

The Kindergarten Its Encounter With Educational Thought In America

Unveiling the Magic of Words: A Review of "**The Kindergarten Its Encounter With Educational Thought In America**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**The Kindergarten Its Encounter With Educational Thought In America**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

An Introduction to the Foundations of Education Allan C. Ornstein 1985

OE [publication]

Child-Care and the Psychology of Development Elly Singer 2017-12-06

Are child-care centres good for children? How can we provide good day-care? Feminists have long argued for the provision of day-care facilities so that mothers may be free to work outside the home. The call had enjoyed little support from politicians and experts, however. Feminists had been seen to stand for women's interests, and psychologists and pedagogues for children's - as if the two were opposed. Only in the early 1990s had the opinions of politicians and experts begun to change. Yet, even so, a positive policy on day-care was still lacking. Originally published in 1992, Elly Singer's exciting book shed a fresh and critical light on its subject. She exposes the preoccupations and contradictions of mainstream developmental psychology and its experts, shows how their theories blind them to many important questions, and reveals the almost total denial by mainstream psychology of the daily realities of parents and their children at the time. Elly Singer then proposes fresh ways of thinking to meet the new and different circumstances in which children and parents find themselves in contemporary society.

Scholarly Environments Alasdair A. MacDonald 2004 The present volume, number VII in the series Groningen Studies in Cultural Change, offers a selection of papers presented at the International Conference 'Knowledge and Learning' held in November 2001 in Groningen. The first volume (number V in the series) is entitled *Learned Antiquity: Scholarship and Society in the Near east, the Greco-Roman World, and the Early Medieval West*, and has been edited by Alasdair A. MacDonald, Michael W. Twomey and Gerrit J. Reinink. The second (volume VI) bears the title *Schooling and Scholarship: The Ordering and Reordering of Knowledge in the Western Middle Ages*, and has been edited by Alasdair A. MacDonald and Michael W. Twomey. The papers in the present volume, *Scholarly Environments: Centres of Learning and Institutional Contexts 1560-1960*, written by scholars in such disciplines as science, education and cultural history, treat various matters concerning scholarship in the period from the Renaissance until the mid twentieth century.

How Kindergarten Came to America Bertha von Marenholtz-Bülow 2007 Originally published as "*Reminiscences of Friedrich Froebel*," this enchanting 1894 account of the German inventor of kindergartens was instrumental in bringing kindergartens to the United States. This lively

portrait of a pioneer of modern education is a refreshing reminder of the essential role of play and creative exploration in the development of children. Froebel's methods provide a much-needed antidote to the current emphasis on high-stakes testing and accelerated curricula--a corruption, as Herbert Kohl argues in his foreword, of the original concept of kindergartens as children's gardens of learning.

Journal of Proceedings and Addresses of the ... Annual Meeting Held at ... National Education Association of the United States 1910

Those of Little Note Elizabeth M. Scott 2022-07-12 Because some classes of people may not have been considered worthy of notice by dominant social groups in the past, they may be less visible to us today in historical and archaeological records; consequently, they remain less studied. This volume attempts to redress this oversight by presenting case studies of historical and archaeological research on various ethnic, racial, gender, and socioeconomic groups in colonial and post-colonial North America. These contributions illustrate how historical archaeologists and ethnohistorians have used documentary and archaeological evidence to retrieve information on neglected aspects of American history. They explore ways of making more visible Native Americans, African Americans, and Euro-Americans of differing ethnic groups and economic classes, and also shed new light on such groups as celibate religious communities, women in predominantly male communities, and working-class and middle-class women in urban communities. Material evidence on "those of little note" provides not only fresh insight into our understanding of daily life in the past, but also a refreshing counterpoint to the male- and Euro-centered analysis that has characterized much of historical archaeology since its inception. Readers will find many chapters rewarding in their application of sophisticated feminist theory to archaeological data, or in their probing of complex relational issues concerning the construction of gender identity and gender relationships. As the first archaeologically-focused collection to examine the interconnectedness of gender, class, race, and ethnicity in past societies, Those of Little Note sets new standards for future research. CONTENTS I--Introduction 1. Through the Lens of Gender: Archaeology, Inequality,

and Those "Of Little Note" / Elizabeth M. Scott II--Native American and African American Communities 2. Cloth, Clothing, and Related Paraphernalia: A Key to Gender Visibility in the Archaeological Record of Russian America / Louise M. Jackson 3. "We Took Care of Each Other Like Families Were Meant To": Gender, Social Organization, and Wage Labor Among the Apache at Roosevelt / Everett Bassett 4. The House of the Black Burghardts: An Investigation of Race, Gender, and Class at the W. E. B. DuBois Boyhood Homesite / Nancy Ladd Muller III--All Male and Predominantly Male Communities 5. "With Manly Courage": Reading the Construction of Gender in a 19th-Century Religious Community / Elizabeth Kryder-Reid 6. The Identification of Gender at Northern Military Sites of the Late 18th Century / David R. Starbuck 7. Class, Gender Strategies, and Material Culture in the Mining West / Donald L. Hardesty IV--Working Women in Urban Communities 8. Mrs. Starr's Profession / Donna J. Seifert 9. Diversity and 19th-Century Domestic Reform: Relationships Among Classes and Ethnic Groups / Suzanne M. Spencer-Wood

The Kindergarten in American Education Nina Catharine Vandewalker 1971

The Kindergarten Its Encounter with Educational Thought in America Evelyn Webster 1969

Preschool Education in America Barbara Beatty 1995-01-01 A history of policies and programmes for the education of three-to-five-year-olds in the USA. This book also traces efforts to make pre-school education a part of the American public school system and shows why these efforts have been rejected, despite evidence of pre-school benefit.

History of Early Childhood Education V. Celia Lascarides 2013-05-13 History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States. This book of original research is a concise compendium of historical literature, combining history with the prominent and influential theoretical background of the time. Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today, this in-depth and well-written volume captures the

deep tradition and the creative knowledge base of early care and education. History of Early Childhood Education is an essential resource for every early childhood education scholar, student, and educator. A History of Children's Play and Play Environments Joe L. Frost 2010-04-02 Children's play throughout history has been free, spontaneous, and intertwined with work, set in the playgrounds of the fields, streams, and barnyards. Children in cities enjoyed similar forms of play but their playgrounds were the vacant lands and parks. Today, children have become increasingly inactive, abandoning traditional outdoor play for sedentary, indoor cyber play and poor diets. The consequences of play deprivation, the elimination and diminution of recess, and the abandonment of outdoor play are fundamental issues in a growing crisis that threatens the health, development, and welfare of children. This valuable book traces the history of children's play and play environments from their roots in ancient Greece and Rome to the present time in the high stakes testing environment. Through this exploration, scholar Dr. Joe Frost shows how this history informs where we are today and why we need to re-establish play as a priority. Ultimately, the author proposes active solutions to play deprivation. This book is a must-read for scholars, researchers, and students in the fields of early childhood education and child development.

An Historical Introduction to American Education Gerald L. Gutek 2012-09-18 Gutek's classic volume on the history of American education has been thoroughly revised and updated to provide a twenty-first-century perspective on the development of American educational institutions. Like earlier editions, the well-researched Third Edition employs a topical approach to examine the evolution of key institutions like the common school and the high school, as well as significant movements like progressive education, racial desegregation, and multiculturalism. Primary source readings enhance and reinforce chapter content and feature new writings from Benjamin Rush, Horace Mann, Maria Montessori, W. E. B. Du Bois, John Dewey, and Jane Addams. Two new chapters add depth to this comprehensive, richly illustrated work. Immigration, Multiculturalism, and Education examines the response of

public schools to the education of immigrant children in the context of America's industrialization and urbanization. This compelling addition also looks at the changing demographics of immigration and discusses the experiences and contributions of Hispanic Americans and Asian Americans. Progressive Education and John Dewey explores the origins of progressive education, the philosophies of John Dewey and other leading progressive educators, and this movement's ongoing influence in American classrooms. The Third Edition's topical organization lends itself to multiple uses in the classroom. Each chapter provides the historical foundation for the study of a contemporary topic in education, including the organization and structure of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy.

The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown 2019-01-22 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young

children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

A History of the Western Educational Experience Gerald L. Gutek 1994-12-14 This comprehensive volume examines the impact on education of such momentous world events as the ascendancy of neo-Conservatism, the collapse of the Soviet system, the end of the Cold War, the reunification of Germany, and the resurgence of ethnonationalism. It creates an historical perspective by identifying and analyzing the significant formative ideas and institutions that have shaped the Western educational heritage.

Early Years Pioneers in Context Pam Jarvis 2016-08-12 This accessible text provides an international study of critical educational leaders who established the foundation for Early Childhood Education across continents in the 19th and early 20th centuries. It places each pioneer within the time and culture in which they lived to help the reader understand how theories and knowledge about early years education and care have evolved over time. *Early Years Pioneers in Context* traces key themes such as play, child-initiated learning, working with parents, scaffolding children's learning and the environment, enabling students to reflect on the differences and similarities between the pioneers and understand their contribution to practice today. Pioneers covered include: Frederick Froebel; Elizabeth Peabody; Susan Blow; Rudolf Steiner; Margaret McMillan; Maria Montessori Susan Isaacs; Loris Malaguzzi. Featuring student integration tasks to help the reader link key ideas to their own practice, this will be essential reading for early years students on undergraduate and postgraduate degree courses.

The Transatlantic Kindergarten Ann Taylor Allen 2017-01-02 The kindergarten--as institution, as educational philosophy, and as social

reform movement--is one of Germany's most important contributions to the world. Swiss pedagogue Johann Heinrich Pestalozzi and his German student Friedrich Fröbel, who founded the kindergarten movement around 1840, envisioned kindergartens as places of education and creative engagement for children across all classes, not merely as daycare centers for poor families. At first, however, Germany proved an inhospitable environment for this new institution. After the failure of the 1848 revolutions, several German governments banned the kindergarten as a hotbed of subversion because of its links to women's rights movements. German revolutionaries who were forced into exile introduced the kindergarten to the United States, where it soon found roots among native-born as well as immigrant educators. In an era when convention limited middle-class women to the domestic sphere, the kindergarten provided them with a rare opportunity not only for professional work, but also for involvement in social reform in the fields of education and child welfare. Through three generations, American and German women established many kinds of contacts In this elegant book, Ann Taylor Allen presents the first transnational history of the kindergarten as it developed in Germany and the United States between 1840 and World War I. Based on a large body of previously untapped sources in both countries, *The Transatlantic Kindergarten* shows how a common body of ideas and practices adapted over time to two very different political and social environments. Since the end of the First World War, early childhood education in the United States and Germany has followed the patterns laid down in the nineteenth century. However, as Allen's nuanced analysis suggests, the provision of public preschool education is still an unfinished and much discussed project on both sides of the Atlantic.

The Power of Their Ideas Deborah Meier 2002-08-16 Teaching the lessons of New York's most famous public school, Deborah Meier provides a widely acclaimed vision for the future of public education. With a new preface reflecting on the school's continuing success. From the Trade Paperback edition.

History of Higher Education Annual Roger Geiger 1986-01-01

Journal of Proceedings and Addresses of the Annual Meeting

National Education Association of the United States 1910

A History of Childhood and Disability Philip L. Safford 1996 In their chronological portrait, the authors synthesize the many voices of exceptional children, providing a historical picture that includes not only the perspective of the professional, but also, to the extent possible, that of the "client." The book begins by placing the origins of special education in historical context from Aristotle through the Enlightenment and beyond. Subsequent chapters consider individual "conditions" traditionally associated with specialized approaches (e.g., blindness, deafness, and retardation), discuss conditions that have given rise to further differentiation of childhood exceptionality, and offer a synthesis of themes and a prospective for a "new history," now emerging, of children considered exceptional.

Kindergarten Narratives on Froebelian Education Helen May 2016-11-03

Kindergarten Narratives on Froebelian Education showcases the latest scholarship and historical understandings concerning the casting of the kindergarten idea abroad: across cultures, continents and centuries. Each chapter reveals previously unknown narratives of intrepid endeavour, political pragmatism and pedagogical innovation that collectively provide insight into the transformation of Froebel's ideas on early education into a global phenomenon. Across global contexts, each chapter presents a case study of the ideas scattering abroad, illustrative of the movement of ideas, curricula and pedagogical change; in effect taking the kindergarten beyond the geographies and pedagogies of its German beginnings and borders. Chapters draw on historical examples of Froebelian education from The Netherlands, New Zealand, Japan, Sweden, the UK and the USA. In the journal *History of Education* in 2006, Froebelian history scholar Professor Kevin J. Brehony (1948-2013) lamented the 'relative neglect' of the history of early years education at the same time there was a heightened global social and political interest in educating the young child. In this book, an international team of contributors respond to Brehony's suggestion that historical perspectives can play a role in current debates and suggest ways historical narratives

might inform policies and practices in twenty-first century early childhood education, care settings and contexts. Reconnecting past lessons and insights with present and future concerns for early education, young children and their place in society, this important collection also includes an historical timeline charting the spread of Froebelian education ideas and kindergartens across the world.

Early Childhood Education [4 volumes] Moncrieff Cochran 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus. Parents, policy makers, and politicians have opinions as well as new questions about what, how, when, and where young children should learn. Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children's early learning and brain development. Early childhood education is also a major topic of concern internationally, as social policy analysts point to its role in a nation's future economic outlook. As a groundbreaking contribution to its field, this four-volume handbook discusses key historical and contemporary issues, research, theoretical perspectives, national policies, and practices.

Child Care in Context Michael E. Lamb 2014-01-02 Child care is an integral part of the web of influences and experiences that shape children's development. Utilizing an interdisciplinary approach that covers both historic and economic contexts, this unique book characterizes child care in 18 countries on five continents. Specific historical roots and the current social contexts of child care are delineated in industrialized as well as in developing countries. To increase the depth of crosscultural analysis and integration, commentators from countries and disciplines other than the authors comment on the issues raised in each chapter.

Resisting the Kinder-Race Christopher P. Brown 2021 Kindergarten has changed. Many believe that it no longer reflects a nurturing environment but, instead, has become a race for children to learn skills so they are ready for the academic achievement tests that they will take continuously throughout their time in school. *Resisting the Kinder-Race*

examines how the race came about, why it must change, and how all stakeholders in the early childhood and elementary school communities must take part in the reform process. The author draws on his own research to consider how the Kinder-Race might be reimagined through more democratic principles of schooling. Brown offers both practical and political strategies that can alter the day-to-day practices of the kindergarten classroom and the policies that currently define PreK-12 education in the United States. This resource will help readers see kindergarten as an educational environment that expands the learning of every child. Book Features: Provides an in-depth glimpse into a typical day in the Kinder-Race. Examines how kindergarten devolved from a garden that nurtures children into a race that dashes them from skill to skill. Brings together what are often siloed conversations among stakeholder groups. Highlights how kindergarten is now primarily defined through an economic lens and how this framing of learning, earning, and consuming might be rethought. Employs varied conceptual frameworks to investigate how stakeholders across different levels of public education make sense of the changed kindergarten. Illuminates the complexity of what is occurring in today's kindergarten and puts forward practical and achievable ideas for change.

Friendly Intruders Carole E. Joffe 1980-01-31

Proceedings of the Annual Meeting - National Education

Association of the United States National Education Association of the United States 1910

Encyclopedia of Educational Reform and Dissent Thomas C. Hunt

2010-01-12 For a free 30-day online trial to this title, visit

www.sagepub.com/freetrial Educational reform, and to a lesser extent

educational dissent, occupy a prominent place in the annals of U.S.

education. Whether based on religious, cultural, social, philosophical, or pedagogical grounds, they are ever-present in our educational history.

Although some reforms have been presented as a remedy for society's ills, most programs were aimed toward practical transformation of the existing system to ensure that each child will have a better opportunity to succeed in U.S. society. Educational reform is a topic rich with ideas,

rife with controversy, and vital in its outcome for school patrons, educators, and the nation as a whole. With nearly 450 entries, these two volumes comprise the first reference work to bring together the strands of reform and reformers and dissent and dissenters in one place as a resource for parents, policymakers, scholars, teachers, and those studying to enter the teaching profession. Key Features Opens with a historical overview of educational reform and dissent and a timeline of key reforms, legislation, publications, and more Examines the reform or dissent related to education found in theories, concepts, ideas, writings, research, and practice Addresses how reformers and dissenters become significant culture-shaping people and change the way we conduct our lives Key Themes Accountability Biographies Concepts and Theories Curriculum and Instruction Diversity Finances and Economics Government Organizations? Advisory Organizations? Business and Foundations Organizations? Curriculum Organizations? Government Organizations? Professional Organizations? Think Tanks Public Policy Religion and Religious Education Reports School Types Special Needs Technology This authoritative work fills a void in the literature in the vast areas of educational reform and dissent, making it a must-have resource for any academic library. Availability in print and electronic formats provides students with convenient, easy access, wherever they may be.

Handbook of Research on Technoethics Luppicini, Rocci 2008-08-31

"This book traces the emergence of the new interdisciplinary field of technoethics by exploring its conceptual development, important issues, and key areas of current research. Compiling 50 authoritative articles from leading researchers on the ethical dimensions of new technologies"-Provided by publisher.

The Status of Social Studies Jeff Passe 2013-10-01 A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way

they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers' training, their professional development experiences, and even whether they serve as coaches. The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master's student examining the field of social studies education. It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers' use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book's content will immediately be relevant and useful.

Schooling in Transition Sara Z. Burke 2011-12-13 An exploration of two centuries of formal education in Canada in which the accommodation of minority needs and local versus central control are recurring themes.

American Education Annual 1997

Encyclopedia of Early Childhood Education Leslie R. Williams 1992 This comprehensive work contains approximately 200 articles concerning all aspects of early childhood education (from birth through age 8) written by eminent specialists in the field. It is intended not only for researchers but for students, parents of young children, and administrators. It encompasses the study of early childhood with all its diverse movements and influences. Until now, these issues were scattered through many classics, such as Evelyn Weber's "The Kindergarten: Its Encounter with Educational Thought in America" (1969), "Handbook of Research in Early Childhood" (1982), edited by Bernard Spodek, and the ongoing series edited by Lillian Katz, "Current Topics in Early Childhood Education" The book is not alphabetically arranged like a traditional encyclopedia. It is divided into six chapters: the historical and philosophical background of early childhood education; sociocultural, political, and economic influences; perspectives on

children; varied curricula programs; and perspectives on educators. Each chapter begins with an outline of topics to be addressed and an introductory essay that summarizes current and past thought. The signed entries are arranged thematically. The volume opens with a list of 23 specialists that make up the editorial board and a list of contributors with their affiliations. A combined name and subject index follows the text, and cross-references are provided as needed. A few articles, such as "The Froebelian Kindergarten," are reprinted from "The International Encyclopedia of Education" Entries are scholarly but readable. Statistics and charts accompany some entries; for instance, a chart shows teacher certification requirements for early childhood education in the 50 states. The references given at the end of each entry range from older to very recent books, journal articles, and reports. They provide research results on practices like all-day kindergarten, home-based day care, and holding children (especially boys) back a year to begin kindergarten at age six. Up-to-date topics are included, for example, the article "AIDS and Children" and references to whole language. Many entries were written by scholars who have produced enduring works, such as Beatrice Cullinan, Dorothy Strickland, and Bernard Spodek Several small flaws mar this otherwise excellent and unique resource, largely centering on lack of accessibility. For example, there are no instructions for use that alert the user to the organization of topics within a chapter according to the outline preceding it. In the index, substantial treatment of a topic is not distinguished from simple mention of it; this could have been rectified by boldface numerals or some other device. There are 30 page references under "Head Start", for instance. While the contributors are given with their affiliations, there is no corresponding list of entries written by each of these specialists. Some authors of entries are not listed either as contributors or editors. See, for example, the entry "Child Abuse" written by L. R. Mitchell Problems of access aside, this is a comprehensive and valuable contribution to the field of early childhood education. It should find a place in all libraries that support the study and practice of education. Public libraries ought to consider making it available to day-care providers. This book provides astute selection of

topics with accurate and clearly written entries by recognized authorities on an issue of great interest. -Booklist.

Americans and Their Schools Erwin V. Johanningmeier 1980

Early Childhood Education Barry Persky 1991 Early childhood education and child care are now widely perceived to be among the central social needs of the nation. Used by more than 100 universities and colleges, the new second edition of this anthology is a collection of over 70 articles which together provide a comprehensive overview of the early childhood situation from a historical, theoretical and practical perspective. These articles enable the reader to understand human development in young children, identify their intellectual strengths and weaknesses, and develop the most effective teaching techniques. Also included is a review of events and conditions resulting in current educational practices. Classroom theory and techniques are examined not only within the U.S., but also run the gamut from the Israeli kibbutz program to current teaching practices in the Soviet Union and China.

Contents: National and Historical Perspectives; Philosophical and Theoretical Issues; Critical Issues; Exceptional Children; Curric

The Young Child and the Educative Process Joe L. Frost 1976

The Kindergarten Evelyn Weber 1966

Journal of Proceedings and Addresses of the ... Annual Meeting

National Education Association of the United States. Meeting 1910

[New England Journal of Education](#) Thomas Williams Bicknell 1894

Pioneers of Early Childhood Education Barbara Peltzman 1998-01-26

Early childhood education is fundamental to a child's later educational achievements and future success. The principles and practices of modern early childhood education have their origins in the past. While the educators who built the field have been the subject of many detailed studies, previous works do not provide adequate coverage of primary and secondary sources, multicultural educators, or more recent leaders in the discipline. This reference book provides biographies and annotated bibliographies of more than 30 pioneers in early childhood education from Johann Amos Comenius (1592-1670) and John Locke (1632-1704), to Maria Montessori (1870-1952), Leland B. Jacobs (1907-1992), and

Lillian Weber (1917-1994). Special attention is given to multicultural educators, including Mary Church Terrell (1863-1954) and her work with The National Association of Colored Women. Biographies are arranged alphabetically, and each is followed by annotated bibliographies of primary and secondary sources. An introductory essay briefly discusses the history of early childhood education from the 17th century to the present. The following biographies are arranged alphabetically, and each includes a brief summary of the subjects contributions to the field of early childhood education. Each biographical sketch is followed by annotated bibliography of primary and secondary sources, including obituaries, articles, dissertations, and books. Works were selected because they represent the most interesting and informative sources by and about the educators. The volume closes with a chronological listing of the pioneers and a selected bibliography of general works on early childhood education.

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