# Contents

<table>
<thead>
<tr>
<th>List of Figures</th>
<th>xiii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>xv</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>xvii</td>
</tr>
<tr>
<td>Introduction</td>
<td>xix</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>xxiii</td>
</tr>
</tbody>
</table>

## Part I: The Beginnings of Early Childhood Education

### Chapter 1: Antiquity

- Ancient Greece
- Sparta (600 B.C.)
- Education of Boys
- Classical Athens (Fifth–Fourth Century B.C.)
- Rome (1000 B.C.–A.D. 476)

### Chapter 2: European Roots

- Introduction: The Middle Ages and the Renaissance
- Jan Amos Komensky (1592–1670) (Bohemia)
- The Seventeenth Century in England
- John Locke (1632–1704) (England)
- British Infant Schools
- Jean-Jacques Rousseau (1712–1778) (France)
- Johann Heinrich Pestalozzi (1746–1827) (Switzerland)

### Chapter 3: The Industrial Revolution (1700–1850)

- Robert Owen (1771–1858)

### Chapter 4: Friedrich Wilhelm Froebel (1782–1852)

- Froebel's Childhood and Youth (1782–1797)
- Preparation for Life and a Profession (1797–1816)
Teacher and Educational Reformer: The Keilhau Years (1816–1836) 90
Froebel's Philosophy 93
The Switzerland Years 97
Founder of the Kindergarten (1836–1848) 97
Development and Expansion of the Kindergarten 98
Women as Teachers 99
Materials and Curriculum: Gifts and Occupations 100
Mutter-und Kose-Lieder 104
Froebel's Later Years at Liebenstein (1849–1852) 105
Froebelian Literature 109
Chapter Summary 109
Comment 110
Notes 110

Grace Owen (1873–1965) 117
Margaret McMillan (1860–1931) and Rachel McMillan (1859–1917) 119
Jean Piaget (1896–1980) 124
Chapter Summary 136
Notes 137

CHAPTER 6: Maria Montessori (1870–1952) 143
Biographical Portrait 143
Educational Thought and Writings 146
How Children Were Treated (During the First Half of the 1900s) 147
Dr. Montessori’s View of Children and Their Importance 147
The Stages of Development of the Child According to Maria Montessori 148
Similarities and Differences between Children and Adults 152
Work and Play as Defined by Maria Montessori 152
The Aims and Goals of Education 154
Principles of Learning and Instruction 154
The Educational Environment—The Children’s House (Casa dei Bambini) 154
Structure and Freedom in the Use of Materials 155
The Directress/Director and the Teacher’s Role 156
Montessori Teacher Training 157
Montessori Publications 159
Objective and Evaluative Research 159
Comparisons with Froebelian Theory 159
Comparisons with the Psychoanalytic Approach 160
Comparisons with Progressive Theory and the Work of Dewey 161
Comparisons with the “Open Classroom” 161
Comparisons with Constructivist and Piagetian Theory 161
Work for Peace 162
Chapter Summary 164
Notes 164
## PART II: EARLY EDUCATION IN THE UNITED STATES

### CHAPTER 7: European Settlement

- **Who Were the Colonists?**
- **The Colonial Period in New England (1620–1776)**
- **Chapter Summary**
- **Notes**

### CHAPTER 8: American Educational Reformers

- **Horace Mann (1796–1859)**
- **William Torrey Harris (1835–1909)**
- **Granville Stanley Hall (1844–1924)**
- **William Heard Kilpatrick (1871–1965)**
- **Eudora (1835–1904) and William Nicholas Hailmann (1836–1920)**
- **The Progressive Movement**
- **John Dewey (1859–1952)**
- **The Dewey School: The Laboratory School of the University of Chicago (1896–1903)**
- **Chapter Summary**
- **Notes**

### CHAPTER 9: The Kindergarten Movement

- **American Beginnings**
- **Maria Boeke (1836–1918)**
- **Elizabeth Palmer Peabody (1804–1894)**
- **Mary Tyler Peabody Mann (1806–1887)**
- **The Kindergarten in the St. Louis Public Schools (1872–1880)**
- **Susan E. Blow (1843–1916)**
- **Kindergarten and the Centennial Exposition**
- **The Role of Toy Manufacturers and Publishers**
- **Free or Charity Kindergartens (1873–1893)**
- **Kate Douglas Wiggin (1856–1923)**
- **Kindergarten in the Public Schools (1880–1930)**
- **Henry Barnard (1811–1900)**
- **Section Summary**
- **Kindergarten in the Midwestern States**
- **Kindergarten in the Western States**
- **Patty Smith Hill (1868–1946)**
- **Alice B. Temple (1866–1946)**
- **The Training of Kindergarten Teachers**
- **Section Summary**
- **Notes**

### CHAPTER 10: The Nursery School Movement

- **Caroline Pratt (1867–1954)**
- **The Bureau of Educational Experiments (1916)**
- **Harriet Merrill Johnson (1867–1934)**
- **Little Red Schoolhouse (1929)**
- **Margaret Naumburg (1890–1983)**
Creative Arts in the Experimental Nursery Schools 306
Bird T. Baldwin (1875–1928) 310
Land-Grant Colleges/Home Economics 313
The Nursery School of the Iowa State College of
Agriculture and Mechanic Arts at Ames (1924) 314
Edna Noble White (1879–1954) 316
The Merrill-Palmer Nursery School (1921) 318
Arnold Lucius Gesell (1880–1961) 322
The Guidance Nursery of the Yale Psycho-Clinic (1926) 325
Lawrence Kelso Frank (1890–1968) 329
Abigail Adams Eliot (1892–1992) 332
The Ruggles Street Nursery School and
Training Centre of Boston (1922–1952) 337
James L. Hymes, Jr. (1913–1998) 339
Training of Nursery School Teachers 341
Notes 347

CHAPTER 11: Day Nurseries to Day Care to
Child Care to Quality 2000 359
Historical Context: The 1800s 360
Historical Context: 1900–1950s 362
Types of Day Nurseries 362
Historical Context: 1960s–1990s 365
Guidelines, Regulations, Standards, and Licensing 367
Federal Actions 368
For-Profit Child Care 369
Training of Personnel 370
Notes 373

CHAPTER 12: Federal Government Involvement (1900–1950) 377
White House Conferences on Children and Youth (1909–1970) 377
The Emergency Nursery Schools (1933–1943) 380
Lanham Act Child Care Centers (1943–1946) 391
The Kaiser Child Service Centers 394
Chapter Summary 395
Notes 396

CHAPTER 13: Federal Government Involvement in
the 1960s and Beyond 401
Head Start 401
Edward Frank Zigler (1930– ) 407
Donald (Keith) Osborn (1927–1994) 409
The Beginnings of Head Start: Examples from the 1960s 410
Carol Brunson Phillips Day (1947– ) 421
Project Follow-Through 423
Parent and Child Centers 427
Special Education 442
Chapter Summary 447
Notes 448
PART III: DIVERSE POPULATIONS

CHAPTER 14: Native Americans
  Native American Traditional Child Rearing
  Education after Contact with the Europeans
  Sarah Winnemucca (1844–1891)
  Chapter Summary
  Notes

CHAPTER 15: Black Americans
  America's Peculiar Institution
  The Slave Quarter
  The Black Family in the Slave Quarter
  Child Rearing in the Slave Quarter
  Religion
  Education
  Frederick Douglass (1817–1895)
  Booker T. Washington (1856–1915)
  Black Women's Clubs
  Mary Church Terrell (1863–1954)
  Josephine Silone Yates (1859–1912)
  Chapter Summary
  Notes

CHAPTER 16: Asian-Americans
  Chinese
  Japanese
  Filipinos
  Ethnic Groups Coming from South Asia after World War II
  Chapter Summary
  Notes

CHAPTER 17: Hispanic-Americans
  Mexican-Americans
  Puerto Ricans
  Teacher Education
  Chapter Summary
  Notes

CHAPTER 18: Bilingualism
  The Renaissance of Bilingual Education
  Languages of the United States
  The Twentieth Century
  Enactment of Federal Legislation Mandating Bilingual Education
  Definitions of Bilingualism
  Types of Bilingual Education Programs
  The Rationale for Bilingual Instruction in Early Childhood
  Chapter Summary
  Notes