foreign Languages.

VII. The Department of Commerce.

The Courses of Instruction.

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

I. The Department of English and History.

Officers of Instruction.

Assistant Professor of English.

Assistant Professor of History.

Instructor in English.

Instructor in History.

Introductory.

It is believed that the more closely History and English are connected the better it will be for both, as attention may well be paid to neat form and correct use of English in the large field for written as well as spoken practice afforded by History. This coordination of History and English is effected by requiring of all regular students continuous work for four years, in which the Courses in History and English alternate, each Course making preparation for subsequent work. The instruction in English is designed

designed to interest the students in what is best in the world's literature, and to train their powers of expression so that they can say what they have to say in appropriate language. The instruction in History is designed primarily as a means of training the judgment and making intelligent citizens.

Courses in English and History. Preparatory Division.

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

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

4, 6, History of Rome. The Republic and Empire, and Teutonic outgrowths, to 800 A.D. (Two quarters.)

Courses in English and History. Academic Division.

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

8. History of France, to be so taught as to elucidate the general movement of of mediaeval and modern history.

10. History of England, with special reference to social and political development.

12. American History, with the elements of Civil Government. The origin and development of the government and institutions of the United States.

Courses in English and History. Collegiate Division.

13. Rhetoric and English Composition. Class-room instruction, short themes, and exercises.

14. English Literature. A general course in English masterpieces, arranged according to the greater periods of English Literature History.

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

17. English Composition. Advanced course, Lectures and recitations. Private consultations for criticism of papers.

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

19. The Modern Period. An outline study of the history of Europe from the Reformation.

III. The Department of Natural Science.

Assistant Professor of Physics.

Assistant Professor of Physiography.

Instructor in Chemistry.

Instructor in Domestic Science.

IV. The Department of Drawing and Design.

Assistant Professor of Drawing and Design

Instructor in Mechanical Drawing.

Instructor in Domestic Arts.

V. The Department of Industrial Arts.

Assistant Professor of Mechanic Arts.

Instructor of Mechanical Drawing.

Instructor in Domestic Arts.

VI. The Department of Foreign Languages.

Assistant Professor of Foreign Languages.

Instructor in German.

Instructor in French.

Instructor in Latin and Greek.

Assistant in Latin.

VII. The Department of Commerce.

Assistant Professor of Commercial Law and History.

Assistant Professor of Geography.

Instructor in French.

Instructor in German.

Assistant in Commercial Arithmetic.

Assistant in Stenography & Typrwrit'g