

# The Nursery School

## Kindergarten

### 1947-1956

1947



1947-1948 Edna worked tirelessly on her Nursery School goal. "I will never forget the loud booming voice of hers on the telephone. Almost every minute she used the office busily involved in establishing a nursery school."

- H. Gertho Morgan "Roots" 1945

1947

#### MARYLAND'S COLLEGE OF EDUCATION



#### COLLEGE OF EDUCATION FACULTY

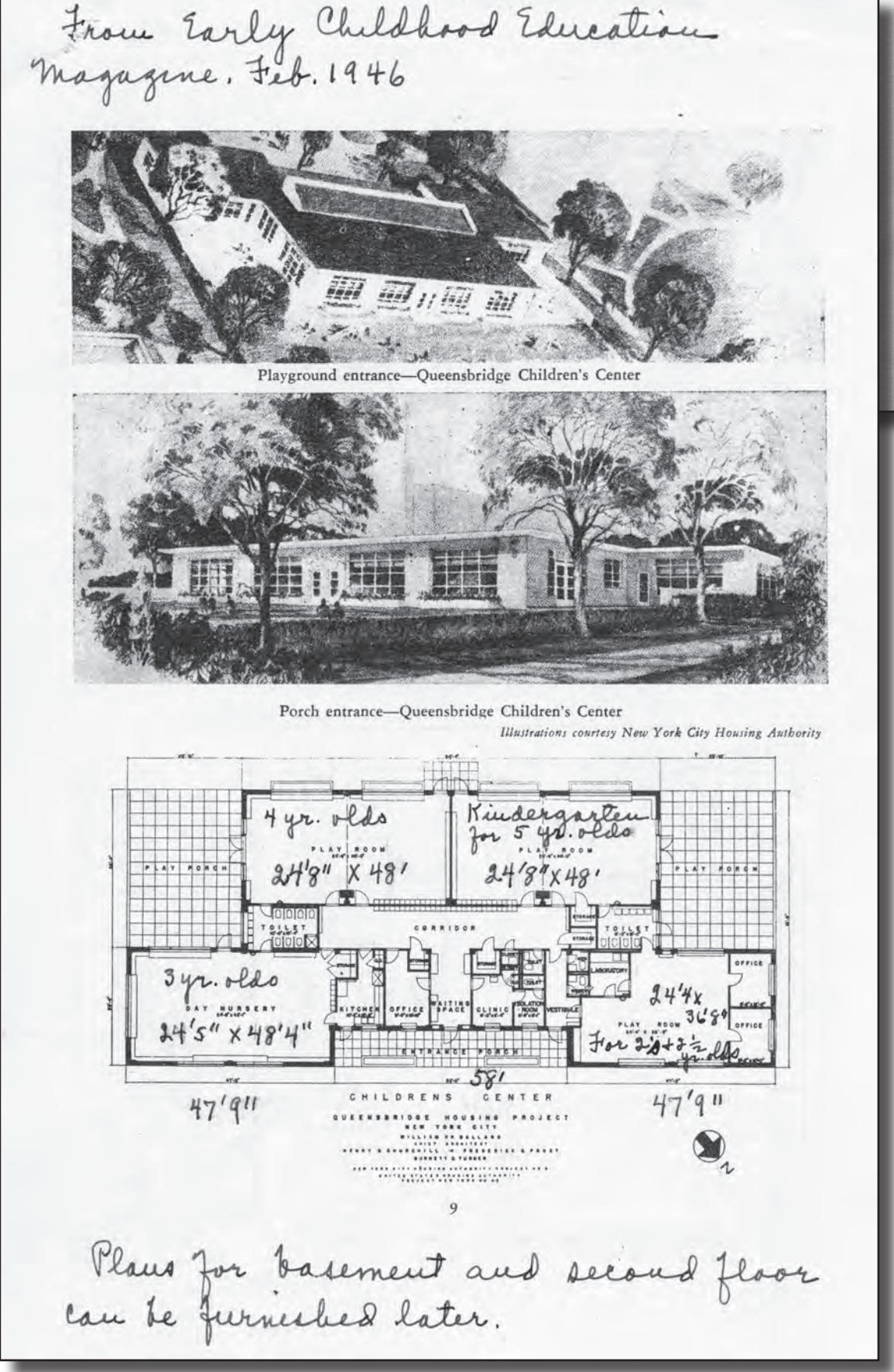
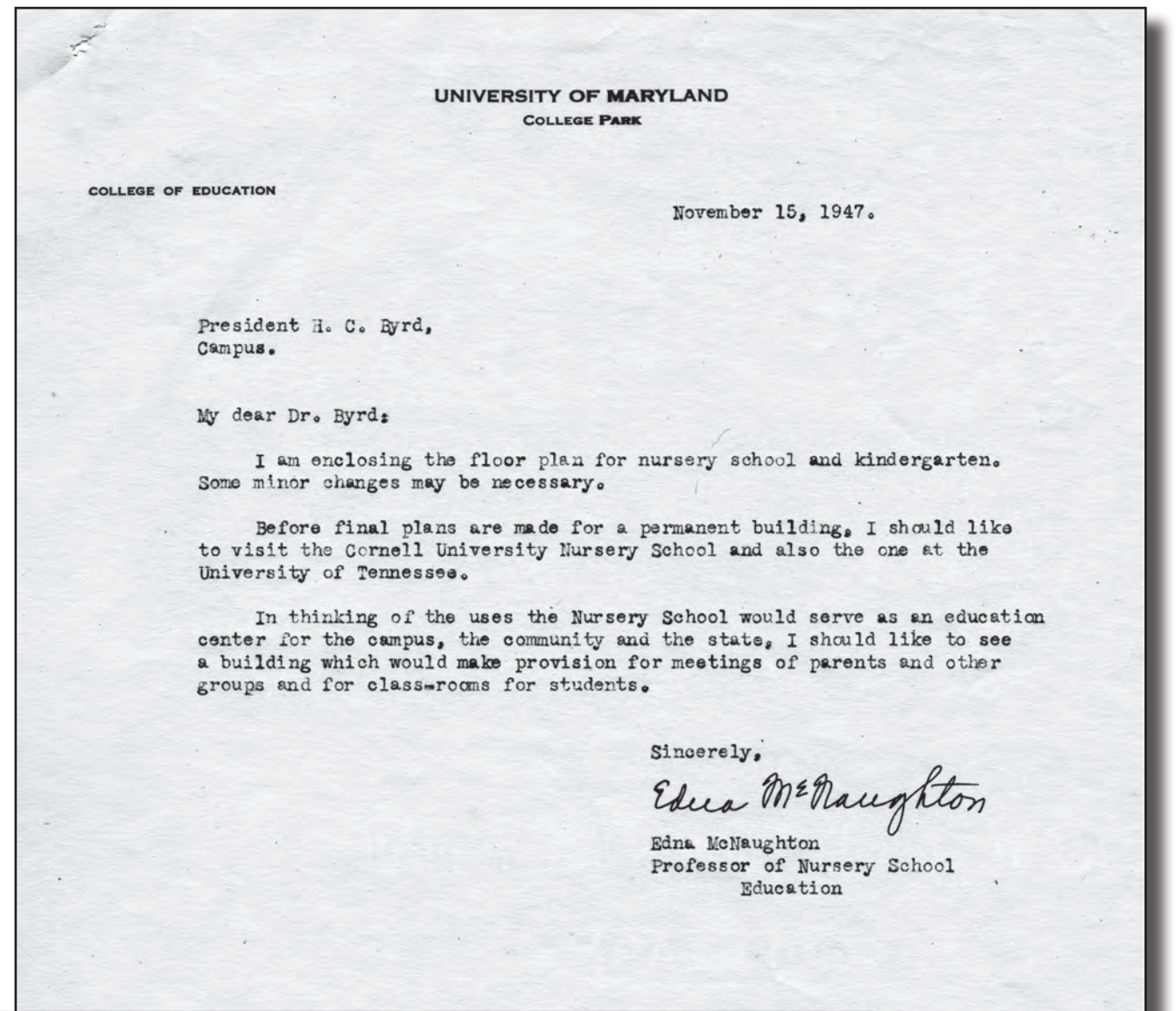
Front row: Rachel J. Benton, Gladys A. Wiggin, Dean Harold Benjamin, Edna B. McNaughton, and Marie D. Bryan. Back row: Arthur S. Patrick, B. Harlan Randall, Donald D. Smith, Alvin W. Schindler, Clarence A. Newell, Louis R. Burnett, and R. Lee Hornbake.

Dr. Clarence Newell, above, in a March 9, 2009 communication, indicated he was the Vice President of the parent group at the Nursery School, a group established by Edna McNaughton, "a pleasant older woman", to "help provide communication between her and the families with children in the center".

"All worthwhile movements have a background of planning, foresightedness, and hard work.

The kindergarten had as its sponsor, Professor Edna McNaughton, whose pioneering spirit it was, and is, the backbone of our preschool education. Miss McNaughton saw the great possibilities of such a movement, in a county where no public school Kindergarten existed. She saw too, the need in the State of Maryland for trained teachers, to fill the many Kindergarten positions available in nearby counties. Her dream, now a reality, has materialized on the University Campus."

-Margaret Stant, *This is Kindergarten*, (1950)



#### Playground, 1948



#### Veterans' Wives, 1947



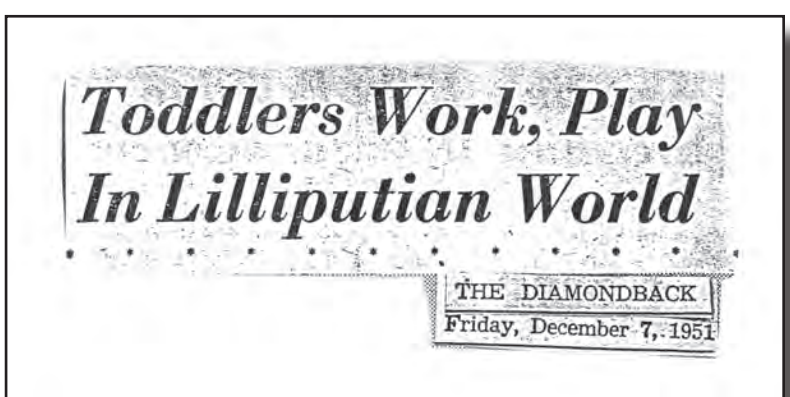
#### CLUB OF VETERANS' WIVES

These wives of G.I. students constitute a class in child development, conducted by Miss Edna B. McNaughton.



Miss Edna B. McNaughton, Professor of Nursery Education, with students - 1947

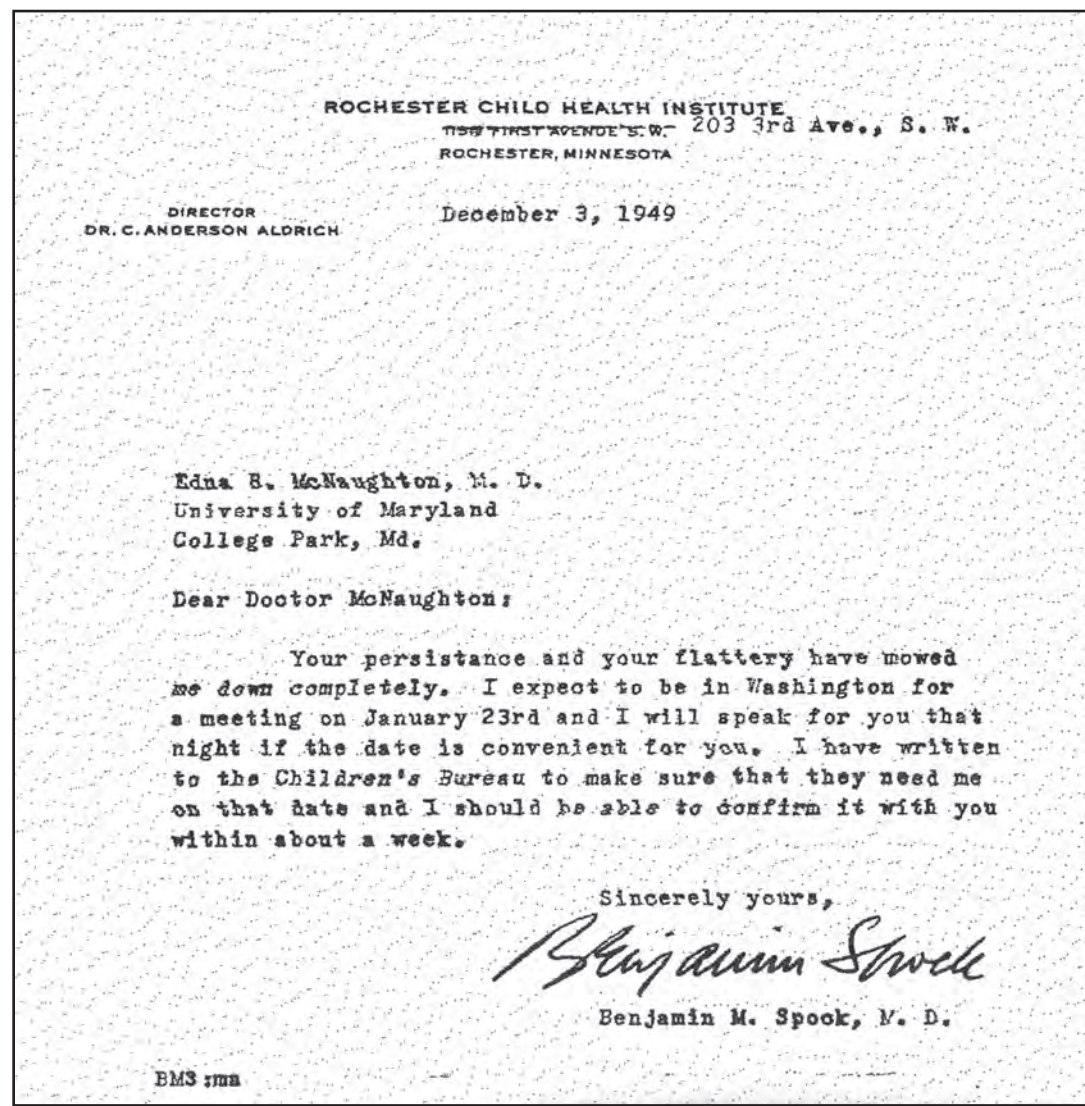
## COMMUNITY OUTREACH



COOKIES  
The Washington Post (1877-1954); Nov 18, 1956; ProQuest Historical Newspapers The Washington Post (1877-1992)  
pg. FCR16

**Ice-Box Cookies.**  
1 cup brown sugar  
1 cup white sugar  
1 pound butter or Nucon  
2 eggs  
3 tablespoons hot water  
1 cup nut meats  
5/8 cups flour  
1 teaspoon soda  
1 teaspoon salt  
Vanilla  
Cream shortening and sugar, add eggs and beat well. Add the ground nutmeats and chopped nut meats. Add alternately the flour and dry ingredients. Make into a roll and wrap in waxed paper. Chill, slice in thin slices. Bake in greased pan, at 450 for 8 minutes.  
MISS EDNA McNAUGHTON,  
Prof. Home Economics Education,  
University of Maryland.

**Ice-Box Hermits.**  
2 cups shortening  
1 cup brown sugar  
1 cup white sugar  
3 eggs  
5 tablespoons hot water  
2 eggs flour  
2 teaspoons soda  
2 teaspoons nutmeg  
1 cup raisins  
1 cup nut meats  
Cream shortening and sugar, add eggs and beat well. Add the ground nutmeats and chopped nut meats. Add alternately the flour and dry ingredients. Make into a roll and wrap in waxed paper. Chill, slice in thin slices. Bake in greased pan, at 450 for 8 minutes.  
MISS EDNA McNAUGHTON,  
Prof. Home Economics Education,  
University of Maryland.



Around 1949-1950 Edna and her niece, Margaret McNaughton Manuel, met with Dr. Benjamin Spock while he was visiting at the Mayo Clinic in Rochester, Minnesota. Edna received this letter from Dr. Spock.



Doctor Benjamin Spock

#### Our Responsibility to Boys and Girls

EDNA B. McNAUGHTON and MARIANA T. NELSON

Miss McNaughton, professor of nursery school education at the University of Maryland, and Mrs. Nelson, president of the District of Columbia Home Economics Association, were official representatives of AHEA at the National Conference for the Control and Prevention of Delinquency.

WHAT society has a responsibility for providing good conditions for boys and girls in their years of growing up is recognized by our nation. To consider this responsibility the National Conference for the Control and Prevention of Delinquency was held in Washington, D. C., in November 1946. As representatives of the AHEA, we were assigned to the panel on home responsibility, along with representatives from social agencies, church groups, national women's organizations, colleges, and universities. Delinquency is not a problem alone of the economically underprivileged. A study of the records of delinquents reveals that delinquency is not confined to any one racial, social, or economic group. Further, it is recognized that many young people who do not come before the courts and are not charged as delinquents need help in getting greater enjoyment from living and in becoming better citizens. It is, therefore, the responsibility of society to make available to parents information which will enable them to understand the needs of boys and girls—not only needs of the adolescent years but of the preceding years as well, since these are the foundation stones for later life. Some personalities are more "susceptible to delinquency than others." Parents, teachers, and all who care for children need to know how to influence children's personalities so that they can become the kind of mature adults who do not need or want to get into trouble. Case histories of delinquents reveal certain basic contributory conditions and important facts:

1. These troubled boys and girls did not create the conditions under which they live.
2. Most of them were driven by incentives, bribes, deceptions, and temptations to do the things that got them into trouble.
3. In most cases the youth's disturbance was a reflection of deep disturbance in the family.
4. Even the well-meaning parents who were sincerely making the effort to be good parents could not overcome the handicaps of poor housing, bad working hours, and consequences of supervision of their children without more help than they were getting.
5. In some cases the youthful offender learned his delinquent behavior either from the example or the direct teaching of family members or those living in the home.
6. Early death of parents or desertion by parents means life-long difficulty if some wise plan is not made for giving the child the best substitute parents possible.
7. Children need 24-hour supervision, and young John need to have someone who knows at least where they are and what is happening to them at all times.
8. Poverty of a degree that means inadequate housing, no privacy for individuals, poor food, inadequate clothes, and no spending money leads to temptation and delinquency.
9. Giving adolescents too much responsibility for younger brothers and sisters at a time when they need to build their own friendships and cannot because they in a sense must be parents too soon, leads to rebellion and difficulty.
10. Too little responsibility and too few real chores at home help make children careless, selfish, and unco-operative.
11. Opposing perfectly reasonable wishes of youth (such as joining the Navy at a proper age) against recruitment and causes trouble.
12. Lack of family and close family relations, such as is created through joint planning, participation in religious services, family recreation and

272.

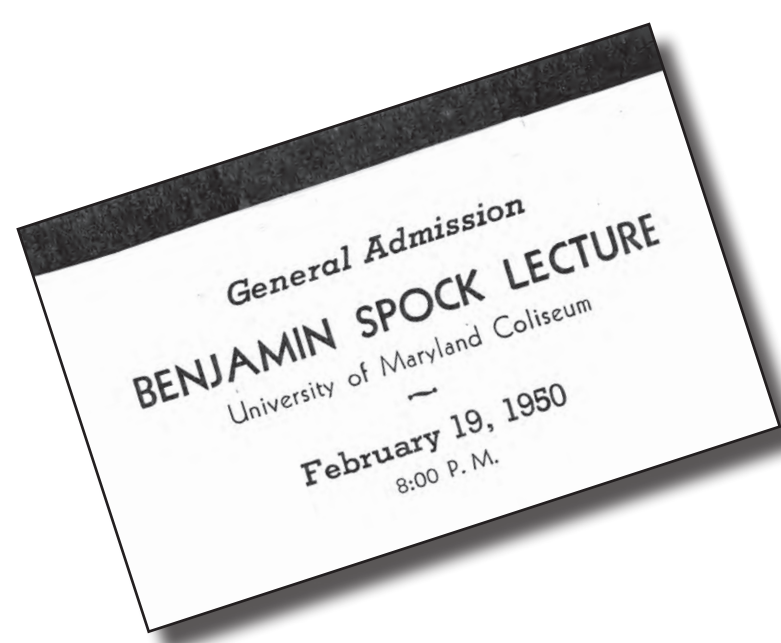
complicity, was noted in practically every case. 12. Standards set in family relationships—the way adults treat one another, the way they behave—are the standards children tend to adopt. Confused and troubled homes result in confused and troubled children and young people. 14. Lack of order and balance in living, lack of reasonable standards of housekeeping, and lack of nutritious meals served on time make a home unattractive and a place to stay away from. 15. Lack of control on the part of parents, over-indulging the child, and giving him too much too easily may injure his character as much as deprivation and neglect. 16. Delinquent behavior of a boy or girl is an expression of poor social control, i.e., lack of discipline and standards. It is also his solution to his problem. Thus, his solution may be anti-social, but lack of his solution in basic causes cannot be understood if these are to be corrected. 17. Boys and girls who have become delinquent need to (1) develop moral standards and courage, (2) learn respect for the person and property of others, (3) learn self-discipline, and (4) recognize or develop faith in themselves. As each of these boys and girls gets into trouble, the actions, attitudes, confusions, and beliefs of their parents and the others in their homes are involved, too. Many of these parents are doing the best they know how under the difficult circumstances of their lives. These parents, like all other parents, are the most important people in the lives of their children. They need help. Their children need to be helped. Throughout the conference, all panels agreed that it is not any one factor but a combination of factors which is responsible for delinquency. We were warned against blaming parents, schools, and society. It was the consensus of all groups that a good home is one of the greatest stabilizing influences in preventing delinquency. Such a home was defined as follows: A "good" home for children to grow up in is a home where the parents understand certain things about children and family life and are able to act

Journal of Home Economics, May 1947

and live accordingly. Whether a home has one room or twelve, it is a "good" home for a child if: 1. He is loved and wanted—and knows it. 2. He is helped to grow up by not having too much or too little done for him. 3. He has some time and some space of his own. 4. He is a part of the family, has fun with the family, and belongs. 5. His early mistakes and "badness" are understood as a normal part of growing up and he is corrected without being hurt, shamed, or confused. 6. His growing skills—walking, talking, reading, making things—are enjoyed and respected. 7. He plans with the family and is given real ways to help and feel needed throughout childhood. 8. He has freedom that fits his age and his needs; he has responsibilities that fit his age, abilities, and freedom. 9. He can say what he feels and talk things out without being afraid, or ashamed; he can learn through mistakes as well as successes; and his parents appreciate his successes rather than dwell on his failures. 10. He knows his parents are doing the best they can; they know the same about him. 11. He feels his parents care as much about him as they do about his brothers and sisters. 12. His family sticks together and the members help each other. 13. He is moderately and consistently disciplined from infancy, has limits set for his behavior, and is helped to take increasing responsibility for his own actions. 14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

Constructive action by individuals and by communities is needed to abate the present trend of delinquency. Home economists have a responsibility to help parents to be good homemakers, to improve the major problems of housing, to assist families in overcoming poverty. Recommendations for action have been issued by the Conference. We should offer our indignation.

How about a Silent Tea (paper money) for AHEA Permanent Headquarters Fund?





# Edna Belle McNaughton

UMD Professor from 1919-1956

## Childhood Education Pioneer & Early Childhood Advocate



Edna McNaughton

### University of Maryland Professor: (the earliest years)

- Hired at the University of Maryland in 1919 to develop and oversee the Home Economics Education Department whose curriculum was offered jointly by the University's "Schools" (later called "Colleges") of Education and Home Economics establishing very close ties between the two programs.
- In 1920—Professor McNaughton began offering a course in Child Psychology
- In 1924—The Home Economics Department offered a course in Child Care as part of the Home Economics curriculum subsequently adding courses in Child Development

### Biographical Information:

- Born—May 7, 1889 in Coopersville, Michigan
- High School—Middleville Union School—graduated in 1907
- College—Michigan Agricultural College—graduated with a degree in Home Economics—1911. She also served as her Class Vice-President
- Graduate School—Columbia University Teachers College—after graduating, she served as the President of the Columbia University Alumni Association



College of Education Faculty in 1921  
Harold Cotterman, MM Proffitt, Edna McNaughton, and Franklin Day

## WORKS PROGRESS ADMINISTRATION NURSERY SCHOOL 1934-1937

The "Practice House", also called the "Home Management House", was the initial (1934) location of the Works Progress Administration nursery school on campus. This building was located near the present site of the campus Health Center.



Practice House



McDonnell Hall

The Works Progress Administration nursery school was moved to the ground floor of McDonnell Hall (where the Home Economics Department was located) from 1935-1937. This building was near the present site of Tydings Hall.

- During the Great Depression, the Works Progress Administration was organized under the Roosevelt Administration to provide relief to the poor and unemployed.
- The Works Progress Administration partially funded the establishment of over 1500 nursery schools across the country to feed and care for children whose lives had been especially impacted by the Great Depression.
- On March 16, 1934, the Board of Regents unanimously approved the establishment of a Works Progress Administration nursery school program on the University of Maryland campus, under the supervision of the College of Education. The University's financial obligation toward this school was not to exceed \$250.00.
- Edna McNaughton became head of the "Nursery School". In addition to a focus on the nutrition and child care needs of community children, the "Nursery School" provided a laboratory in which undergraduate students could observe and gain practical experience working with children. McNaughton taught Child Study, Nursery School Techniques, and Special Problems in Child Study courses to the increasing number of child development majors.
- Federal funding for the "Nursery School" was discontinued in 1937, forcing the closure of the campus school. Cooperative schools, such as those in the Calvert Hills neighborhood in College Park, continued, when possible, to fulfill the missions of the former Works Progress Administration program, as well as the University's need for laboratory settings.
- The Works Progress Administration nursery school movement, with its emphasis upon the well-being of underprivileged children, is important in the history of early childhood education, preceding, by three decades, another significant federally funded program, Head Start (1965).

(extracted from Liz Tobey, "The History of the Center for Young Children", 6/12/2006)

Co-operative Training Replaces Individual Instruction in Maryland U. Nursery School



Nursery School 1937

Raymond A. Pearson (1873-1939)  
President, 1926-1935



Summary of Correspondence to President Pearson, May 16, 1934 from W.S. Small, Dean College of Education

### Description of Nursery School Program

- Miss McNaughton, a professor of Home Economics directed the nursery school
- The staff included 4 previously unemployed persons as follows: a head teacher, an assistant teacher, a nurse and a cook.
- 14 children, ages 2-6 years, were enrolled from a population of families on relief. Many were underweight and showed signs of malnutrition.
- The program of the Nursery School extended from 9 – 3 five days a week.

### THE PROGRAM

Play 9:00 - 10:30  
Story hour & Music 10:30 - 11:30  
Prep lunch 11:30 - 11:45  
Lunch 12:00 - 1:00  
Nap 1:00 - 2:00  
Snack 2:30 - 3:00  
Home 3:00

### MOST POPULAR MENU

Scrambled eggs  
Baked potato  
Spinach  
Stewed tomatoes  
Whole wheat bread  
Milk  
Raspberry jello

**Results:** All the children gained weight with one exception. This was because of illness.

*Now Who Doubts the Popularity of Spinach?*



Marie Mount, Dean  
College of Home Economics

June 30, 1937

-Mount to Byrd

Ms. Mount said, "Twelve cents per child per day for luncheon will give a liberal adequate diet. Since there is talk that Works Progress Administration money would not be furnished next year for luncheons. I hope there will be no difficulty in maintaining this nursery school for another year at least."

April 25, 1939

-Mount to Byrd

"The University should offer better facilities for the Works Progress Administration Nursery School."



Edna McNaughton, Professor  
Childhood Education

June 26, 1937

-McNaughton to Marie Mount, Dean of Home Economics.

In this letter Edna asks for money for children's lunches. "There is a tendency to limit funds, I would suggest that we ask for ten cents a child per day. If it is possible to get a larger amount, that would be desirable".

April 25, 1939

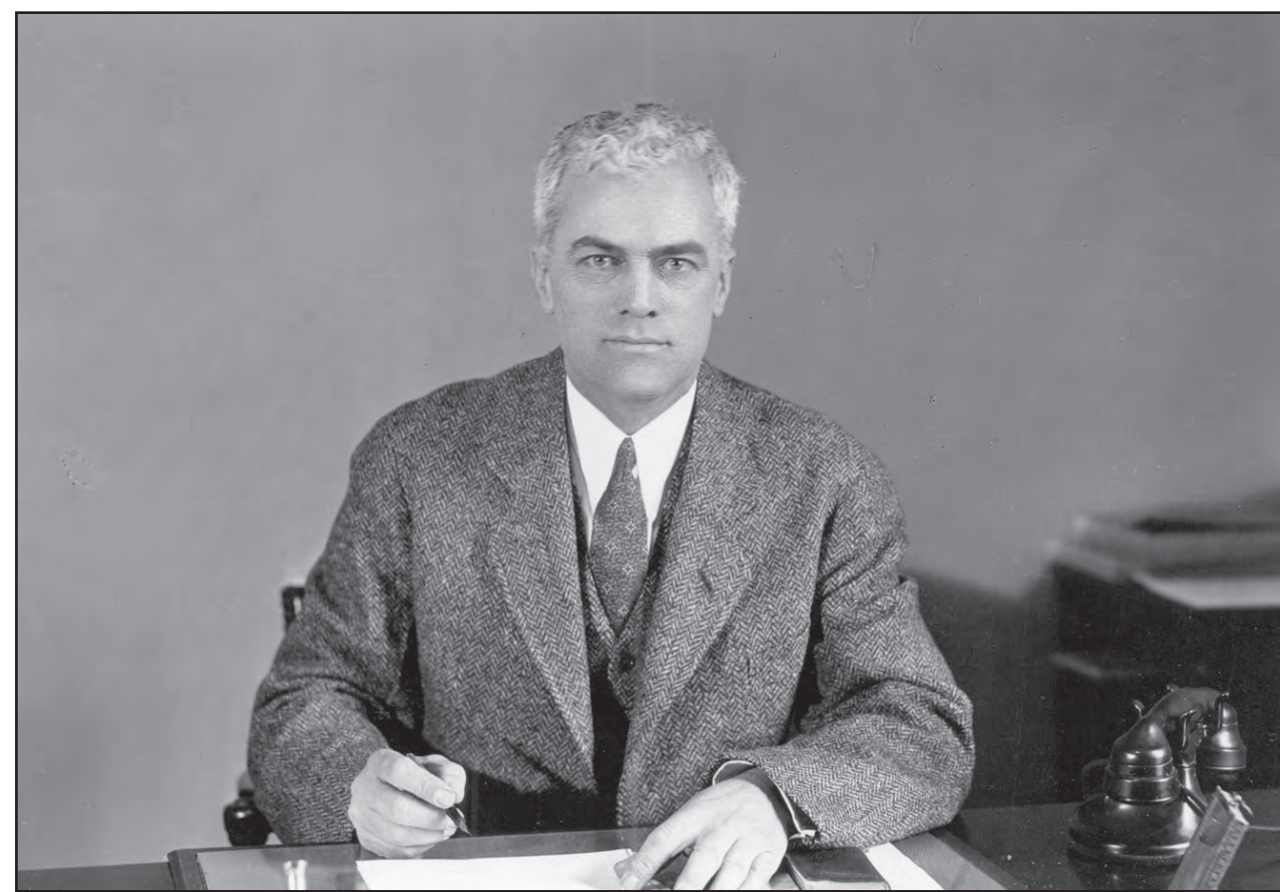
-Edna to Byrd

During the Easter vacation, Ms. Mount and I went to Frederick to talk to Mr. Springer & Miss Worriow about reopening the Nursery School. They stated that they did not feel that the Nursery School was housed in satisfactory quarters, and unless better quarters were found they would not recommend the continuation of the Works Progress Administration Nursery School at the University. They also felt that the University Works Progress Administration Nursery School should share in the improvements being made on the campus.

September 24, 1941

-Edna to Byrd

In the Baltimore papers on Sunday, there was an article regarding the University, which stated that there were Works Progress Administration funds allotted for a Nursery School. Does this mean there are funds for a building?"



H.C. Byrd, President of the University of Maryland 1937-1954

July 13, 1937

-Byrd to Mount

"It will be a pleasure to take up with the Works Progress Administration people the matter of making larger allotments for the food for the children in the Nursery School".

April 26, 1939

-Byrd to Mount

"Do you have any suggestions of what could be done?"

September 29, 1941

-Byrd to Edna

"Glad to get your letter about the Nursery School, but strange as it may seem, I do not know a thing in the world about funds allotted for that purpose."

November 1945

-Byrd confided his frustration with Edna to acting Dean of Education Harry Brechbill

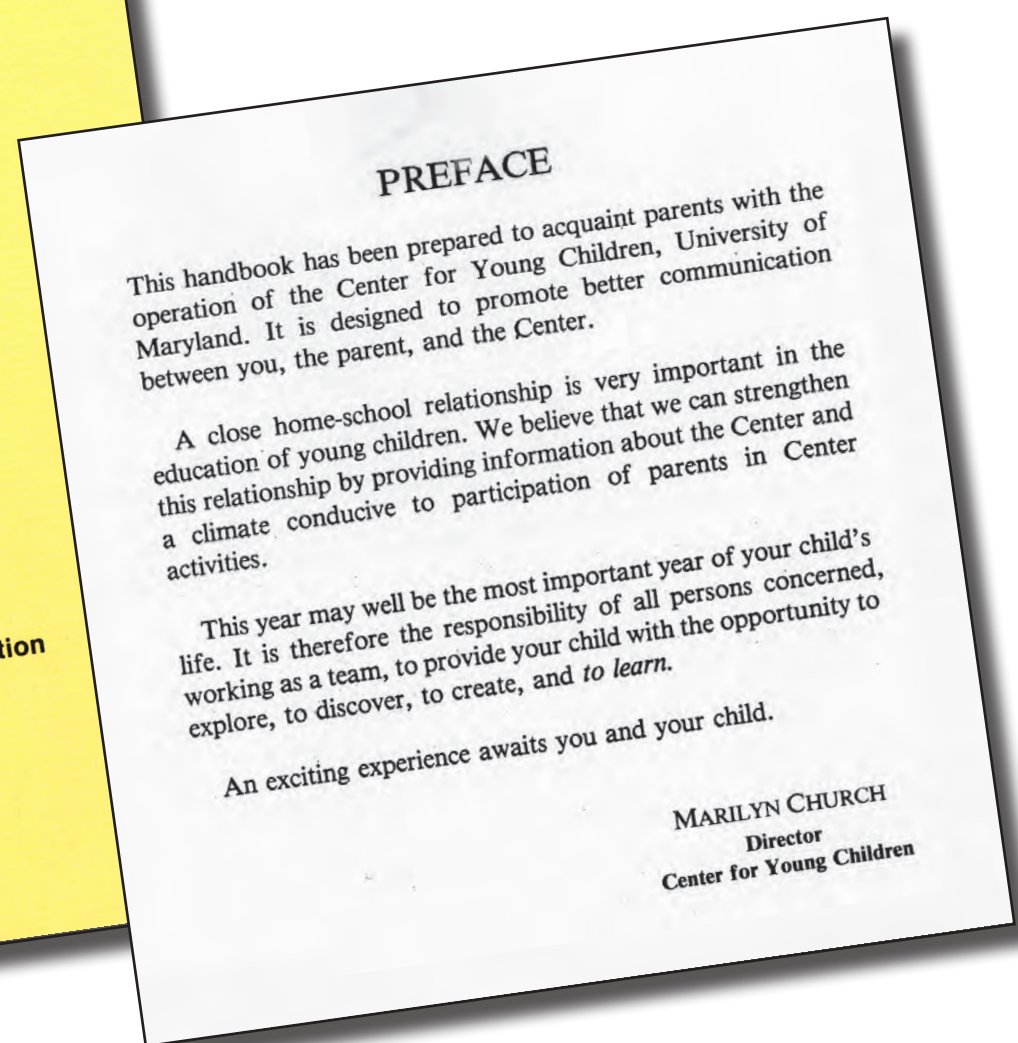
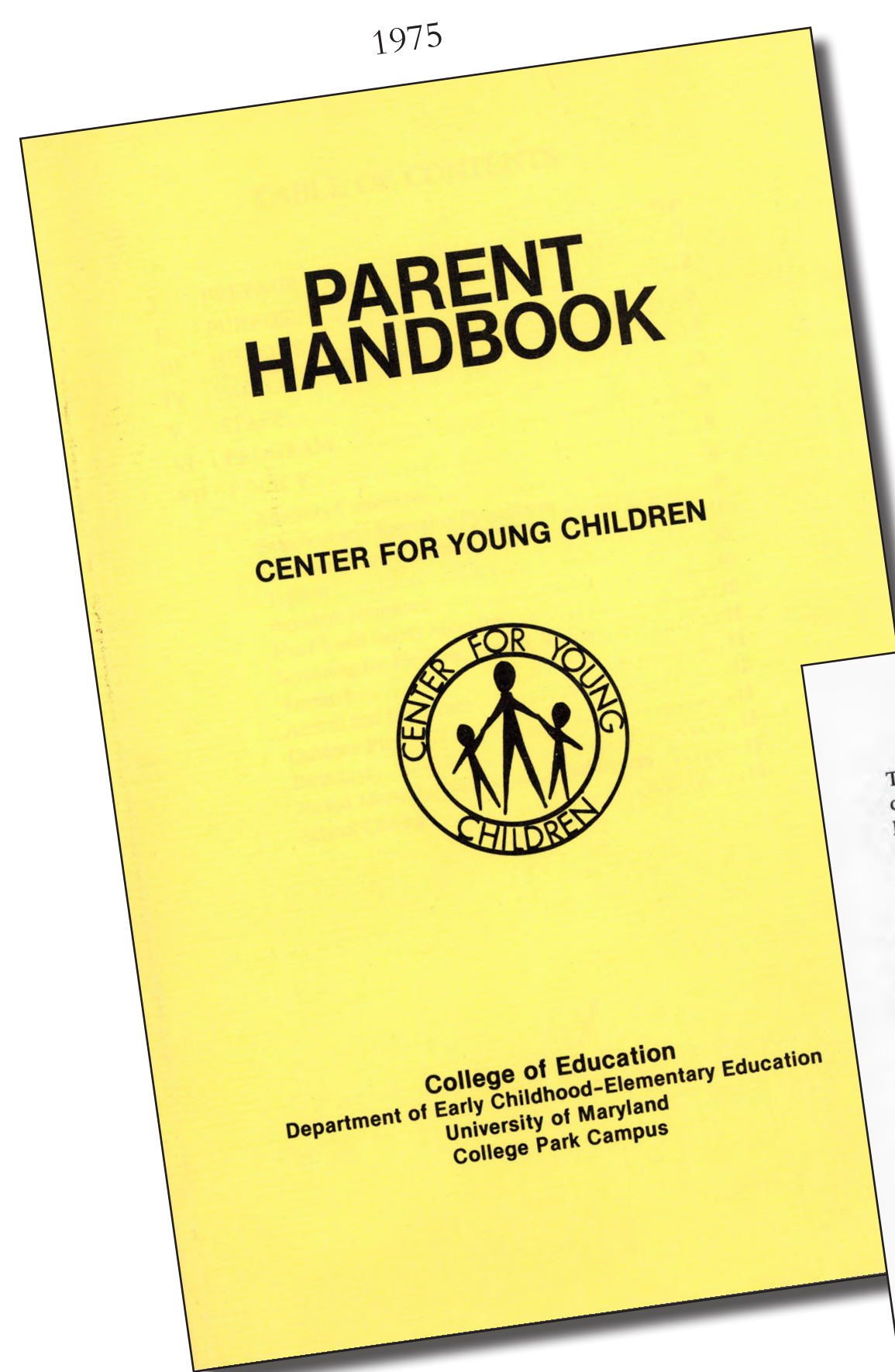
"Although I personally like Miss McNaughton a great deal, There are circumstances which make her request impossible to grant."



# Center for Young Children

## College of Education

### BENJAMIN



#### *Silencing The Chorus of Yuks*

Researchers Seek To Open Young Minds and Mouths to Nutritious Food

The Prince George's Sentinel - March 17, 1977  
Food Lesson for the Cookie Set

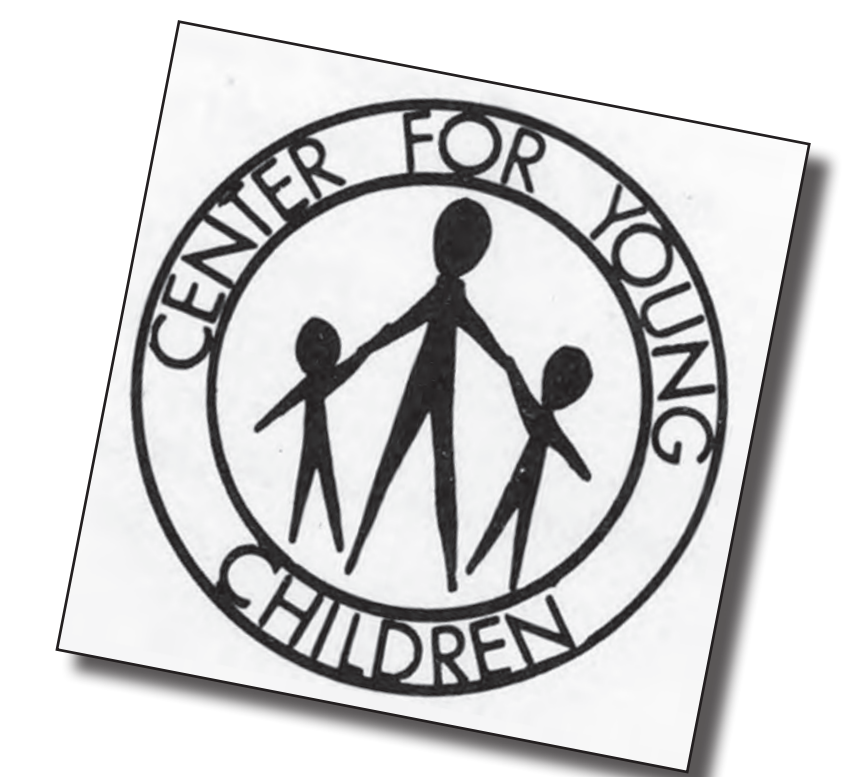
This article explains a three year nutritional study conducted with preschoolers at the University of Maryland, Center for Young Children. The two researchers were Dr. Primula Brewster and Dr. Marilyn Church.

"Three and four year olds are capable of forming good eating habits. A child likes what is given to him when he is little and he develops special feelings for different foods. It is hard to change those feelings. You'd be surprised how many kids choose things like lettuce and green beans", said Dr. Church.

**Marilyn Church**  
Director, 1975-1988



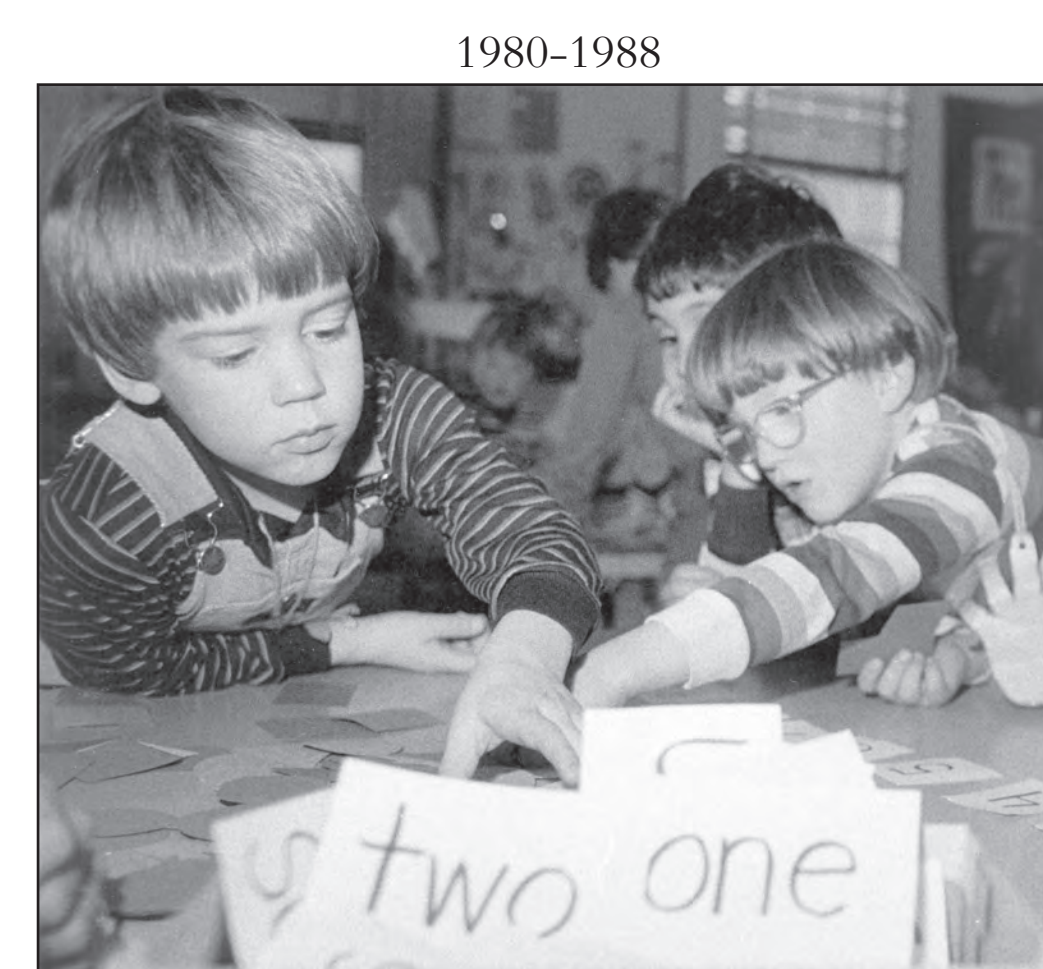
Seniors and Children



Outside Playground  
Benjamin



Dramatic Play



Literacy



Art with Clay

## CAMBRIDGE COMPLEX



Cambridge complex



**Elisa Klein**  
Director, 1988-1991



**June Wright** (second from left),  
Director, 1991-1992

June 27, 1988  
Letter to Dennis Blumer, Office of the Chancellor from Elisa Klein, newly hired Center for Young Children Director

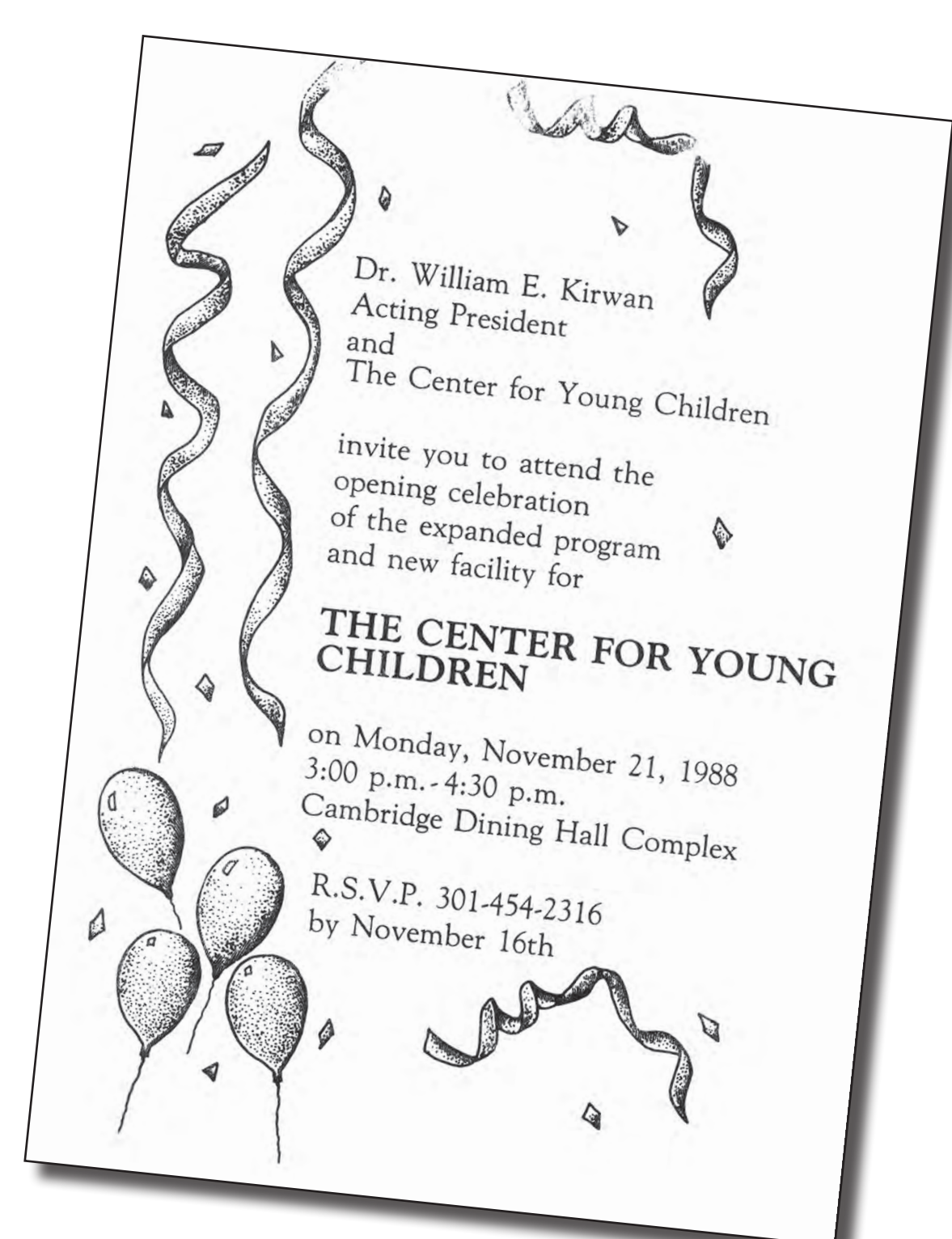
"The new Center for Young Children will provide full time child care for faculty, staff, and students of the University of Maryland in the newly renovated Cambridge Hall. Our commitment to meet the child care needs of the University community must never run at cross purposes with our commitment to design and implement a high quality program that provides a model for others, that provides outstanding teaching opportunities for our students, and that provides an exciting arena for research."



**Carla Ford, Director** 1992-1993  
Dr. Ford planned the ground-breaking ceremony for the new state of the art building to house the Center for Young Children. President Kirwan along with Jean Hebel, Acting Dean of the College of Education presided.



Children Playing, Cambridge complex



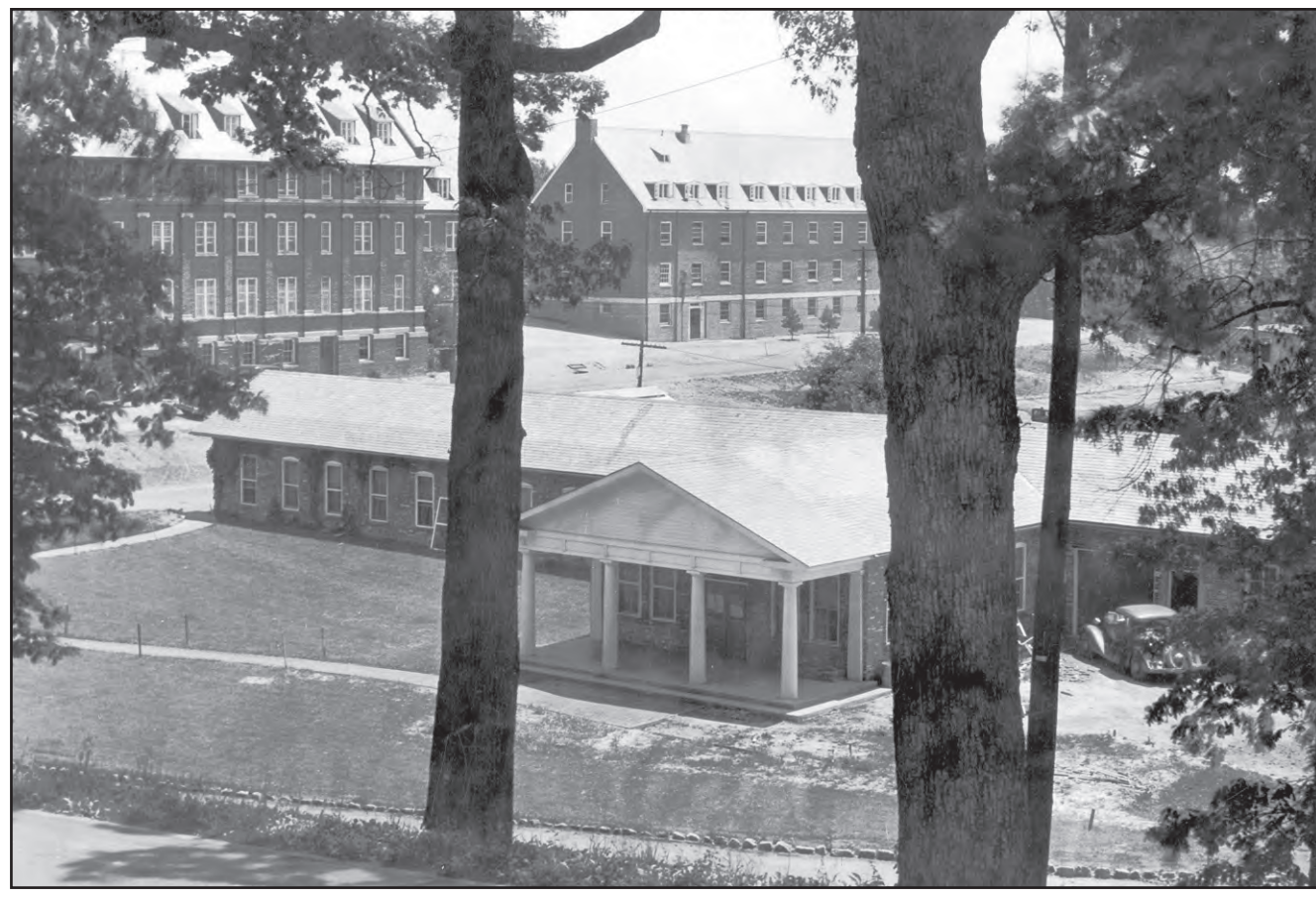


# Nursery School Kindergarten

## 1950's Through the Decades 1960's



Halloween at the "Gulch" 1950's



December 10, 1953  
Letter to Ms. Gail Mickie from Mrs. Lois Mast.  
*Recollections of teaching at the Nursery School, 1954-1957*

"The College of Education was a friendly, helpful College in which to be enrolled. During my years on campus, the lab school was located in temporary buildings in what we called the 'gulch'. I taught kindergarten there and remember it was difficult teaching and having classes in the building which only had partitions between the rooms."



Playground See Saw 1950's  
James L. Hymes Jr., Teacher and Children



Finger Painting, Nursery School 1956

### MEMORIES OF THE 1950s

Somewhere in the Institute for Child Study-Department of Human Development, there is an old painting, watercolor, of the original home of the College of Education - Merrill Hall.

The first floor was occupied by the College of Education, the second floor by Geography. The basement, (shown in the painting one side of the building only) housed the Institute for Child Study in 1947 before it became a department in 1949: Human Development. The basement also housed Edna McLaughlin in Early Childhood Education in a section partitioned off for her. All else was one big room.

I'm proud of my part in the integration of racism on campus. Negroes were taught off campus, but there were controls on the number of students that they could pursue. I had three persons who accumulated 27 credits. Dean Benjamin gave me permission to go to the Bowie School

and teach those three persons one course for the remaining three credits needed. Myrtle Wake completed her degree in January of 1951. She was a teacher at the Bowie School, a two room building at that time. Rose Wiseman, a teacher in the Negro High School in Annapolis, completed his papers in time for the June graduation in 1951. Jim Davis, principal of the then Brewster School, met all requirements also for the June 1951 graduation. Dr. Byrd invited all to participate in the graduation exercises and to remain for the University lunch. The campus was not opened to Negroes until September 1951.

I had the first Negro doctoral graduate and the first Negro Fellow in the College of Education, the first one on campus. He was Alexander Wiseman of Bowie State College Faculty. He graduated in 1954-55.

Sincerely,  
H. Gerton Morgan, Ph.D.



Nursery School 1950's

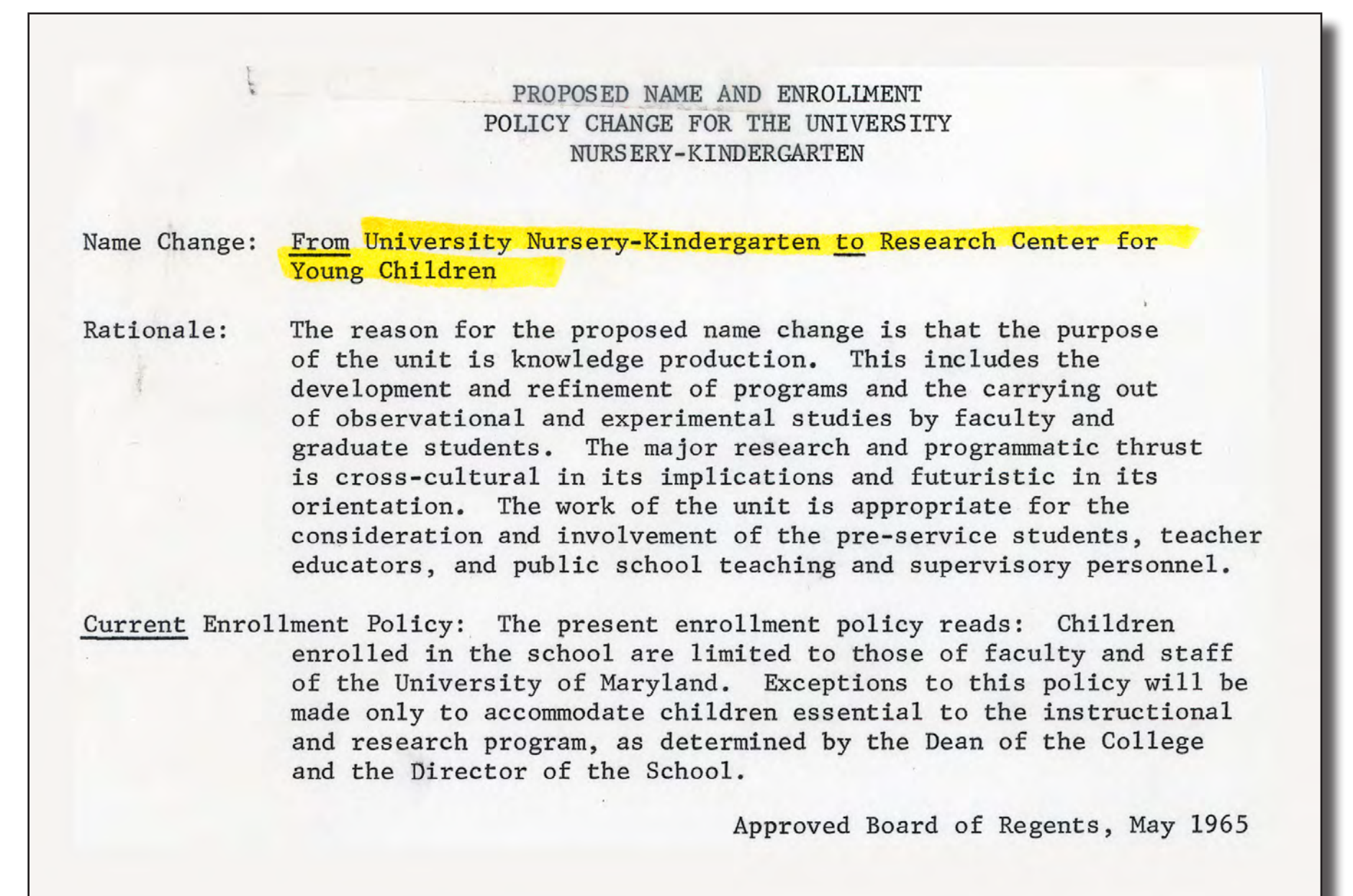
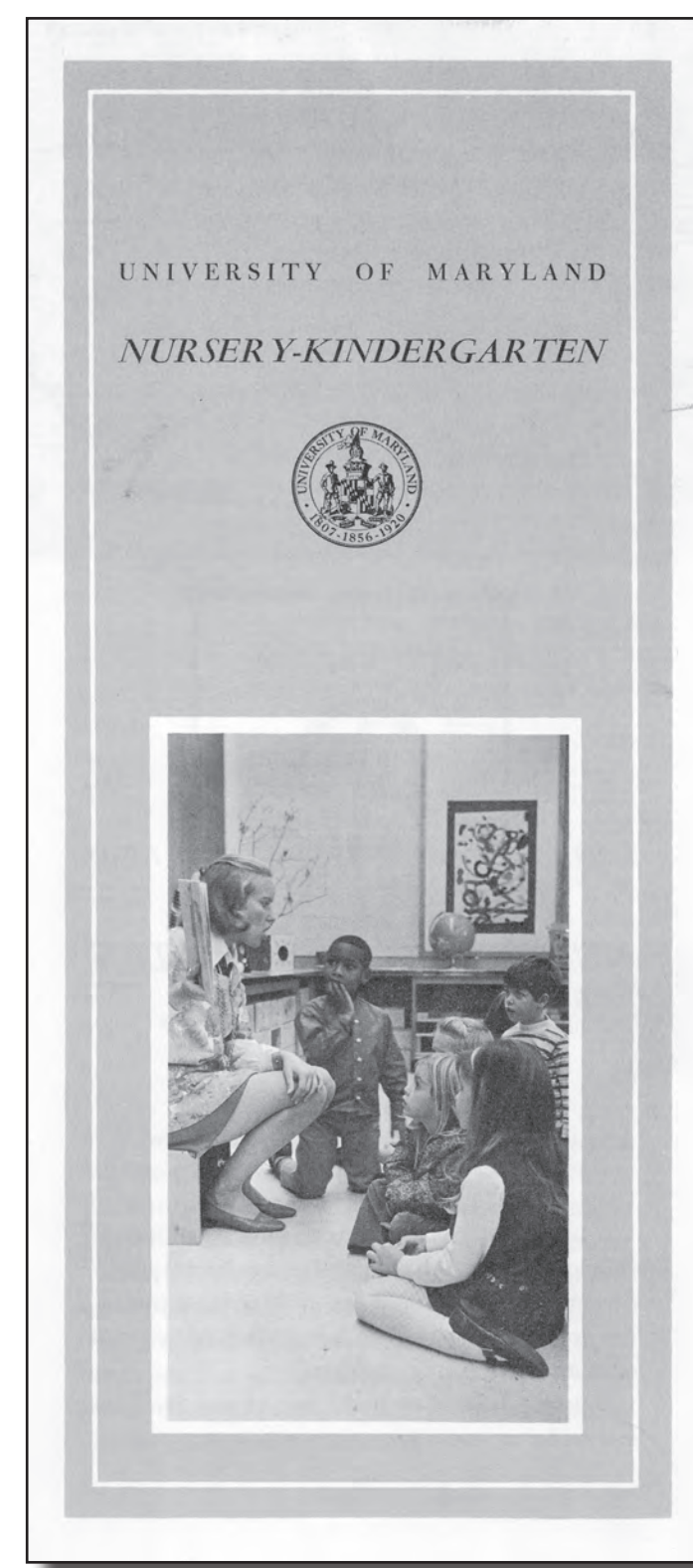
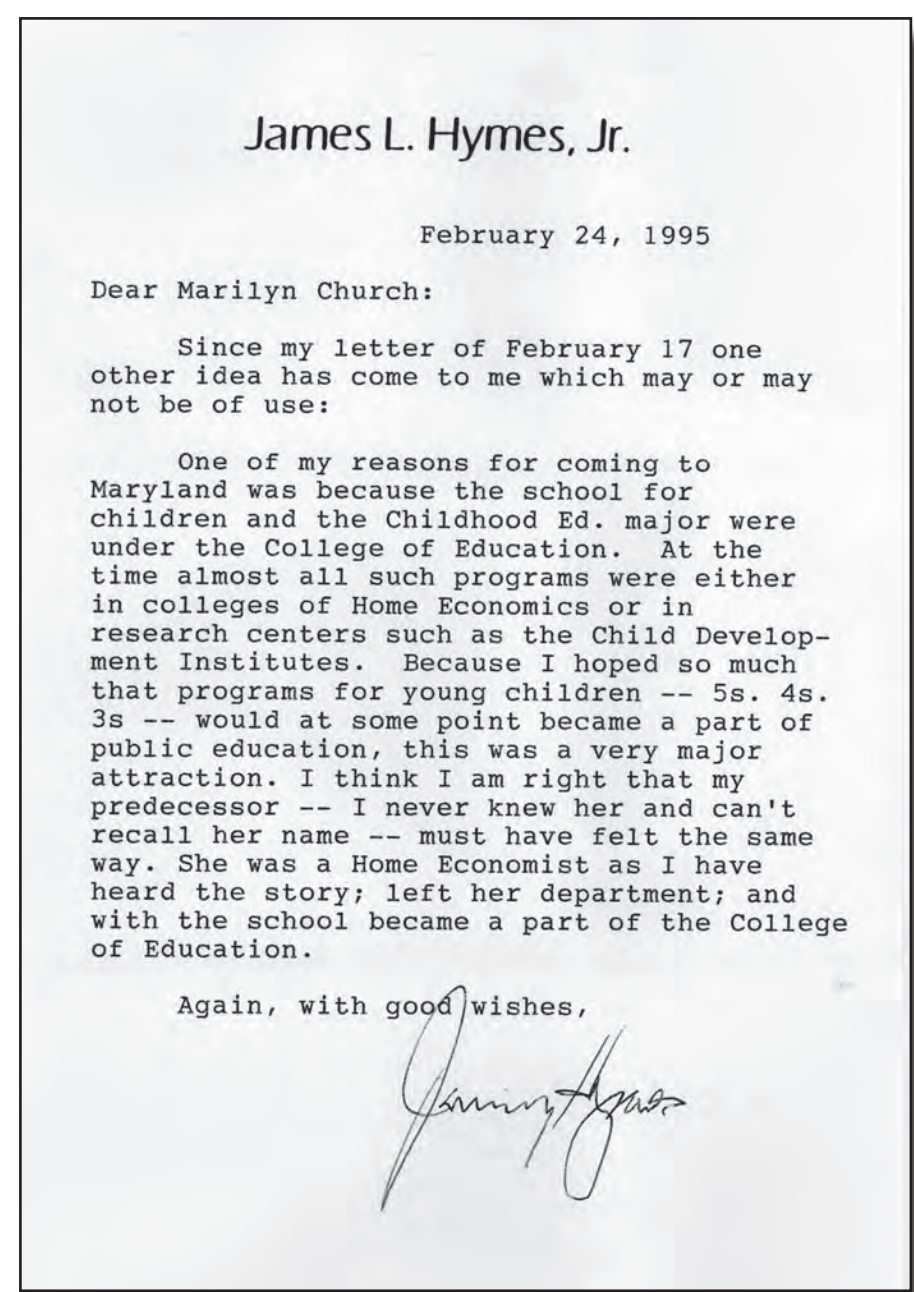


James L. Hymes Jr.  
Director, 1957-1967

February 17, 1955  
-Correspondence to Marilyn Church from James L. Hymes Jr.  
*Recollections of the Nursery School*

"When I came to Maryland the school was in the barracks, not unhappily incidentally. The 'barracks' setting had virtues. Our Early Childhood classes were held there, so planned observation and continuous informal observation was built in.

Being separate and apart helped create a certain esprit de corps among our staff. There were vices too. Only our early childhood majors ever saw the school. No Elementary Human Development people ever found their way down there. When a new Education building (Benjamin) became possible, and we were smack in the middle, it was hoped more students would mean greater use by Elementary Human Development students. No flood of other majors ever took place."



### Fight Brews On Closing of Child Center

A plan to close the University of Maryland's Center for Young Children has been challenged by a group of parents whose 340 year-olds attend the nationally known school.

Dr. Louise Berman, who is resigning as director of the center, in protest of the planned closing, said yesterday that the parents' organization has hired a lawyer to fight the proposal. The school has about 70 students and is known for its research in early childhood education.

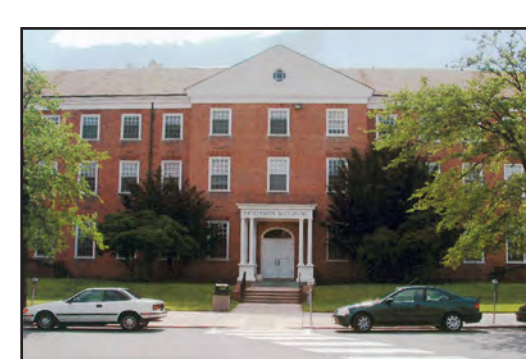
The plan to close the center was revealed about two weeks ago by Robert L. Emans, dean of the university's school of education. Emans said he wanted to reallocate the more than \$100,000 needed to run the center for other research projects.

Dr. Berman, who announced her protest resignation after Emans' decision, said the plan has not yet been accepted by the university's president or its board of regents. The parents' group, Dr. Berman said, hopes to persuade the president and the regents to keep the center open.

Dr. Berman said she has resigned because she felt that center had already committed itself to 70 children who were enrolled for next fall and to four full-time faculty members who were scheduled to teach the students.



Louise M. Berman  
Director, 1967-1975



Benjamin Building

TOWARD NEW PROGRAMS  
FOR YOUNG CHILDREN  
PROGRAM AND RESEARCH POSSIBILITIES

### Research Emphasis 1970's

UNIVERSITY NURSERY-KINDERGARTEN  
monograph 1  
COLLEGE OF EDUCATION  
UNIVERSITY OF MARYLAND



Observation Rooms, Benjamin Building



# Young Children *Then and Now*



1960's *The "Gulch"*



1970's - 1980's *Benjamin Building*



1993 - Present *CYC-Valley Drive*

## PERSONAL AND SOCIAL DEVELOPMENT



1973



2009



2002



1972

## PHYSICAL DEVELOPMENT



1972



1962



2009



1997

## THE ARTS



1962



2001



1972



2002

## LANGUAGE AND LITERACY



1972



2009



1960



2009

# CHILD DEVELOPMENT

Have things really changed over the years?

## SOCIAL STUDIES & DRAMATIC PLAY



1958



1972



2001



2003

## SCIENTIFIC THINKING



1964



2001



1969



2009



1974



2000

## MATHEMATICAL THINKING



1960



1973



1974



2009

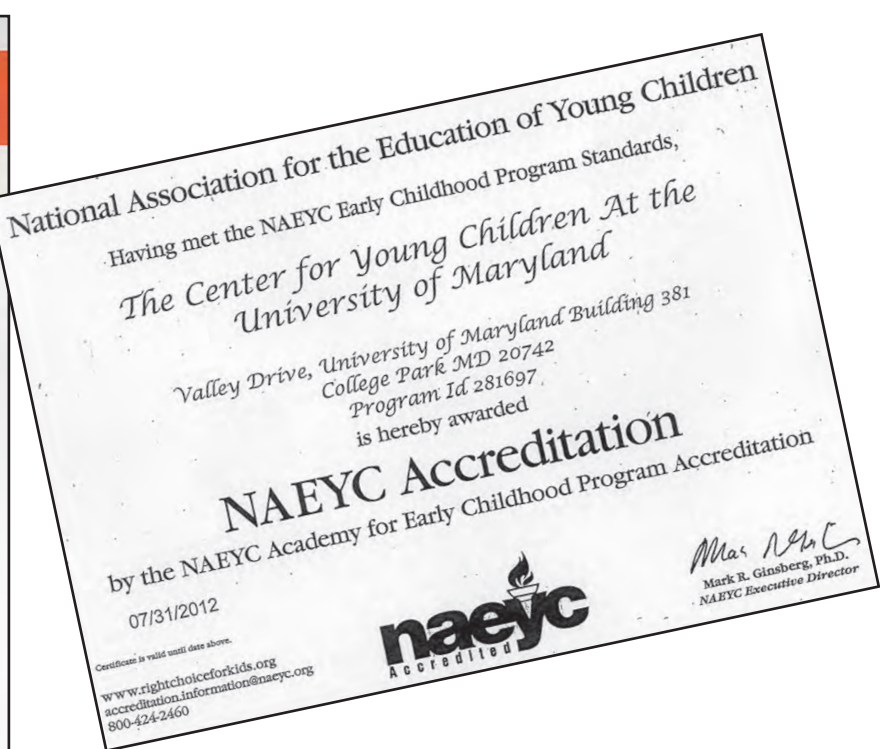


2002



2004





### EXEMPLARY EARLY CHILDHOOD CURRICULUM

The Center for Young Children bases its curriculum on current research, teacher knowledge, and the interests of the child. The Project Approach and Reggio Emilia, a northern Italian preschool model, influence our "Study Approach". Our main goals for children are:

- To encourage critical thinking
- To facilitate questioning and problem solving
- To encourage curiosity
- To encourage enthusiastic and engaged learning
- To encourage social competence
- To encourage parent participation on behalf of children

### TEACHERS

The Center's strength lies in the faculty. Teachers with degrees are in each classroom.

At the Center all teachers have an enthusiasm for teaching young children, a bright and curious intellect, a foundation in child development, and a quest for the teachable moment.

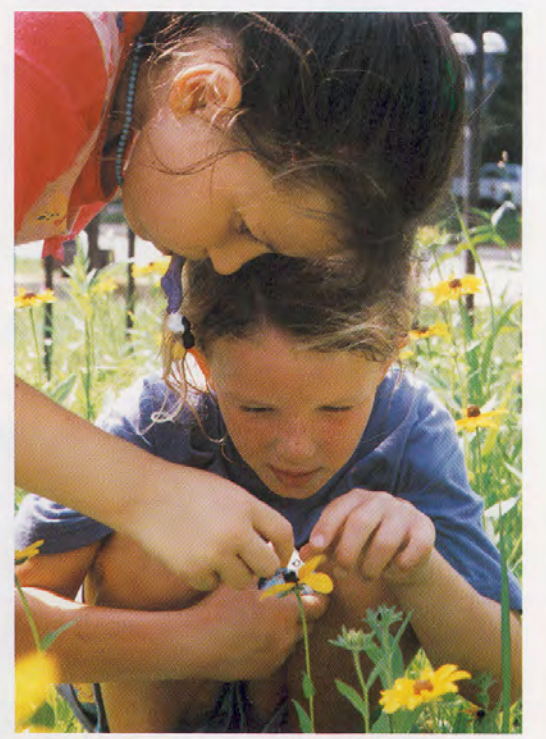


### CYC FAMILIES READ PROGRAM



This school-wide parent-initiated, PTA-funded reading program began in Spring 2004 and continues to offer a carefully selected collection of twelve picture books each semester for all families to read together. The CYC Families Read Program has been presented at a NAEYC conference, was featured in the spring 2009 Top magazine as one of the diverse "book clubs" on campus, and has been the model for a reading club at a homeless shelter.

### Excellence in Education for each Child



Center for Young Children  
College of Education  
Department of Human Development  
University of Maryland  
College Park

Accredited by the  
National Academy  
of Early Childhood  
Programs

### CYC ADVOCATES



Charles Flatter  
Former EDHD Chair



Carol Seefeldt  
Former Professor, EDHD



Allan Wigfield  
Chair, EDHD



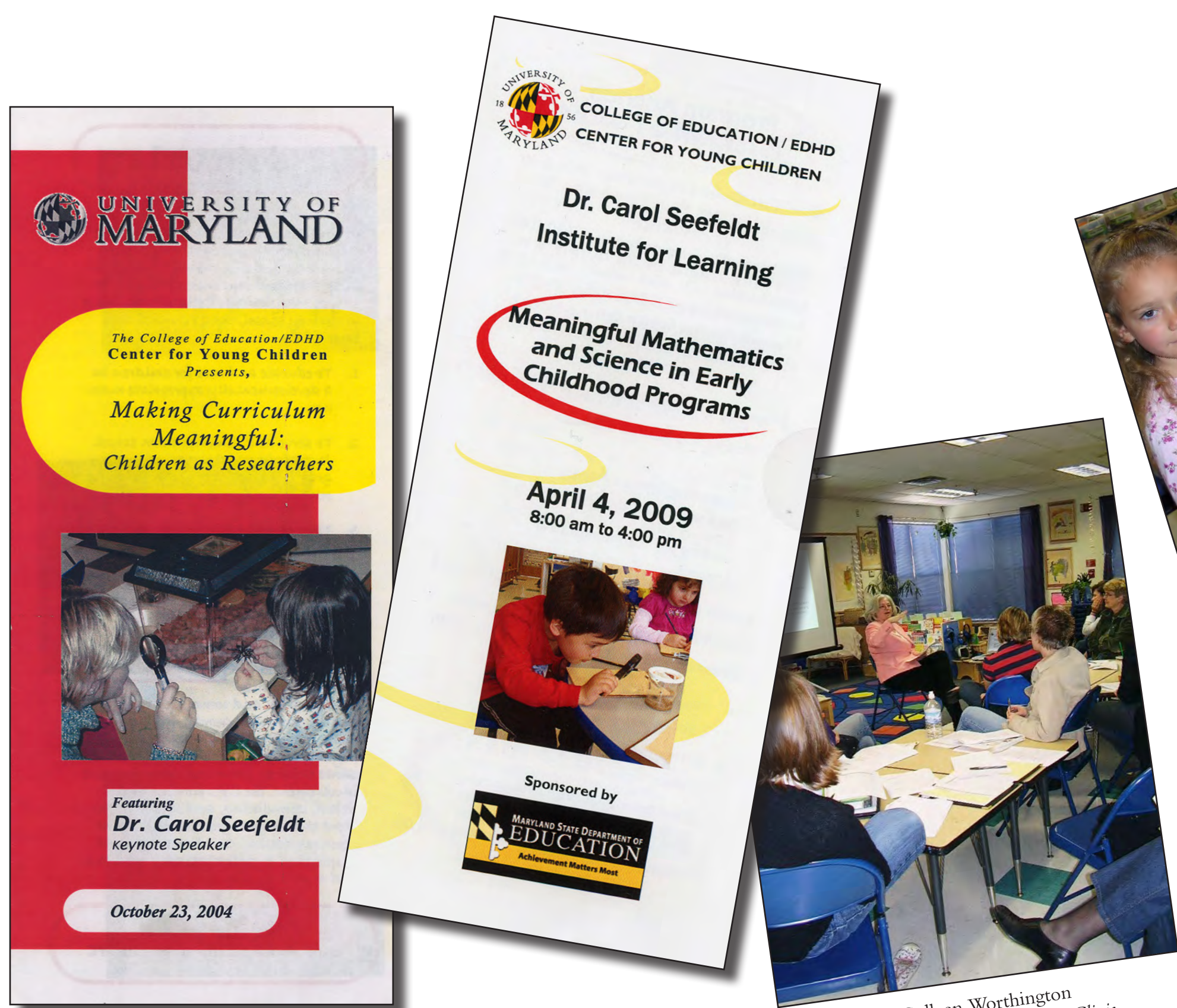
Dean Donna Wiseman  
College of Education

### Welcome to the CYC



Photograph by Natasha Emmanuel, Intern  
Department of Public and Community Health, 2008

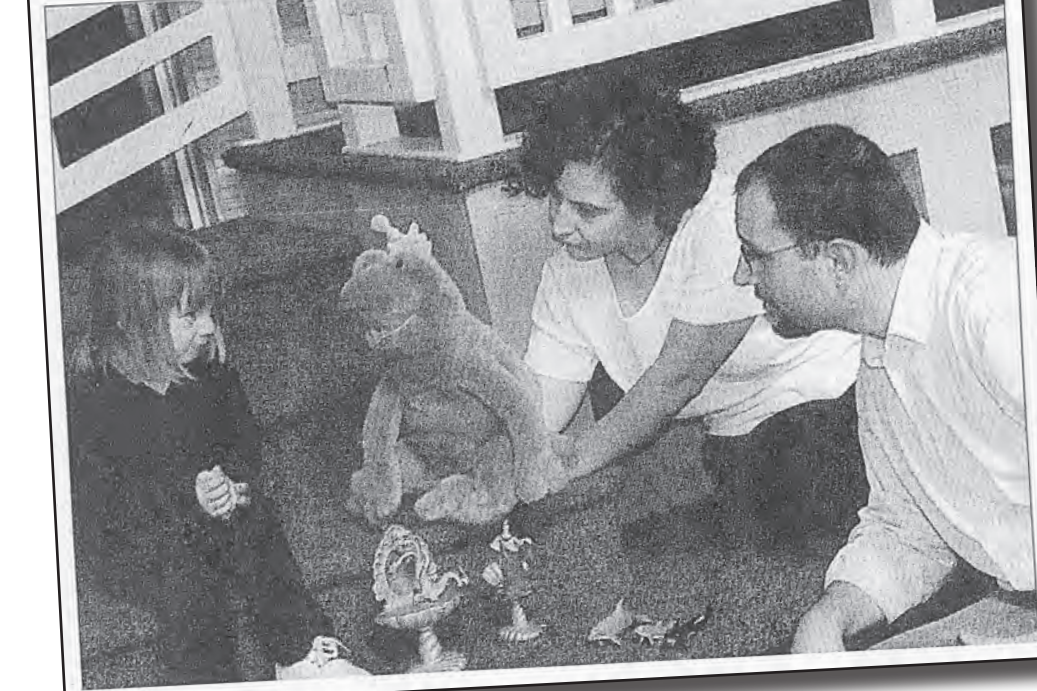
### PROFESSIONAL DEVELOPMENT



### Outlook

THE UNIVERSITY OF MARYLAND FACULTY AND STAFF WEEKLY NEWSPAPER

### Understanding the Hows and Whys of Language Acquisition



Hello from the Project on Children's Language Learning at the University of Maryland! Thank you so much for your recent participation in one of our studies! We'd like to share with you some of our findings... none of our research would be possible without your generous support.

Thank you!

### Research: Kids help with linguistics

Continued from Page 1

Thornton said, "We make the kids feel really relaxed, not tested," Thornton said.

Not all of the children at the Center participate in the study, said Anne Daniel, assistant director of the Center. Various campus departments conduct research studies at the center. Parents must sign permission slips before their children are allowed to participate in a study, Daniel said.

The linguistics study was formulated about five years ago by Thornton and professor Stephen Crone, chairman of the linguistics department. "In the broad sense, all these experiments are trying to find out what aspects of language are innate properties of the brain," Thornton said.

"The Center is a great place for us to do our research," Thornton said. "We're very lucky that we have the facility and their support."



### CURRENT RESEARCH



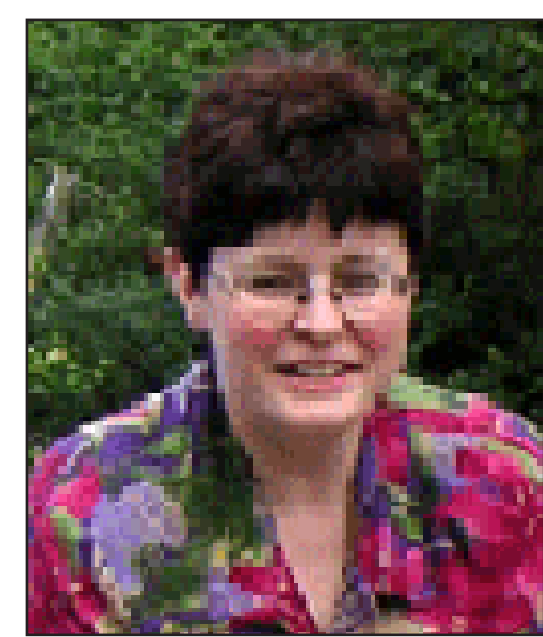
Melanie Killen  
Professor, EDHD  
Children's Evaluations of Social Rule Transgressions



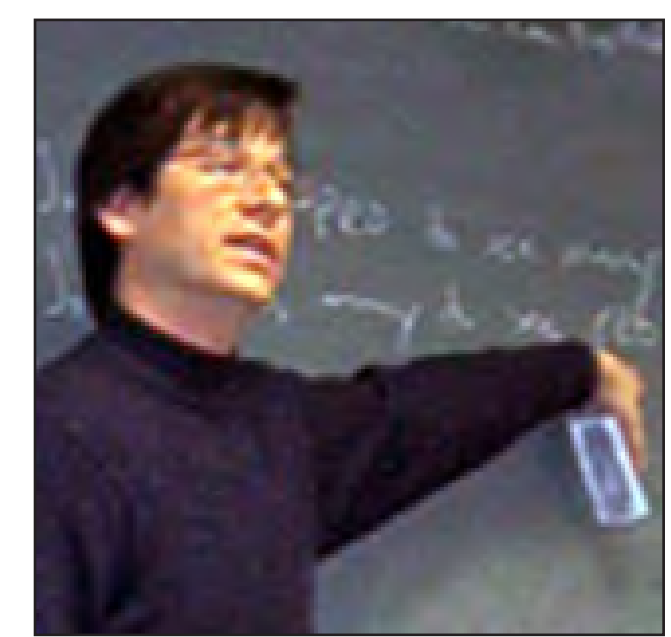
Hedy Teghisi  
Professor, School Psychology  
Temperament and Development



Geetha Ramani  
Assistant Professor, EDHD  
Promoting Children's Number Skills Through Playing Board Games



Andrea Zukowski  
Researcher  
Psycholinguistics



Jeff Lidz  
Associate Professor  
Linguistics



# College of Education

## Department of Human Development

### 1993-2008

#### THE VISION



Robert Hardy  
EDHD  
Chair, 1980-1999



William English Kirwan  
President  
1989-1998



Catherine Jones (right)  
Architect

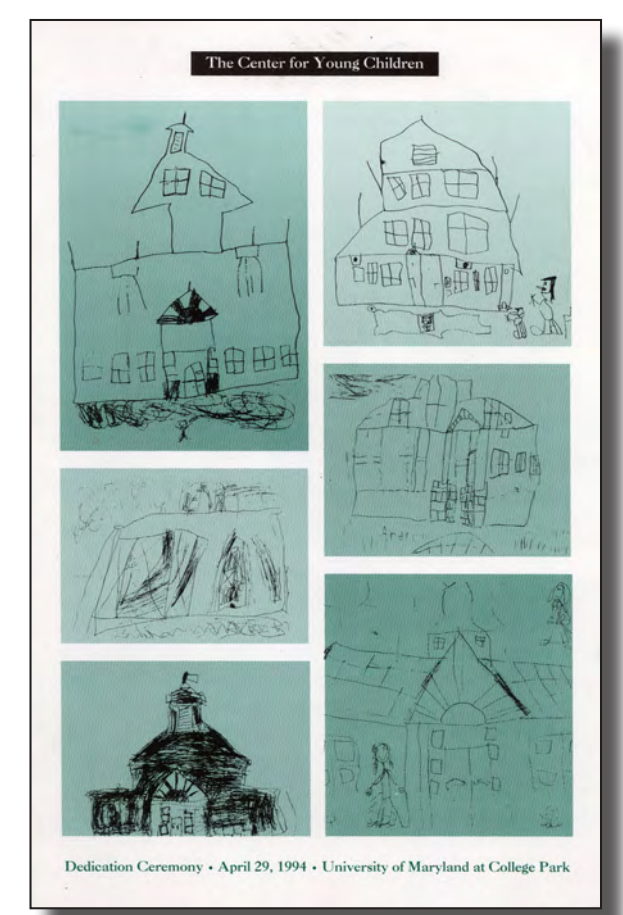


Carlo Colella & His Son (Michael)  
Acting Director  
Construction Management, 1993

#### THE REALIZATION



Center for Young Children, 1993-Present



C.D. "Dan" Mote Jr.  
President, 1998-Present



Cookies & Milk with President Mote



President Kirwan & grandchildren  
(Kyle and Andrew)



Fran Favretto  
Director, 1993-Present



1999-2000  
CYC Administrators and Faculty

#### 50th CELEBRATION



Past PTA Presidents



Memorial Plaque



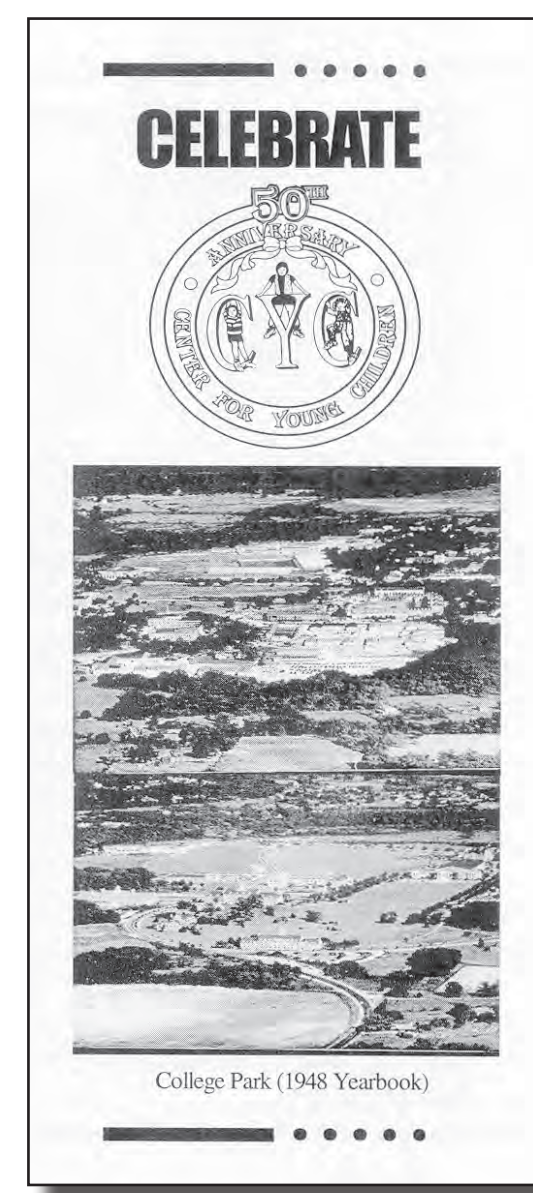
Bob Hardy  
With Former CYC Parents



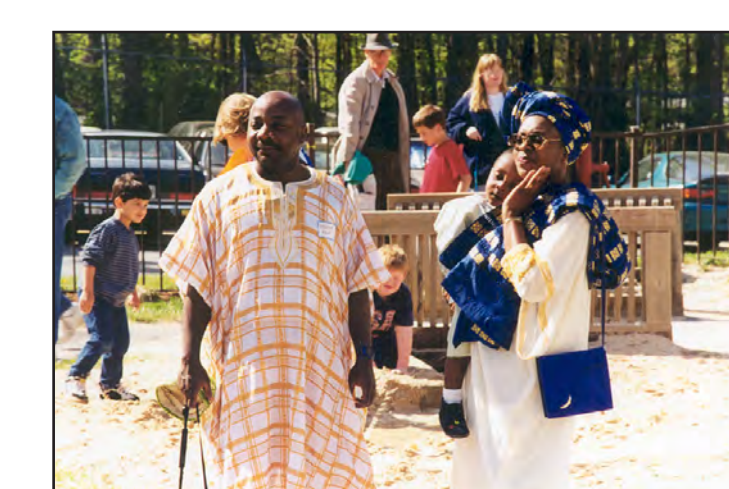
Celebration Cake  
Prepared by CYC Children



Distinguished Guests



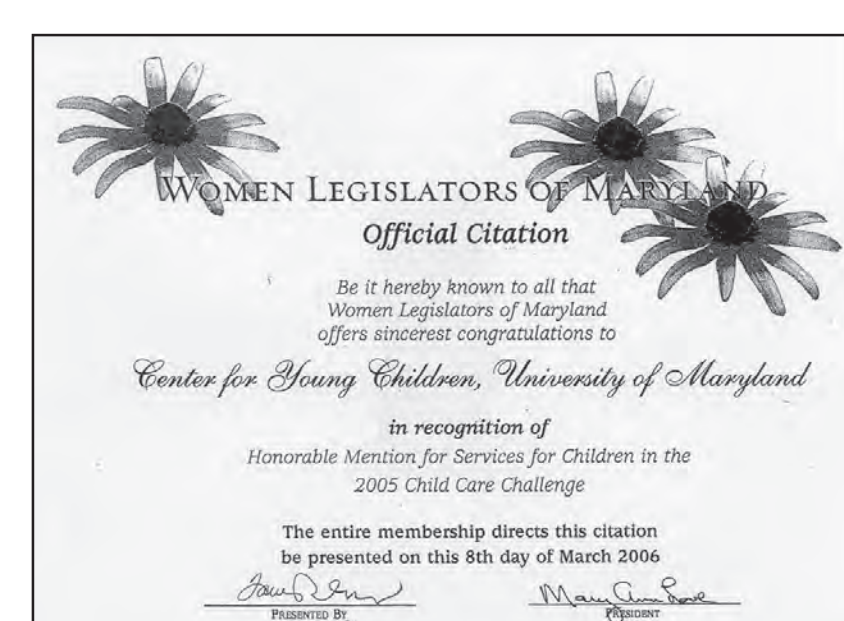
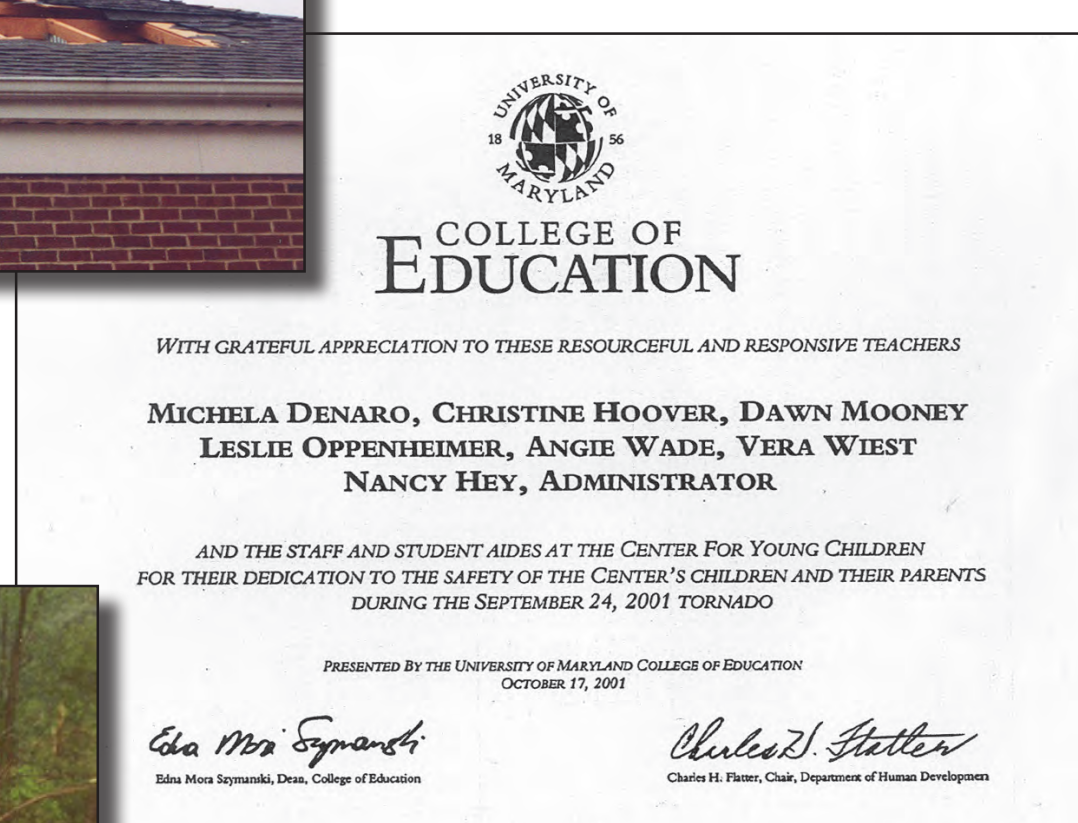
#### CHILDREN AND FAMILIES FROM AROUND THE WORLD



#### MAJOR EVENTS



The Tornado  
September 24, 2001



First Lady Hillary Rodham Clinton

