

clearly for all work now being done by the high schools -- except that in Domestic Economy. Where this has been introduced, and where it is likely to be introduced, there seems to be a feeling either that the better prepared women will not undertake this work (which may in part be true), or that there are not enough women with collegiate or equivalent training who are looking in this direction (which is probably more nearly true than the other statement), or that the work in Domestic Economy can be taught by almost any one who has had even high school training -- which is probably the more general thought. But if this work is to be undertaken in a dignified or worthy way, and that is surely coming sooner or later and the sooner we accept it the better for all concerned, then some general preparation for this ought to be offered in all colleges open to women, and both general and technical training should be offered by normal schools of every grade. This does not mean that such colleges must establish definite courses in Domestic Economy -- and especially it does not mean that they need take up technical or laboratory training. This latter the young women who desire to teach Domestic Economy must get at the high-grade normals, or elsewhere.

In this connection I wish to emphasize again a thought which I have tried to advance at educational gatherings, many times: and that is, that we have gone so far in our specializing in higher education that we seem to have forgotten entirely the needs of those who ought to have a general survey of the ground, yet are never to become specialists. As illustration, college students of either sex ought to have such a general survey of chemistry and physics and biology as will enable them to read intelligently articles which appear in the current press and in the periodical literature of the day, without the necessity of either using a dictionary or reading blindly. This servicable information is also exactly what they need in their daily lives.

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A general knowledge of the geography of their interiors, picked up during the first session of their freshman year, and based upon such physiology as is taught in preparatory schools, is of infinitely more value to them than a minute and detailed course on the angleworm -- though the latter may be necessary to those who are to become expert biologists. I think you will see what I mean.

But if we can get these general courses in colleges and in high-grade normal schools, there is no reason why, through these, young women should not be reasonably well prepared for teaching Domestic Economy in the high schools -- except as to the technical side, which they must get either in the normals, or elsewhere.

Is there any real reason why such general courses may not be given in colleges and high-grade normal schools? Is there any objection to a little economic botany instead of a large amount of matter which students will rarely use and in which they can take but little interest? May we not have some applied biology, a term which I think you will understand, rather than minute and detailed examination of fundamentals? And cannot such institutions give a brief survey of general and organic chemistry with some little knowledge of volumetric analysis -- rather than the prolonged courses which are so often "required" to-day?

If college and normal graduates cannot read the simple popular bulletins of the scientific departments of the general government with interest and with reasonable understanding, of what earthly use are such bulletins to the public at large? But how can such graduates thus read unless they have the general training which I have briefly suggested?

Is not the educational need and demand for Domestic Economy such as to warrant both general and technical courses in the really worthy, up-to-date, normal schools? And if for any reason a normal cannot, or

A general knowledge of the geography of their interiors, picked up during the first session of their freshman year, and based upon such physiology as is taught in preparatory schools, is of infinitely more value to them than a minute and detailed course on the anglerworm -- though the latter may be necessary to those who are to become expert biologists. I think you will see what I mean.

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If college and normal graduates cannot read the simple popular bulletins of the scientific departments of the general government with interest and with reasonable understanding, of what earthly use are such bulletins to the public at large? But how can such graduates thus read unless they have the general training which I have briefly suggested? Is not the educational need and demand for Domestic Economy such as to warrant both general and technical courses in the really worthy, up-to-date, normal schools? And if for any reason a normal cannot, or

thinks it cannot, offer the strictly technical training, cannot it use the courses or classes in the local high school, or local technical school, where such courses or classes exist?

Even if technical courses in the high school are delayed, if this laboratory practice cannot be given, ought not the high schools to offer instruction covering the ethical and economic phases of these subjects -- courses similar to those which the colleges ought to give.

Further, ought we not to recognize in these general courses, at least, the close union of science and art? For instance, the ethics and economics of spending (buying, shopping, whatever you choose to call it) should be presented, of course: but ought we not to add some instruction which will result in a recognition of and a feeling of responsibility for good color and good form, an ability to determine between that which is artistic and that which is not, that sort of taste which expressed as it would be by those who are spending (buying, shopping) would lead to more artistic production to meet this more artistic demand. Surely this would lend to life an interest which I think has very definite moral effect, which may even become a moral safeguard for a girl of high school age or upwards.

I hope you will be willing to write me about these things, to write me somewhat at length and in detail, and to write me matter which you are willing to have used in any discussion of this problem (no, I am not preparing anything for the press!) -- quoting directly from you. If there is anything you do not wish to have me quote, then kindly so indicate, or make it the subject of a special letter.

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(5)

If I may hear from you within one week from your receipt of this it will be very gratifying, and will help me greatly in some work which I am now undertaking -- but write me, in any event; later, if not convenient now.

With kindest regards, and with best wishes for the New Year,

Faithfully yours

James H. Connelley

If I may hear from you within one week from your receipt of
this it will be very gratifying, and will help me greatly in some work
which I am now undertaking -- but write me, in any event; later, if
not convenient now.

With kindest regards, and with best wishes for the New Year,

Faithfully yours

James M. Cannon

Item Removed For Exhibition

Item: Letter/note - 2 pgs

Book call number: _____

Archival collection information:

Name: Oliver Jones / Harper Burton Jordan / Admin Rec

Box number: 30

Folder: 30/4

Additional notes: 2 pgs First page of letter

Storage location: N: 70: 1: 1

Paged by: _____ Date: _____ Returned by: _____ Date: _____

Exhibition Title: Recipes...

Dates of Exhibition: April - June 2013

Exhibition Case/Location: _____

Matting and Mounting Notes

Dimensions:

Main: _____ H x _____ W x _____ D (inches), Parts: _____

Mount/Matting Sketches:

Condition Report Notes

General Observations:

Special Concerns:

Inspector: _____ Date: _____

Post-exhibit follow up notes: _____ Done: _____

(Personal)

JAMES H. CANFIELD
LEBANONIAN

Columbia University
in the City of New York
Library

February 4, 1907

Dear Sir:

I am taking for granted that you will remember my long-time interest in the education of women, and the fact that I have always held that this education ought to include (as the education of young men ought to include) that which may properly be called servicable knowledge. You may recall also that I introduced Domestic Economy, in the large use of the words, at the University of Ohio while I was its President -- a step which I have never regreted; and that I have always favored instruction along this line in the public schools. My interest in general education, and in this special phase of education, has by no means abated -- indeed, it grows stronger with passing years.

Instruction in Domestic Economy has already taken form in the public school system, and I sincerely believe that within a few years, a very few indeed, something really worth while in this line will be done in every high school in the country. It is not necessary to discuss the details of this -- that is not in question; but it is sure to come, and we must be ready for it. The point I wish to make just now, with you, is this:

We have so raised the standards of preparation for teachers' work that every high school of consequence in the country to-day practically demands, so far as possible, full college training, or work in a high-grade normal which is quite equal to this, on the part of those seeking high school positions. The need for this thorough and broad and sound foundation for instruction in the high schools is recognized

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

Dean of Women

*I quite agree with most of
Dr. Canfield's views. What's
in a name! We ought to
work out these questions
right here.*

M. J.

SCHOOL OF EDUCATION

HOME ECONOMICS

- 1907, Feb. 4 -- James H. Canfield, Librarian, Columbia University, to Mr. Judson. Canfield had introduced Domestic Economy at the University of Ohio while he was its President. A long letter on the need for teaching Domestic Economy and for raising the standards of teaching it. Note from Miss Talbot attached. She agrees with most of the views expressed.
- Feb. 11 -- Judson replies to above letter. Is in full accord with the ideas expressed. "We have in the University of Chicago a Department of Household Administration, including Domestic Science and its scientific basis." Is asking Miss Talbot to write more fully about the department. (Copy)
- 1912, June 13 - D.A. Robertson, Secretary to the President, congratulates Miss Colburn and her assistants for their beautiful management of the refreshments at the President's reception. (copy)
- June 27 - Miss Colburn's reply to above letter; incloses itemized bill for supplies and service.
- 1923, Oct. 25 - Tufts to Prof. Catherine Blunt, about need for reorganization of work and staff. (Copy)
- 1924, Apr. 8 -- Katharine Blunt to Tufts, commenting on advances in home economics work in other institutions; would be sorry if they first offer work which we have started on a smaller scale but have not developed to the extent for which they plan.
- June 3 -- Miss Blunt to Tufts. Has been making some rough plans for a possible home economics building and would like to have them considered in the building plans for the University. -- After a conversation with Dr. Louise Stanley, Chief of new Bureau of Home Economics (Dept. Agriculture), who had spoken of possible grants from the Spelman Rockefeller Fund, she thought it might be a good time to ask for a gift.
- Aug. 23 -- A Memorandum of Needs for a Building for Home Economics Department for both graduate and undergraduate work. With it is a reprint of an article "What is Graduate Work in Home Economics?" by Miss Blunt (from JOURNAL OF HOME ECONOMICS; XV, 4, Apr. 1923)
- Sept. 1 -- Miss Blunt to Tufts in reply to question as to whether building would serve chiefly graduate or undergraduate students.
- Dec. 4 -- Tufts to members of department, calling a meeting "in view of the proposed transfer of parts of the work in Home Economics to Arts, Literature and Science." (copy)
- Dec. 8 -- Notes on purpose of conference called (cf. above)
- Dec. 8 -- Secretary of Evaporated Milk Association to Vice-President Tufts. The Association will make a grant of \$1500 to the University for expense of research by Miss Blunt on evaporated milk (copy; note says original to Mr. Dickerson)
- 1925, Feb. 11-- Secretary of Evaporated Milk Association writes that the Association will if acceptable establish a research fellowship for one year for study of effect of aging on evaporated milk, to be done in Dept. of Hygiene and Bacteriology.
- Included in the folder are a report (page 1 missing) and a statement on need for work in Home Economics and Household Administration.

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Domestic Science

February 11th, 1907.

Mr. James H. Canfield,

Columbia University, New York City.

My dear Mr. Canfield:-

Your favor of the 4th inst. I find on my return from an absence of some days. I am in full accord with your views on this subject. We have in the University of Chicago a Department of Household Administration. The work includes domestic science and the scientific basis on which that rests. I believe thoroughly in this kind of instruction as suitable for high schools and of course for normal schools as well as for colleges. Many years ago when I was principal of a high school in Troy, N.Y., I tried to induce the Board of Education to authorize some work in that line but was not able to convince them of its value. The students who take the work here both in the colleges of Arts, Literature and Science and in the college of Education are much interested and derive, I am sure, not little

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are much interested and derive, I am sure, not little

benefit from it. I believe in the value of that kind of training for young women whether they intend to teach or not. I am sending your letter to Miss Talbot, head of the Department of Household Administration, and will ask her to write you more in detail. Perhaps I am old fashioned in many of my views, but I believe that every woman ought to be the head of a household of her own.

I shall be glad to be of any further service to you in this matter because this is a crusade in which I am interested as well as you.

With sincere regards, I am

Very truly yours,

H. P. Judson

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Home
Economics

June 13, 1912

Dear Miss Colburn:

The success of the President's reception was in no small degree due to the beautiful management of the refreshments. I think no one except the President and myself can appreciate the difficulties with which you had to contend owing to short notice. I say this because there was not the slightest indication Monday night that you had not had weeks in which to prepare. The tables were very attractive and the service especially delightful. To your various assistants and especially Miss Robinson, I wish you would express my warmest personal thanks. Most of all I wish to thank you for your very willing cooperation in a difficult enterprise.

Sincerely yours,

~~H. P. Johnson~~

D.A.R.-R.P.

D. A. Robertson
Secretary to the President

Miss Cora Colburn,
The University of Chicago.

June 13, 1912

Dear Mrs Colburn:

The success of the President's reception was in no small degree due to the beautiful management of the refreshments. I think no one except the President and myself can appreciate the difficulties with which you had to contend owing to short notice. I say this because there was not the slightest indication Monday night that you had not had weeks in which to prepare. The tables were very attractive and the service especially delightful. To your various assistants and especially Miss Robinson, I wish you would express my warmest personal thanks. Most of all I wish to thank you for your very willing cooperation in a difficult enterprise.

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Secretary to the President

Mrs Cora Colburn,
The University of Chicago.

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

The School of Education

Chicago, Ill., June 27, 1912.

Dear Mr. Robertson:-

I am enclosing itemized bill for supplies and service for the President's reception, June 10th, 1912.

Please let me thank you for your very appreciative letter of June 13th. It was a very great pleasure to have, even a small part, in so delightful an affair.

Through the combined efforts of the young women in the classes in Institutional Economics, and the ladies of the Department who presided during the evening it was possible for us to undertake the serving of so large a number.

Yours truly,

Grace C. Colburn

CCC-JG

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER
The School of Education

Chicago, Ill., June 27, 1912.

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ing of so large a number.

Yours truly,

CCC-76

Home
October 25, 1923.

Professor Catherine Blunt,
Faculty Exchange.

Dear Miss Blunt:

A matter has suddenly arisen which has exhausted all my time this week. I had planned to consult with you and Miss Talbot both, before this. I should like to have for my own benefit what your idea would be of the redistribution of work and staff if we were to establish a department in the Arts, Literature and Science division that would include the main subject matter studied, leaving the more definite professional courses for teachers in the School of Education. I suppose of course that there are several contingencies involved in this which we could not fully determine at the present moment. I should suggest, however, that in planning for Mr. Grey you do it on two possible plans: (1) that you continue as at present, and (2) that you reorganize. I think that there is no question that we ought to reorganize if all the personal factors in the situation can be satisfactorily adjusted.

Sincerely yours,

The Dean of Faculties.

T: 7

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

H. H. A.
April 8, 1924.

My dear Mr. Tufts:

In view of the conference which we have had about the future of the home economics department at the University I think you will be interested to hear of plans in several other institutions which have happened to come to my attention recently. There seems to be a very decided movement to make home economics or related training an important part of the general collegiate education of women.

The University of Iowa as a new head for its home economics department is seeking a woman particularly interested in developing a curriculum for the general student, rather than one planned primarily for the training of teachers. I understand that Pres. Jessup and Dean Kay have extensive plans for expansion of the present rather small home economic department.

The so called department of euthenics at Vassar college has a gift for a building and has appointed the head of the department and she has formulated elaborate plans for submission to the Vassar board of Trustees.

Various other of the eastern women's colleges are making inquiries of Vassar and considering initiating similar work.

I shall be very sorry if these different institutions offer first work which we have started on a smaller scale but have not developed to the extent which they plan to do.

Sincerely yours,

Katharine Blunt

Katharine Blunt

Mr. Tufts
Faculty Exchange.

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

April 8, 1924

My dear Mr. Tuttle:

In view of the conference which we have had about the future of the home economics department at the University I think you will be interested to hear of plans in regard to the department. There seems to be a very decided movement to make home economics a related training an important part of the general collegiate education of women.

The University of Iowa as a new lead for its home economics department is seeking women particularly interested in developing a curriculum for the general student, rather than one planned primarily for the training of teachers. I understand that Mrs. Jessup and Dean Ray have extensive plans for expansion of the present rather small home economics department.

The so called department of eugenics at Vassar college has a gift for a building and has appointed the head of the department and she has formulated elaborate plans for submission to the Vassar board of trustees.

Various other of the eastern women's colleges are making inquiries of Vassar and considering initiating similar work.

I shall be very sorry if these different inquiries cause other first work which we have started on a smaller scale but have not developed to the extent which they plan to do.

Sincerely yours,

Katherine Smith

Katherine Smith

Mr. Tuttle
Academy Exchange

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

June 3, 1924.

My dear Mr. Tufts:

I have recently been making some rough plans of a possible home economics building. Would it be appropriate to put these into your hands so that they might be considered in the building plans for the University?

You may be interested to hear of a conversation that I recently had with Dr. Louise Stanley, Chief of the new Bureau of Home Economics in the U.S. Department of Agriculture. She had recently been talking with the secretary of the Laura Spellman Rockefeller's Fund, in regard to gifts from that fund for home economics work, particularly child training, and as a result she told me informally that she believed this to be a judicious time for us here to make a request for support from that fund for our department. I of course realize that you and the President must be considering the problem of gifts, and also of course I should not dream of making any approaches myself. I merely thought that you might like to hear what Dr. Stanley said.

Very sincerely yours,

KB/W

Katharine Blunt

Katharine Blunt

Mr. James H. Tufts,
Faculty Exchange.

June 3, 1934

My dear Mr. Tuttle:

I have recently been making some

studies of the economic position of the

South and the importance of the cotton

industry in the South.

For the University?

You may be interested to know that

a conversation that I recently had with Mr. Douglas

Stanley, Chief of the new Bureau of Home Economics

in the U.S. Department of Agriculture. She had

recently been talking with the secretary of the Labor

Relations Administration's Bureau in regard to this item

that I had done economic work, particularly with

regard to the cotton industry and the

and believed this to be a judicious time for us here to

make a request for support from the South for our

movement. I of course realize that you and the first-

best must be considering the problem of cotton, and also

of course I should not dream of making any suggestions

myself. I merely thought that you might like to hear

what Mr. Stanley said.

Very sincerely,

William L. Garrison

William L. Garrison

My dear Mr. Tuttle:

Truly yours,

August 23, 1924.

MEMORANDUM OF NEEDS FOR A BUILDING FOR
HOME ECONOMICS DEPARTMENT
FOR BOTH GRADUATE AND UNDERGRADUATE WORK.

This building to house the operations now in Blaine Hall including work in Food, Food Chemistry and Nutrition with necessary laboratories, office rooms, storage, animal and other rooms; Textiles, Clothing, and other Household Art space, Child Care; Home Management including complete Practice House with seven bedrooms and two baths; Institutional Economics offices and laboratories now housed in Lexington Hall; together with Library, toilet rooms, halls, stairs and student locker rooms.

Rough figures prepared by Miss Blunt indicate:

Laboratories, class rooms, etc., other than institutional--
16090 sq. ft.

Practice house for students and Apartment for
research with children-- 2605 sq. ft.

Institutional classroom, laboratory, and 4 offices 2880 sq. ft.

Total new area--21575 sq. ft.

Add for walls, corridors, stairs, toilet rooms,
medical equipment, etc., 20%-- 4425 sq. ft.

Total, say 26000 sq. ft.

Assuming that a four-story building this would be roughly 30 ft. by 60 ft. wide, assuming that at each end a corridor of 60 ft. length, giving a basement and four stories a total cubic contents of say,

26,000 divided by 4 x 66 equals 429,000 cu. ft.

This would cost at 85¢ per cu. ft. -- \$364,650

Add for laboratory and other equipment-- 35,360

Total probable cost \$400,000

August 28, 1924.

MEMORANDUM OF NEEDS FOR A BUILDING FOR
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FOR BOTH GRADUATE AND UNDERGRADUATE WORK.

This building to house the operations now in Blaine Hall including work in Food, Food Chemistry and Nutrition with necessary laboratories, office rooms, storage, animal and other rooms; Textiles, Clothing, and other Household Art spaces, Child Care; Home Management including complete Practice House with seven bedrooms and two baths; Institutional Economics offices and laborator-ies now housed in Lexington Hall; together with library, toilet rooms, halls, stairs and student locker rooms.

Rough figures prepared by Miss Raint indicate:

Laboratories, class rooms, etc., other than institutional--
16080 sq. ft.

Practice house for students and apartment for
research with children--
2805 sq. ft.

Institutional classroom, laboratory, and 4 offices 2880 sq. ft.

Total new area--21875 sq. ft.

Add for walls, corridors, stairs, toilet rooms,
medical equipment, etc., 2025--
4425 sq. ft.

Total, any 26000 sq. ft.

Assuming that a four-story building this would be roughly
30 ft. by 60 ft. wide, assuming that at each end a corridor of
60 ft. length, giving a basement and four stories a total cubic
contents of say,

26,000 divided by 4 x 66 equals 425,000 cu. ft.

This would cost at \$24 per cu. ft. --
\$9,600,000

Add for laboratory and other equipment--
35,000

Total probable cost \$400,000

1922

Request for Funds

FOR DEVELOPMENT OF HOME ECONOMICS DEPARTMENT

University of Chicago

The nutrition work, the financing of which is requested above, is only part of the work which the University Home Economics Department is desirous of developing. Some of the other lines are:

1. Home Management

Many women are now training themselves for their housekeeping ineffectively by the trial and error method and are doing poorly and with great effort what proper training could teach them to do much more easily and with much more satisfactory results for the health and happiness of themselves and their families. With the present economic conditions, they must either do much of their own household work including the preparation of the family meals, or must inflict upon their families the interrupted life of hotel or restaurant.

We are desirous of expanding the courses we now have in home management, of purchasing further household equipment for demonstration and practice purposes and establishing a home management laboratory, and in particular of having available a small model apartment for training and research purposes. This and the laboratory could best be part of a general home economics building.

There is also pressing need for research in the home management field which can best be done by women highly trained both in home economics and in economics. As typical questions for investigation may be mentioned time studies in various types of household equipment; comparison of domestic and commercial laundries, as to cost, labor, and effect on the clothes; the actual and the wisest expenditures of family income and of labor in the home; etc.

We need further faculty members and research fellows to develop this work.

2. Child Care

Similar statements as to the need for further courses and further research may be made for this field. We need to give more training to teachers and to prospective mothers in the best treatment of children, from infancy on, including discussion of their food, their general physical health, and their mental and spiritual development. A wider dissemination of such information and training will increase successful family life and the normal happy development of the individual child. The work should be developed cooperatively by home economics women, psychologists, and religious teachers, and throughout the course there should be direct contact with children.

3. A Special Child Care Problem

Teachers, nutrition workers, and physicians often find mal-nourished children who do not respond to the ordinary educational nutrition methods and are therefore marked down as failures, but who, they believe, might thrive under ideal conditions.

It is desired to house a small and frequently changed group of such children so that they would live under supervision as to sleep, exercise food and other health considerations. They would meantime be under the general care of Miss Roberts and her advanced child nutrition class and so would serve as laboratory for the adult students. Parents of the children would be taught the methods before the children leave. The problem would be partly research and partly educational method. It would be an experiment on a small scale which should point the way for larger efforts in nutrition work with children. The group should be housed in an apartment rented for the purpose near the University, or better in the apartment desired as part of a home economics building;

4. Household Art (clothing, textiles, house planning and furnishing)

We should have further courses training women to be intelligent buyers of clothes and other household textiles and equipment, to have sufficient skill in garment making to meet the demands made upon them, to appreciate and develop the highest beauty in their daily surroundings.

Research in household textiles is much needed to gain information in regard to purity and durability of materials on the market; for instance, the "breaking strength", fineness and cost of white goods, and for this special apparatus should be purchased.

5. Institution Management

Problems of institution housekeeping are logically considered in association with domestic housekeeping and at the University of Chicago have been treated as an important aspect of the work of the Department of Home Economics.

Further opportunities should be created for training teachers of institution management for departments in other Universities, managers of school lunch rooms and college commons, and hospital dietitians.

6. Food and Nutrition (in addition to the special request already made)

We desire to do more extensive teaching of nutrition and dietaries to (a) the young women who are preparing to be home economics teachers, (b) experienced teachers who return to the University for advanced work (c) the general students in the University who should be given a certain amount of knowledge of the relation between diet and health, for their own health and that of their future families.

With the development of the new medical school we shall wish to offer courses in nutrition and diet to the medical students specializing in internal medicine.

The research in nutrition which we are especially desirous of doing has already been presented in the special request.

We also wish to emphasize courses in food preparation designed to develop intellectualization of cookery processes, and a real skill in the women students. The skill should mean much more wholesomely cooked food and therefore better health than we have today in many homes, and also much more efficient work, and more freedom from drudgery on the part of the home maker.

Further courses and research are also needed in food economics, to make women more intelligent buyers of food, and to give them a better understanding of the problems of food production and distribution.

For all this work in food and nutrition expansion of our present laboratory space and equipment is highly desirable.

7. Home Economics Education

Fundamental to all improvement in family life is better teaching of home economics (domestic science and art) in schools. At present in many schools the subject is still limited to the techniques of cooking and sewing with little conception of the opportunity or the method of teaching improved health, greater beauty in daily life, wiser buying by the individual and the family, in short, a more wholesome happier manner of living.

The University Home Economics Department wishes to develop further courses for training teachers and supervisors of home economics and to promote research as to the wisest choice of subject matter and the best methods of teaching. The close connection between this department and the Department of Education makes the opportunity for this development especially advantageous and so also does the cooperation with the University Elementary and High Schools.

General Purposes of the Work of the Department

1. To train women for professional work in home economics.

The department at the University of Chicago is ideally situated for the further development of this training of leaders because of its emphasis on advanced and graduate work. Among those for whom we have much demand and whose training we wish to expand are:

Teachers, including teachers of experience who return to study for further training to fit them for leadership in Universities, Colleges, Normal Schools, and as supervisors in city, county, or state systems; and younger women preparing for less responsible positions.

Extension workers, including county home demonstration agents, who work directly with women and children chiefly in farm homes, and so-called specialists in home management, clothing, nutrition, child care, who have general supervision of the work in their own line throughout a state.

Nutrition workers of various kinds, including the nutrition specialists mentioned above, workers in children's classes and clinics, in many social agencies and also the trainers of these women in the colleges. The remarkable development of popular nutrition work the last few years is one of the most hopeful aspects of the general movement toward better health and to further its development is one of the important purposes of the Department of Home Economics herein outlined.

Institutional workers. We are now training school lunch directors with their large responsibility for the best possible nutrition of the children, directors and teachers of institution management in colleges, etc. and a miscellaneous group of other institution workers including

a few women who become hospital dietitians.

Hospital Dietitians. With the starting of the new medical school at the University and the possibility of close affiliation with it, the training of these women should be greatly expanded, with development of the institution administration and equipment courses, and also courses in diet in disease and in diseases of nutrition. The establishment of a professorship of nutrition in the University of Iowa Medical School with a home economics woman, Dr. Ruth Wheeler, as incumbent, is one indication out of many of the possibilities recognized in this line of work.

2. To give young women in general specialized education for home making.

We believe that the most satisfactory training for many young women includes both the general cultural education including literature, history, science, art - the desirable education for thoughtful men and women regardless of sex or future occupation - and also a more specific detailed training along the lines of the home makers special problems. The Home Economics Department wishes further opportunity to work out and give well considered courses along these lines. One recent illustration of the demand upon us is the request of the University physician to women that our course in Elementary Nutrition and Dietaries be offered every quarter so that it may be required for the underweight women students and advised for others.

3. To develop the subject matter of home economics through research along the various lines listed above.

The University of Chicago with its emphasis on research furnishes the ideal place for this development, and our department is already recognized as one of the few home economics departments of the country offering graduate work of high calibre.

The Present Situation in the Home Economics Department

1. Students

We have about 110 students majoring in the department this year, and numerous others who come to us for one or more courses. During the summer our registration is increased several fold. The larger proportion of the students ~~are~~^{is} preparing for teaching or other professional lines, in other words we are at present emphasizing the first of our general purposes stated above, somewhat more than the second. Our percentage of graduate students has been increasing of recent years and is now fully up to that of the University as a whole. During the first term of summer quarters of 1919, 1920, and 1921, 25%, 30%, and 36% respectively of our registrations were graduate registrations. During the other quarters the proportion is not so high as this.

2. Courses

We now offer 51 different courses during the year. These are described on pages 41-47 of the School of Education Announcement.

3. Faculty

There are 13 women on the annual home economics faculty, 4 of

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We now offer 21 different courses during the year. These are described on pages 41-47 of the School of Education Announcement.

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There are 15 women on the annual home economics faculty, 4 of

whom are in the Institution Economics section of the Department and devote part of their time to the management of the Commons. Twelve others are added in the summer for whole or part time. The effort is being made to develop a faculty of specialists in the different lines in home economics rather than general teachers of the very broad subject matter as in the earlier days. It is hoped thus, by the work of the specialists, to make real contributions to the subject.

4. Building and Equipment

The department is now housed in Emmons Blaine Hall, Lexington Hall and elsewhere. We recognize many advantages in our present housing and equipment and the generous treatment which we have received as a department from the University, especially in appropriations for apparatus for advanced work. Nevertheless we also recognize the following limitations and handicaps:

The present laboratories are over crowded, there being actually too little space for students to work adequately in some classes. Certain laboratories have to be used for both elementary and research students, to the detriment and interruption of research work. In some laboratories classes have to follow each other in immediate succession, an arrangement which makes proper preparation of material extremely difficult.

Certain equipment needed for research cannot be purchased because there is no place to put it; for example we need constant temperature chambers for experimental work in bread making; but the laboratory is too full to add them.

There is inadequate research space for faculty, merely the student laboratories.

Exact apparatus has to be exposed in the general laboratories for lack of proper special rooms.

Certain lines of work listed above which are desired to be developed are almost prohibited by our present lack of space. Among these may be mentioned household management studies, the special problem with mal-nourished children, animal nutrition experiments in connection with human nutrition problems.

The laboratories are not only inadequate but scattered over several buildings and distant parts of the one large building, (Blaine Hall.) This scattering of laboratories is almost as much a difficulty for a department doing experimental work as too wide a distribution of libraries would be for departments primarily dependent upon books.

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THE REQUEST

For the development of the work of the Department of Home Economics, we therefore request funds for

1. A building of approximately square feet, this to be distributed among the following rooms:
2. Equipment of this building
3. Endowment to cover salaries, care, repairs, and replacements, current equipment and supplies.

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The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

September 1, 1924.

My dear Mr. Tufts:

You spoke to me over the telephone about whether our building would serve chiefly graduate or undergraduate students. My reply is, chiefly graduates and advanced undergraduates. I included in the plan two rooms designed primarily for work with junior college students. If in the future such work were transferred south of the Midway the two rooms could easily be absorbed by the natural expansion of the advanced work.

May I remind you that I expect to be in the city at least till September 6th, and should be very glad to discuss any points at issue for the department?

Very sincerely yours,

KB/W

Katharine Blunt

Katharine Blunt

Vice-President James Hayden Tufts,
Harper Memorial Library,
Faculty Exchange.

The University of Chicago
Office of the Vice-President and Dean
of Faculties

December 4th, 1924.

Miss Talbot
Mr. Wilkins
Miss Breckenridge
Mrs. Iogsdon
Mrs. Flint
Miss Wallace

Miss Blunt
Miss Roberts
Miss Colburn
Miss McAuley
Miss Halliday
Miss Trilling

In view of the proposed transfer of parts of the work in Home Economics to Arts, Literature and Science, there are certain matters for which a conference of the departments with administration officers would be helpful. A meeting is requested for Monday at 12:00, in the private dining room of the Quadrangle Club.

Sincerely yours,

James H. Tufts,

The University of Chicago

Office of the Vice-President and Dean
of Faculties

December 4th, 1934.

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Miss Colburn
Miss McAlister
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Miss Brockbridge
Mrs. Logan
Mrs. Wink
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James H. Tufts,

Mr. Tufts

WHAT IS GRADUATE WORK IN HOME ECONOMICS?

KATHARINE BLUNT

University of Chicago

President Angell in addressing the Federated Biological Societies a year ago congratulated the members on the double interest of their research. Their problems, no matter how abstruse, might always develop immediate application to human welfare. The biologist, he said, could thus have the double satisfaction of searching for truth for itself, and of advancing the health and welfare of mankind.

If it had been a home economics audience that he was addressing, the speaker might well have used exactly the same language. Most emphatically home economics workers can also have this double satisfaction. They can have the rewards that come from the highest intellectual labor, imaginative, constructive thinking of the highest order. Yet at the same time, on the same piece of work they may be making a direct contribution to wholesome living.

Either or both of these motives, the desire for abstract intellectual satisfaction or for altruistic service, may supply the impulse to graduate work in home economics. The problem for the prospective graduate student, as well as for the institution to which the graduate student goes, is to plan her work in such a way as best to bring both these desires to fruition. She must, as far as possible, be developed into a woman of broad imagination and of thorough scholarship. She must become the leader of the home economics of the future.

What should be included in the graduate course to meet these needs and what principles should govern the selection of work? The short year required for the master's degree or the three or more for the doctor's is a brief time to accomplish all that is desired.

First, the graduate student must be led to recognize the scope, the diversity, the manifold possibilities of home economics. This breadth of view may be given in some one or more courses planned for the purpose on the historical development and present position of home economics teaching in schools and colleges, and on the changing relations of home life. Or it may be supplied by alert instructors of specialized courses who bring out the relations of their work to the rest of home economics. Or, perhaps as effectively and vividly as in any other way, this broad interest may be developed in group conferences of graduate students, each one presenting her own thesis and discussing its application and significance in connection with the others.

Almost more important perhaps as a part of graduate work, because harder to secure elsewhere than at a university, is a regard for specialization, for thoroughness of scholarship. The student must become something of a specialist herself, must go far enough into some one phase of her subject to be able to see how far man's knowledge there has progressed. Best of all, she must be able herself to make some slight contribution to its further progress. Specialization is essential to real research in home economics. The woman with "general home economics training" only cannot push forward the subject as can the woman who has specialized in one of its fields, and at the same time has kept her perspective and has seen the relation of her part to the whole.

For the academic standing of home economics, also, as a subject fit for graduate study and advanced degrees, specialization is essential. The strong course with intellectual demand and systematic content which appeals to the able student and also wins the respect of other departments of a university is that involving specialized, concentrated work. The physicist, the economist, the historian, prepares himself for the better position in his subject by prolonged and concentrated graduate study. The home economics woman must learn to undertake equally intensive training for similar responsibilities.

In the writer's opinion, three lines of specialization within the subject may well be distinguished at present as leading to advanced degrees in home economics. Each one of the three lines or groups has close connection with some other department or departments of the curriculum, and is in part an application of their methods and subject matter to home problems. While nine lines of research are listed in the interesting and valuable report of the committee on home economics research of the Land Grant Colleges, a number of these, because of their common point of view or common background, can be grouped together into the writer's three.

The oldest line of specialization for home economics in most places is that allied to the natural sciences. It emphasizes nutrition and dietetics, food chemistry and chemical experimental cookery, or food bacteriology and house sanitation. Here, too, may be listed textile chemistry. Besides her home economics, the student in this group should have, as background, thorough courses in chemistry or physiology or bacteriology. During her graduate work she should supplement her advanced home economics courses in nutrition and the other subjects with advanced courses in biochemistry, physiology, or bacteriology. The instruction in the nutrition and other home economics courses,

and the guidance of the student's work should be in the hands of a home economics woman well trained in biochemistry and other sciences, and especially interested in their application to home problems. Such a woman should be a member of the home economics faculty in every institution attempting graduate work in these lines. A less satisfactory guide, except with the unusual individual, is a member of the science faculty, with a distinct interest in and knowledge of home economics.

Satisfactory thesis subjects here are unlimited in number—subjects where the necessary technique is within the student's powers, the material to be collected really significant, and the limitation of the topic such that there can be a good chance of definite results and conclusions within the few months which are all the masters' candidate at least can devote to her thesis. The many papers constantly being published along these various subjects of investigation in the JOURNAL, the *Journal of Biological Chemistry*, and elsewhere are an indication of the popularity and the diversity of the field. In the January, 1923, number of the JOURNAL, for example, appeared "The Effect of Cooking on the Vitamin Content of Cabbage," and "The Value of Various Reagents for Setting Colors;" in the December 1922 number, "Native Dietary on Niué Island," "Studies in Calcium and Magnesium Metabolism in Normal Women," "Energy Expenditure for Sewing and Some Other Household Tasks;" and in November (Proceedings Number) are abstracts of the many papers reported at the Corvallis meeting.

It is in these scientific fields, chiefly in nutrition and food chemistry and experimental cooking, that the largest amount of home economics research has been done. To the writer's knowledge all but two of the doctors now working in home economics departments are doing their work chiefly in one or the other of these subjects, and so are a goodly number of the masters. The problems they have solved have usually had close relation to wise choice or intelligent preparation of food, and their solution has greatly helped to elevate home economics to its present position of academic dignity and practical usefulness.

A second line of graduate work in home economics is the economic and sociological. While some excellent work has been done in this direction (for example, the various recent surveys of homemaking activities, or, an older illustration, Stiles' "Study of the Cost of Living of Working Class Families in Roxbury, Mass.," the JOURNAL, April, 1918), the volume of it is much less than in the natural science phases. Also, less of it has been done by home economics workers or published in the JOURNAL. The opportunity for pioneering can still be very appealing to the intellectually adventurous.

Here should be considered financial and general management problems of the family and the institutional group, community relationships of the children and the family, economic value of women's work in homes, standardization of textiles, household and institutional equipment—innumerable other economic and sociological questions of home and institution interest. Why have we not studies of advertising, not from the point of view of the producer, but of the consumer—the real victim of the system? Why do we not know more of the relative ultimate cost to the household of domestic and commercial laundering? What does change of style in clothes really do to the family? Mrs. Abel's book, "Successful Family Life on a Moderate Income" is full of stimulating suggestions for further study, and so too is Miss Breckenridge's "New Homes for Old." At the Home Management Conference at Corvallis, last summer, S. Agnes Donham urged the justification of the use of our title "by teaching that economic laws and principles must be applied to successful physical, intellectual, and spiritual life in the home."

To make this phase of home economics study of graduate caliber, it should be preceded, not only by general undergraduate home economics courses along these lines, but by elementary political economy and sociology. The graduate sequences should include advanced home economics courses in home or institution management, food and textile economics, family expenditure and the like, and also advanced courses in economics and sociology. The guidance of the student's work and the supervision of the thesis should be in the hands of a person well trained in both economics and home economics.

Home economics education furnishes a third opportunity for graduate work, and one for which the demand is fast growing. The Federal Board for Vocational Education has created an increased demand for trained women as supervisors of home economics who know both home economics and education. The supervisor as well as the trainer of young teachers must have at her command the subject matter of all the kinds of home economics specialists, so as to enrich homemaking teaching to an extent never yet reached. In addition she must know school systems, must see her subject in relation to all others, must know how to adapt it to children of different ages and environments. For her graduate training therefore she must combine advanced courses in home economics with courses in the department of education.

Methods of research can well be developed from those worked out by education experts for other subjects. We need more and definite surveys of what we actually are teaching in schools and colleges. We need

to know whether our pupils are learning what we think they are and whether what we are trying to teach is "socially worth while." A few tests have already been formulated, the most successful possibly are for motor skill in machine sewing. Others need to be developed and used.

The volume of good papers and books and pamphlets along the line of home economics education is fast increasing. Note, for example, Phelps's "An Analysis of Textbooks in Clothing and Textiles" and Whitacre's "Home Economics Teaching Load" in the *JOURNAL* for last October; Work's "The Relation of Home Economics to the Rest of the Rural High School Program" in January; and Agnes K. Hanna's new book "Home Economics in the Schools."

There is, of course, considerable overlapping between these three phases of graduate work, the scientific, the economic, and the educational. The very important problems of child care and child training, for instance, may fall in all three, and also need psychology for any complete study. Dietetics and other questions of home and public hygiene most emphatically have sociological and economic as well as scientific aspects. So too, has institution management; the proper equipment of the kitchen and dining room of a community group demands knowledge of economics, physics, chemistry, and art. The textile expert should be both a textile economist and a textile chemist, should understand the laws of the distribution and sale of her silk and wool as well as their composition and adulteration.

For the doctor's degree it may be possible and highly desirable for the student to work in several of the fields discussed, and to make herself a stronger home economics woman by so doing. For the short year of the master's training, however, clinging to one of these three, the writer believes, gives the best results. Scattering will lead to superficiality; sacrificing specialization to diffuseness will result in lowering the intellectual standard. Let the graduate student with only a short time for her work decide, therefore, whether she is more interested in home economics education, in home economics strictly so-called, or in the phases of her subject that involve natural science like nutrition and food or textile chemistry, and let her use the major part of her energies on thorough scholarly work involving both advanced courses and research. Let her remember that she is emphasizing only part of her subject, let her see her part in relation to the whole, but let her progress in that part as far as she is able. So will she find most delight and satisfaction in her years as a graduate student. And so will she best equip herself for the marvellous opportunity that lies before her.

Household

December 8th, 1924.

Meeting with Deans.

Purpose of this conference: to secure the advice of the Deans upon a number of points in connection with the transfer of the Home Economics Department to Arts, Literature and Science, and its further expansion, and their cooperation in that transfer.

The double aim of the Department: To give

- a. - Professional training for teaching, institution management, etc, etc.
- b. - Such part of the general education of any or all women as applies specifically to home problems, (community relationships of the home, personal relationships, household activities).

The several principal sequences in home economics to be taken by (a) any student interested in problems of the home; (b) those seeking professional training.

Secondary sequences in Home Economics. Many possible groupings of courses, some with very little prerequisite outside the department. These should be widely taken by a great variety of students.

Some Specific Questions:

1. What kinds of Home Economics Courses are most needed? Nutrition? Child Care? Textiles? Interior Decoration? Home Management? Economics of the Home?
2. What of the status of food preparation, sewing, millinery courses, with or without emphasis on technique?
3. How can prerequisites either be avoided, or be made less of a stumbling block?
4. Could some of our courses wisely be included in the Social Science Sequence?
5. What are some of the secondary sequences that could well accompany home economics principal sequences?
6. How can our work and our new plan best be made known to students?

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- a. Teaching in schools and colleges and supervision of home economics in state and city school systems, two fields for which the cooperation between this Department and the Department of Home Economics Education in the College of Education makes possible particularly advantageous training.
- b. Extension work with women, an interesting form of adult education.
- c. Nutrition and health classes for children and other forms of home economics social work.
- d. Hospital dietetics from both the managerial and more purely scientific view point.
- e. Dormitory, lunch room, cafeteria or tea room management.
- f. A variety of business positions open to home economics women, especially with food or household equipment industries.

The field is wide and varied and offers excellent opportunity to the well-trained woman.

(3) To serve as a service department for other departments or lines of interest in the University.

The Department co-operates with the Department of Chemistry in the training of food chemists, textile chemists, and teachers of food and textile chemistry; with the Department of Art in the preparation of applied art specialists; with the Departments of Hygiene and Physiology in teaching the general student nutrition and health; with the Departments of Hygiene, Physiology, and Education in the preparation of health teachers and health education directors. More specific information in regard to the contributions to health teaching made by the Department is given in the appendix, What Our Department has Done on the Problem of Health."

The Department hopes to be able to work with the Medical School in the training of hospital dietitians, and in the training of medical students particularly interested in diseases of metabolism and in diet and disease; with the Department of English in training home economics writers; and with the Department of Political Economy in training home economics women for commercial positions.

(4) To develop research in the various phases of home economics and to train investigators for government, university and experiment station research positions.

Research is greatly needed in many aspects of home problems; for example nutrition of children and of adults, child care and training, application of chemistry and physics to food preparation, textiles, household finance, equipment and labor, the relation of the individual home to the community, the part of home economics in education.

The Department is already working along these lines, especially food and nutrition. The University of Chicago is recognized over the country as one of the institutions where graduate work and research in home economics are the furthest developed, and is the only one that has given the doctorate in home economics. The

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b. Extension work with women, an interesting form of adult education.
c. Nutrition and health classes for children and other forms of home economics social work.

d. Hospital dietetics from both the managerial and more purely scientific view point.

e. Dormitory, lunch room, cafeteria or tea room management.
f. A variety of business positions open to home economics women, especially with food or household equipment industries.

The field is wide and varied and offers excellent opportunity to the well-trained woman.

(3) To serve as a service department for other departments or lines of interest in the University.

The Department co-operates with the Department of Chemistry in the training of food chemists, textile chemists, and teachers of food and textile chemistry; with the Department of Art in the preparation of applied art specialists; with the Departments of Hygiene and Physiology in teaching the general student nutrition and health; with the Departments of Hygiene, Physiology, and Education in the preparation of health teachers and health education directors. More specific information in regard to the contributions to health teaching made by the Department is given in the appendix, What Our Department has Done on the Problem of Health.

The Department hopes to be able to work with the Medical School in the training of hospital dietitians, and in the training of medical students particularly interested in diseases of metabolism and in diet and disease; with the Department of English in training home economics writers; and with the Department of Political Economy in training home economics women for commercial positions.

(4) To develop research in the various phases of home economics and to train investigators for government, university and experiment station research positions.

Research is greatly needed in many aspects of home problems; for example nutrition of children and of adults, child care and training, application of chemistry and physics to food preparation, textiles, household finances, equipment and labor, the relation of the individual home to the community, the part of home economics in education.

The Department is already working along these lines, especially food and nutrition. The University of Chicago is recognized over the country as one of the institutions where graduate work and research in home economics are the furthest developed, and is the only one that has given the doctorate in home economics. The

extent of the research carried on in the Home Economics Department of the University of Chicago in comparison with that in other Universities is indicated by the titles listed in Home Economics Circular No. 18, of the Bureau of Education, "Research in Home Economics," a copy of which is enclosed.

The following quotation from a paper of Dr. Ernest D. Burton on Agricultural Education might apply equally to home economics and serve as a general statement of the scope and purposes of the home economics department. It is quoted with the word "agriculture" changed to "home economics" and "farmer" to "home-maker" and the pronouns from masculine to feminine.

"It has long been a favorite theory of mine that home economics could be made one of the most cultural in the whole range of studies and a home economics school a center of a very high type of culture. For has not home economics intimate relations with chemistry and physics, with botany and zoology, with transportation and with commerce, with banking and the development of society, and with politics? Has it not indeed its aesthetic aspects, and possible relations with the fine arts? And might it not be possible so to educate the home-maker that she would be conscious of these relationships, that her daily task should relate itself in her mind on the one hand to the great world of the physical and vital forces and on the other to the evolution of society and the trend of history and the making of a better world for children to be born in and men and women to live in?"

SOME FACTS AND FIGURES ON THE DEPARTMENT.

Number of different major and minor courses offered in 1924-25, (repeated courses not counted):

	Majors	Minors
Food and Nutrition	15	2
Home Management (including Child Care)	3	1
Textiles and Clothing	10	0
Institution Economics	13	0
Home Economics Education	5	1

Number of members of faculty:

Regular full time appointees (exclusive of those in Institution Economics who give part of their time to management of the Commons)	9
Members of Institution Economics faculty	6
Additional summer faculty (1924)	9

Number of student registrations:

	Graduate	Undergraduate
Summer, 1923	441	616
Autumn, 1924	83	133

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1	5	Home Economics Education

Number of members of faculty:

Regular full time appointees (exclusive of those in Institution Economics who give part of their time to management of the Commons) 8
Members of Institution Economics faculty 8
Additional summer faculty (1924) 3

Number of student registrations:

Undergraduate	Graduate	
816	441	Summer, 1923
133	83	Autumn, 1924

Number of degrees granted to students in home economics 1923-24:

Bachelors	39
Masters	15
Doctors	2

Some positions held by the alumnae of the Department:

Alumnae of the Department of Home Economics are serving as head of the department or as members of the staff in at least eighteen state universities and eighteen separate state agricultural colleges, and in still more normal colleges and private colleges or universities. The largest groups of the alumnae are those who are teaching in high schools and those who are married. Some are state or city supervisors of home economics in the public school system. Others are in nutrition work with the American Red Cross, the Elizabeth McCormick Memorial Fund or similar organizations. Others hold home economics business positions.

In the government service, the Chief of the recently established Bureau of Home Economics in Washington, is our alumna, and so, too, are several members of her staff.

SOME CONNECTIONS MADE BY THE DEPARTMENT.

1. The University Cooperative Nursery School. Two members of the faculty are on the Board of Directors. One (Miss Roberts) through one of her research students and members of her classes, is serving the noon lunch to the children and studying their behavior in connection with it. This serves a triple purpose being at the same time a research problem, excellent training for the students, and a service to the nursery.
2. The Physical Culture Department of the University. At the request of Miss Dudley and Dr. Ortmeyer, for the past three years our fellows or one of our graduate students have held weekly classes with underweight or overweight college girls as a part of the medical and physical training program.
3. University Elementary and High School. Observations have been made for several years by a graduate student in home economics on the basal metabolism of some children in these two schools. Observations have been also made on the diet of some of the children and classes held for underweight girls. Contact has been maintained with the home economics classes in the schools, through consultation with the two teachers and through practical teaching.
4. Outside Organizations, especially the American Home Economics Association and the Illinois Home Economics Association. Without exception the full time teaching members of the faculty have held, or are holding, office or committee appointments in one or the other of these associations. The chairman of the Department is at present president of the American Home Economics Association.
5. Writing. At the request of the University Press the University of Chicago Home Economics Series has been initiated. The first volume, "Problems in Home Economics Teaching" by Leona F. Bowman formerly of the department faculty is now in press. In preparation are Lydia Roberts, "Nutrition Work with Children," Marion Clark's "Bibliography of Art as Applied to Home Economics," Katharine

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Blunt and Laura McLaughlin's "Chemistry of Food", E. G. Halliday's "Science of Cooking," Ruth Lehman and Mary K. Heiner's text book in home management for the Junior High School.

Papers by members of the faculty are published in such journals as the Journal of Home Economics, School Review, Journal of Biological Chemistry, Hygeia.

6. Commercial Firms. The Institute of American Packers has asked the Department to undertake a piece of cooperative work involving the determination of the relation between methods of curing hams and their behavior under controlled cooking conditions. One of our graduate students is doing this for her Master's thesis.

The Evaporated Milk Association has made a grant of \$1500.00 for research. The fellow to do this work has been appointed and the problem will serve as her doctor's thesis. Also one of the officers of the Organization, who is our own alumna, is doing other special work in our laboratories.

NEEDS OF THE DEPARTMENT.

Additional faculty to carry out plans for research and develop courses.

(1) A woman with her doctorate in economics or sociology and interest in consumers and especially in homes. We anticipate making this appointment for next year, using most of the salary vacated by Miss Talbot. This woman will be expected to develop research in economics as applied to homes, to supervise Master's and Doctor's theses and to develop further courses along these lines, both elementary and advanced. Dean Marshall is in sympathy with out making such an appointment and is ready to cooperate with the appointee.

(2) Several research instructors on assistants:

a. To serve as research assistants and to have detailed care of the students doing laboratory research problems in nutrition or food chemistry under the direction of the instructor in charge. These positions would be similar to several now held in Kent.

b. To take charge, under the instructor, of some of the field work in child nutrition and child care. The development of such field work is almost essential for proper research and class teaching in these lines and is one of the particular desires of the Department.

c. To represent the Department and carry out the Department's nutrition and other work in the University Cooperative Nursery School, or to take charge of the children in the apartment for children, if this plan is developed. (See below).

d. To serve as laboratory curator.

(3) A child psychologist, a woman with a psychology doctorate and experience with young children to develop courses and research on home training of children

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and the mental development and mental health of very young children. At present the home economics department could not profitably use the full time of such a woman, but by cooperation with the Mindergarten and Psychology Departments and by assigning her to the supervision of the psychological aspects of the Nursery School her time would be profitably filled. At present such a woman is employed for a minor course in the summer quarter.

(4) Additional instructor for undergraduate courses if the registration increases considerably because of the transfer of the Department from the School of Education to the Colleges.

Increases in the salaries of our present faculty. Most of our present faculty should have increases to bring their salaries up to what they could probably get elsewhere.

Additional Space.

(1) A household management laboratory for tests of household equipment, time studies, etc. Such little work as we now are able to do in this line is done under much handicap, in the food laboratory.

(2) More laboratory space for research in nutrition, food chemistry and chemistry of cooking. Research students now have to work in laboratories used by regular classes, thus, working under unfortunate difficulties in use of fine apparatus and in maintenance of high standards of accuracy, and also interfering seriously with regular class work.

(3) A room for routine class experiments and for research in animal feeding, for diet study. We now have nothing, though we attempt to keep a few rats in the class room.

(4) Textile laboratory. We now have to use for a textile laboratory the same place used for the High School chemistry laboratory--a handicap on research almost impossible to overcome.

(5) An apartment to house a few children with the adults to care for them, for experimental or demonstration purposes. In certain courses dealing with children, especially child nutrition, it is impossible to teach all that should be taught without keeping children continuously for a few days or a few weeks as the case may be. Also much of the research that needs to be done on children's nutrition and diet requires keeping children under controlled conditions for shorter or longer periods. Such experimental work involves the space to house children, one or more adults to care for them, and possibly current expenditure for food, though this latter might be borne by the parents. It may be that out cooperation with the Nursery School will develop along these lines.

(6) An apartment to be used for household management study, meal service and problems in interior decoration; probably the same apartment as that used for the children.

(7) Much more office space than we now have.

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These rooms and the equivalent of those we now have in Emmons Blaine Hall, with class-rooms, a reading room, corridors, etc, require --

A Building, the cost of which has been estimated by Mr. Flock from our preliminary plans to be \$490,000.00. A Preliminary statement of rooms needed and their dimensions and Mr. Flock's estimates are included.

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These rooms and the equivalent of those we now have in Emerson Blaine Hall, with class-rooms, a reading room, corridors, etc., require --

MEMORANDUM OF NEEDS

FOR A BUILDING FOR

HOME ECONOMICS DEPARTMENT

FOR BOTH GRADUATE AND UNDERGRADUATE WORK

This building to house the operations now in Blaine Hall including work in Food, Food Chemistry and Nutrition with necessary laboratories, office rooms, storage, animal and other rooms; Textiles, Clothing, and other Household Art space; Child Care; Home Management including complete Practice House with seven bed rooms and two baths; Institutional Economics offices and laboratories now housed in Lexington Hall; together with Library, toilet rooms, halls, stairs and student locker rooms.

Rough figures prepared by Miss Blunt indicate:

Laboratories, classrooms, etc., other than institutional	16090	Sq. Ft.
Practice house for students and Apartment for research with children	2605	" "
Institutional classroom, laboratory, and 4 offices	2880	" "
Total new area	21,575	" "
Add for walls, corridors, stairs, toilet rooms, medical equipment, etc, 20%	4,425	
Total, say	26,000	" "

Assuming that a four-story building this would be roughly 30 ft by 60 ft. wide, assuming that at each end a corridor of 60 ft. length, giving a basement and four stories a total cubic contents of say,

26,000 divided by 4 x 66 equals	429,000 cu. ft.
This would cost at 85¢ per cu. ft	\$364,650.00
Add for laboratory and other equipment	35,360.00
Total probable cost	\$400,000.00

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21,575 "	Total now area
4,425 "	Add for walls, corridors, stairs, toilet rooms, medical equipment, etc, 20%
26,000 "	Total, say

Assuming that a four-story building this would be roughly 30 ft. by 80 ft. wide, assuming that at each end a corridor of 80 ft. length, giving a basement and four stories a total cubic contents of say,

\$28,000 divided by 4 x 88 equals 422,000 cu. ft.	
\$334,880.00	This would cost at 88¢ per cu. ft.
35,380.00	Add for laboratory and other equipment
\$400,000.00	Total probable cost

HOME ECONOMICS BUILDING.

Preliminary Statement of Rooms Needed.

	Sq. Ft.	
Food Chemistry and Nutrition Laboratory	1500	
Food Chemistry and Nutrition Research Laboratory	750	
Balance room	100	
Metabolism room	150	
Animal room	300	
Two store rooms for the above rooms	800	
Food laboratory	750	
Dietaries laboratory	750	
Food Research laboratory	500	
Two store rooms for food laboratories	450	
Dining-room and kitchenette	300	
Household Management laboratory	750	
Clothing laboratory	500	
Clothing laboratory	700	
Fitting room	200	
Related Art laboratory	700	
Two store rooms for clothing and art	350	
Textile laboratory and store room	850	
Textile apparatus room	450	
Large classroom	1200	
Medium sized classroom	600	
Two small classrooms	850	
Library and study room	900	
Offices of head of dept. and Secretary	350	
Waiting room	100	
Seven Instructor's offices	560	
Curators office	80	
Instructors' research laboratory	300	
Instructors' work room	300	
		16090 Sq Ft
Apartment to be used as Practice House and for research with children	2605	" "
Institution Economics Classroom	720	
Institution Economics Laboratory	1440	
Four Institution Economics offices	720	2880 " "
		4425
Corridors, etc, as estimated by Mr. Flook		
Total roughly	26,000	" "

HOME ECONOMICS BUILDING.

Preliminary Statement of Rooms Needed.

Sq. Ft.

1800	Food Chemistry and Nutrition Laboratory
750	Food Chemistry and Nutrition Research Laboratory
100	Balance room
150	Metabolism room
300	Animal room
800	Two store rooms for the above rooms
750	Food Laboratory
750	Dietetics Laboratory
500	Food Research Laboratory
450	Two store rooms for food laboratories
300	Dining-room and kitchenette
750	Household Management Laboratory
500	Clothing Laboratory
700	Clothing Laboratory
300	Fitting room
700	Related Art Laboratory
350	Two store rooms for clothing and art
850	Textile Laboratory and store room
450	Textile apparatus room
1200	Large classroom
800	Medium sized classroom
850	Two small classrooms
300	Library and study room
350	Office of head of dept. and Secretary
100	Waiting room
550	Seven Instructor's offices
80	Counselor's office
300	Instructors' research laboratory
300	Instructors' work room

18000 Sq Ft

Apartment to be used as Practice House and for research with children

" " 2505

750	Institution Economics Classroom
1440	Institution Economics Laboratory
750	Four Institution Economics offices

" " 2880

4425

Corridors, etc., as estimated by Mr. Flook

" " 26,000

Total roughly

FINAL STATEMENT

SUMMARY AND CONCLUSION.

The Department of Home Economics wishes to continue to develop its courses and research along the various lines of food and nutrition, textiles and clothing, home management, child care, institution economics, both for professional opportunities outside the home and the prospective home-maker. Coincident with the transfer of the Department from the School of Education to the Colleges of Arts, Literature and Science it is desirous of expanding its contribution to the education of the women students interested in securing training for home-making as part of their general cultural education.

To accomplish these purposes to the best advantage the Department needs:

- (1) An increased salary budget, say, annually \$48,500.00 instead of the \$32,500.00 now available.
- (2) An increased amount for equipment and supplies especially for research and for stenographic and special maid service, approximately \$12,050.00 annually instead of \$6,050.00 now available.
- (3) A building costing \$400,000.00.

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APPENDIX.

WHAT OUR DEPARTMENT HAS DONE ON THE PROBLEM OF HEALTH.

We offer several courses with health content with no science prerequisites which may be taken by the teachers or others interested. These courses are:

- (1) Home Economics 211-Introduction to Nutrition and Dietaries. A course which teaches the requirements of an adequate diet for the various age groups and gives practice in planning diets for normal adults and children. This course is recommended by Miss Dudley to all underweight and overweight students. Special attention is given to the application of the nutrition taught to the students themselves. Marked gains in weight by students needing it are the usual things as are also great improvements in the students' diets.
- (2) Home Economics 316A- Nutrition in the Schools. This course deals with the problem of malnutrition of children and how the school staff in particular may help to solve it. Home Economics teachers, grade teachers and supervisors, public health nurses and others take the course and go out to put into practice in their own schools the lessons learned.
- (3) Home Economics 236- Child Care. This course originally offered for home economics students has been opened to the general student with 27 majors. Students in education, and Arts, Literature and Science students - particularly ones who expect to marry after graduation - are now entering the course in increasing numbers. The course begins with the care of the child from the time of conception; covers prenatal, natal, infant and child care and feeding; and stresses throughout the production and preservation of health by proper care and feeding from the beginning.

In addition to these courses with but slight prerequisites, practically all the food and nutrition courses in the department may be termed fundamental health courses. Chemistry of Food (H. E. 216) though not teaching health directly, supplies a sound basis for our courses in Nutrition and Dietaries (312, 314 and 412) for which it is a prerequisite. These latter teach the body's need of the different food materials, how these may be supplied by the various foods, and how they are utilized by the body. They include on the graduate or advanced undergraduate level the scientific background of nutrition and its application. Two other advanced courses (317 and 318) deal specifically with health problems. In these special cases needing nutrition help are studied and the students do actual work with the cases. Thus far the work has been largely with undernourished children. Groups of children are brought to the building, for laboratory purposes, or the students go to the dispensary, settlement, infant welfare station, or the University Cooperative

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Nursery or school to work with groups already organized. A few students have gone to dispensaries to help on the diets of diabetic patients.

Students from these courses go out to fill positions which definitely influence the health of the communities in which they locate. The regular home economics teacher in grade or high school is able to give a health view point to her work which is soon felt in the community. She is often the one who starts a health program in her school. The college or university teacher has a similar influence in her own group and in addition trains her own students. Others go into positions more specifically recognized as contributing to health program. Some of these positions which our students hold are:

State nutrition specialists and extension workers
Dietitians for the Red Cross, and other organizations
Health Directors or teachers in public school systems
Nutrition workers in dispensary, settlement, school, private or public organizations.
One of our graduate students has recently been made superintendent of a Preventorium for children on the north side.
Another has just gone to New Foundland with the Grenfell Association.

As a department we have contributed to the health of the University in the following ways:

- (1) At the request of Miss Dudley and D r. Ortmeyer our fellows have the last three years held weekly classes with under or overweight college girls as a part of the medical and physical training program.
- (2) Similar work was carried by another graduate student the past year for underweight high school girls.
- (3) For the children of the elementary school we have done extensive metabolism tests, have studied the diet and health habits of the children at home and in the lunch room, and have advised and assisted in various health problems.

PLANS FOR THE FUTURE

Our plans for the future involve the continuance and extension of the work above outlined. We hope in particular to reach a larger percentage of general students in our two courses (211 and 236) which were planned as "service" courses to the whole university in the same way as is Physiology O. We desire to develop further the work with the Physical Culture Department. We also wish to develop a larger research program particularly in child nutrition and training. We are hoping some day to be able to have a house, apartment, or even a few rooms in which we can house a small group of

Nursery school to work with groups already organized. A few students have gone to dispensaries to help on the diets of diabetic patients.

Students from these courses go out to fill positions which definitely influence the health of the communities in which they locate. The regular home economics teacher in grade or high school is able to give a health view point to her work which is soon felt in the community. She is often the one who starts a health program in her school. The college or university teacher has a similar influence in her own group and in addition trains her own students. Others go into positions more specifically recognized as contributing to health program. Some of these positions which our students hold are:

State nutrition specialists and extension workers
Dietitians for the Red Cross, and other organizations
Health Directors or teachers in public school systems
Nutrition workers in dispensary, settlement, school, private or public organizations.
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children where they may be kept under controlled conditions during experimental or training periods. We are anticipating opportunities for research and training in cooperation with the University Nursery School though to do this most effectively we need an assistant to our regular faculty for this purpose. With the nursery we hope to give our students some insight into the preservation of mental as well as physical health of children by courses in management and habit formation and observations in this school. Such a course was given by Miss Binzel of the Federation of Child Study last summer but without the children, and it is to be given next summer by Dr. Ada H. Arlitt of the Central Clinic, Cincinnati.

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7u6

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HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION

Another field in which there is an increasing demand is that of research in the relation of science to the life of the home with special reference to the problems of nutrition both of children and adults. The health of the community may be promoted in many ways, but in the long run science must find its way into home life if it is to accomplish its full service to health and well ordered living. The distinctive field of the University, here as elsewhere, is not so much the education of a certain number of college students as rather the direction of research and the preparation of teachers of the subject. During the first term of our recent Summer Quarter the graduate registration in this work numbered 253.

Work in this department would relate itself on the one hand to Physiology, Chemistry and the sciences which have to do with public health, and on the other to the Graduate School of Social Service Administration and to the social sciences insofar as these deal with the family and the household.

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FINE ARTS

If the University is to be true to its responsibility as a leader of civilization, it cannot in its efforts for the advancement of science ignore the other half of life. It cannot perform the function of church or state or home or of the great museums or producing agencies of music or drama, but it may show its reverence and appreciation for the values which these institutions represent; it may fit the student for intelligent and sympathetic participation in those institutions and activities by which life is ennobled and refined.

The chapel will give concrete expression to one of the great values. An Art Building is needed to make provision for another essential spiritual value. Such a building for the study of the history and theory of architecture, sculpture and painting would be intended not to furnish the means for professional training, but for the twofold purpose, (1) of giving recognition to art as a factor in a complete human life and hence in education; (2) of teaching the elements of intelligent art appreciation; and thus of supplementing the influence of literature by the kindred influences of the arts of color and form.

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original to Mr. Dickerson

C O P Y

EVAPORATED MILK ASSOCIATION

Room 978, 231 So. La Salle
Chicago, Illinois

EC

December 8, 1924

Home

Mr. James H. Tufts,
Vice President,
University of Chicago,
Chicago, Illinois.

Dear Sir:

The Evaporated Milk Association has asked Dr. Katharine Blunt of the Department of Home Economics of the University of Chicago to undertake an investigation of the availability of the calcium and certain other constituents of evaporated milk as compared with pasteurized milk. The Evaporated Milk Association will make a grant of \$1,500 to the University of Chicago to defray the expenses of the research, in accordance with the plan and estimate worked out in consultation with Dr. Blunt, who will not be in any way limited as to publication of results.

If the University accepts the proposal, the Association will pay the \$1,500.00 at such time as may be designated.

Yours very truly,

(Signed) Herbert C. Hook
Secretary

HCH:ECC

Original to Mr. Dickinson

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EVAPORATED MILK ASSOCIATION

Room 978, 231 So. La Salle
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(Signed) Herbert C. Hook
Secretary

HCH:EGC

For presentation to next meeting of Board

EVAPORATED MILK ASSOCIATION

ROOM 978, 231 SO. LA SALLE STREET

CHICAGO, ILL.

February 11, 1925.

Homer

President and Trustees,
University of Chicago,
Chicago, Illinois.

Dear Sirs:

The Evaporated Milk Association offers to establish a Research Fellowship for one year at the University of Chicago for the study of the effect of the process of preparing evaporated milk on the vitamin content of the finished product; and for the study of the amount and importance of the solids thrown out of suspension in evaporated milk that has aged three, six, nine and twelve months after canning.

For the establishment of the Fellowship, the Evaporated Milk Association offers the sum of \$1,500 to the University of Chicago, - part of this sum to be used for the salary of the Fellow and part for defraying the expenses of the research. The proportion of the sum to be used for each of these purposes is left to the discretion of the University of Chicago.

The University is asked to appoint a Fellow upon nomination from the Department of Hygiene and Bacteriology.

The publication of the results of the research is left to the discretion of the University through the Department of Hygiene and Bacteriology.

Upon acceptance of this Research Fellowship by the University of Chicago, the Evaporated Milk Association will pay to the University the full amount of the Fellowship.

Yours very truly,

Herbert B. Bond

Secretary

HCH:EC

EVAPORATED MILK ASSOCIATION

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Yours very truly,

Secretary

HCH:EC

DEPARTMENT OF HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION

INSTRUCTION

Under-
Graduate

Graduate

All topics
listed
under
"research".

RESEARCH Problems of the Household

Economic
and Social
Relations

Household
Organization
& Equipment

Food and
Nutrition

Child
Development

Clothing
and Related
Arts

Some immediate needs

Part-time
salary of
Research
Professor - \$2500
Assistant
in research 1500
Fellowships
at 1000
Funds 1000
\$6000

Assistant
in research \$1500
Equipment
and
supplies 2500
Fellowships
at 1000
\$5000

Part-time
salary of
Research
Professor - \$2000
Assistants } 1500
Two } 1500
Equipment - 3000
Fellowships
at 1000
\$9000

Professor
of Child
Psychology -
4500 - \$5000
Research
Professor
in Child
Nutrition -
4000 - 5000
Assistants } 1500
in research } 1500
Three } 1500
Fellowships
at 1000
Funds - 5000
\$20500

Assistants } \$1500
in } 1500
research }
Equipment 2000
\$5000

Cost of above -

Building to house	\$750,000	
Endowment of building	250,000	1,000,000
Endowment to provide annual research budget	- 800,000	
Total		\$1,800,000

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

Fv 62

yes

November 18th, 1924.

Dear President Burton:

May I have an opportunity to talk over with you the prospects for the home economics building and the plan for seeking funds?

I have been working on material which might make a little pamphlet or part of a larger one, designed to interest potential donors. I cannot help hoping that if we could have a design for a possible home economics building drawn and an attractive little booklet printed, some one could be found interested in giving especially for this work for women at the University.

It would be a great satisfaction if I could have a few minutes with you, either at the University or in the down town Development Office.

Sincerely yours,

Katharine Blunt

Katharine Blunt,

President Burton,
University of Chicago,
Chicago, Illinois.

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

November 1934

Dear President Burton:

May I have an opportunity to talk over with you the proposals for the new building and the plan for seeking funds?

I have been working on a building which might make a little pointed or part of a larger one, designed to interest potential donors. I cannot help feeling that if we could have a design for a house like these economic building design and an attractive picture without pictures, some one could be very interested in giving especially for this work for women at the University.

It would be a great satisfaction if I could have a few minutes with you, either at the University or in the Dean's Development Office.

Sincerely yours,

Marjorie Blum

Marjorie Blum

President Burton,
University of Chicago,
Chicago, Illinois.

Fu 6a

November 25, 1924.

My dear Miss Blunt:

President Burton will be very pleased to have you call to discuss the matter that you mention in your letter of November 18th. I shall be glad to notify you by telephone when an appointment may be arranged.

Truly yours,

Miss Katharine Blunt.

WES:S

Office of the President

Referred to How

1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
5. Return
 - a) With information called for in writing.
 - b) With suggestion of answer in writing.
 - c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
9. Accept_____Decline.
10. Send to _____ with covering letter.
11. File under _____
12. Make _____ copies.
Send to _____
13. Remarks.

Yours cordially,

Harold H. F.

Harold H. Swift
Union Stock Yards
Chicago

October 3, 1924.

*Attitude
+ Home
Economics*
*Play:
(Proposed)*

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Burton:

As a matter of information and so that your files may be complete, I attach hereto copy of a letter received from Mr. Tufts in your absence.

I understand you have since reviewed the question of buildings in the Program for 1925 with Mr. Tufts and have not included such a building, so that the question seems not to have immediate importance unless, indeed, we should come upon some one who is more interested in this sort of work than other things we are doing at the University.

Yours cordially,

Harold H. Swift.

W. H. R. R.
W. H. R. R.
W. H. R. R.

October 7, 1954

President Dwight D. Eisenhower
The University of Chicago
Chicago, Illinois

Dear Mr. Eisenhower:

As a matter of information and so that your
files may be complete, I attach hereto copy of a letter
received from Mr. Butler in your absence.

I understand you have also reviewed the
question of building in the program for 1955 with Mr. Butler
and have not included such a building, so that the question
seems not to have immediate importance unless, indeed, you
should come upon some one who is more interested in this
sort of work than other things we are doing at the University.

Yours sincerely,

Arthur H. R. R.

(COPY)

THE UNIVERSITY OF CHICAGO
Chicago, Illinois.

Office of the President

September 9, 1924.

My dear Mr. Swift:

I understand that the general ideas for the Administration Building are being put into shape for the Development Committee.

I should like to bring to your attention a memorandum which Mr. Flook, in connection with Miss Katherine Blunt, has prepared for a building for the Home Economics Department. We have not hitherto put such a building on our list. But in view of two considerations I think that we should probably add such a building to the list of those needed:

- 1) The Department of Home Economics has come to be one of the largest of the University. For the coming year its list of courses occupies nine pages in its Department Circular, and it has a regular staff of nine with additional outside members during the Summer. The registration is large, and it is my impression, which I can check up, that it is caring for more candidates for Masters and Doctors degrees than many of the Departments of good standing in Arts, Literature, and Science.
- 2) It is quite possible that some woman or women might be interested in a building for this purpose who would not be interested in other proposed buildings.

Very truly yours, (Sgd.) J. H. TUFTS

(COPY)

THE UNIVERSITY OF CHICAGO
Chicago, Illinois.

Office of the President

September 9, 1924.

My dear Mr. Swift:

I understand that the general ideas for the Administration Building are being put into shape for the Development Committee.

I should like to bring to your attention a memorandum which Mr. Block, in connection with Miss Katherine Brunt, has prepared for a building for the Home Economics Department. We have not hitherto put such a building on our list. But in view of two considerations I think that we should probably add such a building to the list of those needed:

1) The Department of Home Economics has come to be one of the largest of the University. For the coming year its list of courses occupies nine pages in its Department Circular, and it has a regular staff of nine with additional outside members during the summer. The registration is large, and it is my impression, which I can check up, that it is caring for more candidates for Masters and Doctors degrees than many of the Departments of good standing in Arts, Literature, and Science.

2) It is quite possible that some woman or women might be interested in a building for this purpose who would not be interested in other proposed buildings.

Very truly yours, J. H. TUTT

(COPY)

August 23, 1924.

MEMORANDUM OF NEEDS FOR A BUILDING FOR
HOME ECONOMICS DEPARTMENT
FOR BOTH GRADUATE AND UNDERGRADUATE WORK

This building to house the operations now in Blaine Hall, including work in Food, Food Chemistry and Nutrition, with necessary laboratories, office rooms, storage, animal and other rooms; Textiles, Clothing, and other Household Art space, Child Care; Home Management including complete Practice House with seven bedrooms and two baths; Institutional Economics offices and laboratories now housed in Lexington Hall; together with Library, toilet rooms, halls, stairs and student locker rooms.

Rough figures prepared by Miss Blunt indicate:

Laboratories, Class Rooms, etc. other than institutional -	16090 sq.ft.		
Practice house for students and Apartment for research with children --	2605	"	"
Institutional classroom, laboratory, and four offices --	2880	"	"
Total New Area --	21575	"	"
Add for walls, corridors, stairs, toilet rooms, medical equipment, etc., 20% --	4425	"	"
Total, say --	26000	"	"

Assuming that a four-story building this would be roughly - 30ft. by 60 ft. wide, assuming that at each end a corridor of 60 ft. length, giving a basement and four stories, a total cubic contents of say -

26,000 divided by 4 x 66 equals 429,000 cu.ft.

This would cost at 85¢ per cu.ft.-- \$364,650.

Add for laboratory and other equipment -- 35,360.

Total probable cost -- \$400,000.

August 23, 1924.

MEMORANDUM OF NEEDS FOR A BUILDING FOR
HOME ECONOMICS DEPARTMENT
FOR BOTH GRADUATE AND UNDERGRADUATE WORK

This building to house the operations now in Blaine Hall, including work in Food, Food Chemistry and Nutrition, with necessary laboratories, office rooms, storage, animal and other rooms; Textiles, Clothing, and other Household Art space; Child Care; Home Management including complete Practice House with seven bedrooms and two baths; Institutional Economics offices and laboratories now housed in Lexington Hall; together with library, toilet rooms, halls, stairs and student locker rooms.

Rough figures prepared by Miss Blunt indicate:

18000 sq. ft.	Laboratories, Class Rooms, etc., other than Institutional -
" " 2800	Practice house for students and Apartment for research with children --
" " 2880	Institutional classroom, laboratory, and four offices --
" " 21575	Total New Area --
" " 4425	Add for walls, corridors, stairs, toilet rooms, medical equipment, etc., 20% --
" " 26000	Total, say --

Assuming that a four-story building this would be roughly - 30 ft. by 60 ft. wide, assuming that at each end a corridor of 60 ft. length, giving a basement and four stories, a total cubic contents of say -

26,000 divided by 4 x 66 equals 429,000 cu. ft.

This would cost at 85¢ per cu. ft. -- \$384,650.

Add for laboratory and other equipment -- 25,360.

Total probable cost -- \$400,000.

The University of Chicago

The School of Education

June 30th, 1925

Dean Tufts,
Faculty Exchange

Dear Dean Tufts:

Mrs. Ethel Martin, 4928 Blackstone Avenue, is the woman whose appointment I wish to recommend to assist Miss Roberts in her classes and in the management of the nursery lunch, which is part of the laboratory work for her classes, for the first term of the summer quarter at a salary of \$75.00.

Sincerely yours,

Katharine Blunt

Katharine Blunt,
Chairman, Department of Home Economics.

#281

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

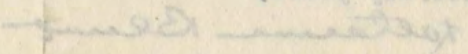
June 30th, 1925

Dear Sirs,
Faculty Exchange

Dear Dean Tuttle:

Mr. Ethel Martin, 2222 Blackstone Avenue, is the woman whose appointment I wish to recommend to assist Miss Roberts in her classes and in the management of the nursery lunch, which is part of the laboratory work for her classes, for the first term of the summer quarter at a salary of \$75.00.

Sincerely yours,



Katherine Blunt,
Chairman, Department of Home Economics.

4521

The University of Chicago

The School of Education

DEPARTMENT OF HOME ECONOMICS

June 24th, 1925.

Mrs. Martin

Dean Tufts,
Faculty Exchange.

Dear Dean Tufts:

Am I correct in my understanding of our brief conversation Saturday morning, that we may have money for an assistant to Miss Roberts in her classes because of the extra registration? We should like \$75.00 for the first term for this work. If we may have it I will recommend the appointment to you immediately.

Yours very sincerely,

Katharine Blunt

Katharine Blunt,
Chairman, Department of Home Economics.

KB B

The University of Chicago

The School of Education

June 24th, 1935.

DEPARTMENT OF HOME ECONOMICS

Dear Mr. [Name]
Faculty Exchange.

Dear Mr. [Name]:

As I correct in my understanding of our brief conversation Saturday morning, that we may have money for an assistant to Miss Roberts in her classes because of the extra registration. We should like \$75.00 for the first term for this work. If we may have it I will recommend the appointment to you immediately.

Yours very sincerely,

Katherine Blunt

Katherine Blunt,
Chairman, Department of Home Economics.

The University of Chicago

Office of the Vice-President and Business Manager

ROOM 1838, 230 S. CLARK ST.
TELEPHONE DEARBORN 9312

June Eighteen
1 9 2 5

My dear Mr. Tufts:

Will you kindly care for the reappointment of Miss Colburn as Assistant Professor in Institutional Economics? Her appointment expires on June 30th, next. She has already been ^{re-}appointed as Director of the Commons for the coming year.

Very truly yours,

Trevor Arnett
Trevor Arnett

Mr. James H. Tufts
The University of Chicago

TA:EVB

Howe

The University of Chicago

Office of the Vice-President and Business Manager

HOWE, LEO A. (LAWYER)
TELEPHONE, CHICAGO 1011

June 15, 1915

My dear Mr. Tuttle:

Will you kindly care for the reappointment of Miss Colburn as Assistant Professor in Institutional Economics? Her appointment expires on June 30th, next. She has already been appointed as Director of the Commons for the coming year.

Very truly yours,

Tracy Arnold

Mr. James H. Tuttle
The University of Chicago

TAT:EV

VI A

Budget Recommendations for the Year 1923-24, Department of *Household Administration*

[illegible]

VI A

Distribution of Staff by Quarters

Marion Talbot
Sophronista Preston Breckinridge

Budget Recommendations for the Year 1923-24, Department of ~~Household~~ Administration
Brief

Mrs Talbot has no special recommendations to make until the relations between this department and that of home economics are adjusted on a basis of efficiency and economy.

This Budget has not passed a committee
which will be selected between the
and that of the committee on
given on a basis of efficiency and economy.