

Annotated Bibliography

Primary Sources

Apple, Rima D., and Joyce Eleanor Coleman. *The Challenge of Constantly Changing Times: from Home Economics to Human Ecology at the University of Wisconsin-Madison, 1903-2003*. Parallel Press, University of Wisconsin-Madison Libraries, 2003.

This book helped me understand the history of the School of Human Ecology and how it worked to improve the lives of women and children in the state. The book helped me create my thesis because the authors explain how the Women's Social Reform Movement in the late 1800s and early 1900s led to the development of a preschool lab and courses at the university that focused on helping farm women in Wisconsin learn about child development, nutrition, chemistry, and household management.

Apps, Jerold W. *The People Came First: A History of Wisconsin Cooperative Extension*. Guest Cottage, 2002.

I used this source to understand the history of Extension Programs at the University of Wisconsin-Madison. I found many examples of work done by Extension Agents across the state of Wisconsin. The "Homemaker's Program" that I use on my website is one of the programs discussed in the book.

Armory/Red Gym, 1899. *University of Wisconsin Library Archives*, cms.library.wisc.edu/archives/wp-content/uploads/sites/21/2015/tk0907072. Accessed 22 Jan. 2020.

I chose this photo for my home page because it is one of the oldest buildings on the UW-Madison campus and was taken at the approximate time that Charles Van Hise created The Wisconsin Idea.

Burkholder, Kristy. "Kristy Burkholder." Personal interview. 18 Dec. 2019.

I interviewed Kristy Burkholder, a teacher in the School of Human Ecology at UW-Madison who earned a degree from the school in 2003 and works with the preschool teachers and college students at the Child Development Lab (CDL). It was very interesting to learn how the school and the CDL has changed over the 20 years since Kristy was a student. I was very surprised to learn that although the CDL is unique in providing learning opportunities for college students, not all families can afford to pay the high cost of tuition for their child care programs. This seems to go against the idea of making university services available to all citizens of the state.

Charles R. Van Hise. *University of Wisconsin Photographic History, Vol. 1*, www.library.wis.edu/etext/WIReader/Images/WER0033. Accessed 20 Jan. 2020. I included this photo on the home page of my website because Van Hise is the founder of The Wisconsin Idea.

College Student Teaching in the School of Human Ecology Preschool, 1973. <https://childdevelopmentlab.wisc.edu/hisotry/>. Accessed 2 Feb. 2020. This is a more recent photo of how college students benefitted from the preschool lab.

Five Children Washing Dishes at the Dorothy Roberts Nursery School. *Wisconsin Historical Society*, www.wisconsinhistory.org/Records/Image/IM17175. Accessed 20 Jan. 202. This photo shows how children at the nursery engaged in imaginary play as a way of learning.

Hearing Home, Design and Life Advice from Radio's Early Days. *University of Wisconsin Digital Collections*, www.wpr.org/hearing-home-design-and-life-advice. Accessed 22 Jan. 2020. This photo shows Home Economist Aline Hazard broadcasting a segment of the "Homemaker's Program" from the Wisconsin Public Radio Studio in 1939. The photo supports the fact that Home Economists provided useful information to the public and worked outside the home. Because the people in the photo are all women, it really helped me emphasize how women's roles were changing in society.

Students in the chemistry laboratory in the Home Economics Department at UW Madison. *University of Wisconsin-Madison Digital Collections*, <https://recollectionwisconsin.org/collections/home-economics-to-human-ecology-a-centennial-history-at-the-UW>. Accessed 2 Feb. 2020. This photo is of women in a food chemistry class at the University of Wisconsin-Madison. Women studying chemistry and conducting laboratory experiments was an important part of the Home Economics program at UW-Madison and it emphasizes how the women were not just learning to sew and cook. Rather, the women were being held to the same standards as men who were studying in departments.

Wisconsin Historical Marker - Illustration of the State University of Madison, 1885 Wisconsin Blue Book. This illustration shows the State University of Madison as it appeared in the late 1800s, right before the creation of The Wisconsin Idea. The illustration helped me visualize how campus looked when Charles Van Hise was President. I included it at the top of "The Wisconsin Idea" page to emphasize its long history.

Secondary Sources

Annual Report 2017-2018. *Child Development Lab: Research, Teaching, Outreach*. School of Human Ecology. January 2019.

The publication includes a lot of data so it was a very valuable source for information. It emphasizes how the CDL is involved in teaching, research, and outreach activities. I was able to learn about the teachers at the CDL, how many children attended the preschool, and topics that are being researched using the children and families at the preschool. It was really interesting to learn how similar the topics being researched in 2019 are to those that were taught by Home Economic Extension Specialists in the early 1900s.

Barbour, Nancy E., and Brent A. McBride. *The Future of Child Development Lab Schools*. Routledge, 2017.

The authors helped me understand why child development lab schools should do a better job of helping parents and teachers who work with preschoolers. Although laboratory schools are unique because they do research studies about child development, these schools are not being as responsive to the needs of current society. I agree that these schools need to have a bigger impact if they want to continue to be valued today.

Carlson, Emily. "Coming of Age: Human Ecology's Century of Learning through Doing." *On Wisconsin Alumni Magazine*, Fall 2003, pp. 24-29.

I was excited to get a copy of this magazine from one of the teachers at the CDL. The article helped me understand how much education is need to teach preschool children. I thought preschool teachers did not need to have a lot of education or skills because preschoolers spend so much time playing. This article provided a lot of helpful inforation from teacher and parents who believe that quality preschool programs make a very large difference for children, families, and communities.

McBride, Brent A. et al. Child Development Laboratory Schools as Generators of Knowledge in Early Childhood Education: New Models and Approaches. *Early Education and Development*, 23, pp. 153-164. DOI: 10.1080/10409289.2012.651068.

Although the author does not mention the Wisconsin Idea, he makes many good points about why it is so important to use research on children in lab schools to impact the community (and this is what the Wisconsin Idea is all about).

School of Human Ecology, University of Wisconsin-Madison. *Impact*. Fall, 2012 (p. 23).

This newsletter was a valuable source of information because it has a description and photo from an event that I attended. This event was the very first public event that was held in Nancy Nicholas Hall, the school's newest building and the first academic building to be named after a woman. The photo shows me and several other girls being taught how to use a sock knitting machine. I also remember visiting a chemistry lab on campus and hearing a chemist explain how wool is dyed different colors. This is very similar to the historical photos on my website that show women in the Home Economics department studying in a chemistry lab.

School of Human Ecology. *School of Human Ecology*, sohe.wisc.edu/.

I used this website to learn about the projects that students, teachers, researchers, and outreach workers are doing to advance the goals of the Wisconsin Idea in the School of Human Ecology.