

PIONEERING IN CHILD WELFARE



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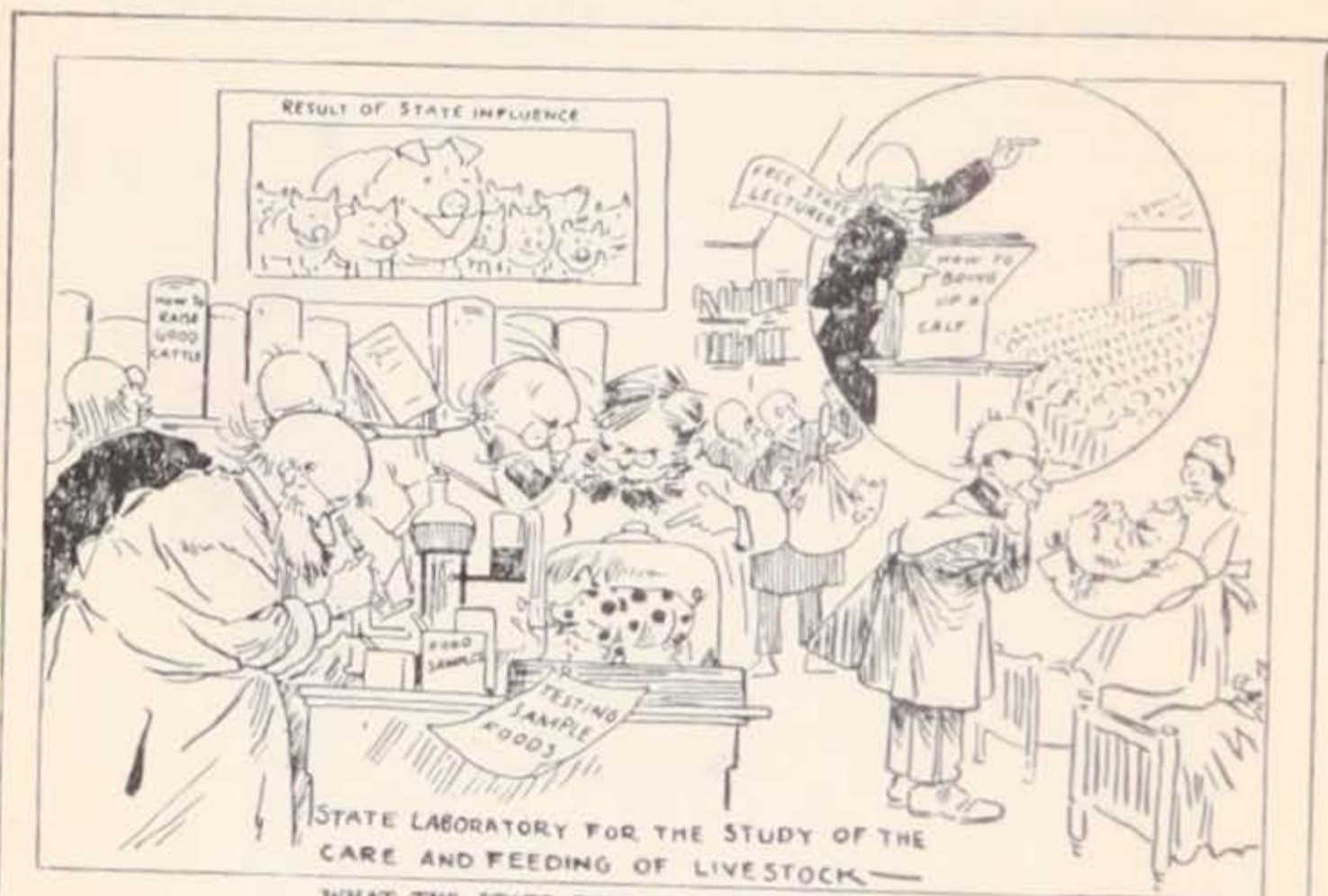
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STATE LABORATORY FOR THE STUDY OF THE CARE AND FEEDING OF LIVESTOCK.

WHAT THE STATE DOES FOR THE FIG FAMILY—



AND WHAT THE STATE DOES FOR THE HUMAN FAMILY.

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PROGRAM

Dr. George D. Stoddard, Presiding

Some Reminiscences—Dean Carl E. Seashore

The Place of Iowa Women in the Founding of the Station—
Mrs. Ida B. Wise Smith

The Station Becomes an Integral Part of the University—
President Walter A. Jessup

DES MOINES, IOWA

PST

Child Study
Child Care - Study & Teaching.



CORA BUSSEY HILLIS

"Through her mission for child betterment, she has left behind her a monument which will last for generation after generation. . . . She was one of America's great women."—Bird Thomas Baldwin

PIONEERING IN CHILD WELFARE

A History of the Iowa Child Welfare Research Station

1917-1933

State University of Iowa, Iowa City
Nineteen Hundred Thirty-Three



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RESEARCHED BY CAROL WILSON

A History of the Iowa Child Welfare Research Center
1875-1950



State University of Iowa, Iowa City
Iowa Historical Society Press

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FOREWORD

It appears appropriate, after sixteen years, to present briefly the story of the first research institution in America devoted to the welfare of normal children. From original documents in the files of the Hillis family and the University, Miss Dorothy E. Bradbury has prepared the historical sketch — "The Woman With A Vision" and "Realization of the Vision." "A Look to the Future" is a talk by the present director, Dr. George D. Stoddard.

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THE WOMAN WITH A VISION

THE WOMAN WITH A VISION

The story of the movement for the establishment of the Iowa Child Welfare Research Station is an epoch-making chapter in Iowa history. A woman with a vision of "a science of child rearing" started the train of events which resulted in the founding of the Station. This woman was Mrs. Cora Bussey Hillis of Des Moines, daughter of a general in the Civil War and descendant of a line of people conspicuous for energy and steadfast loyalty to their ideals.

Cora Bussey was born in Bloomfield, Iowa, on August 8, 1858. Her girlhood was spent in the South. On December 8, 1880 she became the wife of Isaac Lea Hillis, who later served Des Moines as mayor. During the years Mrs. Hillis lived in Des Moines she was a prominent woman, active in community life. She was an incorporator of the Des Moines Women's Club in 1887. Mrs. Hillis represented the Iowa Child Study Society at the second meeting of the National Congress of Mothers in 1898, and immediately following in 1899 she organized the Iowa branch of this Congress and for six years served as its vice president. She was responsible for the first children's ward in a hospital in Iowa. In 1901 she introduced the penny saving system in the Des Moines schools, and in 1904 secured the adoption of the Iowa juvenile court law. From 1908 to 1910 she served on President Roosevelt's country life commission. Another achievement was the calling together in 1912 of Des Moines charity organizations to promote a "Save the Baby" campaign.

Mrs. Hillis, faced with the problems connected with rearing her own children, recognized the need for the scientific

study of childhood. In relating the beginning of her interest in child welfare, Mrs. Hillis once said, "I was an only child until I was ten years old, when a little sister brought joy to our home. Our happiness was brief, for two years later the lovely babe was stricken with a terrible spinal disease. Everything that medical science could do was done, without avail. I saw my mother's grief, my father's never-ceasing quest for help. I saw awful suffering, heard the verdict of the doctors that she could never live through childhood and would never be able to go to school, and finally saw my mother, heart-broken and worn out with the hopeless struggle, pass away before she had attained middle age.

"I was a girl, only a little past twenty and a bride of a few weeks, when I was faced with the responsibility of the sole care of the little invalid, in braces, on crutches, or confined to her bed months at a time. My parents had traveled from one specialist to another, to hospitals and cures of all kinds, and I early realized that no two doctors and no two nurses agreed, and saddest of all, that there was no dependable science of child rearing and no accredited source for help in problems confronting parenthood. I determined to do the impossible. The doctors said my little sister could not live—I said she should if care could save her. They said she could never go to school—I said, 'I will educate her myself.'

"For long years the brief minutes free from pain and weariness were utilized for lessons, in bed, on my lap, any way and every way, ten minutes, half an hour, once a day, several times a day, and always at times to suit the strength of the little student. She was gradually able to do more constant work, completed a high school education, at seventeen entered the sophomore year of a local college with girls of her own age, and became a useful and happy woman, active in social and charity work.

"When my husband and I built our home we bought a fine



CARL EMIL SEASHORE

"There is a comfort for me in the thought that at last some one sees the vision I see, and that one, the great hearted scholar who can bring about the realization."—Cora Bussey Hillis

dog for the children, some chickens, a few rabbits, a cow, various fruit trees, and an assortment of shrubbery. I found that all of these things had a known pedigree and could be judged by an accepted standard. My children had a pedigree but there was no standard by which they might be judged.

"I got books and magazines; I read everything I could find that wise men had written; I listened to doctors and educators; I waded through oceans of stale textbook theory written largely, I fancy, by bachelor professors or elderly teachers with no actual personal contact with youth. I discovered there was no well-defined science of child rearing, no standards on which all might agree. I found that all knowledge was theoretical and most advice experimental. I would have to solve my problems the best I could alone.

"But how to go about doing this? Then came the vision. Establish an accredited child welfare research laboratory whose facilities would be available to the parenthood of the land. I realized that help of a dependable character could come only through applied science based on study of the normal child, the most valuable asset of any nation.

"Give the normal child the same scientific study by research methods that we give to crops and cattle. Study his inheritance, racially, physically, temperamentally, and socially; his prenatal development, infancy, childhood, adolescence, and youth. Learn how the normal child develops in body, mind, and spirit and gradually evolve a science of child rearing by accumulated, comparative data and by intensive study of selected groups carried on through the years under natural conditions and in a controlled environment."

THE FIRST ATTEMPT

Fired with enthusiasm, Mrs. Hillis decided to present her idea of a station for the scientific study of children to the president of Iowa State College of Agriculture and Mechanic

Arts. She supposed "it would be logical for the state agricultural college to undertake the study of the human animal as an advance step in animal husbandry." Accordingly she journeyed to Ames in October, 1901 to discuss the matter with Doctor Beardshear. In January, 1902 after conferring with some members of his faculty, he reported that they could do nothing. Of this report Mrs. Hillis said, "He told me very kindly that I was a voice crying in the wilderness, that I was born before my time, that the plan was premature, that the world was not ready, and that there were no trained workers ready to undertake such a comprehensive study as I had outlined."

Again in 1904 it was presented to the new president of Ames, Doctor Storms, who also reported adversely. Mrs. Hillis said of this attempt, "Again I presented the plan, and again I was politely made to feel that if the time ever came to undertake such a radical piece of work, the educational specialists would be the ones to suggest it. Disappointed, but not discouraged, I began new plans for the campaign of education which I saw was imperative." That year Mrs. Hillis discussed the plan in an address before the state convention of Farmers' Institutes held in Des Moines. She said that she decided to do this "to sow the seed of interest." Her topic was "Corn Culture Versus Child Culture."

Then in Mrs. Hillis' own words, "The death of two little sons, quickly followed by that of a daughter, for several years made it hard for me to work with children. It seemed to me that my life work was over, but all the while, deep in my heart lay the thought that some day applied science would prevent such tragedies as I had known. But my soul was so burdened with this thing that on February 12, 1908 I went unannounced to Iowa City to lay the plan before the University." President George E. MacLean became interested and suggested that she try to arouse interest over the state.

Again in Mrs. Hillis' words, "Doctor MacLean left Iowa. President John G. Bowman came; I visited him, wrote him, but failed to interest him. I was in despair." Later in 1908 she sent out a letter to various women's organizations outlining the work. When Doctor MacLean left Iowa he returned the correspondence to Mrs. Hillis, saying, "Keep history straight. The time will come when the question will be asked, 'Who first thought of a child welfare station?' Your grandchildren will be glad to have this proof of the 'mothering' of the idea."

As each new University president settled down to his duties, Mrs. Hillis paid him a visit to enlist his sympathies with the plan for a research station. One former president said, "The idea is sound, but it is too new. It would cost money, and people don't know enough about it to vote money to undertake it." She states another "seemed to be seeing the light when he suddenly whirled around in his chair and said, 'There is a great work you can do for this University, Mrs. Hillis, if you want to work. You can get us a set of chimes in a campanile to ring out over the campus.'" She arose saying quietly, "I cannot work for a set of chimes. The forces I wish to set in motion will reach far beyond the confines of this campus and endure through all eternity." With eyes blinded with tears she stumbled from the room and down the worn uneven steps of Old Capitol. She said, "My heart was heavy as lead. But I knew the plan was right. The plan would ultimately win. I was young yet. I came of a long lived race, and I could wait!"

"In 1914," Mrs. Hillis reports, "a new president, Dr. Thomas H. Macbride, was installed at the University of Iowa. He was a scientist, a naturalist, and loved trees and flowers and, of course, little children. Once more I traveled the familiar path to the president's office in the Old Capitol building. I smiled at the crooked old steps and thought 'I'll keep coming until I wear you out.' This was the fifth

college president I, a humble mother, had had the temerity to approach. I don't know how I looked, but I felt pale. Concisely and briefly I stated my errand. My pulse leaped when President Macbride said: 'I believe we can do something along this line.' No one in the world can know what it meant to me when he called in his professors one by one to talk it over.

"Then a great day came. Dr. Carl E. Seashore, Dean of the Graduate College, one of the world's great psychologists, took this vagrant child of mine to his heart and thereafter literally fathered it. But not at first—he kept the plan revolving before him for some time. His mind was too scientific to permit him to jump at it, as a fish takes a bait. He looked at it from all angles, and meanwhile I waited—and suffered. It was a great strain to be so close to realization, yet held in doubt whether those who alone could do the work would undertake it.

"But Doctor Seashore saw the vision. He read into it more than anyone had ever done before, and at once the President appointed a child welfare committee in the faculty to develop working plans and details of a budget on which to base legislative askings. . . ."

In a letter written to Mrs. Hillis on October 15, 1914, in discussing the project as outlined to the President by Mrs. Hillis, Dean Seashore said, "I think you are right in insisting that this work shall be primarily research. At any rate, the largest expenditure should be for the establishment of facts, and the dissemination of these facts is a second matter which will take care of itself as the facts accumulate. Furthermore, we already have the Extension Division and machinery for such activity. What we need most now is a superior man as director, and first class research in each of the six departments (heredity and prenatal care, nutrition of the child, preventive medicine, social surveys and social policy, education and morals, and applied psychology) which should

have adequate means for the pursuit of their investigations for an indefinite period of time. Men and money to pay for equipment for these men in the University is what we need now. This feature is emphasized by calling the institution a station, which makes it analogous to other experimental stations established by governments and universities.

"I trust that you have learned that the tendency in this University is to be conservative in askings. We would like to have the reputation for asking only what we can be fairly sure of getting. Considering the importance of this subject and unlimited field for expansion, \$25,000.00 is a mere trifle, but we feel that it would give us a good entering wedge. If those who are most interested in this work feel that they could get more than this from the present Legislature, we can guarantee you an economical and profitable use of such funds immediately."

COMMITTEE ON THE CHILD WELFARE STATION

The University committee on the child welfare station appointed by the President was made up of representatives of the administration; the Colleges of Medicine, Dentistry, and Education; the departments of Home Economics, Sociology, and Psychology; the Extension Division; and the women of the state. The following people composed the committee: President Thomas H. Macbride; Dean Carl E. Seashore of the Graduate College; Dr. Henry Albert, professor of pathology and bacteriology; Professor I. A. Loos, head of the Department of Political Economy and director of the School of Commerce; Professor Ruth A. Wardell, head of the Department of Home Economics; Dean Walter A. Jessup of the College of Education; Dr. O. E. Klingaman, acting director of the Extension Division; Dr. F. T. Breene, dean of the College of Dentistry; and Dr. Florence Brown Sherbon (by special invitation).

The first meeting of the committee was held on December

7, 1914. At this time ways and means of presenting the plan to the legislature were devised. They voted to form a state committee which was to be composed of the presidents of the chief women's organizations of the state. The local committee stated the function of the proposed station to be "to study the ways and means for the conservation of the normal child."

In the meantime by speaking before women's departments of farmers' institutes and by working through the women's clubs and parent teacher associations, Mrs. Hillis was gaining friends for the movement. As a former vice president of the National Congress of Mothers and as an officer and prominent worker in many state organizations, she was well-known over the state. On November 18, 1914 Mrs. Hillis said in a letter to Dean Seashore, "I am full of joy that definite steps are to be taken, have been taken I should say, and that 'six departments are at the service of this work' to quote the President."

Mrs. Hillis suggested that the children in the various state orphanages could be used as material for study and experiments. She felt that the University authorities did not understand her interest in such a scheme. She wrote to Dean Seashore as follows:

"Your plans are advanced plans over previous methods in Iowa, but not such as will develop a dependable science of child rearing. I do not want and would not work 'to establish a branch orphan asylum in Iowa City.' I am unfortunate in somehow having given you that impression. The point I make is this: If children are to be thoroughly, completely, and scientifically studied, there must be a selected group of children to study in an environment absolutely under the control of the Station. As we are so handicapped for money, it might help solve the problem to secure the co-operation of the Board of Control to let some of its wards be used for experimental purposes. Wherever deemed wise by the Sta-

tion I would prefer the studies to be made in Iowa City so that the student body as a whole might feel its import."

By December 15, 1914 Mrs. Hillis had mailed her plan to each member of the Board of Education and the presiding officers of each of the following state organizations: Iowa Federated Clubs, Mothers' Congress, Woman's Christian Temperance Union, P. E. O., Women's Relief Corps, and the Order of the Eastern Star. She asked these presidents to write directly to President Macbride.

On December 22, 1914 another meeting was held by the University Child Welfare Committee. President Macbride acted as chairman. The plan under consideration was discussed and general approval was expressed of a suggested distribution of expenditure on a basis of \$50,000, \$40,000, and \$25,000.

"It was further agreed that the bill when presented to the Legislature might well contain the following items: first, name and purpose; second, location; third, control and organization; fourth, appropriation. It was thought advisable to have the definite plans of the Des Moines committee under the chairmanship of Mrs. Hillis presented to the Board of Education for their formal approval in the meeting scheduled for the 29th."

On December 23, 1914 a conference was held at the home of Mrs. Hillis in Des Moines for the purpose of organizing forces. Dean Seashore, Doctor Klingaman, Secretary Gemmill of the State Board of Education, Mrs. Hillis, Dr. Florence Sherbon, and Dr. Florence Richardson were present at the meeting. Dean Seashore acted as chairman and Doctor Richardson as secretary.

The following items were agreed upon:

1. That the coming Iowa Assembly be asked to provide funds for the establishment of an Iowa Child Welfare Research Station at the State University of Iowa
2. That the men and women of Iowa cause to have introduced and support a bill for such an appropriation

3. That the items of such a bill be submitted to the State University which will present it for endorsement to the Board of Education at its meeting on December 30, 1914
4. That such bill provide for:
 - A. The establishment and maintenance of the Iowa Child Welfare Research Station, the object of which shall be to investigate by the best approved scientific methods the conservation and development of the normal child, to make resulting information available, and to train students to work in that field
 - B. A special appropriation of \$50,000 for original equipment to be available immediately
 - C. An appropriation for \$50,000 "annually hereafter," for the maintenance of the Station
 - D. The location of such Station at Iowa City as an integral part of the State University, with the freedom of its libraries, laboratories, and clinics and other agencies of the University
 - E. That the control of the Station shall be under the President of the University of Iowa and the State Board of Education who shall provide a director and board of seven within the faculty of the Graduate College .
5. That Mrs. Hillis act as chairman of a committee made up of representatives of clubs and societies of the State which shall effect an organization to promote and support such a measure

Shortly after the invitations had been sent Mrs. Hillis said, "I wish I had more to give to this work. I have nothing but an overwhelming realization of human needs, of the tremendous fact that every child born in the world is made or marred by the sort of care it receives in its early life. I shall pray for wisdom to do my part, to speak with discretion and with the unanswerable logic of universal human need, to have insight, intuition, tact, and strength to work."

ORGANIZATION OF THE IOWA CHILD WELFARE ASSOCIATION

On January 5, 1915 the Iowa Child Welfare Association to Promote the Establishment of the Iowa Child Welfare Research Station was organized. Mrs. Hillis was elected

president. She was asked (1) to secure, with the co-operation of the executive committee, capable, active vice presidents for the eleven congressional districts; (2) to secure the express co-operation of the presidents of the more prominent women's state organizations who would agree to act as a promotion committee, placing such literature as might be sent from headquarters; (3) to get in touch with the county chairmen of the ninety-nine counties.

The Association included the Congress of Mothers and Teachers, Federation of Women's Clubs, Woman's Christian Temperance Union, American Baby Health Contest Association, Women's Relief Corps, Rebekah Assembly, Order of the Eastern Star, Grand Chapter of P. E. O., Farm Homes, Daughters of Ceres, Equal Suffrage Council, Medical Women's Association, Chatauquans, State Missionary Society, Trades and Labor Assemblies, State Teachers' Association, Registered Nurses' Association, Hahnemann Medical Association, Women's Osteopathic Bureau, Federation of Labor, County Medical Societies, local Chambers of Commerce, Rotary Clubs, Admen Clubs, Independent Order of Odd Fellows, Za-ga-zig Temple, Masonic Lodges, Farmers' Institutes, and churches of all denominations including Protestants, Catholics, and Hebrews.

The officers of the Association besides Mrs. Hillis were Dr. Florence Richardson, secretary; Mrs. A. P. Stoner, treasurer; Homer A. Miller, President of the Iowa National Bank, auditor; and Mrs. George Harnagel, chairman of the press committee. Immediately following the organization of the Association and the election of officers headquarters were opened in the Fleming building in Des Moines.

The vice presidents of the organization included one from every congressional district as follows:

First	Mrs. S. S. Sherman, Keosauqua
Second	Mrs. W. H. Snider, Davenport
Third	Dr. Margaret Clark, Waterloo

- Fourth Mrs. Allen O. Ruste, Charles City
- Fifth Mrs. Fred G. Murray, Cedar Rapids
- Sixth Mrs. J. B. Steckel, Bloomfield
- Seventh Mrs. Etta Hurford, Indianola
- Eighth Mrs. Marion Stookey, Leon
- Ninth Mrs. Stymest Stevenson, Council Bluffs
- Tenth Mrs. Fred O. Lovrien, Humboldt
- Eleventh Mrs. J. W. Corey, Spencer

The members of the promotion committee were the presidents of a number of state organizations including:

Mrs. Charles R. Brenton, president Iowa Congress of Mothers, Dallas Center

Mrs. Benjamin B. Clark, president Iowa Federation of Women's Clubs, Red Oak

Mrs. Mary T. Watts, president American Baby Health Contest Association, Audubon

Mrs. Carrie I. Netcott, department president Women's Relief Corps, Independence

Mrs. Ida B. Wise Smith, president Iowa Woman's Christian Temperance Union, Cedar Rapids

Mrs. Harriet Stevenson, president Rebekah Assembly, Council Bluffs

Mrs. A. J. Small, grand worthy matron, Order of Eastern Star, Des Moines

Mrs. Lillian L. Griffith, president grand chapter of P. E. O., Harlan

Mrs. N. B. Ashby, President of Daughters of Ceres, Des Moines

Mrs. H. L. Carrell, president Equal Suffrage Council, Des Moines

Mrs. C. E. Risser, state secretary Iowa Chautauquans, Des Moines

Mrs. Horace Hollingsworth, president State Missionary Society, Des Moines

Mr. A. L. Urick, Trade and Labor Assemblies, Des Moines

IOWA'S FIRST CHILD WELFARE BILL

The bill for the establishment of the Iowa Child Welfare Research Station as originally drafted by Justice Emil McLain of the University was as follows:

Be it Enacted by the General Assembly of the State of Iowa:

Section 1. That the State Board of Education is hereby authorized and directed to establish at Iowa City, as an integral part of the State University of Iowa, the Iowa Child Welfare Research Station having as its objects the investigation of the best scientific methods of con-

serving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in that field.

Section 2. That the management and control of the Iowa Child Welfare Research Station shall be vested in a Director and an Advisory Board of seven members, of whom not less than four shall be members of the Faculty of the Graduate College of the State University of Iowa. The said Director and members of the Advisory Board shall be appointed by the State Board of Education upon the recommendation of the President of the State University of Iowa.

Section 3. That there is hereby appropriated out of any mony in the State treasury, not otherwise appropriated, the sum of fifty thousand dollars annually hereafter for the maintenance of the Iowa Child Welfare Research Station and the furtherance of its objects, the said sum to be expended on the order and under the direction of the State Board of Education.

In a letter written to Dean Seashore on February 7, Mrs. Hillis said, "My friend, I do know, with very keen appreciation, how you are working, and that now you are as much obsessed as I have been so long alone. There is a comfort to me in the thought that at last some one sees the vision I see, and that one, the great hearted scholar who can bring about the realization. Not the least of my satisfaction has been watching the growth in others of the idea, and I praise God I am permitted in my poor way to share your labor and help you do a great thing for the children yet unborn. I feel that of all the people working for this no one realizes it as we two do, and I know you are growing to feel that compared to what this will mean to education all your other contributions, great as they are, will take second place."

Sometimes it was necessary for Dean Seashore to write encouragement to Mrs. Hillis. "As I see it now I give you my word of honor that so far as I have anything to do with the launching of the thing there will be experiments on children under the most favorable conditions that can be devised. The specifications for the homing and their conditions must be left to the expert. . . . This is the psy-

chological moment to get this institution. Do not lose courage at this moment."

The bill came up before a house committee on February 20. President Macbride, Dean Seashore, Doctor Charles S. Woods, and Mrs. Hillis were present at the beginning. After the meeting Dean Seashore stated, "So far as I could tell the committee was fairly impressed with our mission, but we are facing the general calamity howl that there is no money in the treasury."

On January 12 the movement was endorsed by the labor organizations. Mrs. Hillis felt that this was a real triumph. She also reported that the Press Clipping Bureau had stated that for several days the papers over the state had been full of material about the movement. Mrs. Hillis felt that this showed that the "prairie fire" was spreading. However, all of the events were not encouraging. One representative on the Appropriations Committee told her flatly that he was opposed to the bill because "in Sweden the children grow up all right without investigating their past."

Another representative wished to strike out the word "research" in the bill because he felt that research would be of benefit to the children of unborn generations rather than to present day children. He stated that far more knowledge was available relative to child welfare than was put in practice and this being the case it was better to use possible funds to secure immediate results along these lines rather than in investigation and research work which would preclude the possibility of making advantageous use of the material already available.

During this part of the campaign Mrs. Hillis was ill with a sudden inflammation of the bone caused by an old fracture of the ankle. In describing her illness to Dean Seashore she said, "I am sorry to tell you that I am confined to my bed and ordered to remain for several weeks with my fractured ankle elevated. . . . I have planned, however, to keep

up the work notwithstanding. I have my bed in the parlor where I can meet the women; I have a phone at my side so I can talk to the men, and a stenographer to come tomorrow to push the writing."

PROVISIONS OF THE BILL

A detailed schedule of the work planned for the Iowa Child Welfare Research Station, which had been approved by the committee in charge, was furnished members of the legislature to inform them of the research contemplated if the appropriation of \$50,000 was voted. Its preamble consisted of this significant statement: "The pending bill provides for the investigation of the best scientific methods of conserving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in that field."

On February 25 the house committee on appropriations voted on the bill with nineteen members favoring and sixteen opposing. Mrs. Hillis reported the situation to Dean Seashore: "The bill was opposed strenuously by Representative Miller of Bremer." He took the position that Iowa could much better spend money scattering the information which others had gathered than to do investigating on its own responsibility. He declared the conditions of child life in Iowa are the same as those in any other state.

"On this point he was challenged by Representative Mackie. 'On the same basis that you argue, what is the use of Iowa spending thousands of dollars at Ames to study stock and crops?' Mackie demanded. 'Why not accept the results of investigation in other states?'

"Miller insisted that soil conditions in other states were different and special study was necessary in Iowa.

"Horchem of Dubuque defended the bill on the ground that Iowa can do much in studying the conditions of child life which have not yet been attempted. He declared that

there is a splendid field in Iowa for this sort of work. Ring of Linn and Gilbert of Marshall also joined in the defense of the bill.

"With twenty-two members absent from the house, the bill failed of passage by seven votes. It had forty-eight votes in its favor and thirty-eight against; the constitutional majority required fifty-five. It was reported to the house carrying an appropriation of \$50,000. During the deliberations upon it this amount was cut by an amendment to \$25,000.

"Bingham of Emmet then secured adoption of an amendment which would have prohibited the Station doing any sort of research work which had been covered by any other institution or organization. Mr. Ring, author of the bill, immediately announced that the amendment would nullify the purpose of the bill.

"Disregarding the appeal of many members that the legislature, while it was appropriating thousands of dollars for development of healthy hogs and cattle, ought to encourage work to develop healthy children, opponents succeeded in defeating it."

Editorials appeared in many papers condemning the turning down of the child welfare bill. Excerpts from a typical editorial printed in the Cedar Rapids Gazette April 6, 1915 are given below:

Iowa is a back number when it comes to giving any amount of aid to the child welfare movement. We are too busy raising hogs and corn to pay much attention to the children. This is an agricultural state. Possibly it is all right that most of our attention is given to farming and kindred subjects. Probably it is all wrong. What Iowa needs is diversification, to get back to a favorite term of the agriculturist, who rightly claims that Iowa should branch out in her farming and deal with something else than corn.

Let's apply that advice to every line, not only to farming. From top to bottom and side to side Iowa needs broadening. Her legislators should open their eyes to some of the movements fostered for the advancement of people as well as blooded livestock, of manufacturing as well as corn growing, of society as well as farms. But, to get

back to the past attitude of the legislature, its action on two bills last Friday is rather interesting.

One bill provided for the establishment of a child welfare research bureau. It was defeated. Another bill providing for the erection of a sheep barn at the state fair grounds was approved by the house as readily as though it might have been a gift of a million dollars to each representative.

The child welfare measure was assailed as an example of useless legislation. Legislators scoffed at the idea that science could in any way aid lowans in raising their children.

It was quite different with the sheep barn bill. The same legislators expressed their great pride in Iowa's sheep and tried to tell what a nice thing it would be for the state if a barn could be erected on the fair grounds in which prize sheep could be exhibited every year.

The child welfare measure sought \$25,000 for the establishment of a bureau where child problems would be dealt with the year around.

The sheep barn measure sought \$25,000 for the erection of a structure which will be used one week out of the fifty-two.

Doctor Seashore's reaction to the defeat of the bill as expressed in a letter to Mrs. Hillis was as follows: "But let us not take this as a defeat. It has been a splendid educational campaign and seed has been sown which is sure to take root and grow during the biennium. Next time it will be irresistible. My first impression when I heard of the amendment was that the bill had lost its worth even if it could be passed on reconsideration. Upon second thought it seemed to me that there was probably enough latitude to enable us to carry the enterprise in the formative period and actually find our way to the right goal.

"The parents of Iowa and the University are under very deep obligation for the great self-sacrificing and energetic work that you have done in this campaign. I am sure that you will have your reward in the near future by having your object realized, which, after all, is a very great reward."

Mrs. Hillis' reaction is demonstrated in the following excerpts from her letters: "Let us try to see to it that every public talk shall be on the broad, high plane the cause merits and from the first guide public sentiment to realize that our

research station is no fad, has no popular, spectacular features, is not the place for pseudo-scientific or half-baked cranks to exploit happen chance theories, but is to be a great and enduring work, whose patiently built foundations will through generations to come be adequate to bear that temple of science which may eventually give to parenthood exact knowledge as to the conservation of child life. We must teach the public to realize that they must wait for results and begin at once to teach leaders in all sorts of organizations that our future askings may be assured.

"However, perhaps nothing really is lost, after all, since the very denial makes the women want it all the more, and since the men conceded the State is organized and alert to the question.

"In the meantime I await word of your plans. I am not discouraged. We will keep working and growing and yet see our Child Welfare Station a realization."

Faced with the defeat of the bill the University authorities felt that it might be possible to include the Station on the University budget for \$10,000 or \$15,000 a year. Mrs. Hillis wrote as follows to Dean Seashore: "I am very happy over the prospect of the Station being included in the budget. I think if it can be so included the work of getting strong pressure from the people will be easier.

"The campaign of education in 1915 reached 300,000 organized men and women, and thousands more who were not affiliated with any society learned of our need and our plan and began to desire scientific child study. I have kept all correspondence, all clippings from the state press and feel sure that the overwhelming demand, as evidenced by the thousands of letters, resolutions, and petitions showered on the legislators, and the attitude of the press, amply justifies our University in recognizing the demand of the citizens for a child welfare research station and including it in its asking."

However, the Board of Education was not willing to include child welfare in the University budget. They maintained that they could not ask for specialization on one line at the expense of other lines of interest. That left no choice in the matter, so plans were laid for the introduction of the bill in the legislature.

A SECOND CAMPAIGN

In the meantime, the presidency of the University was changed. Mrs. Hillis stated, "It was a very happy coincidence that the incoming president, Dr. Walter A. Jessup, had been, as Dean of the Department of Education, a member of the Child Welfare Committee. He was intensely interested in the Station plans and brought to the work constructive suggestions and effective promotion."

Again she wrote: "I am like the runner on the last lap of a hard race, I see only the goal and when I look in my mirror I am amazed that my outward self shows little evidence of the terrific mental and spiritual strain of my real self. I have lived a lifetime, it seems, of strenuous overcoming of obstacles, of leaping hurdles, of brushing away stumbling blocks since I last saw you. It would take a volume to write how I learned Mr. So and So felt this or that way, and to discover how to reach him. Nearly every mighty one has a vulnerable heel, and my work has been to find the way to send home the arrow of conviction."

Again Mrs. Hillis organized her forces, and letters and plans were sent out over the state in the fall of 1916. In the spring the bill again came up before the House and was carried. Following the bill's victory in the House, Mrs. Hillis sent the following letter to Dean Seashore describing the occasion:

"While we are waiting to get a place on the Calendar I want to tell you about the House victory. It was set for 2:30 and although it was a very bad, rainy day about a dozen of

my personal friends were there, including Miss Richardson, Mrs. Risser, Mrs. Ruste, Mrs. Ashby, and others. Mr. Gilbert moved that the minority report be accepted. It was a tense moment, but the Chair ruled the ayes had it. Then he moved the substitute bill be accepted, the clerk was ordered to read—but behold there was no substitute bill to be found. Half a dozen men rushed to the desk and there was a wild scramble to locate it. The Chair ruled the House be at ease for five minutes until the clerk produced the paper. The members left their seats and resolved themselves in groups discussing other matters.

"The minutes were flying—four minutes and still no substitute. Three members crowded up to Mr. Gilbert's desk. I was just behind them and whispered, 'Can't you file an amendment to the original bill?' Mr. Wickman hurried to his seat, wrote it, and sent it to the desk by a page, and it was before the House.

"Mr. Horchem, Mr. Tucker, and Mr. Harrington argued strenuously for the bill. Then Mr. Harrington moved the previous question and the vote stood 79 to 6."

Matters, however, were not very encouraging in the Senate. The members were a more conservative body made up of older men slower to adopt new measures. Senator Proudfoot frankly told Mrs. Hillis that he was discouraged, as eleven members of the Appropriation Committee were in opposition. Again Mrs. Hillis organized public opinion with the result that the men were beseeched with many calls and letters from unexpected sources.

Then the United States entered the World War. The senators argued that much money was required for military purposes and it would be impossible to bring the bill up for consideration. About this time, however, facts regarding the condition of the men as they enlisted were made available to the public. It was necessary to pronounce thousands physically unfit for war. Mrs. Hillis used this as an argument

for the child welfare bill. Some senators argued that the place for the children was in their homes and not in a laboratory. One argued that the God-given love of the mother was all the guidance she needed. Another senator resented the implication that Iowa children were in a bad way.

But the bill passed 38 to 5. After its passage Mrs. Hillis called Dean Seashore by long distance and joyfully announced, "The Lord reigns, the research station is assured."

THE APPROVED BILL

The act as approved was as follows:

House File 388

An Act to Establish and Maintain the Iowa Child Welfare Research Station and Making an Appropriation. Therefore:

Be It Enacted by the General Assembly of the State of Iowa:

Section 1. That the State Board of Education is hereby authorized to establish and maintain at Iowa City as an integral part of the State University the Iowa Child Welfare Research Station having as its objects the investigation of the best scientific methods of conserving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in such fields.

Section 2. That the management and control of such Station shall be vested in a director appointed by the said Board of Education and an advisory board of seven members to be appointed by the President of the University from the faculty of the Graduate College of said University.

Section 3. That there is hereby appointed out of the money in the State Treasury not otherwise appropriated the sum of twenty-five thousand dollars annually hereafter for the maintenance of such a Station and the furtherance of the objects, to be expended on the order and under the direction of said Board of Education.

Approved April 21, A. D. 1917.

In a letter to Dean Seashore, Mrs. Hillis said, "I certainly rejoice in your opportunity for a great and unique service. For a time I shall feel lost. In putting away some of my material the thought came, this is like putting away the clothes of the child I had lost, so much a part of me has been this

work. I thank you for your great patience with my insistence and the privilege of working with you."

Mrs. Hillis summarized the campaign saying, "I wish I could name every individual and every agency co-operating in this work, but the numbers of our friends and helpers are too great to itemize. Over thirty state organizations representing more than five hundred thousand of accredited members worked loyally with us. The press was generous with support, and with few exceptions, was actively creating sentiment.

"I cannot tell the story of the legislative campaign without mentioning with some satisfaction that it was unique in one respect, at least. Each time the bill was considered over two hundred men had to be influenced, yet the session closed without my having a speaking acquaintance with more than six Senators and eleven Representatives, proving that women may wield influence in legislation without resorting to lobby methods. The workers for child welfare in this campaign refrained from 'button-hole' politics."

Several years later she said, "My relation to the Station is now only that of any other Iowa citizen, but I am watching its development with keenest interest and deepest satisfaction. I am grateful to have had a part in its beginning for it is very dear to me, second only to my children in my affection. For a long time I missed the work which has claimed the best years of my life, but in giving it over forever out of my constant care, I have only done what every mother must do to the child of her love."

When Governor W. L. Harding signed the bill he sent a wire to Mrs. Hillis, who was then in Washington, D. C. "Child Welfare bill signed April twenty-first. I am saving the pen for you."

On April 16, 1917 President Jessup wrote Mrs. Hillis saying, "The state is under everlasting obligation to you for your loyal and effective service in bringing about this realization of your sixteen-year-old dream. The University is like-

wise under deep and lasting obligation to you for the fact that we shall be given an opportunity to share in rendering a service that will be of monumental significance. We shall need your counsel many times in the development of the work and I am sure we can count on this from time to time."

MRS. HILLIS AFTER THE CAMPAIGN

In 1920 Mrs. Hillis was in Mexico for the inauguration of President Obregon. She had the opportunity of talking with the President and his wife and with them she discussed the Iowa Child Welfare Research Station, the topic closest to her heart. This served as an inspiration to the President and in two months she received a letter from President Obregon stating that through her influence an organization called the Mexican Child Welfare Congress had been established.

On August 12, 1924 while returning from a short vacation, Mrs. Hillis was instantly killed in an automobile accident near St. Cloud, Minnesota in which her son, Cyrus, was seriously injured. A defective steering gear caused the car to crash into an approaching automobile and plunge into a ditch, pinning Mrs. Hillis underneath.

TRIBUTES TO MRS HILLIS

"The outstanding quality in the personality of Mrs. Hillis," said Dean Seashore in paying tribute to her, "was her far-sighted, penetrating, and effective vision. A vision to make any person great must first of all be a vision of a great goal. That phase of her vision which we commemorate today she pictured to us as better children in Iowa—not merely a reduction of the diseases, sufferings, and defects of children, but better normal children. In better children she saw better parents, better teachers, better homes, better schools, better environment, and better ideals. But to her mind the child was the approach, the goal, and a measure of the attainment of her ideal.

"Better children was to her not a mere hope, a duty, or a possibility, but the inevitable outcome of science, religion, and the arts affecting humanity. She was an optimist. She was an evolutionist: she saw humanity rising toward the divine. Where others saw better cattle, better wheat, better roads, better channels of communication—progress in the mastery of material nature—she saw better children. That was not, and is not yet, the common vision. For childhood was at the time of those campaigns, and is yet today, viewed in a fatalistic way: Improve anything and everything that you wish, but you shall not improve our children!

"This ignorant and persistent view of childhood rests upon a high conception, namely, that the child embodies the noblest feature of creation; but the conclusion drawn therefrom is radically false. Her vision in this respect was a conquering of human prejudices and a firm and penetrating acceptance of scientific thought.

"She had a remarkable range of information on matters scientific. This information was not in terms of mere facts, but rather in terms of significant principles. Her mind soared, as it were, over the precipitous advances of science and caught the direction of movement, the meaning, and the possible consequence and usefulness of scientific advance. Of this I could give numerous instances from my close acquaintance with her.

"Her mind was not scientific in the usual sense; it was rather that rare concentration of a well-informed womanly intuition, a woman's faith, and a woman's will to realize her most devout desire. Many a time I have heard her argue with scientific men: 'If these are facts, if these are possibilities, then we can use them.' It was this intensity of her enlightened feeling that enabled her to see beyond the frontiers of progress countless possibilities for the development of child life.

"She looked forward. Most of the social minded people

interested in her program looked backward, and are still looking backward. They turn to the process of redemption, the alleviation of disease and suffering. But this, however noble and necessary, is a makeshift. 'Our care,' she said, 'is of far greater promise—the fostering of those conditions which will make our normal child in health better and nobler.'

"One phase of this vision is embodied in the Enabling Act of the establishment of the Iowa Child Welfare Research Station. . . .

"Mrs. Hillis' fertile mind gave birth to that central idea of the possibility of bringing all the forces of modern science to bear upon the improvement of the normal child. And she lived to see other states and many distant nations of the world accept and act upon this vision of a truly great Iowa woman.

"Another characteristic of a great seer is the persistent pursuit of the ideal in a concrete and attainable form. There are those who see visions, but are mere dreamers. She was practical. Well do I remember when she came down here to the University to implant her ideal. She was at first received politely by two presidents and some professors, but she soon interested men devoted to pure science and kindled in them her inspiration. She turned to the women of the State and set on foot a state-wide political and educational movement for the realization of her ideal. She bombarded a material-minded legislature until even that austere body caught the vision and voted an enthusiastic support.

"Like the firing of guns in the battle, many shots misfired and her organization at times seemed overformidable, but it was the expression of a great leader. . . . As I look back upon these battles for the recognition of a new idea, I bow in humble respect to her memory.

"She was deeply reverent and could make her appeal to men and women, cultured and uncultured, with a feeling that she voiced the spirit of the womanhood of America. She

inherited the mind of a great general, her father. But there was nothing masculine about her; she was a woman first, last, and all the time. When she met a man in a personal interview, he felt himself at once in the presence of a cultured, intellectual, and highly spiritual woman whose vision was inspiring. When she addressed women's clubs, the governor, and the various bodies of the legislative assemblies, it was the heart of a woman, with complete presence and self-command on the platform, and with great personal charm, that swayed emotions and carried profound conviction. Men and women felt humble in her presence.

"In speaking of her virtues, I would not for a moment belittle the personalities, the labors, and influences of her co-laborers whose praises I should love to sing. Indeed, the character of her band of associates is the most splendid tribute to her generalship. She knew how to enlist the best of men and women. It is sometimes regarded as a tribute to an army officer that he insists on commanding from the front rather than from the rear. This was her merit. It subjected her to many unnecessary perils, but she was that kind of general. There are women in this audience today who were right by her side at the front, as courageous and as effective in the pursuit of their common ideal."

The University sent condolences to the family of Mrs. Hillis as follows: "The State University of Iowa mourns with you in this bereavement. The name of Cora Bussey Hillis will go down in history as that of the mother in Iowa who had a noble and scientific vision for the welfare of the children of the State and realized it effectually. The conception of the Iowa Child Welfare Research Station was an original idea which she not only developed, but promoted effectively, so that today this Station is known throughout the civilized world as a pioneer which is rapidly acquiring a large following in the great world movement to use scientific methods in the betterment of the conditions for child life."



PRESIDENT WALTER ALBERT JESSUP

Dr. Bird T. Baldwin said in describing Mrs. Hillis and her work: "The State and Nation have suffered a great loss in the death of Mrs. Hillis. She was a woman of tireless energy, rare vision, an unlimited love for children, and an unbounded faith in human betterment. While she did not limit her work to one movement, her predominating interest was in the conservation and development of normal and superior children. For many years she planned and worked for a scientific station for the study of children. After the Station was established, she worked just as hard to increase its usefulness from year to year and to secure funds for its maintenance. Through her mission for child betterment, she has left behind her a monument which will last for generation after generation. Mrs. Hillis 'will live again in hearts made better by her presence.' She was one of America's great women."

REALIZATION OF THE VISION

REALIZATION OF THE VISION

With the passage of the bill establishing the Station "having as its objects the investigation of the best scientific methods of conserving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in such fields," the University authorities met to decide how these purposes were to be carried out. The object of this section of the history is to tell the story of the Station's attempt to carry out the charges placed upon it.

ADVISORY BOARD

In June, 1917 President Jessup appointed the first advisory board of the Station, representing various departments interested in the general field of child welfare. The present advisory board consists of the administrative heads of the following units: the Graduate College, the College of Medicine, the College of Dentistry, the College of Education, the College of Commerce, and the Extension Division.

DIRECTORSHIP

Selection of the Director

The University authorities were faced first of all with the selection of a director. Dean Seashore stated the principles upon which the search for a director was to be made: "I have come to the conclusion that what we need for the directorship is a man who can take an inventory of the child as a whole, his mental and physical aspects from an intensive point of view, for the purpose of organizing and guiding

research on the best proved lines. I am afraid we shall, therefore, have to look for a psychologist. . . ."

In August, 1917, the directorship was offered to Dr. Bird T. Baldwin. Dean Seashore in describing him said, "He has worked with the technical phases of the child from various points of view: biological, physical, psychological, and educational and has shown a remarkable industry and insight in the interpretation of this work. I believe that he is a man who has a large vision. He certainly has the large personality of the Quaker mind." On August 18, 1917, Doctor Baldwin accepted the directorship.

Perhaps at this point it would be pertinent to include a brief resume of Doctor Baldwin's career. He was born at Marshalton, Pennsylvania May 31, 1875, the son of Bird L. and Sarah R. H. Baldwin. His childhood and early youth were spent on a farm in the hills of Pennsylvania. Doctor Baldwin's work in education began in country schools at the age of seventeen. He was graduated in 1900 from Swarthmore College where, as he later said, he became "fascinated with scientific inquiries as opening up an entirely new world." After graduating from Swarthmore he was supervising principal in the Friends' School, Moorestown, New Jersey, from 1900 to 1902. During 1902-1903 he had a Swarthmore traveling fellowship and studied at Harvard where he received his master's degree in 1903. He was then awarded the Thayer scholarship at Harvard (with assistantship duties in education and psychology), receiving his Ph. D. there in 1905. His marriage to Claudia Wilbur occurred in September, 1904.

After obtaining his doctor's degree he held a professorship in psychology at the State Normal School, West Chester, Pennsylvania, from 1905 to 1906. During the summer of 1906 he studied under Wilhelm Wundt at Leipzig, Germany. From 1906 to 1910 he was a lecturer in psychology and education at Swarthmore College. In 1910 he be-

came associate professor of education and head of the School of the Art of Teaching at the University of Texas. In 1912 Doctor Baldwin returned to Swarthmore College where he was professor of psychology and education until 1916. During the summers of 1915 and 1917 Doctor Baldwin was a lecturer in education at Johns Hopkins University.

After Doctor Baldwin came to Iowa City in September 1917, his history and that of the Station were inextricably bound together.

An Acting Director Appointed

Early in February 1918, Doctor Baldwin was commissioned a major in the Sanitary Corps of the United States Army and prepared to leave immediately for service. On February 28, 1918 Professor Ellsworth Faris of the Department of Philosophy and Psychology was appointed acting director of the Station. When Doctor Baldwin returned to Iowa City August 1, 1919, Doctor Faris went to the University of Chicago as Professor of Sociology.

Doctor Baldwin States His Ideals of the Work

On the occasion of the Station's tenth anniversary banquet, September 30, 1927, Doctor Baldwin said:

It is quite in keeping with the spirit of the Station that a committee of our students should have initiated, planned, and directed this anniversary banquet. You have learned that we have a past and present. The future is but a continuation of the past and present. Two methods of approach to our future present themselves: one, an extensive vision or dream of the future; the other a cross section of conditions as they are with reference to our immediate plans. Since everyone present is a part of the Station and the new fellows are beginning their year's work, I am choosing the latter approach.

I have felt since returning from army service in 1919 that the University at large and the members of other faculties and colleges have taken a special interest in the success of the Station. . . . But the future of our scientific work, like the past, rests in a very large measure on the shoulders of the staff and student body. We have not made sharp distinctions between faculty and students, since we are all working together on special problems. I shall emphasize primarily the work

of the student body in this address, since the work of the students reflects in a large measure the qualifications of the staff.

Our staff consists of twenty members. Our student body at the present time consists of twenty-two advanced graduate students majoring in child welfare, who are registered in research, and sixty-five students registered in other graduate courses. . . .

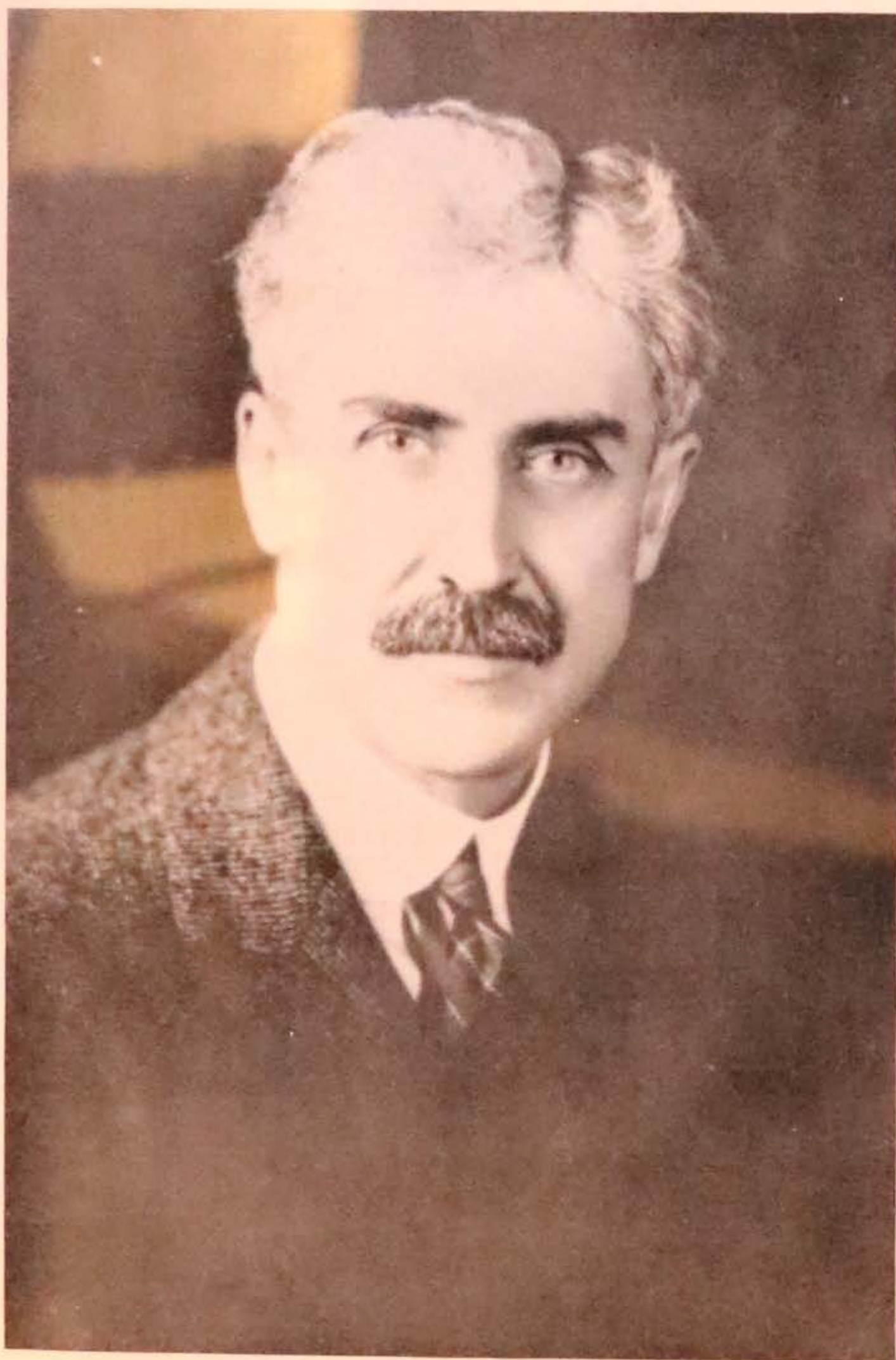
A large number of our students and former students at the University are at present active members of local and national research societies. . . . All will contribute materially to the science of child development and will help to determine the future policies of these organizations. . . .

Our preschool laboratories have demonstrated their value as research laboratories and training schools. They are changing the attitude of parents and graduate students here; they are changing the attitudes of seniors in home economics at Ames and of teachers in training at Cedar Falls. They are modifying kindergartens and are slowly becoming an integral part of public school systems.

Why have I cited these achievements? Because they give us the leads to the future. They represent some tangible results of our work at the Station which is an institution based on co-operative research and training. You and I are an integral part of the Station, each working for the benefit of the others in the group. Our methods and policies have always been, and always will be, as long as I am here, open and direct, based on confidence and faith in one another. We are dealing with facts in scientific and service problems in an objective manner. There is not a single member of our staff who does not keenly appreciate this loyalty and fidelity to our work and to our Station. Our oath of allegiance, seldom expressed verbally, is: Accuracy, persistence, openmindedness, co-operation, directness, loyalty to the truth as we find it, faith in the value of what we are doing and in each other's efforts toward these ends. We have been very fortunate in our staff and student body. . . .

Our future is clear, at least for two or three years; that is, to continue and expand our program and to gather together in proper form the vast amount of data that we have accumulated during the past ten years. . . .

Our big problem of the future is to reach far in very definite and promising directions in the fields of research. Our greatest need for the future, as in the past, is for constructive imagination and consecutive effort. This is, the ability to see and to formulate basic problems of permanent worth in child development; to work on them assiduously



BIRD THOMAS BALDWIN

"In Professor Baldwin a very sensitive and refined nature found outlet in a scholarly bent."—Carl Emil Seashore

and persistently until they are organized into tangible form for others to use and improve. I have more faith in our future than I have had at any period during the past ten years. The University, the state, and the science of child development expect much. They must not be disappointed.

Doctor Baldwin's Death

On May 1, 1928 Doctor Baldwin went to Cleveland to speak at the convention of the National Congress of Parents and Teachers. In Cleveland he contracted erysipelas and when he returned to Iowa City on May 4, he was in a critical condition. After his return he seemed to improve, but pneumonia developed and he died May 12, 1928.

At the time of his death Doctor Baldwin had achieved international recognition in the field of child development. Dean Seashore said, "In Professor Baldwin a very sensitive and refined nature found outlet in a scholarly bent; and with the moral and religious background of the best of Quaker stock, he found an effective life work in the field of social and race betterment. In his ten years as head of the Iowa Child Welfare Research Station, he had become the outstanding national leader in the application of modern science to child welfare. His work in Iowa and in the nation will be revered in loving remembrance."

The tribute below is taken from a resolution of the American Educational Research Association:

In the untimely death of Doctor Baldwin our Association has sustained a major loss. His leadership in the field of preschool education was unquestioned. This leadership was motivated by an abiding faith in the essential importance of the problems involved and by a realization of the pressing need for the solution of these problems. This leadership was characterized by a ceaseless search for the truth through conference, insight, and research based on broad and solid foundations and built with extraordinary zeal and precision. This leadership eventuated in techniques useful to his followers, in a research center around which clustered helpful actualities, and convincing intimations of greater service in the future, and in published works both voluminous and scholarly.

In private life Bird Baldwin was a friend of substance. He lived deeply and participated in the joys and obligations of society. As a husband, a father, a citizen, and a neighbor, he typified that excellence of manhood which is the aim of this Association and of enlightened education in general.

Doctor Baldwin's Contribution to Child Development

In the 1930 volume of the *Journal of Juvenile Research*, Dr. Beth L. Wellman summarized Doctor Baldwin's contributions to the field of child development as follows:

Bird Thomas Baldwin was a pioneer in many aspects of the scientific study of child development. His unique position may be attributed partly to the fact that the times were ripe for such endeavor, but in the most part to the essential qualities, the basic philosophy, and the far-reaching vision of the man himself. This paper is an attempt to present, on the basis of several years of intimate association with him, an interpretation of the most significant underlying principles in his point of view.

The position of first director of the first station for the scientific study of normal and superior children to be established in connection with a university was fraught with possibilities of administration and organization of which Doctor Baldwin was well aware. His was the opportunity to set a pattern for other centers of study that might be developed, and encourage the growth for the movement to national rather than local scope. In ten years of this directorship he saw the staff of the Iowa Child Welfare Research Station grow from a small beginning to a group of over twenty full time members and as many more part time assistants and graduate students. He had succeeded in interesting many specialists in other departments of the university in joining in co-operative researches; among them were members from the Departments of Psychology, Speech, Chemistry, Sociology, Home Economics, the Institute of Character Research, the Colleges of Education, Medicine, and Dentistry. The preschool laboratory of the Iowa Station, established in 1921, was the first laboratory to be opened where the primary purpose was the scientific study of children rather than turning entirely to service for particular children as has been the case in England, for example. His influence in bringing the whole field of child study to a scientific basis can hardly be estimated.

Doctor Baldwin's great interest in co-operation with others in the field made him largely responsible for the introduction of child develop-

ment work in the other two state institutions, the Iowa State College of Agriculture and Mechanic Arts and the Iowa State Teachers College, and for the unification of the programs of the three institutions. As an ardent advocate for the formation of the Child Development Committee of the National Research Council and as its first chairman, he played an important part in welding together the leading centers for study of child development in this country.

In an address given in 1926, Doctor Baldwin summarized his point of view and the principles upon which the work of the Station had been developed.

"1. We have constantly and consistently worked toward an analysis of individual differences in children based on accurate consecutive data rather than group methods and mass data, except as supplementary evidence.

"2. We believe in searching for the type zones in various traits in the development of normal standard children rather than an average child.

"3. We believe the personality of a child is a complex unity rather influenced by heredity and environment than an aggregate of disintegrated traits.

"4. We are interested in various tests only in so far as they serve as means for a richer understanding of the child's personality.

"5. We are concerned with the continuity of growth from infancy rather than setting up arbitrary periods in terms of chronological years.

"6. We believe the empirical experimental method is best adapted to our long time studies and for ultimately establishing a science of child development.

"7. We are emphasizing the work with preschool children at present because we are convinced of the value of prevention and have faith in the fertility of scientific prediction. We can see the beginnings of a majority of the problems of youth cropping out during the ages from one to six. Possible cures and corrective agencies seems to us expensive, difficult, and usually very uncertain.

"8. We believe the field of child development is the most urgent, fertile, and productive field for research today. We are interested in studying children rather than verifying philosophical, educational, or social theories.

"9. We believe that research and service should go hand in hand since the one is stimulated and augmented by the other. While the two must be co-ordinated the research in child development should be constantly emphasized, since there are thousands of ready-made dis-

seminators to one custom-made research worker. The crying need today is for scientific truths, to replace the idols of the premature promoter and propagandist."

A New Leader

The news of Doctor Baldwin's death came as a shock to his co-workers; his staff experienced mingled feelings of sorrow, despair, and hopelessness. They were harassed by questions such as, "Had this Station been so grandly planned, so strongly built that it could survive the loss of its great leader?" "Was this heritage left by Mrs. Hillis and Doctor Baldwin to be of no avail?" To the latter they said, "No," with more determination than hope or belief. The question of the hour was, "Could a leader be found?"

A leader was found in the person of Dr. George D. Stoddard.

The Station could and would go on under this new director, in a different way perhaps, but the essentials, the ideals would be the same; the things that had been achieved would not be lost and the trail blazed by Mrs. Hillis and Doctor Baldwin would be followed. Hope and faith in the ultimate value of the work were renewed as the staff realized Doctor Stoddard's coming meant evolution rather than revolution in the ideals for which his predecessors had worked.

Dr. George D. Stoddard, who was appointed acting director and later director, was born at Carbondale, Pennsylvania, October 8, 1897, where he obtained his elementary and high school training. He spent two years at Pennsylvania State College majoring in industrial chemistry. After an interruption in his undergraduate career due to military service during the World War, he changed his major to psychology and education. After obtaining his B. A. degree in 1921, he taught for a year in the high school at Carbondale. He followed this with a year of graduate work in psychology at the University of Paris, where he received his Diplome in 1923. In 1925 Doctor Stoddard received his Ph. D. from the State

University of Iowa. Tests from his thesis, entitled "Iowa Placement Examinations," have been used extensively throughout the United States. From that time until 1928 he was a staff member of the departments of psychology and education. During this tenure he published a number of tests, researches, and monographs in educational psychology. He was also co-author of three textbooks.

By 1932 Doctor Stoddard had received recognition in the field of child development in being elected president of the National Association for Nursery Education and vice chairman of the governing board of the National Council of Parent Education. He also became a member of the Child Development Committee and the Division of Anthropology and Psychology of the National Research Council, and was elected to the editorial boards of a number of journals. In addition, Doctor Stoddard is a member of Sigma Xi, Phi Delta Kappa, the American Psychological Association, and the American Educational Research Association, and is a fellow in the American Association for the Advancement of Science. He has contributed to the National White House Conference on Child Health and Protection and the Iowa White House Conference.

STAFF

Of necessity this section is to be limited to the present staff of the Station. Perhaps to some degree it can be considered typical of Station staffs in the past. Professors Daniels, Wellman, and Youtz have served longer and have seen more of the Station's history unfold than the other staff members. Indeed, Doctor Daniels represents the first staff.

Nutrition

Dr. Amy L. Daniels came to the Station July 1, 1918 to carry on and direct research in child nutrition. Her aca-

demic training included a master of science degree in biochemistry from Columbia University and a doctor's degree in nutrition from Yale. She had been an assistant professor of home economics at the University of Missouri and associate professor of nutrition at the University of Wisconsin. Doctor Daniels came to Iowa as professor of nutrition and head of the nutrition division of the Station. Since coming to the Station she has achieved national recognition for her work in the nutrition of children. She is assisted by Miss Mary K. Hutton and Miss Elizabeth M. Knott who obtained their master's degrees at the University of Wisconsin.

Anthropometry and Physical Growth

Dr. Charles H. McCloy was appointed associate professor of physical growth in February, 1930. In 1931 he was made a full professor, dividing his time between the Station and the Division of Physical Education. His academic training includes undergraduate work at Marietta College, Ohio, an M. A. from the same institution, work at Johns Hopkins Medical College, and a doctor's degree from Teachers College, Columbia University. He spent thirteen years in China where he was director of the School of Physical Education, National Southeastern University, Nanking. In 1928-1929 he served as a lecturer in physical education at Teachers College, Columbia University. Dr. Helen L. Dawson joined the Station staff in anthropometry and physical growth in July, 1932. She received her Ph. D. in anatomy at Washington University, St. Louis. Miss Harriet M. Kelly is a full-time research assistant in this field.

Psychology

Dr. Beth L. Wellman came to the Station as secretary to the director in 1920 when the Station was beginning its third year. This introduction stimulated an interest in the scientific study of children which led to her appointment as a research assistant. In 1925 Doctor Wellman received her

Ph. D. degree from the University of Iowa and was made assistant professor in the Station. In 1929 she became associate professor. Her major lines of interest are in child psychology (particularly motor and mental development) and preschool education. Doctor Stoddard and Dr. Ruth Updegraff also direct research in the field of child psychology.

Dr. Harold M. Williams' special field of interest is the musical development of young children. Formerly a National Fellow in Child Development (1928-1930), he is now an assistant professor in psychology on the Station staff.

Dr. Harold H. Anderson's major interest is in the field of mental hygiene and character education. His background before coming to the Station included work at Harvard and a Ph. D. from the University of Geneva.

After receiving his Ph. D. degree at Ohio State University, Dr. Orvis C. Irwin was appointed research associate in infant psychology in 1929. In 1931 he became an assistant professor.

Miss Eva A. Fillmore, one of the authors of "Farm Children," joined the Station staff in 1923. Her major interest has been clinical and field work in psychology.

Mrs. Helen Garside Kelly acts as statistical consultant in the Station.

Dr. Harold M. Skeels serves the Station and the Iowa Board of Control on problems of common interest to the two organizations.

Preschool Education

Doctor Wellman, as chairman of the preschool educational research committee, is concerned with research in this field. Dr. Ruth Updegraff, the administrative supervisor of the preschool laboratories, is responsible for the co-ordination of the preschool groups. She has been a member of the Station staff since 1927. Mrs. Carolyn Bostwick Robin-

son, Miss Esther Leech, Miss Lulu Palmer, and Miss Bernice Stormes are the head teachers of First Group, Second Group or Home Laboratory, Third Group, and Fourth Group or Junior Primary respectively.

Parent Education

Mrs. May Pardee Youtz came to the Station June 1, 1924 as field organizer in parent education. Her academic training included undergraduate work at Simpson College and graduate work at Teachers College, Columbia University. In 1925 she became assistant professor in child study and parent education. She is co-author of a textbook in this field and is a member of the National Council of Parent Education. She is assisted in the service aspects of parent education by Mrs. Hazel Spencer Schaus.

Dr. Ralph H. Ojemann came to the Station in the fall of 1929 for the purpose of conducting research in parent education, having obtained his degree in educational psychology at the University of Chicago.

Publications

The publications division is supervised by Miss Dorothy E. Bradbury, research associate in publications, assisted by Miss Helen L. Reich.

RESEARCH AND SERVICE ORGANIZATION

The growth of the research and service organization is interesting in that it indicates the points of view from which the staff was studying the child at any given time in the Station's history.

Doctor Faris stated in a report of the work accomplished during the first six months that he was in charge:

The staff of the Station consisted on March 5, 1918 (the date Doctor Baldwin entered the Service of the United States Army) of the executive secretary, Miss Laura Taft (who has since resigned and been succeeded by Miss Lillian Filean), and six research assistants

organized in two divisions. The division of psychology includes four research assistants. . . . The division of sociology employs two research assistants. . . .

By 1932 there were seven informal divisions in the Station. Child psychology is now interpreted to include social and personality development, mental development, motor development, infant psychology, and mental hygiene. Growth along all lines of research is apparent in Figure 1.

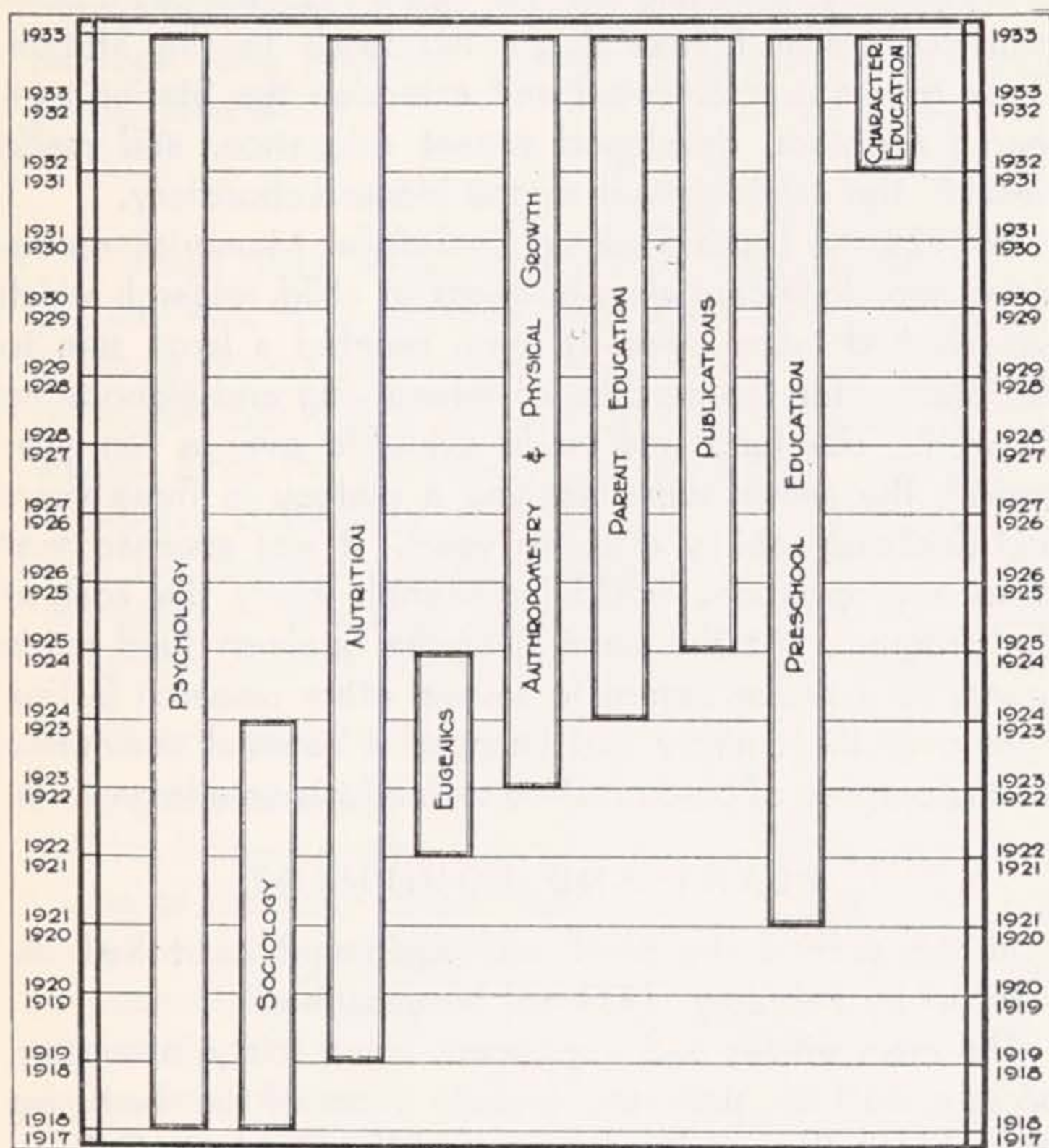


FIGURE 1. GROWTH IN THE RESEARCH AND SERVICE ORGANIZATION
 By 1933 child psychology was interpreted to include motor and mental development, infant psychology, esthetic development, social and personality development, and mental hygiene. Sociological studies were absorbed in social psychology and family research (parent education). In 1925 eugenics was considered primarily as a factor in other lines of investigation.

ADDITIONAL GRANTS

On November 15, 1919 the Woman's Christian Temperance Union gave the Station \$50,000 to be paid in five annual payments of \$10,000. Mrs. Ida B. Wise Smith and Mrs. Hillis were instrumental in securing the grant. This gift was used to add to the Station's research facilities along the line of eugenics.

In February, 1924 and again in April, 1925 the Laura Spelman Rockefeller Memorial granted funds to the Station. These grants supplemented and extended the Station's research program, developed parent education, and made possible the establishment of the Home Laboratory.

In 1928 the Laura Spelman Rockefeller Memorial, recognizing the significant developments in child research which already had taken place at Iowa, granted a large sum to the Station for the purpose of intensifying and elaborating its work. The fund was made available over a ten year period, the annual sums reaching a plateau in three years and declining rapidly after six years. It was assumed that state appropriations would increasingly carry the cost of the program. At the same time the Spelman fund made grants of a similar nature to several other research institutions over the country and financed a national committee for the purpose of co-ordinating such efforts on a large scale.

PLANT AND EQUIPMENT

In this section the plant and equipment as it had developed by February, 1933 will be described.

The main offices and workrooms, some thirty in number, occupy the fifth, sixth, and seventh floors of the west wing of East Hall, the new headquarters of the Graduate College. In this building are also housed the University departments of psychology, education, philosophy, speech pathology, and extension.

The research laboratories of the Station are located four

blocks from East Hall. There are four separate preschool laboratories. Each includes a playroom adjoining an outdoor playground, experimental rooms, and equipment appropriate to the different age levels. A twelve room building near the preschool laboratories offers additional space for experimental purposes. The nutrition laboratory is housed in a separate building containing a chemical laboratory and rooms for animal experimentation. Nearby on the second floor of the Home Laboratory building is a nutrition suite designed for the twenty-four hour care of young children.

LABORATORY FACILITIES

When plans were being laid for the founding of the Station, Mrs. Hillis recognized the necessity of a laboratory. In the beginning the Station did not have laboratory facilities of its own, but it soon became apparent that they were necessary. Since the founding of the Station the children in the University Elementary and High Schools have been available for research projects. During the first six months of the Station's existence, the primary source of subject material for research projects was a psychological clinic.

Preschool Laboratories

In a memorandum sent to President Jessup June 5, 1920, Doctor Baldwin stated the need for a preschool laboratory: "One of the most serious handicaps in the work of the Station lies in the fact that we do not have direct access to a group of normal children under six years of age where the conditions may be controlled, modified, and repeated for scientific purposes." The actual plan of the laboratories was outlined on January 27, 1921. A building designed especially for the needs of young children was built in the summer of that year, and the preschool opened October 19. Thirty-two children, two to five years of age, were en-

rolled into two groups, the younger ones coming for the first half of the morning and the older ones for the last half. This preschool laboratory was the first laboratory of its kind established in a university in the United States.

In September, 1922 a third group was added, one for the five-year-old children (Junior Primary) established in cooperation with the University Elementary School. In September, 1925 the older group of children in the original preschool laboratory was separated from the younger and was housed in the University Elementary School. Each assumed a half day schedule. On December 1, 1925 the preschool Home Laboratory was established at 10 East Market Street. This group assumed a full day's schedule. In the fall of 1927 the original preschool building (now First Group) was moved from its location next to the Old Science Building on North Capitol Street to its present site at 11 East Market Street.

Infant Laboratories

In the fall of 1929 the Station organized the infant laboratory as a logical extension downward of the preschool laboratories. This is "maintained for the purpose of obtaining research data on children from birth up to two years, the age of entrance into the youngest group of the preschool laboratories." Physical, mental, medical, and X-ray measurements are included in the general program. Each child is scheduled for four appointments at two months' intervals from October to May.

In the same year a laboratory for newborns was established in the University Hospital in collaboration with the Department of Obstetrics.

Nutrition Laboratories

At the present time the nutrition division of the Station is equipped with three research laboratories: (1) an animal laboratory for problems in nutrition which may be solved

by the study of small animals, (2) a metabolism laboratory for the study of nutrition problems as related to children from infancy to adolescence, and (3) a chemical laboratory maintained for use in all nutritional investigations of a biochemical nature. The rat colony includes several hundred rats. The chemical laboratory is completely equipped for twelve graduate students.

When Doctor Daniels came to the Station in July, 1918 she brought the nucleus of the present rat laboratory with her. By September, 1919 she also had access to a few babies and a chemical laboratory in the pediatrics department of the University Hospital. In the fall of 1929 the nutrition division was shifted from the Children's Hospital to the Home Laboratory and a remodeled building at 7 East Market Street.

Co-operating Laboratories

In April, 1925 the Station was designated by the State Board of Education as the co-ordinating center for a state-wide program of parent training and child development. In terms of research this has meant the availability of the facilities of the institutions involved, Iowa State Teachers College, Iowa State College of Agriculture and Mechanic Arts, and the University, for co-operative projects.

Since July, 1932 a new staff member in child psychology has served jointly the Board of Control and the Station. This arrangement has facilitated child research at the Iowa Soldiers' Orphans' Home at Davenport and the Iowa Orphans' Home at Toledo.

RESEARCH

The First Six Months

Six months after coming to Iowa City, Doctor Baldwin stated the basis of the research he was directing in a report to President Jessup:

. . . . The ultimate purpose of the Station is to become the state laboratory for the scientific study of the so-called normal child. To accomplish this end, we propose:

(1) To emphasize consecutive studies for a series of years on the same group of children under standardized conditions which will enable the tests and measurements to be repeated, controlled, and modified according to the problem under investigation;

(2) To begin the work with early infancy and emphasize the pre-school age, since there are no well-organized facilities and methods of study for this particular age;

(3) To correlate and co-ordinate all the activities of the Station around the individual child;

(4) To disseminate through the Extension Division of the University, the results of the investigations carried on in the Station. . . .

1918-1923

In a memorandum sent to President Jessup December 24, 1919, Doctor Baldwin said:

The work of the Station is now falling into four main basic problems:

- I. Norms for normal and superior children
 - a. Physical
 - b. Mental
 - c. Social
 - d. Moral
- II. Exhaustive researches on the child entering school
- III. The nutrition of the young child
- IV. Eugenics of the preschool child
 - a. Biological heredity
 - b. Social development

In the fall of 1921, a five year study on the health of children in the public schools was undertaken by the Elizabeth McCormick Memorial Fund. Doctor Baldwin was technical consultant for the study and also supervised the anthropometric measurements.

In February, 1923 Doctor Baldwin summarized the work of the Station as follows:

The Station now has five organized divisions working on the problems of child betterment. The Divisions of Anthropometry and Psychology are determining standards on the physical and mental growth of

children and the relation of the two. It has been shown that children physically underdeveloped are very susceptible to disease and pronounced physical defects, and do, as a rule, poor work in school. Good health and good mentality go together. The Station now has many thousand measurements on the same children for several years and has developed standards of physical development. These standards have just been adopted by the National Child Health Council, which includes all the leading health organizations in America.

In mental development, new standards have also been set up for psychological examination of children. The preschool laboratory is the first in this country to make detailed, intensive studies of children from two to five years of age.

The Nutrition Division is making valuable discoveries in determining growth stimulating foods, the effect of foods on the development of the teeth, bones, and the prevention of diseases, particularly scurvy, rickets, and diabetes.

The Sociology Division has been investigating conditions under which Iowa children are born and live, the types of individuals who are becoming parents, the influence of migration in Iowa. It is also working out important ways in which normal social development can be fostered.

The Division of Eugenics is working on the influence of heredity and environment for race betterment.

The Station serves as a co-ordinating center in the University for all types of work in the welfare of children through its intimate contact with the Colleges of Medicine, Dentistry, Education, and the Extension Division of the University. The Research Station holds clinics for:

- (1) Physical development of children
- (2) Mental development of normal, superior and defective children
- (3) Physical examination of children
- (4) Nutrition clinics for infants and school children. . . .

At this time plans were formulated for a study of the rural child. The idea of studying rural child life was a logical outgrowth of some of the earliest plans to which the Station had committed itself. As stated previously, mention had been made of "surveys of actual conditions of child life." The general aims and methods were in harmony with the expressed beliefs of both Doctor Baldwin and Mrs. Hillis.

Community support was enlisted for the study on the basis of broad humanitarian interests; this work was to help the children of the future.

In June, 1923 Doctor Baldwin sent President Jessup the following memorandum relative to the rural survey:

Our investigation on the rural child in Iowa is coming along nicely. We have selected Sumner Township in Iowa County for preliminary study and expect to add Hilton Township later. . . .

A map has been constructed showing land ownership, size of farms and residences; schools have been charted, also churches, organizations, amusement centers, newspapers, banks, hospitals, training centers, transportation, etc. The nationality and number of children in each family is now being determined. . . .

We now have detailed outlines and programs for following the various divisions of the Station and the University: (1) charts showing topography and geological formation of the township, (2) historical background, (3) sociological outline, (4) nutritional outline, (5) medical examination, (6) dental examination, (7) maternity and infant welfare, (8) heredity and eugenics, (9) psychopathic examination, (10) psychological examination, (11) educational examinations, (12) speech examinations, and (13) musical examinations. . . .

In the spring of 1923 Dr. Lewis M. Terman invited Doctor Baldwin to co-operate in a comprehensive investigation of a group of intellectually gifted children whom he had selected in California. The problem assigned to Doctor Baldwin was to make an anthropometric study of the status of the physical growth of these children. The anthropometric measurements of the children were made by Dr. Beth L. Wellman.

1925-1927

Investigations carried on in the laboratories during 1925-1926 included the following:

- I. Measurements of physical development and status
 1. Health status and behavior
 2. Physical growth
 3. Development of teeth
 4. Physical status

II. Measurements of mental traits and development

1. Intelligence and learning
2. Motor control and form perception
3. Motor co-ordination
4. Perception and association
5. Language
6. Concepts
7. Social and personality traits

III. Special studies

IV. Studies in the development of infants

In a report to the Laura Spelman Rockefeller Memorial submitted in October, 1927 Doctor Baldwin stated: "A brief description of all the research projects in progress at the Iowa Child Welfare Research Station was submitted to the Memorial last spring; . . . At that time 137 major and minor studies in child development (including researches in progress, completed, and in process of publication) were being carried out by members of the staff, graduate students, and investigators from other divisions and colleges of the University. Some of the studies have been continued for a period of several years. The list includes 104 studies in the mental and social development of young children, seventeen in physical development, twelve in nutritional development, and four in special projects in parent education. . . . This research work furnishes the laboratory training for our graduate students, the foundation for our courses in child development, and the basis of our service and parent education work in the state."

1931-1932

By 1931-1932 the Station was conducting research in the following divisions (The number of studies reported by each division is given in parentheses.): nutrition (six studies), anthropometry and physical growth (thirty studies), child psychology (sixty-four studies), childhood education (sixteen studies), parent education (eleven studies), and character education (fifteen studies). In addition, ten studies were

carried on in co-operation with other University departments. A total of 152 studies was listed. Of this number, fifty-three were completed and published or accepted for publication, thirty-four were completed, and sixty-five were in progress.

The Nutrition Division was carrying on six studies of certain phases of the metabolic processes of infants and the conditions affecting these processes. One of the six investigations was unpublished and five were in progress.

Research in physical growth and anthropometry followed the policy of emphasizing studies which lead to a better knowledge of the physical status of the individual child. The aim of all the studies was the physical welfare of the child. The task of the physical growth workers was to attempt not only the wider and more complete development of the physical panel, but to make it contribute to the other aspects of the child's developing character. Thirty studies were reported (five completed and published or accepted for publication, six completed and unpublished, and nineteen in progress).

The sixty-four investigations undertaken in child psychology during the year 1931-1932 were classified under the headings: mental development (twenty-four studies), motor development (six studies), infant psychology (twenty-three studies), esthetic development (four studies), social and personality development (four studies), and mental hygiene (three studies). For the most part, these researches fell into patterns or programs built around certain emphases or content, although a few investigations were more isolated in approach. More investigations were made on the preschool child than on the other ages, but all ages from birth to adolescence were studied.

Researches in the field of childhood education (sixteen studies) were co-ordinated and integrated by the preschool education research committee. One of the major undertakings of the committee was the completion of the manual

of preschool practices, putting it into book form under the title "Educating the Preschool Child."

The studies in parent education (eleven studies) included research in curriculum materials, studies in methods of teaching and learning, and studies of the home environment and family life. Considerable attention was directed during the year toward the development of a method of curriculum construction. The findings of many of the research studies were immediate contributions to an improved program for the education of parents.

Beginning September 1, 1931, the work in character education conducted by the University was transferred to the Station. Work in character education had been a part of the curriculum of the University since 1923. An Institute of Character Research was authorized by the State Board of Education in 1927. When the separate institute was discontinued, the investigation and teaching of character education was continued in the Station as being the most appropriate division in the University for the purpose. The main lines of investigation in this field were laid down by Professor Edwin D. Starbuck as follows:

1. The analysis of character
2. The genetic psychology of morals
3. The study of attitudes
4. Studies in the selection, ranking, and grade placement of materials
5. The investigation of the methods proposed or in vogue for moral training, the attempt to measure results

1933

In a report made by Doctor Stoddard on January 14, 1933 a total of ninety-two researches were listed as being in progress. This list excluded completed research and researches in process of publication. Five of these were in nutrition, twenty-five in anthropometry and physical growth, forty-one in child psychology (including eleven in mental

development, four in motor development, ten in infant psychology, six in mental hygiene, five in esthetic development, and five in social and personality development), eight in preschool education, eleven in parent education, and two in character education.

DISSEMINATION OF KNOWLEDGE

The activities of the Station concerned with dissemination of knowledge acquired through research can be classified as: parent education, Iowa Conference on Child Development and Parent Education, publications, radio talks, exhibits, and lectures. Since the earliest years, lectures, publications, courses, and exhibits have been made available to increasing numbers of people. In 1924 supervised child study was organized on the group basis. Radio lectures were tried in 1925 and expanded to include group radio child study in 1933. The state conference on child development and parent education was originated in 1927 and has been held annually in Iowa City since that time.

Parent Education

Following the establishment of the Station, it was recognized that the part of its program which included dissemination of knowledge might be greatly supplemented by a service which would make available directly to parents the best current thought and scientific data regarding child development. The organization of child study groups seemed to offer an excellent medium for this form of service.

Accordingly, on February 13, 1924 Doctor Baldwin sent to President Jessup plans for further co-operation between the Station and the Extension Division in disseminating practical information throughout the state. This plan was a first step in the direction of a parent education division. The purpose of the child training groups was "to instruct young mothers in the care and training of children."

In February, 1924 Mrs. May Pardee Youtz was appointed field organizer and was sent to Columbia University to take the first course offered in "training for leadership in the education of parents." After a semester at Columbia she took up her duties at the University. During the first year of the division (1924-1925) nineteen study groups were organized in various parts of the state.

Representatives from the three state educational institutions met on April 21, 1925 to discuss the child development and parent training work. The following is a memorandum of that meeting:

Since the Iowa Child Welfare Research Station has been established by the State Legislature under the State Board of Education for the scientific investigation of the development of normal and superior children, for the dissemination of such information and the training of leaders of this field, and has expanded its work to include Parent Training Study Groups throughout the State, in co-operation with the Extension Division of the University, it should be the function of the Iowa Child Welfare Research Station in the new state-wide program:

- I. To act as a co-ordinating, supervisory center for the state-wide program of parent training and child development
- II. To develop research in this field and train advanced leaders
- III. To continue to develop its present preschool home laboratories and other lines of research and demonstration
- IV. To carry on extension service with the direct co-operation of the extension services of the University, the Iowa State College, and Iowa State Teachers College

During 1925-1926 parent education work was begun in Des Moines and Council Bluffs. The aim in each of these two cities was to set up an experimental situation in co-operation with the school board and Parent-Teacher Association in order to determine the best methods of stimulating and directing parents in the field of child study. Work in these centers began in September, 1925 under resident directors. The close of the three year period of experimentation for the two field laboratories on July 1, 1928 brought the necessity of deciding what follow-up plan was feasible.

At this meeting the following general plan was adopted, subject to modifications to meet individual needs:

Local leaders in Des Moines and Council Bluffs were to be chosen at the discretion of the local director of child study and the superintendent of schools; these leaders were to attend the State University of Iowa or other approved universities for the summer session of 1928 to take training for the leadership of groups; they were to be given a scholarship for this summer session, varying in amount according to conditions; they were to lead study groups under supervision in their respective communities throughout the next year; and if they met certain conditions and were successful they were to be returned to the University for a second summer session of training. Both scholarships for the summer session work and a bonus through the year were to be paid by the Iowa Child Welfare Research Station.

The standards which were agreed upon as a basis for carrying on work in the state as revised in 1931-1932 are as follows:

1. Enrollment: A minimum of fifteen members are to be actually enrolled before the first study meeting. If necessary to make people acquainted with parent education, extra organization meetings and perhaps a demonstration lesson are to be arranged.
2. Attendance: An average attendance of ten is required. If it falls below this figure for three successive meetings, the group is to be consolidated with another group.
3. Number and frequency of lessons in a year: Minimum to be eight lesson meetings, every two weeks, beginning October or November and omitting Christmas time.
4. Visitors: A regular meeting in the spring is to be designated visitors' day. Visiting at other meetings should be discouraged as it is in most classes.
5. Leaders are to be paid. This expense is to be borne by local people.
6. Levels of instruction: There are three courses of study I, II, and III, denoting study of preschool, school, and adolescent child. Each course has two levels; B, beginning and A, advanced study. No member who has not had B work is to be admitted to an A course; where at all possible, members should take courses in the sequence I, II, III.
7. Co-operation of the superintendent of schools is considered

fundamental to the undertaking of such a program in any community.

8. Formation of a city or town committee of organizations interested in the work is also essential.
9. The responsibility of the University for the work is to train and supervise local leaders; to bear incidental expenses; to supply records, forms, etc. which are to be kept for the University; and to carry on co-operative research projects.

Under this plan thirty-one groups were conducted in the state on a trained, paid leadership basis, during 1931-1932. Additional groups were carried by staff members of the division as research projects. The groups carried all the financial responsibility and met other requirements as set up by the Station. This was the first year all financial responsibility rested with the communities. There was a total of 748 people enrolled for study in thirty-six groups in nine centers. Three courses of study were offered in the study groups: (1) the infant and preschool child, (2) the school child, (3) the adolescent.

Iowa Conference on Child Development and Parent Education

One of the important events of 1926 was the organization of the Iowa Council for Child Study and Parent Education. On September 24, 1926 a small group of representatives from eight organizations in Iowa whose programs included activities in child study and parent education met at the invitation of Doctor Baldwin. As a result, it was unanimously agreed to form a state council consisting of the represented organizations as charter members and such other organizations as might be added later.

The original eight organizations were:

- The American Association of University Women in Iowa
- The Women's Division of the Iowa Farm Bureau Federation
- The Iowa Federation of Women's Clubs
- The Iowa Congress of Parents and Teachers
- The Woman's Christian Temperance Union of Iowa

The Extension Service of the Iowa State College of Agriculture and
Mechanic Arts

The Iowa State Teachers College

The Iowa Child Welfare Research Station and the Extension Division
of the State University of Iowa

Seven organizations have since been added:

The Iowa State Department of Health

The Iowa State Department of Public Instruction

The Bureau of Child Welfare in the Iowa State Board of Control

The Iowa State Teachers Association

The Iowa State Conference of Social Work

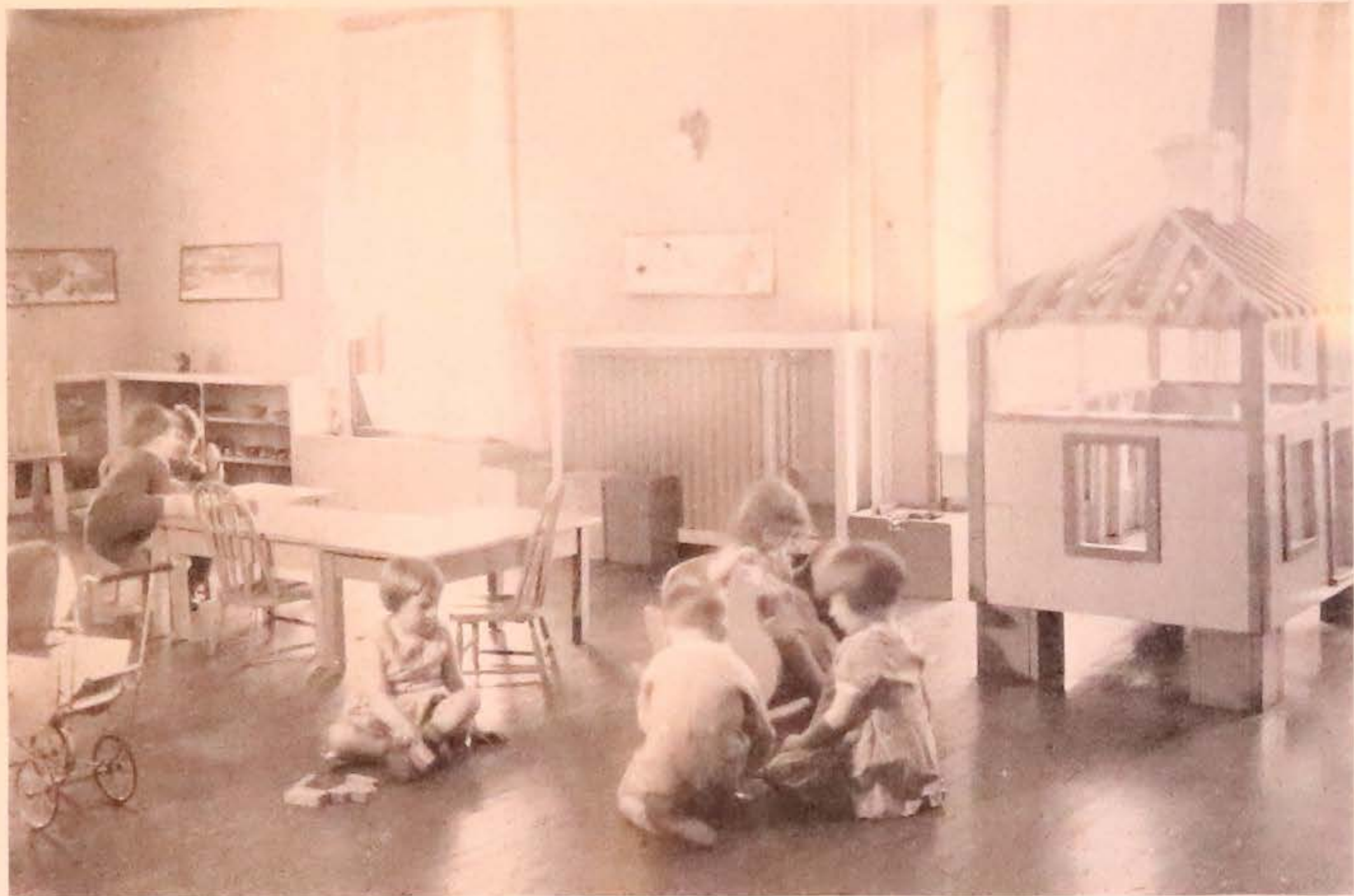
The Iowa Playground and Recreation Association

The Iowa Tuberculosis Association

It was decided at the September 24, 1926 meeting of
the Council that one of its functions was to be a state con-
ference on child study and parent education. The first Iowa
Conference on Child Development and Parent Education
was held in Iowa City, June 23, 24, and 25, 1927. The confer-
ence was divided into two parts, general lectures and round
table sessions. Three round table discussions, one on each
day of the conference, were planned to include eight topics:
physical development of the child, mental development of
the child, moral, religious, and social development of the
child, emotional development of the child, home and family
life, home and community life, child study groups, and teach-
ing and extension work in child development. Approximately
300 persons attended this first conference.

So enthusiastic was the response of those attending the
first conference, that it seemed desirable to continue it as
an integral part of a state-wide program in child study and
parent education. Each succeeding year the Council has
sponsored a conference.

A new attendance record was set at the Sixth Annual Iowa
Conference on Child Development and Parent Education
with 715 persons registered for the sessions which were held
in Iowa City, June 21, 22, and 23, 1932. The subject matter
of lectures and discussions included aspects of mental hy-



PLAYROOM IN HOME LABORATORY



VIEW OF PLAYGROUND OF THIRD GROUP AND JUNIOR PRIMARY

giene, social hygiene, family relations, nutrition, and sociological and economic conditions in their bearing upon child development and the education of parents.

Publications

Publications as a means of dissemination of knowledge have held an important place in the Station's activities. By 1926 it took the full time of a staff member to prepare materials for publication. This new specialization of duties resulted in a division of the Station concerned with activities which had previously been allocated to many different people on the staff. These duties consist essentially of the editing and preparation of research material for publication, the preparation of popular material based on research publications, compilation of bibliographies and bibliographical service to lay and research persons interested in the field, issuing administrative and descriptive bulletins, preparation of reports of the Station's activities, and the direction of publicity for conferences, radio talks, and various publications.

In April, 1921 the first number of the University of Iowa Studies in Child Welfare appeared, Doctor Baldwin's classic study "Physical Growth from Birth to Maturity." By 1924 twelve studies had been added. From 1924 to 1928 four additional studies were published. In the following four years, ten more appeared. In January, 1933 six additional studies were in press and three others were being prepared for publication. A book by Doctor Baldwin and Doctor Stecher on the "Psychology of the Preschool Child" appeared in 1924. In September, 1930 the rural survey was published by D. Appleton and Company under the title "Farm Children" with Dr. Bird T. Baldwin, Miss Eva A. Fillmore, and Miss Lora Hadley listed as authors.

The majority of the research studies are published in technical journals. Popular presentations of material are

published in popular and semitechnical journals and in University of Iowa Extension Division bulletins. Beginning in 1928 a series of four descriptive bulletins were issued: pre-school laboratories, parent education, research in child development and parent education, and publications. In 1932 a new series of popular bulletins called "Child Welfare Pamphlets" was established. The first fifteen bulletins of the series published during 1931-1932 were popular presentations of the findings of the National White House Conference on Child Health and Protection. Additional pamphlets are to be issued from time to time.

By January, 1933 the Station staff had issued 513 individual publications.

Radio

Radio was first used by the Station as a means of disseminating information about child development and parent education during the academic year 1925-1926. From October 5, 1925 to June 1, 1926 a series of sixteen radio talks entitled "Education for Parenthood" was broadcast over WSUI by the Station in co-operation with the Extension Division. The Station did not give another series of radio talks until 1928-1929. These were continued the following year.

Throughout the year 1930-1931 a radio program was given in co-operation with the Extension Division, the Iowa Congress of Parents and Teachers, and the University radio station WSUI. Members of the Station staff were responsible for the programs, while the Extension Division and the Iowa Congress of Parents and Teachers afforded publicity.

Throughout the academic year 1931-1932 and the first term of the 1932 summer session, a weekly radio program was given. The program, "Understanding Your Child," was carried out with the co-operation of the staff and graduate students of the Station and five other departments in the University.

In the spring of 1932 a study was carried on in Iowa City and Muscatine to determine the proportion of the general population listening to the lectures and the attitudes of the listeners toward the program. These results indicated that a significant proportion of families within the range of the Station was listening to the programs. It was realized that the range could be extended if they were also broadcast from station WOI at Ames. Accordingly, in the fall of 1932 a co-operative arrangement with the Child Development Department of Iowa State College was completed whereby the Station and the Child Development Department each contributed lectures. Copies of the talks were distributed free upon request.

The second procedure to increase the effectiveness of the radio service, which resulted in the organization of the Radio Child Study Club for parents, arose from the conception of the radio as a connecting link between the laboratory where new developments are made and homes where children are being guided. Groups of ten or more parents organized themselves in study clubs throughout the state and were supplied with reading materials in addition to the lectures.

Exhibits

Exhibits have long proved to carry a special appeal. During 1931-1932 extensive exhibits were prepared for the Iowa State Fair, the Iowa White House Conference on Child Health and Protection, and the Sixth Annual Iowa Conference on Child Development and Parent Education. The aim of all exhibits is to present in a comprehensible form some of the more important problems under investigation in each division of the Station. Results obtained through observation of the effectiveness of different types of exhibits form the bases for their continual revision. Station exhibits are loaned upon request to any interested organization.

TABLE I
 NUMBER OF STUDENTS ENROLLED, INDIVIDUAL STUDENTS, STUDENTS REGISTERED FOR RESEARCH,
 NUMBER OF MAJORS, AND MAJORS WITH MASTER'S DEGREES DURING THE ACADEMIC YEARS

Students	Academic Year*															
	1917- 1918	1918- 1919	1919- 1920	1920- 1921	1921- 1922	1922- 1923	1923- 1924	1924- 1925	1925- 1926	1926- 1927	1927- 1928	1928- 1929	1929- 1930	1930- 1931	1931- 1932	1932- 1933
Enrolled	19	25	32	45	58	59	60	63	65	78	145	161	170	267	318	257
Individual Students	14	19	26	37	45	43	45	46	48	41	55	59	66	90	142	121
Registered for Research	4	3	5	6	5	7	6	8	5	8	9	10	12	44	39	36
Majors	6	5	4	7	9	8	11	12	13	13	15	19	23	43	45	42
Majors with Master's Degree†								2	1	3	7	5	10	16	23	22

*In addition, students are regularly enrolled in Summer Session courses.

†No data for years 1917 to 1923.

Lectures

The Station's staff has been called upon for lectures before many local and national organizations. The importance of this means of dissemination of knowledge was realized from the beginning. Every year talks are made before parent-teacher groups, women's clubs, service clubs, child study clubs, and educational organizations.

TRAINING OF STUDENTS

As an integral part of the Graduate College, the Station offers courses leading to the degrees of Master of Arts and Doctor of Philosophy. The "training of students for work in such fields" as are represented by the Station will be considered under the following headings: courses and enrollment, research assistantships, and degrees granted.

Courses and Enrollment

In the report of the work of the Station during the first six months, Doctor Baldwin stated the policy in regard to the giving of courses:

Since the function of the Station is fundamentally in research, no effort will be made to offer courses in academic branches of instruction, but from time to time research courses and seminars will be offered by members of the staff. . . .

In a bulletin issued in 1932, "Research in Child Development and Parent Education," Doctor Stoddard again stated this policy:

The Station makes direct provision for only a small number of specialized graduate courses, as the student is expected to receive his basic training in other departments. Thus a student majoring in child psychology will be registered for the fundamental courses in the Department of Psychology.

Actual data on the number of students and the courses offered are given in Table 1 and Figure 2. The student enrollment increased steadily from 1917 to 1933 with variations due to changes in number of courses offered.

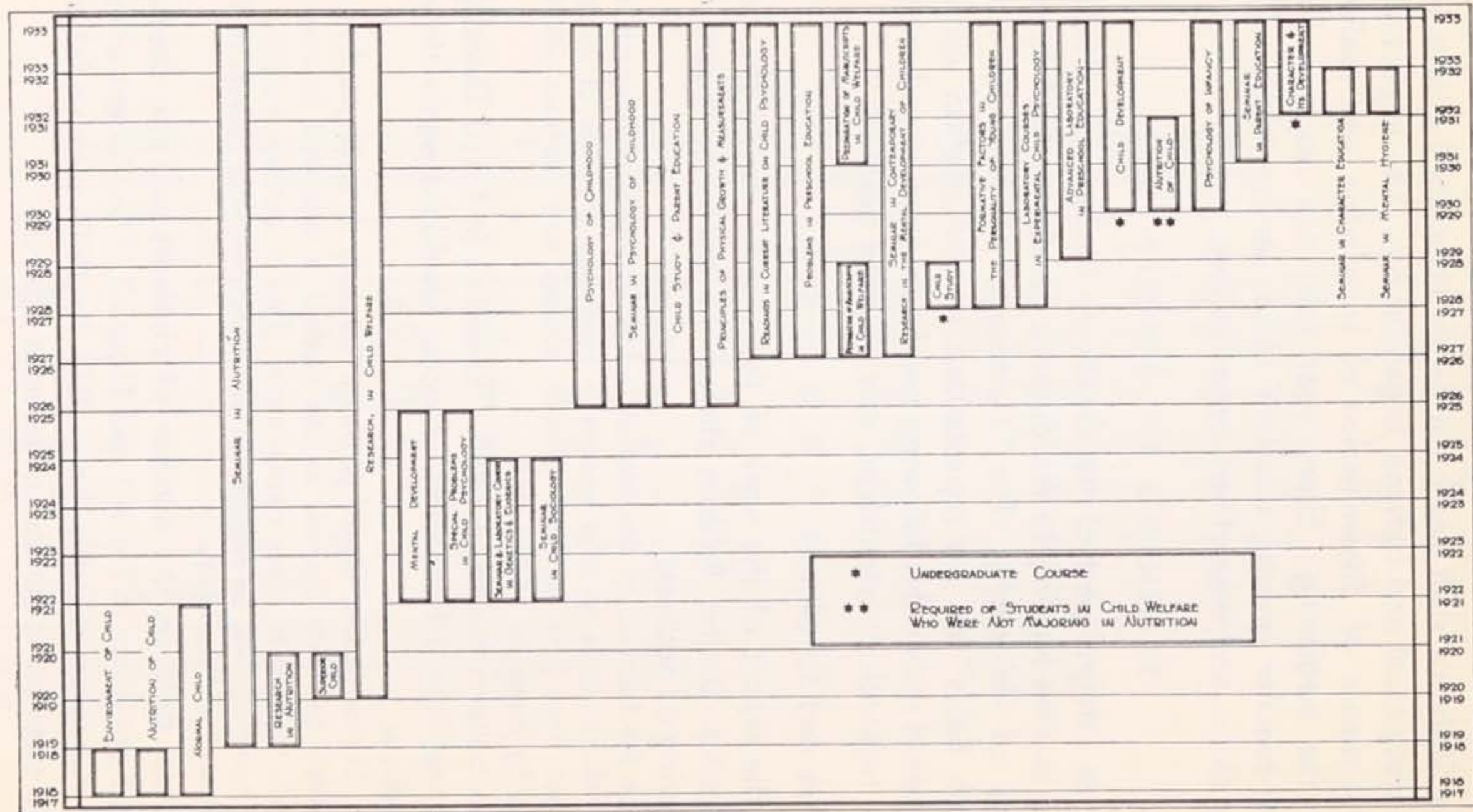


FIGURE 2. COURSES IN CHILD WELFARE DURING THE ACADEMIC YEAR

Research Assistantships

At the present time half-time research assistantships are open to students who are qualified for research and service in the fields represented in the Station. Through co-operative projects there are also opportunities in psychology of art, music and speech, and sociology. A bachelor's degree is a prerequisite, while a master's degree in one of the fields listed above or in a related field such as psychology or education is very helpful. A research assistant is expected to work toward the doctor's degree.

A half-time research assistant may carry a maximum of ten hours graduate work, and is expected to devote from three to four hours per day to work in progress at the Station. This work is usually closely allied to the student's chief interests and contributes directly to his training.

Degrees Granted

Since the establishment of the Station twenty-four Doctor of Philosophy, forty-six Master of Arts, and two Master of Science degrees have been granted. The first doctor's degree awarded in child welfare at any university was awarded by the Station to Hornell Norris Hart in February, 1921. His thesis topic was "Selective Migration as a Factor In Child Welfare in the United States with Special Reference to Iowa." The first doctor's degree in parent education was received by Katharine Wood Hattendorf in July, 1930. Her dissertation was entitled "The Effectiveness of a Home Program for Mothers in Sex Education."



GEORGE DINSMORE STODDARD

A LOOK TO THE FUTURE

A LOOK TO THE FUTURE

We have seen that by the act of the General Assembly of Iowa, April 21, 1917 the activities of the Iowa Child Welfare Research Station were defined as "the investigation of the best scientific methods of conserving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in such fields."

Certain policies which have already been implanted should be systematically maintained. They are closely knitted to our legislative mandate. They show what is expected of the Station. Viewed not as a set of discrete statements but as a dynamic, interrelated pattern, these eleven points constitute a tremendous responsibility of the Station to the people of Iowa.

- I. A prime emphasis upon normal children, with due regard for the fact that normality is not a fixed point but covers a considerable range of development and behavior.
- II. The carrying on of research through first-hand contact with children, individually and in groups, homes and special environments.
- III. A research attack on the basic questions in child development with special reference to the fields of nutrition, physical growth, child psychology, preschool education, parent education, and character education. Child psychology is a generic term taken to include (from birth to adulthood) mental, motor, and esthetic development, personality, behavior, and mental hygiene.
- IV. Inclusion of long-time studies on the same children in order to gain the benefits of the genetic as well as the statistical and experimental approaches. Such studies indicate the ways in which children grow.
- V. Inclusion of studies which can be run co-operatively with related

departments in the University, such as pediatrics, dentistry, speech pathology, physiology, psychology, psychiatry, sociology, and education.

- VI. For all projects scientific validity within a branch of science represented in the concepts of child development and child welfare. This means that research activity will be conducted along national as well as local lines.
- VII. The elaboration of studies on the child from birth through adolescence to include persons and conditions affecting the child as evidenced in family, community, or institutional life.
- VIII. The training of workers and leaders primarily at the higher professional levels, thus eliminating overlapping with other state institutions whose object is the training of students at the undergraduate and early graduate levels. This gives assurance that the time of staff members will be devoted primarily to the first object of the Station — scientific investigation. But the education of Iowa parents is carried on at levels appropriate to their interests and needs.
- IX. A continuance of the research and service relationship with Iowa State College and Iowa State Teachers College designed to allocate functions. The idea of the Station as the co-ordinating center for work in the field of child development among the three institutions is embodied in a resolution of the State Board of Education passed in 1925.
- X. Maintenance of close relationships with other state organizations and agencies interested in the development and welfare of children. This is accomplished in part by co-operative action in such enterprises as the Iowa White House Conference on Child Health and Protection, and is an ongoing responsibility of the Station in the Iowa State Council of Child Study and Parent Education.
- XI. The maintenance of a service of popularization and dissemination of information on child and family life, with special reference to the needs of Iowa people. This is accomplished by parent education supervision and the wide distribution of popularized studies, by special articles, bulletins and pamphlets, and by a series of conferences, demonstrations, and radio talks.

* * * * *

This is not the place to describe the laboratories and projects, nor the persons who are giving their lives to mak-

ing real the implications of the Station's program. It is a long and difficult way from the incipient idea of a scientific study in child development to its final execution and promulgation for public welfare. Beside the research workers there must be a smoothly functioning corps of laboratory, secretarial, and clerical assistants without whom much time would be wasted and the whole machinery of research production and distribution would break down. It is sufficient to say that the Station has been fortunate in building up gradually a staff of loyal workers including nationally recognized experts in each of its special fields of endeavor.

But a few developments illustrative of modern trends in stimulating and co-ordinating research in child development may be of interest.

Joint research assistantships as between the Station and other departments of the University have been established. Thus a full-time research assistant in pediatrics divides his time between the Department of Pediatrics and the Station. In this way the Station gains expert attention for certain problems in the medical examination of children while the pediatrician-in-training is able to round out his experience through actual work with normal children. Similarly workers have been engaged from the departments of physiology, dentistry, speech pathology, and psychology.

One of the most difficult but essential problems in planning an effective research program is to direct the energy of each staff member and student toward the most pressing problems and toward problems which are not being systematically developed elsewhere. Any other policy would lend to triviality or duplicative waste. It is important to discover not only that which most acutely affects the growth and welfare of children but to relate such discoveries to the work of other people in other institutions.

It may be predicted that work in child development and child welfare will be brought increasingly to the attention

of high school and college students. There is a great amount of evidence which indicates the desirability, if not sheer necessity, for the high school and college graduates of the future to know much more about the problems of child and family life than has heretofore been considered essential. The Station is strategically situated to construct appropriate courses and to validate methods of instruction. Its place in this movement, which is slowly assuming the proportions of a national enterprise, will consist in the discovery and validation of materials, the construction of curricula, and the advanced preparation of teachers for such work. The school child of the future should come to know children in a way not possible in the school life of today and should enter the family relationship thoroughly prepared to assume its special responsibilities. Is it not possible that the curriculum maker of 1950 will look back with astonishment to the days when an understanding of children was not believed to be an essential ingredient of the liberal and practical arts?

To the traditional methods of disseminating knowledge through printing and lecturing has been added the state-wide coverage of radio broadcasting. Since access to radio reception is almost universal in the state, it is possible to shorten the time between research finding and general application. In co-operation with Iowa State College, Iowa State Teachers College, and the Extension Division of the University, the Station will soon be prepared to offer child study and parent education in some form to practically every person in the State of Iowa. But the main function of the Station here as elsewhere is to make certain that the necessary materials are available and that they conform to the highest scientific and educational criteria.

* * * * *

As we look further into the future it becomes necessary to entertain certain ideas not implicit in the Station's past, but

nevertheless consistent with the spirit of its founding. A few projections of this sort will bear mention.

In the first place the Station should be more fully utilized as a research arm of the state. This means that projects would be brought to the Station on the initiative of other state departments, institutions, or communities. These problems might cover such things as the conditioning factors in child development and behavior, the administration of special educational projects, the analysis of community influences on children, the analysis of conditions in institutions, and the initiation or revision of laws.

If the projects are small and clean-cut, they may be accepted by the staff as a part of the regular program of Station investigation. When large they would call for special appropriations and arrangements for state-wide or even national co-operation. In short, it is believed that all the educational and welfare work of the state should be considered an appropriate field for scientific investigation leading to a better understanding of the problems involved and to improvements in organization and method. The splendid contacts already established between the Station and certain institutions under the Board of Control (beginning with the Iowa Soldiers' Orphans' Home) show the fruitfulness of such interaction.

What is really needed is a standing commission on child welfare, distinct on the one hand from the immediate research or academic institutions and on the other from the shifting political fortunes of individuals or parties. The peculiar and permanent function of such a commission would be to act as an agent of the state in transforming knowledge and experience into realistic social and political action. It would enable the road between research and rural, municipal, or legislative proposal to be well-traveled in both directions.

Throughout its existence the Station has been conspicuously modest in its appropriations for housing. Here and

there over the country there are examples of elaborate buildings and grounds devoted to the education and study of preschool children. In some cases an effective and delightful environment has been created, but it is fair to say that in others the achievement has been more spectacular than real. It is generally held that the Station has not erred in devoting a very large proportion of its resources to personnel and to the facilitation of research.

Nevertheless, in the light of present knowledge, a model preschool environment for children from the ages of two to five, inclusive, could be established at little excess cost over the present heterogeneous arrangements. The idea would be to provide not a static exhibit of the externals, but a fit framework for a type of professional teaching and guidance peculiar to the needs of these young children. Stress would be placed on simplicity, economy, and attractiveness. The necessary laboratories, testing rooms, and clinical arrangements for the carrying on of research projects would be provided for. The whole plan would afford, in the present, a living demonstration of future provisions for the group education and guidance of Iowa children. Its closeness to the source of research activity would safeguard it against superficiality and degeneration. It would be made to grow with the times. Moreover, such a plan as worked out in detail, with first attention to the comfort and happiness of young children, would hold innumerable suggestions for the rearing of preschool children in the ordinary home environment.

Certain workers in other departments have been designated as research affiliates in the Station for carrying on projects in the field of child development. Reference has already been made to these co-operative ventures. Everywhere the scientific status of the professional people is preserved, since they carry out these projects in their own laboratories and in accordance with the techniques or standards appropriate to their specialty. However, projects in

child welfare would not ordinarily fall within the scope of a single department and would not be undertaken without Station orientation.

So great are the implications of child welfare that a development analogous to the growth of composite research institutes in various universities may be feasible for the University. If there is one noticeable tendency among the great universities of the country at the present time, it is the building up of some system whereby departmental lines are broken down in order to insure co-operation on great patterns. Nowhere is this truer than in the field of human science and human welfare. The concept of child development and welfare, as embodied in the Station's program, may possibly invite such co-ordination on a large scale, not by merging departments (for some must still be anatomists and others lawyers regardless of names), but by combining forces. To one familiar with the outcomes of many such instances of interdepartmental enterprise within the University such a proposal appears not the least radical, but rather a recognition of well-established policy. It is a policy at once strengthening and inspiring in the administration of the University.

* * * * *

Every new service undertaken to deepen our knowledge of children, to provide better for their development and guidance, introduces a line of research projects; for example, as to how, with what effect, or under what circumstances. The work is ongoing. There is no place where we can say, "Now we know enough about children; let us stop the research and put what we know into effect." Knowledge is more fluid and dynamic than that: the very putting of anything into effect in child life is analogous to a great engineering project calling for up-to-date, unique information at every point.

Moreover child research, like medical research, cannot be

envisaged as complete at any fixed future time. The optimum child in the best environment is something not attained, but pushed forward to. To relax the mighty controls over conditions, causes, and events which research can harness would be to risk another dark age in the rearing of children.

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