

Contents

Col	our illustrations appear between pages 114 and 115		3.5	Summary	85
	Foreword, Peter Mortimore and Peter Blundell Jones	vii	4	Defining quality: characteristics of space within the	
	Preface and acknowledgements	i×		kindergarten environment	
	A note on methodology	×			
	Introduction	×i	4.1	Symbolic meanings	92
			4.2	Entrance spaces and lobbies	97
i	An architectural framework for an educational		4.3	Secret spaces: the house within the house, niches,	
	discussion: conceptions and contradictions			corners and dens	97
			4.4	Kitchens, storerooms, washrooms and lavatories	98
1,1	Definitions	1	4.5	The body: water play, baths and pools	105
1.2	Playing within a secure world	6	4.6	The external environment: gardens, fields, meadows	107
1.3	An architecture for the imagination	8	4.7	Art studios	109
1.4	Benefits of the recent growth of pre-school facilities	11	4.8	Light and colour	110
1.5	Social aspirations and women's rights	12	4.9	Economy and cost	115
1.6	Unemployment, social deprivation and the television		4.10	The 'green' nursery school: orientation	120
	as pacifier	12		Heating	123
1.7	Demographic transformations: needs and benefits	14		Lighting	123
1.8	The wider role of kindergartens and children in the city	/15		Summary	126
1.9	Pre-school educational curricula	17			
1.10	High/Scope	18	The	Projects	
1.11	Mature systems	23			
1.12	Summary	24	Intro	duction	131
			Orga	anic/metaphori <mark>c</mark> al	
2 A selective history: aspects of children's culture and		0	***************************************		
	architecture for children		Nant	t-Y-Cwm Stein <mark>er</mark> Nursery, Llanycefn, Wales	132
				dernheim-Nord 'Kita', Frankfurt, Germany	136
2.1	History and concepts	28		n de Niños la E <mark>spera</mark> nza, Tijuana, Mexico	140
2.2	Childhood before child care: London	38		einstitutioner, Amager, Copenhagen	144
2.3	Educational thought from Rousseau to Froebel	41		nsland Kinderga <mark>rten, Stuttgart, Germany</mark>	148
2.4	Pedagogical drawing, Froebel and learning to see	48		pawitta Children's Centre, Launceston, Tasmania,	1 10
2.5	Maria Montessori, Frank Lloyd Wright, Rudolf Steiner	56	Aust		151
2.6	Summary	63		rose Kindergar <mark>te</mark> n, Subang Jaya, Selangor, Malaysia	154
			Late	modern	
3	Meaning in contemporary kindergarten architecture		Late	modern	
	Training in contemporary kinder gar ten architecture		Cuar	rderia Infantil Aspe Alicanto Spain	157
3.1	Didactic versus neutral	69		rderia Infantil, <mark>Aspe, Alicante, Spain</mark> A Child Care Center, Los Angeles, California, USA	156
3.2	Metaphor	70		nheim-Sud 'Kita', Frankfurt, Germany	160
3.3	The organic	75		sheim-Sud 'Kita', Frankfurt, Germany	164
3.4	Late modernism	78			167
3.7	Late modernism	10	Cent	re de Vie Enfa <mark>ntine,</mark> Lausanne, Switzerland	170