

The first reflects a priority of many Western European cultures, but it is not a common practice in societies that promote group harmony and interdependence. As to the second, many indigenous groups hold their very young children close, carrying them along while they work; there is no data that indicate these children develop poorly. And as to the third, although American educational systems of the early 21st century are building on increasing academic and intellectual standards, there is no universal mandate for an exclusive focus on this developmental domain in the early years. Figure 1-1 offers other traditional educational practices, their historical context, and alternatives to consider as you create your own educational philosophy. Perhaps some of the

mistakes of the past can be avoided if history is remembered.

Defining the Terms

The term **early childhood education** refers to group settings deliberately intended to affect developmental changes in children from birth to 8 years of age. In school terms, it includes group settings for infants through the primary years of elementary school, kindergarten through third grade in the United States. In programmatic terms, the education of young children includes formal and informal group settings regardless of their initial purpose. For instance, after-school programs for

REFLECTING ON PRACTICES: Building Your Philosophy of Teaching

Educational Practice	Historical Context and ECE Trend/Practice	Think Again . . .
Same-age grouping	Since the 1850s, U.S. elementary schools have used target curriculum goals for primarily one-year groupings.	• Learning takes place with “guided collaboration,” which often occurs with an older “expert.”
Mixed-age grouping		• Children learn when challenged to accommodate to higher-level thinking, which is likely to occur with a mixed-age range. • Developing values of caring and responsibility happen best when children practice helping and protecting younger children. • Reduced family size indicates that multiage experiences should happen in schooling. • Diversity (gender, culture, exceptionality, etc.) makes strict target goals unrealistic.
Daily schedules	Routines are the framework for most Eastern and Western programs, offering security and predictability.	• Children’s sense of time is unlike that of adults, so rigid schedules do not correspond to their development.
Flexible scheduling		• Brain research indicates a need for stimulation, change, and challenge rather than the same structure constantly.
Curriculum is at the center of good programs.	Contemporary American education states that a plan for learning must be driven by specific outcomes in order to be assured that children are learning.	• Not following an adult-planned and driven curriculum worked well for geniuses such as Einstein, Erikson, and Bill Gates. • Educators as diverse as Dewey and Steiner promoted curricula based on children’s interests or innate spirit. • Children appear to learn well through a curriculum that emerges following their interests and timetable.

■ **FIGURE 1-1** As you develop a philosophy of teaching, be sure to examine common beliefs and practices of the profession.

elementary ages are included, as are their formal academic sessions.

Early childhood educators thus 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, print, and count. In later years, that same child builds on these skills to be able to climb mountains, speak a second language, learn to express and negotiate, write in cursive, and understand multiplication.

World Influences

When did early childhood education first begin? Refer to Figure 1-2, *An Abbreviated Timeline for Early Childhood Education*. Getting a visual sense of when and where things happened can help you make sense of the various threads in our tapestry of early childhood educational history.

Looking at the timeline lets you see how impressive the accomplishments really are. For instance, 2016 marks several milestones:

- Fifty years ago: The U.S. Congress passed bills that authorized both Head Start and the Elementary and Secondary Education Act/Title 1.
- Thirty years ago: Accreditation by the National Association for the Education of Young Children (NAEYC) for programs serving young children was launched.
- Two years ago: The first American Summit on Early Education was convened by President Barack Obama.

In addition, the timeline helps us see that it is impossible to pinpoint the origins of humankind. There are few records from millions of years ago. Some preparation for adult life was done informally, mostly 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; DeMause (1974) even suggests that the further you go back in history, the more likely that you will find abandonment and brutality toward children.

European Roots

The definition of childhood has varied greatly throughout history. For example, in ancient times, children were considered adults by age 7. A society's definition of childhood influences how it educates its children.

In Ancient Times

Many of our own practices are founded on those developed in Greece and Rome. Greek education—and virtually all classical European schooling—was provided for the boys of wealthy families, while girls and working-class children received training for domestic work or a trade.

Education began by age 6 or 7, although Plato and Aristotle both spoke of the need to educate the younger child. Some ancient Romans felt that education should begin at home as soon as a child began to talk, and they highlighted the use of rewards and the ineffectiveness of corporal punishment (Hewes, 1993).

Probably the first education in schools outside the home or homelike apprenticeship took place in ancient Greek and Roman times. Plato (427–c. 348 BC), Aristotle (384–323 BC), Cicero (143–106 BC), and Polybius (222–204 BC) founded schools with the model of small-group tutoring, teaching wealthy boys thinking skills, governing, military strategy, and managing commerce. Our word *educate* comes from the Latin verb *educare*, through the French verb *educere*, to draw forth or to lead.

As the Roman Empire deteriorated and society fell apart (400–1200 AD), childhood lasted barely beyond infancy. Although education was the responsibility of parents, most people in those days were busy fighting for survival. Childhood was not seen as a separate time of life, and children were used in the labor force. People left villages and towns for the safety of a local baron or king, and schools ceased to exist. Few members of the ruling class could read or write their names, and the monastery schools were for priests and religious instruction only.

The education of children was fairly simple before the 15th century; there was no educational system, and the way of life was uncomplicated as well. The church control of school in the medieval period meant that education projected a view of children as basically evil in their natural state. The value of education was in preparation for an afterlife. Children learned mostly through their parents or by apprenticeship outside the family. The child was expected and encouraged to move into adulthood as fast as possible. Survival was the primary goal in life. Because the common religious belief was that people were naturally evil, children had to be directed, punished, and corrected constantly.

What little we know of systematic learning developed during the Dark Ages through the policies of Charlemagne, who proclaimed that the nobility should know their letters, and from monastery schools that maintained libraries. A new social class in the form of craft guilds began to grow as apprenticeships expanded.

Although education was sparse, the seeds of learning were planted, including the introduction of the concepts of equality and brotherhood, a continuing concern of educators today.

In the Renaissance and Reformation

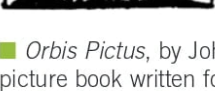
The European Renaissance and Reformation (1400–1600) brought more ease and freedom for the common person. Children were seen as pure and good. The printing press, invented by Johannes Gutenberg in 1439, made books more available to the common person rather than exclusively to the domain of monks and church-sponsored schools. Martin Luther (1483–1546) urged parents to educate their children by teaching them morals and catechism.

The first humanist educators began to advocate a basic education for all children, including girls and the poor. The call for a *universal education* and *literacy* are two fundamental effects of this period on education as we know it today. Concern for the common man was on the rise, as skilled craftsmen formed a kind of middle class. By the 1500s, schools that taught subjects such as reading, writing, arithmetic, and bookkeeping were fairly common throughout Europe.

The German school system was established at this time and would influence education in all parts of Europe. People changed the way they looked at children and their education. Towns grew and expanded, and there was an opportunity to move to new lands. Living conditions improved and infant mortality waned. Children were living longer. The acquisition of knowledge and skills at an earlier age became important. If educated, children could be expected to help their family improve its situation. Parents found that they needed help in teaching their children.

Into Modern Times

Johann Amos Comenius A Czech educator, Comenius (1592–1670) wrote the first picture book for children. Called *Orbis Pictus* (*The World of Pictures*) and published in 1658, it was a guide for teachers that included training of the senses and the study of nature. Comenius fostered the belief that education should follow the natural order of things. His ideas included the “school of the mother’s lap,” in which children’s development follows a timetable of its own and their education should reflect that fact. Comenius advocated approaching learning based on the principles of nature. He believed that “in all the operations of nature, development is from within,” so children should be allowed to learn at their own pace. He also proposed that teachers should work with children’s own inclinations, for “what is natural takes place without

	<i>Cornix cornicatur,</i> The <i>Crow</i> crieth.	à à	A a
	<i>Agnus balat,</i> The <i>Lamb</i> blaiteth.	b è è è	B b
	<i>Cicàda stridet,</i> The <i>Grasshopper</i> chirpeth.	cì cì	C c
	<i>Upupa dicit,</i> The <i>Whooppoo</i> saith.	du du	D d
	<i>Infans ejulat,</i> The <i>Infant</i> crieth.	è è è	E e
	<i>Ventus flat,</i> The <i>Wind</i> bloweth.	fi fi	F f
	<i>Anser gingrit,</i> The <i>Goose</i> gagleth.	ga ga	G g
	<i>Os halat,</i> The <i>Mouth</i> breatheth out.	hà'h hà'h	H h
	<i>Mus mintrit,</i> The <i>Mouse</i> chirpeth.	ì ì ì	I i
	<i>Anas tetrinnit,</i> The <i>Duck</i> quaketh.	kha, kha	K k
	<i>Lupus ululat,</i> The <i>Wolf</i> howleth.	lu ulu	L
	<i>Ursus murmurat,</i> The <i>Bear</i> grumbleth.	[mum mum-	M m

Orbis Pictus, by John Comenius

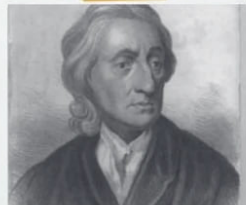
■ *Orbis Pictus*, by Johann Comenius, is considered the first picture book written for children.

compulsion” (Gianoutsos, 2011). Teachers must observe and work with this natural order—the timetable—to ensure successful learning. This idea was later reflected in Montessori’s *sensitive periods* and Jean Piaget’s stages of development. Today it is recognized as the issue of school *readiness*.

Comenius also stressed a basic concept that is now taken for granted: learning by doing. He encouraged parents to let their children play with other children of the same age. Rather than pushing a standard curriculum, Comenius said that “the desire to know and to learn should be excited . . . in every possible manner” (Keatinge, 1896). He also reflected the growing social reform that would educate the poor, as well as the rich.

In summary, probably the three most significant contributions of Comenius are *books with illustrations*, an emphasis on *education with the senses*, and the *social reform* potential of education.

TIMELINE: An Abbreviated Timeline for Early Childhood Education

1657 *Orbis Pictus*

1690 John Locke

1762 *Emile*,
by Rousseau

Authors' Note: A debt of gratitude is owed to D. Keith Osborn for his outstanding historical research and to James L. Hymes, Jr., for his generous time and perspective.

5th–3rd centuries BC to AD 1400s

Few records exist concerning child-rearing practices; the development of cities gives rise to schooling on a larger scale.

1423 & 1439 The invention of printing and movable type allows knowledge to spread rapidly; ideas and techniques become available to large numbers of people; printing is credited with bringing about the end of the Middle Ages and the beginning of the Renaissance.

1657 *Orbis Pictus*, by Comenius, is the first children's book with pictures.

1690 John Locke published his essay, which postulated that children are born with a *tabula rasa*, or clean slate, on which all experiences are written.

1740–1860s Sabbath schools and clandestine schools are established as facilities to educate African Americans in the United States.

1762 *Emile*, by Rousseau, proclaims the child's natural goodness.

1777 *The New England Primer* is the first American textbook printed.

1801 *How Gertrude Teaches Her Children*, by Pestalozzi, emphasizes home education.

1826 *Education of Man*, by Froebel, describes the first system of kindergarten education as a "child's garden," with activities known as "gifts from God."

1837 Froebel opens the first kindergarten in Blankenburg, Germany.

1856 Margarethe Schurz opens the first kindergarten in the United States.

1860 Elizabeth Peabody opens the first English-speaking kindergarten in Boston.

1861 Robert Owen sets up an infant school in New Lanark, England, as an instrument of social reform for children of parent workers in his mills.

1871 The first public kindergarten in North America opens in Ontario, Canada. (First public American kindergarten: 1873.)

1873 The Butler School at the Hampton Institute is opened as a free school for black children, including kindergarten curriculum for five-year-olds.

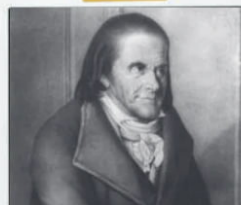
1880 First teacher-training program for kindergartners, Oshkosh Normal School, Pennsylvania.

1892 International Kindergarten Union founded; becomes the Association for Childhood Education in 1930, increasing its scope to include elementary education.

1896 John Dewey establishes a laboratory school at the University of Chicago and develops a pragmatic approach to education, becoming the father of the Progressive movement in American education.

1897 *My Pedagogic Creed* is published, detailing the opposition to rote learning and the philosophy of educating "the whole child."

1903 The Committee of Nineteen, a splinter group of the International Kindergarten Union, forms to report various philosophical concepts. Members include Patty Smith Hill, Lucy Wheelock, and Susan Blow.

1801 Johann H.
Pestalozzi

1837 Frederick Froebel



1873 Hampton Institute

■ **FIGURE 1-2** An Abbreviated Timeline for Early Childhood Education

Professional Resource Download

Photo Credits: 1657, *Orbis Pictus*, by John Comenius; 1690, Library of Congress Prints and Photographs Division [LC-USZ62-59655]; 1762, iStockphoto.com/HultonArchive; 1801, Library of Congress Prints and Photographs Division [LC-USZ62-10897]; 1837, Library of Congress Prints and Photographs Division [LC-DIG-pga-00127]



1896 John Dewey
Lab School



1907 Maria Montessori

1907 *Casa di Bambini* (Children's House) is opened by Maria Montessori in a slum district in Rome, Italy. She later develops an educational philosophy and program to guide children's growth through the senses and practical life experiences.

1909 First White House Conference on Children is held by Theodore Roosevelt, leading to the establishment of the Children's Bureau in 1912.

1911 Deptford School, an open-air school in the slums of London, is opened by Margaret McMillan. The school emphasizes health and play, coining the phrase "nursery school."

1915 First U.S. Montessori school opens in New York City.

1916 The Bureau of Educational Experiments, which becomes the Bank Street College of Education (and laboratory school) in 1922, is founded by L. S. Mitchell, who is a leading proponent of progressive education at the early childhood level.

1916 First Cooperative Nursery School opens at the University of Chicago.

1918 First public nursery schools are opened in England.

1921 A. S. Neill founds Summerhill School in England, which becomes a model for the "free school" movement (the book entitled *Summerhill* is published in 1960).

1922 Abigail Eliot opens the Ruggles Street Nursery School and Training Center.

1925–1926 The National Committee on Nursery Schools is founded by Patty Smith Hill; it becomes the National Association for Nursery

Education (NANE) and eventually the National Association for the Education of Young Children (NAEYC).

1926 Arnold Gesell establishes the Clinic of Child Development at Yale University and studies norms of child growth and behavior.

1926–1927 Research facilities are founded at several American universities and colleges (e.g., Smith College, Vassar College, Yale University, and Mills College).

1927 Dorothy Howard establishes the first black nursery school in Washington, D.C., and operates it for over 50 years.

1929 Lois Meeks Stolz is named the first president of the National Association for Nursery Education (later to become NAEYC), and joins the Teachers College (Columbia University) faculty to start the laboratory school and Child Development Institute. Stolz later becomes the director of the Kaiser Child Service Centers during World War II.

1929 Susan Isaacs publishes *The Nursery Years*, which contradicts the more scientific psychological view of behavior shaping and emphasizes the child's viewpoint and the value of play.

1929–1931 Hampton Institute, Spellman College, and

Bennett College open black laboratory nursery schools, emphasizing child development principles as in other lab schools and serving as training centers.

1933 The Works Progress Administration (WPA) opens emergency nurseries for relief of unemployed teachers during the Great Depression.

1935 First toy lending library, Toy Loan, begins in Los Angeles.

1936 The first commercial telecast is shown in New York City, starring Felix the Cat.

1943–1945 The Kaiser Shipyard Child Care Center, run by Lois Meeks Stolz, James Hymes, and Edith Dowley, operates 24-hour care in Portland, Oregon.

1944 *Young Children* is first published by NAEYC.

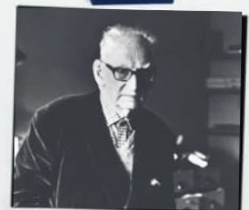
1946 Dr. Benjamin Spock's *Baby and Child Care* is published. It advocates a more permissive attitude toward children's behavior and encourages exploratory behavior.

1946 Loris Malguzzi starts a school in Reggio Emilia, Italy, emphasizing the child's individual creative expression.

1948 The United States National Committee of the World Organization for Early Childhood Education (USNC OMEP) is founded to promote the



1916 Bank Street
College of Education



1921 A. S. Neill

Photo Credits: 1896, Reprinted with permission from Special Collections Research Center, Morris Library, Southern Illinois University Carbondale; 1907, Library of Congress Prints and Photographs Division [LC-DIG-hec-03471]; 1916, PHOTOEDIT/PhotoEdit; 1921, Hulton-Deutsch Collection/Corbis

TIMELINE: An Abbreviated Timeline for Early Childhood Education



1946 Dr. Benjamin Spock

education of children internationally; it begins to consult with UNICEF and UNESCO with the United Nations. It starts publishing a journal, the *International Journal of Early Childhood*, in 1969.

1948 Bloom's taxonomy is published.

1954 U.S. Supreme Court ruled in *Brown v. Board of Education* that in public education, the doctrine of "separate but equal" has no place.

1956 La Leche League is established to provide mothers with information on breastfeeding, childbirth, infants, and child care. The first meeting of the league is held at the home of Mary White, one of the seven founders.

1960 Katherine Whiteside Taylor founds the American Council of Parent Cooperatives, which later becomes the Parent Cooperative Preschools International.

1960 Nancy McCormick Rambusch founds the American Montessori movement.

1962 Perry Preschool Project, directed by David Weikart, opens in Ypsilanti, Michigan, and conducts a longitudinal study to measure the effects of preschool education on later school and life.

1964–1965 The Economic Opportunity Act of 1964 is passed by the 88th Congress, becoming the foundation of Head

Start programs in the United States, as part of a federal "war on poverty."

1966 The Bureau of Education for the Handicapped is established.

1966 NANE becomes NAEYC.

1969 Pediatrician T. Berry Brazelton publishes *Infants and Mothers*, along with several other books and numerous articles advocating a sensible and intimate relationship between parents and children.

1969 The Ford Foundation, Carnegie Corporation, and the Department of Health, Education, and Welfare subsidize the Children's Television Workshop, which develops the children's TV program *Sesame Street*.

1971 Stride-Rite Corporation of Boston opens a children's program on site, becoming a vanguard for employer-supported child care.

1972 The Child Development Associate Consortium is started by Edward Ziegler to develop a professional teacher training program (now known as Child Development Associates).

1975 PL 94-142, the Education for All Handicapped Children bill, is passed by Congress, mandating appropriate education for special needs children in the "least restrictive environment" possible, thus defining the concepts of "mainstreaming" and "full inclusion."

1979 The United Nations declares the International Year of the Child.

1982 Marion Wright Edelman establishes the Children's Defense Fund (CDF), a Washington-based

lobby on behalf of children, particularly children of poverty and color.

1983 *A Nation at Risk*, a report by the National Commission on Excellence in Education, is published, which concluded, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

1984 NAEYC publishes a report entitled *Developmentally Appropriate Practices*, which outlines what is meant by "quality" work with young children from infancy through age 8.

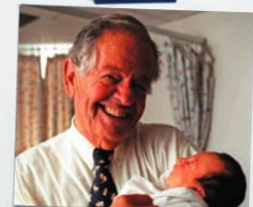
1985 NAEYC establishes a National Academy and a voluntary accreditation system for centers, in an effort to improve the quality of children's lives, and confers its first accreditation the next year.

1986 U.S. Department of Education declares the Year of the Elementary School. PL. 99-457, amending PL 94-142, establishes a national policy on early intervention for children as young as infants.

1990 The Child Care Development Block Grant is established to improve the quality, availability, and affordability of child care programs.



1964–1965 J. M. Sugarman, a Head Start founder



1969 T. Berry Brazelton

Photo Credits: 1946, Fred Stein Archive/Getty Images; 1964–1965, The Washington Post/Getty Images; 1969, Alex Lentati/Evening Standard/Rex Features/Daily Mail/Alamy



1990 The U.N. Children's World Summit includes the following goals to be reached by the year 2000: (1) to reduce child mortality below age 5 by one third; (2) to provide universal access to basic education; and (3) to protect children in dangerous situations.

1990 The Americans with Disabilities Act (ADA) is passed by Congress, requiring programs of all sizes to care for and accommodate the needs of children with disabilities whenever they are reasonably able to do so.

1991 "Ready to Learn/America 2000," part of the U.S. government's educational strategy for reforming American public schools, is published.

1991 The first Worthy Wage Day, organized by the Child Care Employee Project, is held on April 9, drawing attention to the inadequate compensation of early childhood workers and how this affects the retention of a skilled and stable workforce.

1993 The Family and Medical Leave Act (FMLA) passes, providing new parents with 12 weeks of unpaid, job-protected leave.

1996 The first "Stand for Children" demonstration is held in Washington, DC, drawing 200,000 participants.

Rethinking the Brain, published by the Family and Work Institute, summarizes the new research on children's brain development.

1997 The Child Development Permit Matrix is adopted by the California Commission on Teacher Credentialing, introducing the career ladder concept into early childhood public education.

1998 The 100,000th CDA Credential is awarded by Carol Brunson Phillips, executive director of the Council for Early Childhood Professionals.

2002 In the United States, the Leave No Child Behind legislation is passed, reauthorizing federal programs to improve public school performance, requiring all public schools that receive federal funds to administer a statewide standardized test annually to all students, specifying an annual report card detailing progress, and calling for highly qualified teachers with minimum qualifications for all students.

2003 Universal preschool is considered as a next step in providing equal access to quality early educational experiences for all children under 5 years of age.

2007 State-funded preschools rise in per-child funding, expanded access, and moved toward higher quality standards.

2008 12 states in the United States still provide no state preschool for their children.

2009 A Joint Interagency Policy Board of Early Learning is established by the Departments of Health and Human Services and Education in the United States.

2010 Common Core State Standards for grades K–12 in English language arts and mathematics are published.

2012 The U.S. government initiates a competitive grant process for the development of Early Learning Plans in the individual states (called "Race to the Top").

2013 Head Start completes its initial plan to raise teacher education requirements by requiring at least one teacher in each classroom to hold a bachelor's degree.

2014 The first American Summit on Early Childhood Education is convened in Washington, D.C., by President Barack Obama.

2015 Deadline for NAEYC-accredited programs to have 50% of teachers holding a bachelor's degree and the remainder to have at least an associate's degree.



2007 State-Funded Preschool



2013 Head Start

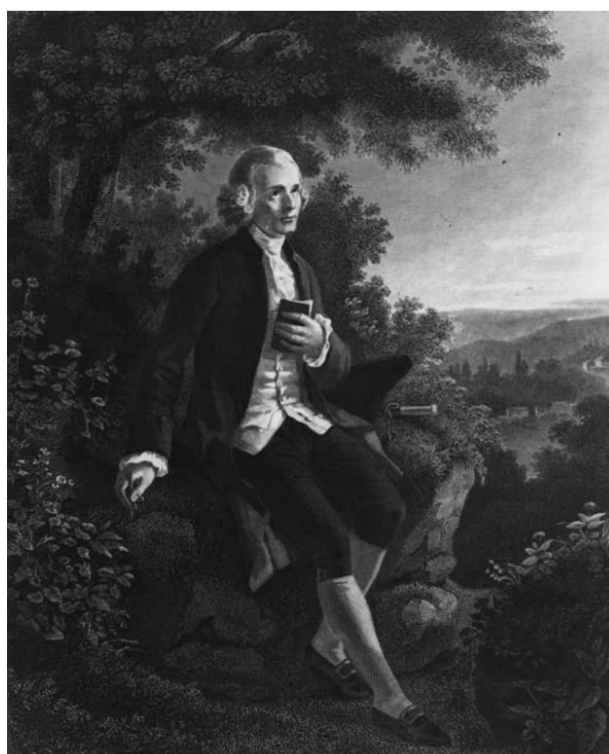
John Locke An English philosopher, Locke (1632–1714) is considered to be the founder of modern educational philosophy. He based his theory of education on the scientific method and the study of the mind and learning. Locke theorized the concept of **tabula rasa**, the belief that the child is born neutral, rather than evil, and is a “clean slate” on which the experiences of parents, society, education, and the world are written. He based his theory on the scientific method and approached a child as a doctor would examine a patient. He 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. Education needed to take the individual learner into account.

The purpose of education, he claimed, is to make humans reasoning creatures. A working knowledge of the Bible and a counting ability sufficient to conduct business was the fundamental education required of adults, so children were taught those basic skills. Locke suggested that such instruction should be pleasant, with playful activities, as well as drills. Locke’s influence on education was not felt strongly at the time. Later, however, his best ideas, such as the notion that the teacher must work through the senses to help children reach understanding, were popularized by Jean-Jacques Rousseau in the 18th century. Today, teachers still emphasize a sensory approach to learning.

In summary, Locke’s contribution is felt most in our acceptance of *individual differences*, in *giving children reasons* as the basis for helping children to learn, and in his *theory of a “clean slate”* that points to the effect of the environment on learning.

Jean-Jacques Rousseau With innovations from Comenius, educational challenges from Locke, and changes to science introduced by Charles Darwin, the time was ripe for new ideas about childhood. Rousseau (1712–1778), a Swiss writer and philosopher, proposed that children were not inherently evil, but naturally good. He is best known for his book *Emile* (1761), in which he raised a hypothetical child to adulthood. He reasoned that education should reflect this goodness and allow spontaneous interests and activities of the children. “Let us lay it down as an incontrovertible rule that the first impulses of nature are always right; there is no original sin in the human heart . . . the only natural passion is self-love or selfishness taken in a wider sense.”

Rousseau’s ideas on education in and of themselves were nothing short of revolutionary for the times. Making what might be considered the first comprehensive



HultonArchive/Stockphoto

■ Rousseau advocated that children were naturally good and should have a flexible and less restrained school atmosphere.

attempt to describe a system of education according to nature, his concern for the learner led him to the idea that children learn from firsthand information and their views are different from those of adults. Moreover, a child’s mind develops in distinct phases and teachers should adjust their instruction accordingly.

Although he was not an educator, Rousseau suggested that school atmosphere should be less restrained and more flexible to meet the needs of the children. He insisted on using **concrete** teaching materials, leaving the abstract and symbolism for later years. His call to *naturalism* transformed education in such a way that led educators to eventually focus more on the early years. For instance, in *Emile*, he encouraged others to “sacrifice a little time in early childhood, and it will be repaid to you with usury when your scholar is older.” Pestalozzi, Froebel, and Montessori were greatly influenced by him. The theories of developmental stages, such as of Jean Piaget and Arnold Gesell (see Chapter 4), support Rousseau’s idea of natural development. In Europe, his ideas had a ripple effect that sent waves across the Atlantic Ocean.

Rousseau’s ideas are still followed today in early childhood classes. *Free play* is based on Rousseau’s

belief in *children's inherent goodness* and ability to choose what they need to learn. Environments that stress autonomy and self-regulation have their roots in Rousseau's philosophy. Using *concrete rather than abstract materials* for young children is still one of the cornerstones of developmentally appropriate curriculum in the early years.

Johann Heinrich Pestalozzi A Swiss educator, Pestalozzi (1746–1827) offered theories on education and caring that have formed the basis of many common teaching practices of early childhood education. Like Rousseau, he used nature study as part of the curriculum and believed that good education meant the development of the senses. Rather than simply glorify nature, however, Pestalozzi became more pragmatic, including principles on how to teach basic skills and the idea of caring for as well as educating the child. Pestalozzi stressed the idea of the **integrated curriculum** that would develop the whole child. He wanted education to be of the hand, the head, and the heart of the child. Teachers were to guide self-activity through intuition, exercise, and the senses. Along with intellectual content, he proposed that practical skills be taught in the schools. He differed from Rousseau in that he proposed teaching children in groups, rather than using a tutor with an individual child. Pestalozzi's works *How Gertrude Teaches Her Children* and *Book for Mothers* detail some procedures for mothers to use at home with their children. Probably his greatest contribution is the blending of Rousseau's strong romantic ideals with his own egalitarian attitude: "I wish to wrest education from the outworn order of doddering old teaching hacks as well as from the new-fangled order of cheap, artificial teaching tricks, and entrust it to the eternal powers of nature herself" (as quoted in Silber, 1965).

In summary, Pestalozzi's contributions are strongest around the *integration of the curriculum* and *group teaching*. He initiated *sensory education* and blended both *freedom* and *limits* into working with children.

Robert Owen An industrialist and follower of Pestalozzi, Owen (1771–1858) extended his concerns for social reform to the families of those working in the cotton mills of Wales. He established labor practices for the workers and schooling for their children, most of whom began working in the mills as young as 6 years old.

Owen was a self-made businessman whose philosophy extended to the creation of an ideal community. Like Rousseau, he believed that people were naturally good but were corrupted by harsh environment and

poor treatment. He took his ideas to the British House of Commons, speaking against the common practice of child labor. He then was invited to take over the building of a school in New Lanark, a 2,000-person community near several textile mills. Once there, he stopped the employment of children younger than 10 years, sent younger children to nursery and infant schools that he built, and required the mills to allow secondary-age children to reduce their labor time to go to school.

His **infant school** provided a secure setting for children 3 to 10 years of age, and was based on a philosophy of guidance rather than punishment; nature study, dance and song, and stories were included in the program. His son and daughter emigrated to the United States and founded the community of New Harmony. Both utopian communities were built on Owen's ideas of a new social order built on experimentation and reform. Owen moved to the American Midwest in 1825 to start a school in this utopian community in Indiana. While his schools did not survive on either continent, his ideas did: British infant schools were created in England in the early 20th century for 5- to 8-year-olds, and the concepts of the Infant School Society of 1885 were incorporated into American kindergartens and Lanham Act nurseries (Wolfe, 2002).

Friedrich Wilhelm Froebel One of the major contributors to early childhood education, Froebel (1782–1852) is best known as the "Father of the Kindergarten." His organization of educational thought and ideas about learning, curriculum, and teacher training served as the foundation for the development of a system of education for young children. The German word **kindergarten** means "children's garden," and that is what Froebel felt best expressed what he wanted for children under 6 years of age. Because his own childhood had been unhappy, he resolved that early education should be pleasant. He attended a training institute run by Pestalozzi and left with the desire to promote children's right to play, to have toys, and to be with trained teachers by founding a Play and Activity Institute. Early childhood historian Dorothy Hewes (1993) notes:

Froebel started his kindergarten in 1836, for children aged about two to six, after he had studied with Pestalozzi in Switzerland and had read the philosophy promoted by Comenius two hundred years earlier. His system was centered around self-activity and the development of children's self-esteem and self-confidence. In his *Education of Man*,

he wrote that “Play is the highest phase of child development—the representation of the inner necessity and impulse.” He had the radical idea that both men and women should teach young children and that they should be friendly facilitators rather than stern disciplinarians.

More than 100 years ago, Froebel’s kindergartens included blocks, pets, and finger plays. Froebel observed children and came to understand how they learned and what they liked to do. He developed the first educational toys, which he termed “gifts” (*gaben* in German), as seen in Figure 1-3.

Angeline Brooks (1886), a teacher in an American Froebelian kindergarten in the late 1800s, described the gifts this way:

Froebel regarded the whole of life as a school, and the whole world as a school-room for the education of the [human] race. The external things of nature he regarded as a means to making the race acquainted with the invisible things of the minds, as God’s *gifts* for use in accomplishing the purpose of this temporal life. Regarding the child as the race in miniature, he selected a few objects which should epitomize the world of matter in its most salient attributes and arranged them in an order which should assist the child’s development at successive stages of growth. “Froebel wanted teachers to see how children developed as they manipulated specific objects (gifts and occupations he designed for their education), such as blocks for design construction, parquetry shapes for picture creation, and drawing forms.”



■ A Froebelian kindergarten at the end of the nineteenth century.

Froebelian Gifts

When the children are just making friends with the teacher and with each other, it is very interesting and profitable for them to formulate their mite of knowledge into a sentence, each one holding his or her ball high in the air with the right hand and saying:

My ball is red like a cherry.
My ball is yellow like a lemon.
My ball is blue like the sky.
My ball is orange like a marigold.
My ball is green like the grass.
My ball is violet like a plum.



■ **FIGURE 1-3** When introducing the gifts, the teacher in Froebelian settings would teach children rhymes and finger plays.

Some of his theories about children and their education later influenced Montessori and were reflected in the educational materials she developed, as well as modern kindergarten (Brosterman, 1997).

Every day, teachers in centers and homes across the country practice the Froebelian belief that one’s first educational experiences should be a *child’s 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.

Maria Montessori At the turn of the century, 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 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 with medical attention. Montessori designed materials, classrooms, and a teaching procedure that proved her point to the astonishment of people all over Europe and the United States.

The **Montessori Method** is both a philosophy of child development and a plan for guiding growth, based on the belief that education begins at birth and the early years are of the utmost importance. During this time, children pass through sensitive periods, in which their curiosity makes them ready for acquiring certain skills and knowledge. Before Montessori, no one with medical or psychiatric training had articulated so clearly the needs of the growing child. Her medical background