



Lucy Sprague Mitchell

Barbara Beatty



Lucy Sprague Mitchell:

Reminiscences of Lucy Sprague Mitchell Lucy Sprague Mitchell, 1960 Dean of Women at University of California 1906 marriage to Dr Wesley Clair Mitchell and move to New York 1912 interest in experimental education founding of Bank Street School teaching and writing for children **Here and Now Story Book** Lucy Sprague Mitchell, 1921 **Lucy Sprague Mitchell** Joyce Antler, 1987 A biography of the woman who made pioneering changes in the education of children fought to increase women's contributions to society and founded the Bank Street College of Education **Lucy Sprague Mitchell** Emily Pond Matthews, 1979 **Lucy Sprague Mitchell**, 1967* **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 Learning from Children Mary E. Hauser, 2006 This is the first published biography of Caroline Pratt an innovative progressive educator who founded the City and Country School in Greenwich Village New York in 1914 It provides a feminist analysis of Pratt's life and work that adds a new dimension to our appreciation of her contributions to progressive education Learning from Children also shows how an analysis of Pratt's work can inform our understanding of current critical issues in educational policy and practice Caroline Pratt's story will enliven courses on history of education foundations of early childhood education and women's history topics **Revisiting a Progressive Pedagogy** Nancy Nager, Edna K. Shapiro, 2000-03-02 Reviews the history and philosophy of a classic approach to teaching while emphasizing its continuing relevance for contemporary schooling *Feminist Interpretations of John Dewey* Charlene Haddock Seigfried, 2010-11-01 This is the first collection of essays to evaluate John Dewey's pragmatist philosophy from a feminist perspective The variety of feminist interpretations offered here ranges from Jane Addams's praise for his collegial efforts to resolve the problems of the inner city to contemporary comparisons of his approach with Addams's own critique of capitalism as patriarchal In between are essays assessing Dewey's contributions to feminist theory and practice both in his lifetime and in regard to contemporary feminist approaches to education subjectivity objectivity and truth and social and political philosophy At a time when feminists are questioning and developing alternatives to the scientific value free inquiry advocated by logical positivism the myth of detached observation informing the epistemological turn rationalistic ethics and the model of an unattached nonrelational subject this book reminds us of Dewey's early and passionate opposition to the same assumptions and his reconstruction of philosophy as a method of moral and political diagnoses and prognosis It has often been remarked that Dewey's pragmatism provides a genuine alternative to the usual masculinist biases of Western philosophy and the various essays in this book develop this claim more extensively Contributors besides the editor are Jane Addams Ana M Mart nez Alem n Paula Droege Marilyn Fischer Eugenie Gatens Robinson Judith M Green Lisa Heldke Ellen Condliffe Lagemann Erin McKenna Marjorie C Miller Elizabeth Kamarck Minnich

and Shannon Sullivan Bending the Future to Their Will Margaret Smith Crocco, O. L. Davis Jr., 1999-10-20 This lively and thought provoking collective biography uncovers the contributions of past women educators who promoted a distinctive vision of citizenship education A distinguished group of scholars including editors Margaret Smith Crocco and O L Davis Jr consider the lives and perspectives of eleven women educators and social activists Jane Addams Mary Sheldon Barnes Mary Ritter Beard Rachel Davis DuBois Hazel Hertzberg Alice Miel Lucy Sprague Mitchell Bessie Pierce Lucy Maynard Salmon Hilda Taba and Marion Thompson Wright concerned over the last century with issues of difference in schools and society This volume s reconstruction of hidden history reveals the importance of these women to contemporary debate about gender pluralism and education in a democracy Characterized by views of education that were constructivist customized and transformative their lives and ideas present an alternative model to dominant conceptualizations of education one sensitive to the demands of pluralism within civil education long before the present day debates about multiculturalism

Stealing from the Mother Jerry Aldridge, Lois McFadyen Christensen, 2013-08-11 This book is the only available compilation of women in education and psychology whose work has been marginalized forgotten or attributed to their male colleagues This resource includes women from the progressive era 1900 1950 the psychological period 1950 2000 and the political period 2000 2010 Caucasian and African American scholars from the Northeast Southern and Midwestern states are highlighted Some of the chapters are shorter than others due to the limited literature concerning some of the women In addition chapters describing the elimination of gender inequity in early childhood education the marginalization of women in education under No Child Left Behind as well as discrimination of women in higher education are included The book concludes with the need to rethink teacher education to include the exceptional contributions of the women who are showcased in this book Finally this source is an attempt to eliminate gender inequity in teacher education and educational psychology by restoring the contributions of feminine scholars

Children and the Environment ,1971 **Out of the Classroom and Into the World** Salvatore Vascellaro, 2011 Bank Street College of Education professor Salvatore Vascellaro is a leading advocate of taking children and teachers into a wider world as the key to improving our struggling schools Combining practical and theoretical guidance Out of the Classroom and into the World visits a rich variety of classrooms transformed by innovative field trip curricula showing how students hearts and minds are opened as they discover how a suspension bridge works what connects them to the people and places of their neighborhood and as they come to understand the ecosystem of a river by following it to its source Vascellaro shows equally that what teachers can offer children is fueled by their own engagement with the world and he offers stunning examples of teachers awakened by their direct experiences with the social issues plaguing American society from the flood torn areas of New Orleans to the mining areas of West Virginia Based on the core principles of progressive pedagogy and the wisdom gained from Vascellaro s experience as a teacher school administrator and teacher educator Out of the Classroom and into the World is a direct retort to test scores

and standards as adequate measures of teaching and learning an inspiring call and major new resource for anyone interested in reinvigorating America's classrooms *Learning from the Left* Julia L. Mickenberg, 2006 Publisher Description

Children Today, 1987 *OUR CHILDREN AND OUR SCHOOLS. A PICTURE AND ANALYSIS OF HOW TODAY'S PUBLIC SCHOOL TEACHERS ARE MEETING THE CHALLENGE OF NEW KNOWLEDGE AND NEW CULTURAL NEEDS. BY LUCY SPRAGUE MITCHELL.* Lucy S. Mitchell, 1951 **The Horn Book Magazine**, 1929 **Teaching Like that** Jaime G. A. Grinberg, 2005 This book provides the history of the first years of The Cooperative School for Student Teachers now known as Bank Street College of Education a progressive teacher education program Jaime G A Grinberg uses a broad range of documents including oral histories to understand and explain the beginnings of this program during the 1930s in New York The Bank Street program created and directed mostly by women was an innovative alternative and inspiring case of teacher preparation Providing detailed descriptions of classes taught by Lucy Sprague Mitchell *Teaching Like That* highlights the curriculum for teacher preparation progressive concepts of teaching and learning and institutional characteristics Courses in teacher education the history of education women studies and curriculum and teaching will find a great source of information in this book *Breaking Conventions* Patricia Auspos, 2023-07-13 This rich history illuminates the lives and partnerships of five married couples two British three American whose unions defied the conventions of their time and anticipated social changes that were to come in the ensuing century In all five marriages both husband and wife enjoyed thriving professional lives a shocking circumstance at a time when wealthy white married women were not supposed to have careers and career women were not supposed to marry Patricia Auspos examines what we can learn from the relationships of the Palmers the Youngs the Parsons the Webbs and the Mitchells exploring the implications of their experiences for our understanding of the history of gender equality and of professional work In expert and lucid fashion Auspos draws out the interconnections between the institutions of marriage and professional life at a time when both were undergoing critical changes by looking specifically at how a pioneering generation tried to combine the two Based on extensive archival research and drawing on mostly unpublished letters journals pocket diaries poetry and autobiographical writings *Breaking Conventions* tells the intimate stories of five path breaking marriages and the social dynamics they confronted and revealed This book will appeal to scholars students and anyone interested in women's studies gender studies masculinity studies histories of women in the professions and the history of marriage **Catalogue of Copyright Entries** Library of Congress. Copyright Office, 1946

Lucy Sprague Mitchell Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Lucy Sprague Mitchell**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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