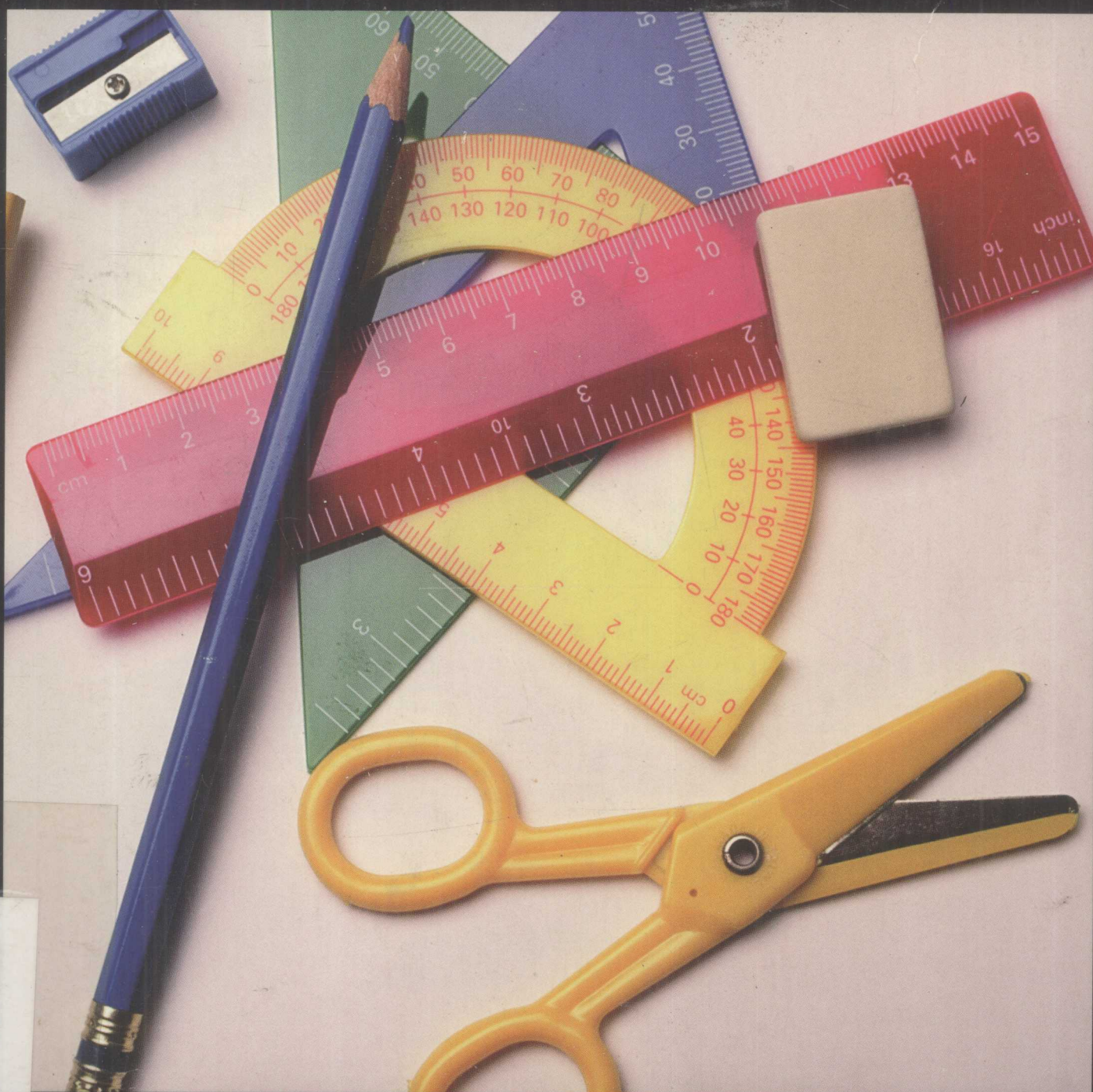


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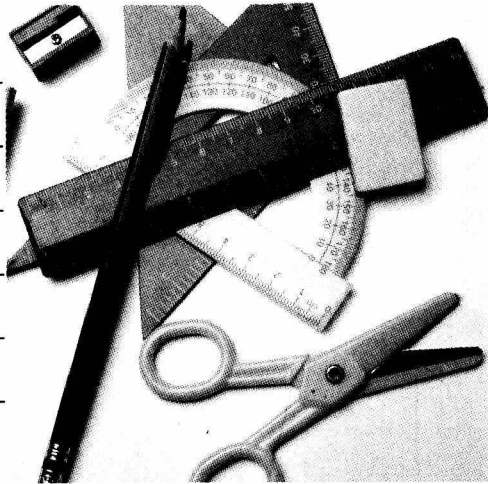
EARLY CHILDHOOD EDUCATION

97/98



EARLY CHILDHOOD EDUCATION 97/98

Eighteenth Edition



Editors

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Eastern Michigan University

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully *collected, organized, indexed, and reproduced* in a *low-cost format*, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS. Under the direction of each volume's *academic editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, each year we seek to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think that you will find this volume useful, and we hope that you will take a moment to let us know what you think.

Early childhood education is an interdisciplinary field that includes child development, family issues, educational practices, behavior guidance, and curriculum. *Annual Editions: Early Childhood Education 97/98* brings you the latest information on the field from a wide variety of recent journals, newspapers, and magazines. In making the selections of articles, we were careful to provide the reader with a well-balanced look at the issues and concerns facing teachers, families, society, and children. This edition begins with a historical look at the American family and how changes in family life have brought changes for the early childhood profession.

The three themes found in readings chosen for this eighteenth edition of *Annual Editions: Early Childhood Education* are (1) the changes occurring in America's families, (2) collaborative efforts between families and schools on a variety of issues, and (3) curriculum planning that is a joint effort between children and teachers, leading to many opportunities for exploration and discovery.

The lead articles in units 1 and 6 both address the American family. Unit 6 begins with Stephanie Coontz's article "Where Are the Good Old Days?" It is based on her award-winning book *The Way We Never Were: American Families and the Nostalgia Trap* (Basic Books, 1992).

In the same unit, we are pleased to bring you the articles "Movers and Shapers of Early Childhood Education" and "Child Advocacy Directory," both from *Child Care Information Exchange*. It is important to be familiar with those who have gone before us and are continuing to make major contributions to our profession. Next time you are in the library, seek out more information on these outstanding individuals and organizations. Many of the leaders have touched our lives and continue to serve as inspiration to work even harder. The staff at the listed agencies are always willing to provide information for the interested educator or parent.

Given the wide range of topics it includes, *Annual Editions: Early Childhood Education 97/98* may be used with several groups: undergraduate or graduate students studying early childhood education, profession-

als pursuing further development, or parents seeking to improve their skills.

The selection of readings for this edition has been a cooperative effort between the two editors. We meet each year with members of our advisory board, who share with us in the selection process. The production and editorial staff of Dushkin/McGraw-Hill ably support and coordinate our efforts.

To the instructor or reader interested in the history of early childhood care and education programs throughout the years, we invite you to review our latest book, also published by Dushkin/McGraw-Hill. *Sources: Notable Selections in Early Childhood Education* (1996) is a collection of numerous writings of enduring historical value by influential people in the field. All of the selections are primary sources and therefore allow the reader to experience firsthand the thoughts and views of these important educators. The instructor interested in using both *Sources* and *Annual Editions* may contact the editors for a list of compatible articles from the two books.

We are grateful to readers who have corresponded with us about the selection and organization of previous editions. Your comments and articles for consideration are welcomed and will serve to modify future volumes. Please take the time to fill out and return the postage-paid *article rating form* on the last page. You may also contact either one of us on-line at: ted_paciorek@online.emich.edu or jhmunro@aol.com

We look forward to hearing from you.

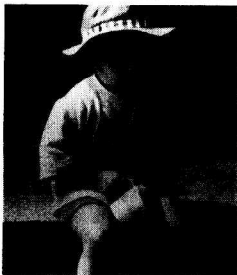


Karen Menke Paciorek



Joyce Huth Munro
Editors

UNIT 1

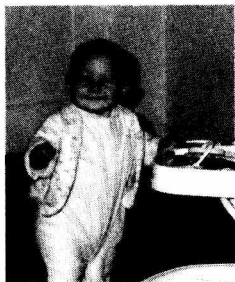


Perspectives

Six selections consider both the national and international development of early childhood education.

To the Reader	iv
World Wide Web Sites	1
Topic Guide	2
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1. Changing Demographics: Past and Future Demands for Early Childhood Programs, Donald J. Hernandez, <i>The Future of Children</i> , Winter 1995.	6
The need for quality <i>child care</i> has increased as more dual-income <i>families</i> struggle to provide for their children. The new trend in American <i>families</i> is one of <i>diversity</i> . Lessons to guide child care policy are outlined by Donald Hernandez.	
2. The Next Baby Boom, Susan Mitchell, <i>American Demographics</i> , October 1995.	21
The nearly 76 million baby boomers born between 1946 and 1964 have produced 72 million children of their own, born from 1977 through 1993. This next generation of boomers is very different from the first. These new children and their <i>families</i> often do not have a father living at home. <i>Parent</i> lifestyles and responsibilities have changed tremendously.	
3. "Fly Till I Die," Richard Stengel, <i>Time</i> , April 22, 1996.	27
The shocking April 18, 1996, death in a plane crash of Jessica Dubroff, her father, and a flight instructor led many nationwide to question the <i>parenting</i> skills and knowledge of <i>child development</i> of her parents. Should there be a time when decisions made by <i>families</i> are questioned by the government? Just how much are young children today being pushed to achieve goals that may or may not be their goals?	
4. The National Television Violence Study: Key Findings and Recommendations, <i>Young Children</i> , March 1996.	30
Results of a 3-year study to assess <i>television violence</i> are summarized in this report. Key findings, particularly the large amount of violence seen by children, are presented along with recommendations for public and policy leaders.	
5. It's Hard to Do Day Care Right—and Survive, Sue Shellenbarger, <i>Wall Street Journal</i> , July 20, 1994.	32
The profit margin in most <i>child-care centers</i> is nonexistent. It is a constant struggle for directors to be able to pay their staff enough to keep them from leaving for better-paying jobs. Although teachers truly enjoy working with young children, many are leaving the profession in order to pay their bills.	
6. NAEYC Position Statement: Technology and Young Children—Ages Three through Eight, <i>Young Children</i> , September 1996.	34
<i>Teachers</i> and <i>families</i> are working hard to keep pace with the technological changes in our society. This position statement by the National Association for the Education of Young Children provides	

UNIT 2

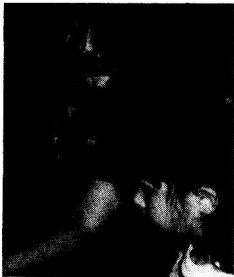


Child Development and Families

Seven selections consider the effects of family life on the growing child and the importance of parent education.

Overview	40
7. Educational Implications of Developmental Transitions: Revisiting the 5- to 7-Year Shift, Arnold Sameroff and Susan C. McDonough, <i>Phi Delta Kappan</i> , November 1994. The years between 5 and 7 mark an important milestone in the lives of young children. Educators who have a clear understanding of <i>child development</i> are able to assist children as they make a smooth <i>transition into the primary grades</i> . The onset of this developmental shift depends on the environment, culture, previous school experiences, and the child's unique characteristics.	42
8. Your Child's Brain, Sharon Begley, <i>Newsweek</i> , February 19, 1996. New research on the development of the neurons in a young child's brain have led scientists to gain information on the importance of early <i>child development</i> experiences such as music and language.	47
9. Labeled for Life? Naomi Barko, <i>Parents</i> , September 1996. <i>Special needs</i> children are often labeled at an early age to initiate services for remediation. Problems can occur when the label is not accurate or the <i>child's development</i> progresses to the point where the special services are no longer required.	53
10. Creativity and the Child's Social Development, Martha L. Nabors and Linda C. Edwards, <i>Dimensions of Early Childhood</i> , Fall 1994. Martha Nabors and Linda Edwards provide suggestions for the teacher interested in supporting young children's <i>social and creative development</i> . Teachers' knowledge about <i>child development</i> can foster growth in these two key areas.	56
11. Families and Schools: Building Multicultural Values Together, Kevin J. Swick, Gloria Boutte, and Irma Van Scoy, <i>Childhood Education</i> , Winter 1995/96. If <i>families</i> and <i>teachers</i> looked down the road 30 years and developed a list of qualities they would like to see in their children, they could begin to plan collaboratively the types of experiences needed today. A <i>multicultural</i> society requires all families to <i>advocate</i> and work together.	59
12. Life without Father, David Blankenhorn, <i>USA Weekend</i> , February 24-26, 1995. The increase in <i>divorce</i> and in single-mother <i>families</i> has led to a situation that David Blankenhorn calls "disappearing dads." Children without two caring and supportive <i>parents</i> are at risk of future failure in a number of areas.	64
13. Bridging Home and School through Multiple Intelligences, Judith C. Reiff, <i>Childhood Education</i> , Spring 1996. Judith Reiff describes each of Howard Gardner's seven categories of <i>multiple intelligences</i> . Under each category she lists suggestions for <i>parents</i> and <i>teachers</i> to assist the learner.	67

UNIT 3



Educational Practices

Eight selections examine various educational programs, assess the effectiveness of some teaching methods, and consider some of the problems faced by students with special needs.

Overview	70
14. Understanding through Play , Christine Chaillé and Steven B. Silvern, <i>Childhood Education</i> , Annual Theme Issue 1996. <i>Play</i> is a major activity children use to understand their world. It is a "rich context" for learning about <i>child development</i> and <i>observing</i> growth. <i>Play</i> also serves as the basis for <i>mathematical</i> knowledge.	72
15. Bringing the DAP Message to Kindergarten and Primary Teachers , Gaye Gronlund, <i>Young Children</i> , July 1995. To build a foundation for <i>kindergarten</i> and <i>primary teachers</i> , three key elements of <i>developmentally appropriate practice</i> are important to highlight. First, children learn by doing. Second, play has intent and purpose. Third, <i>curriculum</i> planning should move play from simple to complex.	76
16. Fourth-Grade Slump: The Cause and Cure , Rebecca A. Marcon, <i>Principal</i> , May 1995. Three <i>preschool</i> models in one city school district have very different impacts on children's later achievement. Children in <i>child-development</i> classrooms are compared with those in academically oriented models. The children in <i>developmentally appropriate</i> classrooms are more successful in their transition from <i>preschool</i> to <i>primary</i> grades.	85
17. Strategies for Teaching Children in Multiage Classrooms , Sandra J. Stone, <i>Childhood Education</i> , Winter 1994/95. <i>Teaching</i> several grades of children in one classroom requires the use of <i>developmentally appropriate practices</i> . Strategies for <i>multiage</i> classrooms should include integrated <i>curriculum</i> , flexible grouping, and <i>portfolio assessment</i> .	88
18. Preschool Integration: Strategies for Teachers , Sarah H. Stafford and Virginia P. Green, <i>Childhood Education</i> , Summer 1996. Planning for <i>inclusion</i> of <i>special needs</i> children in regular classrooms means making changes in the classroom and <i>curriculum</i> . <i>Teachers</i> must also be willing to involve <i>families</i> to create a supportive program.	91
19. Nurturing Kids': Seven Ways of Being Smart , Kristen Nelson, <i>Instructor</i> , July/August 1995. <i>Teachers</i> can develop students' multiple intelligences by reinventing the <i>curriculum</i> to meet the needs of a wider range of learning styles. The strategies are based on knowledge of <i>child development</i> and <i>developmentally appropriate practices</i> . <i>Assessment</i> of learning is individualized and flows from the children's projects.	96
20. A Profile of Every Child , Lilian G. Katz, Sylvia C. Chard, and Celia Genishi, <i>Early Childhood Today</i> , August/September 1996. The basis of a <i>teacher's program of assessment</i> is <i>observation</i> , documentation, and collection of children's work. The product of authentic assessment is a <i>portfolio</i> to determine each child's progress.	101
21. Your Learning Environment: A Look Back at Your Year , Ellen Booth Church, <i>Early Childhood Today</i> , May/June 1996. To assess the effectiveness of key learning areas, <i>teachers</i> can answer in-depth questions about the environment. Creative <i>play</i> and <i>mathematics</i> are two of the areas for evaluation, as well as judging how the whole environment is adapted for <i>special needs</i> learners.	106

UNIT 4



Guiding and Supporting Young Children

Seven selections examine the importance of establishing self-esteem in the child and consider the effects of stressors and stress reduction on behavior.

- | | |
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| Overview | 112 |
| 22. Helping Children Become More Prosocial: Ideas for Classrooms, Families, Schools, and Communities, Alice S. Honig and Donna S. Wittmer, <i>Young Children</i> , January 1996. | 114 |
| <i>Teachers</i> can promote positive <i>social development</i> by emphasizing cooperation and conflict resolution as they <i>guide behavior</i> . <i>Families</i> should be involved in programming to encourage social interaction with <i>special needs</i> children. | |
| 23. Encouraging Positive Social Development in Young Children, Donna Sasse Wittmer and Alice Sterling Honig, <i>Young Children</i> , July 1994. | 123 |
| Over 20 specific strategies for encouraging and fostering <i>positive social development</i> are described by Donna Wittmer and Alice Honig. Clear examples that teachers can follow to assist young children in gaining prosocial skills are provided, and ideas for guiding behavior are included. | |
| 24. Breaking the Cycle of Violence, Lorraine B. Wallach, <i>Children Today</i> , Volume 23, Number 3, 1994-1995. | 132 |
| To help lessen the toll that <i>violence</i> is taking on young children, teachers must first understand how violence affects healthy <i>child development</i> . They also need to be ready to deal with children of <i>abuse</i> . Lorraine Wallach outlines ways in which <i>teachers</i> can support these children by modeling skills to enhance <i>social development</i> and adapting the curriculum. | |
| 25. Taking Positive Steps toward Classroom Management in Preschool: Loosening Up without Letting It All Fall Apart, Cele M. McCloskey, <i>Young Children</i> , March 1996. | 136 |
| A positive classroom management system in <i>preschool</i> is based on consistency, structure, and routine in <i>guiding behavior</i> . It is vital that <i>teachers</i> develop a positive atmosphere. <i>Discipline</i> is effective when teachers follow through with the consequences. | |
| 26. The Caring Classroom's Academic Edge, Catherine C. Lewis, Eric Schaps, and Marilyn S. Watson, <i>Educational Leadership</i> , September 1996. | 139 |
| Together with young children, <i>teachers</i> can create a positive environment that encourages <i>social development</i> . <i>Guiding behavior</i> becomes a cooperative task of developing respect and responsibility for each other. | |
| 27. Misbehavior or Mistaken Behavior? Dan Gartrell, <i>Young Children</i> , July 1995. | 144 |
| Teachers who use traditional classroom <i>discipline</i> often rely on punishment and frequently consider problems as misbehavior. A more appropriate approach to <i>guiding behavior</i> is conflict resolution, which teaches children positive alternatives. Dan Gartrell outlines three levels of mistaken behavior, with specific strategies for <i>teachers</i> to use in responding to each level. | |
| 28. Building Successful Home/School Partnerships, David M. Rosenthal and Julianne Young Sawyers, <i>Childhood Education</i> , Summer 1996. | 151 |
| For a school to be fully effective, <i>collaboration</i> with <i>families</i> is important. <i>Teachers</i> take responsibility for fostering greater family involvement. When the school is family-friendly, young children will be more successful. | |

UNIT 5



Curricular Issues

Ten selections consider various curricular choices. The areas covered include creating, inventing, emergent literacy, motor development, and conceptualizing curriculum.

- | | |
|--|-----|
| Overview | 158 |
| 29. Voice of Inquiry: Possibilities and Perspectives, Clint Wills, <i>Childhood Education</i> , Annual Theme Issue 1995. | 160 |
| Inquiring, questioning, predicting, exploring, analyzing, and investigating by children are all ways in which the <i>curriculum</i> can come to life through their own work. <i>Teachers</i> are there to assist in the inquiry process, but many possibilities exist when children are involved in the planning. | |
| 30. Project Work with Diverse Students: Adapting Curriculum Based on the Reggio Emilia Approach, Shareen Abramson, Roxanne Robinson, and Katie Ankenman, <i>Childhood Education</i> , Summer 1995. | 165 |
| When children are interested in a particular topic and have input into the <i>curriculum</i> , they become excited about learning. Allowing the interest and <i>creativity</i> of the students to flow, a teacher can serve as a facilitator for the investigating and learning that occur in a classroom. The <i>diversity</i> that children bring to the classroom through the richness of experiences and lifestyles enhances the opportunities for projects to emerge. | |
| 31. To Build a House: Designing Curriculum for Primary-Grade Children, Teresa T. Harris and J. Diane Fuqua, <i>Young Children</i> , November 1996. | 171 |
| Curriculum that is truly planned in concert with the children and teacher should allow for the strategies of impression, extension, and expression to be developed. Ongoing <i>projects</i> in <i>multiage primary grades</i> will encourage children to construct their learning over time. | |
| 32. Teachers and Children Together: Constructing New Learning, Lella Gandini, <i>Child Care Information Exchange</i> , March/April 1996. | 178 |
| As <i>teachers</i> move from taking total control of the <i>curriculum planning</i> in the <i>primary grades</i> to a more collaborative effort between the children and adults, learning will change. <i>Extended projects</i> planned jointly allow for children to construct knowledge. | |
| 33. 10 Ways to Improve Your Theme Teaching, Sean A. Walmsley, <i>Instructor</i> , August 1996. | 182 |
| Teachers who rely on a <i>theme-based approach to teaching</i> will find valuable suggestions for improving their teaching. A <i>curriculum</i> that uses themes but is still tailored to the individual interests and needs of the children in the local community is best. | |
| 34. The Worksheet Dilemma: Benefits of Play-Based Curricula, Sue Grossman, <i>Early Childhood News</i> , July/August 1996. | 186 |
| <i>Teachers</i> who rely on worksheets as a teaching tool are not providing their students with manipulative learning experiences that allow for the learning to be concrete. Worksheets are not <i>developmentally appropriate</i> for young children and can lead to frustration and disinterest in future learning. The <i>curriculum</i> can be enhanced by the use of hands-on materials rather than worksheets. | |
| 35. A Framework for Literacy, Mary Hopkin, <i>Teaching K-8</i> , October 1995. | 190 |
| One teacher's documentation of the process used in sharing with families the ways children move through the <i>emergent literacy stages</i> is presented. <i>Developmentally appropriate curricula</i> are achieved when language and literacy experience are intertwined into all learning in the class. | |

UNIT 6



Reflections

Six selections consider the present and future of early childhood education.

36. **Read Me a Story: 101 Good Books Kids Will Love**, Joan Garvey Hermes, *U.S. Catholic*, October 1995. 195
Some of the books listed in this selection are old favorites, and others are new, but every teacher and parent needs to be familiar with some classic children's books. Books that teachers can use to supplement the *curriculum* or comfort books to be read alone with a child are described.
37. **Interactive Writing in a Primary Classroom**, Kathryn But-ton, Margaret J. Johnson, and Paige Furgerson, *The Reading Teacher*, March 1996. 201
The authors provide a detailed look at the process of interactive writing found in many *primary grade* classrooms. This process is one of many used in an *emergent literacy* approach.
38. **How Good Is Your Early Childhood Science, Mathematics, and Technology Program? Strategies for Extending Your Curriculum**, Mary Martin Patton and Teresa M. Kokoski, *Young Children*, July 1996. 210
Teaching is changing as access to learning tools improves. The *curriculum* in many early childhood programs can be extended if more *science, mathematics, and technology* are incorporated.

Overview 216

39. **Where Are the Good Old Days?** Stephanie Coontz, *Modern Maturity*, May/June 1996. 218
Throughout our nation's *history*, *families* have always been in flux. Economic changes have resulted in increasing *poverty*, homelessness, and distress for young children.
40. **Sisterhood and Sentimentality—America's Earliest Pre-school Centers**, Dorothy W. Hewes, *Child Care Information Exchange*, November/December 1995. 224
Many of the early *kindergartens* and *preschools* were begun by women who were considered to be sentimental. The programs were informal and had close ties to *families*. The philanthropic motives of the programs often obscured their educational value—and still do today.
41. **The Movers and Shapers of Early Childhood Education**, Roger Neugebauer, *Child Care Information Exchange*, November/December 1995. 226
Brief profiles are given of 30 people who are leaders in the field of early childhood education. Many began as *preschool* or *primary grades teachers*. Others are researchers, *advocates*, and scholars.
42. **Child Advocacy Directory**, *Child Care Information Exchange*, September/October 1996. 229
This directory is a comprehensive list of national organizations that engage in *advocacy* for young children. Their mission statements show a commitment to *collaboration* in early childhood care and education.

43. **Mrs. Paley's Lessons**, Barbara Mahany, *Chicago Tribune*, June 25, 1995. 232

Vivian Paley was a *kindergarten* teacher at the University of Chicago Lab School for 24 years. She has deep respect for young children and considers the kindergarten classroom an important place for *social development*. Paley regards *teaching* as a moral act.

44. **It Takes a School**, Margot Hornblower, *Time*, June 3, 1996. 239
Primary schools in some crime-ridden neighborhoods are working with *families* to transform *social development* early. The *diversity* in their neighborhoods makes *collaboration* difficult but necessary to prevent later problems.

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Selected World Wide Web Sites for Early Childhood Education

(This is just a small sampling of the many World Wide Web sites that are timely and informative to students and professionals involved in early childhood education. Some Web sites are continually changing their structure and content, so the information listed here may not always be available.)

American Academy of Pediatrics

<http://www.aap.org/> This organization provides data for optimal physical, mental, and social health for all children.

Child Care Resource Center, Inc. (CCRC)

<http://dialin1.wing.net/~ccrc.aol.html> CCRC is a private not-for-profit agency that provides referral information throughout the United States to ensure that all families have access to quality, affordable child care.

Child Welfare League of America (CWLA)

<http://www.handsnet.org/cwla/> Providing a wide range of services to support and strengthen families for children, CWLA is the nation's oldest and largest organization devoted to the well-being of children.

Children's Defense Fund (CDF)

<http://www.childrensdefense.org> CDF provides data on key children's issues involving child care and Head Start. It also monitors the implementation and development of federal and state policies.

Classroom Connect

<http://www.classroom.net/classroom/> This site provides data on K-12 educational resources as well as online discussions with educators.

Education Resources Information Center (ERIC)

<http://eric.syr.edu/> ERIC provides a variety of services and products on a broad range of education-related issues. Data on research information, lesson plans, digests, and journal articles are available.

Macomb Projects

<http://www.mprojects.win.edu/> This research and development unit, located in the College of Education and Human Services at West Illinois University in Macomb, IL, is directed toward improving educational opportunities for children ages birth through eight, with mild and severe disabilities, their families, and staff.

National Association for the Education of Young Children (NAEYC)

<http://www.america.tomorrow.com/naeyc/> NAEYC promotes improvements in professional practice and working conditions in all family child care homes, early childhood programs, and centers.

National Child Care Information Center

<http://ericps.ed.uiuc.edu/nccic/nccichome.html/> The Child Care Bureau, one of several divisions of this group, was established to administer federal child care programs for low-income children and families.

U.S. Department of Education

<http://www.ed.gov/> Hosted by the National Library of Education (NLE), this Web site provides information about offices and programs of the U.S. Department of Education, education initiatives, reports, and publications, as well as federal grant money. A teacher's guide is also available.

We highly recommend that you check out our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your *Annual Edition*. You can reach us at <http://www.dushkin.com>.

Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to students and professionals involved with early childhood education. It is useful for locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Abuse	24. Breaking the Cycle of Violence	Developmentally Appropriate Practice	6. NAEYC Position Statement: Technology and Young Children 15. Bringing the DAP Message to Kindergarten and Primary Teachers 16. Fourth-Grade Slump 17. Strategies for Teaching Children in Multiage Classrooms 19. Seven Ways of Being Smart 34. Worksheet Dilemma 35. Framework for Literacy
Advocacy	11. Families and Schools 42. Child Advocacy Directory	Discipline	23. Encouraging Positive Social Development 25. Taking Positive Steps toward Classroom Management in Preschool 27. Misbehavior or Mistaken Behavior?
Assessment	19. Seven Ways of Being Smart 20. Profile of Every Child 21. Your Learning Environment 38. How Good Is Your Early Childhood Science, Mathematics, and Technology Program?	Diversity	1. Changing Demographics 9. Labeled for Life? 30. Project Work with Diverse Students 44. It Takes a School
Child Care: Full Day/Half Day	1. Changing Demographics 5. It's Hard to Do Day Care Right—and Survive	Divorce	1. Changing Demographics 2. Next Baby Boom 12. Life without Father
Child Development	3. "Fly Till I Die" 6. NAEYC Position Statement: Technology and Young Children 7. Educational Implications of Developmental Transitions 10. Creativity and the Child's Social Development 14. Understanding through Play 43. Mrs. Paley's Lessons	Emergent Literacy	35. Framework for Literacy 37. Interactive Writing in a Primary Classroom
Collaboration	11. Families and Schools 28. Building Successful Home/School Partnerships 42. Child Advocacy Directory 44. It Takes a School	Families	1. Changing Demographics 2. Next Baby Boom 3. "Fly Till I Die" 6. NAEYC Position Statement: Technology and Young Children 11. Families and Schools 12. Life without Father 13. Bridging Home and School through Multiple Intelligences 22. Helping Children Become More Prosocial 28. Building Successful Home/School Partnerships 39. Where Are the Good Old Days?
Creativity	10. Creativity and the Child's Social Development 30. Project Work with Diverse Students	Guiding Behavior	22. Helping Children Become More Prosocial 23. Encouraging Positive Social Development 25. Taking Positive Steps toward Classroom Management in Preschool 26. Caring Classroom's Academic Edge 27. Misbehavior or Mistaken Behavior?
Curriculum	14. Understanding through Play 29. Voice of Inquiry 30. Project Work with Diverse Students 31. To Build a House 32. Teachers and Children Together 34. Worksheet Dilemma 35. Framework for Literacy 36. Read Me a Story 38. How Good Is Your Early Childhood Science, Mathematics, and Technology Program?	History	39. Where Are the Good Old Days? 40. Sisterhood and Sentimentality 41. Movers and Shapers of Early Childhood Education

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Inclusion	18. Preschool Integration Strategies for Teachers	Self-Esteem	23. Encouraging Positive Social Development
Infants and Infant Care	2. Next Baby Boom	Social Development	10. Creativity and the Child's Social Development 22. Helping Children Become More Prosocial 23. Encouraging Positive Social Development 26. Caring Classroom's Academic Edge 44. It Takes a School
Kindergarten	7. Educational Implications of Developmental Transitions 15. Bringing the DAP Message to Kindergarten and Primary Teachers 43. Mrs. Paley's Lessons	Social Studies	31. To Build a House
Mathematics	14. Understanding through Play 21. Your Learning Environment 38. How Good Is Your Early Childhood Science, Mathematics, and Technology Programs?	Special Needs	9. Labeled for Life? 18. Preschool Integration 21. Your Learning Environment 22. Helping Children Become More Prosocial
Multiage	17. Strategies for Teaching Children in Multiage Classrooms 31. To Build a House	Teachers/Teaching	5. It's Hard to Do Day Care Right—and Survive 6. NAEYC Position Statement: Technology and Young Children 7. Educational Implications of Developmental Transitions 11. Families and Schools 13. Bridging Home and School through Multiple Intelligences 15. Bringing the DAP Message to Kindergarten and Primary Teachers 16. Fourth-Grade Slump 17. Strategies for Teaching Children in Multiage Classrooms 18. Preschool Integration 20. Profile of Every Child 21. Your Learning Environment 22. Helping Children Become More Prosocial 25. Taking Positive Steps toward Classroom Management in Preschool 26. Caring Classroom's Academic Edge 28. Building Successful Home/School Partnerships 29. Voice of Inquiry 31. To Build a House 32. Teachers and Children Together 33. 10 Ways to Improve Your Theme Teaching 34. Worksheet Dilemma
Multicultural	11. Families and Schools	Technology	6. NAEYC Position Statement: Technology and Young Children 38. How Good Is Your Early Childhood Science, Mathematics, and Technology Program?
Multiple Intelligences	13. Bridging Home and School through Multiple Intelligences 19. Seven Ways to Being Smart	Television	4. National Television Violence Study
Observation	14. Understanding through Play 20. Profile of Every Child	Violence	4. National Television Violence Study 24. Breaking the Cycle of Violence
Play	14. Understanding through Play 21. Your Learning Environment 34. Worksheet Dilemma		
Portfolios	17. Strategies for Teaching Children in Multiage Classrooms 20. Profile for Every Child		
Poverty	39. Where Are the Good Old Days?		
Preschool	18. Preschool Integration 25. Taking Positive Steps toward Classroom Management in Preschool 32. Teachers and Children Together 40. Sisterhood and Sentimentality		
Primary Grades	7. Educational Implications of Developmental Transitions 15. Bringing the DAP Message to Kindergarten and Primary Teachers 16. Fourth-Grade Slump 31. To Build a House 37. Interactive Writing in a Primary Classroom 44. It Takes a School		
Project Learning	30. Project Work with Diverse Students 31. To Build a House		

Perspectives



① Early childhood care and education continues to be a field that is and will be in great demand, but one that very few individuals or policy makers are committed to investing time or resources to support. The first two readings in this unit address the changes occurring in families. These changes, such as an increase in diverse family and living situations, nontraditional employment and the resulting need for extended hours of child care, and increasing economic inequality among families, will require innovative solutions.

② If we are to prosper as a society, we must find ways to improve the lives of children and their families. As Cornell University Professor Urie Bronfenbrenner stated in 1970, "A society that does well by its children and parents is basically sound." When we have over 16 million children living in poverty and denied access to medical care, proper nutrition, shelter, and educational opportunities, we are not a sound society. How has the face of the American child changed over the years? Why is the poverty of today deeper and more irreversible than it was 35

years ago? We have a new generation of young children, the babies of the post-World War II baby boomers. These 72 million children are living in a world vastly different from that of their parents. One in 35 is multiracial, 27 percent live with a single parent, 5 percent live in a grandparent's home, and 46 percent of black children live in poverty. These are just some of the statistics that describe the children of the baby boomers.)

(2) (With many political leaders talking of welfare reform, the key message to remember is this: Welfare reform will work only if child care works. Most people on welfare are children, and most of the adults on welfare are the mothers of those children. The current push to reform welfare and return mothers to the workforce will only be successful if the mothers have affordable, quality, and regulated or licensed child care for their children. Families who receive reimbursements so small that they can pay only for low-quality, unstimulating care will not be contributing members of the workforce. In California, parents were twice as likely to drop out of a welfare-to-work program during the first year if their children were in unlicensed and poor-quality care. Many welfare reform proponents want to skimp on the funding available for quality child care to make their reforms work. This is unwise. Quality early care and education should be the cornerstone of successful welfare reform.)

Becoming a parent means making wise decisions that affect not only oneself but also young children who are unable to make effective decisions. The nationwide attention that surrounded the April 18, 1996, airplane crash that killed Jessica Dubroff, her father, Lloyd, and flight instructor Joe Reid prompted many to ask, "What kind of parent would encourage a child of seven to pilot a plane across the country? Was this something Jessica really wanted to do, or was she being pushed by adults in her life to accomplish a task that would bring her, and them, much fame and glory?" Many interesting questions are raised in the essay "Fly Till I Die." Is there a point when parents who are not making sound decisions for the safety

and well-being of their children should receive intervention? Just how far can a society go to protect children? Parents who do not seek timely and proper medical care for their children are charged with neglect. What about parents who continuously make poor child-rearing decisions?

(3) (Effective parenting and teaching require the adult to monitor a wide variety of the experiences that children encounter. This has become increasingly true today as television, video, and computer games occupy a great deal of children's time.) The amount of violence a young child witnesses on a screen does affect his or her behavior. The key finding and recommendations presented in "The National Television Violence Study: Key Findings and Recommendations" lead one to conclude that television violence has increased at an alarming rate. Children do not see perpetrators of violence punished in 73 percent of violent scenes. In real life, our behavior has consequences. Children do not see those consequences on television, and are, thus, not learning the true effects of violent behavior from this medium. (As violence increases in our communities, teachers, parents, and public leaders must work together to develop ways to use the media and technology we have established to entertain and educate in appropriate ways. Indeed, many teachers are beginning to see themselves not only as educators but also as strong advocates for children.)

Looking Ahead: Challenge Questions

- How can quality preschool programs benefit children?
- What changes occurring in families will affect the care and education available in a community?
- Are parents pressuring young children into adulthood?
- As technology becomes more and more a part of our lives, how can it effectively be used to benefit all people?
- What separates the haves from the have-nots in this new generation of baby boomers?

Changing Demographics: Past and Future Demands for Early Childhood Programs

Donald J. Hernandez

Abstract

This article provides a historical analysis of how demographic changes in the organization of American family life from the mid-1800s to the present have shaped the demand for programs to complement the efforts of families to educate and care for their children. The author asserts that the United States is in the midst of a second child care revolution. The first occurred in the late 1800s, when families left farming to enable fathers to take jobs in urban areas and when compulsory free public schooling was established for children age six and above. The second has developed over the past 55 years as the proportion of children under six living in families with two wage earners or a single working parent has escalated and propelled more and more young children into the early childhood care and education programs discussed throughout this journal issue.

Looking to the future, the author sees indications that the demand for early childhood care and education programs will continue to grow while the needs of the children to be served will become increasingly diverse. To meet these dual pressures, the author argues that public funding for early childhood programs—like funding for public schools—is justified by the value such programs have for the broader society.

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Today's children are the adults—the parents, workers, and citizens—of tomorrow. Yet while they learn and develop the abilities they will need later in life, children depend almost entirely upon adults to meet their needs and to make decisions on their behalf. Key among those are decisions about the roles parents and children will take on both inside and outside the home. This article takes a historical look at how changing patterns of employment among parents have been linked to changes in children's attendance at school and out-of-home child care programs like those discussed throughout this issue.

During the past 150 years, the family economy was revolutionized twice, as fathers and then mothers left the home to spend much of the day away