

# Publications

## Books

*Preschool Wars: The American Debate on Reading versus Play*, University of Chicago Press, Forthcoming.

*When Science Encounters the Child: Education, Parenting, and Child Welfare in Twentieth-Century America*, with Emily Cahan and Julia Grant, New York: Teachers College Press, 2006.

*Preschool Education in America: The Culture of Young Children from the Colonial Era to the Present*, New Haven: Yale University Press, 1995, paperback, 1998, Korean edition, Kyoyukkwahaksa Company, 1999, electronic edition, 2000.

## Selected Journal Articles

“John Dewey’s High Hopes for Play: *Democracy and Education* and Progressive Era Controversies over Play in Kindergarten and Preschool Education,” *The Journal of the Gilded Age and Progressive Era*, 16 (October 2017): 424-437.

“Rethinking Compensatory Education: Perspectives on Race, Class, and Language in the Discourse of the Disadvantaged Child,” Editor’s Introduction to Special Issue, *Teachers College Record*, (March 2012): 1-11.

“The Debate over the Young ‘Disadvantaged’ Child: Preschool Intervention, Developmental Psychology, and Compensatory Education in the 1960s and Early 1970s,” *Teachers College Record*, 114 (March 2021): 1-36.

“The Dilemma of Scripted Instruction: Comparing Teacher Autonomy, Fidelity, and Resistance in the Froebelian Kindergarten, Montessori, Direct Instruction, and Success for All,” *Teachers College Record*, 113 (March 2011): 395-430.

“Entering into the Fray: Historians of Childhood and Public Policy,” (with Julia Grant), *Journal of the History of Childhood and Youth*, 3 (January 2010): 107-128.

“Transitory Connections: The Reception and Rejection of Jean Piaget’s Psychology in the Nursery School Movement in the 1920s and 1930s,” *History of Education Quarterly*, 49 (December 2009): 442-464.

“From Laws of Learning to a Science of Values: Efficiency and Morality in Edward L. Thorndike’s Educational Psychology,” *American Psychologist*, (October 1998): 1145-1152.

## Selected Chapters in Edited Volumes

“The Myth that Preschool Education Is a Panacea” in *23 Myths about the History of American Schools: What the Truth Can Tell Us and Why It Matters*, eds. Sherman Dorn and David A. Gamson, New York: Teachers College Press, 2024, 223-231.

“Conflicting Constructions of Childhood and Children in Education History,” in *The Oxford Handbook of the History of Education*, eds. John L. Rury and Eileen H. Tamura, New York: Oxford University Press, 2019, 429-444.

“Playing with Numbers: Constance Kamii and Reinventing Arithmetic in Early Childhood Education,” in *The Hidden History of Early Childhood Education*, ed. Blythe Hinitz, New York: Routledge, 2013, 238-262.

“How Did the Kindergarten Movement Provide Women with Opportunities for Professional Development and Social Activism in the United States and Internationally,” with Ann Taylor Allen and Roberta Wollons, in Kathryn Sklar and Thomas Dublin, eds., *Women and Social Movements in the United States, 1600-2000*, Alexandria: Alexander Street Press, 2012.

“Politics Are Quite Perplexing,” in *The Educational Work of Women’s Organizations, 1890-1960*, eds. Anne Meis Knupfer & Christine Woyshner, New York: Palgrave Macmillan, 2007, 195-214.

“The Rise of the American Nursery School: Laboratory for a Science of Child Development,” in *Developmental Psychology and Social Change*, eds. David B. Pillemer and Sheldon H. White, New York: Cambridge University Press, 2005, 264-287.

“Policy, Politics, and Preschool Advocacy: Lessons from Three Pioneering Organizations,” in *Who Speaks for America’s Children? The Roles of Child Advocacy Organizations*, eds. Carol J. DeVita and Rachel Mosher-Williams, Washington, DC: Urban Institute Press, 2001, 165-190.

“The Letter Killeth: Americanization and Multiculturalism in Kindergartens in the United States, 1856- 1920” in *Kindergartens and Cultures*, ed. Roberta Wollons, New Haven: Yale University Press, 2000, 42-58.

“The Evolution of Teacher Education in Private Universities,” in *Places Where Teachers Are Taught*, eds. John I. Goodlad, Roger Soder, & Kenneth A. Sirotnik, San Francisco: Jossey-Bass, 1991, 187-235.

“A Vocation from on High: Kindergarten Teaching as an Occupation for Women in Turn-of-the-Century America,” in *Changing Education: Women as Radicals and Conservators*, eds. Joyce Antler and Sari Biklen, Albany: State University of New York Press, 1990, 35-50.

“Child Gardening: The Teaching of Young Children in American Schools, 1860-1930,” in *American Teachers: Histories of a Profession at Work*, ed. Donald Warren, New York: Macmillan, 1989, 65-97.