Families, Schools, and Communities

Building Partnerships for Educating Children

2

SECOND EDITION

Chandler Barbour ■ Nita H. Barbour

G619.712/W13

FAMILIES, SCHOOLS, AND COMMUNITIES
Building Partnerships for Educating Children

Second Edition

CHANDLER BARBOUR
Towson University

NITA H. BARBOUR
University of Maryland, Baltimore County

Merrill
Prentice Hall

Upper Saddle River, New Jersey
Columbus, Ohio

Library of Congress Cataloging-in-Publication Data

Barbour, Chandler.
Families, schools, and communities : building partnerships for educating children / Chandler Barbour, Nita H. Barbour.—2nd ed.
p. cm.
Includes bibliographical references (p.) and index.
ISBN 0-13-015523-
1. Home and school—United States. 2. Community and school—United States. 3. School environment—United States. 4. Students—United States—Social conditions. 5. Education—United States—Curricula. 6. Child development—United States. I. Barbour, Nita. II. Title.

LC225.3 .B27 2001
371.19'0973—dc21

00-020866

Vice President and Publisher: Jeffery W. Johnston
Executive Editor: Ann Castel Davis
Editorial Assistant: Pat Grogg
Production Editor: Sheryl Glicker Langner
Production Coordination: Holly Henjum, Clarinda Publication Services
Design Coordinator: Diane C. Lorenzo
Photo Coordinator: Sherry Mitchell
Cover Designer: Ceri Fitzgerald
Cover art: Stockworks
Production Manager: Laura Messerly
Director of Marketing: Kevin Flanagan
Marketing Manager: Amy June
Marketing Services Manager: Krista Groshong

This book was set in Melior by The Clarinda Company. It was printed and bound by R. R. Donnelley & Sons Company. The cover was printed by Phoenix Color Corp.

Photo Credits: Steven Barbour, pp. 1, 7, 13, 47, 89, 107, 109, 116, 119, 123, 126, 146, 179, 185, 189, 312; Anthony Magnacca/Merrill, pp. 9, 99, 159, 247, 306, 339, 347; Scott Cunningham/Merrill, pp. 16, 82, 173, 292, 315; Ben Chandler/Merrill, p. 21; Anne Vega/Merrill, pp. 24, 55, 74, 77, 112, 176, 193, 218, 251, 282; The Bettmann Archive, pp. 27, 43; Courtesy of the Library of Congress, p. 31; Corbis-Bettmann, p. 35; Todd Yarrington/Merrill, pp. 38, 60, 69, 268; Lawrence Migdale/Pix, p. 51; Michael Mancuso/Omni-Photo Communications, Inc., p. 64; Lloyd Lemmerman/Merrill, p. 93; Courtesy of IBM, p. 96; Jeff Greenberg/Omni-Photo Communications, Inc., p. 131; Barbara Schwartz/Merrill, pp. 135, 150, 155, 208; Scott Haskell/Bangor Daily News, pp. 140, 232, 260; Ken Karp/Pearson Education, p. 143; Shirley Zeiberg/Pearson Education, p. 163; David Young-Wolff/PhotoEdit, pp. 168, 329; Michael Newman/PhotoEdit, pp. 196, 337; Mary Jane Porterfield, p. 206; Belle Kuhn, p. 213; Richard Frear/National Park Service/U. S. Department of the Interior, p. 222; Ian Shaw/Tony Stone Images, p. 227; John Paul Endress/Silver Burdett Ginn, p. 236; PhotoDisc, Inc., p. 241; Keith Brofsky/ PhotoDisc, Inc., p. 263; James L. Shaffer, p. 273; Tom Watson/Merrill, pp. 279, 301; Bruce Johnson/Merrill, pp. 288, 325, 333; Larry Hamill/Merrill, p. 296; Dan Floss/Merrill, p. 321; Berkeley Police Department, p. 344.

Copyright © 2001, 1997 by Prentice-Hall, Inc., Upper Saddle River, New Jersey 07458. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

10 9 8 7 6 5 4 3 2 1
ISBN 0-13-018552-3

We dedicate this book to the fascinating families with which we are connected, to the challenging schools we have served and from which we have learned, and to the satisfying communities we have been welcomed into and that have provided good settings for our own networks and for our aspirations.

And especially for Victoria Galina—YPA!

Preface

We have 54 million school-aged children in the United States today, and another 20 million preschoolers are growing rapidly in homes, care centers, and communities across our nation. Teachers, social services providers, and administrators, as well as family members, community members, and caregivers of all kinds, have a tremendous responsibility to ensure the most productive education possible for this huge section of the American public who will be the mainstay of society in the future. The responsibility is staggering. However, many critics question our success rate, and some kind of reform or education renewal seems to be on everyone's mind.

In the four years since the first edition of this text, a number of significant events have unfolded, and all have implications for education in America. A burgeoning economy has surrounded us and made life easier for most Americans, but almost one-fifth of our children continue to live in poverty. A national welfare reform plan has been instituted, and while some successes are evident, some regrettable results also are associated with that reform. Brain research findings provide more answers to nagging questions about development, but Judith Harris's book, *The Nurture Assumption,* on the potency of peer groups has startled Americans about parent roles. Marital statistics have changed considerably: Divorces are less frequent, but so are marriages, and more children are raised in single-parent homes.

At the same time, the proliferation of the cyberworld has created new challenges and opportunities for all citizens. The rapid rise of the Internet in the past few years has overstepped the bounds of all estimates and signals vast changes in the way Americans will communicate, purchase materials, and access information in the future.

In addition to all the new and sobering challenges, old demands are still evident in our postindustrial society. Cultural and ethnic diversity is expanding rapidly in the United States, and concerns about special-needs children grow each year. Our federal government, as well as most state governments, displays more interest in education and seeks to play a more influential role. The effect of this governmental interest and role is perceived differently by educators, parents, and community leaders.

The face of our world can never be the same again, and most people realize that the requirements for citizens in the 21st century are very different from those of a generation ago. All these concerns point to a need to develop education agendas aimed at blending interests,

试读结束，需要全本PDF请购买 www.ertongbook.com

using cooperation to the fullest, and identifying all resources possible for addressing children's educational needs.

Most authorities agree that major changes in the procedures, the curriculum, and the formats of U.S. schools are needed as never before. For many, the greatest changes focus on drawing more partners into the management and handling of children's formal education. A number of educational collaborations and partnership designs have spread across the United States, and they have served as effective bridges in many school districts. This text moves in a similar direction, and the authors support the designs that emphasize the benefits of collaboration among the many agencies and persons working with our children.

A basic tenet of *Families, Schools, and Communities: Building Partnerships for Educating Children* is that schools will always be a primary venue for educating the young child. And educators must be in the forefront of any endeavor to bring about change. However, we stress that to accomplish the tasks at hand, all school districts must develop vibrant partnerships—uniting parents and community members with teachers in educating tomorrow's citizens. Schools are where the action is, but respectful collaboration is the key to success.

Significant steps for improving children's education through collaboration are already at work in schools and communities across the United States. A growing number of research studies, controlled assessments, and personal accounts support new education approaches. These beginning ventures provide intriguing evidence and guides for others to follow. We do not need to reconceptualize our curricula or most of our teaching practices. The big job now is to study and adapt the amazing examples that already exist.

NEW TO THE SECOND EDITION

Building on the success of the first edition, we have rearranged some material and topics to give the text more coherence and usefulness. Since research studies and findings are frequently expanded or replicated, we have updated a large number of references. We have changed the recommended readings section in each chapter to include other media, particularly websites, that we believe will have staying power. We have inserted a new chapter on child care to support the sections in other chapters that could not cover the topic adequately. New and updated figures and tables synthesize information for the reader.

We have inserted more information on special education, although we realize that the scope of this text serves only as a beginning step for this important area of educational experience. Lastly, we have inserted a new section in each chapter labeled "Implications for Professionals," which we hope will help the reader to personalize the chapter material.

ORGANIZATION OF THIS TEXT

We feel it vital for preservice and inservice teachers as well as other social services providers to understand the myriad influences on children's lives and how the structures of homes, schools, and communities affect children's learning. By acknowledging this broader scope of curriculum, teachers in training and other young professionals will recognize the family and the community as crucial educative forces.

We begin this text with an overview of the powerful influences surrounding young children. Along with this, we identify the three primary social settings of home life, school life, and community life and discuss how these settings interplay to affect children's lives. Society does change, of course, and

some forces influencing children have intensified in recent years. We categorize these influence patterns to gain a perspective of what exists in the United States today.

Chapter 2 focuses on how responsibilities for children's education have emerged over time and how different ethnic groups in the United States have been affected over more than 3 centuries. We look particularly at the uneven progress of collaborations that have affected schoolwork.

The next two chapters present information on U.S. family life, reviewing various family patterns and recognizing the different ways that families function. Prospective teachers will grasp the range of situations that professionals encounter as they work with children in a diverse society, and our hope is that they will comprehend the logic for establishing collaborations in light of this diversity.

Chapter 5 is a new chapter for this second edition, and it is devoted to the expanding out-of-home care programs for the millions of preschool-aged children as well as young school-aged children. Far more mothers have joined the workforce and must now find adequate care for their preschool-aged children and their in-school children who need care during after-school hours. We discuss the various child care arrangements and practices as well as the agency-directed preschool programs that growing numbers of young children encounter.

Chapter 6 examines the responsibilities of parents and professionals in each of the three social settings. It points out the various educational assignments and expectations that each setting places on the others.

Chapters 7, 8, and 9 deal with curriculum in the three social settings. Curriculum surrounds children, and though we do not always take notice of it, much of what children learn comes from the world outside the classroom. The reader must recognize that all citizens are educators and that when teachers acknowledge this, an even greater potential for learning exists.

The last four chapters focus on the possibilities for collaboration among the three social settings. In chapter 10, we discuss traditional as well as new ways for teachers, parents, and others to work together. Chapter 11 reviews several model programs that demonstrate partnerships working beneficially. Chapter 12 highlights effective social settings and extends ideas about the ingredients for developing partnerships. Chapter 13 examines the demanding and often difficult process of getting together. In this last chapter, we review the steps required to establish a good partnership. We then use idealized rural and urban school districts to demonstrate how two actual communities are struggling toward collaboration, exploring the typical problems they encounter, and evaluating their progress.

The appendix for the second edition carries an extensive bibliography of children's books to help make the content of this text more pertinent and meaningful.

SPECIAL FEATURES

To assist instructors and students using this text, we have included several pedagogical aids.

Chapter Objectives, Implications, and Summaries. Concise statements of each chapter's main ideas serve as advance organizers for the content that follows. To relate the chapter content to a beginning professional's life and experience, we have placed a brief section near the end of each chapter that urges the reader to reflect upon and personalize the chapter information. This "Implications for Professionals" section is a new element in the

second edition and is designed to increase understanding by relating text to self. A chapter summary reviews the highlights of the content in each chapter.

Vignettes. Depictions of real-life events that the authors have encountered clarify many concepts throughout the text. These personal stories are all from the authors' experiences (except the names used) and give a human connection to the chapter information and purpose.

Suggested Activities and Questions. Each chapter ends with questions and activities that give instructors another means to make the text applicable to their course outlines and to students' lives. For students, the activities will help apply concepts presented and will stimulate reflection and discussion on the reading as well as their own experiences.

Resources. In addition to citing extensive references within the text and featuring tables and figures that encapsulate text content, we list a few particular titles at the end of each chapter to allow for a more thorough examination of content. We also have extended the second edition chapters with other resources: (1) up-to-date films and videos to provide another medium for the chapter concepts, (2) lists of key organizations and agencies that relate to the profession, and (3) several websites that will give current status reports for our chapter features.

Bibliography of Children's Literature. The selections depict valuable examples of children in different family arrangements learning in a variety of settings. This updated bibliography provides instructors as well as inservice teachers and other professionals with curriculum material to illuminate the chapter content. It will be particularly valuable for chapters 3, 4, 5, 7, 8, and 9.

Glossary. Because the text draws from sociology, psychology, human development, and anthropology as well as from pedagogy and curriculum content, we include a glossary to help readers with specialized terms.

ACKNOWLEDGMENTS

Many people assisted in the writing and assembling of this text. We would like to acknowledge particularly the following individuals: Ithel Jones of Florida State University for developing chapter 5, offering valuable reflections on use of the first edition, and commenting on manuscript drafts; Valerie Mekras for supplying background material and references on special-needs programs; and Audrey Jewett for providing research on materials and retrieval of children's literature topics.

We also are grateful to Cyndi Gostenhofer, Director of First Experiences Child Care Center, and her wonderful team of colleagues for providing support and observation opportunities. Many thanks go to our colleagues, classroom teachers, and parents who willingly supplied photos to illustrate our text. We thank Steven Barbour for supplying numerous photos plus suggestions for illuminating several text sections. Library personnel at the University of Maine and the University of Maryland have been patient, helpful, and supportive in filling numerous requests and supplying materials in a timely fashion.

We wish to thank Ann Davis, our editor at Merrill/Prentice Hall, for her excellent guidance for this text. We also thank Holly Henjum, our production editor at Clarinda Publication Services, and freelance copyeditor Deborah Cady for their many valuable contributions. Several individuals reviewed this text, and we thank them here: Marcia Broughton, University of Northern Colorado; Laurie Dinnebeil, University of Toledo; Janie H. Humphries, Louisiana Tech; and Sandra J. Wanner, University of Mary Hardin-Baylor.

Discover the Companion Website Accompanying This Book

THE PRENTICE HALL COMPANION WEBSITE: A VIRTUAL LEARNING ENVIRONMENT

Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by topic and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

FOR THE PROFESSOR—

Every Companion Website integrates **Syllabus Manager™,** an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may log onto your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™,** students may enter the syllabus for their course section from any point in the Companion Website.
- Class dates are highlighted in white and assignment due dates appear in blue. Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

FOR THE STUDENT—

- **Topic Overviews**—outline key concepts in topic areas
- **Electronic Bluebook**—send homework or essays directly to your instructor's email with this paperless form
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience
- **Web Destinations**—links to www sites that relate to each topic area

- **Professional Organizations**—links to organizations that relate to topic areas
- **Additional Resources**—access to topic-specific content that enhances material found in the text

To take advantage of these and other resources, please visit the *Families, Schools, and Communities: Building Partnerships for Educating Children* Companion Website at www.prenhall.com/barbour

Contents

CHAPTER 1
Home, School, and Community Influences on Children's Lives 1

Child Attitudes 4
- Home Influence on Attitudes 5
- School Influence on Attitudes 6
- Community Influence on Attitudes 8

Age Levels and Influence 10
- The Early Years—Strong Home Influence 10
- Preschool/Kindergarten Years—Increasing School Influence 14
- Primary Years—Growing Community Influence 15
- Peer Group Influence 17

Media Influence 17
- Print Materials 18
- Television 20
- The Entertainment Industry 22

Special Interest Group Influence 23
Implications for Professionals 24
Summary and Review 25
Suggested Activities and Questions 26
Resources 26

CHAPTER 2
Historical Perspectives 27

Family as a Significant Educational Force 30
Community as a Significant Educational Force 31
School as a Significant Educational Force 33
- Parent Involvement in Schools 34
- Federal Government Involvement 36
- Goals 2000 36
- Partnerships and Collaborations 37

Children with Special Needs 39
- Children in Poverty 39
- Children with Disabilities 40
- Minority Populations 41

Multicultural Emphasis 45
- Attitude Change 45
- Staffing Patterns 46
- Curriculum and Teaching Materials 46
- Interaction Patterns 46

Implications for Professionals 47
Summary and Review 48
Suggested Activities and Questions 49
Resources 49

CHAPTER 3
Viewing Family Diversity 51

Different Types of Families 55
- Nuclear Families 55
- Extended Families 56
- Single-Parent Families 57
- Blended Families 57
- Adoptive Families 58
- Subfamilies 58
- Foster Families 58
- Other Family Groupings 59

试读结束，需要全本PDF请购买 www.ertongbook.com

Social Factors Relating to Families 59
Ethnic and Cultural Factors 59
Minority Status 61
Bilingual Families 62
Interethnic Families 62
Socioeconomic Status of Families 63
Historic Class Descriptions 63
The Underclass—A New Dimension 65
Economics and American Families 65
Effects of Economics 68
Families with Children with Special Needs 69
Religious Orientation 70
Applications of Religion 71
Changes in Contemporary Families 71
Implications for the Professional 74
Summary and Review 75
Suggested Activities and Questions 75
Resources 75

CHAPTER 4
Parenting the Child **77**

Nurturance in Families 78
Range of Child Rearing 78
Features of Positive Nurturance 79
Family Roles 81
Economic Support 81
Emotional Support 81
Socialization 82
Educational Underpinnings 84
Changes in Functions for the 21st Century 85
Cultural Patterns and Family Functions 85
Parenting Features in Various Cultures 87
Interaction Styles within Families 90
Baumrind's Classification 90
White's Study 91
Bernstein's Work 91
Hart and Risley Study 92
Experiences of Families 94
Skill Levels and Experience 94
Mobility of Families 95
Other Influences on Parenting 97
Child Care Arrangements 97
Stress in Families 98
Competent Families 102
Implications for Professionals 103
Summary and Review 104
Suggested Activities and Questions 104
Resources 104

CHAPTER 5
Preschool Experiences and Out-Of-Home Care **107**

History of Child Care 110
Need for Out-of-Home Care: An American Dilemma 113
National Data on Preschool Experiences and Out-of-Home Care 114
Child Care Arrangements 117
In-Home Child Care 118
Child Care Centers 118
Preschool and Nursery School Programs 120
Other Programs 120
Child Care Regulations 121
Features of Quality Care 122
Process and Structural Qualities 122
Curriculum 122
Parent Involvement 124
Professional Staff 125
The Effects of Out-of-Home Care 125
Quality, Cost, and Affordability of Child Care Programs 127
Implications for Professionals 128
Summary and Review 128
Suggested Activities and Questions 129
Resources 129

CHAPTER 6
Responsibility for Educating Children **131**

Young Children's Learning 133
Components of Home Responsibility 134
Components of School Responsibility 136
Components of Community Responsibility 137
Linking Responsibilities 141
Nurturing Educational Opportunity 142
Families and Nurturance 143
Schools and Nurturance 145
Communities and Nurturance 147

Governance of Education 148
Legal Requirements 148
Home Governance 149
School Governance 150
Community Governance 152
Implications for Professionals 153
Summary and Review 153
Suggested Activities and Questions 153
Resources 154

CHAPTER 7
Curriculum of the Home 155

Learning Roles and Responsibilities 157
Parents Foster Roles and Responsibilities 157
Extended Family Fosters Roles and Ritual 160
Siblings Aid in Role Identification 161
Physical Environments of the Home 162
Space Influences Emotional Growth 162
Space Influences Intellectual Development 163
Space Influences Physical and Creative Development 164
Home Learning 165
Daily Routines 165
Rituals and Traditions 169
Sharing Interests and Skills 170
Family Outreach 172
Home Schooling 175
History of Home Schooling 175
Motives for Home Schooling 177
Who Does Home Schooling? 177
Teaching Methods in Home Schooling 178
Legal Aspects of Home Schooling 179
Criticisms and Successes of Home Schools 181
Implications for Professionals 182
Summary and Review 182
Suggested Activities and Questions 183
Resources 183

CHAPTER 8
Curriculum of the School 185

Overall Program of the School 187
Preschool and Child Care Programs 188
Curriculum Orientations 188
Traditional 190
Constructivist 192
Personal Relevance 194
Organizing Schools 195
Staffing Plans 195
Physical Organization 199
Curriculum 199
Formal Curriculum 201
Informal Curriculum 204
Hidden Curriculum 205
Special Education and Curriculum 207
Results of School Educative Processes 209
Implications for Professionals 210
Summary and Review 210
Suggested Activities and Questions 211
Resources 211

CHAPTER 9
Curriculum of the Community 213

Community Structure Affects Curriculum 215
Service Agencies 216
Transportation Services 217
Political Agencies 218
Social and Cultural Agencies 221
Business and Commercial Enterprises 224
Media 224
Physical, Social, and Emotional Environments in a Community 228
Social Networks 228
Natural Environments 231
Interactions Among Community Agencies, Families, and Schools 233
Implications for Professionals 237
Summary and Review 237
Suggested Activities and Questions 238
Resources 238

CHAPTER 10
Traditional and Innovative Strategies for Working Together **241**

Communication with Parents 243
Parent-Teacher Conferences 243
Home Visits 246
Telephone Contact 248
Informal Contact 249
Written Communication 249
Keys to Effective Communication 250
Parents in the Schools 253
School Visitations 253
Parents as Aides or Volunteers 254
Parents as Classroom Resources 255
Parents as Advocates 256
Parent Education 257
Education Through Meetings and Classes 257
Education Through Materials 258
Community Involvement 259
Trips Into the Community 259
Community as a Resource for Materials 261
Involving the Business Community 262
Working with Selected Families 264
Children with Disabilities 264
Ethnic Diversity 265
Homeless Families 265
Children of Gay and Lesbian Parents 266
Handling Collaborative Relationships 267
Conditions for Positive Relationships 267
Barriers to Good Relations 269
Implications for Professionals 270
Summary and Review 270
Suggested Activities and Questions 271
Resources 271

CHAPTER 11
Models for Parent-School-Community Partnerships **273**

Components of Successful Change 275
Planning 275
Implementation 276
Assessment 276
Communication 276
Features of Successful Collaboration 277
Program Models 277
Head Start 277
Home-Based Programs 280
Comer's School Development Program 283
Schools Reaching Out Project 287
Other Promising Initiatives 290
Critical Features of Partnerships 296
Implications for Professionals 297
Summary and Review 297
Suggested Activities and Questions 298
Resources 298

CHAPTER 12
Effective Social Settings for Learning **301**

Competent Families 303
Organization and Management 303
Beliefs and Value Structures 305
Literary and Intellectual Stimuli 305
Parental Knowledge of Child Development 307
Health and Nutrition 307
Consistent Social and Emotional Environments 308
Effective Schools 310
Student Achievement 310
Values and Beliefs 311
Provision for Individual Differences and Inclusion 311
Positive School Features 313
Barriers for Effective Schools 314
Changes in Schools 316
National Reports and Activities 317
Evaluating Schools 318
Effective Communities 319
Community Organization 320
Effective Partnerships 324
Schools as Brokers for Social Settings 324
Programs for Teacher Preparation 325
Implications for Professionals 326
Summary and Review 326
Suggested Activities and Questions 327
Resources 327

CHAPTER 13
Working Together 329

Levels of Involvement in Collaborations 331
Understanding Involvement 332
Achieving Partnerships 335
Woodland: A Rural Situation 335
Big City: An Urban Situation 341
Implications for Professionals 347
Summary and Review 348
Suggested Activities and Questions 349
Resources 349

APPENDIX
Bibliography of Children's Books 351

Different Cultures 351
Divorced Families 353
Blended Families 353
Single-Parent Household and Special Relationship with One Parent 353
Adoptive Families 354
Foster Care and Orphanages 355
Multigenerational Households and Extended Families 355
Homeless Families 356
Migrant Workers and Immigrants 356
Gay and Lesbian Families 356
Children, Family Members, and Friends with Special Needs 357
Defining Families 357
Other Books Referred to in Text 358

GLOSSARY 359

REFERENCES 365

INDEX 385

Chapter 1

Home, School, and Community Influences on Children's Lives

There was a child went forth every day, And the first object he looked upon and received with wonder or pity or love or dread, 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.
(Whitman, 1855, p. 90)

This chapter highlights the many ways in which young children's learning, behaviors, viewpoints, and habits are affected by family members, school personnel, and members of the immediate and larger community. In reading this chapter you will learn the following:

1. How the three social settings—home, school, and community, including children's peer groups—affect children's perceptions and attitudes about learning and schooling.

2. How these three social settings have greater or lesser impact depending on the child's age and stage of development.

3. How various forms of media, including the entertainment industry, exert influence on children and how that influence affects children's learning and behavior.

4. What the impact of special interest groups is on children's learning and behavior.

Zach was waiting at the child care center for his mother to pick him up. He donned his Power Ranger™ helmet, a gift from his father during their last visit. Zach then picked up his Power Ranger™ toy from his cubbie where he had left it on arriving at the center and approached Kelsey, also waiting for her mother. "I'm warning you, if you don't tell me where you planted the bomb, I'm going to drill a hole in ya," he said in his deepest voice. He pushed his toy at Kelsey. "No, I won't tell. We'll all blow up," giggled Kelsey, entering into the play and holding up her fists to Zach. The children lunged at each other, growling and hissing until Zach accidentally struck Kelsey's head, and Kelsey began to cry. At that moment, Zach's mother and the teacher entered the room. The teacher, calming Kelsey, said to Zach's mother, "We don't allow aggressive play here at the center. I really wish you wouldn't let Zach bring toys like that."

In spite of Zach's attempt to explain what had happened, his tired mother informed him he couldn't watch television while she got ready to go out. But while he waited for his father to pick him up, he could read. When they reached home, she let Zach select "Three Billy Goats Gruff" and "Max's Dragon Shirt." When Tom, Zach's mother's boyfriend, arrived, Zach asked him to read. As Tom got to the first little goat crossing the bridge, Zach exclaimed, "Oh, let me read the troll part," and pulling the book closer, asked, "Is this where the troll speaks?"

"How did you know?" Tom exclaimed.

Zach replied, "Dad told me," then, in a gruff, "pretend read" voice, demanded, "Who's that tramping on my bridge?" At each goat's passing, his voice got gruffer, and he clenched his fist as he told the goats he was going to eat them up. When the third goat passed, Tom, in character, gave Zach a gentle push, hugging and tickling him as the "goat" pushed the troll into the river. Zach giggled and said, "Let's read it again, and I'll be the goats this time." When Zach got to the third goat part, he butted Tom, who pulled Zach off the couch with him, "falling into the river." A bit of horseplay ensued. Zach then got up and said, "Let's read "Max's Dragon Shirt." You know, I'm gonna ask my dad to buy me a dragon shirt like that. Isn't it wild?"

试读结束，需要全本PDF请购买 www.ertongbook.com