EDUCATION FOR LIFE: 100 YEARS OF THE UNIVERSITY OF CHICAGO LABORATORY SCHOOLS
May 1996 – October 1996

CASE 1 INTRODUCTION

In the last decade of the 19th century, the spirit of social reform inspired a resurgence in American education. It gave rise to the University of Chicago, which opened its doors in 1892, and four years later to a pioneering experiment in childhood education--the University of Chicago Laboratory Schools, which celebrate their centennial this year.

The Laboratory Schools embodied several objectives of the University's first president, William Rainey Harper. As a scholar, Harper was anxious to create a laboratory for pedagogical research. As founder of a great new university, he believed that a complete educational sequence--from kindergarten through graduate school--would give added power to his view that learning could be a self-directed and organic process.

Despite hardships, Harper's vision was realized. As the Laboratory Schools evolved they came to include a Nursery School and Kindergarten, a Lower School, a Middle School, and a High School. Today, each has its own identity and history, but all are rooted in the founding of a small elementary school on 57th Street in 1896.

Since then, the Laboratory Schools have enjoyed wide influence, and its faculty has laid the groundwork for countless advances in the profession of teaching. The Schools' centennial represents a milestone not only for Chicago and the University, but also for the history of progressive education.

The Laboratory Schools began when Harper brought John Dewey to the University in 1894 as head of the Department of Philosophy. Dewey went on to create departments of psychology and pedagogy and opened an elementary school as a laboratory to test his educational theories.

Within a few years it was remarked at a national conference of educators, "More eyes are now fixed upon the University Elementary School at Chicago than any other elementary school in the country and probably the world."

Learning by doing, the keynote of Dewey's approach, was reinforced by the second "founder" of the Laboratory Schools, Colonel Francis Wayland Parker, who arrived at the University in 1901. Parker's progressive beliefs also revolved around "child-centered education," and he attracted a talented staff of childhood teachers to his school.

In the decades that followed, the Laboratory Schools maintained a leading position among elementary and secondary schools throughout the country. Following Dewey and Parker, Charles Hubbard Judd developed statistical analysis for the evaluation of new modes of teaching. He also encouraged his faculty to "spread the gospel" by writing textbooks and articles.

Henry Clinton Morrison later pioneered the idea of the subject "unit" and the student's "mastery" of it. Over time, innovations in reading, manual arts, foreign languages, and more recently independent study were all developed in the fertile setting of the Laboratory Schools.

Change has always been a keynote of the Laboratory Schools, but certain principles have remained constant. From the beginning, the Schools have been a place of active inquiry. They have embarked on bold experiments and pushed against educational frontiers. Perhaps most importantly, the Laboratory Schools have remained a cradle of teaching excellence and a starting point for scores of individuals whose achievements continue to make a difference in American society.

The documents and images in this exhibition reflect a century of evolution and change, yet they also testify to the Schools' enduring mission--an "embryonic democracy" in Parker's words, which gave students, in Dewey's words, "the instruments of effective self-direction."

CASE 1 OBJECTS

1.

Johann Heinrich Pestalozzi, Lienhard Und Gertrud. Stuttgart: J. G. Cotta, 1819.

Pestalozzi's popular novel expressed the ideals of progressive education. It was the tale of small town in the author's native Switzerland, and a corrupt official's influence over it. Ultimately, the teachings of a strong wife and mother supersede evil, with the lesson that education is a moral calling and family life is the most potent of all teachers. In America, Pestalozzi's theories influenced utopian experiments such as that of New Harmony, Indiana, in 1825. In the 1840s they reached the mainstream through educator Horace Mann, called the "father of American public education."

2.

Friedrich Wilhelm August Froebel, The Education of Man. Translated by Josephine Jarvis. New York: A. Lovell & Company,1885.

Froebel's most important treatise, published in 1826 as Menschenerziehung, outlined the harmonious development of a child's innate powers. The earliest schooling of children should strive "to strengthen their bodies, to exercise their senses, to engage their awakening mind..." In Germany, Froebel opened the Child Nurture and Activity Institute in the village of Blankenburg. In a moment of harmonious inspiration, he renamed it Kindergarten, or "Garden of Children."

3.

Froebel Gifts 2-6 (reproductions). Anonymous loan.

Froebel's influence on progressive education lay in his belief in the fundamental unity of all things--which even the youngest children might discern through intuition and play. Architect Frank Lloyd Wright was given a set of Froebel building blocks as a child. "The maple blocks," Wright wrote, "are in my fingers to this day."

4.

University of Chicago Elementary and High Schools Parents' Association, First Annual Announcement, 1907-1908. Lab Schools Archive.

Parker's "intense desire to see mind and soul grow," as he put it, was contagious. When the Parents' Association of the Lab Schools was formed in 1903, its motto was "We live again in our children." It paraphrased Froebel's exhortation, "Let us live with our children," and reflected the conviction that childhood education was a highly moral undertaking.

5.

Boys' Club membership book, 1909-1910. Lab Schools Records.

6.
U-High graduation announcement, 1915. Lab Schools Records.

7.
Class of first grade students in pow wow formation, 1917. Lab Schools Archive.

8.
The University High School Daily, December 20, 1918. Lab Schools Archive.

9.
Senior beanie, 1960. Gift of Devereux Bowly ('60).

10.
National Scholastic Press Association Multicultural Journalism Award, 1993. Lab Schools Archive.

CASE 2 THE JOHN DEWEY LABORATORY SCHOOL
TEXT PANEL

True scholarship applied to practical problems--this was one of President Harper's goals in opening the University of Chicago. In this sense, John Dewey proved to be an excellent choice to head the Department of Philosophy.

Arriving in Chicago at the age of 34, Dewey was already one of the nation's most prominent social philosophers. Believing that his ideals for society could be pursued through education, Dewey created the University's Department of Pedagogy. He sought "to discover... how a school could become a cooperative community while developing in individuals their own capacities and developing their own needs."

Dewey founded an elementary school in January, 1896, in a house on 57th Street. He hired a staff and developed teaching methods that borrowed from the work of the Europeans Pestalozzi and Froebel, forefathers of the New Education in America. This progressive movement promoted efforts to cultivate the child's intuition and innate search for truth.

Creative activities--handcrafts and dramatic productions--were at the center of learning at the Dewey School. Field trips and actual experience were at the center of the curriculum--which had similarities to the settlement work at Hull House. Both Dewey and his counterpart Jane Addams sought to tap the individual's creative resources as an antidote to the numbing effects of conventional society.

In his widely-read book, The School and Society, Dewey wrote that "the life of the child becomes the all-controlling aim... Learning?--certainly but living primarily, and learning in relation to this living."

CASE 2 OBJECTS
1.
John Dewey, Plan of Organization of the University Primary School. Privately printed: [University of Chicago, 1895]. Presidents' Papers.

This statement was written shortly before the Dewey Laboratory School was opened. "To coordinate the psychological and social factors," was the aim. In discussing the ideal curriculum Dewey writes, "Attention may again be called to the principle of indirect training, and...upon

initiating the proper process rather than securing any immediate product..." Thus, the lessons of reading, writing and arithmetic grew from activities such as handwork, cooking, and social interaction among members of the class.

2.
The Maroon, January 13, 1896. University Archives.

The front page of The Maroon carried news of the opening of the "Dewey School," on January 13, 1896. The short article reported that the school would use the "Swedish system," an acknowledgment of the European roots of progressive childhood education. On the first day of school, "each student had completed a paper box for pencils and other materials...physical exercise completed the program."

3.
John Dewey to William Rainey Harper, December 9, 1896. Presidents' Papers.

Less than a year after opening the Laboratory School at what is now 1328 East 57th Street, Dewey appealed to Harper for assistance in constructing a permanent building. That would have to wait until 1903 and future benefactors. In the meantime the school grew and moved into three more temporary locations.

4.
The first four locations of the Dewey Laboratory School. University Archives.

5.
John Dewey, The School and Society. Chicago: University of Chicago Press, 1899.

Dewey's small book, which became a best seller in its first year, reflected the progressive nature of the nation at the turn of the century. "Only by being true to the full growth of all individuals who make it up," Dewey writes, "can society by any chance be true to itself."

CASE 3 A CONVERGENCE OF INSTITUTIONS

TEXT PANEL

Harper as an academic empire builder gathered all available resources to make the University of Chicago a center for educational research and practice. By 1900, he was negotiating to bring Colonel Francis Wayland Parker to the University.

Parker had been the eminent principal of the Cook County Normal School, where teachers were trained according to principles that he called "child-centered education." Like Dewey, Parker favored projects and field trips over spellers, readers, and copybooks.

Parker's career at the Normal School ended with a clash with politicians over its direction. He then joined with the visionary patron Anita McCormick Blaine, who pledged more than a million dollars for the Chicago Institute, a private school for teacher training in progressive educational methods.

In Blaine and Parker's plan, Harper saw the opportunity for the University of Chicago to create in a single stroke an important School of Education. By 1901, an agreement was made to bring the Institute of the University and also include a new University Elementary School.

This move bewildered parents and teachers of the Dewey School. Still, the two elementary schools coexisted for several years, as did the two school heads. It was said that Colonel Parker knew what would help children learn and John Dewey knew why. Their objectives were much the same.

CASE 3 OBJECTS
1.
Chart

List of documents to be photographed for use on chart.
Use decorative items from yearbooks if needed--see yearbooks on shelf marked with yellow flags for possibilities

a. photo of Dewey (use Schutze photo in vault, need print)
b. photo of Parker (in box for this case, need print)
c. photo of Blaine Hall (in box for case 4, need print)
d. photo of Belfield Hall (in box for case 4, need print)

Text for Chart

Origins of the University Laboratory Schools

1903
The College of Education, the University High School and the University Elementary School move into Blaine Hall

1904
In January, the manual training component of the High School moves into Belfield Hall

1901
South Side Academy is deeded to the University of Chicago

1899
Francis W. Parker leaves public school system to open the Chicago Institute, on Chicago's North Side, a private teachers' college with an elementary school. The Institute is funded through a gift from Mrs. Anita McCormick Blaine

1896
Cook County Normal School becomes the Chicago Normal School. Francis W. Parker continues as principal until 1899

1883
Colonel Francis W. Parker named principal of the Cook County Normal School, located on the South Side of Chicago west of Hyde Park. Its mission is the training of elementary school teachers

1894

Dewey joins the faculty of the University of Chicago as head professor, the Department of Philosophy

1897
Chicago Manual Training School, remaining in its original location, is deeded to the University of Chicago

1882
Chicago Manual Training School, located on the southern edge of downtown Chicago, is incorporated by members of the Commercial Club of Chicago including Marshall Field, John Crerar, and George Pullman. Henry Holmes Belfield is named principal

1892
The South Side Academy, located on Chicago's South Shore, is founded by E. O. Sisson. In 1897, William Bishop Owen is named dean

1895
The Department of Pedagogy is founded as an adjunct to the Department of Philosophy under the leadership of John Dewey. (In 1901 it is renamed the Department of Education)

1901
The Francis W. Parker School is founded by Colonel Parker and Mrs. Anita McCormick Blaine to serve the needs of Chicago's North Side residents. Parker is head of the school while also functioning as director of the School of Education at the University of Chicago

Colonel Francis Wayland Parker
b. 1837 Bedford, New Hampshire
d. 1902

John Dewey
b. 1859 Burlington, Vermont
d. 1952

1916
A nursery school is founded in Hyde Park. In 1923 it is incorporated as the University Cooperative Nursery School

1901 - 1903
The University of Chicago creates a School of Education made up of 1) a teachers' college 2) a high school and 3) an elementary school, through the acquisition and consolidation of several previously existing institutions

*
The Chicago Institute's teacher training component becomes the University's College of Education, an undergraduate teachers' college

*
The Chicago Manual Training School and the South Side Academy are combined to form the University High School

*
The Chicago Institute's elementary school and the Dewey Laboratory School and kindergarten are combined to form the University Elementary School

1896
An elementary school (often called the Dewey Laboratory School in later years) is founded by John Dewey under the aegis of the University's Department of Pedagogy, as a "laboratory" to test his progressive educational theories

2.
W. E. Whaley to Board of Trustees of the University of Chicago, [1901]. Presidents' Papers.

The South Side Academy, a private preparatory school founded in 1892, became affiliated with the University. In this letter, the Academy's Acting Dean, W. E. Whaley, confirmed that his board of trustees was ready to surrender its charter to become a part of the School of Education, "an organic part of the University of Chicago."

3.
Anita McCormick Blaine, ca. 1910. University Archives. (Photograph to be taken from book in box)

Anita McCormick Blaine to William Rainey Harper, April 30, 1901. Presidents' Papers.

Progressive educators often endured the opposition of politicians. Politicians meanwhile made Chicago schools a "shame and a disgrace," according to the Chicago Dispatch in the 1890s. When these forces made it impossible for Colonel Parker to remain at the Chicago Normal School, he accepted an offer by Mrs. Emmons Blaine, daughter of Cyrus McCormick, to open the Chicago Institute, a private school dedicated to teacher training.

By 1901, Parker, Blaine, and Harper agreed that the Institute, and Mrs. Blaine's million-dollar endowment of it, should come to the University, where Parker would also head a School of Education. Parents and prot,g,s of Dewey were naturally concerned, but Mrs. Blaine assured Harper that their mission was above political infighting.

4.
Anita McCormick Blaine to the University of Chicago, May 20, 1902. Presidents' Papers.

Despite rancor among their followers, Parker and Dewey were deeply impressed with each other's methods. Dewey once called Parker the "father of progressive education." When Parker died suddenly on March 2, 1902, Dewey replaced him as director of the newly formed School of Education.

5.
Chicago Institute: Academic and Pedagogic, Preliminary Announcement, January 1, 1900. Chicago Institute Papers.

Plans for the Chicago Institute included an expansive new building on Chicago's North Side, funded by Mrs. Anita McCormick Blaine--it was never realized.

CASE 4 THE COMBINED SCHOOLS

TEXT PANEL

Methods at the Dewey Laboratory School and University Elementary School were clearly similar. Reading was learned less through texts and more through activities that required children to assemble information. Science was taught in relation to the immediate environment. Collaborative projects such as dramatic productions were frequent at both schools, as were field trips to the parks and nearby lagoons.

Yet resentment brewed between the followers of Dewey and those of Parker, who died in 1902. This was not resolved when the elementary schools prepared to join under one roof in the new Emmons Blaine Hall, completed in 1903.

The chasm between the Dewey and Parker camps was esoteric but real. Dewey was the philosopher who saw education as a reflection of society itself. Parker was a motivator who endeavored "to free, to lift, the soul of the child," as it was later described. Yet Mrs. Blaine wrote years later that Parker "always said that John Dewey spoke for him better than he spoke for himself."

The South Side Academy, students and faculty of the former Chicago Manual Training School, and secondary students from Dewey's school merged and moved into Blaine Hall at this time. Dewey was director of the entire complex--a bold move on behalf of unification by Harper--but factions persisted and led to Dewey's departure from Chicago later that year.

CASE 4 OBJECTS

1.
Blaine Hall, 1904. Lab Schools Archive. (may need print)

Belfield Hall, 1906. Lab Schools Archive. (need print)

Blaine Hall was occupied in 1903, the work of architect James Gamble Rogers. While traditional in appearance, the building had modern features such as open, flowing spaces inside and a conspicuous appreciation of natural light.

Belfield Hall, originally called the Manual Training Building, was occupied the following January.

2.
Anita McCormick Blaine, "The Founding of the School of Education," in Elementary School Teacher, September-October, 1913. Presidents' Papers.

College of Education course offerings for students studying to be teachers, 1903. College of Education Records.

Mrs. Blaine spoke in appreciation of Colonel Parker's ideals. "He held that the child's mind is as a plant to grow--not as a box to fill," she said. "In teaching, there is the intellectual element and there is the spiritual--and I think we must come to see that the spiritual must be the predominating element in the end."

3.
Mary Root Kern, "Suggestions and Statements," January 12, 1927. Presidents' Papers.

Mary Root Kern, who taught music under Dewey before the school was merged with Parker's, expressed a view on the differences between Dewey and Parker--ideas which were heartfelt but frankly aggravated by distrust between two camps were forced to come together.

4.
John Dewey, "Democracy in Education," in The Elementary School Teacher, December, 1903. Lab Schools Archive.

The publication was started by Colonel Parker and was widely read in educational circles nationwide. As a journal of progressive education, it continued for decades.

5.
Wilbur Jackman, "The University Elementary School: Its General Plan and Course of Study," in The Elementary School Teacher, June, 1905. Lab Schools Archive.

Jackman was Parker's principal deputy and became the head of the University Elementary School in 1904 after Dewey left for New York.

6.
Wilbur Jackman, poem to Nathaniel Butler, [1905] (above) and a reply poem from Nathaniel Butler to Wilbur Jackman [1905] (below). College of Education Records.

Hostilities between Dewey's followers and Parker's were muted by 1905, but they lingered and took form in this exchange of verse between Jackman, one of Parker's loyalists, and Butler, one of Dewey's.

7.
Katharine Dopp, The Early Cave-Men, The Later Cave-Men, and The Treedwellers, 1930. Chicago: Rand McNally & Company. On loan from Alice Karl.

Dopp, an early teacher in the Dewey Laboratory School, brought subjects to life with rich narratives. These books were first published in 1906.

CASE 5 THE UNIVERSITY ELEMENTARY SCHOOL 1903-1909
OBJECTS
1.
Weaving and textile class, ca. 1904. University Archives.

Teacher's work reports by Fanny Sims describing textile work, January 15 & 29, 1909. Lab Schools Work Reports.

As with most work done at the Lab Schools, the study of textiles involved doing--the entire process from spinning to dyeing to weaving. History lessons were linked to the invention of the spinning jenny; geography was learned through the distribution of various fibers such as wool, cotton, and silk. Teachers' reports were de rigueur, and Jackman often reported on results in The Elementary School Teacher, which he edited.

2.
Kindergarten students in Scammon Garden working a plot of land, ca. 1904. University Archives.

Suggestions as to Home Gardens, ca. 1904. College of Education Records.

Gardening meant indelible lessons about seeds and crops, which often lead into geography and other related subjects. Even celebrations to mark the seasons were discussed as a way of understanding how different societies in different parts of the world live and work.

3.
French class luncheon, ca. 1904. University Archives.

Teacher's work report by Josette Spink, March 5, 1909. Lab Schools Work Reports.

Foreign language study became prominent at the elementary school in the Jackman years. Lessons began not with grammar but with preparation of a French meal, which taught useful vocabulary in a practical way.

4.
Art class drawing from a live model, ca. 1904. University Archives.

An art class unloading a kiln, ca. 1904. University Archives.

Art classes served as an effective bridge between various disciplines. While drawing from a live model dressed as a Viking, students learned lessons about the history of costumes and the science of weapons. Ceramics provided a demonstration of delicate scientific principles--the sense of discovery was never more profound than when students unloaded the kiln.

5. Students in Washington Park, ca. 1904. Lab Schools Archive.

Students building a small house, ca. 1904. Lab Schools Archive.

Wilbur Jackman began his career as a teacher of science. Thus his lessons in the study of nature were often most vivid. The study of birds began by building birdhouses in shop and observing the birds' use of them in the park. Said Jackman: "... it is simply ridiculous to keep children confined in a schoolroom learning about a world while they must live in it."

6.
The School Reporter, Wilbur Jackman Memorial Edition, February, 1907. Lab Schools Records.

When Jackman died suddenly in 1906, many students contributed to this memorial edition of the school magazine. In one reminiscence a 1st-year high school student writes: "A year ago Mr. Jackman had everyone in the school make birdhouses. Each made one or two and when all were finished we started off to Washington Park...This shows how Mr. Jackman loved birds and that he liked to have children do useful things."

CASE 6 THE UNIVERSITY HIGH SCHOOL 1903-1909

TEXT PANEL

Harper was eager to form a relationship with a secondary school in 1897, when the University was given the Chicago Manual Training School. Dewey had a small group of secondary school students, and in 1903 the two merged with the South Side Academy to form the University High School.

In January, 1904, the schools were physically united in the new Manual Training Building, now Belfield Hall. But togetherness did not automatically mean spiritual unity. Students from the Manual Training School and South Side Academy were initially antagonistic. Happily and perhaps ironically, this changed and school spirit surged when the U-High football team won the Chicago prep championship in 1904.

At first, there was little "laboratory aspect" to the high school's lesson plans. But the influence of the University soon became evident. The math curriculum was an early subject of investigation, as was the ideal social organization of the school. Extra-curricular clubs were in. Fraternities and sororities were definitely out.

CASE 6 OBJECTS

1.
Letter to the Principal of the High School from a resident of Madison Avenue [now Dorchester], May 17, 1904. Lab Schools Records.

Objections to Secret Societies in the University High School, 1905. Lab Schools Records.

Brief In favor of Fraternities and Sororities, 1905. Lab Schools Records.

Secret societies were a blight not just on the Schools but on the neighborhood. Fraternity members were "a lot of so-called high-toned loafers who smoke and ogle girls as they pass," complained one irate Hyde Parker.

2.
Charter member register & furnishing expenses for the Boys' Club clubhouse, 1907. Lab Schools Records.

School-sanctioned clubs were a partial answer to the menace of unseemly frats and the like. The Boys' Club was given use of a large house at 5833 Kimbark Avenue, where members played pool, at a safe distance from the lure of a local pool hall. Other clubs of U-High's first decade included the Henry Clay Club (which began as a debating society and became a literary club), the

Engineering Club, the German Club, the Mandolin Club, the Camera Club, the Sketch Club, and the Girls' Club.

3.
Kanyaratna, Girls' Honor Society Constitution and By-laws, 1908-1918. Lab Schools Records.

The Kanyarantra Society was founded in 1908, for ten girls of the senior class distinguished in athletics, social activities, or literary pursuits.

4.
Public Speaking Club pin and programs, Phi Beta Sigma pin, and Tripleee Club pin. Lab Schools Records.

Public speaking and pins were important signs of status at U-High.

Phi Beta Sigma was acoeducational honor society that came to U-High along with the South Side Academy.

The Tripleee Club was founded 1905. A non-academic honor society, it was composed each year of 15 boys who had provided outstanding service to the Schools.

CASE 7 THE UNIVERSITY HIGH SCHOOL 1903-1909
OBJECTS
1.
The Correlator, 1904. Lab Schools Archive.

Among its objectives, University High sought to "correlate" or bridge the substance of diverse subjects, from algebra to geometry, for example, or history to art. Thus the yearbook's name: The Correlator. In 1904, The Correlator's first year, the staff celebrated a more down-to-earth success in U-High gridiron heroics.

2.
The Correlator, 1910. University Archives.

While interest in athletics must have struck some progressive faculty members as overblown, debating against other schools was also energetically pursued. Girls' sports were often equally successful and received due attention.

3.
The University High School Daily, March 12, 1907 and March 11, 1910. Lab Schools Records.

University High was one of only two high schools in the country that published a daily newspaper, which was underwritten in part by the Parents' Association. There were four editors, one for each day of the week it came out. The Daily was published until 1922.

4.

Printing shop, ca. 1907. Lab Schools Archive.

University Elementary School calendars, 1908 & 1909. Lab Schools Archive.

Arts and crafts were regarded by Lab School faculty as a means to overall learning. Fine printing, was one of the esteemed crafts of the era, and classes produced many school announcements, flyers, and annual calendars. These calendars were designed, printed, and bound by elementary students.

5.
Manual training wood shop in Belfield Hall, ca. 1908. University Archives.

When the secondary schools that made up University High were brought together in 1901, the agreement stated that the Chicago Manual Training School should constitute the "technical course" and enjoy a measure of independence in pursuing its aims--clear thought, honest work, and willpower through work with one's hands. Industry put pressure on schools such as this to concentrate on vocational training. But Dean Henry Holmes Belfield, a Latin scholar, believed deeply in shopwork and mechanical drawing as part of the college preparatory curriculum.

6.
Students making relief maps in geography class, ca. 1916. Lab Schools Archive.

7.
The Correlator, 1908. University Archives.

Continuity in the governance of the Schools was slow in coming. When Dewey resigned as director in 1904, Belfield and William Bishop Owen shared leadership of University High School. In the absence of a director, University President Harper presided over meetings of the faculty until his death in 1906.

CASE 8 CHARLES HUBBARD JUDD AND THE SCIENTIFIC STUDY OF EDUCATION 1909-1919

TEXT PANEL

The strong new leadership of Charles Hubbard Judd brought substantial change to the Laboratory Schools in 1909. Judd joined the University to head the Department of Education, and part of his charge was the directorship of the elementary and high schools.

From the outset of his tenure, Judd viewed the Schools as a setting for educational research. "The fundamental purpose of the secondary and elementary schools is that of educational laboratories-- that which justifies the University in maintaining the schools," Judd wrote.

While testing and statistical analysis were becoming popular among educational researchers everywhere in the United States, there was predictable resistance to them at the Lab Schools. Former colleagues of Parker and Dewey found them impersonal and not sufficiently "child-centered." Then, when tests found that U-High students were below citywide averages in English and history, they were a source of additional agitation. Still, Judd insisted on "systematic, sequential work."

CASE 8 OBJECTS

1.

Charles Hubbard Judd, ca. 1910. University Archives.

Judd was a graduate of Wesleyan and Leipzig and taught at Yale before Chicago. When he became director of the Laboratory Schools, the faculty was encouraged to concentrate on areas that some considered too regimental, such as handwriting and spelling. Meanwhile, Judd had little patience for the time spent in dramatic productions, which had been a labor of love in the Dewey-Parker years.

2.

Charles Hubbard Judd, Introduction to the Scientific Study of Education. Chicago: Ginn & Company, 1918.

Charles Hubbard Judd, Psychology of High School Subjects. Chicago: Ginn & Company, 1915.

Charles Hubbard Judd, Reading Its Nature and Development.
Chicago: University of Chicago Press, 1918.

Charles Hubbard Judd and Guy Thomas Buswell, Silent Reading : A Study of the Various Types.
Chicago: University of Chicago Press, 1922.

New rigor at the Lab Schools and in the Department of Education under Judd led to a flurry of books and articles by many faculty members. "Spread the Gospel," urged Judd, who personally oversaw all publications and in turn reported on this important activity to the University president.

3.

Guy Thomas Buswell and Charles Hubbard Judd, Summary of Educational Investigations Relating to Arithmetic. Chicago: University of Chicago Press, 1925.

Ernst R. Breslich, Second Year Mathematics for Secondary Schools. Chicago: University of Chicago Press, 1916.

Walter Sargent and Elizabeth Miller, How Children learn to Draw. Chicago: Ginn & Company, 1916. On loan from Alice Karl.

4.

"Information for Visitors," 1911-1912. Lab Schools Records.

With Judd editing The Elementary School Teacher, and with much seminal research on-going, the Laboratory Schools became a mecca for other educators to visit and observe.

5.

Official student record card, 1916-1927. Lab School office of the Registrar.

X-Ray of wrist, ca. 1920. Lab Schools Records. (Photo needed)

Testing did not stop with the academic. Physical development was also monitored; bones were X-rayed and skulls were measured. Happily, there was no evidence of phrenology practiced at the Lab Schools in these years.

6.
Graph of results of spelling test given before and after spring vacation, 1921. Lab Schools Work Reports.

This volume of teacher reports and test results attests to the intensity of record keeping and scientific rigor at the Lab Schools inspired by Charles Judd.

CASE 9 LIFE IN THE SCHOOLS 1909-1919
OBJECTS
1.
Franklin Johnson, ca. 1915. Lab Schools Archive.

In 1909 Franklin Johnson was made principal of University High. Johnson was a sociable type and enjoyed frequent evening discussions with students. He also worried about academic standards. Early in his principalship he reported that U-High was attracting "an unusual number of students without serious purpose." Johnson personally interviewed nearly all high school applicants. Some were asked to withdraw.

2.
Harry O. Gillet, 1944. Lab Schools Archive.

Gillet was a hold over from the Dewey years, but he had no trouble falling in line with Judd's rigor. He was well-respected and well-loved--becoming elementary school principal in 1909, writing an English text in 1917, and remaining at the Lab Schools until 1944 when parents, teachers and students established a scholarship fund in honor of him and his wife.

3.
U-High Student's Handbook, 1917. Lab Schools Archive.

The 1917 war was much on the mind of students, including the owner of this handbook. On the first page he drew a cartoon of Uncle Sam, and on the back he sketched the Kaiser, several spiked helmets, and some notes in German (study of which was emphasized at the Schools).

4.
The Midway, December, 1917. Lab Schools Archive.

The Midway was a magazine of stories, verse, and "themes" from English classes. While many on the University campus were romanticizing the war in Europe, here was published a gripping tale of an alumnus on the front.

5.
The University High School Daily, 1917 and 1918. Lab Schools Archive.

Newsworthy were a school campaign to raise money for an ambulance and driver to be sent to France and other war-related efforts. (Make copies of ambulance driver article and other two as indicated is there is no room in the case for the bound volumes.)

6.
The School Reporter, 1918-1919. Lab Schools Archive.

The School Reporter kept parents up-to-date about elementary school activities.

7.
U-High concert program for the benefit of the University Settlement House, ca. 1918. Lab Schools Records.

Social and cultural life at the Schools was often designed to benefit progressive causes, such as the University Settlement and United Charities.

8.
Elementary School Spring Festival program, 1908. Lab Schools Records.

9.
1914 football team. Lab Schools Archive.

Principal Gillet upheld academic rigor, but as a prot,g, of Dewey he also promoted the concept of play acting.

10.
The Correlator, 1912. University Archives.

As a record of its time, the U-High yearbook focused on an active social life. Orchestras, dances, parties (even one celebrating Washington's Birthday), and less formal affairs were memorialized in The Correlator.

CASE 10 TESTING STUDENT PROGRESS 1919-1928
TEXT PANEL

By 1920, progressive education at the Lab Schools had taken an earnestly scientific direction. This was reflected clearly by Henry Clinton Morrison, who became superintendent of the elementary and high schools in 1919. Morrison had been superintendent of education for the state of New Hampshire, where he conducted broad educational experiments. He was happy to have the opportunity to work in the "laboratory" at Chicago.

In his tenure at the Lab Schools--he stayed until 1928-- Morrison's most enduring contribution was the dual concept of unit and mastery. Units were manageable divisions of the lesson. Mastery was the pupil's demonstrable understanding of it. Morrison did not invent these

ideas, but he popularized them, and in the 1920s most advanced textbooks, especially in science and social studies, were organized by the unit-mastery concept.

Other advances of the Morrison years included techniques in testing, designed to measure student mastery. Good teachers became expert at using tests to determine where lessons were successful and where reteaching was necessary. Because these tests were purely diagnostic, Morrison was adamant that most not be graded. Indeed, grades remained a delicate issue at the Lab Schools. Except for some unpopular experiments with letter grades in this period, school reports took the form of letters and progress reports.

CASE 10 OBJECTS

1.

Henry Clinton Morrison, The Practice of Teaching in the Secondary School. Chicago: University of Chicago Press, 1926. University of Chicago Press Collection.

Mastery in the Morrison method involved five steps: Exploration, Presentation, Assimilation, Organization, and Recitation. Mastery was achieved when "a student has fully acquired a piece of learning," Morrison writes. "Mastery implied completeness."

2.

Henry Clinton Morrison, ca. 1930. Lab Schools Director's Office.

3.

Henry Clinton Morrison to Harry Pratt Judson, December 1, 1920. Presidents' Papers.

In this letter, Morrison outlines the mastery concept to University President Harry Pratt Judson.

4.

Science Department Work Reports, 1926-1927. Lab Schools Work Reports.

Under Morrison, teachers were required to keep daily journals of results, progress, difficulties, and other observations. These were condensed each month and submitted to the administration. Here, high school teacher Wilbur L. Beauchamp records steps toward mastery in his Freshman science class.

5.

Arthur Gibbon Bovee and David Hobart Carnahan, New French Review Grammar and Composition Book. D. C. Heath and Company, 1935.

Katharine M. Stilwell, The School Printshop. Chicago: Rand McNally & Company, 1919.

Howard C. Hill, Vocational Civics. Chicago: Ginn and Company, 1928.

Hannah Logasa, Historical Fiction. Philadelphia: McKinley Publishing Company, 1930.

Jessie M. Todd, Drawing in The Elementary School. Chicago: University of Chicago Laboratory Schools, 1931.

A list of publications by faculty in the Department of Education, teachers at the Lab Schools, and students of the College of Education between 1903 and 1928 cites more than three hundred articles, textbooks, monographs, and reports.

6.
The Correlator, 1922. University Archives.

CASE 11 THE PERFORMING ARTS
TEXT PANEL

The performing arts and music always held a prominent place at the Laboratory Schools. Lessons in language, history, and other subjects often culminated in dramatic productions. Even when "testing fever" struck--and administrators expressed impatience at the time spent in dramatics--these forms of creativity remained strong. The Parents' Association supported many such activities.

In the 1920s, a student-written and -produced play was staged by an important dramatic club called the Playfesters.

Music was likewise stressed. At the turn of the century, teacher Eleanor Smith wrote the Modern Music Series Primer with songs and poems to encourage students in their enjoyment of music. Music education was more than reading notes proficiently, she wrote; it meant an appreciation of music's "influence and culture." From the Dewey-Parker years on, music was integrated into the curriculum and extracurricular activities. Many musical events were staged as benefits for Chicago settlements and charities.

CASE 11 OBJECTS
1.
Harris R. Vail, ca. 1940. Lab Schools Archive.

Vail, who taught at University High from 1922 to 1952, spoke to a mothers' group in 1923 on "Our New Plan in Music Instruction." Still, he was something of a traditionalist. "If a student has pursued his study through the tenth grade, he will be able to recognize approximately 1,000 important musical themes," he said. Several years later, Vail objected when a student made an announcement about a jazz orchestra project. It was not, he insisted, consistent with the Schools' music program.

2.
Music Composition Book, 1903. Lab Schools Records.

Music was important in the process of "correlation," or building bridges between subjects. In this book, poetry is set to music by notes in the hand of a student.

3.
Vaudeville program & Spring Festival announcement, 1915. Lab Schools Records.

U-High's own vaudeville was part of a performance tradition that also included concerts, operettas, plays, and recitals--scripted, designed, produced and performed by students.

4.
The U-High Orchestra, led by John Cragun, 1922. Lab Schools Archive.

John Cragun began his teaching career at the Lab Schools in the elementary grades. When he moved to the high school, he looked impressive conducting in white tie, but students also remembered that he donned the uniform of the band leader for half-time performances at football games.

5.
Kindergarten music class conducted by a student, ca. 1906. Lab Schools Archive.

6.
Ray Lubway at the piano, 1956. Lab Schools Archive.

Ray Lubway, a long-time music teacher, had a serious side which had him producing musical plays in at the Lab Schools. His sense of fun was never far from the surface.

7.
Eleanor Smith, The Modern Music Series: Primer. Chicago: Silver, Burbett & Company, 1901. On loan from Alice Karl.

8.
Robert Mason and students, ca. 1957. Lab Schools Archive.

Robert Mason, music teacher from 1937 to 1971, conducted the orchestra and band.

9.
Playfesters programs, 1933 and 1934. Gift of Margaret Horton Grant ('35).

The Dramatic Club held an annual playwriting contest and performed the winning play. Margaret Horton won the 1933 playwriting contest forThe Cat and The Tailors.

CASE 12 STUDENT LIFE IN THE 1920s
OBJECTS
1.
Tool box and tools, 1926-1927. On loan from Philip C. White ('30x).

Philip White made this set of tools as a freshman and was permanently influenced by the manual-arts curriculum at the Lab Schools. As a young man he built a cabin in Michigan and on the mantelpiece carved the inscription: "Only by hard work can the life of the common man be avoided."

2.
Gym Temp, 1927 and Sunny Gym, 1931. Lab Schools Archive and University Archives. (Need print)

The new gymnasium, Sunny Gym, was donated by Bernard E. Sunny, chairman of Illinois Bell. Dedicated in 1930, it was a much needed addition to the Schools, given the importance of physical education and large social events. The old gym, Gym Temp (its name implied it was never meant to be permanent), was in disrepair, and the need for a new place for dances was a big issue--especially when the Charleston was finally permitted on campus!

3.
The Correlator, 1934. University Archives.

Dances, fur coats, and mixers were a preoccupation of U-High students in the late '20 and '30s.

4.
The Correlator, 1927. University Archives.

Despite excitement and many successful teams, competitive sports had its detractors, and tragic football-related deaths in 1904 and 1917 confirmed for many that they were emphasized entirely too much. Interscholastic sports of all kinds were discontinued between 1919 and the early 1920s, and football in particular never regained its former prominence in school life. Intramurals did flourish in these years.

5.
First Imp and Pep hockey teams, 1920. Lab Schools Archive.

6.
Twelfth Annual Competitive Gymnastic Meet program, 1920. Lab Schools Records.

7.
The Midway, March 1920 and December 1920. University Archives and Lab Schools Archives.

The Midway literary magazine was published by some earnest young writers. In the December 1920 number, the author of "The Star of Ages" sighed: The lords of yesterday rule but the dust/They hold no more mankind's God-given trust. But touches of irony crept in. "The Christmas Burglar" mixed the gentle thoughts of the season with adolescent impudence: "Of course, the entire atmosphere breathed an odor of good-will, prosperity, and onions..."

8.
The Gargoyle, 1928, 1929, 1930. Gift of Geraldine Alvarez ('30). University Archives.

The Gargoyle was an impressive literary magazine founded in 1928 by Edward Levi ('28). In its third year the editor was Geraldine Alvarez ('30), who remembers driving the final copy down to Chicago's Printing House Row late at night to deliver it to the printer.

9.
Un Petit Livre Gris, June 1923-December 1927. Lab Schools Archive.

French was definitely the most popular foreign language at the Lab Schools, especially after Marshall Joffre visited the University in 1917 and students lined the Midway to watch his motorcade and sing the Marseillaise. Un Petit Livre Gris included the poetry, prose, and artwork of students in 4th, 5th, and 6th-grade French classes.

10.
Our Book of Poems and Wood Cuts, 1924-1925. Lab Schools Archive.

Not to be outdone by U-High's Gargoyle and Midway, elementary school children published their own journal of poetry and illustration.

CASE 13 THE 1930s AND THE NEW COLLEGE PLAN
TEXT PANEL

The '20s and '30s represented a period of maturation at the Laboratory Schools. One important element, the University Nursery School, had been evolving for years, with serious study in childhood health and social development under the leadership of Helen L. Koch, a psychologist, who brought in faculty from other departments such as sociology, human development, and home economics to talk to parents' groups.

In kindergarten, teacher Olga Adams stressed group activities and independent decision making. She invented the long-standing "Our City" project, with children constructing a model city in the classroom and functioning within it as a community.

In 1938, the University formally took over the operation of a cooperative nursery school founded in Hyde Park in 1916 by a group of Lab Schools mothers. The nursery school was the focus of much attention over the years as it developed teaching methods related to early childhood socialization and development.

Perhaps most prominent were changes wrought by University President Robert M. Hutchins. In 1932, Hutchins decided to test his belief that high school students were wasting their time in the last two years of school and could be taking college-level courses. To begin his experiment he asked 24 members of the University High junior class to participate in a discussion of the literary classics, developed by his colleague Mortimer Adler.

The Great Books experiment was a success, and it motivated Hutchins to institute the New College Plan, which combined the last two years of high school with the first two of college. For Hutchins, the New College Plan acknowledged what was obvious--that different students learned at different rates. He viewed it as "an attempt to clarify the organization of the American educational system."

It was also in the 1930s that the University High School was one of two hundred schools and fifty colleges to participate in a progressive Education Association study on the relationship between high school curriculums and success at the college level.

CASE 13 OBJECTS
1.
Robert M. Hutchins, "Statement on the New College Plan," December 8, 1932. Presidents' Papers.

Harold H. Swift to A. W. Sherer, December 10, 1932. Presidents' Papers.

Chauncey S. Boucher, "The New College Plan," December 1, 1930. Presidents' Papers.

Harold Swift was a hands-on University trustee. Here he writes to Sherer '06, an influential alumnus, about his concerns for the college plan, particularly "the handling of adolescents" at the college level.

2.
The U-Book, 1938. On loan from Justin M. Fishbein ('43).

The U-Book, compiled by Phi Beta Sigma, detailed activities, customs, songs, and traditions at the Schools for students old and new.

3.
Nursery school students, ca. 1920-1933. Lab School Archive.

A cooperative nursery school had been founded in Hyde Park in 1916 by a group of mothers. In 1923 they raised funds to purchase a three-storey house at 5750 Woodlawn. In 1923 the school was incorporated as the University Cooperative Nursery School and it employed Helen Koch, of the Department of Home Economics and Psychology. In 1938 the school was formally taken over by the University.

4.
Ida DePencier, 1939. On loan from Ida DePencier.

Ida DePencier joined the faculty in 1927 as a fifth-grade teacher. For the next 32 years, she taught history, geography, and social studies. When she retired, DePencier wrote the first full-length history of the Laboratory Schools, published in 1967 and still a standard reference.

5.
Olga Adams, ca. 1952. University Archives. (Reproduce photo in June, 1952 U of C magazine.)

Photograph of Olga Adams's classroom with children constructing "Our City," 1926.

Olga Adams came to the Schools in 1921 and later developed the "Our City" project. Using blocks, cardboard, and wood to assemble neighborhoods and cities, the children learned how homes, stores, and churches meet the many human needs of a community. "Our City" was later continued in the lower grades and the lessons expanded to include transportation and industry.

6.
Scrapbook pages, 1939-1940. On loan from Sidney Epstein ('40).

Epstein, an all-around good student and athlete, participated on the swim, soccer, baseball, and track teams. He also remembers vividly that final grades during the era of the College Plan were based solely on the comprehensive exams.

CASE 14 INNOVATIONS IN SCIENCE AND READING EDUCATION
TEXT PANEL

In the 1930s, several people connected with the Laboratory Schools drew particular renown for their contributions to the field of education. Bertha Parker arrived at the Lab Schools with a degree in botany at a time when primary school science consisted of hands-off memorization. She developed an interactive approach to science which ranged from the demonstration of electricity with a telegraph key to a model volcano gurgling and smoking with chemicals.

The teaching of reading also had a long and distinguished tradition at the Schools, with a student library as early as 1903. Reading comprehension tests were a constant endeavor in the 1910s. A longtime education professor at the University, William S. Gray, was involved in much of this activity. Among his many achievements, he established the whole-word approach to the learning of reading through the Dick and Jane series of readers, which were used through the 50s and taught a generation of baby boomers how to read.

CASE 14 OBJECTS

1.

William Scott Gray, Remedial Cases in Reading Their Diagnosis and Treatment. Chicago: University of Chicago Press, 1922.

Children reading at their desks, 1925. Lab Schools Archive.

A reading lesson, 1926. Lab Schools Archive.

William Scott Gray, Fun with Dick and Jane. Chicago: Scott, Foresman and Company, 1941.

Professor Gray's measurement techniques led to the development of many types of testing. He pioneered standardized tests, and along with Professor Guy Buswell, he measured the movement of a child's eye as it panned across the page. Early in his career, Gray worked with publisher Scott, Foresman in Chicago on the Dick and Jane reader series.

2.

Bertha Parker, ca. 1950. University Archives.

Parker began teaching at the Lab Schools in 1916 while completing a graduate degree at the University. In 1923 she was given a full-time faculty position.

3.

Bertha Parker, Bird Puzzles. Racine: Whitman Publishing Company, 1938. Lab Schools Archive.

Bertha Parker, "Basic Science Education" series. Evanston: Row, Peterson and Company, 1941-1944. Lab Schools Archive.

Bertha Parker, The Golden Book Encyclopedia. New York: Golden Press, 1960. Lab Schools Archive.

Bertha Parker's books were shaped by what she taught, which included making science toys for children in poor neighborhoods. Puzzles were one way she made learning science interesting--a notion that she brought to her first book.

4.
O. D. Frank, Beto Book, 1941-1942. Lab Schools Archive.

BETO stood for "Biological Experience, Thoughts and Observations." O. D. Frank, a science teacher from 1921 to 1945, insisted that BETOs "may occur anywhere at most anytime--at home or school; at work or play; in woods or field; on open roads or wherever one may be during waking hours." With stories and verse about BETOs, this blend of experience and expression was entirely in the tradition of the Laboratory Schools.

5.
Natural history classroom, 1926. University Archives.

KnoWood wood studies, ca. 1929. On loan from the Lab Schools science classroom.

Stuffed birds, 1930s. On loan from the Lab Schools science classroom.

Corticelli silk culture cabinet, ca. 1930. On loan from the Lab Schools science classroom.

Flicker feather specimens, ca. 1930. On loan from the Lab Schools science classroom.

Photographically transferred impressions of white oak, box elder and scarlet oak leaves, ca. 1930. On loan from the Lab Schools science classroom. (These can be eliminated from the case if needed.)

The science and natural history classrooms at the Lab Schools always had the look of an crowded museum. Specimens and other hands-on teaching aids were used extensively. In the 1920s, the Schools offered an after-school class on taxidermy.

CASE 15 "EDUCATION AND DEMOCRACY"
TEXT PANEL

World War II had a far-reaching effect on the Schools. Realities of war touched the lives of all students when the U.S. Navy Signal Corps established a training center at Sunny Gym in 1942. Over the course of the war, alumnus Clifford Utley '21, a luminary radio commentator, visited the high school on several occasions to report on the significance of events in Europe.

Also during World War II, a group of high school boys traveled to Wisconsin to work at a farm and help take up the manpower slack at harvest time. Perhaps even more dramatic, a number of Jewish refugee children entered school in the period. One of them, Sam Benveniste '42, wrote in The Midway about his family's escape from Paris.

The war triggered another important change when a group of parents raised the question of admitting African Americans to the Laboratory Schools. One of these parents, Mrs. Louis Gottschalk, wrote to superintendent Stephen M. Corey in 1942:

Since we are engaged in a war in which our enemies are using the doctrine of racism as one of their principal weapons to enslave the world, we believe it important to demonstrate in

our institutions and personal conduct that we believe in the opposite principle of equal opportunity for all people irrespective of race, color, and creed...

Integration was resisted by some, but it was soon endorsed overwhelmingly by parents and administration. African Americans were enrolled at the Lab Schools in 1942 shortly after the appointment of the first black member of the University faculty.

CASE 15 OBJECTS

1.

Fifth and sixth grade scrapbook, 1943-1944. Lab Schools Archive.

War touched the life the Schools in many ways. Six faculty members enlisted to serve in the military. Meanwhile students formed the Victory Club to sell defense stamps, launch drives for the Red Cross, and collect books, crosswords and other materials to send to servicemen overseas.

2.

The Correlator, 1946. University Archives.

The Correlator was never officially published in 1946 because of continued wartime shortages. Nevertheless, it was compiled by hand as a record of the period, especially the work of the student War Committee which coordinated activities to aid the war effort.

3.

Lab School Parents Association to Stephen Corey, December 3, 1942. Lab Schools Archive.

By late 1942, the Parents Association pressed the Schools to admit "children without regard to the color of their skin." This draft of their letter was intended to include the signatures of several prominent parents including Mrs. Leon Despres and Mr. and Mrs. Clifton Utley.

4.

Stephen M. Corey to Mrs. Louis Gottschalk, February 24, 1943. Lab Schools Archive.

Superintendent Corey agreed that the first African-American students should be included at the Laboratory Schools with the kindergarten class entering in the fall of 1943.

5.

Checks from the Parents' Association to the Lab Schools, 1971 and 1972. Lab Schools Archive.

Parents' Newsletter, November 1948. Lab Schools Archive.

The financial support of the Parents' Association made a big difference in the life of the students at the Schools. Parents had a very vital organization, publishing a newsletter and participating in many of the important issues at the Schools.

6.

Cathy Mortz Erickson's kindergarten class, 1946-1947. Photo by Robert Erickson. Copyright the Estate of Mr. and Mrs. Robert Donald Erickson.

This photograph of a combined Christmas/Hanukkah celebration, includes Jean Jones, one of the earliest African Americans admitted to the Lab Schools.

7.
Lab Schools faculty, left to right: unknown, Laura Oftedal, Warren Seyfert, Olga Adams, Harry Gillet, Ada Polkinghorne, and Lester Smith, 1944. Lab Schools Archive. (Need print)

8.
Report to the Faculty of the Lab Schools submitted by the Committee on Basic Competencies and All-School Objectives, April 23, 1945. Lab School Archive.

War and other events in the 1940s encouraged the Schools to look inward as well as out. This report, intended to state the Schools' precise aims and directions, recommended that good citizenship, functional literacy, and competence in basic math become requirements for the Tenth Grade Certificate.

9.
Dvorak typewriter, ca. 1946. On loan from Roy R. Grinker, Jr., ('44).

Many students who attended the schools in the 1940s remember being taught typing on the Dvorak typewriter, which arranged the keys in a way that increased typing speeds by 10 to 30 percent, but which never caught on outside the Schools.

CASE 16 "EDUCATION AND DEMOCRACY"
TEXT PANEL

Warren Crocker Seyfert was made Superintendent in 1944. While ties between the University faculty and the Schools had waned, the Seyfert years became a period of revived experimentation.

A man of democratic ideals, Seyfert encouraged the formation of faculty councils made up of parents and teachers to discuss policy issues. A School Life Committee also involved parents and students in defining school policy with regard to social activities. A Committee on the Role of Literature encouraged reading that advanced social awareness.

Some concepts associated with John Dewey were reintroduced in this period, such as grouping children of different ages together in lower-school classrooms. At the same time, the realization that some students might be left behind faster classmates led to the Chicago Reading Clinic, a remedial program that reinforced the primary importance of reading in the Laboratory Schools' curriculum.

The Schools were renamed the Laboratory School under Seyfert, an attempt to underline the integration of a student's whole education. (The name was changed back in 1950.) At the same time, enthusiasm waned for the New College Plan, and it was abandoned.

CASE 16 OBJECTS
1.

Ralph W. Tyler, Principles and Policies of the Laboratory Schools, February 23, 1944. Lab Schools Archive.

Tyler, who succeeded Judd as chairman of the Department of Education in 1938, was determined to make the Laboratory Schools more a part of the University. "The function of the schools that justifies the University's interest," he writes, "is to provide new knowledge essential to the improvement of education." Tyler implied that this was more compelling than ever. "The induction of young people into responsible adulthood is a much larger task today than in any previous generation."

2.
The "5 to 9'ers," 1954. Lab Schools Archive.

Between 1946 and 1960, classroom organization by conventional grade levels gave way to "primary groupings," a system that grouped children of different ages together and facilitated improved learning for both the younger and older children.

3.
Learning Experiences, 1948/49. Lab Schools Archive.

A new surge in progressive education in the late 1940s involved a sense of democracy that went so far as to involve students in the process of lesson planning.

4.
Stage set for a Mexican operetta, 1941. University Archives.

A beginning Spanish class decided to perform a play they were learning and developed it into an operetta.

5.
Laura Oftedal and Nina Jacob, My First Dictionary. New York: Gosset and Dunlap, 1948. Lab Schools Archive.

The teaching and encouragement of reading was a constant concern at the Schools, and efforts in this area served as a model for educators nationwide. Here Jacobs (left) and Illa Podendorf teach a group of students, circa 1955.

6.
Staff News, June 14, 1948. Lab Schools Archive.

In 1949, Lanston Hughes was named poet-in-residence for the winter term. "As a creative artist on the staff he will provide a cultural resource of unusual value to students and teachers," the announcement stated. His courses were to explore "the relationships among aesthetic media," including creative writing, "Poetry Aloud," and "The Basis of Jazz."

7.

Lab School Kindergarten students, She Found Her Coat Again, March 1, 1949. Lab Schools Archive.

Hughes worked with students of every age while he was at the Laboratory Schools, and here helped create a story.

8.
U-High Students, America in Song, March 12, 1949. Lab Schools Archive.

This play was created by University High Students and recorded by Langston Hughes.

9.
Langston Hughes, The Dream Keeper. New York: Alfred A. Knopf, 1949. On loan from Lab Schools Library.

This copy is signed by the author to Alice Flickinger, a social studies teacher, who worked with Hughes while he was at the Schools.

CASE 17 MANUAL TRAINING AND THE UNIFIED ARTS
TEXT PANEL

Training in the manual arts at the Laboratory Schools was an echo of the Arts and Crafts movement--handwork was regarded as a reflection of honest labor and a productive life. Both boys and girls were expected to take courses in shop. Faculty members such as Eugene Wittick, an electrical engineer who began teaching manual arts in the 1920s, made a deep impression on many students.

In the early 40s, the spirit of manual arts underlay the curriculum of "combined arts" with visual art, shop, home economics, and even typing--with a view to the subtle relationships between fields. In 1944, Robert Erickson joined the faculty and developed a "unified arts" program, which drew on Erickson's many skills in design, photography, music, and the visual arts.

Unified arts at the Lab Schools was directly influenced by the Bauhaus of pre-war Germany and the New Bauhaus which was opened in Chicago in 1937. Erickson had graduated from the Institute of Design at the Illinois Institute of Technology, successor to the New Bauhaus, and had grown close to its founder, Laszlo Moholy-Nagy. In the spirit of the Bauhaus, unified arts was intended to infuse technology with a human spirit, and to find a common ground between machines and art.

CASE 17 OBJECTS
1.
Eugene Wittick, Ca. 1955. Lab Schools Archive.

Eugene Wittick made an impression on a generation of students. Richard Cragg '34 remembered lessons that Wittick taught about electrical circuits when Cragg was called upon to analyze an cipher machine captured from Germans during World War II.

2.

Robert Erickson (center) and several students in Unified Arts class, ca. 1950. Photo by Robert Erickson. Copyright The Estate of Mr. and Mrs. Robert Donald Erickson. (Need print)

3.
Students in Scammon Garden, 1965. Photo by Robert Erickson. Copyright The Estate of Mr. and Mrs. Robert Donald Erickson.

Erickson often turned his camera on his students. Some photographs of the period were taken with his kaleidoscopic lens--and the result of such experiments was a combination of technology and art.

4.
Turned wooden bowl. On loan from Diana Adams Stokes ('59).

5.
Turned wooden bowl. On loan from Devereux Bowly ('60).

6.
Wooded cutting board in the shape of a pig. Made by Judy Bowly Zitske ('56). On loan from Devereux Bowly ('60).

7.
Chess board made of two types of wood. On loan from Devereux Bowly ('60).

8.
Three hand hammered copper bowls, ca. 1965. Estate of Mr. and Mrs. Robert Donald Erickson.

9.
Plaster cast of a trilobite and crinoid impression. On loan from Daniel Erickson ('68).

10.
Cast bronze hand. Made by Miriam Stern ('69). On loan from Ruth Stern Geis ('66).

CASE 18 ARTS & CRAFTS
OBJECTS
1.
Brass candle stick. On loan from Carol Siegel ('73).

2.
Glazed plaster relief and plaster cast. On loan from Diane Erickson ('73).

3.
Necklace, earrings, and ring made from sterling silver, brass and petrified wood. On loan from Diane Erickson ('73).

4.

Ceramic turtle. On loan from Diana Adams Stokes ('59).

5.
Ceramic turtle bank. Made by Matthew Grodzins ('77). On loan from the Lab Schools Library.

6.
Ceramic house. On loan from Diana Adams Stokes ('59).

7.
Ceramic Vase. Made by James McPherson ('78). On loan from the Lab School Library.

8.
Ceramic calyx krater painted in the Greek black-figure manner. Made by Anne Kitagawa ('83). On loan from the Lab Schools Library.

9.
Ceramic lekythos painted in the Greek black-figure manner. Made by Anne Kitagawa ('83). On loan from the Lab Schools Library.

10.
Lobster trap. On loan from Sarah Karl ('87).

11.
Elementary School album of prints, 1970/71. Lab Schools Archive.

CASE 19 THE NEW ACADEMICS IN THE 1950s
TEXT PANEL

Classroom results received new attention in the 50s, the era of Sputnik when education became a battlefield of the Cold War. Foreign language was urged strongly by parents. German was reintroduced in high school, and French in the lower grades was taught in a playful, activity-oriented style. Teacher Roger Pillet developed many techniques and later published them in Andre Francois Villeneuve, a French language text within the story of a poodle. It became a standard nationwide.

In 1950, a committee of the University Faculty Senate was impaneled to assess the relationship between the Lab Schools and the Department of Education. The Harrison Report, as it was called, criticized the Schools for too much focus on "socialization" and too little on "intellectual" objectives. While Lab Schools faculty protested the finding, the following decade brought a series of curriculum studies and new success in many fields, such as arithmetic, social studies, and gifted-child study.

CASE 19 OBJECTS
1.
Parents' Newsletter, March 1951, & May 1951. Lab Schools Archive.

In February, 1950, President Hutchins appointed a committee to determine "how essential the Lab Schools are to the program of the Department of Education." The report, known as the Harrison

Report, after its chairman R. W. Harrison, vice-president of the University and Dean of Faculties, was critical of the Lab Schools. It elicited a strong reaction from the Lab Schools faculty and resulted in the establishment of the Board of Pre-Collegiate Education.

2.
The Developmental Reading Program in the Elementary School, 1955, The Arithmetic Curriculum Study, 1956, and The Gifted Student Cooperative, 1957. Lab Schools Archive.

3.
Lab Schools faculty, 1954. Lab Schools Archive.

Front row (L to R): Seth Phelps, Eugene Wittick, Loyd Urdal, Sally Fenwick, Dick Smith, and Ray Lubway.

Back row (L to R): Illa Podendorf, Laura Oftedal, Ida Depencier, Nina Jacob, Alice Flickinger, and Janet Cook.

4.
Girls' Club dance bid, 1953. Lab Schools Records.

5.
U-Highlights, 1953 and 1956. On loan from David Sensibar ('57).

In 1956, Sensibar was Junior Class President.

6.
Camp Farr photographs, 1965. Lab Schools Archive.

Camp became a traditional part of the Lab Schools' curriculum in the 1952 when sixth graders went to Camp Farr in Wisconsin for a week of practical lessons in community living, arithmetic (they prepared their own meals), mapping, and other areas. In 1968 the program moved to Camp McLean in Burlington, Wisconsin.

7.
Camp MacLean scrapbook, Burlington, Wisconsin. 1970. Lab Schools Archive.

Sixth-graders knew the tradition of camp and looked forward to their turn. Many years the week-long experience resulted in a scrapbook.

CASE 20 INDEPENDENT LEARNING IN THE 1960s AND 1970s
TEXT PANEL

In October, 1960, a new University High School building was dedicated. It was a thoroughly modern facility, with open spaces and folding walls--accommodating flexible educational techniques of the day. An audio-visual center, a foreign language lab, and extensive science facilities were remarkable for any high school. The main speaker at the dedication

ceremonies was Arthur Fleming, U.S. Secretary of Health, Education and Welfare--underlining the Lab Schools' leadership in American education.

Among innovations in the period was the Independent Learning Project, which encouraged freshmen to develop semester-long courses of their own. The project was instituted in the spirit of the times. "Life is complex," said Francis Chase, dean of the graduate school of Education. "It is not neatly structured; there is not always a correct answer..."

Independent thinking manifested itself in other ways--notably the spirit of protest. One of the leaders of the Berkeley Free Speech Movement, now enrolled in the Education Department's new M.A.T. program, spoke to U-High students about demanding a voice in policy and discipline at school. Students were drawn into anti-war protests in 1968. The following year, seniors were released from school for the May Project--one student worked for columnist Mike Royko and another at the American Civil Liberties Union.

CASE 20 OBJECTS

1.

Independent Learning Project reports, 1967-1973. Experiencing Music I, Literary Man: Writer and Reader, Algebra Functions II, Student Choice-making Two Views, Final Report. Lab Schools Archive.

Describe this project. Lasted from early 1960s to 1970s.

2.

Senior class play programs, 1960s. On loan from Gail Epstein Kovler ('63) and Laurie Epstein Lawton ('69).

3.

Little Mary Sunshine theater poster, 1971. On loan from Diane Erickson ('73).

Erickson and her father, Robert Erickson, both participated in this performance.

4.

The new High School Building & Language Lab, ca. 1961.

The new building included state-of-the-art language labs and a theater in the basement.

5.

Isabel McCaul, Lower School Librarian, ca. 1968. Lab Schools Archive.

6.

Eunice McGuire (Miss Helmkamp) High School English teacher, ca. 1950s. Lab Schools Archive.

7.

Herr Heggen, German teacher in the High School, ca. 1950s. Lab Schools Archive.

8.

Rose Bello, First Grade teacher from 1964-1984, ca. 1976. Lab Schools Archive.

9.
Sue Levine to Mr. Congreve, April 8, 1965. Lab Schools Archive.

The Student Council--What Can it Do?, October 5, 1963. Lab Schools Archive.

The Student Council was formed in 1916 to organize a war effort. In the 20s and 30s the Council held fund-raisers for charity, in the 40s it aided in the war effort and produced several films, and in the 60s it joined the Illinois Association of Student Councils.

CASE 21 SCHOOL LIFE IN THE PROTEST ERA
TEXT PANEL

Despite turbulence, powerful voices in the 60s and 70s reinforced the Lab Schools' sense of community. In 1969, historian John Hope Franklin gave the University High School commencement address. He told students, "you cannot change things merely by shouting at the evils that you see and telling them to go away... Whether the problems have to do with world peace, national politics, race relations, poverty, or some other, they invite you to learn all about them that you possibly can."

Students and teachers took Franklin's advice. In some ways, they observed traditions that had served the school for generations. They also established new traditions. In a period otherwise filled with uncertainty, many students enthusiastically entered community service. It was a passionate, if not always peaceful, time at the Laboratory Schools.

CASE 21 OBJECTS
1.
Bazaarnival ticket, 1960s, and Rites of May poster, 1972. On loan from Laurie Epstein Lawton ('69) and Lab Schools Archive.

Rites of May maypole, ca. 1980s. Lab Schools Archive.

The Bazaarnival was established shortly after World War II when money was raised for foster children in Europe. By the '70s it included the ancient rite of the Maypole and was called the Rite of May. Each year proceeds are allocated for a charity or scholarship.

2.
Dance bids, 1960s. On loan from the Estate of Mr. and Mrs. Robert Donald Erickson, Gail Epstein Kovler ('63), and Laurie Epstein Lawton ('69).

3.
School spirit buttons, 1960s. On loan from Gail Epstein Kovler ('63) and Laurie Epstein Lawton ('69).

4.
Class rings, 1957, 1959, 1963, & 1969. On loan from David Sensibar ('57), Diana Adams Stokes ('59), Gail Epstein Kovler ('63), and Laurie Epstein Lawton ('69).

5.
Prefreshman ribbons, 1959 and 1965. On loan from Gail Epstein Kovler ('63) and Laurie Epstein Lawton ('69).

After Hutchins' College Plan was disbanded, the Schools included 11 years, 6 at the elementary level and 5 at the high school level. 7th and 8th grades were combined into one year called "Prefreshman."

6.
Onyx, 1974. On loan from Jean Robbins ('70). Onyx, 1974. Lab Schools Archive.

The Onyx was a monthly literary magazine issued by U-High African-American students. It included poetry, art, and essays.

7.
Concept, 1966 and 1969. Lab Schools Archive.

Concept was a U-High literary magazine of the 60s and 70s. Among the contributors was actress Amy Wright

8.
Elementary School literary magazines, 1961-1962. Lab Schools Archive.

The long tradition of publication in the Lab Schools at the High School and Elementary School levels continued. Here, poetry, music, artwork by first grade students represent a group project.

CASE 22 ATHLETICS
TEXT PANEL

Athletics at University High continued to reflect a healthy school spirit, and in the ‘70s the teams enjoyed notable success. The period also saw a marked increase in athletics for girls, due in part to the school’s first female principal, Margaret Fallers.

“Girls must plan to be informed, skilled, and active as men are. They must direct their lives and not just let events happen to them,” Ms. Fallers said. She was talking about their lives, but girls were also encouraged to compete on teams, and in 1972 they even agitated for equal time on the basketball and tennis courts.

In 1973, U-High won the Independent School League boys’ basketball championship with a remarkable 18-0 record. In 1974, the boys’ soccer team also topped the league. “These guys have played together since grammar school,” said Coach Sandy Patlak after their final triumph. “The know each other’s moves and habits, and they care about each other.”

Excellence in sports was not always reflected in championships and titles. Perhaps more importantly, participation remained high, and a remarkable number of students excelled at more than one sport.

CASE 22 OBJECTS
1.
Independent School League tournament programs and tickets, 1967 and 1969.

On loan from Laurie Epstein Lawton (’69).

The league included Francis Parker, Latin School, Harvard St. George, University High, Morgan Park Academy, and Glenwood.

2.
U-Highway, 1954.
On loan from David Sensibar (’57)

3.
U-High athletic letters
On loan from David Sensibar (’57) and Daniel Meltzer (’68).

4.
U-High letter sweater.
On loan from laurie Epstein Lawton (’69).

5.
U-High cheerleaders, photograph, 1969.
On laon from Harriet Epstein Bertsche (’69).

Top: Marjorie Anderson; Middle (l. to r.): Brenda Williams, Vinette Woodard; Bottom: Harriet Epstein, Laurie Epstein, Laurie Duncan.

6.
Martin Cornelius III (’64), photograph, 1962.
Laboratory Schools Archive.

7.
Ylo Ormiste (’63), photograph, 1963.
Laboratory Schools Archive.

8.
Girls’ basketball team, photograph, 1963.
Laboratory Schools Archive.

9.
Boys’ basketball team, photograph, 1970s.
Laboratory Schools Archive.

10.
Girls’ gymnastics team, photograph, 1983.
Laboratory Schools Archive.

Top row: Emily Schwartz, Jennifer Cohen. Second Row: Isra Hassan, Denita Patterson, Fawn Houck. Bottom Row: Beth De Sombre, Karin Nelson, Kim Neely. Lynn Hasreiter, coach.

11.
Melissa Wang (’95) on the balance beam, photograph, 1993.
Laboratory Schools Archive.

12.
Independent School League championship track trophy, 1971.
Laboratory Schools Archive.

CASE 23 LEARNING AND THE COMMUNITY
TEXT PANEL

In the 1980s, the goals of John Dewey were echoed in many ways. The community Learning Program, inaugurated in 1986, underlined the need for students to connect the lessons of the classroom with their experiences in the world outside. The program was a requirement for all sophomores and consisted of two consecutive quarters working in a community organization or project. Service in a youth center or work for a health care initiative—along with reflective in-school seminars—gave added meaning to the traditional coursework of many students.

Another pathway to community involvement in this period was University High’s journalism program, which began in 1967 and exerted a growing influence on the school by the 1980s. The program produced a weekly school newspaper, *The Midway*, a literary magazine, *Renaissance*, and the yearbook, *U-Highlights*.

CASE 23 OBJECTS
1.
Renaissance, 1986.
Laboratory School Archive.

2.
U-High Midway, 1985 and 1991.
Laboratory School Archive.

National Scholastic Press Assocation Pacemaker Award, 1968.
Laboratory School Archive

Columbia Scholastic Press Association Gold Crown Award, 1984.
Laboratory School Archive.

The *U-High Midway* was a perennail winner of the columbia Awards in almost every category. The Paper launched careers in journalism for more than ninety students.

3.
U-Highlights, 1995.
Laboratory School Archive.

Northern Illinois School Press Association First Place Award, 1968-69.
Laboratory Schools Archive.

The University High yearbook has consistently won awards since 1968. In 1978 it was voted one of the top four high school yearbooks in the country. The 1995 *U-Highlights* took top honors in the national competition in six categories.

4.
Community Learning Program mural project, 1995.
Community Learning Program Office.

In My Community, 1995.
Community Learning Program Office.

Participants in the Community Learning Program raised money to hire Mexican mural artist Jose Guerrero to design a mural for the Better Boys' Foundation in the North Lawndale community. The money was raised through selling *In My Community*, a book illustrated by second-grade students.

5.
High School biology classroom, photograph, 1981.
Laboratory Schools Archive.

6.
Elementary School music class, photograph, 1981.
Laboratory School Archive.

7.
Middle School science class, photograph, 1981.
Laboratory School Archive.

8.
"A Midsummer Night's Dream," 1980, and "Bye Bye Birdie," 1985, photographs.
Laboratory School Archive.

Theather productions have been a prominent part of student life and learning at the Laboratory Schools for many years. These produections, shepherded by Liucija Ambrosini, were hits with their audiences.

CASE 24 BUILDING BRIDGES IN THE 1990s
TEXT PANEL

As the Univeristy of Chicago Laboratory Schools celebrate their centennial year, the ideals of John Dewey and Francis Parker are carried on by students, teachers, and alumni whose achievements continue to impact the lives of others. Today, as one hundred year ago, "Education for Life" describes the constant process of pushing beyond the confines of the conventional classroom.

Today's progressive educators seek a stronger partnership between home and school. "The Schools must be the bridge between families and the support between the student and the larger society," wrote Lucinda Lee Katz, Director of the Schools since 1990.

Bridge building was a keynote of the early Laboratory Schools and today inspires rich cooperation between academic disciplines. A first- and second-grade program called "Lego-Logo" uses computers and building skills to teach mechanical principles. High school students are exploring the mathematical formulae inherent in music to enhance appreciation of both fields.

Bridge building also means cultural diversity in the student body and in the content of coursework in the calssroom. The foreign exchange program provides important life lessons for many high school students. An after-school Asian Language Camp occers Chinese and Japanese language instruction in the context of cooking, crafts, and even martial arts.

While curriculum and pedagogy at the Labo Schools are entirely modern, they are guided by a century of experience. Now as in the past, the Schools' most important natural resource is the child's curiosity. Their most ardent belif is in the ability of society to change and heal through the power of education.

CASE 24 OBJECTS

1.

Norman Katz, Margaret Fallers, and Lucinda Lee Katz, photograph, 1993. Laboratory School Archive.

Lucinda Lee Katz joined the Laboratory Schools as principal of the Lower School in 1986. In 1990 she was named Director of the Schools. Under her leadership the organization of the Schools was midified to include Nursery School and Kindergarten, Lower School (grades 1-4), Middle School (grades 5-8), and High School (grades 9-12).

2.

The Midway, December 13, 1994.
Laboratory School Archive.

An independent-minded faculty has been characteristic of the history of the Laboratory Schools, leading to occasional conflicts at contract time. In 1993, negotiations appeared fragile unil the intervention of a mediation consultant brought successful results.

3.

The Middle School Building, photograph, 1993.
Laboratory Schools Archive.

In June 1992, ground was broken on the Schools' first new building since the University High addition in the 1960s. The construction of the Middle School was included within a $5.5 million Lab Schools fun-raising campaign launched in 1992 as part of a $500 million University-wide campaign.

4.

Campaign for the University Laboratory Schools, brochure, 1992.

The five-year $5.5 million campaign had three goals: construction of a new Middle School building, endowment for scholarships, and endowment for faculty development.

Faculty development is the current main thrust of the campaign, with the objective of advanced study, fellowships, and other opportunities for teachers. If the child's curiosity is education's natural resource, only a passionate teacher can assure that it is constantly renuewed.

5.
Hazel Rochman and Darlene Z. McCampbell, *Who Do You Think You Are?* Boston: Little, Brown and Company, 1993.

Darlene Z. McCampbell has taught English for more than 30 years. Hazel Rochman was a librarian at the Lab Schools for many years.

6.
Lydia Polonsky, Dorothy Freedman, Susan Lesher, and Kate Marrison, *Math for the Very Young*. New York: John Wiley & Sons, Inc., 1995.

Freedman, Lesher, Morrison, and Polonsky have all taught at the Lab Schools, and worked closely with one another in the creation of the highly-acclaimed University of Chicago School Mathematics Project.

7.
Vivian Gussin Paley, *You Can't Say You Can't Play*. Cambridge: Harvard University Press, 1992.

Paley, the author of many books on teaching children, teacher kindergarten at the Laboratory Schools.

8.
"Prizes for Children's Literature Established in Honor of Zena Sutherland," *University of Chicago Chronicle*, March 14, 1996.
Laboratory School Archive.

The Zena Sutherland Prize in Children's Literature reflects longtime strengths of the Laboratory Schools. It honors Professor Zena Sutherland, a leading authority on children's literature whose work at the Lab Schools has spanned several decades. Entries for the prize were judged by children, in this case an articulate panel of third-, fourth-, and fifth-grade students. The prize was made possible by a grant of the Heineman Family Fund, one of many generous benefactors of the schools in the 1990s.

9.
Life at Lab. Chilcago: The University of Chicago Laboraty Schools, 1996.
Laboratory School Archive.

This publication in honor of the Schools' centennial was conceived by third graders who conducted the inverviews without the use of a tape recorder.