



Ann Miles Gordon • Kathryn Williams Browne

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BEGINNING ESSENTIALS in early childhood education





Beginning Essentials in Early Childhood Education



Beginning Essentials in Early Childhood Education

Third Edition



Ann Miles Gordon

Kathryn Williams Browne

Skyline College



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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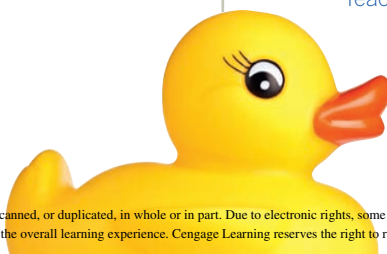
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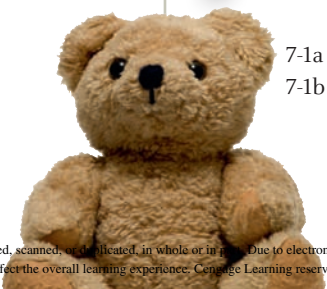
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Preface

Our Mission: The Essential Approach

Tomorrow's teachers will confront the challenge of teaching a diverse group of learners differentiated by their abilities, ethnic and cultural backgrounds, family support, values, and beliefs. They will learn to navigate the tension between standards and assessments, and developmentally appropriate principles and practice. New teachers must understand the meaning of professionalism and how their personal development fosters their professional commitment. In order to accomplish this daunting but exciting task, students need a text that is current, comprehensive, and able to connect knowledge and theory to the classroom—one that has eclectic viewpoints and a variety of models that depend on their understanding of themselves as members of a lively and fulfilling profession. *Beginning Essentials in Early Childhood Education* accomplishes that goal.

The purpose of *Beginning Essentials* is to promote the competence and effectiveness of new teachers through the *essentials*: the absolute basic and indispensable elements that create a foundation for teaching young children. These *essentials* include knowledge, skills, attitudes, and philosophies to help form the teaching experience. The authors express a viewpoint about quality early education and what practices ensure excellence. In the area of cultural sensitivity and multicultural relationships, a “both/and” attitude is encouraged, following the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practices. The value of learning how to use the NAEYC Code of Ethical Conduct is highlighted in each chapter, as is the importance of adapting the NAEYC Standards for Early Childhood Professional Preparation.

Beginning Essentials maintains that every child and family is unique and that they deserve the respect and affirmation of their cultural identity. The text weaves a strong multicultural perspective and consciousness throughout in order to help prospective teachers and caregivers increase their sensitivity to different cultural practices and values.

How Do We Meet the Needs of Today's Learners?

Beginnings Essentials is intended for college students who are interested in young children, beginning teachers who plan to engage in early care and education, practitioners in direct services to children and families, and professionals in the workforce who are enlarging their knowledge base. Throughout our comprehensive chapter coverage and unique pedagogical features, we provide a resource that meets the needs of today's early childhood educators.

Chapter Organization

The book is organized into four sections, each of which asks one of the questions that defines the comprehensive nature of teaching young children: (1) What Is the Field of Early Childhood Education? (2) Who Is the Young Child? (3) Who Are the Teachers? and (4) What Is Being Taught? The book's flexibility allows instructors to begin with any section that seems appropriate to meet the needs of their classes.

Section 1: What Is the Field of Early Childhood Education?

Descriptions of early childhood history, current issues, and the types of programs provide a basis for understanding the complexity of the field.

In Chapter 1, history and current issues are combined to give students a sense of progression and a feel for issues that are challenging today's teachers. The past and the present are woven into a smooth story with four key themes: the importance of childhood, social reform, transmitting values, and professionalism.

Chapter 2 moves the student directly into the variety and depth of early childhood programs and the importance of developmentally appropriate practice (DAP) in creating good programs. The principles of DAP are matched with examples of DAP in action so that students will see a direct correlation between the DAP criteria and classroom application.



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Section 2: Who Is the Young Child?

This section begins with a discussion of the young child's growth, followed by an overview of the developmental and learning theories that form the cornerstone of our knowledge about children.

Chapter 3 provides students with an understanding of the nature of the children they will teach and their common characteristics and wide individual differences. Word Pictures, which are age-level descriptions, are a popular feature with students who have used this text, as they enable students to anticipate children's needs and plan appropriate experiences for them.

Chapter 4 gives the student concise descriptions of universal and life-span theories and other developmental topics on which sound teaching principles and practices are based. Play, as a cornerstone of learning, and updated information on brain-based research provide further application of theory to classroom use.

Section 3: Who Are the Teachers?

This section defines the aggregate of influences that teachers in the early childhood setting reflect. Each chapter enlarges the student's view of what makes up a professional teacher.

Chapter 5 describes the roles and responsibilities of an early childhood teacher as "professionalism in action" and introduces students to a broader definition of teaching. Examples of everyday ethical situations provide opportunities for students to discuss their own values and beliefs in response to the NAEYC Code of Ethical Conduct. The chapter also explores team-teaching situations and the importance of teacher evaluations.

Chapter 6 enhances the student's ability to observe, record, and assess the behavior of young children. Along with a comprehensive description of observation tools and effective techniques, there are updated segments about child evaluation, early learning standards, and concerns about testing and screening.

Chapter 7 demonstrates how guidance and behavior are critical factors in the life of a classroom teacher. Problem solving, conflict resolution, and a wide range of guidance techniques give students the necessary tools to guide young children toward their potential.

Chapter 8 offers a perspective on the all-important collaboration of families and teachers in creating the best possible learning environment for young children. Discussions of the definitions of family, today's family structures, and challenges facing families bring a relevancy to students.

Section 4: What Is Being Taught?

This section reflects on what is being taught through the environment and the basic elements of creating curriculum.

Chapter 9 defines the characteristics of high-quality environments that include elements of health, safety, and nutrition, as well as anti-bias and self-help approaches and the inclusion of children with disabilities. The student learns how the deliberate use of the environment serves as a teaching strategy for appropriate behavior and learning.

Chapter 10 is based on the premise that a play-based curriculum is the foundation for early childhood learning, and the chapter provides students with examples of developmentally and culturally appropriate approaches. Students will learn the importance of play, emergent and integrated curricula, projects, and how different learning styles can be applied to curriculum development. A summary of curriculum models and their key characteristics and philosophies demonstrate the application of DAP in the classroom.

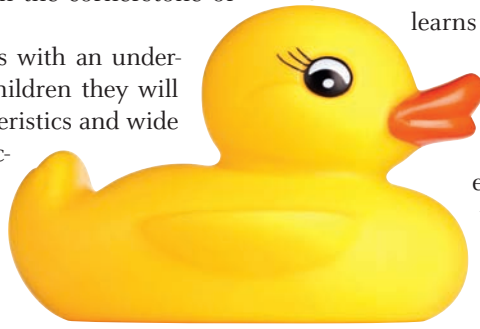
California Edition

This California-specific edition directly connects the California Early Childhood Educator Competencies to the material in the text. The beginning of each chapter highlights which competencies are covered in the chapter, and a detailed chart in the appendix shows the correlation of each chapter to the standards through the competency area/performance area/topic levels.

Special Features and Pedagogy

We offer numerous learning aids and engaging features to enrich the learning experience of students and to connect theory to practice. These include:

- **Student Learning Outcomes** at the beginning of each chapter are correlated to the main sections in each chapter and show students what they need to know to process and understand the information in the chapter. After completing the chapter, students should be able to demonstrate how they can use and apply their new knowledge and skills.
- **Truth or Fiction Questions** at the beginning of each chapter engage students' curiosity as they find the content and answers highlighted in each chapter.
- **NAEYC Standards** for Early Childhood Professional Preparation at the beginning of each chapter relate to chapter content, stressing the importance of becoming familiar with professional requirements and accountability.
- **Teacher Talks**, found in each chapter, are personal stories by early childhood educators that add a realistic image to the art of being a classroom teacher. Each vignette brings to light an issue or reflection that all teachers face at one time or another.
- **Special Focus Boxes** discuss themes of primary importance. Each chapter will have highlighted feature boxes on *Diversity*, *DAP* (developmentally appropriate practice), *Professionalism*, *Standards*, and *Ethics* that emphasize



for students the importance of these themes in the early childhood field.

- **Key Terms** are embedded in the margins of each chapter and located where they are introduced to remind the student of the most important concepts.
- **TeachSource Video** features allow students and instructors to relate important chapter content to real-life scenarios in early child care settings. TeachSource Videos provide students with an opportunity to hear from real educators who are doing the work that they are preparing to do. The TeachSource Videos and other engaging video clips provided on the Education CourseMate website offer critical-thinking questions and give students ample opportunities for reflection and discussion.
- The **Word Pictures** special section in Chapter 3 describes the major characteristics of children from infancy through 8 years of age. This popular feature helps students become familiar with expected behaviors in young children as a frame of reference for creating programs and planning curriculum that responds to the children's interests as well as their abilities and needs.
- **End-of-Chapter Aids** provide the student with an overall review of the material within the chapter. The Summary is aligned with the Learning Outcomes at the beginning of the chapter and emphasizes how the key Standards and Learning Outcomes were achieved.
- **Correlation Chart** to the latest NAEYC Standards for Early Childhood Professional Preparation is found on the inside covers of this book, helping students make connections between what they are learning in the textbook and the standards. The handy chart makes it easy to see where the key standards in the field are addressed in specific chapters and topics throughout the text.
- **Culturally Appropriate Practice and DAP** continue to be the subtheme of *Beginning Essentials* through the emphasis on an understanding of the child and the **factors affecting a child's growth and development**. We believe it is important that students realize the deep and crucial contributions that children's families, cultures, and languages make to development. NAEYC's years of experience in the definition and application of DAP has given further insights, which are reflected throughout the book.

What's New in This Edition

The third edition of *Beginning Essentials* represents a completely updated work, both in the content and presentation. Some highlights of the new coverage and features include:

- NEW—**Teacher Talks**, written experiences from classroom teachers, are found in every chapter to bring the reality of the classroom to students. These vignettes enhance the student's understanding of the variety of roles and responsibilities teachers have as well as provide a window to the personal and professional growth of a teacher.

- NEW—**Brain Research Says....** is a new feature in each chapter that highlights some of the most important aspects of brain research and development today. The research is linked to classroom use and teacher application through questions that invite students to reflect on how this information relates to their teaching.
- NEW—**Teachsource Digital Downloads** are downloadable, practical, and professional resources, often customizable, that allow students to immediately implement and apply the textbook's content in the field. The student downloads these tools and keeps them forever, enabling pre-service teachers to begin to build their library of practical, professional resources. Look for the TeachSource Digital Downloads label that identifies these items.
- NEW—Special Focus Boxes add greater depth and information in many chapters.
- NEW—Topics such as technology in the classroom, media culture, behavior that is challenging, and intentional and reflective teaching have been added to broaden the students knowledge of early education.
- NEW—The addition of a chart on Developmentally Appropriate Curriculum Models clarifies and defines the differences and similarities of early childhood programs.
- NEW—Updated and revised charts, checklists, and figures support each chapter's content and highlight important information for the student.
- NEW—**TeachSource Videos** feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.

Accompanying Teaching and Learning Resources

The third edition of *Beginning Essentials* offers many ancillary materials that can support and enhance the text experience and an instructor's presentation of the course. From planning to presentation to testing, materials are available to provide students with an engaging and relevant exposure to the broad scope of topics in early childhood education.

Instructor's Manual and Test Bank

An online Instructor's Manual accompanies this book. The instructor's manual contains information to assist the instructor in designing the course, including teaching tips, chapter outlines, review questions, key terms, additional readings, chapter summaries, and resource lists. For assessment support, the updated test bank includes true/false, multiple-choice, matching, and short answer questions for each chapter.

PowerPoint® Lecture Slides

Helping make your lectures more engaging, these handy Microsoft® PowerPoint® slides outline the chapters of the main text in a classroom-ready presentation, making it easy for instructors to assemble, edit, publish, and present custom lectures.

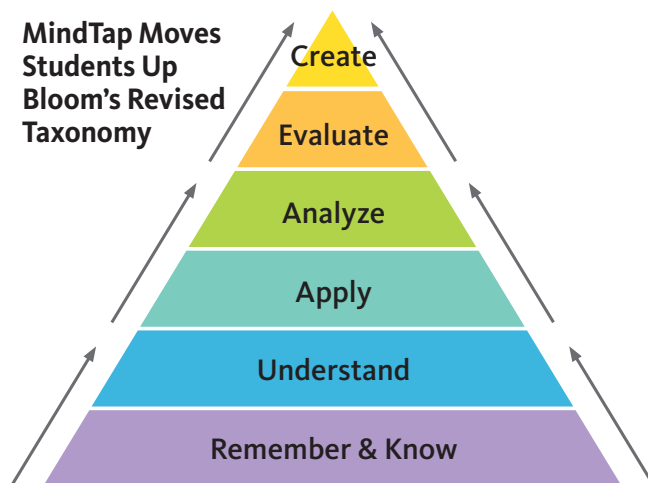
Cognero

Cengage Learning Testing Powered by Cognero is an online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

MindTap™: The Personal Learning Experience

MindTap for Gordon/Browne, *Beginning Essentials 3e* represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform, MindTap helps students to elevate thinking by guiding them to:

- Know, remember, and understand concepts critical to becoming a great teacher;
- Apply concepts, create tools, and demonstrate performance and competency in key areas in the course;
- Prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career; and
- Develop the habits to become a reflective practitioner.



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables pre-service students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about TeachSource videos of teachers teaching and children learning in real classrooms;
- Checking their comprehension and understanding through *Did You Get It?* assessments, with varied question types that are autograded for instant feedback;
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations and create a reasoned response to the issue(s) presented in the scenario; and
- Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. The Student Progress App makes grades visible in real time so students and instructors always have access to current standings in the class.

MindTap for Gordon/Browne, *Beginning Essentials 3e* helps instructors easily set their course since it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the Learning Path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—add any content they do want (e.g., YouTube videos, Google docs, links to state education standards). Learn more at www.cengage.com/mindtap.

About the Authors

Ann Miles Gordon has been an early childhood professional for more than 45 years as a teacher of young children, a teacher of parents, and a teacher of college students. She has taught in laboratory schools, church-related centers, and private and public preschool and kindergarten programs. Ann taught at the Bing Nursery School, the laboratory school for Stanford University's Department of Psychology, where she was a head teacher and lecturer in the Psychology Department. Ann also served as an adjunct faculty member in several community colleges, teaching the full gamut of early childhood courses. Ann served as executive director of the National Association of Episcopal Schools for 14 years, where more than 1,100 early childhood programs were a part of her network. Ann is semi-retired and a hands-on grandmother of two,

through which she brings an enhanced perspective on center-based care and early elementary grades.

Kathryn Williams Browne has been teaching children, families, and students for more than 40 years. First a teacher of young children—nursery school, parent cooperative, full-day child care, pre-kindergarten, bilingual pre-school, kindergarten and first grade, she moved to Stanford University’s lab school, where she served as head teacher and psychology lecturer. Co-authoring with Ann was enhanced by Kate’s role as a parent; her consultant and school board experience offered perspectives into public policy and reform. Kate teaches in the California Community College system, directing the ECE/EDU Department and Early Childhood Mentor program, which offer the richness of a diverse student population coupled with the challenges of access and privilege that parallel those in the early education field itself. She is active in faculty both on campus



and statewide, and serves as an advocate on early learning issue, and the special challenges of diversity and professional of early childhood education guide her work.

Ann and Kate are also co-authors of *Early Childhood Field Experience: Learning to Teach Well* (Pearson, 2012); *Guiding Young Children in a Diverse Society*, and *Beginnings and Beyond: Foundations in Early Childhood Education*, 9th edition (Wadsworth/Cengage, 2014).

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1

history and current issues of early childhood education





California Early Childhood Educator Competencies

Learning Outcomes

- 1-1** Identify the historical roots of early childhood education (ECE).
- 1-2** Examine the early childhood field and its evolution.
- 1-3** Distinguish the major disciplines that influence the field.
- 1-4** Investigate the major current issues involving ECE.

NAEYC Standards

The following NAEYC Standards For Early Childhood Professional Preparation are addressed in this chapter:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 6: Becoming a Professional

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- T F** The historical roots of early childhood education are primarily from the United States.
- T F** The core of the early childhood education field is nursery and preschool for young children.
- T F** The disciplines of Medicine and Psychology have major impacts on the field.
- T F** Family stressors such as work and poverty are eliminated by sending children to good early education programs.
- T F** Standards for teacher preparation are universal.

1-1 Historical Roots of Early Childhood Education

Early childhood education is a rich and exciting field. The story of its development is also the chronicle of courageous people who took steps toward improving children's lives. Critical events of the past have had a hand in shaping today's issues. As the conditions of childhood and early education have changed through the centuries, so have its educators adapted to those challenges.

There is more than one right way to educate young children. Every culture has had and still does have the task of socializing and educating their young. The historical record may document several educational philosophies, but there is no single monopoly on ideas about children. Other disciplines (medicine, education, and psychology) inform early childhood teaching, and current issues always influence what is happening for young children and their teachers. During the past 50 years, the field has evolved from being an option for middle-class preschool children to a necessity for millions of families with children from infancy through the primary years. Changes in education historically have been linked to social reform and upheaval as the importance of childhood and how we transmit values have signaled a new level of **professionalism** in early childhood education.

Because **early childhood** is the period of life from infancy through age 8 years of age, the term **early childhood education** refers to group settings deliberately intended to effect developmental changes in young children of those ages. Settings for infants and toddlers, preschoolers, and children kindergarten through grade three (sometimes all elementary grades) all require professionals who build bridges between a child's two worlds: school (or group experience) and home. It is during these years that the foundation for future learning is set; these are the *building-block years*, during which a child learns to walk, talk, establish an identity, make friends, print, and count. In later years, that same child builds on these skills to be able to ride a bike, speak a second language, learn to express and negotiate, write in cursive, and understand multiplication.

1-1a Influences from Abroad

It is impossible to pinpoint the origins of humankind because there are few records from millions of years ago. Some preparation for adult life was done informally, mostly

professionalism. The competence or skill expected of a professional; in early childhood education, this includes a sense of identity, purpose to engage in developmentally appropriate practices, a commitment to ethical teaching and to child advocacy, and participation in the work as a legitimate livelihood.

early childhood. The period of life from infancy through 8 years of age.

early childhood education. Education in the early years of life; the field of study that deals mainly with the learning and experiences of children from infancy through the primary years (up to approximately 8 years of age).

universal education. Education for all, regardless of race/ethnicity, culture, gender, status, sexual orientation, or religion.

through imitation. As language developed, communication occurred. Children learned dances, rituals, and ceremonies, and both boys and girls were taught skills for their respective roles in the tribe. Ancient historical documents seem to indicate that child-rearing practices were somewhat crude. Even the definition of *childhood* has varied greatly throughout history. For example, in ancient times, children were considered adults by 7 years of age; in middle-class America, children are supported into their early 20s.

A society's definition of childhood influences how it educates its children. In the Western world, during the Renaissance and Reformation, children were seen as either pure and good, all worthy of basic education, or as evil and carrying original sin, needing strict control and punishment. Once the printing press was created, parents were urged to educate their children by teaching them morals and catechism. At the same time, the call for a **universal education** began. Skilled craftsmen formed a kind of middle class, and by the 1500s, reading, writing, arithmetic, and bookkeeping were fairly common school subjects throughout Europe.

The pioneers of our field gave voice to both the dominant ideas about children and new views for the time period.

Professionalism

Why History?

Most early childhood education students and many educators know little about the origins of their chosen profession. To better inform your teaching practice, link the past to the present so that you will receive the following:

- > **Support:** Works of Froebel, Montessori, and Dewey are part of the philosophical foundation on which our educational practices are built. Traditional early childhood practices reflect European values and beliefs. Looking beyond the dominant culture, oral and written records exist describing education in Africa and Asia. Focus on many cultures to broaden everyone's viewpoints.
- > **Inspiration:** Knowing our deep roots helps develop professional expression. Ideas of past educators offer you more methods of teaching. An historical overview clarifies how children and learning are viewed based on the religious, political, and economic pressures.
- > **Identity and commitment:** Each of us accepts the mission that is central to our field: We are committed to enhancing the education, development, and well-being of young children. We also recognize that it is a reflection of certain cultural norms. Be cautious of theories or opinions claiming to be "universal." For instance, history notes that schools of the past were overwhelmingly created for boys; this gender bias of past practices adds to the underdevelopment of girls and prevails today in parts of the world.

Comenius

John Amos Comenius (1592–1670), a Czech educator, wrote the first picture book for children. Called *Orbis Pictus* (*The World of Pictures*, 1658), it was a guide for teachers that included training of the senses and the study of nature. Comenius believed that “in all the operations of nature, development is from within,” so children should be allowed to learn at their own pace and to learn by doing. Teachers should work with children’s own inclinations, for “what is natural takes place without compulsion.” This idea was later reflected in Montessori’s “sensitive periods.” Comenius encouraged parents to let their children play with other children of the same age. He also reflected the growing social reform that would educate the poor as well as the rich.

Locke

An English philosopher, John Locke (1632–1714) is considered to be the founder of modern educational philosophy. He based his theory of education on the scientific method and the study of the mind and learning. Locke proposed the concept of *tabula rasa*, the belief that the child is born

neutral, rather than either good or evil, and is a “clean slate” on which the experiences of parents, society, education, and the world are written. Because Locke believed that the purpose of education is to make man a reasoning creature, a working knowledge of the Bible and a counting ability sufficient to conduct business was fundamental. Locke suggested that instruction should be pleasant, with playful activities as well as drills. He based his theory on the Scientific Method, used extensively in Behaviorist research, and was one of the first European educators to discuss the idea of individual differences gleaned from observing one child rather than simply teaching a group, later reflected in Piaget’s work.

Rousseau

Jean Jacques Rousseau (1712–1778), a writer and philosopher, believed that children were not inherently evil, but naturally good. He is best known for his book *Émile* (1761), in which he raised a hypothetical child to adulthood. Rousseau’s ideas were revolutionary for the times. They include the following:

- The true object of education should not be primarily vocational.
- Children really learn only from firsthand information.
- Children’s view of the external world is quite different from that of adults.
- There are distinct phases of development of a child’s mind that should coincide with the various stages of education.

Rousseau thought that the school atmosphere should be very flexible to meet the needs of children and insisted on using concrete teaching materials, leaving the abstract and symbolic for later years. Pestalozzi, Froebel, Montessori, and Dewey were greatly influenced by him, as were the theories of Piaget and Gesell.

Pestalozzi

Johann Heinrich Pestalozzi (1746–1827) was a Swiss educator whose principles focused on how to teach basic skills and the idea of “caring” as well as “educating” the child. Pestalozzi stressed the idea of the **integrated curriculum** that would develop the whole child; education was to be of the hand, the head, and the heart. He differed from Rousseau in that he proposed teaching children in groups rather than using a tutor with an individual child, blending Rousseau’s romantic ideals into a more egalitarian focus on skill building and independence. Pestalozzi’s works *How Gertrude Teaches Her Children* and *Book for Mothers* detailed some procedures for mothers to use at home with their children.



Figure 1-1 *Orbis Pictus*, by John Comenius, is considered the first picture book written for children.

tabula rasa. A mind not affected yet by experiences, sensations, and the like. In John Locke’s theory, a child was born with this “clean slate” upon which all experiences were written.

integrated curriculum. A set of courses designed to form a whole; coordination of the various areas of study, making for continuous and harmonious learning.

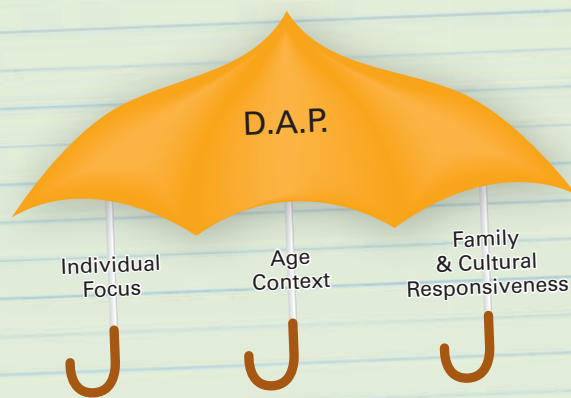
DAP

The Umbrella Unfolds

Developmentally appropriate practice (DAP) defines modern early childhood education. Yet DAP has its roots in history. See both as your read DAP's distinctive focus on the following three components:

- > **Age-appropriateness.** What is known about child development and learning informs professionals about age-related characteristics and skills. Rousseau, Montessori, Gesell, and Piaget all ascribed to the notion that the age of the child indicates basic abilities, outlooks, and behaviors.
- > **Individual appropriateness.** Every child is unique, with an individual set of personal traits and responses that adults should take into consideration when planning educational experiences for that child. Locke, Montessori, and the schools of Reggio Emilia all celebrate the primacy of the individual.
- > **Social and cultural responsiveness.** Children are members of a family, with language and cultural influences that affect who they are and how they might learn best. As children are exposed to a neighborhood, the media, and schooling, they remain rooted in their home values, expectations, and habits. Comenius, Froebel, and Dewey, as well as current best practices, recommend that early educational experiences be meaningful and relevant to children's lives.

Open the three-handled umbrella to ensure that you are “triple-hooked” to what is best for young children.



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Froebel

Friedrich Wilhelm August Froebel (1782–1852) is known to us as the “father of the kindergarten” (from the German *kinder garten*, “children’s garden”). Froebel started his kindergarten in 1836, for children ages about 2 to 6 years, after he had studied with Pestalozzi in Switzerland and had read Comenius. In his book *Education of Man*, he wrote: “Play is the highest phase of child development—the representation of the inner necessity and impulse,” so his classroom included blocks, pets, and finger plays. He designed what we now think were the first educational toys, which he

developmentally appropriate practices (DAP). That which is suitable or fitting to the development of the child; refers to those teaching practices that are based on the observation and responsiveness to children as learners with developing abilities who differ from one another by rate of growth and individual differences, rather than of differing amounts of abilities. It also refers to learning experiences that are relevant to and respectful of the social and cultural aspects of the children and their families.

termed “gifts.” These objects demonstrated various attributes (such as color or size), were to be arranged in a special order that would assist the child’s development, and were later expanded on by Montessori.

Worldwide, teachers practice the Froebelian belief that a child’s first educational experiences should be a garden: full of pleasant discoveries and delightful adventure, where the adults’ role is to plant ideas and materials for children to use as they grow at their own pace.

Montessori

At the turn of the 19th and 20th centuries, Maria Montessori (1870–1952) became the first female physician in Italy. She worked in the slums of Rome with poor children and with mentally retarded children. Sensing that what they lacked was proper motivation and environment, she opened a preschool, *Casa di Bambini*, in 1907. Her first class was composed of 50 children from 2 to 5 years of age. The children were at the center all day while their parents worked. They were fed two meals a day, given a bath, and provided medical attention. Montessori designed materials, classrooms, and a teaching procedure that proved her point to the astonishment of people all over Europe and America. After Montessori was introduced in the United States in 1909, her methods received poor reception and were often misunderstood. Today, most Montessori schools are private preschools and child care centers, although there are many that also serve elementary students, and a small (but growing) number of programs are for infants and toddlers. Montessori programs are explained in Chapter 2.

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Steiner

Rudolf Steiner (1861–1925) was a German educator whose method is known today as the Waldorf School of Education. This system has influenced mainstream education in Europe, and its international reputation is felt in American



The Art Archive/Alamy

Why were early kindergartens patterned after Froebel's idea that play was the highest form of development? ◀

early childhood programs today. Steiner theorized that childhood is a phase of life important in its own right. It has three periods: that of the “will” (0 to 7 years), the “heart,” or feelings (7 to 14 years), and the “head,” or a fusion of the spirit and the body (14 years on). Early childhood is the period of the will, and the environment must be carefully planned to protect and nurture the child. Self-discipline emerges from the child’s natural willingness to learn and initiate, so adult role-model experiences in early childhood must be carefully selected. For instance, fairy stories help children acquire time-honored wisdom; modern Waldorf followers insist that television be eliminated. The Waldorf program model is described in Chapter 2.

The McMillan Sisters

In the first three decades of the 20th century, the two McMillan sisters pioneered early education in England. Noticing the deplorable conditions in England for children younger than 5 years, Rachel and Margaret McMillan began a crusade for slum children. Health studies of the time showed that although 80% of London children were born in good health, by the time they entered school, only 20% could be classified that way. In 1910, the sisters set up a clinic in Deptford, a London slum area, which became an open-air nursery a year later. The McMillan sisters’ regimen for their nursery school children of fresh air, sleep, and bathing proved successful. Although more than

A child’s first educational experiences should be a garden: full of pleasant discoveries and delightful adventure, where the adults’ role is to plant ideas and materials for children to use as they grow at their own pace.

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700 children between 1 and 5 years of age died of measles in London in about a 6-month period in 1914, there was not one fatal case at Deptford School.

Margaret McMillan invented the name “nursery school.” She paid great attention to health: a daily inspection, the outdoor program, play, good food—what she called “nurture.” But she saw that an educational problem was also involved and she set to work to establish her own method of education for young children. This was why she called it a “school” (Hymes, 1978–79).

1-1b American Influences

Colonial Days

The American educational system began in the colonies. The one-room schoolhouse was the mainstay of education in colonial New England. Children were sent to school primarily

Diversity

Non-Western Perspectives

Traditional early childhood educational practices reinforce European-American values and beliefs. But there are many ways to care for and educate children and nontraditional perspectives that influenced early childhood education.

- > *China and Japan* were influenced by Confucius’ writings (551–479 bc), which stressed harmony. Children were seen as good and worthy of respect, a view not held in Europe until later.
- > *Native American* writings show close ties and interconnectedness not only among families and within tribes but also between people and nature. Teaching children about relationships and interconnectedness are historical themes of early education among many indigenous peoples.
- > *Africans and African Americans* focus on strong **kinship networks**, in which people bond together and pool resources for the common good. These contemporary tendencies may come from ancient roots, historical oppression, modern injustice, or all three.
- > *Hispanic and Latino* families model a goal of interdependence and learning to help others. In addition, common patterns of infant care include keeping a baby close and responding to crying quickly, which is an adaptive response to environmental hazards and concern for survival.

We must be careful in our assumptions of what we think is good or right for young children. A wider view of history reveals that there are many “right” ways, and much that is “good” comes from sharing our diverse viewpoints.

kinship networks. Groups formed when people bond together and pool resources for the common good.

for religious reasons. The Bible was used in school, as was the New England Primer and Horn Book. In the South, plantation owners imported tutors from England or opened small private schools to teach just their sons to read and write.

Children in Enslavement

The first African Americans were indentured servants, whose repayment of their debts by servitude would buy them their freedom. By 1620, Africans were being brought to the so-called New World as slaves. Before the Civil War, education was severely limited for African Americans. Formal schools were scarce, and most education came through the establishment of “Sabbath schools.” As part of religious instruction, slaves were often provided literary training. However, many plantation owners found these schools threatening and banned them by making laws prohibiting the teaching of slaves. Another facility then developed, that of the “midnight school.” Because of its necessary secretive existence, few records are available, although it is reasonable to conclude that the curriculum was similar to that of the prohibited Sabbath schools.

After the Civil War, private and public schools were opened for African Americans. Major colleges and universities were founded by the end of the 1800s. Booker T. Washington, born into slavery, founded the Tuskegee Normal and Industrial Institute in Alabama in 1881 and emphasized practical education and intercultural understanding between the races as a path to liberation. Many former slaves and graduates established schools for younger children.

John Dewey

By the end of the 1800s, a nationwide reform movement had begun. The Progressive Movement (see section later in the chapter) received its direction primarily through one individual, John Dewey (1858–1952). Dewey was the first real native-born influence on education in the United States and had one of the greatest impacts on American education of all time. He believed that children were valuable and that childhood was an important part of their lives. Like Froebel, he felt that education should be integrated with life and should provide a training ground for cooperative living.

As did Pestalozzi and Rousseau, Dewey felt that schools should focus on the nature of the child. Dewey’s beliefs about children and learning are summarized in Figure 1-2.

Patty Smith Hill

Patty Smith Hill (1868–1946) of Teacher’s College, Columbia University was an outstanding innovator of the time and one of the Progressive Movement’s most able leaders. It was she who wrote the song “Happy Birthday” and founded the National Association for Nursery Education, known today as the National Association for the Education of Young Children (NAEYC). Trained originally in the Froebelian tradition, she worked closely with G. Stanley Hall and later with John Dewey. She advocated free choice and a relevant curriculum. She expanded the Froebelian focus on small-motor work to include large-muscle equipment for climbing and construction. She also urged that kindergarten and first grade be merged so that both groups would have independent, creative activity before formal academic instruction.

Lucy Sprague Mitchell

Early childhood education in the United States grew out of Dewey’s progressive movement largely because of Lucy

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T **F** The historical roots of early childhood education are primarily from the United States.

There are several European influences as well as non-Western perspectives that influence early childhood educational philosophy and practice.



Many graduates of Tuskegee and Hampton Institutes became teachers of African-American children of former slaves. ◀

Library of Congress Prints and Photographs Division, Washington, D.C. [C-USZ62-26378]

Dewey's Creed

Dewey's Creed

1. "I believe that only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself."

2. "The child's own instinct and powers furnish the material and give the starting point for all education."

3. "I believe that education, therefore, is a process of living and not a preparation for future living."

4. "I believe that . . . the school life should grow gradually out of the home life . . . it is the business of the school to deepen and extend . . . the child's sense of the values bound up in his home life."

What It Means Today

Children learn to manage themselves in groups, to make and share friendships, to solve problems, and to cooperate.

We need to create a place that is child centered, a place that values the skills and interests of each child and each group.

Prepare the child for what is to come by enriching and interpreting the present to him. Find educational implications in everyday experiences.

Values established and created in the home should be enhanced by teaching in the schools.

Figure 1-2 John Dewey believed that teachers are engaged in a dignified calling that included more than academic instruction; learning to live a social life was equally important, expressed in *My Pedagogic Creed* (Washington, DC: The Progressive Education Association, 1897). (With special thanks to Sheila Roper of the MacClintock Photo Collection, Special Collections, Morris Library, Southern Illinois University at Carbondale.)

Sprague Mitchell (1878–1967) and her contemporaries. Raised in an environment of educational and social reform, Mitchell developed the idea of schools as community centers as well as places for children to learn to think. She gathered together many talented people to build a laboratory

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T F The core of the field is nursery and pre-school for young children.

The traditional nursery school (preschool) exemplifies a developmental approach to learning where experiences are organized to meet all needs and serve children 2½ to 5 years of age.

school to implement and experiment with progressive principles, Bank Street College of Education to promote them, and a workshop for writers of children's literature. Mitchell became a major contributor to the idea of educational experiments, teacher-planned curriculum experiences that would then be observed and analyzed for children's reactions.

Abigail Eliot

Abigail Eliot (1892–1992) is generally credited with bringing the nursery school movement to the United States. She had worked with the McMillan sisters in the slums of London. As a social worker in Boston, she had visited many day nurseries and recalled them as places with "dull green walls, no light colors, nothing pretty—spotlessly clean places, with rows of white-faced listless little children sitting, doing nothing" (Hymes, 1978–79). She founded the Ruggles Street Nursery School, teaching children and providing teacher training, and was the first director until it was incorporated into Tufts University to become the Eliot-Pearson Department of Child Study. Eliot became the first woman to receive a doctoral degree from Harvard University's Graduate School of Education, and after retiring from Tufts, she moved to California, where she helped establish Pacific Oaks College.

1-2 The Field and Its Evolution

1-2a Nursery School

The very phrase *nursery school* conjures up images of a child's nursery, a gentle place of play and growing. Coined to describe a place in which children were nurtured by the McMillans and Eliot, the nursery school took Dewey's philosophy to heart. By the 1920s and 1930s, early childhood education had reached a professional status in the United States. Nursery schools and day nurseries went beyond custodial health care, fostering the child's total development. Their schools reflected the principles of a **child-centered approach**, active learning, and social cooperation. The children were enrolled from middle- and upper-class homes as well as from working-class families. However, until the 1960s, nursery schools served few poor families. Nursery schools are considered the core of early childhood education (see "Teacher Talks" in this chapter and Chapter 2).



child-centered approach. The manner of establishing educational experiences that takes into consideration children's ways of perceiving and learning; manner of organizing a classroom, schedule, and teaching methods with an eye toward the child's viewpoint.