

**University of Toronto Archives and
Records Management Services**



**William Fowler
Personal Records
B2008-0026**

**Garron Wells
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William Fowler Personal Records

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William Fowler Personal Records**Biographical note**

William J. Fowler was born on March 28, 1921 in Cambridge, Massachusetts. His university education was undertaken at Dartmouth College following service as Lieutenant Commander in the US Navy in World War II. He received a Bachelor of Arts degree in 1946. His Master of Arts degree was awarded from Harvard University in clinical psychology and social relations. He continued his doctoral studies at the University of Chicago in the Committee on Human Development department where he received his Ph.D. in 1959.

During his academic studies at the University of Chicago, he studied under Dr. Helen Koch (1895-1977), a pioneer in the study of child development and a former director of the University of Chicago Nursery School. His thesis, "Teaching a two-year-old to read: an experiment in early childhood learning" was based on his study of his own two year old daughter, Velia. His thesis was one of his first publications, appearing in *Genetic Psychology Monographs* in 1962. Following his doctorate he was awarded a postdoctoral research fellowship from NIMH for studies at the Institute of Human Development University of California at Berkeley. Throughout this period in the mid 1950s, Dr. Fowler was employed in various capacities as teaching assistant (University of California, Berkeley), Instructor (University of Chicago) and Director and Head Teacher at the Telegraph Hill Coop Nursery School in San Francisco (1956-1959). Following a year as Instructor in the departments of Pediatrics and Psychology at Yale University, Dr. Fowler returned in 1963 to the University of Chicago as Assistant Professor, Education and Human Development and Principal, University of Chicago Laboratory Nursery School, one of three laboratory schools at the University.

During 1966-1967 Dr. Fowler was an Associate Professor in Educational Psychology and Guidance at Yeshiva University, New York. In 1967, Dr. Fowler was appointed as Associate Professor in the Department of Applied Psychology at the Ontario Institute for Studies in Education (OISE) in Toronto. As the graduate school for education, OISE was affiliated with the University of Toronto. While at OISE Dr. Fowler led a major joint project between OISE and the Canadian Mothercraft Society (CMS). Two years earlier CMS had opened one of the first infant child care centres, becoming a leader in infant care and education. It continues to operate today, offering diploma courses in early childhood education. This two year project (1968-1970) involved the development of a model infant day care centre for disadvantaged children from four months to two and one half years of age. As a result of this work by Dr. Fowler and his research staff, Mothercraft produced a new curriculum for Early Childhood Education.

Among his teaching responsibilities, Dr. Fowler supervised numerous doctoral candidates, some of whom became co-authors of studies published in the 1970s and 1980s. In addition, Dr. Fowler taught a number of courses relating to child studies including Child and Adolescent Psychology. He was promoted to professor in 1975. Dr. Fowler resigned his position at OISE in 1980 to devote more time for his writing and scholarly work.

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Following his departure from OISE at the age of 60, Dr. Fowler returned to the United States to become a research associate with Harvard University (1979-1981), and then became Visiting Research Scientist and Lecturer in the Department of Child Study at Tufts University, Medford, Mass. (1981-1986).

It was during the mid 1980s that Dr. Fowler established his own not-for-profit company, Center for Early Learning and Child Care, Inc. Incorporated in 1985, its purpose was to conduct and disseminate research and information about early childhood education. One of the main products he produced was *Talking from infancy*, a video and book geared to parents and caregivers published in the early 1990s. Like his thesis produced some 40 years before, his granddaughter, Neva, was a main subject of research.

During his long career, Dr. Fowler was a prolific author in the area of early childhood education publishing more than 40 articles and seven books. In addition he produced numerous unpublished papers for conferences, workshops and presentations. His obituary summarized his contribution in the area of early childhood development which “showed that all children, both the gifted and the disadvantaged, could achieve substantial gains through consistent early enrichment. Today these ideas have been widely accepted and applied.”¹

Dr. Fowler died in Cambridge, MA on December 1, 2003, leaving his wife, Neva and four daughters.

¹ Obituary supplied by his daughter Monique Fowler, March 2008.

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Scope and Content Note

Records; 5.03 metres; multimedia; 1949 -2002

This fonds consists of one accession of personal records of Dr. William J. Fowler, former professor of applied psychology at the Ontario Institute for Studies in Education at the University of Toronto, and various US institutions such as University of Chicago, Harvard and Tufts University. The records are an important resource for students of the history of development of child studies in North America. Dr. Fowler, in addition to developing his own theories on early childhood development, was a colleague of several American pioneers in this area, such as Dr. Helen Koch, Dr. Robert Hess, Dr. Alice Honig and Prof. J. McVicker Hunt.

The records are organized into 10 series reflecting a career that spanned more than 40 years, from his days as a graduate student at Harvard and the University of Chicago to his years as a private consultant in his company, Center for Early Learning and Child Care, Inc. Included in this accession is correspondence, manuscripts of both published and unpublished works, teaching materials, research materials, grant proposals and reviews, special project files relating to the joint OISE- Canadian Mothercraft Society of the early 1970's, and records of the Center for Early Learning and Child Care, Inc.

Original research data with personal identifiers for children as subjects of research were not retained.

Access: Open with the following exceptions: Series 4 and Series 7 are restricted in part. See Series description for details.

Accession number: B2008-0026

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Series 1 Personal and Education

.19 metres; textual; 1949-2001

William Fowler was educated in the United States, attending Dartmouth College for his undergraduate degree (BA, 1946), and Harvard University for his Master of Arts Degree (1952) and the University of Chicago's Committee on Human Development department for his doctoral degree (Ph.D. 1959). He also continued his education as it related to his licensing as a professional psychologist in the United States.

Files in this series contain versions of his curriculum vitae, certificates relating to professional accreditation and licensing in various states, honours from the American Psychological Association, among others. Files documenting his university education are entirely concerned with this graduate education at Harvard University and the University of Chicago. Among the files are those containing class notes and papers while studying at Harvard, class notes and papers for courses in Education with Dr. Helen Koch at University of Chicago, as well as those relating to his doctoral thesis on "Teaching a two-year-old to read: an experiment in early childhood learning" (June 1959). There is one file relating to his research fellowship at the University of California where he undertook "Reading and general intellectual training and their relationship to psycho-social development in some normal 3-year-old children of average IQ." (1958-1961)

/001 (01)-(06) Biographical files

/001 (07)-(13) University education (1949-1952)

/002 (01)-(07) University education including PhD (1955-1961)

Series 2 Professional correspondence

.32 metres; textual; 1956 – 1999

This series contains correspondence between Dr. Fowler and colleagues, students, associates and others documenting his career as an academic in both Canada and the United States. The first files contain general correspondence in chronological order followed by subject files in alphabetical order. The subject files contain correspondence with particular individuals or organizations or topics. Titles of these files include correspondents such as former students such as Irene Beley, and Amy Swenson, colleagues such as J. McVicker Hunt (University of Illinois), Dr. Alice Honig (Syracuse University), Dr. Myrtle McGraw, Dr. Robert Hess (University of Chicago) and others. Topics and organizations include President's Committee on Mental Health, and the Telegraph Hill Co-op Nursery School, among others.

Researchers are advised to check both general and subject files for related correspondence as well as other series in this accession.

/002 (08)-(11) Correspondence – general (1960-1999)

/003 Subject files B - M

/004 Subject files N - Y

Series 3 Conferences

.59 metres; textual; 1960 – 1996

This series contains files documenting Dr. Fowler's involvement and/or attendance at academic and professional conferences held throughout North America over more than 30 years. Many of these files contain correspondence, proposals for sessions and/or paper, manuscript of the proposed or delivered paper, notes etc. Some conferences were internal to the University where he was employed such as the University of Chicago and Temple University in the 1960s, and at the Ontario Institute for Studies in Education (OISE) in the 1970s. Among the academic conferences attended were annual conferences of the American Psychological Association, Merrill-Palmer Institute, American Educational Research Association (AERA), Society for Research in Child Development (SRCD), and Esther Katz Rosen Symposium at the University of Kansas. He continued to deliver and attend conferences in Canada after leaving OISE in 1981. Many of the papers prepared for these conferences were later published, so researchers are advised to check both this series and Series 5 for drafts of papers on a particular topic.

See Appendix 1 for list.

/005 Conferences April 1960-Feb.4, 1967

/006 Conferences 1970-1974

/007 Conferences 1975-1980

/008 Conferences 1980- March 1993

/009 (01) – (07) Conferences August 1993- 1996

Series 4 Grant applications/reviews

0.48 metres; textual; 1960-2000

This series contains records documenting Dr. Fowler's application for funding for various research projects throughout his academic career and then as President of his not-for-profit company, Center for Early Learning Inc. It includes files for successful as well as unsuccessful applications. Files contain correspondence, written research proposal, application and other supporting documentation. Research projects included, among others, cognitive learning, reading and general intellectual training, developmental learning, establishment of an infant early childhood research laboratory, gender differences, and early language stimulation. Note that applications relating to the Mothercraft project will be found in Series 9.

As well, files relating to Dr. Fowler's assessment of other individual's applications to funding bodies are also included. These include mainly requests for assessment from the Canada Council (later Social Sciences & Humanities Research Council).

Arranged in chronological order.

Access: Files in /012 (04)-(11) & /013 (01)-(03) are restricted for 30 years

/009 (08) – (11) Grant correspondence (general) 1981-1989

Grant application files 1960-1961

/010 Grant applications 1962-1968

/011 Grant applications 1969-1988

/012 (01) – (03) Grant applications 1989, 1994, 2000

/012 (04) – (11) Reviews of grant applications 1969-1975

/013 (01) - (03) Reviews of grant applications 1982-1986

Series 5 Articles, reviews, other shorter works

0.88 metres Textual 1961-2002

This series contains a fairly complete set of files relating to his published articles and unpublished papers written by Dr. Fowler. Some were co-written with colleagues and former students such as Amy Swenson, Nasim Khan, D.A. Stearne and Gloria Roberts. Files may contain drafts of the manuscript, off print, correspondence, and notes relating to the paper. (For papers delivered at conferences see Series 3).

In addition to these files, are a subseries of files documenting Dr. Fowler's role as a reviewer of other scholar's submissions to learned journals or publishers. As an expert in his field, publishers requested his opinion on manuscripts submitted for publication. These are arranged in alphabetical order by name of journal or publisher and cover predominantly the 1970s and 1980s in boxes /013, /019 and/020

Access: Review files are restricted for 30 years.

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Series 5 Articles, reviews, other shorter works

Articles and Papers (See Appendix 2 for list):

- /014 – 1961-1966
- /015 - 1967- 1969
- /016 – 1970 - 1974
- /017 – 1974- 1979
- /018 – 1981 - 1986
- /019 – 1990- 2002

Reviews:

- /013 (04)-(15) AERA - *Interchange*
- /019 (09)-(14) John Wiley and Sons – *Journal of applied development and psychology*
- /020 (01)-(02)

Series 6 Books

.39 metres; textual; 1971 -1999

Dr. Fowler published seven books during his career relating to his specialty in child development. This series documents six of these books in varying degrees of completeness. For example, there is only one file on his 1978 books, *Day Care and its effects on early development: a study of group and home care in multiethnic, working class families* and its companion work, *Guides to early day care and teaching: supplement to Day Care and its effects on early development*. Early reviews of the manuscript in 1976 initially written with Nasim Khan, found it unacceptable for publication in its current form. It was ultimately published by OISE in 1978 and in 1979 an agreement was reached for it to be published in Italian.

The files documenting *Infant and child care*, published in 1980 along with its companion *Curriculum and Assessment Guide* contain correspondence with the publisher and reviews during the production of the book in 1979-1980 as well as later correspondence with those requesting permission to reproduce sections from both works. Also included are working drafts and documentation on the infant adaptation scales developed with James Sutherland (1971-1979).

Dr. Fowler's third major work was the two volume work, *Potentials of Childhood*, published in 1983 while on the staff at Tufts University. Fowler authored the first volume entirely. In it he provides "a historical survey and critical analysis of perspectives and research on early education and early experience." Volume 2 "is a series of studies on early developmental learning following a strategy developed over the course of these and other studies."² Fowler wrote the first three chapters of this volume, while other authors, Amy Swenson, Karen Ogston, Gloria Roberts and Douglas A. Steane wrote chapters 4 to 7. His co-authors were his students at OISE. Reviews of Volume 1 show that it was well received; Volume 2 was described by one reviewer as 'disappointing' and was especially critical of the chapters

² Fowler, William. *Potentials of Childhood, Volume 1: A historical view of early experience*. (Lexington, MA: Lexington Books 1983) p. xii

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written by Fowler's students, describing them as "detailed presentations of data better suited to professional journals", and "poorly proofread" with "many missing or incorrect references".³ Volume 1 was reprinted in 1984.

Records relating to this book consist of administrative correspondence, financial notes, the contract with Lexington Books, publicity and review files, and drafts and working notes relating to chapters Fowler wrote for both volumes. There is no complete manuscript for either volume.

Early experience and the development of competence was a monograph edited by Fowler for the *New Directions for child development* series. Fowler's contribution to this publication, in addition to his role as editor, was Chapter 5 "Early experiences of great men and women mathematicians". Included in the records for this book are files for each chapter as well as his "Editor's Notes" at the beginning of the book. Files include correspondence, notes and manuscripts. Finally, there are two files relating to his last (and yet unpublished?) book entitled *Teaching your preschool child to read* completed in 2000. The manuscript is remains in the hands of his family, and these files contain early drafts and some correspondence ca 1986-1989.

Also contained in this series are files relating to what is believed to have been a proposed book *Pathways to competence* in the 1980s. Included are mainly drafts and notes for proposed chapters.

For records relating to his book and video entitled *Talking from infancy. How to nurture & cultivate early language development*. Cambridge, MA: Center for Early Learning and Child Care, 1990, 1995. (originally published by Brookline Books) see Series 10.

Box	Title	Dates
/020 (03)	<i>Day Care and its effects on early development: a study of group and home care in multiethnic, working class families</i> and <i>Guides to early day care and teaching: supplement to Day Care and its effects on early development</i> . Toronto: OISE, 1978	1976-1987
(04)-(07)	<i>Infant and child care: a guide to education in group settings</i> . Boston: Allyn & Bacon, 1980	1971-1992
(08)- (12) /021 (01)- (09)	<i>Potentials of Childhood. Volume 1 A historical view of early experience.</i> & <i>Volume 2: Studies in early developmental learning</i> . Lexington MA: Lexington Books, 1983	1980-1988
/021 (10)- (16)	<i>Early experience and competence development</i> . No. 32, June 1986 of <i>New Directions for Child Development</i> . San Francisco: Jossey-Bass, 1986.	1983-1986
/022 (01)-(03) (04)	The ideal and the real [proposed child care book?] – draft Chapter 1	n.d.
/022(05) – (10)	<i>Pathways to competence</i> . [Proposed book on parenting?].	[1980s?]
/022 (11)-(12)	<i>Teaching your preschool child to read</i> . Submitted for publication, 2000	Ca 1986-1989

³ B2008-0026/020 (11)

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Series 7 Teaching

.65 metres; textual; sound and moving image ; 1954 - 2000

Dr. Fowler was associated with several universities in the United States and Canada as researcher, administrator and teacher. This series documents his teaching activities from his time as a graduate student and professor at the University of Chicago, through his academic career at OISE and at Tufts University, and in his later career as a consultant. Files contain lecture notes, course materials, and correspondence. He also maintained an ongoing correspondence with many of his students from his years at OISE, providing advice, references and support as they continued their academic careers.

Access: Correspondence with students in box 027 is restricted for 30 years.

Box	Title	Dates
/023		
(01)	Harvard University Course P865 Families and literacy	1980
(02) – (06)	Tufts University Courses CS163 (Child Study) and CS 001 (Introduction to the Child); correspondence etc	1983-1985
/023 (07)-(15)	University of Chicago and University of Chicago	1954-1967
/024 (01) – (09)	Nursery School (UCNS): correspondence, lecture notes, course outlines, etc	
/001M-	Film - <i>How soon the first R</i> – 2 reels	1960s
/002M	Work print of film on early reading. Fowler is seen discussing the Laboratory Nursery School at the University of Chicago.	
	1960s	
/024 (10)-(14),	[University of Toronto] Ontario Institute for Studies in Education	1967-1978
/025 (01) – (06)		
/025 (07)-(14), /026	External lectures, talks and workshops	1964-1988
(01) – (07)		
/027	Students – correspondence. Alphabetical order by surname of student. Restricted	1972-2000

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Series 8 Mothercraft –OISE Project

.75 metres; textual; sound and moving image; 1967-1974

In 1968, Dr. Fowler headed up a research team in a joint Canadian Mothercraft Society (CMS) – OISE study to determine the effects of quality child care on disadvantaged children. This two-year joint study formed the basis upon which the Early Childhood Education (ECE) curriculum was written. In particular it involved the development of a model infant day care centre for disadvantaged children from four months to two and one half years of age. It also included a follow up study conducted by Dr. Fowler in 1973-1974.

This series documents this joint study with Mothercraft in general and Dr. Fowler's role in particular. It includes minutes of meetings of the Board of Mothercraft, and the OISE research staff, correspondence with Mothercraft officials, OISE faculty and staff, municipal, federal and provincial governments, private foundations (like the Atkinson Foundation, Laidlaw Foundation), research proposals, budget and publicity files, papers and progress reports. Also included is the film script for "Joint OISE-Mothercraft Infant Demonstration Program" with text of Dr. Fowler's commentary (1973).

This series also includes film elements including original negative, sound track and release print to the OISE produced film *A Demonstration Program on Infant Care and Education* in which Dr. Fowler describes the OISE Infant care and education program and Mothercraft Society with emphasis on learning through play.

- /028 Correspondence, minutes of CMS and OISE, subject files
- /029 Correspondence, research proposals, budget files, publicity
- /030 Papers and progress reports
- /003M - /004M Film elements

Series 9 Center for Early Learning and Child Care, Inc.

0.39 metres; multimedia; 1985 - 1999

In 1985 Dr. Fowler incorporated his own consulting and educational not for profit company to "...conduct and disseminate research and information about early childhood education". Based in Cambridge, Massachusetts, Dr. Fowler was president and his daughter Velia as Treasurer. His other daughters, Monique and Josephine, along with his wife, Neva were also involved as directors of the company.

Records in this series consist of administrative files relating to incorporation, correspondence, film scripts, and other files relating to projects conducted in the 1980s and 1990s in particular the production of both the book and videos entitled *Talking from infancy. How to nurture & cultivate early language development*, and *Little Neva learns to talk*, other talks and presentations.

- /031 Administration files, correspondence, talks, presentations etc.
- /032 Talking from Infancy – files relating to production of book and video including law suit with the original publisher Brookline Books, Inc; copy of book

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Series 9 Center for Early Learning and Child Care, Inc.

/033 (01) – (08)

Effects of early language enrichment on later competence development – follow up study 1987-1999 (predominant 1995-1999)

/005M *Talking from infancy. How to nurture & Cultivate early language development.* 96 minute videotape

/006M *Little Neva learns to talk: 3 to 23 months. A companion video to Talking from Infancy.* 59 minute videotape

Series 10 Research

.39 metres; textual, graphic ;1962 - 1986

Throughout his career, Dr. Fowler conducted numerous studies relating to infants, toddlers and school age children. Some of these have been highlighted in the previous series and relate to his long time interest in twins, day care, child rearing and the impact of developmental stimulation.

This series contains only a sampling of the voluminous original and secondary research materials collected and compiled by Dr. Fowler. Much of the original data containing personal identifiers of children has not been retained for obvious privacy and ethical reasons. Represented in this series are files relating to research spanning some 25 years on topics such as reading, cognitive style, language stimulation and development (with specific reference to the Italian and West Indian studies), and specific studies such as the Bassari, Manitoulin Island and Woodbine Day Care. Files may contain correspondence, drafts of manuscripts, notes, cumulative data, original forms developed by Dr. Fowler for a specific study, notes, and reports. The Bassari project is also documented in photographs showing Dr. Fowler at work in the field.

/033 (09)-(12) – 1962-1969

/034 1969-1980s

/035 1970-1986

/001P photographs

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Appendix 1 Series 3 Conferences

* indicates manuscript of paper included in file.

Box	Title	Dates
/005 (01)	University of Chicago. Committee on Human Development 11 th Annual Symposium*	April 1960
(02)	California State Psychological Association*	Dec. 1960
(03)	American Psychological Association, New York *	Sept. 1961
(04)	Merrill-Palmer Institute. Research Problems and Issues in Early Childhood Education *	Dec 2, 1961
(05)	Pre-school Association of Metropolitan Detroit	Sept. 22, 1962
(06)	Child Development Center. Institute on the concept of development and early childhood education	Sept. 28, 1962
(07)	National Association for Nursery Education *	Nov. 1962
(08)	Women's Board of the University of Chicago *	Oct. 29, 1964
(09)	American Educational Research Association *	Feb. 12, 1965
(10)	University of Chicago. Workshop on Independent Learning	July – August, 1965
(11)	North Shore Mental Health Association	Nov. 1965
(12)	Social Science Research Council Conference on pre-school education, University of Chicago Feb. 1966 *	1965-1966
(13)	Society for research in child development (SRCD) *	March 1966
(14)	Bank street college of education 50 th anniversary symposium April 22-24, 1966	April 1966
(15)	Creative playthings/learning center conference, June 15-16, 1966	June 1966
(16)	NAEYC panel on early learning, Chicago. *	Nov 1966
(17)	American Association for the advancement of science *	Dec. 30 1966
(18)	Head Start Research Conference, Temple University *	Feb. 4, 1967
/006		
(01)	Problems in the teaching of young children conference, Toronto *	March 1968
(02)	CEC Convention, New York City	April 18, 1968
(03)	Ontario Education Research Council Annual Conference *	Dec 1968
(04)	Merrill-Palmer Institute Infant Development Conference, Detroit	Feb 1969
(05)	Ontario Psychological Association, Toronto *	Feb 1969
(06)	AERA Annual Meeting, Los Angeles	Feb 1969
(07)	SRCD, Santa Monica *	March 1969
(08)	Nursery education association of Ontario Annual Conference *	May 16, 1969
(09)	Canadian Psychological Association	June 1969
(10)	Oberlin College, Ohio. Senior Seminar in Psychology	1970
(11)	American Psychological Assn, Miami Beach *	Sept 1970
(12)	American Educational Research Assn, New York *	Feb 1971

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Box	Title	Dates
/006		
(13)	Merrill-Palmer Conference on research and teaching of infant development *	Feb 1971
(14)	Hamilton & District Council cooperative pre-schools conference	April 1971
(15)	Temple University. College of Education	1972
(16)	Symposium on the Child and the curriculum, University of Missouri *	March 1973
(17)	Child birth education association of Toronto	Oct 1973
(18)	Ontario Psychological Assn Division of psychologists in education, Ottawa *	Feb 1974
(19)	Parent cooperative preschools international, Ottawa	Feb 1974
(20)	American Educational research assn. *	April 1974
(21)	Conference on professional practice, Longford Mills, Ont.	May 1974
/007		
(01)	Early childhood education lecture seminar series, Niagara College, Welland, Ont	Feb 1975
(02)	SRCD, Denver *	April 1975
(03)	University of California, Berkeley	April 1975
(04)	Psychomotor development of young handicapped children conference, University of Wisconsin *	Sept 1975
(05)	American educational research assn annual meeting, San Francisco *	April 1976
(06)	First Atlantic Conference on daycare, Dalhousie University, Halifax	May 1976
(07)	Canadian Psychological Association Annual Meeting, Toronto	June 1976
(08)	Second Atlantic Conference on day care, Dalhousie University, Halifax	May 1977
(09)	Early childhood education student conference, George Brown College, Toronto	April 1979
(10)	Atlantic Institute of Education Graduate Colloquium, Halifax	Jan 1979
(11)	Early language retention presentation, Concordia University, Montreal	April 6, 1979
(12)	Perspectives on the child conference, University of Alberta	Aug. 1979
(13)	Early childhood education, University of Windsor	Aug 1979
(14)	International congress on early childhood education, Tel Aviv, Israel Jan 1980	1979-1980
(15)	International conference on infant studies, New Haven, Conn.	April 1980
(16)	Tennessee association on young children annual conference, Memphis.*	Oct 1980
(17)	Association for early childhood education, London, Ont.	Oct 1980

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Box	Title	Dates
/007		
(18)	Association for supervision and curriculum development annual conference, St. Louis, Missouri *	March 1981
(19)	Canadian Child of the 1980s conference, Mount Saint Vincent University, Halifax	March 1981
/008		
(01)	Canadian child of the 1980s conference, Mount Saint Vincent University, Halifax *	March 1981
(02)	Nassau Community College , Garden City, NY. Conference	May 1981
(03)	Clinical, management and cultural issues in early intervention. Union Hospital, Lynn, Mass.	May 1982
(04)	2 nd Colloque International de Kedougou, Senegal *	Feb 1985
(05)	International society for the study of behavioural development, Tours, France	July 1985
(06)	Boston institute for the development of infants and parents, Pine Manor College, Chestnut Hill, MA	Nov 1986
(07)	OISE early language development: how to nurture and cultivate	Nov 1987
(08)	American educational research assn. annual meeting, New Orleans	April 1988
(09)	Children's hospital of eastern Ontario Conference, Ottawa	May 1989
(10)	Sarnia-Lambton Centre Workshop. Seminar on perspectives on home tutoring *	Spring 1989
(11)	Gerrard Resource Centre , Toronto. Infant & toddlers conference	Oct 1991
(12)	International society for infant studies, Miami. May 1992	1991-1992
(13)	Syracuse University. College for Human development. Quality infant/toddler care giving workshop	June 1992
(14)	Esther Katz Rosen Symposium, University of Kansas, Lawrence KS *	Feb 1992
(15)	Women's and Infants Nursing network of Boston. First annual conference, Boston	April 1992
(16)	Esther Katz Rosen Symposium, University of Kansas, Lawrence KS *	Feb 1993
(17)	SRCD *	March 1993
(18)	Boston association for the education of young children. Spring conference	March 1993
/009		
(01)	10 th world congress on gifted and talented education, University of Toronto *	Aug 1993
(02)	Ninth international conference on infant studies, Paris *	June 1994

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Box	Title	Dates
/009		
(03)	Esther Katz Rosen Symposium, University of Kansas, Lawrence KS *	Sept – Oct 1994
(04)	NAEYC Conference – proposal only	1995
(05)	SRCD Biennial meeting, Indianapolis *	Mar –April 1995
(06)	Esther Katz Rosen Symposium, University of Kansas, Lawrence KS *	Sept 1995
(07)	Head Start's third national research conference, Washington, D.C. *	June 1996

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Appendix 2 Series 5 Articles and other shorter works

Box (File)	Title	Dates
/014		
(01)	Cognitive stimulation, IQ changes and cognitive learning in three-year-old twins and triplets. Abstract. <i>American Psychologist</i> , 16, 373	1961
(02)	Cognitive learning in infancy and early childhood. <i>Psychological Bulletin</i> , 59, 116-152	1962
(03)	The informed heart. Book review. <i>Merrill-Palmer Quarterly</i> , Vol 8, No. 2, 133-140 – offprint only	1962
(04)	Experience and the early development and differentiation of abilities. Submitted for publication to <i>Psychological Review</i> .	1963
(05)	Multiple birth and mental health. In A. Deutsch (ed.) <i>Encyclopedia of Mental Health</i> . New York: Franklin Watts, 1267-1275	1963
(06)	The concept of the gifted child in the preschool years. <i>The Gifted Child Quarterly</i> . 102-105	1963
(07)	Structural dimensions of the learning process in early reading. <i>Child Development</i> 35, 1094-1104	1964
(08)	Concept learning in early childhood. <i>Young Children</i> 21, 81-91	1965
(09)	A study of process and method in three-year-old twins and triplets learning to read. <i>Genetic Psychology Monographs</i> , 72, 2-89	1965
(10)-(11)	The influence of systematic cognitive stimulation upon cognitive and psychosocial development in three-year-old identical twins and triplets. [Earlier versions of (08) above.]	Ca 1965
(12)	Design and values in nursery school structures. <i>Inland Architect</i> , 9, 12-15	1965
(13)	Dimensions and directions in the development of affecto-cognitive systems. <i>Human Development</i> , 9, 18-29	1966
(14)-(16)	Infant stimulation and the etiology of cognitive processes. <i>ERIC Reports</i> . Washington, DC: US Dept. of Health, Education and Welfare.	June 1966
/015		
(01)	Developmental science learning for disadvantaged children. <i>Elementary School Journal</i> 68, 76-87	1967
(02)	The design of early developmental learning programs for disadvantaged children. <i>Supp. To IRCD Bulletin</i> , 3, 1A	1967
(03)	Models for learning in an integrated preschool. With A. Burnett. <i>Elementary School Journal</i> 67, 428-441	1967
(04)	Dimensions for environmental control of developmental learning in early childhood. <i>Psychologic Wychowanie</i> 10, 265-281, No. 3 and 385-397 No. 4	1967

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Box (File)	Title	Dates
/015 (05)	The effect of early stimulation on the emergence of cognitive processes. In R.D. Hess and R.M. Bear (eds) <i>Early Education</i> . Chicago: Aldine. File contains early drafts titled "Longitudinal study of early stimulation in the emergence of cognitive processes" 1966	1968
(06)-(08)	Developmental stimulation of three-year-old identical twins and triplets. Submitted to OISE, Editorial Dept. for <i>Occasional Papers</i>	1968-1973
(09)	The effect of early stimulation: the problem of focus in developmental stimulation. <i>Merrill-Palmer Institute Quarterly</i> , 15, 157-170	1969
(10)	The conflict between structure and creativity in early learning. Unpublished	[Ca 1969]
(11)	Language and direct observation in teacher education	[ca 1969]
(12)	A developmental learning strategy for early reading in a laboratory nursery school.	[ca 1969]
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(01)	Cognitive orientations toward child-rearing. Parent Guide. Research instrument.	[ca 1970]
(02)	Language mediated visual discrimination concept learning apparatus.	Feb. 1970
(03)	Outline for model of object concept learning in infancy and early childhood. Working document.	April 1970
(04)	Outline of tutorial infant development stimulation program. Preliminary draft.	Oct. 1970
(05)	Problems of deprivation and developmental learning. <i>Merrill-Palmer Quarterly</i> 15, 157-170	1970
(06)	On the value of both play and structure in early education. <i>Young Children</i> 27 No. 1	1971
(07)	Mental prodigies. In <i>Encyclopedia of Education</i> . New York: Macmillan	1971
(08)	Complex motor learning in four-year-olds. With K.A. Leithwood. <i>Child Development</i> 42, 781-792	1971
(09)	Cognitive baselines in early childhood: developmental learning and differentiation of competence rule systems. Chapter 11 in <i>Volume 2: Deficits in Cognition. Cognitive Studies</i> edited by Jerome Hellmuth. New York: Brunner/Mazel	Ca 1970-1971
(10)	Cognition and movement: theoretical, pedagogical and measurement considerations. With K.A. Leithwood. <i>Perceptual and Motor Skills</i> 32, 523-532	1971
(11)	A developmental learning strategy for early reading in the nursery school. <i>Interchange</i> 2, No. 2	1971
(12)	Learning language syntax through guided play. With D. Wale and Gail Rochman. Draft	Nov 1971

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Box (File)	Title	Dates
/016 (13)	A follow-up study of children with early experience in day-care: academic and socio-emotional status as compared to a control group without any day care experience. With Nasim Khan. Draft	Dec 1971
(14)	Language competence scale: measurement of selected language rules	Dec 1971
(15)	A developmental learning approach to infant care in a group setting. <i>Merrill-Palmer Quarterly</i> 18, 145-185	1972
(16)	Infant education. In N. Byrne and J. Quarter (eds) <i>Must schools fail: the growing debate in Canadian education</i> . 104-125	1972
(17)	The development of competence and deficit and some Canadian perspectives. Chapter 5 in T. Ryan (ed) <i>Poverty and the child: a Canadian study</i> . Toronto: McGraw-Hill Ryerson.	1972
(18)	Language: Developmental stimulation program	March 1974
(19)	From intuitive to rational humanism: the comparative effects of group and home care on infant development. Submitted for publication. Based on paper presented to the Canadian Psychological Association, Windsor.	July 1974
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(01)-(02)	The later effects of infant group care: a follow-up study. With Nasim Khan. Toronto: OISE, 1974. Internal publication	June & Nov 1974
(03)	Diagnostic-developmental monitoring system (for children 6 months to 6 years old and their caregivers). With Nasim Khan in collaboration with the Woodbine Research Staff. Toronto: OISE, 1975. Unpublished	July 1975
(04)	Early reading program. With D.A. Steane. OISE	1975
(05)	How adult-child ratios influence infant development. <i>Interchange</i> . 6, 17-31. Toronto: OISE	1975
(06)	Sequence and styles in cognitive development. In F. Weizman and I.C. Uzgiris (eds). <i>The structuring of experience</i> . New York: Plenum, 265-295	1977
(07)	Reading before school. <i>The Saturday Evening Post</i> .	1977
(08)	Infant learning –the impact of teacher ratios. <i>Perception</i> . September/Oct 1977, 30-31 Ottawa: Canadian Council on Social Development	1977
(09)	Learning through play. A guide for parents and teachers of children 6 months to 6 years. With Nasim Khan and Shama Khan. Toronto: OISE	Ca 1978
(10)	Competence development in a tribal society. With Josephine Fowler, Oberlin College. Submitted for publication to <i>Young Children</i> .	1978
(11)	The influence of early language stimulation on development: four studies. With Amy Swenson. <i>Genetic Psychology Monographs</i> 100, 73-109.	1979

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(12)	Hypothesis formation as a facilitator of conceptual development. With Sonja C. Grover. <i>Canadian Journal of Behavioural Science</i> . Vol II No. 1 pp 53-63.	Jan, 1979.
(13)	Differential effects of early language, gross motor and cognitive stimulation on later development.	July 1979
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(01)	A strategy for stimulating infant learning. In R.L. Schiefelbusch (ed.) <i>Early language: acquisition and intervention</i> . Baltimore: University Park Press	1981
(02)	Elements of early care and education programs. Submitted for publication to <i>The Forum</i>	1981
(03)	Case studies of cognitive precocity: the role of exogempis and endogenous stimulation in early mental development. <i>Journal of Applied Developmental Psychology</i> . 2, 319-367	1981
(04)	Cognitive differentiation and developmental learning. <i>Advances in Child Development and Behavior</i> . Vol 15, 163-206	1980-1981
(05)	Family Cognitive ecology inventory: patterns of family interests and activities	1983
(06)-(08)	Ecological adaptation and socialization of competencies among the Bassari (Etyolo). (French and English versions) Chapter in <i>Documents du CRAMH</i> . Paris: Laboratoire d'Anthropologie, Musée de l'Homme. On the occasion of the retirement of Monique Gessain.	1985-1986
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(01)	Early stimulation and the development of verbal talents. In M.J.A. Howe (ed) <i>Encouraging the development of exceptional skills and talents</i> . Leicester, UK: British Psychological Society	1990
(02)	Early swimming: do the benefits outweigh the risks? <i>The Brown University Child and Adolescent Behavior Letter</i> . December 1991, p. 5	1991
(03)	Little Neva learns to talk: a case study in early language enrichment. <i>Early Child Development and Care</i> . 96, 101-134	1993
(04)	Accelerating Language Acquisition. With K. Ogston and G. Roberts-Fiati. In K. Ackrill (ed) <i>The origins and development of high ability</i> . Chicester, UK: Wiley	1993
(05)	Language interaction techniques for stimulating the development of at risk children in infant preschool day care. <i>Early Child Development and Care</i> , 3, 35-48	1995
(06)	Against the tide: great women mathematicians. Center for Early Learning and Child Care Inc. [submitted for publication?]	Ca 1996

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(07)	The effects of early language enrichment on the development of competence. Submitted for publication. <i>Child Development</i>	2002