



celebration *beginnings*
Celebration of beginnings . . .



1 9 2 4 - P R E S E N T

enhancing the well-being of children and families

This history is a *Celebration of beginnings* not just of the Iowa State Child Development Laboratory School but of the vision that has guided the evolution of our programs and activities over the last 75 years. We are inspired by the foresight that the faculty had in working with young children, in teaching students, in guiding parents, and in reaching out to individuals and families beyond the college.

This booklet of highlights underscores two themes. First, from the very beginning, we've provided a service in helping society meet the needs, relevant to the times, of children and families. In the 30s we helped establish emergency nursery schools; in the 60s we began training of Head Start workers; and in the 90s we worked with the Iowa Legislature on teacher licensure for early childhood (birth to age 8).

The second theme focuses on our leadership in providing innovative programs. While our nursery school and programming for preschool children helped set new trends in the 20s, we also were among the first programs to expand beyond the preschool-age child and offer courses on infant and

adolescent development as well as opportunities for students to work with infants and school-age children in laboratory settings. While using technology to provide education to individuals and families away from the campus is popular now, our first efforts in distance education began in the 30s. We reached out, via radio study groups, to mothers across Iowa with information about parenting. Our international outreach included this thesis in 1943, "A Proposed Child Development and Child Welfare Program for Hopei Province, China", by His Fan Chao. Other aspects that make our programs unique include the diversity of the children enrolled and our collaboration with the Ames Community School.

The services and leadership we have provided over the last 75 years and that we will continue to provide as we move into the new millenium reflect our college mission of enhancing the well-being of children and families. This mission is truly the theme of this *Celebration of beginnings*.

Carol B. Meeks, Dean, College of Family and Consumer Sciences

The Beginning

The Beginning — Why a Nursery School? — "Our aim is to help the women acquire the desired point of view in regard to children and their training and to give adequate, accurate information. The motive which will enable them to approximate and assimilate the information offered is largely provided by the nursery school laboratory. So direct and intense is the appeal of little children that seldom are young women able to resist it. It is evident, then, that the laboratory serves two purposes: it gives actual experience in handling children and it also serves to arouse and increase the interest of the students..."

"...It has seemed to be inevitable that the original purpose of the nursery school should be extended or paralleled by a second, that is, the training of nursery school teachers..." --Dean Anna Richardson, 1925

The main objective was "to develop in the home economics student an appreciation of child life which will promise fuller, happier, and more intelligent relationship between adult and child. This awakened interest in the child's need gives promise of better physical and mental child health.

"As the student gains a clearer understanding of children's reactions, she should be able to analyze causes and effects in her own conduct. The main objective then resolves into a fuller, happier, and more serviceable interpretation of life to the student because she has learned to know children. The goal for the children in the nursery school was 'through a rich environment and wise guidance, the opportunity to develop those abilities, skills and interest which promise optimum health of mind and body for children,' recalled Gertrude Chittenden, department chair, 1942-53. (1924-1938 History).

The Pioneers

The Pioneers — Lulu Lancaster earned her B.S. in 1924, at Teachers College, Columbia University. She was one of the first students to attend the Merrill-Palmer School in Detroit where she received her child development training.

"At Iowa State College it was deemed necessary to include care and training of children in the education of the prospective homemaker or teacher of homemaking, this education to include opportunity for practical application. Long ago home economics people learned that theory without practice was only half education, likewise it seems sure that the child to be known must be studied first hand," Lulu wrote in 1925. Professor and head from 1930-34, Lulu's involvement in the inauguration of emergency nursery schools for the United States, led to federal training sessions for teachers and supervisors on the Iowa State campus.



1924 Nursery School opened in a temporary building with nine children for the morning program as the beginning of the Child Care and Training Course



1925 Nursery relocated to Horticulture Barn remodeled with the support of Iowa State College and later the Laura Spelman Rockefeller Fund

1926 Earliest research in laboratory school began

1930 Became the Department of Child Development

1933 First federal government training for state supervisors related to meeting the special needs of the Depression, specifically WPA nursery schools

Developed activities to meet the specialized needs of the Depression

1933



Advocacy for children and families Over the last 75 years, faculty have served as leaders in professional organizations advocating for young children and their families and for teacher education. Lulu Lancaster, Lydia Swanson, Edith Sunderlin, and Glenn Hawkes each served on the governing board of The National Association of Nursery Education (now National Association for the Education of Young Children, NAEYC). Marilyn Smith, former head teacher, was Executive Director, 1971-98. Roger Coulson and Joan Herwig have served on the Midwest AEYC. Kathryn Madera Miller and Herwig have served as presidents of the Iowa AEYC.

Laboratory school faculty helped found several state organizations: Iowa Association of Nursery Education, 1956-57; Iowa Association of School-Age Child Care, Lynn Graham, 1990; and Iowa Association of Early Childhood Teacher Educators, Joan Herwig, 1993.

This leadership and service continues with membership in a variety of councils and boards involved with formulating policy, priorities and directions for child and family programs and teacher education.

Lydia Swanson

Lydia Swanson — Lydia Swanson joined the faculty as nursery school teacher and instructor in 1924, following study at Columbia University and Merrill-Palmer Institute, Detroit. She was a National Research Council Research Fellow under the Laura Spelman Rockefeller Fund in 1926-27. Lydia completed a M.S. degree in 1931. Department head from 1936-1943, Lydia was the first Mary B. Welch Distinguished Professor for the college.

"She has been responsible for the development of most of the courses in the major curriculum in Child DevelopmentShe has been creative in organizing laboratory experiences for students with infants, preschool and older children. She was a pioneer in developing a laboratory for a study of older children," according to Chittenden.

Edith Sunderlin

Edith Sunderlin was a senior at Iowa State when the nursery school opened. She returned in 1934 with a master's degree in child development from the University of Iowa and experience at Purdue University. Until her retirement in 1967, Edith was continuously involved with the nursery school, first as a head teacher and then, as the laboratory school director.

Edith taught many of the child development courses and originated the children's literature course. She was perhaps best known to the people of Iowa as the ISU Storybook Lady on WOI Radio. Her program for preschool children was broadcast from 1939 into the 1950s.

Preadolescent course began (Precursor of Development and Guidance in Middle Childhood course)

Child Study Programs via the radio began

1940 Third School for Missionaries held at Iowa State

1943 Guidance of Children film and booklet developed showing guidance techniques for preschool children to be used by high school teachers

1946 Infant care and study began in a unique way by supervising babies in the Home Management Houses

1948 Moved to World War II Barracks known as Building L



The children

The children — The 9 children who attended the first nursery school in January 1924 were selected with the cooperation and support of the Psychology Department. When the Nursery School was moved to the remodeled Horticulture Barn in 1925, the enrollment increased to 35 children.

By 1942, enrollment had increased to 39 preschoolers with a waiting list of 200 children. The long waiting list resulted in enrolling children by chronological order based on date of enrollment application.

This enrollment policy continued until the mid-80's when a random selection (lottery) system based on equal distribution of children by sex and age was implemented. This policy maximized ethnic, cultural and economic diversity of enrollment. The availability to scholarships contributes to the diversity. Typically, one-fourth of enrolled children received reduced tuition in the 1990s.

Today 110 children, ages 3 - 12, are enrolled in five programs with priority enrollment for children with special needs in all programs.

College students

College Students — "At no time, are untrained students permitted to direct guidance activities of real importance," according to the 1928-29 Annual Report.

Today, students work directly with the children in the classroom under the supervision of the head teacher and graduate teaching assistant.

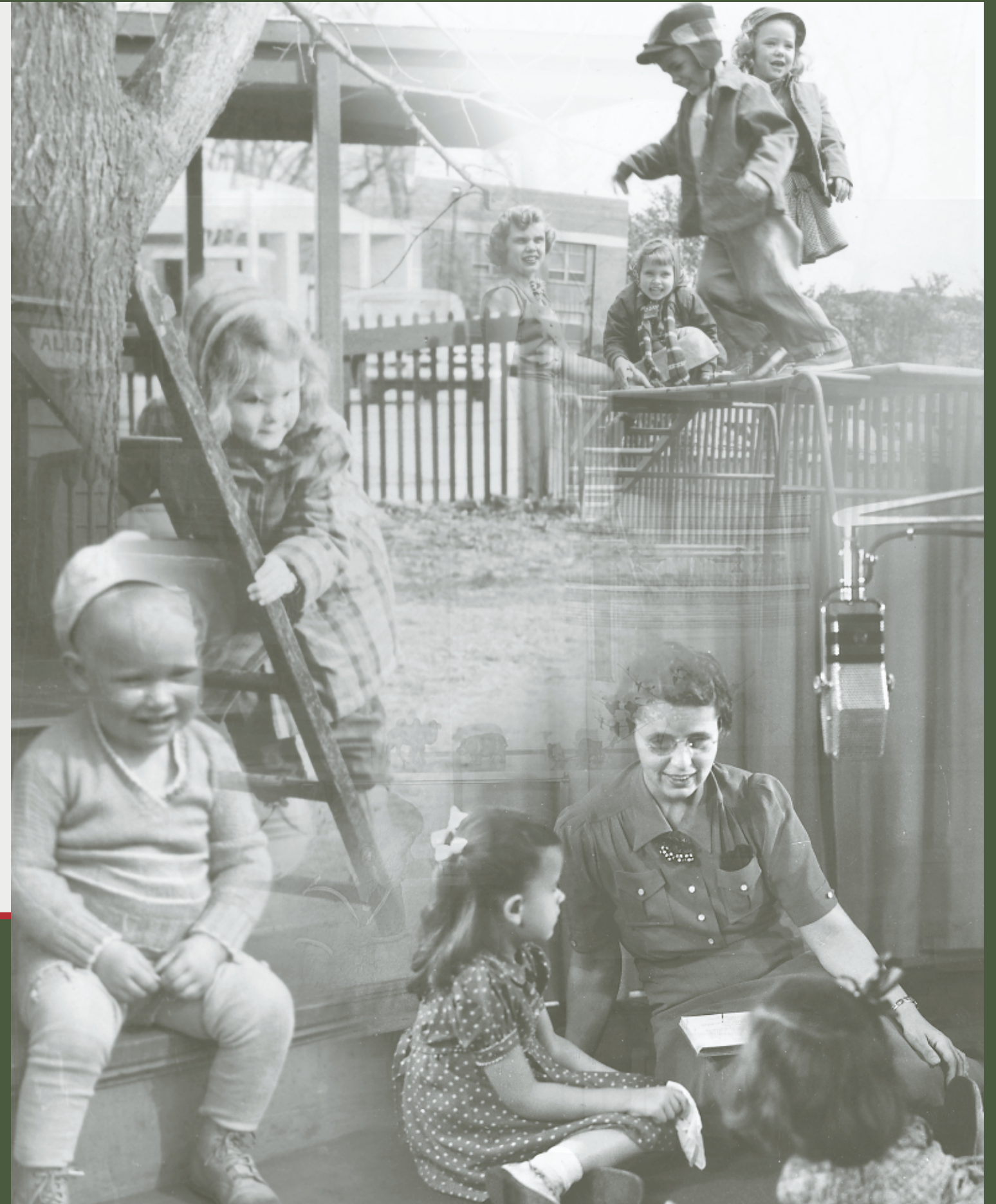
Across the years, the students have had distinct levels of participation.

Observers: Located behind the screens in the observation booths, these students record specific child behaviors and teacher-child interactions as related to their coursework. (Several hours a week).

Participants: Students are actively engaged in the children's classroom activities. They have an opportunity to apply the theory and principles they have learned in their coursework. (Several hours a week.)

Student Teachers: These students assess, plan and implement the program with children and families with supervision. The students gradually increase their involvement in the assessing, planning and programming until they assume full-time teaching responsibilities for two or more weeks.

Graduate Teaching Assistant: Graduate internship that assumes full-time support to the program and head teacher. Focus is on child assessment, programming for children and families, and student supervision. (Full-time, two semesters.)



1953 Children organized into multiage preschool groups for the first time.

Introductory Child Development course first taught on WOI-TV.

1954 Nursery School became known as the Child Development Laboratories



1959 Program for school-age children organized into daily program.

1962 Moved to Paulena Nichols Duplex Home Management House (Child Development Building)

1963 Half-day kindergarten started



1967



Helping young children learn A primary objective of the Nursery School was to "surround the children with that kind of an environment which will promote growth (physical, emotional, social and mental)...by means of the teacher's methods, the equipment and the program." (1928-29 Annual Report)

"This past year we found it very helpful to define goals for each child at the beginning of the week...This careful delineation gave assurance that each child was given due consideration and his needs studied. These goals were used for college teaching and for parent conferences." (1933-34 Annual Report)

"Today's Child Development Laboratory School continues the earliest philosophy of providing for a stimulating balance of activities for the child's physical, social, emotional, language and cognitive development. Through on-going child assessment and with involvement of the parents and families, we provide an age appropriate and individually appropriate curriculum," according to Joan Herwig, director.

A resource

A Resource for Parents and Teachers — Faculty have provided information for parents and teachers for as long as the program has been in existence. A field worker in parent education joined the faculty in 1925. Some of the first topics of discussion were:

- Learning to Eat
- What to do with Santa Claus
- Children's Quarrels
- Learning the Use of Money
- Immunization for Small Pox and Diphtheria
- Food Needs for the Preschool Child
- War Toys and Play
- The Community's Responsibility for Children in Wartime

Methods of communicating information have covered the range of before and after school conferences, extension bulletins, radio programs, newsletters, and program family nights.

First infant on campus

First Infant on Campus — Infant care and study began in a unique way with supervision of the babies placed in the four home management houses located on-campus. At the end of fall quarter, 1923, President Pearson, Dean Richardson and Mrs. Lancaster brought the first infant, Charles Schwartzbranber, to campus. The appearance of an infant, the focus of observation, study and involvement marked the beginning of child development work at Iowa State College, according to the 1932-33 Annual Report.

The babies were considered family members in each of the home management houses and courses and research evolved from their presence in the college. Laboratory school teachers supervised the care of each infant as part of their faculty teaching assignment. A course "Infant Care" was first offered in 1932 for graduate credit only. The course was changed to Infant Development I in 1946-47, and today it is Development and Guidance: Ages Birth through 2 Years (HDFS 220).

1965 Held model Head Start Programs as part of orientation for teachers

1967 Barbara Scott awarded first Ph.D. degree in Child Development

1968 Prekindergarten/Kindergarten Iowa teacher certification began

1973 Extended Day Program--full daycare programming for 16 3-4 year olds

1974 Fiftieth anniversary

1977 Preschool Handicapped Emphasis teacher endorsement created

1982 Project Pegasus for gifted and talented 3 and 4 years olds was started (ended in 1986)

1983 Enrollment fee implemented in addition to tuition



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Research topics

Research Topics — When research began in the late 20s, a common topic was children's nutrition. Miriam Lowenberg completed an M.S. thesis in food and nutrition, "Behavioristic reactions of a group of nursery school children to relatively unfamiliar vegetables prepared by typical methods and served at the mid-day meal," in 1929. Her book *Your Child's Food* was published in 1939.

Medora Grandprey, who completed her degree in 1928, was the first master's student in child development. Her thesis topic was, "Musical capacities of children under seven as shown by their responses to rhythmic patterns and selected music." By 1943, more than 75 theses including laboratory school children had been completed.

The Multiple Mothering research project, begun in 1955-56 by Damaris Pease as principal investigator, and with support from Elizabeth McCormick funds, was one of the first longitudinal empirical studies in the department. Research projects continue in the laboratory school yearly using experimental and naturalistic settings, investigating a broad range of child, parent and teacher empirical questions.

Distance education

Distance Education — Distance Education is getting a lot of attention in the 90s but providing information using technology was being done in the 30s in child development. Faculty members were heavily involved with radio programming for groups of mothers with young children, specifically Radio Child Study Programs. There were 31 groups with approximately 450 members across Iowa then met every two weeks in groups of 10 or more, and alternating weeks they listen in over their own or their neighbor's radio.

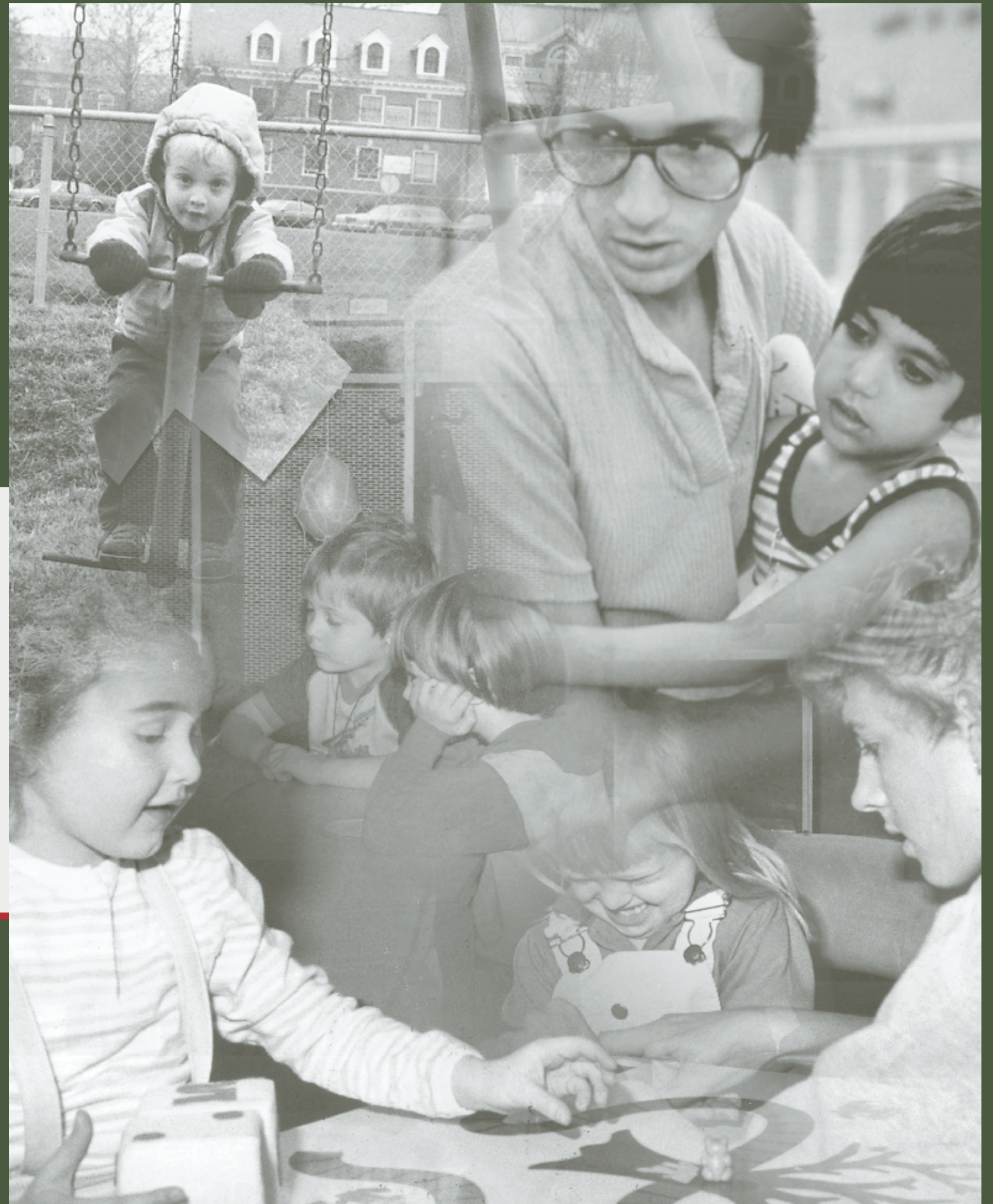
The "Guidance of Children" film was produced in 1943 for use by high school teachers. Filmed in the nursery school, Edith Sunderlin demonstrated an arrangement of boxes and boards while her colleagues presented another program featuring selection of dolls and blocks. The introductory child development course was first taught on television in 1953.

Child Development/Human Development and Family Studies Department Executive Officers

Lulu Lancaster, 1930-34
Lydia Swanson, 1936-43
Gertrude Chittendun, 1943-52
Glenn Hawkes, 1953-66
D. Bruce Gardner, 1966-67
Ercel Eppright, 1967-69
Roger Coulson, 1969-70
Lydia Inman (Fjeld), 1970, with faculty committee
Julia F. Anderson, Interim, 1971-72 (with faculty committee)
Sam Clark, 1972-83
Joan Herwig, Interim, 1983-86
Dianne Draper, 1986-93--Merged with Family Environment (1989)
Dahlia Stockdale and Mary Winter, 1993-95
Maurice MacDonald, 1995-

Child Development Laboratory School Directors

Lydia Swanson, 1924-34
Edith Sunderlin, 1934-67
Dorothy Lane, 1968
Sam Clark, 1969
Phyllis Lueck, 1969-70
Kathryn Madera (Miller), 1970-84



1986 First computer put in each of the laboratory school classrooms. Replaced by two Macintosh computers in each classroom in 1997

1987 Collaborative affiliation with Ames Community School--offered an Integrated Preschool program (formerly the Extended Day Program) and a Full-Day Kindergarten (formerly the morning only kindergarten)



1988 Departments of Child Development and Family Environment merged to become the Department of Human Development and Family Studies

1989 Two videotaping cameras installed in each classroom to facilitate research data collection as well as program and student evaluation, and instructional purposes

1990 Iowa Legislature mandated establishment of Early Childhood (birth to age 8) teacher licensure. HDFHS jointly offers the licensure with the Curriculum and Instruction Department

Engel-Lillie Children's Library established



Reaching out

Reaching Out to Meet Social Needs of the Time — The department's history is rich with reaching out to meet social needs of the time. In the early 30s, the Depression created many needs. Faculty designed a federally-funded program to train state supervisors who were working with teachers. Lulu Lancaster was called to Washington for two months to assist in inaugurating emergency nursery schools. Twelve unemployed grade school teachers came to campus to prepare to teach in the emergency schools. They audited courses, observed and participated in the nursery school as part of their intensive training course.

In the 40s, Lydia Swanson, Edith Sunderlin and Gertrude Chittenden were part of a series of discussions for college seniors, such as Children's Needs in Wartime. The Child Development Department sponsored a radio program focused on related issues—"War Toys and Play," "The Community's Responsibility for Children in Wartime," to name just a few.

Project Head Start

Project Head Start — "Project Head Start is the most exciting thing that's happened to education in 50 years," according to department head Glenn Hawkes. (Ames Daily Tribune, 1965.) The Child Development Department was involved with Head Start from the very beginning. Hawkes served as a national consultant to the project working on assignment from Washington with local Head Start projects all over the Midwest. Two, two-week orientation sessions for 100 teachers from 43 Iowa communities were held in the summer of 1965. The laboratory school offered a demonstration preschool program with children bused from Cambridge.

Involvement continued through the mid-80s by providing Head Start teachers with ISU college credit for completed coursework. The Child Development Training Program was created to provide Iowa Head Start training and technical assistance, especially through the Child Development Associate (CDA) competency-based training. Head Start-related research continues today with the laboratory school serving as a site for instrument development and reliability training.

1993 Accredited by the National Academy of Early Childhood Programs

Anti-bias and Developmentally Appropriate Guidelines used as the basis for curriculum in all programs

First edition of Child Development Laboratory School Handbook created

1994 Identified by Area Education Agency 11 as "elementary school" to receive media services, programming, and staff development opportunities

Preschool enrollments for the two-half day preschools return to multiage groups

1 9 9 4



CD players used to replace record players in each classroom

Construction engineering students built large deck on preschool playground in collaboration with laboratory school faculty

Research collaboration with Landscape Architecture faculty to introduce natural plant materials on playground



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1995 Full-Day Kindergarten became a demonstration site for the Iowa Department of Education Iowa-Nebraska Primary Program curriculum (laboratory school faculty served as consultants)

1996 Unified Early Childhood teacher licensure (birth to age 8 for all children); HDFS faculty revise teacher licensure programs to merge special education content across the courses and field experiences



1997 Typically developing children and those with special needs enrolled in all laboratory school programs

2000 Move to Palmer Human Development and Family Studies Building
 Infant and Toddler Programs begin

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 Iowa State University
 Ames, Iowa 50011
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75th Anniversary Committee . . .
 Samuel Clark
 Mary Jo Glanville
 Joan Herwig
 Kathryn Madera Miller
 Lynn Ekblad (designer)