



Why Early Ed Benefits All Of Us

Communications Strategies For Advocates Of Early Childhood Education

A report commissioned by the Benton Foundation

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I. WHY EARLY EDUCATION IS NECESSARY

What Kids Learn Early and Why

Recent decades have witnessed an explosion of research into the basic mechanisms of learning, including the neural structures that allow us to perceive the world around us, remember experiences, learn skills, feel emotions, establish and maintain social relations, and make decisions. One of the most remarkable discoveries is that a child's brain is shaped in major ways during the first 3 to 5 years of life. The main mechanisms are the establishment of neural connections and the death of both connections between neurons and of neurons themselves.

The question is: Which connections will be established and strengthened and which will die off? Unused neural connections tend to die off. Without activity of the right kind important potential connections between neurons are not established. In short, the basic wiring of the brain is accomplished during the earliest years, and the kinds of interactions children have during those years affects them for life. A lot of learning takes place after age five, but the brain structure in which that learning takes place is set to a remarkable degree within the first five years.

What is learned early is, to a large extent, learned permanently – including the desire and capacity for learning itself. Here are some of the things that develop early:

- Patterns of interpersonal and moral development.
- Prosocial and antisocial behavior.
- Empathy, self-confidence, and a sense of responsibility for oneself and others.

Many things are learned better if acquired early, and some things are forbiddingly hard or impossible if learned too late, say, after six or seven. Here are some:

- Reading. Reading is learned more easily and effectively during the early years.
- Basic math. Young children can learn the rudiments of math early, and can become comfortable with mathematical thinking at an early age.
- Music. If you have no exposure to music by age five, it is unlikely that you will be able to be a musician.
- Fine motor coordination. The motor skills needed to be an athlete, a dancer, a skilled craftsman, and many other things must be developed early.



- Languages. Any language learned very early in a natural setting by active participation is learned readily and in the same part of the brain as one's native language. Languages learned later in life are stored in a different part of the brain and fluency is much harder to acquire.
- Reasoning skills. Kids raised in an environment where questioning and reasoning are a valued part of everyday life grow up with an important advantage in these critical skills.

The kind of "learning" that takes place during those early years is natural learning, not classroom learning, and much of it is done through unconscious processes. Just as cognitive science has shown that most of our thought is below the level of consciousness, so most of our early learning is largely unconscious and relatively effortless.

The quality of care children receive matters greatly. Parents and other caregivers who were themselves deprived as children may not know best how to provide a healthy and nurturant environment for children. Even well-meaning and well-educated parents with plenty of time to devote to parenting may need to know a lot more about how to best raise their children to realize their full potential. All parents and caregivers can benefit by learning more about how children learn and develop. That knowledge is not yet part of the "common sense" of our culture or any culture. Parents and caregivers do not need to know about the details of brain research, but they do need to know a lot about what to do at what stage of childhood in order to help children develop as fruitfully as possible.



II. BACKGROUND: Cognitive Science and Effective Advocacy

Framing and Metaphorical Thought

One of the most basic results in cognitive linguistics is that people understand almost everything by applying conceptual frames. The conclusion one draws depends on the frame one uses. For example, the same behavior can be described as either (1) “thrifty” or (2) “stingy,” depending on whether that behavior (not spending much money) is framed in terms of (1) efficient management of resources or (2) willingness to share.

Similarly, having someone else care for your child during the day can be framed as (1) selfishly abdicating your parental responsibility, (2) doing what is necessary to earn a living, or (3) giving your child the benefits of an enriching environment. The use of language is crucial in determining which frame is evoked. Advocates for early childhood education need to be aware of exactly which language will evoke which frames.

Another basic result in cognitive linguistics is that people reason metaphorically most of the time without being aware of it. For example, love relationships are commonly thought of as being (1) business partnerships, or (2) two complementary parts fitting together to make a unified whole. Whether something is going wrong with the relationship can depend on the metaphor used to conceptualize it. The partnership metaphor entails that both people should be sharing both the work and the benefits of the relationship equally. This entailment doesn’t make sense in the complementary parts metaphor, where it is assumed that each person brings different things to the relationship and gets different things out of it.

Metaphoric framing is also very relevant to the issue of early childhood education. For instance, if children are viewed as precious objects of a fixed nature, then simply storing them safely is a reasonable goal for a day care center. On the other hand, if children are seen as being malleable objects—as having their minds crucially shaped in a permanent way by their earliest experiences, then the requirements for day care are much more than mere storage.

For these reasons, it is vital that advocates be aware of the metaphors they use and the consequences of those metaphors.

Family Values and Public Policy

An important finding in applying cognitive science to public policy is that family-based moral values are central to the framing of virtually all public policy issues. George Lakoff’s book, *Moral Politics*, shows that the fundamental split between political conservatives and progressives/liberals mirrors a difference in core beliefs about idealized family life.



Conservatives tend to assume that a “Strict Father” model of the family is ideal:

The strict father

- bears principal responsibility for supporting and protecting the family, as opposed to the mother who is child-rearer and homemaker
- is the moral authority who teaches his children right from wrong, establishes rules, and enforces them with “tough love”
- instills discipline and doesn’t coddle his children
- teaches the value of self-reliance
- doesn’t meddle in the lives of his grown children.

Progressives/liberals, on the other hand, tend to see a “Nurturant Parent” family as ideal:

The nurturant parent

- shares parental responsibility equally
- has empathy and care as primary moral values
- teaches responsibility for both self and others
- encourages questioning and dialog, rather than just obedience
- teaches the importance of social ties, cooperation, and interdependence
- seeks to maintain a caring parental relationship throughout life with grown children.

Conservatives often see the nurturant parent mistakenly as a “permissive” parent, who fails to instill sufficient discipline and sense of self-reliance in children. Their mistake is that nurturant parents instill a sense of responsibility for self and others and the inherent discipline to act responsibly. Progressives/liberals often see strict fathers as necessarily abusive, which they needn’t be.

These differences have mattered crucially in shaping attitudes on major issues of public policy. Consider welfare. Conservatives have seen welfare in itself (regardless of the success or failure of any particular program) as immoral and harmful to the people it is supposed to help, on the grounds that it destroys their self-discipline and sense of self-reliance—a form of coddling. Progressives/liberals have viewed welfare from the perspective of empathy, care, and the responsibility for others.

The mechanism by which idealized family models apply to public policy is metaphor, in this case the metaphor that The Nation Is A Family, with the Government As Parent and Citizens As Children.

- To conservatives, this means that government should not meddle in the lives of its mature citizens (the ones who can take care of themselves) and should



promote the values of self-discipline and self-reliance in citizens who cannot take care of themselves (e.g., those who are poor, uneducated, disabled, and discriminated against).

•To progressives/liberals, this means that the government has a responsibility to insure the basic well-being of all its citizens—both those who can benefit from help in assuming their responsibilities and those who absolutely need care.

This difference in family-based moral perspective applies in important ways to issues of early childhood education. For example, conservatives will tend to feel that:

- Mothers should keep their traditional role as child-rearers and home-makers, not wage-earners—and that the government should do nothing to encourage mothers to leave the home.
- Responsible parents, being self-reliant, should not rely on the government for any assistance in raising their children.
- Others (e.g., child care providers) may not instill the correct values and discipline in their children.
- Government credentialing of child care providers is a form of meddling.
- It is immoral to be forced to pay taxes for the support of other people's children.

The objections are a consequence of the way that Strict Father Morality frames the issues of child care and Early Ed. Advocates for Early Ed will encounter these objections. It is important to understand that they come from a particular moral worldview, rather than from ignorance or lack of concern. Such objections cannot be countered merely by facts or rational argument, since no facts or rational argument will change that moral worldview. Indeed, virtually any facts presented will be reinterpreted to fit that worldview.

When debating in public against someone with such views, advocates must be careful not to accept their worldview. The point is to frame Early Ed within a pro-Early Ed worldview. In many cases this can be accomplished by finding common ground between the worldviews, since there are interests shared by conservatives and liberals/progressives which relate to Early Ed. However, attempting to respond with facts and rational arguments without reframing will often tend to reinforce the opposing worldview. Facts and rational arguments should be used, but only after reframing or highlighting shared frames.

The Basis for a Pro-Early Ed Consensus

There are two main facts that should be the basis for building a pro-early-Ed consensus across the public as a whole. (This does *not* count that minority of



the population who come to the issue with a strong moral ideology opposed to Early Ed.)

Fact 1: The Early Development Issue: A child's intellectual, emotional, social, and moral development is massively shaped by experiences and education between the ages of zero and six.

Fact 2: The Need For Care issue: For economic reasons, a very large number of mothers have to work and require affordable, high-quality child care.

Fact 2 is already widely acknowledged and is much better understood than Fact 1. But Fact 1 is what distinguishes Early Ed. from mere day care (or "child storage") and early childhood educators from baby sitters.

It is important not to give in to the temptation to mention only Fact 2 in advocacy situations. The public **MUST** be educated about Fact 1. If the public comes to understand and acknowledge Fact 1, then there can be real positive change on behalf of children—a change that could be felt throughout the population within 20 years.



III. PRACTICAL APPLICATIONS OF FRAMING AND METAPHOR

- Day Care vs. Early Ed

Don't refer to "daycare." Do refer to "Early Ed(ucation)."

The term "day care" for most people elicits the "child storage" frame, in which a mother who wants a career needs a safe, convenient, and affordable place to leave her child for the day.

Replace the Day Care frame with an Early Ed frame, which focuses

- (1) on the needs of the child,
- (2) on the fact that this the age when the most learning per day is taking place in a child's life, and
- (3) that the provider is a teacher who requires training.

- Parents and Children Meeting Their Potential

With proper Early Ed programs in place, both parents and children can reach their full potential – parents, by having the flexibility to be successful in the workplace and earn good wages for their families; and children, by being in the kind of environment that promotes their healthy development.

- Giving Parents Choices

Early Ed will give parents the alternative of helping support the family through work or staying at home with their child. Right now, many parents are unable to maintain full employment because of prohibitive costs for quality childcare, or are forced to leave their children with caregivers they may not have chosen if more alternatives were available.

Early Ed programs will offer parents choices about which providers they prefer, based on location, values or other factors.

With respect to choice, Early Ed is more like current higher education than primary schools.

- Parents and Early Ed as Partners

Early Ed cannot, and does not try to, replace parents. Rather Early Ed is a valuable partner for parents, working toward the common goal of raising children as well as possible.

Early Ed is a trusted back-up for working parents, and a trusted advisor for parents who choose to stay at home.

- Reframing the First Six Years: Learning from Zero



Learning starts at birth.

Most learning per day takes place between zero and six.

- Natural Learning vs. Study

Before six, most learning is “natural” in that it comes through natural interaction and exposure to a rich environment.

Early Ed providers play an important, active role in the natural learning process. They provide guidance and create an appropriate setting, in which children explore and interact in the ways that help them learn.

- Learning to Learn

Between zero and six, one’s ability to learn, interest in learning, and attitude toward learning are shaped for life. If you go to elementary school without a positive attitude and aptitude for learning, you’ll get much less out of school and in extreme cases, very little.

- Learning "The Basics"

Young children learn things even more basic than skills like reading and writing. They learn attitudes towards education, respect for themselves and others, the ability to interact appropriately, and so forth. These attitudes and abilities are the real Basics on which the rest of education depends.

- "Ramping Up" to School

Kids who have had the benefit of Early Ed rise smoothly into the school years, and are used to learning and working with others. For many other kids, entering school is more like hitting a wall, and one that's very hard to climb.



- Foundations For Learning

Between zero and six, the foundations are laid for learning and they must be laid carefully. That is why we need “foundations teachers,” teachers trained in child development.

One naming suggestion is that such programs be called “Foundations Programs” or “Cornerstone Programs” and that teachers might be called “Foundations Teachers.” “Foundations Teachers” highlights the critical importance of early learning for later life, while “early learning,” for instance, just sounds like a chronological label.

- The Moral and Social Foundations of the Child

It is during the years of zero to six that a child’s moral sensibility and basic social attitudes are formed – the “moral and social foundations of the child.”

- The Foundations/Cornerstone of Society

At a time when many see the foundations of our moral and social life crumbling, Early Ed offers a chance to lay secure foundations for the future of society. The moral and social foundations of the child are the moral and social foundations of the society as whole.

- The Science Frame

(1) Our new understanding of child development comes from scientific discoveries. Just as science has helped us develop ways of preventing childhood disease and improving nutrition, it can help us improve the conditions in which our children grow, learn, and develop.

(2) Since scientific and technological progress have always been keys to our success as a nation, we need the brightest possible students to continue our tradition of research and exploration. By giving kids the best possible start in their education, Early Ed will help make sure we stay competitive in these critical areas.

- The Brain Science Frame

Early learning takes place through the physical shaping of a child’s brain. Neural connections not developed are lost; those established and reinforced will most likely be retained for life.



Intellectual, moral, social, and emotional patterns established early have an impact throughout life, for better or worse.

- The "Cognitive Revolution"

The explosion of research findings in the area of cognitive function and cognitive development marks a revolution—a profound transformation—in our understanding of the mind. This is an ongoing revolution, with new progress being made every day.

The current K-12 educational system was more or less set in the 19th Century; we can do better now, thanks to more than a century of advances in the study and of the mind of learning.

- The Shaping Metaphor

Children's experiences from zero to six shape them for life.
"As the twig is bent, so grows the tree."

- The Nutrition Metaphor

Early Ed is nutrition for the mind. A child whose mind is starved cannot develop normally, either intellectually, socially, emotionally, or morally.

This is not just about extreme cases. As with nutrition, there is a continuum: The better the mind is nourished from zero to six, the better it develops.

- The Cultivation Metaphor

Young children are like plants at their tenderest and most critical stage. Like seedlings, they must be tended and cultivated to promote the best possible growth.

- Kids as a Resource versus Kids as a Drain

Kids are the raw material from which a society is made. The quality of that material is determined in the years zero to six.

Kids will either be a valuable resource for all of us, or a drain on all of us, depending on how they develop from zero to six.

- Investment in the Future

Early Ed is an investment in the future of our society. The time and resources invested in it will pay off in many ways:



a better-educated and more productive work force;
more people able to take care of themselves;
less crime;
less expenditure on prisons and law enforcement;
less fear;
a better society to live in.

- Getting in On The Ground Floor

Just as money invested earlier in a successful enterprise yields a higher return later, so investment in a child's earliest learning pays the most dividends later.

Early Ed is an even better investment than later education is because of the critical nature of development in the years from zero to six.

- Citizens of Tomorrow

The kids who benefit from Early Ed are the Citizens of Tomorrow – better educated, better adjusted, more productive.

- Crime Prevention

Since research has established such clear links between early childhood experience and later criminal behavior, Early Ed can help make our society safer.

- Early Ed as a Solution to the Education Problem

The main problem with education these days is that students do not come to school ready to learn actively and with a respect and aptitude for learning.

Early Ed can help develop the skills and attitudes that make children over the age of six better students.

Early Ed is, therefore, not a new problem for education. It is rather a *solution* to our educational problems.

- The Proper Role of Government: Insuring Safety and Quality

Frames of Regulation, Inspection, Protection, and Accountability raise the specters of potential problems with the system. They should be avoided.

Instead one should use frames of Standards and Accreditation.



Child development and Early Ed are areas where a great deal is known about the requisite quality of education and care needed by children from zero to six. Government has the resources to continue funding research into these areas, in order to help set guidelines for quality.

Government also has the resources to accredit particular providers—that is, to make sure they meet the high standards set by parents, communities and researchers.

- An Issue for Everyone

Early Ed presents an opportunity for people in ALL levels of society. Families in all but the highest income brackets face the problem of finding quality care and training for their young children.

Early Ed is an issue that UNITES all of us.

Early Ed is for everyone. It is not just for the poor.

To provide Early Ed, all levels of society and all parts of the country must work together.

- The Team Metaphor

Every member of the community shares an interest in Early Ed. To achieve it, communities have to pull together and work as a team.

- The Family Metaphor

Communities are families. A family is irresponsible if it does not care for its children.

Communities, like families, share a common fate. The whole family prospers when all its children prosper.

- The Sensible Management of Costs for Child Development

Old age is paid for by a lifetime of investment. Public schooling has been paid for minimal taxes on everyone in society. Both costs are spread out over many, many people and many, many years. People pay for retirement when they are most able, and all of society shares the burden of educating our children, since the outcome helps everyone.

Right now, the cost of high quality child care and development is not spread out in those ways: it falls all at once on individual parents at a time when they can least afford it.

Early Ed allows society to do a more sensible, efficient and effective job of managing the costs of helping the nation's children develop to their fullest potential.



- Progress In The Decent Treatment of Children

A better society treat its children better. In the past century, we've reduced infant mortality, eliminated child labor abuses, increased literacy, and raised our awareness level of the problems of child abuse. We now need to make further progress, to enable our children to develop to their full potential.



IV. ANSWERING BASIC QUESTIONS ABOUT EARLY ED

What's the difference between Early Ed and day care?

- Day care is about keeping kids warm and safe till their parents pick them up.
- Day care is basically “child storage.”
- Early Ed is about giving kids the environment that best promotes their development.
- Day care often amounts to baby sitting. Early Ed involves interaction that best promotes children's early learning. Knowing what kinds of interaction do this requires providers to have significant training in the area of child development.
- Early Ed is about kids' needs; day care is about parents' needs.

How does Early Ed help children?

- Early Ed means an environment where kids are given the best chance to develop to their full potential.
- Since the first six years of life shape us in critical ways, Early Ed can have a major positive impact on how happy and successful a kid is in later life. It can also have a significant impact on how well the child will do as learning continues into primary school.
- We have to shift from the idea of merely “taking care of” kids in day care centers to the idea of providing the best learning environment for kids. Kids will get much more out of every day of Early Ed than they do out of the same time spent in day care.
- Imagine a 4th grade class where the only goal is to keep kids safe throughout the day. (Unfortunately, this is not a rarity.) It's even more unacceptable to ignore the learning of kids in the critical 0-6 age group.

How does Early Ed help families?

- Most new parents will tell you that they need all the help they can get.
- Early Ed programs will be partners with parents, helping them provide what's best for kids: trusted back-ups for working parents and trusted advisors for stay-at-home parents.
- Early Ed gives parents CHOICES—about whether to support the family through work or stay home with children, and about what kind of provider they feel is best for their child. (Greater availability means more alternatives.)



- Right now parents often know very little about the activities at day care centers. Early Ed programs would give parents more knowledge about what their kids are doing during the day and how they are benefiting from it. In this way, Early Ed allows working parents to be more involved with the care of their children than they are now.
- Part of the point of Early Ed is to raise public awareness about children's development, and what factors promote it.
- Just as parents are glad to learn more about what foods are good for their kids, they'll be glad to learn more about the environments and activities that promote their kids' development.
- Just as parents now understand that exercise is important for children's health, they'll be glad to understand the kinds of stimulation and interaction that are important for the development of their children's minds.
- Early Ed will include the training of parents who want this kind of knowledge.

How does Early Ed help society?

- Early Ed is an investment in society's future.
- Kids who spend time in higher-quality environments make better learners, more responsible citizens, and more productive members of the work force. They are less likely to be burdens on society in the future, and more likely to contribute to it.
- [See "Crime Prevention" frame]
- Imagine you could reach back into the childhood of someone who isn't a successful and contributing member of society -- for example a criminal, or someone who is unemployed and homeless. If you can improve the conditions that child is raised in, you stand a real chance of making the adult more successful. Early Ed represents an opportunity for us to make that fantasy a reality for tomorrow's adults.
- Early Ed is important economically because it will allow many women to work who currently must stay home since they can't afford child care. This means it is an investment in overall productivity.
- Early Ed is important economically because it will allow children to gain more from their later education, and therefore contribute to the economy in ways that might not be possible for them otherwise.

What can an Early Ed provider do that a mom can't?



- Ideally, nothing. But before we reach that ideal we need to raise parents' awareness about basic child development facts. One goal of Early Ed is to raise the level of public understanding about what kids need and when, so that good parents can be even better parents.
- A trained Early Ed provider isn't a substitute for a mother, but may know some things that many mothers don't—for instance, what kinds of explanations a two year old child can or can't understand.
- Early Ed is not about discouraging mothers from being at home with their kids. It's about making sure every kid spends the day with someone caring and reliable who also knows a lot about the kinds of environment and attention young children need.

What can Early Ed do for parents/moms who do stay home with their own kids?

- Early Ed programs will include training (and possibly funding) for parents who'd like to know more about how kids develop and what they need in order to get the best possible start in life.

Why do child care providers need training? Isn't it enough that they be reliable and caring?

- There is a huge amount to know about how the early treatment of children affects them and about what kinds of interactions kids at different ages need. Though many people have a good intuitive knowledge of the kinds of things children need, just as many do not.
- Adequately teaching and caring for a group of other people's young children is a very different skill from raising your own.
- Even a naturally great mother needs other skills to adequately teach and provide for a group of other people's children.

What's the difference between Early Ed and school?

- Early Ed isn't about starting kids in school at an earlier age. For instance, it's not about babies sitting at desks.
- In Early Ed, learning takes place naturally through action and interaction, rather than through study. There is also more of an emphasis on nurturing the child, and promoting the child's emotional well-being.
- In a sense Early Ed is on a continuum with school. Think of the big differences between how 1st grade and 12th grade work. It's not just that 1st and 12th graders read different books. First graders are more closely supervised, are focused on more fundamental activities, are given more time



for rest and for supervised play, and so forth. Early Ed extends these differences much further.



V. ANSWERING TOUGH/HOSTILE QUESTIONS ABOUT EARLY ED

Americans have gotten along fine without Early Ed so far. Why do we need it now when we didn't need it before?

Not everyone has gotten along just fine.

- The current chaos in many schools reflects a lack of Early Ed.
- The current lack of responsibility and respect on the part of many young people reflects inadequate Early Ed.
- The recurrent poverty of certain segments of society is in part of function of never having had adequate Early Ed.
- We've always needed better Early Ed. But we need it more now than ever. There are two reasons:

(1) Our economy is different now. It absolutely requires better educated workers.

(2) Our economy makes it harder for at least one parent to stay at home with a child.

Won't Early Ed just mean more inefficient government bureaucracy?

- REFRAME to the NEED for Early Ed.
- "You don't get rid of the police, or public transportation, or schools just because they're expensive. Like these institutions, Early Ed is essential for communities."
- Early Ed will be implemented locally. The government will set standards and communities will provide the structures and the people to make the programs happen. Parents will have choice about caregivers, as families currently have choices about colleges.

Is Early Ed just for poor parents, parents on welfare?

- No. Use the frame "An Issue for Everyone."

Is paying for child care really such a hardship right now? Doesn't everyone have someone they can leave their kids with—a relative, a neighbor, or someone?

- First, it really is a hardship. Such extended family arrangements are rare these days.



Second, it's not just a matter of leaving your kids with someone. REFRAME to: The difference between Early Ed and day care.

Why do children need to learn anything before they start school? What can they learn from ages 0 to 6?

- Everyone knows that children learn important basic skills before the age of six – walking, talking, and so forth. But other important things they learn are more subtle.

Use the Brain Development and Foundations for Learning frames.

Doesn't the government already have enough (too much) influence in our daily lives and the lives of our kids?

- Just as we need to government to set water safety standards and food and drug standards, so we need uniform high standards for child care and development. Our children's minds are every bit as vital to us as a our water and our food, and standards for their development should be no lower, and should not be subject to the whims of local special interests.

Nearly everything about Early Ed will be local. The government role will be limited to providing information, basic standards, and funding.

Why should I pay for care for someone else's kids?

- Use the Investment in the Future frame, the Team metaphor and the Family metaphor.
- "Someone else's kids" are YOUR kids' society. These are the people they will be working with and interacting with throughout their lives. The more able the "other kids" are the better your children's world will be.
- If Early Ed is established, eventually everyone will have had the advantage of Early Ed, and every adult will owe it to the next generation to provide Early Ed. Just as you had the advantages of going to school and having someone else pay for it, so you owe the same advantage to next generation of Americans.

Shouldn't parents be responsible for their own kids?

- They are and they always will be. But, our economy has changed and not all parents can stay home with their kinds, even if they want to. Moreover, Early Ed can provide things to kids that a great parents cannot. And Early Ed even provides training for parents, and most parents can benefit from that training.
- In addition, we all benefit from kids having Early Ed, and therefore we are all responsible for providing it.



If my kid spends all day with an Early Ed provider, whose values will he learn? E.g., will he learn the kind of discipline I feel is important?

- With Early Ed, parents will still be the primary source of their children's values.
- What kids will learn from Early Ed is compatible with any parent's values: A sense of responsibility for oneself and others. Respect for others and the ability to interact effectively with others. Confidence in one's own abilities. And much much more.
- A child who comes to respect others and who develops an aptitude for learning will be in a better position to learn and live up to parents' values.

Shouldn't moms stay at home with their kids? And aren't children better off if they do?

- The economics of our society put this possibility out of reach for many families, and especially for single moms.
- Women shouldn't have to choose between economic survival and a good environment for their kids.
- Early Ed is a partner to parents; it does not replace parents.
- Early Ed can help moms who do stay at home become better moms.



VI. SUGGESTED TERMINOLOGY

Here are some possible other terms that you can use instead of day care. Try them out and see which work best for you.

Early Ed.

Pre-school (an expansion of the existing concept)

Pre-Ed.

First Ed.

First Steps Program

First Step

Family School

Foundations Program

Cornerstones Program

Foundations Teachers

2nd Family

Family 2

Family Too Center

Family School

Hearth School

Playschool

Child Development Center

Family Development Center

Early School

Early Center

Early Circle

Family Center

Growth Center

Family Learning Center

Early Learning Center

Community Child Center

Early Learning Circle

Early Schoolhouse

Kid Circle

Neighborhood Child Center

Home Away From Home