



# 75 YEARS IDENTITY TIMELINE

On the occasion of 75 years of educating young children and future teachers, the Child Study and Development Center (CSDC) at the University of New Hampshire in Durham embarked on a process of reflection about the identity of the center. One starting place for better understanding *Where are we now?* and *Where are we going?* is to look carefully at *What came before?* This timeline is a representation of this process, an Identity Card of sorts, that can act as a provocation for dialogue among teachers, faculty, families, community members, and, of course, children.

The history of the CSDC mirrors many of the significant shifts in the broader society, including changing gender roles, the increasing participation of women in work outside the home, and challenges of cultural pluralism. More specifically, our center has often ridden the edge of the wave of innovations in early childhood education.

While no document can reflect everything that has contributed to our sense of collective history, this timeline nourishes our search to define our identity from time, place, and most importantly, the interactions of the people who care about the future of the CSDC.

CHILD STUDY AND DEVELOPMENT CENTER  
AT THE  
UNIVERSITY OF NEW HAMPSHIRE

**1929**  
A new program for children begins

DURHAM KINDERGARTEN TO MEET AT PRACTICE HOUSE

Students at the University of New Hampshire interested in the preschool child and in child care and training will have an opportunity to have actual contacts with young children at the Kindergarten established this week at the Practice House on the campus.

Arrangements have been made with the Durham Kindergarten association to have the school held in the Practice House as it offers a more appropriate location than the Community House where the Kindergarten was formerly held.

The Departments of Home Economics and Psychology are to cooperate with the Kindergarten association and permit students who are interested in the care and training of young children to have an opportunity to assist the teacher, Miss Owendays Lewis.

The Kindergarten meets five days a week from nine o'clock to eleven-thirty in the morning. There are twelve children enrolled in the Kindergarten department and three in the Nursery class.

There is a wide interest in the training of the preschool child and this topic is being studied and discussed by the American Association of University Women and the Parent-Teachers' Association.

**1937**  
"Practice House" is converted to "Craft Cottage" for the Department of Arts and Nursery program moves out

UNH Home Economics department "borrows" children from the private Durham Kindergarten Association to establish a program in the "Practice House" on Main Street Durham. The program serves as a laboratory for the lone child development class where students can "learn to understand the abilities, activities and problems of pre-school children as an integral part of family life."

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**1940**  
Co-Eds Study How to Make Homes and Raise Children

Girls Who Don't Plan to Live Alone And Like It, Practice Training Of Children, and Housekeeping, at The University of New Hampshire, Using Fully Equipped Ten-Room House Where They Cook, Wash, Make Beds and Do All the Other Chores They May Face Later as Housewives.

**Nursery program**  
allows "complete freedom of play" and includes outdoor activities, block building, drawing and home corner play."

**Particular importance**  
is placed on the issue of personality problems and the guidance of young children

**THE New Hampshire ALUMNUS**  
NOVEMBER 1954 NURSERY SCHOOL

Several child operators of three and four-year-old children provide the laboratory setting for parents in child development.

Brizee sees — with student guidance

Before a juice-and-crackers snack the children say a grace

One group of Go-to-and-outside-the-Windows

# 1930 1940 1950

**1928 Kindergarten Group**

**1934 Kindergarten Play House**

**1930 Kindergarten Tea Party at President's House**

**1934 Kindergarten Playground**

Due to financial constraints, Nursery school survives as a program for 6 children of different age groups in the morning for the next 10 years.

Faculty member Elizabeth Rand supervises the Nursery program housed in a "bedroom" of the DeMeritt house and here there with 6 Home Economics students who run the household as part of their studies.

**1947**  
Small Home Economics Nursery School merges with mother-run GI Nursery in the College Road apartments.

**Nursery programs**  
of the Child and Family Center seen as important training for young adults moving into parenthood.

**Potential of outreach**  
to other departments such as psychology and sociology recognized

**NEW HAMPSHIRE SUNDAY NEWS**  
MANCHESTER, N. H., SUNDAY, FEBRUARY 12, 1950

**Bachelors Keep Eye On Graduates of UNH Home Courses**

**Classes Prepare Girls For Careers As Wives**

By CHESTER DAVIS

DESERVING, Feb. 12—(The Sun special) — It was the first time that girls and women in the UNH Home Economics department are mentioned in the news.

The general idea was to make and make in the home, and to give the girls a chance to see what it is like to be a housewife.

For a year and a half the Home Economics department has been preparing girls for their future careers as wives.

The girls are given a chance to see what it is like to be a housewife, and to learn the art of housekeeping.

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**UNH Nursery school**  
moves back to Craft Cottage for morning and afternoon programs for preschoolers

**Primary role**  
of college students is to observe through a screened observation booth

**Two courses**  
are taught in Child Development

**Nursery School**  
programs increasingly reflects emerging research in the field of child and family studies

A laboratory of real, live youngsters

How the staff is made

How the staff is made

**Program admissions**  
recognize the importance of including children that reflect differences in ethnicity, needs, language and being a twin

**Nursery program toured extensively**  
as a demonstration site of the new Federal Head Start program

Slide shows are prepared by teachers for parent nights to document the process (stages of thinking and representation) involved in children's play, art and construction activities.

**Video**  
cameras installed to enable staff and student teachers to view and re-play classroom action in the planning room on the second floor of Craft Cottage

**Director spends a year**  
in the infant laboratory of the Merrill Palmer Institute in Detroit, and returns with a desire to focus on "the heterogeneity of cultural patterns" and "greater emphasis on reflective thinking concerning values by students"

**Focus of the Nursery program**  
on teacher training for "child-related occupations"



Drawing on Erikson's theory, teachers arrange art materials to be accessible in order to develop children's autonomy. Children work with "authentic" tools for carpentry and pre-pare snacks in the cottage kitchen.

**1983**  
UNH Home Economics department dissolves and new Family and Consumer Sciences department (eventually Family Studies) emerges as the home for the Child and Family Center

**International Education**  
approach is initiated and continues until 1999 with each class given names of countries and children are immersed in a single culture for a year



Children march in a Halloween parade on campus

**PRESCCHOOL INTEGRATION: WHAT ARE THE CONCERNS?**  
by Mary Jane Moran, UNH Child Study and Development Center  
The preschool program at UNH has been a part of the child care program since its inception in 1960. Over the years, the program has grown and changed. In 1983, the program was integrated into the Family and Consumer Sciences department. This integration was a result of a long-term project that began in 1978. The project was designed to explore the integration of preschool and elementary school programs. The project was led by Mary Jane Moran, who was then the director of the Child Study and Development Center. The project was a response to the increased need for child care and greater focus on naturalistic research. The new child care facility is to include full-year full-day programs serving children from infancy to preschool.



**Computer and technology**  
research project initiated

**CSDC moves away**  
from thematic approach and begins to adopt a Project Approach to early education

**Initial contact**  
with innovations from schools of the Reggio Emilia Italy begins with CSDC faculty participating in an international study tour

**Families**  
plant a tree on front lawn for Earth Day as the beginning of a new tradition

**Teachers** implement long-term project work, including the Apple Project (infant room) and Chessah Project (kindergarten)

UNH French majors acquire preschoolers with French language and culture

# 1960

# 1970

# 1980

# 1990

Three hours of 16mm film of Nursery children engaged in activities reflecting play social and motor development, and creativity are completed and used in classes at UNH and the local middle school over the next decade



Center has a "recycle center" for collection of art materials.

**Nursery program**  
curriculum focuses on a thematic approach and play in carefully designated activity areas.

Two part-time Nursery programs (for 3 and 4 year olds) grow to an enrollment of 20 children each with 1 Head Teacher and an Assistant Teacher with a faculty Director

The daily schedule is un-timed except for pick-up to allow for simultaneous indoor and outdoor play

Teachers revise their child assessment tool drawing on Barbara Biber's framework at Bank Street College of Education. An anecdotal format focused on describing development replaces the skills checklist approach.



In making decisions about what materials and activities to offer, teachers consciously look at the relevance to children's development

Daily notes inform parents about the concepts (in a weight and volume) teachers are aiming to develop through a particular activity or arrangement of materials.

An important principle in organizing the environment is "less is more."

**1985**  
Recognizing the professionalism of the early childhood field, teachers finally receive full UNH employment benefits.

**1986**  
Design and building of state-of-the-art child care center is in process



**Preschool** programs increasingly reflect a constructivist view of education influenced by Piaget's theories



**1988**  
Child Study and Development Center (CSDC) opens at O'Kane Farm for 110 children in four new full-day programs (children six weeks to six years of age) and the three existing Nursery School programs



Parents contribute their talents to the Nursery program

**UNH Starts Child-Care Center on Durham Campus**  
The Child Study and Development Center (CSDC) is a new facility for the University of New Hampshire. It is located on the Durham campus and is a part of the Family and Consumer Sciences department. The center is designed to provide a safe and secure environment for children and staff. It is a state-of-the-art facility that includes a kitchen, a play area, and a classroom. The center is open to the public and is a great place for children to learn and play. The center is a testament to the commitment of the University of New Hampshire to providing quality child care services to the community.

CSDC faculty in leadership roles and host annual meeting in the New England Center for Child Development and Laboratory School Administrators

Students from many UNH departments begin to observe children at CSDC to learn about child development



A kindergarten child joins a UNH student in observing the classroom action from a booth

**Long-term project**  
work integrated into curriculum for Family Studies students' first practicum in Nursery programs

Bring your child to work day celebrated

**Daily journals**  
between parent and teachers introduced in infant/toddler classrooms

First kindergarten class of 14 children meets in conference room until new classroom completed

Partnership between kindergarten and UNH Gymnastics begins.

UNH is helping to spread Reggio teaching philosophy

By Leah Shaw  
REGGIO EMILIA, ITALY

What the Italian have discovered: The University of New Hampshire is one of a handful of American universities where the Reggio Emilia philosophy is being taught. The idea of Reggio Emilia has been spreading to other parts of the world, and UNH is helping to spread it here.

Reggio Emilia has been recognized as a model of early childhood education. The idea of Reggio Emilia has been spreading to other parts of the world, and UNH is helping to spread it here.

Playground committee established including parents, teachers and faculty

ASL sign language introduced in infant rooms to support children's communication



CSDC garden project begins with two small plots



Children raise money for the Stratham SPCA as part of outreach to their community

Research project on infant/parent transitions completed

1997 "Looping" of teachers between infant and toddler classrooms introduced to strengthen relationships and CSDC research conducted

chapter 21  
The Project Approach Framework for Teacher Education: A Case for Collaborative Learning and Reflective Practice  
May Jane Moran  
THE HUNDRED LANGUAGES OF CHILDREN  
The Reggio Emilia Approach—Advanced Reflections  
Second Edition

UNH: Center is a model in caring for children



Policy on celebrations established to emphasize the uniqueness of each child, the development of relationships, and the building of community-collaborative groups of children create birthday boards for their friends

The CSDC flower and vegetable garden initiated as a partnership with UNH Plant Biology Department and supported through the Anna and Raymond Tuttle Environmental Horticultural Fund and Standup Gardens, Inc. of NH



Infant/Toddler rooms begin transformation with more intentional focus on use of natural materials in the environment

1999 CSDC is accredited by the Academy of the National Association for the Education of Young Children

Campus Journal  
Child Study and Development Center awarded accreditation by NAEYC

National Association for the Education of Young Children  
Having demonstrated substantial compliance with nationally recognized Criteria for high-quality early childhood programs  
Program ID: 331998  
UNH Child Study and Development Center  
22 O'Kane Road  
Durham, NH 03824  
is hereby awarded Accreditation  
by the National Academy of Early Childhood Programs  
A Division of the National Association for the Education of Young Children  
1001 16th Street, N.W., Washington, DC 20036-1228 202-233-7777 800-421-2300

Developmental assessments revisited and portfolios introduced into classrooms

# 1990s

1996 Center Director seeks funding for the design and development of a new Eco-Outdoor Learning space



Documentation of classroom investigations begin to be displayed in hallways



Teachers create documentation panels to make curriculum visible to community

Noah Feldman Scholarship established in memory of CSDC infant as an annual award to a Family Studies senior

Teachers write foundation, framework, and intention statements for each CSDC program

Documentation room opened in the old O'Kane farmhouse funded by a UNH Parent Association grant



Campus Journal, March 1998

16  
Reconceptualizing Early Childhood Teacher Education  
Preservice Teachers as Ethnographers  
May Jane Moran  
First Steps Toward Teaching the Reggio Way  
JENNIFER ALLEN  
MAY 1998

CSDC is named a "Center of Excellence" and UNH Trustees and funders visit as part of the Next Horizon UNH Foundation campaign

CSDC philosophy and mission created for first brochure

1. Our Preservice Teaching Mission  
Each year more than one hundred students enrolled in family studies courses at UNH use the center as a laboratory for experiential teaching and learning, and documentation of those experiences. Students from other disciplines, for example, education, psychology, occupational therapy and communication disorders, also use the center as a laboratory for the study of children.

2. Child Study and Research Mission  
The center functions as a laboratory for research on children's development. The center is used by college students, faculty, parents, and visitors. These benefits provide researchers with the opportunity to observe children in a natural context. Research projects have ranged from the effects of infant stimulation on attachment to the development of emergent literacy. All research projects must be approved by the UNH Institutional Review Board and by the center director.

3. Early Care and Education Mission  
The center is designed to offer developmentally appropriate programs that promote children's development and support families. An integral component of the center's mission is the provision of care for children and their families. Teachers conduct the center's curriculum and the process for learning by participating through inquiry, observation, and documentation. The center provides a safe and secure environment for children and their families. The center is a place where children and their families can learn together, for example, creating children with special needs.

On the eve of our 70th anniversary, Child Care Information Exchange Magazine notes that CSDC is one of the oldest early childhood programs in the nation

Field trip to the moon  
February 28, 1999



Children taught inventive thinking

Writing project begins to include families more actively in the process of the curriculum



Following participation in the St. Louis Reggio Collaborative conference and tour, CSDC teachers introduce changes reflecting a more powerful image of the child including children's bio-boards, interviews, and self-portraits and eventually greater attention to the role of the environment.

10th Anniversary celebration of new center

Child Study and Development Center  
10th Anniversary Celebration  
"Whose Child Care?"  
a lecture by Penelope Leach, Ph.D.  
author of Your Baby and Child  
April 12, 1999  
7:00 p.m.  
Johnson Theatre  
Paul Creative Arts Center  
Durham, New Hampshire  
Admission is free and open to the public.  
For information call 882-2825.  
UNIVERSITY OF NEW HAMPSHIRE

