

Dec. 1928

The Department of Education of the University of Chicago has been developed as a part of the graduate school of the University. As a result, the members of its staff are intimately associated with all the activities of the University.

The geographical location of the University in the part of the United States which is most vigorously engaged in educational experimentation is very favorable to the development of scientific research in education.

The School of Education has never aimed to attract large numbers of students or to engage in activities which are not directly related to scientific investigation in the field of education. The result is that the scientific output per member of the staff has been relatively large. The institution has done a great deal of notable work, especially in the analysis of the learning processes involved in mastering the rudimentary subjects of the elementary curriculum.

The School of Education has two Laboratory Schools which are thoroughly established and so organized that tuition pays for all instruction and for current administrative expenses and for supplies. The Laboratory Schools have produced a great deal of teaching material and are very serviceable as centers for scientific work.

The University has a nursery school which has never been used as fully as it might be as a laboratory for the scientific study of children of pre-school age. It has become increasingly clear in recent years that the emotional and intellectual bents which little children acquire in their pre-school years are important determinants of their later educational development. Systematic study of pre-school children is highly desirable in order that the full cycle of children's development may be understood.

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There is located near the University an orthogenic school which takes care of some fifteen abnormal and backward children. The Board of Trustees of this school is eager to secure affiliation with the University. The school furnishes an excellent opportunity to study abnormal children and to devise methods of dealing with them.

The colleges of the University of Chicago and the general administrative organization of the University constitute a laboratory for the solution of the problems of higher education. If proper investigators were provided to make extended studies in the field of higher education, there can be no doubt that benefit would accrue to the University of Chicago and to all the colleges in this region. Something has already been done along this line in two elaborate doctoral theses which have studied the records of college students and in a summer institute for college and University officers which has been conducted during the last three years.

There are two extensions of the general work of the department which are much needed. First, the department has never been strong in its treatment of administrative problems except in the one field of curriculum construction. The fact is that very little good scientific work has been done anywhere on such matters as the duties of the superintendent, duties of the principal, functions and powers of boards of education and like administrative problems. Second, no one anywhere has made a study of the higher learning processes, that is, of the processes involved in learning geography, history and other advanced subjects.

In order to develop a fully rounded program of scientific research in the field of education, there should be added to the present staff competent investigators and leaders of students in the following fields: study

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In order to develop a fully rounded program of scientific research in the field of education, there should be added to the present staff competent investigators and leaders of students in the following fields: study



of pre-school children, study of defective children, study of college administration, study of general school administration, and study of higher mental processes. For the study of pre-school and defective children. Professors Bott and Blatz, now of the University of Toronto, should be brought to Chicago and provided with proper assistants. For the study of college administration, S. P. Capen and F. W. Reeves should be brought. In the field of school administration, L. V. Koos should be secured for secondary school administration and some men of the rank of assistant professor or associate professor should be trained for the study of other aspects of administration. For the study of higher mental processes, the present staff is adequate if provided with assistance and allowed time for research to a somewhat greater extent than is now possible.

The realization of this program involves certain accessories. The first is building space. Especially is there need of laboratory and library space. There must also be provided consultation facilities and additional space for instruction. The second accessory need is a liberal provision for assistance. At the present time there are no assistants in the department. Statistical assistants, research workers who can gather data under guidance, library assistants who can collect reports and pamphlet material and make these readily accessible are essential to economical work.

There is one further accessory provision which is highly desirable. The department should have a floating fund which can be allocated in any given year to assist particular projects. The University of California and certain other institutions have such research funds from which grants are made each year to members of the faculty who are engaged in specific projects. The grants may be for apparatus, for substitutes who will take over instructional

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duties for a time, and for publication of results. Nothing is more likely to encourage research than a rotating fund which can be applied to investigations which need temporary help.

If the additional resources discussed can be secured, the Department of Education will organize its activities in such a way as to concentrate its training in research on selected graduate students. It will provide generously, especially during the Summer Quarter, instruction for the great body of graduate students who are not candidates for advanced degrees but who profit from contact with the results of scientific research.

The budget necessary for this whole program is as follows:

Major appointments specifically mentioned, namely:

Professor Bott . . . . .	\$ 8,000
Professor Blatz . . . . .	7,000
Chancellor Capen . . . . .	10,000
Professor Reeves . . . . .	7,000
Professor Koos . . . . .	8,000

Associate professors and assistant professors in certain fields, namely:

Study of defectives . . . . .	\$ 3,500
School Buildings . . . . .	3,500
School Supervision . . . . .	4,000
Educational Sociology . . . . .	4,000

Assistants of the types necessary in different fields, namely:

Two statistical assistants at \$2400	\$ 4,800
Three assistants for pre-school children and for defectives at \$2000 . . . . .	6,000
Three library assistants at \$2000.	6,000
Three clerical assistants at \$1800	5,400
Rotating research fund . . . . .	10,000
Laboratory workshop . . . . .	3,000
Supplies and equipment in new department . . . . .	8,000

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The budget necessary for this whole program is as follows:

Major appointments specifically mentioned, namely:

Professor Holt . . . . .	\$ 8,000
Professor Blatz . . . . .	7,000
Chancellor Capen . . . . .	10,000
Professor Reeves . . . . .	7,000
Professor Ross . . . . .	8,000

Associate professors and assistant professors in certain fields, namely:

Study of delinquency . . . . .	\$ 2,500
School Buildings . . . . .	2,500
School Supervision . . . . .	4,000
Educational Sociology . . . . .	4,000

Assistants of the types necessary in different fields, namely:

Two statistical assistants at \$2400	\$ 4,800
Three assistants for pre-school children and for delinquency at \$2000	6,000
Three library assistants at \$2000	6,000
Three clerical assistants at \$1800	5,400
Rotating research fund	10,000
Laboratory workshop	2,000
Supplies and equipment in new department	8,000



The buildings needed for the total program are indicated in the accompanying drawings and include a graduate building, an auditorium, and a high-school building. The costs for these buildings is estimated in the accompanying statement furnished by the Superintendent of Construction.

The most advantageous form which a gift of funds could take would be to provide at once for a graduate building and for a part or the whole of the program of research. The auditorium and high-school building could doubtless be secured locally if the other substantial enlargements were provided.

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December 27th, 1928

EH

Judd Hall

Dr. C. H. Judd,  
Faculty Exchange.

Dear Dr. Judd:

School of Education  
Proposed Buildings

Confirming our discussion of this morning, I take pleasure in handing you five blueprints which show the floor plans and elevations of Plan "Y", the study on a scale of 1" = 32' by Mr. E. B. Jackson, dated November 11th, 1925.

Attached I am supplying a preliminary estimate of cost for this construction showing the Graduate School consisting of the four-story building 164' along Kimbark Ave. with the wing to the east 90'-6" along this south wall to a point within 28'-6" of the north and south center line of the block.

These figures are shown separately for the building construction including the Architect's fee, the furnishings and equipment, and the endowment for maintenance.

I trust that these figures serve your present purpose.

Yours very truly,

*L. R. Flook*

L. R. Flook.

LRF:EM

cc-LRS  
FCW ✓

Encls.

CH

December 27th, 1928

John Hall

Dr. C. H. Judd,  
Faculty Exchange.

School of Education  
Proposed Building

Dear Dr. Judd:

Confirming our discussion of this morning, I take pleasure in handing you five blueprints which show the floor plans and elevations of Plan "Y", the study on a scale of 1" = 32' by Mr. E. B. Jackson, dated November 11th, 1928.

Attached I am supplying a preliminary estimate of cost for this construction showing the Graduate School consisting of the four-story building 184' along Kimbark Ave. with the wing to the east 90'-6" along this south wall to a point within 28'-8" of the north and south center lines of the block.

These figures are shown separately for the building construction including the Architect's fee, the furnishings and equipment, and the endowment for maintenance.

I trust that these figures serve your present purpose.

Yours very truly,

  
L. R. Flook.

LRP:EM

cc-LRS  
✓ PCW

Encls.



The University of Chicago  
Superintendent of Construction

December 27th, 1928

SCHOOL OF EDUCATION  
PROPOSED BUILDINGS  
PRELIMINARY ESTIMATE OF COST

Estimated cost per cu. ft.	CONSTRUCTION & FEE	FURN. & EQUIPMENT (10%)	ENDOW- MENT (50%)	PROJECT COST
	70¢	7¢	35¢	\$1.12
(1) <u>GRADUATE SCHOOL BUILDING</u>				
("A")* Four stories 164' (along Kimbark Ave., from Blaine Hall to Belfield Hall) by 55' and 85' wide - 881,100 cu. ft.				
	\$476,770	\$47,677	\$238,385	\$762,832
("B-1")* Four-story wing to the East, coming within 26'-6" of center line of block, 90'-9" long x 50' wide; $\frac{1}{2}$ (660,000 - (57x82x70) 847,380) - 316,760 cu. ft.				
	\$221,732	\$22,173	\$110,866	\$354,771
<u>Totals</u>	\$698,502	\$69,850	\$349,251	\$1,117,603
(2) <u>HIGH SCHOOL BUILDING</u>				
Exactly similar to Graduate School Building above - ("D" and "B-3") except opposite end, along Kenwood Ave.				
Total (1) & (2)	\$698,502	\$69,850	\$349,251	\$1,117,603
- - -	1,397,004	139,700	698,502	2,235,206
(3) <u>CENTRAL BUILDING</u>				
("B-2") Four stories, between wings of above Buildings (1) and (2), 57'x82', - 847,380 cu. ft.				
	173,193	17,317	86,593	277,093
<u>Total (1),</u>				
<u>(2) &amp; (3)</u>	1,570,170	157,017	785,095	2,512,272
(4) <u>AUDITORIUM</u>				
("C") Two-story building, 71'x73', between Belfield Hall and Central Building (3) above - 155,500 cu. ft.				
	108,850	10,885	54,425	174,160
<u>Grand Total</u>	1,679,020	167,907	839,520	2,686,447

\* Refers to Plan "Y" by Mr. Jackson dated November 11th, 1925.  
(See B/P scale 1"-32', which show First, Second, Third and Fourth floor plans and one sheet of Elevations and Section

December 27th, 1923

SCHOOL OF EDUCATION  
PROPOSED BUILDING  
PRELIMINARY ESTIMATE OF COST

ESTIMATED COST PER SQ. FT.	CONSTRUCTION PER SQ. FT.	PLAN, A PER SQ. FT.	FINISH PER SQ. FT.	MECHANICAL PER SQ. FT.
70¢	70¢	10¢	25¢	25¢
<b>(1) GRADUATE SCHOOL BUILDING</b>				
(*A*) Four stories 124' (along Lincoln Ave., from Division Hall to Belmont Hall) by 52' and 62' wide - 621,100 sq. ft.				
(*B-1*) Four-story wing to the East, facing within 12' of center line of block, 100' by 100' = 50' wide; 1 (600,000 - (25,000) 25,000 - 525,000 sq. ft.				
125,100	125,100	125,100	125,100	125,100
<b>(2) HIGH SCHOOL BUILDING</b>				
Exactly similar to Graduate School Building above - (*B*) and (*B-2*) except opposite East, along Belmont Ave. Total (1) & (2) 1,270,100				
<b>(3) CENTRAL BUILDING</b>				
(*B-2*) Four stories, between wings of above buildings (1) and (2), 57' by 125' - 7,125 sq. ft. Total (1), (2), & (3) 1,970,100				
<b>(4) AUDITORIUM</b>				
(*C*) Two-story building, 71' by 75', between Belmont Hall and Central Building (3) above - 105,000 sq. ft. Grand Total 1,975,000				

\* Refers to plan "A" by Mr. Jackson dated November 15th, 1923.  
(See B/P scale 1"=20', which shows First, Second, Third and  
Fourth floor plans and one sheet of elevations and sections.



October 13, 1927

Dear Mr. Freeman:

Thank you for the suggestion which you make in your letter of October 8 that the Education Building be named after Mr. Judd. I am glad to have this suggestion and shall consider it in conference with my associates here.

Sincerely yours,

ROBERT M. HUTCHINS

Mr. Frank N. Freeman  
Department of Education  
University of Chicago  
Faculty Exchange

OCTOBER

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Dear Mr. Freeman:

Thank you for the suggestion which you make  
in your letter of October 8 that the Education Building  
be named after Mr. Ludd. I am glad to have this suggestion  
and shall consider it in conference with my associates  
here.

Sincerely yours,

ROBERT M. HUTCHINS

Mr. Frank M. Freeman  
Department of Education  
University of Chicago  
Faculty Exchange

OCTOBER



Dec. 3, 1925

School of Education Buildings

	Cu. Feet	Cost to Build	Cost to Equip
Graduate School			
Section A	681,000	\$450,000	\$50,000
Central Building			
Section B	680,900	550,000	50,000
Auditorium			
Section C	550,500	110,000	15,000
High School			
Section D	681,000	450,000	50,000
Gymnasium			
Sections A & B	500,000	190,000	20,000
Swimming pool Section D			
	110,000	40,000	5,000
Childrens' playroom Section C			
	95,000	37,000	3,000

458,250  
460,000

Dec. 3, 1925

# School of Education Buildings

Graduate School	Gr. Feet	Cost to Build	Cost to Equip
Section A	681,000	\$450,000	\$50,000
Central Building			
Section B	680,900	550,000	50,000
Auditorium			
Section C	550,500	110,000	15,000
High School			
Section D	681,000	450,000	50,000
Gymnasium			
Sections A & B	500,000	190,000	20,000
Swimming pool Section D			
	110,000	40,000	5,000
Children's playroom Section C			
	55,000	27,000	3,000

27,000  
55,000



2-4-24

EXTENSION PROGRAM

SCHOOL OF EDUCATION

PROPOSED LIBRARY AND SCHOOL BLDG.

(Conference with Dr. Judd, Feb. 1st, 1924)

- I. It is proposed to build a fireproof stone building in harmony with Blaine Hall along the west side of Scammon Court, (along Kimbark Avenue) Disposing of Kimbark Hall and the Boy's Club.  
This building to fill in a space between Belfield Hall and Blaine Hall, a distance of about 176 ft. It is planned this building will be 146 ft. long, 2 classrooms and a corridor wide, and 3 stories high, opening to the east to a building about 90ft. by 90 ft., 1½ stories high, which would become an auditorium, and for the summer session an overflow of the library reading room.  
On the first floor would be located a library for 150 persons, say 45 ft. east and west by 50 ft. north and south. At the north and south ends of the building will be classrooms of the standard size, say 22 ft. wide, a 10 ft. corridor and hall space, and over all a width of 61 ft. for the building.

cont'd

2-4-24

UNIVERSITY PROGRAM  
SCHOOL OF EDUCATION

PROPOSED LIBRARY AND SCHOOL BUILDING

(Conference with Dr. Jude, Feb. 1st, 1924)

I. It is proposed to build a fireproof stone building in harmony with Main Hall along the west side of Commons Court, (along Kinross Avenue) between of Kimbark Hall and the Boy's Club. This building to fill in a space between Main Hall and Main Hall, a distance of about 175 ft. It is planned this building will be 145 ft. long, 2 classrooms and a corridor wide, and 3 stories high, opening to the east to a building about 20 ft. by 60 ft., 12 stories high, which would house an auditorium, and for the summer season an overflow of the library reading room. On the first floor would be located a library for 100 persons, say 45 ft. east and west by 55 ft. north and south. At the north and south ends of the building will be classrooms of the standard size, say 3 ft. wide, a 10 ft. corridor and hall space, and over all a width of 81 ft. for the building.



2-4-24

EXTENSION PROGRAM

SCHOOL OF EDUCATION

On the first floor would be the main graduate reading room and class rooms.

On the second floor above would be largely small offices devoted to the graduate research, and on the third floor would be lavatories and offices for the staff.

The auditorium adjoining to the east should provide about 800 seats (to accommodate the high school chapel exercises for an enrollment of 700), having a stage at the east end fitted for dramatics, and having a sloping floor with folding tablet arm seats. This auditorium should have a lobby at the east end joining the main library, so that the readers in the summer season can draw books from the first floor library and go into the auditorium seats for reading. The auditorium to be entered at the first floor level from the back.

Assuming a basement height of 11 ft; the next two floors 13 ft., and the third floor 12 ft., to a suspended <sup>ceiling</sup> and an average roof height of 60 ft., this would give a building as follows:

cont'd

EXTENSION PROGRAM  
SCHOOL OF EDUCATION

On the first floor would be the main graduate reading room and class rooms.

On the second floor above would be largely small offices devoted to the graduate teachers, and on the third floor would be lecture hall and offices for the staff.

The auditorium adjoining to the east should provide about 800 seats (to accommodate the high school chapel exercises for an enrollment of 700), having a stage at the east end fitted for dramatics, and having a sloping floor with folding seats and seats. This auditorium should have a lobby at the east end joining the main library, so that the teachers in the summer session can draw books from the first floor library and go into the auditorium seats for reading. The auditorium to be entered at the first floor level from the back.

Assuming a basement height of 11 ft; the next two floors 12 ft., and the third floor 12 ft., to a suspended and an average roof height of 40 ft., this would give a building as follows:



2-4-24

EXTENSION PROGRAM

SCHOOL OF EDUCATION

VOLUME:-

GRADUATE SCHOOL

$$146 \times 61 \times 60 = 534,360 \text{ cu. ft.}$$

Auditorium

$$8000 \times 30 = \underline{240,000} \quad \underline{774,360}$$

Assuming 80¢ per cu. ft. for a fireproof building similar to Blaine Hall, this would be --

$$774,360 \times 80\% = \$619,488.$$



