In order to develop a useful educational perspective and philosophy of preschool education for our time, the evolution of ideas about early childhood education in western civilization is traced, and relevant writings are examined.

**COURSE OBJECTIVES**

This course is designed to give the student historical knowledge and understanding of the attitude toward children and their development and education, with a view to helping the student compare and evaluate some of the major contemporary programs and to develop a personal philosophy of preschool education.

**COURSE GOALS**

The students will:

1. Assess their own past learning experiences in relation to the influence of schools, books, teachers, peers, family, society, media, etc.
2. Examine the reasons why we need a philosophy of education.
3. Acquire an historical perspective of child development views and practices and their influence on contemporary programs.
4. Demonstrate a knowledge of the various major contemporary philosophies and the programs reflecting these approaches.
5. Develop a personal philosophy of preschool education.

**TEXT:** History and Theory of Early Childhood Education

Samuel Braun and Esther P. Edwards

Wadsworth Publishing Co., 1972

Readings and other text lists attached for material relating to seminars.

Facilitation of learning will be undertaken through essay, slides and films, research seminar, and development of personal philosophy of early childhood education.

Seminar topic to be chosen from list attached and presented to class in chronological order.

**ASSIGNMENTS:**

(1) In-class essay as described in Goal 1.

(2) Seminar Presentation

(3) Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a parents' group. Tape due December 10.
EVALUATION

Seminar (evaluation sheet attached) .................. 50%
Participation ............................................. 15%
Tape presenting own philosophy ....................... 35%

Tape:
coherence and consistency 15
validity of position 10
presentation
(voice clarity, pace) 10

100%

Seminar Topic Choices

1. Canadian Education
2. Waldorf Schools – Rudolf Steiner
3. Montessori
4. Cooperative school movement
5. Glen Mimicht, Oralie McFhee
6. David Weikhart
7. John Dewey, Ben Franklin
8. Free school movement – Summerhill, Everdale
9. John Holt
10. Bank Street – Harriet Johnson, Caroline Pratt
11. Skinner, Berister, Englemann
12. Macmillan sisters; Margaret and Rachael
13. Pestalozzi
14. Froebel
15. Gesell, Spock
16. Jerome Bruner, Carl Rogers, Keith Osborn
17. Lawrence Frank, Arth Hartley
18. Child Care in China, Russia, Israel
SUGGESTED READINGS:


ASCD Yearbook, 1962 *Perceiving, Behaving, Becoming*.


Barthes, Roland, "*Teaching: The Way It Is/The Way It Could Be*"

Bereiter, Carl, "*Education Must Be Abolished*", O.I.S.E., 1969 Pamphlet.


SUGGESTED READINGS (cont'd)

Fletcher, Margaret, The Adult And The Nursery School Child, University of Toronto Press, 1958.

Frankl, Viktor, Man's Search For Meaning.


Grannis, Joseph, "The School As a Model of Society".

Hartley, Ruth, "Perceiving the Child - In Defence of Play".


Herndon, James, The Way It Supposed To Be, N.Y., Pitman, 1970.


Holt, John, The Underachieving School.


Kohlberg, Lawrence, Cognitive Developmental Theories of Baldwin, Dewey, Piaget and Vygotsky.
SUGGESTED READINGS (cont'd)


Mayer, C., A History of Educational Thought, Chas Merrill, Col., Ohio, 1968.

Montessori, Maria, Dr. Montessori's Own Handbook, N.Y., Putnam, 1965.


Ontario Committee on Aims and Objectives of Education, Living and Learning, ("The Hall-Denis Report") Ontario Government.


Rogers, Carl, "Personal Thoughts on Teaching and Learning," and Significant Learning: In Therapy and Education" in On Becoming a Person, Boston, 1961.
SUGGESTED READINGS (cont'd)


Sartre, Jean-Paul, Existentialism and Humanism, Great Britain, Methuen & Co., 1965.


Stretch, Bonnie Barrett, "The Rise of the Free School".
Suggestions for further reading

This bibliography can include only a bare sampling of materials on each topic. We urge you to obtain the publications lists from sources included in the back of this book, and to be aware of such professional journals as Young Children and Child Development. For your convenience, books are listed first. They are followed by pamphlets, articles, and miscellaneous materials.

History of education:

History of Childhood Quarterly, Suite 300Z, 2315 Broadway, New York City, 10024, $12.

Biographies:


Contemporary programs:


Montessori:

A complete library of Montessori's writings is available from Robert Bently, Dept. N., 872 Massachusetts Avenue, Cambridge, Massachusetts 02139.

Perryman, Lucile C., ed.: Montessori in Perspective, NAEYC. Publ. #406. $2.00.


Summerhill, alternative or free schools:


Repo, Satu, ed.: This Book Is About Schools, Pantheon, 1970.

Spodek, Bernard, chmn.: Open Education: The Legacy of the Progressive Movement, NAEYC. $2.00.

Materials from The Summerhill Society, 339 Lafayette Street, New York, New York, 10012 or 6063 Hargis Street, Los Angeles, California 90034. Have bulletin, lists of schools, etc.

British Infant School:


Behavior Modification:


Piaget-derived Curriculum:
