JOANNE HENDRICK SECOND EDITION

THE WHOLE CHILD

NEW TRENDS IN EARLY EDUCATION

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SECOND EDITION

with 76 illustrations

The C. V. Mosby Company

ST. LOUIS • TORONTO • LONDON 1980

Cover photograph by Richard Pierce

SECOND EDITION

Printed in the United States of America

The C. V. Mosby Company
11830 Westline Industrial Drive, St. Louis, Missouri 63141

Library of Congress Cataloging in Publication Data

Hendrick, Joanne, 1928-
The whole child.

Bibliography: p.
Includes index.
1. Education, Preschool. I. Title.
LB1140.2.H44 1980 372.21 79-9135
ISBN 0-8016-2145-3

GW/VH/VH 9 8 7 6 5 4 3 2 02/B/228

☐ Preface

The Whole Child is intended to equip beginning teachers of young children with a fundamental point of view and specific skills so they may function effectively with the children in their care. It cites research where it is possible to do so and resorts to common sense and practical experience with children where research does not provide the answers.

This revised edition has moved with the times and includes research that supports the value of preschool education and new information on moral development, exceptionality, and nonsexist education. An entire chapter has been added on helping children cope with crises—including those related to divorce, death, hospitalization of themselves or their families, and child abuse. The chapter on the cognitive self has been amplified, and the one focussing on physical development now contains charts that provide a comprehensive plan for developing the physical abilities of children, as well as material on relaxation techniques and movement education. All chapters include updated research citations and more current References for Further Reading.

The overall philosophy of education expressed in the book remains unchanged, however, since it still does not appear that we have yet reached the point where we have the final answer on how children learn and why they behave as they do. Therefore, the book remains eclectic in terms of learning theory—sometimes recommending behavior modification as an approach and sometimes urging the reader to identify other reasons for behavior and to work toward the mitigation of behaviors that are malign.

The recommendations for curriculum are based on the assumption that children do indeed pass through stages of development—that growth is an orderly, predictable, sequential process, and that a good teacher or parent can help the child grow to his full potential by recognizing these stages and by offering suitable experiences that nurture and challenge him as he develops.

The book is sexist in the sense that it refers to the teacher as "she." I can only beg the reader's indulgence for this flaw, since writing was simply clearer if one sex was consistently ascribed to the teacher and the other used to identify the child. However, I am well aware that teachers and children come in both genders.

Finally, this book assumes that the function of education is to care for the whole child and help him flourish. For this reason, it focuses on five aspects of the child's self rather than stressing various curriculum topics such as science or outdoor play. It is my belief that once the educational needs of these selves are understood, a specific curriculum follows naturally and is relatively simple to generate.

I owe so much to so many people that it is a well nigh impossible task to mention them all. The contribution of students and parents to my point of view and knowledge has been considerable, as have the innumerable things my staff have taught me. In addition, I am forever in the debt of my mother, Alma Green, who not only began some of the first parent education classes in Los Angeles, but also taught me a great deal about young children and their families.

I am also indebted to Sarah Foot and her wonderful Starr King Parent/Child Workshop, which convinced me that my future lay in early childhood

education, and to my own children who bore with me with such goodwill while I was learning the real truth about bringing up young people.

As far as the book itself is concerned, I would like to thank Murray Thomas for teaching me, among other things, how to write and John Wilson for convincing me that some things remained to be said and changed in early education. To Chester and Peggy Harris I am forever indebted for a certain realistic attitude toward research, particularly in the area of cognitive development.

My thanks go to Lou Grant and Marilyn Statucki for commenting on the manuscript with such patience and tact. Also, additional thanks to Ms. Donna Dempster of Cornell University and Ms. Ellen Nash of The Ohio State University for their valuable suggestions used in revising this text. I am also grateful to Dorothy Annable for locating countless books for me and to my typists, Anne Muñoz and Sue Nitsch, for making sense out of an incredible chaos of imaginative typing and illegible scrawls.

Finally, I wish to acknowledge a special debt to Jason Lo'Cicero and Richard Pierce for their sensitive portraits of young children, to Brooks Institute and School of Photography, and to Terry Jones, Head Start Coordinator of Santa Barbara County, who generously granted permission for me to use her collection of Head Start pictures.

Writing a book about early childhood education has been exciting—it has been an interesting task for me to set down what I know about this area. If it is also helpful to beginning teachers and to the children they serve, I will be pleased indeed.

Joanne Hendrick

Contents

PART THREE

Nourishing and maintaining emotional health

PART FOUR

Fostering social development

PART ONE

Beginning to teach

Santa Barbara City College Children's Center

1□ What makes a good day for children?

There was a child went forth every day,
And the first object he look'd upon, that object he became,
And that object became part of him for the day or a certain part of the day,
Or for many years or stretching cycles of years.

The early lilacs became part of this child,
And grass and white and red morning-glories, and white and red clover, and the song of the phoebe-bird,
And the Third-month lambs and the sow's pink-faint litter, and the mare's foal and the cow's calf,
And the noisy brood of the barnyard or by the mire of the pond-side,
And the fish suspending themselves so curiously below there, and the beautiful curious liquid,
And the water-plants with their graceful flat heads, all became part of him.

The field-sprouts of Fourth-month and Fifth-month became part of him,
Winter-grain sprouts and those of the light-yellow corn, and the esculent roots of the garden,
And the apple-trees cover'd with blossoms and the fruit afterward, and wood-berries, and the commonest weeds by the road,
And the old drunkard staggering home from the outhouse of the tavern whence he had lately risen,
And the schoolmistress that pass'd on her way to the school,
And the friendly boys that pass'd, and the quarrelsome boys,
And the tidy and fresh-cheek'd girls, and the barefoot negro boy and girl,
And all the changes of city and country wherever he went.

His own parents, he that had father'd him and she that had conceiv'd him in her womb and birth'd him,
They gave this child more of themselves than that,
They gave him afterward every day, they became part of him.

The mother at home quietly placing the dishes on the supper-table,
The mother with mild words, clean her cap and gown, a wholesome odor falling off her person and clothes as she walks by,
The father, strong, self-sufficient, manly, mean, anger'd, unjust,
The blow, the quick loud word, the tight bargain, the crafty lure,
The family usages, the language, the company, the furniture, the yearning and swelling heart,
Affection that will not be gainsay'd, the sense of what is real, the thought if after all it should prove unreal,
The doubts of day-time and the doubts of night-time, the curious whether and how,

Whether that which appears so is so, or is it all flashes and specks?
Men and women crowding fast in the streets, if they are not flashes and specks what are they?
The streets themselves and the façades of houses, and goods in the windows.
Vehicles, teams, the heavy-plank'd wharves, the huge crossing at the ferries,
The village on the highland seen from afar at sunset, the river between,
Shadows, aureola and mist, the light falling on roofs and gables of white or brown two miles off,
The schooner near by sleepily dropping down the tide, the little boat slack-tow'd astern,
The hurrying tumbling waves, quick-broken crests, slapping,
The strata of color'd clouds, the long bar of maroon-tint away solitary by itself, the spread of purity it lies motionless in,
The horizon's edge, the flying sea-crow, the fragrance of salt marsh and shore mud,
These became part of that child who went forth every day, and who now goes, and will always go forth every day.

WALT WHITMAN
There Was a Child Went Forth (1871)

Teaching preschool children can be one of the best, most deeply satisfying experiences in the world. Children aged 2 to 5 go through fascinating, swiftly accomplished stages of development. They are possessed of vigorous personalities, rich enthusiasm, an astonishing amount of physical energy, and strong wills. With the exception of infancy, there is no other time in human life when so much is learned in so brief a period (Bloom, 1964).

This phenomenal vigor and burgeoning growth present a challenge to the beginning teacher that is at once exhilarating and frightening. The task is a large one: the teacher must attempt to build an educational climate that enhances the children's development and whets their appetites for further learning. The milieu must also nourish and sustain emotional health, encourage physical growth and muscular prowess, foster satisfying social interactions, enhance creativity, develop language skills, and promote the development of mental ability. Moreover, this must all be garbed in an aura of happiness and affection in order to establish that basic feeling of well-being which is essential to successful learning.

With such a large task at hand, it is not surprising that the beginning teacher may wonder somewhat desperately where to begin and what to do. The following material should help the student gain skills and confidence as well as organize what is known about preschool education into a logical whole so that she may become a relaxed and effective teacher of young children.

No doubt the reader is anxious to press on to discussions of discipline or eating problems or teaching children to share—these are valid concerns of all teachers of preschool children. However, it seems wise to take time first for an overview of whether preschool education is effective and what should go into a good day for young children. What elements should be included when planning the overall curriculum? Once these elements are clearly in mind, we can turn to a consideration of more specific problems and recommendations.

CAN EARLY EDUCATION MAKE A DIFFERENCE?

For more than a decade, research on approaches to early childhood education has sought to investigate the effectiveness of various kinds of programs in changing the behavior and enhancing the development of young children. The results of these investi-

gations have been at times discouraging and at times heartening. On one hand, the Westinghouse Report (Cicerelli, Evans, and Schiller, 1969), the Hawkridge study (Hawkridge, Chalupsky, and Roberts, 1968), and more recently a report by Abt Associates (Stebbins, St. Pierre, Proper, Anderson, and Cerva, 1977) have found little evidence of persistent, across-program change on measures of intellectual ability. In this same tradition, Jencks (1972) challenged the efficacy of education as an antidote to poverty.

On the other hand, work by Bereiter and Englemann (1966), Hodges, McCandless, Spicker, and Craig (1971), Gray and Klaus (1970), Guinagh and Gorden (1976), Karnes, Teska, and Hodgins (1970), Lane, Elzey, and Lewis (1971), and Weikart, Bond, and McNeil (1978) indicates that preschool programs can be effective change agents. Further encouraging results were identified by Horowitz, who concluded, following a comprehensive review of environmental intervention programs in the early 1970s, that preschool intervention programs devised as experimental programs produced "fairly large IQ and achievement gains" (Horowitz and Paden, 1973, p. 391).

Even more exciting, however, is the newer study by Irving Lazar and associates (Consortium on Developmental Continuity: Education Commission of the States, 1977; Lazar, Hubbell, Murray, Rosche, and Royce, 1977), who investigated the persistence of preschool effects. The results of this carefully done follow-up study of a number of experimental infant and preschool programs current in the 1960s are so significant that they merit special review in these pages.

In essence, Lazar asked, "Now that these children are either in their teens or early twenties, what has become of them?" "How have they turned out?" "Did early intervention make a difference in their lives?" In order to acquire answers to these questions, each project traced as many of the experimental and control children as possible, retested them on the Wechsler Intelligence Test and, among many questions, asked *whether they had ever repeated a grade in school or had been placed in a class for educable mentally retarded children* (EMR classroom).

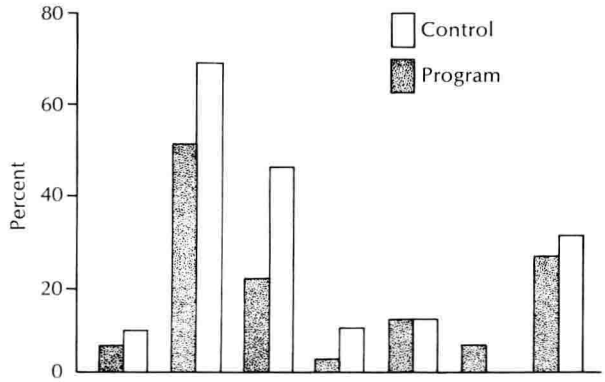
An analysis of the intelligence test material (both current and prior tests) led the investigators to conclude that "although evidence showed that early education can produce significant increases in IQ (over a control group) which lasts for up to three years after the child leaves the program . . . it appears that the effect . . . is probably not permanent" (pp. 19 and 20).

However, the information related to grade retention and/or placement in EMR classrooms was much more encouraging, in part because of its implications for saving public monies (Weikart, 1978), but also in terms of what the findings mean in terms of human happiness.

Even though these data vary considerably between programs (probably because different school districts have different policies on having children repeat grades), they clearly indicate that early education *can* reduce the rate of failure for low-income children,* thereby preventing much humiliation and loss of self-esteem. And if repetition of a grade would likely be humiliating to a youngster, one can only surmise what it might mean to be placed in a classroom for retarded children. Here, once again, the Lazar data provide convincing evidence that early education is worthwhile, since many fewer project children were found to have been placed in such classes. As Lazar points out, "Gordon's project showed 9.4% program children in special education compared to 30.0% control; Gray's 2.8% program to 27.4%; and Weikart's 13.8% program to 27.7% control" (p. 14), and he concludes by commenting, "The cost of teaching a child in special education classes is substantially more than if he or she could perform acceptably in the normal classroom, to say nothing of the trauma to the child of being labeled slow or retarded" (p. 14).

Despite these findings, even as this book goes to press, the argument about program effectiveness

*For a more complete interpretation and explanation of this study, the reader should refer to the original reports, which are well worth reading.

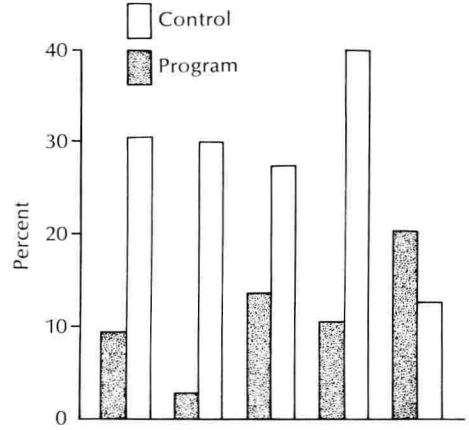


Totals	Gordon	Gray	Palmer	Weikart	Leven-stein	Miller	Zigler
Program children	70	33	131	58	68	105	79
Control children	21	12	42	65	23	18	65
Significance	0.920	0.569	0.001	0.226	0.984	0.555	0.570

Pooled significance level p = <0.0002 (two-tailed)

Percent of program and control children held back a grade.

From Lazar, Hubbell, Murray, Rosche, and Royce: *Summary report: The persistence of preschool effects.* Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, 1977. (OHDS) 78-30129.



Totals	Gordon	Gray	Weikart	Leven-stein	Miller
Program children	64	36	58	69	93
Control children	20	17	65	23	16
Significance	0.052	0.017	0.096	0.004	0.689

Pooled significance level p = 0.048 (two-tailed)

Percent of program and control children in special education.

From Lazar, Hubbell, Murray, Rosche, and Royce: *Summary report: The persistence of preschool effects.* Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, 1977. (OHDS) 78-30129.

rages on. At present, for example, there is strong debate taking place between the supporters of the Abt Associates' assessment of Project Follow Through (Anderson, St. Pierre, Proper, and Stebbins, 1978) and critics of that report (Hodges, 1978; House, Glass, McLean, and Walker, 1978). (Project Follow Through is the educational program designed to continue gains made in preschool with economically disadvantaged children as they attend elementary school.) Perhaps, as in the happy case of the preschool study, it may ultimately turn out that it is still too early to determine the lasting effects of Project Follow Through—only time and careful research will tell!

WHAT GOES INTO A GOOD DAY FOR CHILDREN?

Whereas one of the statistical strengths of the Lazar study is the fact that the results hold true across a number of programs, one of the questions it leaves unanswered is the tantalizing one of just exactly which ingredients in these programs have what effect upon the children, since examination reveals that programs differ in many respects in their philosophy, teaching techniques, and program content (Brown, 1977; Miller and Dyer, 1975).

The best we can do at present is to rely on somewhat cursory analyses of common program elements, as well as on experience, to identify and select features successful programs have in common. Among such analyses are the ones by Gordon (1970) and Maccoby and Zellner (1970), and it is largely the elements identified by them that are considered in this text; it is left up to the reader to investigate the unique aspects of particular programs listed in the readings at the ends of chapters and references at the end of the book.

GOOD HUMAN RELATIONSHIPS ARE A FUNDAMENTAL INGREDIENT OF A GOOD DAY*

All good preschool programs are built on the foundation of sound human relationships. Warmth and empathic understanding have been shown to be effective means of influencing young children's positive adjustment to nursery school (Truax and Tatum, 1966), and it is apparent that genuine caring about the children and about other adults in the program is fundamental to success.

In order for warmth and personal contact to flourish, the day must be planned and paced so there are numerous opportunities for person-to-person, one-to-one encounters. In practical terms, this means that groups must be kept small and the ratio of adults to children must be as high as possible. Many occasions must also be provided where the children move freely about, making personal choices and generating individual contacts. Such arrangements permit numerous interludes where informal learning experiences can be enjoyed and where human caring can be expressed. The moments may be as fleeting as a quick hug when the teacher ties a pair of trailing shoelaces or as extended as a serious discussion of where babies come from. It is the quality of individualized, personal caring and the chance to talk together that are significant.

The parent should be included as part of the life of the school*

The day is past when parents were expected to pay their bill but leave their children at the nursery school door. Of course, cooperative schools have long demonstrated the feasibility of including the family in the nursery school experience, but today we can also point to mounting research that confirms that inclusion of the parent in the educational process, whether in home tutoring programs or the nursery school itself, results in longer lasting educational gains for the child (Bronfenbrenner, 1976; Gray and Klaus, 1970; Guinagh and Gordon, 1976; Heber, Garber, Harrington, Hoffman, and Falender, 1972; Lally and Honig, 1977).

Since it is possible to include parents in a variety of welcoming, participating ways (which are discussed in a later chapter), it is only noted here that the value of close interaction between home and school is being increasingly documented by research. Therefore, we should do all we can to make this link a strong one.

*Items followed by an asterisk are ones included either on the Maccoby and Zellner (1970) or Gordon (1970) list.

There should be a balance between self-selection and teacher direction—both approaches are valuable*

Value of self-selection. The idea that young children can be trusted to choose educational experiences for themselves that will benefit them goes all the way back in educational theory to Jean Jacques Rousseau and John Dewey, and at present this concept is experiencing a rebirth in England in the British Infant School, as well as continuing its tenure in the majority of American nursery schools.

Philosophical support for the value of self-selection of activities comes from as disparate sources as the self-selection feeding experiments of Clara Davis (1939) and the psychoanalytic theory of Erikson, who speaks of the preschool child's "sudden, violent wish to have a choice" (1950, p. 252). The virtue of self-selection is that it fosters independence and builds within the child responsibility for making his own decisions. It also provides an excellent way to individualize the curriculum because each child is free to pursue his own interests and to suit himself when he is free to choose.

Value of teacher-determined activities. Despite the virtues and attractiveness of the open environment, research indicates that one should not rely entirely on self-selection. At least in programs designed to serve children who come from economically disadvantaged families, it is now evident that planned, structured experiences that are teacher directed are more effective in producing cognitive gains than are programs lacking this characteristic (Bissell, 1973; DiLorenzo and Salter, 1968; Miller and Dyer, 1975). Even though the cognitive self (the part of the child that is concerned with mental activity) is only one aspect of the child's personality, adequate mental development is so closely related to success in school that promising techniques must be taken into consideration when planning a curriculum.

It would be ideal, of course, if all activities were attractive enough that the child would *want* to choose them spontaneously, but there are times when youngsters should participate in learning activities that will enhance their growth even if they are not particularly attracted to them. It isn't fair to let a child graduate from preschool with a degree in trike riding coupled with a deadly inability to put five words together into a coherent sentence.

Good curriculum must be planned with definite objectives in mind*

Evidence is mounting that formulating and carrying out a specific plan for the preschool program is fundamental to success at least when working with economically disadvantaged children (Karnes, 1973b). The value of establishing specific objectives has been convincingly demonstrated in programs having such contrasting philosophies as the Piagetian classrooms of David Weikart (Weikart, Rogers, Adcock, and McClelland, 1971) and the learning drill classrooms of Bereiter and Englemann (1966). A study of Mexican-American preschools (Nedler and Sebera, 1971) presents additional evidence that sequenced, planned learning was effective in their program. In addition, all the Planned Variation Head Start Models required clear definitions of strategies before they could be funded (Klein, 1971).

Yet the value of identifying objectives and formulating plans by which they may be reached is often questioned or ignored by early childhood teachers on the grounds that such planning may deaden creativity, spontaneity, and opportunities for self-selection (Ebel, 1970; Moskovitz, 1973). As Fowler puts it,

> [Teachers fear] the formal, didactic and authority centered forms of teaching prominent in education until the development of the nursery school and progressive education movement early in this century (1971, p. 30).

Of course, one would not want the formulation of a plan to result in a return to that style of teaching; but at the same time, the beginning nursery school teacher should realize that a curriculum is not something that can be relied on to develop spontaneously as the day marches along. Days must be planned and overall goals identified and implemented to assure educational success.