

A decorative border with a repeating wavy pattern runs along the top edge of the slide.

# The Kindergarten

Weber, Evelyn

Note: This is not the actual book cover

# The Kindergarten Its Encounter With Educational Thought In America

**V. Celia Lascarides, Blythe F. Hinitz**



## **The Kindergarten Its Encounter With Educational Thought In America:**

**The Kindergarten** Evelyn Weber, 1966      **The ^ATransatlantic Kindergarten** Ann Taylor Allen, 2017-01-02 The kindergarten which offered an innovative approach to early childhood education was invented in the German speaking world and arrived in the United States along with German political exiles in the 1850s In both the United States and Germany activist women worked to develop and promote this new form of education Over the course of three generations they created one of the most successful transnational women s movements of the nineteenth century In this book Ann Taylor Allen presents the first transnational history of the kindergarten as it developed in both Germany and America between 1840 and 1919      *Changing Education* Joyce Antler, Sari Knopp Biklen, 1990-07-05 Bundel met 17 artikelen over vrouwen in het onderwijs Het boek combineert geschiedenis theorie filosofie en case studies Aandacht voor o m zwarte vrouwen lesbische vrouwen kleuterleidsters vrouwelijke journalisten bevalling en geboorte als vrouwenberoep onderwijs als vrouwenberoep en feministisch lesgeven in de praktijk      **Contemporary Perspectives on Research on Child Care in Early Childhood Education** Olivia Saracho, 2021-04-01 Child care environments have received extensive research attention by those interested in understanding how participating in nonparental child care might influence the children s development and learning Throughout the United States US Census Bureau 2011 and Europe Organization for Economic Co operation and Development 2006 a large number of young children are cared for outside of the home by non parental adults Young children s nonparental care is commonly referred to as child care and is provided to children whose ages range from birth to 12 years of age The provision of child care services has become an increasingly important part of early childhood education In fact the United Nations Children s Fund 2019 states that a large majority of children worldwide spend at least some of their week in child care such arrangements include center care family child care in home child care relative child care and supplemental child care Child care researchers have been conducting studies to understand how participating in nonparental child care might influence the children s development and learning outcomes There are more than enough child care studies to make numerous major inferences For example research outcomes show that child care quality seems to be more influential than either the kind of child care or age of admission in determining the children s development and learning The adults child care affects the quality in child care In the environment adults who are caring for the children have the opportunity to effectively assume both nurturing and instructional roles to help young children cultivate their social and cognitive abilities The teachers effectiveness is related to their individual characteristics such as formal education specialized training and the classroom environment However the majority of the studies show that both family and quality of child care have the most significant effects on the children s development and learning Therefore the concept of child care has heavily influenced modern views Researchers scholars and educators are beginning to understand the current foundations based on theoretical frameworks that contribute to the purposes of the child care in the United States and Europe The contents of the child care

volume reflect the major shifts in the views of these early childhood researchers scholars and educators in relation to research outcomes on child care its historical roots the role of child care in early childhood education and its relationship to theory research and practice     *SAGE Handbook of Play and Learning in Early Childhood* Elizabeth Brooker,Mindy Blaise,Susan Edwards,2014-06-17 This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods A real gem Beth Graue Department of Curriculum and Instruction Wisconsin Center for Education Research USA Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children s learning and development Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field this Handbook focuses on examining historical current and future research issues in play and learning scholarship Organized into three sections which consider theoretical and philosophical perspectives on play and learning play in pedagogy curriculum and assessment play contexts The Handbook s breadth clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education University of London Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University This handbook s International Advisory Board included Jo Aliwood The University of Newcastle Australia Pat Broadhead Leeds Metropolitan University Australia Stig Brostrom Aarhus University Denmark Hasina Ebrahim University of the Free State South Africa Beth Graue Wisconsin Center for Education Research USA Amita Gupta The City College of New York CUNY USA Marjatta Kalliala University of Helsinki Finland Rebecca Kantor University of Colorado Denver USA Colette Murphy Trinity College Dublin Republic of Ireland Ellen Sandseter Queen Maud University College of Early Childhood Education Norway     **Early Childhood Education** Moncrieff Cochran,Rebecca S. New,2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices     *Early Years Pioneers in Context* Pam Jarvis,Louise Swiniarski,Wendy Holland,2016-08-12 This accessible text provides an international study of critical educational leaders who established the foundation for Early Childhood Education across continents in the 19th and early 20th centuries It places each pioneer within

the time and culture in which they lived to help the reader understand how theories and knowledge about early years education and care have evolved over time Early Years Pioneers in Context traces key themes such as play child initiated learning working with parents scaffolding children s learning and the environment enabling students to reflect on the differences and similarities between the pioneers and understand their contribution to practice today Pioneers covered include Frederick Froebel Elizabeth Peabody Susan Blow Rudolf Steiner Margaret McMillan Maria Montessori Susan Isaacs Loris Malaguzzi Featuring student integration tasks to help the reader link key ideas to their own practice this will be essential reading for early years students on undergraduate and postgraduate degree courses *OE [publication]* ,

Friendly Intruders Carole Joffe,2024-03-29 The governments of many industrialized societies have developed extensive childcare facilities and services to meet the needs of young children and their working parents but no such program on a national scale has yet evolve in the United Staes Some who oppose federal aid or control believe that mothers should remain at home with their preschool children rather than turn them over to childcare professionals the friendly intruders of the titels and that any other policy is a threat to the moral climate and stability of family life However since the demand for childcare services is very great and since Congress has previously passed relevant legislation which was vetoed by President Nixon the issue of childcare will surely rise again soon In this study based upon direct observation of a local childcare program in California the author examines several pof the practical policy issues concerning childcare which have not yet been resolved Who will control such programs in the future public school systems or others Which agencies or institutions will certify the competence of childcare personnel To what extent will parents contribute to the content of the programs provided for their young children A major part of Professor Joffe s study is concerned with the emerging professionalism of early childhood educators In a pattern now understood to be classic such persons seek status and recognition through education certification and membership in professional associations However what happens when parents and professional disagree about values behavioral norms and the educational content of a nursery school program Who is the expert in such a confrontation The author observed profoundly different orientations to childcare not only between professionals and parents but also among different groups of parents especially along racial and class lines how can professionals accommodate such differences The author s conclusions emerge from careful study of day by day encounters between staff parents and supervisors giving to her book a sense of immediacy and well focused understanding that is rarely achieved in academic studies Parents educators and policy analysts concerned with the subject will find it indispensable This title is part of UC Press s Voices Revived program which commemorates University of California Press s mission to seek out and cultivate the brightest minds and give them voice reach and impact Drawing on a backlist dating to 1893 Voices Revived makes high quality peer reviewed scholarship accessible once again using print on demand technology This title was originally published in 1977 **Child-Care and the Psychology of Development** Elly Singer,2017-12-06 Are child care centres good for children How can we provide good day

care Feminists have long argued for the provision of day care facilities so that mothers may be free to work outside the home. The call had enjoyed little support from politicians and experts however Feminists had been seen to stand for women's interests and psychologists and pedagogues for children's as if the two were opposed. Only in the early 1990s had the opinions of politicians and experts begun to change. Yet even so a positive policy on day care was still lacking. Originally published in 1992 Elly Singer's exciting book shed a fresh and critical light on its subject. She exposes the preoccupations and contradictions of mainstream developmental psychology and its experts shows how their theories blind them to many important questions and reveals the almost total denial by mainstream psychology of the daily realities of parents and their children at the time. Elly Singer then proposes fresh ways of thinking to meet the new and different circumstances in which children and parents find themselves in contemporary society.

#### **History of Early Childhood Education** V. Celia

Lascarides, Blythe F. Hinitz, 2013-05-13 History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States. This book of original research is a concise compendium of historical literature combining history with the prominent and influential theoretical background of the time. Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today this in depth and well written volume captures the deep tradition and the creative knowledge base of early care and education. History of Early Childhood Education is an essential resource for every early childhood education scholar student and educator.

**In Celebration of Play** Paul F. Wilkinson, 2017-12-06 Play is the child's way of learning about adapting to and integrating with his or her environment. In addition to adequate sports and recreation facilities children need a wide variety of opportunities choices and raw materials that they can use as they see fit for free constructive creative play. Originally published in 1980 these essays drawn from papers given at the International Playgrounds Association's Seventh World Congress focus on the social significance of play. However both the Association and the book itself are not solely concerned with playgrounds in the formal sense rather they are concerned with the wide range of play environments that are or should be available to children. It is recognised that play opportunities can exist for the child in and around the home playrooms backyards the school and public park traditional adventure and creative playgrounds the institution day care centres hospitals and the city qua city the streets and shopping centres. This work is concerned with all these environments considering the developmental aspects of play in a social context. The varied contributions from researchers and play leaders from several countries consider such topics as the importance of play development through play leadership training and special groups.

#### **Child Care in**

**Context** Michael E. Lamb, Kathleen J. Sternberg, Carl-Philip Hwang, Anders G. Broberg, 2014-01-02 Child care is an integral part of the web of influences and experiences that shape children's development. Utilizing an interdisciplinary approach that covers both historic and economic contexts this unique book characterizes child care in 18 countries on five continents. Specific historical roots and the current social contexts of child care are delineated in industrialized as well as in developing

countries To increase the depth of crosscultural analysis and integration commentators from countries and disciplines other than the authors comment on the issues raised in each chapter Works about John Dewey, 1886-2012 Barbara Levine,2013-11-05 Works of John Dewey 1886 2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher psychologist and educational reformer Dewey 1859 1952 an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century This rich and continually expanding compendium of historical and more recent essays research and references is a testament to the growing interest in Dewey s intellectual work and his measurable impact in the United States and throughout the world In Works of John Dewey 1886 2012 some four thousand new entries are presented in ebook format in addition to those from earlier print and electronic editions dating back to 1995 Copies of most of the works have been obtained and are stored at the Center for Dewey Studies For the first time users can access all items from all editions in one user friendly format Jump links to alphabetical sections facilitate movement through the vast collection of entries Users can search by keyword and author

Schooling in Transition Sara Z. Burke,Patrice Milewski,2011-12-13 An exploration of two centuries of formal education in Canada in which the accomodation of minority needs and local versus central control are recurring themes *Early Childhood Education for a New Era* Stacie G. Goffin,2013-09-25 In her provocative new book Stacie Goffin presents a leadership manifesto for the field of early care and education With an action oriented frame of reference she offers a unique point of view on national efforts to improve program quality and developmental and learning outcomes for children The book calls for the ECE field to step forward as agents for change by 1 Assuming responsibility for the competent practice of its practitioners and for facilitating positive results for children and their learning 2 Formally organizing as a profession to realize consistency in practice across sites and program types 3 Diminishing its reliance on public policy for defining its purpose and structure The text concludes with Next Steps Commentaries written by education luminaires Rolf Grafwallner Jacqueline Jones and Pamela J Winton outlining concrete steps for action that will jump start a conversation about moving forward with the ideas presented in the book ECE for a New Era builds on and extends the conversation started in Goffin s critically acclaimed book co authored with Valora Washington Ready or Not Leadership Choices in Early Care and Education

*The Status of Social Studies* Jeff Passe,Paul G. Fitchett,2013-10-01 A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States With over 12 000 responses it is the largest survey of social studies teachers in over three decades We asked teachers about their curricular goals their methods of instruction their use of technology and the way they address the needs of English language learners and students with disabilities We gathered demographic data too along with inquiries about the teachers training

their professional development experiences and even whether they serve as coaches The enormous data set from this project was analyzed by multiple research teams each with its own chapter This volume would be a valuable resource for any professor doctoral student or Master's student examining the field of social studies education It is hard to imagine a research study topical article or professional development session concerning social studies that would not quote findings from this book about the current status of social studies With chapters on such key issues as the teaching of history how teachers address religion social studies teachers use of technology and how teachers adapt their instruction for students with disabilities or for English language learners the book's content will immediately be relevant and useful **EBOOK:**

**SUBJECT TO FICTION** Peter Munro, 1998-04-16 How do the life histories of women teachers illuminate the gendered nature of the teaching profession How do women teachers negotiate their own sense of self against within cultural stereotypes of teachers Situated within current feminist poststructuralist theories regarding the subject this book takes seriously the lives of women teachers Drawing on the life histories of three teachers it explores their narrative strategies to author themselves as active agents within and against the essentializing discourses of teaching The complex and contradictory ways in which these women construct themselves as subjects while simultaneously disrupting the notion of a unitary subject provide new ways to think about subjectivity resistance power and agency The implications of this reconceptualization for feminist theorizing curriculum theory and life history research are woven throughout the book

**The Family in America** Joseph M. Hawes, Elizabeth F. Shores, 2002-05-22 An incisive multidisciplinary look at the American family over the past 200 years written by respected scholars and researchers Family in America offers two powerful antidotes to popular misconceptions about American family life historical perspective and scientific objectivity When we look back at our early history we discover that the idealized 1950s family characterized by a rising birthrate a stable divorce rate and a declining age of marriage was a historical aberration out of line with long term historical trends Working mothers we learn are not a 20th century invention most families throughout American history have needed more than one breadwinner In the exciting new scholarship described here readers will learn precisely what is new in American family life and what is not and acquire the perspective they need to appreciate both the genuine improvements and the losses that come with change [A History of Early Childhood Education in Canada, Australia, and New Zealand](#) Larry

Prochner, 2010-01-01 In the early nineteenth century governments developed kindergartens and infant schools to give children a head start in life These programs hinged on new visions of childhood that originated in England and Europe but what happened when they were transported to the colonies This book unwinds the tangled threads of this history by tracing how Enlightenment thought and Romantic ideas translated into early infant schools in England kindergartens in Germany and the United States and free kindergarten systems in the Commonwealth countries The systems that emerged in Canada Australia and New Zealand maintained the integrity of the ideas and models that inspired them but adapted them to suit local



ideas politics and populations This unique account of early childhood education in comparative perspective provides fresh insight into how to reconcile educational theory and practice in an increasingly global world

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