

## Chapter 1 : History of baseball in the United States - Wikipedia

*Nursery World's series on the early years pioneers that have shaped current practice, including Piaget, Froebel and Margaret McMillan - an essential resource for students and practitioners alike.*

A few teaching strategies to help your students think like optimists. Based on the belief that a young child possessed innate qualities that would unfold gradually within a natural setting, he established kindergartens where free expression, creativity, social interaction, motor activity and learning by doing were the focus. Many of these same tenets can be found in our contemporary early childhood programs. She was dedicated to improving the way in which children were educated. Her methods included an emphasis on the enjoyment of the arts and the study of great artists and musicians. Many of her educational practices were well suited to home education and her methods have become the foundation of many homeschooling families. Jean Piaget Pioneer of How Children Learn Anyone who has taken a child psychology class will have studied the developmental and learning theories of Jean Piaget, the Swiss psychologist. Fascinated with how children reasoned, he began researching and writing books on the subject of child psychology. When he later married and fathered three children, he was supplied with enough data to write three more books! His research and subsequent theories have become the basis and foundation of our understanding of normal child development. At the age of 25, she embarked on a courageous and lonely endeavor by opening the first private boarding school in Haddonfield, New Jersey, for children with developmental delays. She believed that disabled children needed special schools, adapted material, and well trained teachers rather than to be sent to institutions. Under her influence, the medical profession began to awaken to their responsibility to help correct defects and disabilities in children. Admirers of her skill came to train and later became leaders in the field of special education. He was leader of the college from its infancy to the time of his death. He became a dominant and influential figure among politicians and the general public and did much to pave the way for later civil rights and desegregation of public education. He also believed that schools were places where children should learn to live cooperatively. Maria Montessori Pioneer of Individualized Education Montessori methods remain the popular choice for many parents who seek an alternative education for their children, especially for the early childhood through the primary years. Before she took an interest in education, Montessori was the first woman in Italy to obtain the training to become a doctor. Beginning with a daycare facility in one of the poorest neighborhoods in Rome, Montessori put her theories into practice. Her methods were influenced by her previous training in medicine, education, and anthropology. The results were extraordinary and soon drew much attention from many parts of the world, including America. The rest, as they say, is history. As an educator, he became convinced that the present system stifled the learning of most children mainly because of fear. Disillusioned by the inability to bring reform and improvement to public schools, Holt left teaching and devoted his time to the promotion of his ideas. He believed that children learn best when allowed to follow their own interests rather than having learning imposed upon them. His books had a profound impact on the growth of the home schooling sector. Her methods of teaching reading and written language have swept through the United States and other English speaking nations since their inception three decades ago. The reading recovery component was developed as a means of lifting the low achieving first grader to a place alongside the average learner. The structure of the program calls for close observation of the student by the teacher to design lessons that constantly build on what a child already knows and taking them to the next level. Children are surrounded by a language rich environment and encouraged to choose reading books that align with their personal interests. His discovery learning theory is based on the assumption that children learn and remember better what they discover for themselves and that they are better able to remember new information if they connect it to something that they already know. His research and subsequent theories on child development closely aligns with the work of Jean Piaget. Historically, intelligence has been measured through the ability to problem solve and to demonstrate cognitive ability through various controlled verbal and performance type tasks. Through his influence there has been a greater emphasis placed on performance testing and educators have become more conscious of the need for

diversification of instructional strategies to match the learning styles and strengths of students.

## Chapter 2 : History of Iowa

*The supplement examines the ideas and lives of some of the leading early years pioneers, including Lev Vygotsky, Maria Montessori, Dr Rudolf Steiner and Friedrich Froebel.*

Arellian Nursery, the first nursery school in Northern Ireland, was opened in a church hall on the Donegall Road. Joint education and health circular encouraged local authorities to open nursery schools and nine nursery schools were opened in England. The report mentioned the need to provide nursery schools with garden playgrounds in housing schemes. Calls came to the NSA from all over the country for equipment to furnish the centres. Nursery School Association sends out first News Letter to members. Subsequently rebuilt on new site and handed over to the Belfast Education Authority. The building consists of two nurseries with French windows opening on to a paved terrace, cloakroom and bathrooms, staff room and bed store. White Paper on Educational Reconstruction published. Harrods exhibition visited by the Queen. Gwen Chesters appointed as Director. Total number of branches now 76 with over members. Financial restrictions and post war bulge concentrated resources on new primary schools, and development of places for nursery school development in particular, severely restricted. It had the unique distinction of being the only branch of the whole Nursery School Association of Great Britain and Northern Ireland actually to fund and run a nursery school. Trustees of the Nuffield Foundation make a grant to enable the Department of Child Development, the University of London Institute of Education and the NSA to jointly appoint a research worker to report on suitable play materials for older children in nursery schools and younger children in infant schools. NSA holds a Silver Jubilee Exhibition at which photographs and graphs to show the development of Nursery Schools during the past 50 years were displayed. The purpose of the film was to show to the public the place of nursery schools education in present day society. NSA invited to give written evidence to a committee set up by the Minister of Education "to enquire into the medical, educational and social problems relating to maladjusted children with reference to their treatment within the educational system". NSA branches now total NSA newsletter reports that while the number of new nursery schools was still increasing, the government was still refusing to withdraw Circular which banned the opening of new nursery schools. NSA News Letter gives some small cause for encouragement as the figures for the number of nursery schools operating since the previous year had risen slightly. As a result more nursery school places were made available. BAECE survey of nursery schools. Under Fives Fairs and workshops for parents held in four areas, and a series of ten topic sheets are published giving information on different aspects of child development and early childhood education. Success of pilot project seen in the readiness of Boots to inject further funding so that the project can be extended. Government launches Nursery Voucher Scheme in four areas, prior to rolling it out across the whole country in April. The Chair of Early Education is invited to serve on the consultative group for this project. Early Education gives oral evidence to the House Of Commons Select Committee for education and employment on the operation of the voucher system. Early Education starts national survey into the nature and extent of outdoor provision in early years settings throughout the UK. As the exhibition proves to be bigger than anticipated, Early Education creates a special gallery for the exhibition at the empty building next to head office at Cavell Street. Early Education celebrates its 80th anniversary with a reception at the House of Lords. Early Education made a submission to The Primary Review, the most comprehensive review of primary education since the Plowden Report of Early Education prints "Position paper 2" focussing on the flexible offer and extension to the free early education entitlement offer. How is it affecting you? Early Education drives forward Single Funding Formula campaign. Early Education awarded funding to work with parents and practitioners in the London Borough of Lambeth, and begins the project "P for Partnership". Newham Outdoors research programme. Single Funding Formula Campaign a success as Minister for Children announces delay to implementation. Working effectively with two year olds and their families", "Schemas and the characteristics of effective learning" and "Emerging, expected and exceeding: Early Education publishes "Achieving Excellence in the early years:

### Chapter 3 : Practical Pre-School

*Montessori methods remain the popular choice for many parents who seek an alternative education for their children, especially for the early childhood through the primary years. Before she took an interest in education, Montessori was the first woman in Italy to obtain the training to become a doctor.*

Early childhood education—the care and instruction of young children outside of the home—has become a downward extension of schooling. It is now the first rung on the educational ladder. In many respects, however, this most recent addition to the pedagogical hierarchy is quite different from its elementary and secondary predecessors. Grounded in Philosophy The early childhood curriculum is the most holistic and least differentiated at any level of education. It is also the most solidly grounded in philosophy, in clearly articulated methodology, and in theory and research. Those who contributed to the discipline of early childhood education came from occupations and professions outside the academic domain. What they had in common was an understanding of children. And that is what makes early childhood education unique; it starts with the child and not with the subject matter. Education starts with the child and not with the subject matter. Most recently, it was scientifically grounded by the research and theories of Sigmund Freud, Jean Piaget, and Erik Erikson. While there are differences in the approaches of these progenitors of early childhood education, they are overshadowed by one common principle: The kindergarten movement was propelled by the industrial revolution and the introduction of women into the factory labor force. But it was not until after WWII that early childhood education came to be seen as an important first step on the educational ladder. Early childhood curriculum must constantly adapt to the maturing needs of the child. Although it was very effective, the title gave parents the impression that education was a race, and that the earlier you start, the earlier and better you finish. Middle-income parents wanted their preschoolers to have a head start as well. This gave added emphasis to the importance of early childhood education as the answer to improving the educational system. As a consequence, kindergarten, once a half-day affair required by only 40 percent of US states, has become largely a full-day affair required nationwide. Academics, including math and reading curricula, testing and grades, are now the norm in many schools. Programs for younger children have expanded as well. Today, some 80 percent of children under the age of six spend part or full time in non-parental child care settings. Young children now spend the majority of their waking hours in a child-care setting. With the rapid expansion and acceptance of early childhood programs, the basic principle of early childhood education, supported by an overwhelming amount of contemporary research and classroom experience, is dismissed as irrelevant. We have come too far from where early education began: A play-based curriculum best meets the needs of young children.

## Chapter 4 : Early Years | National Museum of American History

*To know how the Early Years Foundation Stage (EYFS) has evolved, and the theories that influence its various aspects  
To begin to look at the EYFS and discuss where the strengths and weaknesses are within it.*

Early history[ edit ] The earliest mention of baseball in the U. But baseball executive Albert Spalding disagreed. Baseball, said Spalding, was fundamentally an American sport and began on American soil. To settle the matter, the two men appointed a commission, headed by Abraham Mills, the fourth president of the National League of Professional Baseball Clubs. The commission, which also included six other sports executives, labored for three years, after which it declared that Abner Doubleday invented the national pastime. This would have been a surprise to Doubleday. The late Civil War hero "never knew that he had invented baseball". The myth about Doubleday inventing the game of baseball actually came from a Colorado mining engineer. The club was founded on September 23, , as a social club for the upper middle classes of New York City, and was strictly amateur until it disbanded. Wheaton and William H. Tucker , formulated the Knickerbocker Rules, which in large part dealt with organizational matters but which also laid out rules for playing the game. The Knickerbocker Rules required fielders to tag or force the runner, as is done today, and avoided a lot of the arguments and fistfights that resulted from the earlier practice. A recently discovered newspaper interview with Wheaton indicates that the rules he and Tucker wrote for the Knickerbockers in most respects duplicated the rules he had written for the Gotham Club in ; the Knickerbockers were founded as a breakaway group of former Gothams. Writing the rules did not help the Knickerbockers in the first known competitive game between two clubs under the new rules, played at Elysian Fields in Hoboken, New Jersey on June 19, The "New York nine" almost certainly the parent Gotham Club humbled the Knickerbockers by a score of 23 to 1. Nevertheless, the Knickerbocker Rules were rapidly adopted by teams in the New York area and their version of baseball became known as the "New York Game" as opposed to the "Massachusetts Game", played by clubs in the Boston area. As late as , the New York press was still devoting more space to coverage of cricket than to baseball. The convention also established three key features of the game: Aided by the Civil War , membership grew to almost clubs by and to over by , including clubs from as far away as California. During the Civil War, soldiers from different parts of the United States played baseball together, leading to a more unified national version of the sport. Beginning in , the NABBP permitted professional play, addressing a growing practice that had not been permitted under its rules to that point. In , in the Corona neighborhood of Queens now part of New York City , at the Fashion Race Course, the first games of baseball to charge admission took place. The games, which took place between the all stars of Brooklyn , including players from the Atlantic , Excelsior , Putnam and Eckford clubs, and the All Stars of New York Manhattan , including players from the New York Knickerbockers , Gothams, Eagles and Empire, are commonly believed to the first all star baseball games. In the s, aided by the war, "New York" style baseball expanded into a national game. The NABBP soon expanded into a true national organization, although most of the strongest clubs remained those based in the northeastern part of the country. In its year history as an amateur league, the Atlantic Club of Brooklyn won seven championships, establishing themselves as the first true dynasty in the sport, although Mutual of New York was widely considered to be one of the best teams of the era as well. By , it ballooned to over members, including some clubs from as far away as San Francisco and Louisiana. One of these clubs, the Chicago White Stockings, won the championship in Today they are known as the Chicago Cubs. Because of this growth, regional and state organizations began to assume a more prominent role in the governance of the sport. However, even early in its history some star players, such as James Creighton of Excelsior , received compensation, either secretly or indirectly. In , the NABBP investigated Athletic of Philadelphia for paying three players including Lip Pike , but ultimately took no action against either the club or the players. To address this growing practice, and to restore integrity to the game, at its December meeting the NABBP established a professional category for the season. Clubs desiring to pay players were now free to declare themselves professional. The Cincinnati Red Stockings were the first to so declare themselves as openly professional, and were easily the most aggressive in recruiting the best available players. Twelve clubs,

including most of the strongest clubs in the NABBP, ultimately declared themselves professional for the season. The first attempt at forming a "major league" produced the National Association of Professional Base Ball Players, which lasted from 1871 to 1875. The now all professional Chicago White Stockings, financed by businessman William Hulbert, became a charter member of the league along with the Red Stockings, who had dissolved and moved to Boston. After Davy Force signed with Chicago, and then breached his contract to play in Boston, Hulbert became discouraged by the "contract jumping" as well as the overall disorganization of the N. The end result of his efforts was the formation of a much more "ethical" league, which became known as the National Base Ball League. After a series of rival leagues were organized but failed most notably the American Base Ball Association, which spawned the clubs which would ultimately become the St. Louis Cardinals and Brooklyn Dodgers, the current American League, evolving from the minor Western League of 1893, was established in 1901. Rise of the major leagues[ edit ] Cities that hosted 19th century MLB teams, with cities that still host their 19th century team in black. With the exception of a team in Washington and a few short-lived teams in Virginia and Kentucky, major league baseball would not expand out of the Northeast and the Midwest until after World War II. In 1875, a schism developed between professional and amateur ballplayers. The National Association of Professional Base Ball Players operated from 1871 through 1875, and is considered by some to have been the first major league. Its amateur counterpart disappeared after only a few years. Clubs now had the ability to enforce player contracts, preventing players from jumping to higher-paying clubs. Clubs in turn were required to play their full schedule of games, rather than forfeiting scheduled games once out of the running for the league championship, as happened frequently under the National Association. A concerted effort was made to reduce the amount of gambling on games which was leaving the validity of results in doubt. It is a common misconception that Jackie Robinson was the first African-American major-league ballplayer; he was actually only the first after a long gap and the first in the modern era. Moses Fleetwood Walker and his brother Weldy Walker were unceremoniously dropped from major and minor-league rosters in the 1870s, as were other African-Americans in baseball. An unknown number of African-Americans played in the major leagues by representing themselves as Indians, or South or Central Americans, and a still larger number played in the minor leagues and on amateur teams as well. In the majors, however, it was not until the signing of Robinson in the National League and Larry Doby in the American League that baseball began to remove its color bar. The early years of the National League were tumultuous, with threats from rival leagues and a rebellion by players against the hated "reserve clause", which restricted the free movement of players between clubs. Competitive leagues formed regularly, and also disbanded regularly. The most successful was the American Association "beer and whiskey league", sometimes called the "beer and whiskey league" for its tolerance of the sale of alcoholic beverages to spectators. For several years, the National League and American Association champions met in a postseason championship series—the first attempt at a World Series. Both leagues are considered major leagues by many baseball researchers because of the perceived high caliber of play and the number of star players featured. However, some researchers have disputed the major league status of the Union Association, pointing out that franchises came and went and contending that the St. In fact, there were dozens of leagues, large and small, at this time. What made the National League "major" was its dominant position in the major cities, particularly New York City, the edgy, emotional nerve center of baseball. The large cities offered baseball teams national media distribution systems and fan bases that could generate revenues enabling teams to hire the best players in the country. A number of other leagues, including the venerable Eastern League, threatened the dominance of the National League. The Western League, founded in 1893, became particularly aggressive. Its fiery leader Ban Johnson railed against the National League and promised to build a new league that would grab the best players and field the best teams. Prior to the 1900 season, the league changed its name to the American League and moved several franchises to larger, strategic locations. In the 1900 season, the American League declared its intent to operate as a major league. The resulting bidding war for players led to widespread contract-breaking and legal disputes. One of the most famous involved star second baseman Napoleon Lajoie, who in 1901 went across town in Philadelphia from the National League Phillies to the American League Athletics. Barred by a court injunction from playing baseball in the state of Pennsylvania the next year, Lajoie was traded to the Cleveland team, where he played and managed for many years. The war

between the American and National caused shock waves throughout the baseball world. At a meeting in , the other baseball leagues negotiated a plan to maintain their independence. On September 5, Patrick T. These leagues did not consider themselves "minor" — a term that did not come into vogue until St. Nevertheless, these financially troubled leagues, by beginning the practice of selling players to the more affluent National and American leagues, embarked on a path that eventually led to the loss of their independent status. Poster for University of Pennsylvania vs. Georgetown University baseball game, circa , by John E. Ban Johnson had other designs for the NA. First and foremost, it governed player contracts that set up mechanisms to end the cross-league raids on rosters and reinforced the power of the hated reserve clause that kept players virtual slaves to their baseball masters. Second, it led to the playing of a " World Series " in between the two major league champions. Lastly, it established a system of control and dominance for the major leagues over the independents. There would not be another Ban Johnson-like rebellion from the ranks of leagues with smaller cities. Selling player contracts was rapidly becoming a staple business of the independent leagues. During the rough and tumble years of the American-National struggle, player contracts were violated at the independents as well: Players that the team had developed would sign deals with the National or American leagues without any form of compensation to the indy club. The new agreement tied independent contracts to the reserve-clause national league contracts. Baseball players were a commodity, like cars. It set up a rough classification system for independent leagues that regulated the dollar value of contracts, the forerunner of the system refined by Rickey and used today. It also gave the NA great power. Many independents walked away from the meeting. Several leagues, seeing the writing on the wall, eventually joined the NA, which grew in size over the next several years. In the very early part of the 20th century, known as the " dead-ball era ", baseball rules and equipment favored the "inside game" and the game was played more violently and aggressively than it is today. This period ended in the s with several changes that gave advantages to hitters. In the largest parks, the outfield fences were brought closer to the infield. In addition, the strict enforcement of new rules governing the size, shape and construction of the ball caused it to travel farther. The first professional black baseball club, the Cuban Giants, was organized in Subsequent professional black baseball clubs played each other independently, without an official league to organize the sport. Rube Foster , a former ballplayer, founded the Negro National League in

**Chapter 5 : Top 12 Pioneers in Education | TeachHUB**

*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.*

However, recently, the government introduced a framework for an early years curriculum, redefined the child-centered educational model, and initiated reforms for raising standards. In order to identify the nature of early childhood curriculum in England, this article examines the historical development and philosophical underpinnings of early childhood education, including recent developments. The article then investigates and describes the early childhood curriculum in England today.

**Introduction** This article examines early childhood curriculum in England. Historically, in England, there was little government intervention in preschool provision, in curriculum, and in curriculum implementation. Recently, in order to raise standards and improve the quality of early childhood institutions, government intervention in early years education has increased significantly. In , the government introduced a framework for an early years curriculum: This framework is very goal oriented and specifies a large number of learning goals to be achieved by children. With respect to the appropriateness of the early years curriculum, there is an ongoing debate between the policy makers, who emphasize school effectiveness, and the early childhood specialists, who focus on a developmentally appropriate curriculum. Chris Woodhead, Chief Inspector of Schools, argued that adults working with 3- and 4-year-old children need to use a formal approach and direct teaching: On the other hand, many early childhood specialists have expressed concern that the government policy of raising standards may lead to over-concentration on formal teaching and upon the attainment of specific learning targets see, e. The purpose of this article is to identify the nature of early childhood curriculum in England. First, the article examines the historical development and philosophical underpinnings of early childhood education, including recent developments.

**Historical Development of Early Childhood Education in England**

**Early History of Early Childhood Education** Early childhood care and education for young children began to emerge in England in the late 18th century on a voluntary and philanthropic basis. In , the first nursery school in the United Kingdom was established at New Lanark in Scotland by Robert Owen for the children of cotton mill workers. Children ages 1 to 6 were cared for while their parents and older siblings worked in the cotton mills. Owen advocated free and unstructured play in the education of young children and did not press for formal training. He endeavored to create a future citizen through the process of informal teaching and physical activities.

Passage of the Education Act of was an important event because the act established compulsory elementary schools for all children from the age of 5. In , elementary education became compulsory for all children between the ages of 5 and In the absence of special institutions for younger children, elementary schools admitted children younger than 5 years old, to protect them from the poor and unhealthy physical conditions of slum houses and dangerous streets. In , five women inspectors from the Board of Education investigated the admission of infants to elementary schools as well as the curriculum used to instruct them. These inspectors reported the inappropriateness of such provision for these young children and recommended that children under the age of 5 have separate facilities and a different teaching approach from older children

**Board of Education,** The inspectors criticized the emphasis on monotonous repetition and rote memorization in the elementary school curriculum. As a consequence of this report, children under 5 were officially excluded from elementary schools. In , Margaret McMillan and her sister Rachel established an open-air nursery for poor children in Deptford. She was concerned for the health and well-being of working-class children, and she stressed the need for health care with proper nourishment, hygiene, exercise, and fresh air. Her nursery allowed free access to play areas and gardens and was not predicated upon a fixed time schedule. At the same time, awareness of the educational value of play may have become more widespread. The origin of the playgroup movement is linked to Belle Tutaev, a London mother, who in organized a nursery group for her small daughter in a church hall, sharing the tasks of child care with a neighbor. The educational authorities welcomed the playgroup movement as a low-cost substitute for nursery schools. However, this promised

nursery expansion was not forthcoming because of the economic recession. Throughout the 1970s and 1980s, nonstatutory preschool provision was neglected and undeveloped. The Royal Society of Arts Report Ball, recommended that high-quality provision be made available to all 3- and 4-year-olds, reviewing evidence that high-quality early education leads to lasting cognitive and social benefits in children. Ball set out the following major prerequisites for "high-quality" provision: In 1997, the Conservative government introduced the first stage of a Nursery Voucher scheme linked to a set of guidelines for prestatutory settings: Since the introduction of the Voucher scheme and Desirable Outcomes, early childhood education has become an issue on the national policy agenda, and there have been significant changes in the practices and politics of early childhood education. In order to register for the receipt of vouchers, preschool provisions had to show that they were moving children towards the Desirable Outcomes as defined by the School Curriculum and Assessment Authority SCAA. The Desirable Outcomes are "learning goals" that children should achieve before they enter compulsory education. However, in 2001, the incoming Labour Government abolished the voucher scheme and made its own plans for the development of early years services. The new government tried to raise standards and significantly increased public funding of early years education. The government provided direct funding to preschool institutions for part-time places for 4-year-old children and an increasing number of part-time places for 3-year-old children. However, the receipt of this funding for 3- and 4-year-old children is dependent on each preschool provision meeting government requirements for the regular inspection of preschool settings, in terms of the framework of Desirable Outcomes, now revised as Early Learning Goals QCA. The Philosophical Background of Childhood Education in England The main principles of traditional early childhood education in Britain are child centered, in contrast to the traditional subject-centered and teacher-directed approaches of secondary education Bruce, This section examines the key underlying principles of English traditional early childhood education: Dewey emphasized individuality, with the curriculum chosen by the child rather than imposed by the teacher. She believed that the child possesses an intrinsic motivation toward the self-construction of learning. Supporting the view that children are innately curious and display exploratory behavior quite independent of adult intervention, the Plowden Report CACE, 1967, p. As far as can be judged, this behaviour is autonomous since it occurs when there is no obvious motivation such as hunger. In English preschool classrooms, learning by being active and interactive, by exploring the environment, has gained universal status Curtis, Dewey advocated that children learn best by exploring and manipulating their environment. Isaacs also emphasized the importance of learning by doing. She wrote that play is not the only means by which children come to discover the world; the whole of their spontaneous activity creates their psychic equilibrium in the early years. This learning by doing theory has been accepted implicitly by English preschool teachers, together with the need to provide a free and spontaneous environment and the rejection of formal instruction. The child-centered view is that children are innately curious and keen to find things out, with a strong drive to explore the environment. This theory suggests that children learn more effectively if their activities are self-chosen and self-directed. However, many educators have warned of the dangers of an exclusive and unrealistic emphasis upon the child. Kogan questions whether children have a natural intellectual curiosity and whether they are really motivated to learn and are keen on discovery. He says that many children in the classroom do not display eagerness to learn and are not able to achieve enough by learning through discovery. Blenkin and Kelly also criticize learning by discovery, claiming that discovery is not possible unless one knows what one is discovering. They recommend that "the only sensible concept of learning by discovery is one which recognizes the essential contribution of the guidance that the teacher can and should provide" p. Free Play In the English preschool, play is an integral part of the curriculum, founded on the belief that children learn through self-initiated free play in an exploratory environment Hurst, ; Curtis, Free play is especially the norm in the traditional English nursery curriculum, following Rousseau, Froebel, Owen, McMillan, and Isaacs. According to Froebel, play is "the work of the child" and a part of "the educational process. Traditional English nurseries have worked with an integrated early childhood curriculum. The integrated curriculum is, as New, 1997, p. He argued that young children do not think in subjects and that their learning is holistic. According to the guidelines of the Early Years Curriculum Group, "Learning is holistic and for the young child; it is not compartmentalised under subject

headings" p. In traditional English preschools, the rigid, subject-divided curriculum is rejected; instead, free play is regarded as the integrating mechanism that brings together everything learned Bruce, Although free play has many benefits and is a necessary part of preschool classrooms, the early years program that prioritizes free play has several crucial weaknesses. First, much research evidence shows that free play does not maximize cognitive development. Sylva, Roy, and McIntyre investigated the ways in which both children and adults spend their time during free play sessions in preschools. During free play, children did not persist at tasks, and the conversation between adult and child was very limited. Developmentalism Sequential developmentalism is one of the most influential beliefs in English early years education. The term refers to the way in which the child passes through a naturally ordered sequence of development towards logical and formal thinking Curtis, According to this version of developmentalism, a child must be "ready" to move on to the next developmental stage and cannot be forced to move to a higher level of cognitive functioning. Although developmentalism and readiness are widely reported to be dominant in English early childhood education, several critiques have been articulated about the readiness concept in developmentalism. The idea of "readiness" has often led to a lack of structure in the curriculum and to a lack of progression. In developmental theory, consideration of the nature of knowledge seems to be ignored. According to Bruner , knowledge of child development is necessary but is not sufficient, and early years practice also needs a firm and sufficient knowledge base. Similarly, Dewey believed that the teacher was not an instructor of passive learners nor a referee in a competition. The child-centered teacher is a guide and an arranger of the environment, rather than an instructor. Thus, teachers are supposed to select materials and activities that will interest children and enable them to find out about the surrounding world. Peters explains that "the image of the teacher" presented in the Plowden Report is of a "child-grower" who stands back so that children will proceed from discovery to discovery when they are "ready. Peters says that teaching can take the form of instruction and explanation, of asking leading questions, of demonstrating by example, and of correcting attempts at mastery. He contends that children succeed in performing tasks and solving problems when helped by an adult. Bruner also believes that an adult presence increases the richness and length of play. The above discussion suggests that appropriate intervention and a structured approach to teaching are components of effective preschool practices. It presented a comprehensive restructuring of the educational system in England. The most important justifications for the National Curriculum are raising standards in schools and offering a broad and balanced curriculum Moon, Before the Education Reform Act, the education system was decentralized, with little government intervention in curriculum planning and implementation. From its introduction, the subject-based approach of the National Curriculum has been seen as an attack on traditional child-centered preschool education. At that time, raising standards and improving quality in early childhood institutions were public priorities in policy making. The significant change, in terms of curriculum, is that the Early Learning Goals represent what most children are expected to achieve "by the end of the foundation stage from 3 to the end of the reception year " instead of "on reaching compulsory school age. The result is that the previous curriculum intended for 3- and 4-year-olds extends to include 5-year-olds.

### Chapter 6 : Early Years Pioneers: Jean Piaget | Nursery World

*First, the need to nurture children from low socioeconomic backgrounds has been considered an important goal of early years education and its pedagogy, environment, and daily routines.*

Search this exhibition Early Years, s Advertising grew in a haphazard way. Created by printers, manufacturers, merchants, and a handful of local agents, advertising focused on the names of sellers and the quality of the product. Often plastered on buildings, ads turned public spaces into marketplaces. Newspapers used advertising to pay for costs. Newspapers paid agents to sell space for advertising. Billposters and sign painters plastered cities with advertising. Business consolidation, industrialization, and railroads laid the groundwork for national markets. During the Civil War, Congress raised revenue by taxing newspaper advertising. On buildings, fences, trade cards; in newspapers; and, near the end of this period, at the back of agricultural, religious, and fashion journals. Who paid for advertising? Merchants, shopkeepers, shipping companies, manufacturers, and producers of goods. Printers created and placed ads in newspapers, printed handbills, and trade cards. Sign painters created advertising for merchants and shop owners. Agents bought space in newspapers and sold it to merchants and manufacturers. Palmer, about Volney B. Palmer listed himself as an advertising agent in the Philadelphia Directory, the only agent in the city. Barnum, Vanity Fair magazine celebrated showman P. Barnum as a master of promotion in Barnum, Patent Medicine Pioneers, s Patent medicine makers developed branding techniques that linked their products to a personality often themselves. Some of their pitches were based on time-honored approaches to healing that worked. Others made false promises. These dishonest pitches eroded consumer confidence, led to regulation, and pushed advertising agencies to distinguish themselves from hucksters and showmen. Munyon, patent medicine entrepreneur, used eye-catching images to hawk his remedies. More showman than doctor, he was tried for fraud. Scrapbook of patent medicine trade cards, s Consumers made advertising their own by reassembling advertisements in scrapbooks. Walter Thompson, J. Walter Thompson founded an advertising empire in the s by identifying magazines as the best place to reach consumers.

**Chapter 7 : The Pioneers and Theorists who Influenced the Early Years Fo by Lucy Greenaway on Prezi**

*Social constructivism (reflecting many of the early childhood pioneers' ideas) is widely acknowledged to underpin and influence much early years provision. It emphasises that children have different and distinct ways of thinking, behaviour and feeling at different stage of development and that children's thinking is different from adults.*

The two explorers, along with their five crewmen, stepped ashore near where the Iowa river flowed into the Mississippi. It is believed that the voyage marked the first time that white people visited the region of Iowa. After surveying the surrounding area, the Frenchmen recorded in their journals that Iowa appeared lush, green, and fertile. For the next years, thousands of white settlers would agree with these early visitors: Iowa was indeed lush and green; moreover, its soil was highly productive. In fact, much of the history of the Hawkeye State is inseparably intertwined with its agricultural productivity. Iowa stands today as one of the leading agricultural states in the nation, a fact foreshadowed by the observation of the early French explorers. The Indians Before , however, the region had long been home to many Native Americans. The Potawatomi, Oto, and Missouri Indians had sold their land to the federal government by while the Sauk and Mesquaki remained in the Iowa region until The Santee Band of the Sioux was the last to negotiate a treaty with the federal government in The Sauk and Mesquaki constituted the largest and most powerful tribes in the Upper Mississippi Valley. They had earlier moved from the Michigan region into Wisconsin and by the s, they had relocated in western Illinois. There they established their villages along the Rock and Mississippi Rivers. They lived in their main villages only for a few months each year. At other times, they traveled throughout western Illinois and eastern Iowa hunting, fishing, and gathering food and materials with which to make domestic articles. Every spring, the two tribes traveled northward into Minnesota where they tapped maple trees and made syrup. In , the federal government informed the two tribes that they must leave their villages in western Illinois and move across the Mississippi River into the Iowa region. The federal government claimed ownership of the Illinois land as a result of the Treaty of The move was made but not without violence. Chief Black hawk, a highly-respected Sauk leader, protested the move and in returned to reclaim the Illinois village of Saukenauk. For the next three months, the Illinois militia pursued Black Hawk and his band of approximately Indians northward along the eastern side of the Mississippi River. The Indians surrendered at the Bad Axe River in Wisconsin, their numbers having dwindled to about This encounter is known as the Black Hawk War. As punishment for their resistance, the federal government required the Sauk and Mesquaki to relinquish some of their land in eastern Iowa. This land, known as the Black Hawk Purchase, constituted a strip 50 miles wide lying along the Mississippi River, stretching from the Missouri border to approximately Fayette and Clayton Counties in Northeastern Iowa. After most Sauk and Mesquaki members had been removed from the state, some Mesquaki tribal members, along with a few Sauk, returned to hunt and fish in eastern Iowa. The Indians then approached Governor James Grimes with the request that they be allowed to purchase back some of their original land. The great majority of newcomers came in family units. Most families had resided in at least one additional state between the time they left their state of birth and the time they arrived in Iowa. Sometimes families had relocated three or four times before they reached Iowa. At the same time, not all settlers remained here; many soon moved on to the Dakotas or other areas in the Great Plains. Most northeastern and southeastern states were heavily timbered; settlers there had material for building homes, outbuildings, and fences. Moreover, wood also provided ample fuel. Once past the extreme eastern portion of Iowa, settlers quickly discovered that the state was primarily a prairie or tall grass region. Trees grew abundantly in the extreme eastern and southeastern portions, and along rivers and streams, but elsewhere timber was limited. In most portions of eastern and central Iowa, settlers could find sufficient timber for construction of log cabins, but substitute materials had to be found for fuel and fencing. For fuel, they turned to dried prairie hay, corn cobs, and dried animal droppings. In southern Iowa, early settlers found coal outcroppings along rivers and streams. People moving into northwest Iowa, an area also devoid of trees, constructed sod houses. Some of the early sod house residents wrote in glowing terms about their new quarters, insisting that "soddies" were not only cheap to build but were warm in the winter and cool in the

summer. Settlers experimented endlessly with substitute fencing materials. Some residents built stone fences; some constructed dirt ridges; others dug ditches. The most successful fencing material was the osage orange hedge until the s when the invention of barbed wire provided farmers with satisfactory fencing material. Early settlers recognized other disadvantages of prairie living. Many people complained that the prairie looked bleak and desolate. One woman, newly arrived from New York State, told her husband that she thought she would die without any trees. Emigrants from Europe, particularly the Scandinavian countries, reacted in similar fashion. These newcomers also discovered that the prairies held another disadvantage - one that could be deadly. Prairie fires were common in the tall grass country, often occurring yearly. Diaries of pioneer families provide dramatic accounts of the reactions of early Iowans to prairie fires, often a mixture of fear and awe. When a prairie fire approached, all family members were called out to help keep the flames away. One nineteenth century Iowan wrote that in the fall, people slept "with one eye open" until the first snow fell, indicating that the threat of fire had passed. Pioneer families faced additional hardships in their early years in Iowa. Constructing a farmstead was hard work in itself. Families not only had to build their homes, but often they had to construct the furniture used. Newcomers were often lonely for friends and relatives. Pioneers frequently contracted communicable diseases such as scarlet fever. Fever and ague, which consisted of alternating fevers and chills, was a constant complaint. Later generations would learn that fever and ague was a form of malaria, but pioneers thought that it was caused by gas emitted from the newly turned sod. Moreover, pioneers had few ways to relieve even common colds or toothaches. Early life on the Iowa prairie was sometimes made more difficult by the death of family members. Some pioneer women wrote of the heartache caused by the death of a child. One woman, Kitturah Belknap, had lost one baby to lung fever. When a second child died, she confided in her diary: Death has again entered our home. This time it claimed our dear little John for its victim. It was hard for me to give him up but dropsy on the brain ended its work in four short days We are left again with one baby and I feel that my health is giving way. These early settlers soon discovered that prairie land, although requiring some adjustments, was some of the richest land to be found anywhere in the world. Moreover, by the late s, most of the state had been settled and the isolation and loneliness associated with pioneer living had quickly vanished. Railroad Fever As thousands of settlers poured into Iowa in the mids, all shared a common concern for the development of adequate transportation. Iowans, like other Midwesterners, were anxious to start railroad building in their state. In the early s, city officials in the river communities of Dubuque, Clinton, Davenport, and Burlington began to organize local railroad companies. City officials knew that railroads building west from Chicago would soon reach the Mississippi River opposite the four Iowa cities. With the s, railroad planning took place which eventually resulted in the development of the Illinois Central, the Chicago and North Western, reaching Council Bluffs in A short time later a fifth railroad, the Chicago, Milwaukee, St. Paul, and Pacific, also completed its line across the state. The completion of five railroads across Iowa brought major economic changes. Of primary importance, Iowans could travel every month of the year. During the latter ninetieth and early twentieth centuries, even small Iowa towns had six passenger trains a day. Steamboats and stagecoaches had previously provided transportation, but both were highly dependent on the weather, and steam boats could not travel at all once the rivers had frozen over. Before , Iowa contained some manufacturing firms in the eastern portion of the state, particularly all made possible by year-around railroad transportation. Many of the new industries were related to agriculture. In time, this firm took the name Quaker Oats. Meat packing plants also appeared in the s in different parts of the state: Americans had long considered education important and Iowans did not deviate from that belief. Early in any neighborhood, residents began to organize schools. The first high school was established in the s, but in general, high schools did not become widespread until after Private and public colleges also soon appeared. By , the Congregationalists had established Grinnell College. The Catholics and Methodists were most visible in private higher education, however. As of , they had each created five colleges: The establishment of private colleges coincided with the establishment of state educational institutions. In the mids, state officials organized three state institutions of higher learning, each with a different mission. Iowans were also quick to organize churches. Beginning in the s, the Methodist Church sent out circuit riders to travel throughout the settled portion of the state. Each circuit rider typically had a two-week circuit in which he

visited individual families and conducted sermons for local Methodist congregations. As more settled communities appeared, the Methodist Church assigned ministers to these stationary charges. Catholics also moved into Iowa soon after white settlement began.

## Chapter 8 : NPI Early Years – Chicago Medicine

*Early Education responds to the Northern Ireland early Years () Strategy consultation. Early Education launches Associates programme. Early Education publishes "How children learn", and adds to the existing "The sky is the limit" publications by producing 10 further leaflets.*

**Etymology[ edit ]** The word "pioneer" originates with the Middle French *pionnier* originally, a foot soldier , or soldier involved in digging trenches , from the same root as *peon* or *pawn*. Daniel Boone – and Davy Crockett – became two real-life icons of pioneer history. **Historic details and episodes[ edit ]** **History of settlement efforts[ edit ]** **Further information: Territorial evolution of the United States** The first westward migrations occurred as representatives of the Thirteen Colonies sought to open up new lands for their respective colonies westward. Those whose original royal charters did not specify a western limit simply extended their lands directly and indefinitely westward. After the United States was formed upon the ratification of the U. Constitution , federal coordination and legislation began to give settlement a more unified approach. The Land Ordinance of was the first official action by the federal government in deciding how political organization of new territories would be handled. The Northwest Ordinance of was a major step, declaring that states could not individually claim new lands, but exploration would be handled by the national U. In the Land Act of , the federal government took its first steps towards legislating the manner in which pioneer lands would be individually claimed and distributed. Marcy , Captain of the U. Army was commissioned by War Department to provide a guide for those moving west. It provided not only mileage and stopping points during travel but also gave advice about what to take on the journey, how to interact with Native Americans and also how to respond to threatening situations such as encounters with bears. **Details of pioneer efforts and actions[ edit ]** As western settlement grew, certain common details began to emerge. Most pioneers traveled in wagon trains , groups of wagons containing settlers and their families. They banded together for common defense and to combine their efforts. Pioneers in the East often had to clear the land, owing to lush forests there. In the Midwest, the task was to bring agricultural fertility to the Great Plains. Some pioneers were drawn with the original intent of claiming lands and settling their families. Others were trappers , or others who went west for commercial reasons, and remained there as residents when their businesses proved to be profitable. **Popular culture and folklore[ edit ]** The figure of the pioneer has played a large role in American culture , literature and folklore. The pioneer is not the only iconic figure which figures in the settlement of the West. Much cultural note is given to other figures of a more transient nature, such as cowboys , trappers , prospectors , miners etc. However, the pioneer alone represents those who went into unexplored territory in search of a new life, looking to establish permanent settlement. Various figures in American folklore and literature typify the pioneer. The Deerslayer was the most successful of an early series, the Leatherstocking Tales , about pioneer life in New York. Little House on the Prairie , a century later, typified a later series of novels describing a pioneer family. Daniel Boone and Davy Crockett are two real-life icons of pioneer history.

**Chapter 9 : Extended history of Early Education | Early Education**

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Visit Website Did you know? According to the U. Census Bureau, there are about 4. The Inuit and Aleut had a great deal in common. Many lived in dome-shaped houses made of sod or timber or, in the North, ice blocks. They used seal and otter skins to make warm, weatherproof clothing, aerodynamic dogsleds and long, open fishing boats kayaks in Inuit; baidarkas in Aleut. By the time the United States purchased Alaska in , decades of oppression and exposure to European diseases had taken their toll: The native population had dropped to just 2,; the descendants of these survivors still make their home in the area today. In the Subarctic, travel was difficultâ€”toboggans, snowshoes and lightweight canoes were the primary means of transportationâ€”and population was sparse. In general, the peoples of the Subarctic did not form large permanent settlements; instead, small family groups stuck together as they traipsed after herds of caribou. They lived in small, easy-to-move tents and lean-tos, and when it grew too cold to hunt they hunkered into underground dugouts. Its inhabitants were members of two main groups: Iroquoian speakers these included the Cayuga, Oneida, Erie, Onondaga, Seneca and Tuscarora , most of whom lived along inland rivers and lakes in fortified, politically stable villages, and the more numerous Algonquian speakers these included the Pequot, Fox, Shawnee, Wampanoag, Delaware and Menominee who lived in small farming and fishing villages along the ocean. There, they grew crops like corn, beans and vegetables. Life in the Northeast culture area was already fraught with conflictâ€”the Iroquoian groups tended to be rather aggressive and warlike, and bands and villages outside of their allied confederacies were never safe from their raidsâ€”and it grew more complicated when European colonizers arrived. Meanwhile, as white settlement pressed westward, it eventually displaced both sets of indigenous people from their lands. The Southeast The Southeast culture area, north of the Gulf of Mexico and south of the Northeast, was a humid, fertile agricultural region. Many of its natives were expert farmersâ€”they grew staple crops like maize, beans, squash, tobacco and sunflowerâ€”who organized their lives around small ceremonial and market villages known as hamlets. Perhaps the most familiar of the Southeastern indigenous peoples are the Cherokee, Chickasaw, Choctaw, Creek and Seminole, sometimes called the Five Civilized Tribes, who all spoke a variant of the Muskogean language. By the time the U. In , the federal Indian Removal Act compelled the relocation of what remained of the Five Civilized Tribes so that white settlers could have their land. The Cherokee called this frequently deadly trek the Trail of Tears. Before the arrival of European traders and explorers, its inhabitantsâ€”speakers of Siouan, Algonquian, Caddoan, Uto-Aztecan and Athabaskan languagesâ€”were relatively settled hunters and farmers. After European contact, and especially after Spanish colonists brought horses to the region in the 18th century, the peoples of the Great Plains became much more nomadic. Groups like the Crow, Blackfeet, Cheyenne, Comanche and Arapaho used horses to pursue great herds of buffalo across the prairie. The most common dwelling for these hunters was the cone-shaped teepee, a bison-skin tent that could be folded up and carried anywhere. Plains Indians are also known for their elaborately feathered war bonnets. As white traders and settlers moved west across the Plains region, they brought many damaging things with them: With settlers encroaching on their lands and no way to make money, the Plains natives were forced onto government reservations. The Southwest The peoples of the Southwest culture area, a huge desert region in present-day Arizona and New Mexico along with parts of Colorado , Utah , Texas and Mexico developed two distinct ways of life. Sedentary farmers such as the Hopi, the Zuni, the Yaqui and the Yuma grew crops like corn, beans and squash. Many lived in permanent settlements, known as pueblos, built of stone and adobe. These pueblos featured great multistory dwellings that resembled apartment houses. At their centers, many of these villages also had large ceremonial pit houses, or kivas. Other Southwestern peoples, such as the Navajo and the Apache, were more nomadic. They survived by hunting, gathering and raiding their more established neighbors for their crops. Because these groups were always on the move, their homes were much less permanent than the pueblos. For instance, the Navajo fashioned their iconic eastward-facing round houses,

known as hogans, out of materials like mud and bark. Spanish colonists and missionaries had enslaved many of the Pueblo Indians, for example, working them to death on vast Spanish ranches known as *encomiendas*. The Great Basin The Great Basin culture area, an expansive bowl formed by the Rocky Mountains to the east, the Sierra Nevadas to the west, the Columbia Plateau to the north, and the Colorado Plateau to the south, was a barren wasteland of deserts, salt flats and brackish lakes. Its people, most of whom spoke Shoshonean or Uto-Aztecan dialects the Bannock, Paiute and Ute, for example , foraged for roots, seeds and nuts and hunted snakes, lizards and small mammals. Because they were always on the move, they lived in compact, easy-to-build wikiups made of willow poles or saplings, leaves and brush. Their settlements and social groups were impermanent, and communal leadership what little there was was informal. After European contact, some Great Basin groups got horses and formed equestrian hunting and raiding bands that were similar to the ones we associate with the Great Plains natives. California Before European contact, the temperate, hospitable California culture area had more peopleâ€”an estimated , in the midth centuryâ€”than any other. It was also more diverse: Its estimated different tribes and groups spoke more spoke more than dialects. Despite this great diversity, many native Californians lived very similar lives. They did not practice much agriculture. Instead, they organized themselves into small, family-based bands of hunter-gatherers known as *tribelet*s. Inter-tribelet relationships, based on well-established systems of trade and common rights, were generally peaceful. Spanish explorers infiltrated the California region in the middle of the 16th century. The Northwest Coast The Northwest Coast culture area, along the Pacific coast from British Columbia to the top of Northern California, has a mild climate and an abundance of natural resources. As a result, unlike many other hunter-gatherers who struggled to eke out a living and were forced to follow animal herds from place to place, the Indians of the Pacific Northwest were secure enough to build permanent villages that housed hundreds of people apiece. Those villages operated according to a rigidly stratified social structure, more sophisticated than any outside of Mexico and Central America. Goods like these played an important role in the *potlatch*, an elaborate gift-giving ceremony designed to affirm these class divisions. Most of its people lived in small, peaceful villages along stream and riverbanks and survived by fishing for salmon and trout, hunting and gathering wild berries, roots and nuts. In the 18th century, other native groups brought horses to the Plateau. In , the explorers Lewis and Clark passed through the area, drawing increasing numbers of disease-spreading white settlers. By the end of the 19th century, most of the remaining Plateau Indians had been cleared from their lands and resettled in government reservations.