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EARLY CHILDHOOD EDUCATION



96/97

EARLY CHILDHOOD EDUCATION 96/97

Editor

Karen Menke Paciorek
Eastern Michigan University

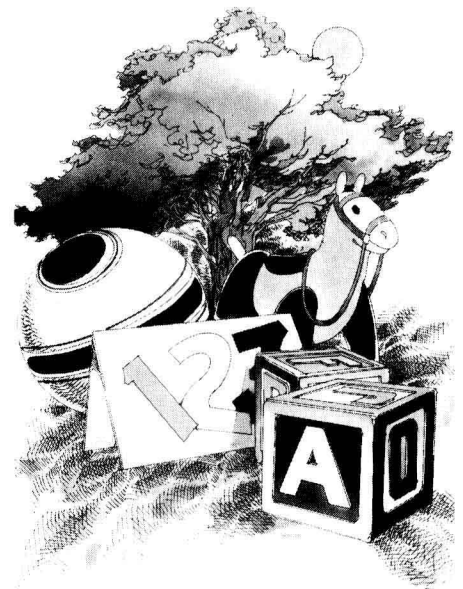
Karen Menke Paciorek is an associate professor of Early Childhood Education at Eastern Michigan University in Ypsilanti. She has degrees in early childhood education from the University of Pittsburgh, George Washington University, and Peabody College of Vanderbilt University. Currently, she is president of the 4,500-member Michigan Association for the Education of Young Children. Dr. Paciorek presents at local and national conferences on a variety of topics, including curriculum planning, establishing a quality learning environment, and guiding young children's behavior.

Joyce Huth Munro Centenary College

Joyce Munro is director of Teacher Education at Centenary College. In addition to administration and teaching, she oversees The Children's Center at Centenary, which serves 200 children in a variety of programs ranging from toddler care to full-day kindergarten. Regionally and nationally, she presents seminars on curriculum design and teacher education. Currently, she is the early childhood education editor for a teaching cases data bank. She also serves on the Professional Development Advisory Panel of the National Association for the Education of Young Children. Dr. Munro programs ranging from toddler care to of South Carolina Regionally and nationally, she presents Vanderbilt University.

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Seventeenth Edition

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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 you'll 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. Within the articles, the best scientists, practitioners, researchers, and commentators draw issues into new perspective as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies. Many of the articles resulting from this enormous editorial effort 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 *Editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, we seek each year 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 you'll find this volume useful, and we hope you'll 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 96/97* 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 some startling information on today's young children in the first two selections. How knowledgeable are you about the issues facing the children you work with or know?

As we prepare for another presidential election, it is important for all of us to keep issues facing young children and their families on the front line. Ask politicians questions about what they have done to improve the lives of young children in their community, or what programs they see as most beneficial to the health and well-being of children and families. Be active, write letters, and make calls to current and prospective legislators and leaders. Children are depending on us to speak for them.

The three themes found in articles chosen for this seventeenth edition of *Annual Editions: Early Childhood Education* are (1) the condition of America's families; (2) appropriate educational practices; and (3) the cost and availability of quality care for children in America.

The articles in unit 6, "Reflections," are almost all new. We are pleased to bring you the article "Movers and Shapers of Early Childhood Education." Have you heard any of their names, listened to one of their speeches, or read an article any one of them has written? It is important for us 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. Many of them have touched our lives and continue to serve as inspiration to work even harder.

Given the wide range of topics it includes, *Annual Editions: Early Childhood Education 96/97* may be used with several groups: undergraduate or graduate students studying early childhood education, professionals pursuing further development, or parents seeking to improve their skills.

The selection of articles 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 the Dushkin Publishing Group/Brown & Benchmark Publishers ably support and coordinate our efforts.

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@emuvax.emich.edu or jhmunro@aol.com.

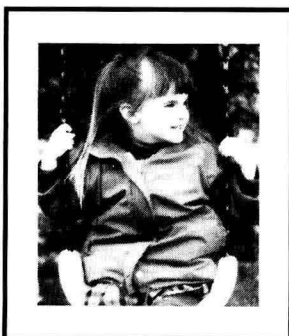
We look forward to hearing from you.



Karen Menke Paciorek



Joyce Huth Munro
Editors

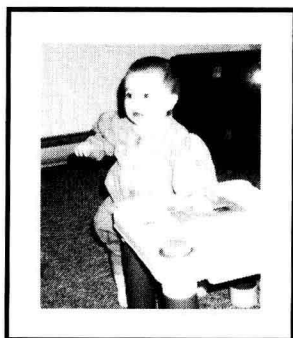


Unit 1

Perspectives

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

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1. Portrait of the American Child, 1995 , Camille Sweeney, <i>The New York Times Magazine</i> , October 8, 1995. Problems such as divorce , homeless families , and poverty are addressed in this statistical overview of life for children in the mid-1990s.	6
2. A Call to Action: Improving the Situation of Children Worldwide , Judith Evans and Robert G. Myers, <i>High/Scope ReSource</i> , Winter 1994. Interest in improving the lives of children worldwide has gained momentum. Banks, international foundations, and concerned citizens are advocating strongly for increased funding to support young children. The living conditions and educational opportunities available to the 1.5 billion children born in the 1990s will determine the contributions these children will make to society later on. Quality preschool programs can help these children thrive.	8
3. The Next Baby Boom , Susan Mitchell, <i>American Demographics</i> , October 1995. 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 families often do not have a father living at home. Parent lifestyles and responsibilities have changed tremendously.	17
4. The World's 5 Best Ideas , Denise M. Topolnicki, <i>Money</i> , June 1993. As we advocate for better, more affordable and accessible care for our children in preschools and primary settings, as well as in the health area, we can look to other countries for ideas. Through collaborative efforts, they have made progress in improving the lives of their young children and families. So can we.	24
5. It's Hard to Do Day Care Right—and Survive , Sue Shellenbarger, <i>Wall Street Journal</i> , July 20, 1994. The profit margin in most child-care centers 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.	30
6. Helping Crack-Affected Children Succeed , Mary Bellis Waller, <i>Educational Leadership</i> , December 1992/January 1993. The increase in the numbers of children born addicted to drugs has brought a new set of problems as these children enter a school setting. Mary Bellis Waller gives specific strategies for school administrators and classroom teachers in meeting the needs of these children.	32
7. Companies Help Solve Day-Care Problems , Sue Shellenbarger, <i>Wall Street Journal</i> , July 22, 1994. Sue Shellenbarger provides some solutions to the child-care dilemma facing many center directors and parents. Employers are becoming involved in child care by providing grants, direct subsidies, and information on quality programs. Collaborative efforts are paying off in many communities.	36



Unit 2

Child Development and Families

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

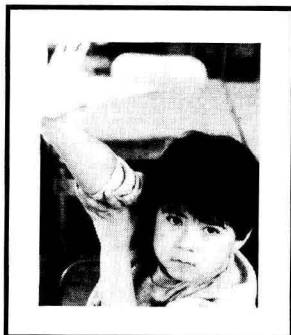
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A. CHILD DEVELOPMENT

8. **Educational Implications of Developmental Transitions: Revisiting the 5- to 7-Year Shift**, Arnold Sameroff and Susan C. McDonough, *Phi Delta Kappan*, 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 **child development** are able to assist children as they make a smooth **transition into the primary grades**. The onset of this developmental shift depends on the environment, culture, previous school experiences, and the child's unique characteristics. 40
9. **The Amazing Minds of Infants**, Lisa Grunwald with Jeff Goldberg, *Life*, July 1993. This article presents a fascinating look at the abilities, interests, and **developmental behaviors of infants**. Lisa Grunwald and Jeff Goldberg provide recent research that examines the ways in which infants approach and synthesize occurrences in their world. 45
10. **Creativity and the Child's Social Development**, Martha L. Nabors and Linda C. Edwards, *Dimensions of Early Childhood*, Fall 1994. Martha Nabors and Linda Edwards provide suggestions for the teacher interested in supporting young children's **social and creative development**. Teachers' knowledge about **child development** can foster growth in these two key areas. 51
11. **Keeping Kids Healthy in Child Care**, Mark Deitch, *Working Mother*, February 1994. Issues related to **health and safety in early childhood programs** often go unnoticed by parents until their child becomes sick. Mark Deitch provides specific suggestions to prevent the spread of common illnesses and germs. 54

B. FAMILIES

12. **Why Leave Children with Bad Parents?** Michele Ingrassia and John McCormick, *Newsweek*, April 25, 1994. Just as all people with a serious addiction cannot be cured, all **families** cannot be saved. Some individuals may never gain the important skills that will make them fit **parents**. Thousands of **abused** children are returned to their abusive families each month. What steps need to be taken to permanently protect these children? 57
13. **Life without Father**, David Blankenhorn, *USA Weekend*, February 24–26, 1995. The increase in **divorce** and in single-mother **families** has led to a situation that David Blankenhorn calls "disappearing dads." Children without two caring and supportive **parents** are at risk of future failure in a number of areas. 62
14. **Aiding Families with Referrals**, Karen Stephens, *First Teacher*, September/October 1994. **Early childhood professionals** are often the first to become closely involved in the lives of young children. When families have concerns, or a child needs additional help outside of the classroom, **referrals** are often made. Karen Stephens lists guidelines for teachers to follow and gives a list of agencies/individuals to contact when there is a special concern about a child. 65

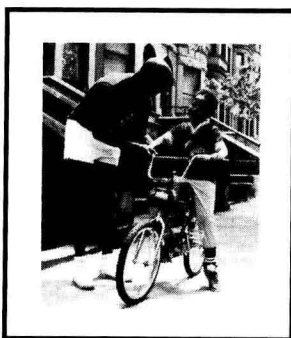


Unit 3

Educational Practices

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

15. **Homeless Families: Stark Reality of the '90s**, Tori DeAngelis, *APA Monitor*, May 1994. 67
The increase in **families** without a permanent home has caused stress for an already overburdened social service support system. Housing mothers and young children brings on a new set of problems. The **poverty and homelessness** faced by these families increase the chances of other risk factors.
 16. **How Families Are Changing . . . for the Better!** Betty Holcomb, *Working Mother*, July 1994. 70
Positive changes occurring in families are described in this article. In many families, fathers and mothers equally coparent the children, with increased involvement in the lives of their children. The benefits to the children are numerous.
-
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- A. **PRESCHOOL AND PRIMARY PROGRAMS**
17. **Bringing the DAP Message to Kindergarten and Primary Teachers**, Gaye Gronlund, *Young Children*, July 1995. 78
To build a foundation for **kindergarten and primary teachers**, three key elements of **developmentally appropriate practice** are important to highlight. First, children learn by doing. Second, play has intent and purpose. Third, **curriculum** planning should move play from simple to complex.
 18. **Teaching Young Children: Educators Seek 'Developmental Appropriateness,'** Scott Willis, *Curriculum Update*, November 1993. 87
As educators search for **the true meaning of developmentally appropriate practices**, teachers question just what is expected of them in the classrooms. **Active learning**, learning centers, and authentic assessment can be difficult concepts to put into action.
 19. **Recognizing the Essentials of Developmentally Appropriate Practice**, Marjorie J. Kostelnik, *Child Care Information Exchange*, March/April 1993. 95
Developmentally appropriate practice goes beyond a list of do's and don'ts to looking at practice in context. As teachers incorporate the essentials into programs for preschool and primary grades, their regard for children as individuals increases. They also gain respect for children's ability to learn constructively when developmentally appropriate practice is applied.
 20. **Infants and Toddlers with Special Needs and Their Families**, David Sexton, Patricia Snyder, William R. Sharpton, and Sarintha Stricklin, *Childhood Education*, Annual Theme Issue, 1993. 100
This article addresses three issues related to **infants and toddlers with special needs**: access to services, quality assurance, and preparation of personnel.
 21. **Fourth-Grade Slump: The Cause and Cure**, Rebecca A. Marcon, *Principal*, May 1995. 109
Three **preschool** models in one city school district have very different impacts on children's later achievement. Children in **child-development** classrooms are compared with those in academically oriented models. The children in **developmentally appropriate** classrooms are more successful in their transition from **preschool to primary** grades.



Unit 4

Guiding and Supporting Young Children

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

22. **Strategies for Teaching Children in Multiage Classrooms**, Sandra J. Stone, *Childhood Education*, Winter 1994/95. 112

Teaching several grades of children in one classroom requires the use of **developmentally appropriate practices**. Strategies for **multiage** classrooms should include integrated **curriculum**, flexible grouping, and **portfolio assessment**.

B. ASSESSMENT AND EVALUATION

23. **Nurturing Kids: Seven Ways of Being Smart**, Kristen Nelson, *Instructor*, July/August 1995. 115

Teachers can develop students' multiple intelligences by reinventing the **curriculum** to meet the needs of a wider range of learning styles. The strategies are based on knowledge of **child development** and **developmentally appropriate practices**. **Assessment** of learning is individualized and flows from the children's projects.

24. **The Challenges of Assessing Young Children Appropriately**, Lorrie A. Shepard, *Phi Delta Kappan*, November 1994. 120

Lorrie Shepard provides a thorough review of the research related to **assessment of young children**. The author ends with five key principles that should guide educators as they strive to work in a developmentally appropriate environment with children.

25. **Aiming for New Outcomes: The Promise and the Reality**, John O'Neil, *Educational Leadership*, March 1994. 127

As educators struggle with the notion of **outcome-based education**, clarification is needed if outcomes are to become a part of the educational system in the primary grades. Still to be addressed is the issue of assessment.

Overview 132

26. **Misbehavior or Mistaken Behavior?** Dan Gartrell, *Young Children*, July 1995. 134

Teachers who use traditional classroom **discipline** often rely on punishment and frequently consider problems as misbehavior. A more appropriate approach to **guiding behavior** is conflict resolution, which teaches children positive alternatives. Dan Gartrell outlines three levels of mistaken behavior, with specific strategies for **teachers** to use in responding to each level.

27. **Behavior Management and "The Five C's,"** David A. Almeida, *Teaching K-8*, September 1995. 141

The Five C's is a concise plan for **guiding behavior** that is useful in **preschools and primary grades**. David Almeida believes that **teachers** invite good behavior in children by creating a specific plan for **discipline** and carrying it out consistently.

28. **Encouraging Positive Social Development in Young Children**, Donna Sasse Wittmer and Alice Sterling Honig, *Young Children*, July 1994. 143

Over 20 specific strategies for encouraging and fostering **positive social development** are described by Donna Wittmer and Alice Honig. Clear examples teachers can follow to assist young children in gaining prosocial skills are provided, and ideas for guiding behavior are included.

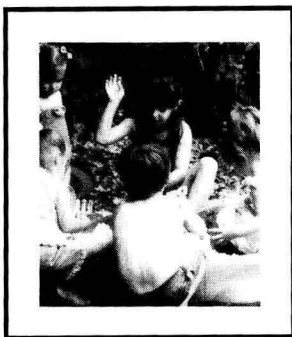


Unit 5

Curricular Issues

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

29. **Helping Children to Cope with Relocation**, Mary Renck 152
 Jalongo, *Childhood Education*, Winter 1994/95.
Teachers often deal with children and families who are moving away or settling in. Because of the adaptive demands of relocation on children, teachers need special support in **guiding behavior** and in using the **curriculum** to ease fears about relocation.
30. **Breaking the Cycle of Violence**, Lorraine B. Wallach, 157
Children Today, Volume 23, Number 3, 1994–1995.
 To help lessen the toll that **violence** is taking on young children, teachers must first understand how violence affects healthy **child development**. They also need to be ready to deal with children of **abuse**. Lorraine Wallach outlines ways in which **teachers** can support these children by modeling skills to enhance **social development** and adapting the curriculum.
31. **Supporting Victims of Child Abuse**, Thelma Bear, Sherry 161
 Schenk, and Lisa Buckner, *Educational Leadership*, December 1992/January 1993.
 The number of incidents of child abuse is escalating, and increased advocacy for abused children is needed. The authors call for teachers to hold high expectations in guiding behavior, because support and structure allow **abused children to rebuild self-esteem**.
- Overview 166
32. **Diversity: A Program for All Children**, Suzanne M. Win- 168
 ter, *Childhood Education*, Winter 1994–1995.
 It is a challenge for teachers to design a **curriculum** that supports each child's individual educational needs. There are many types of **diversity**, and a skilled teacher can ensure a **quality program** by creating an atmosphere of acceptance for all children.
33. **Project Work with Diverse Students: Adapting Curriculum Based on the Reggio Emilia Approach**, Shareen 173
 Abramson, Roxanne Robinson, and Katie Ankenman, *Childhood Education*, Summer 1995.
 When children are interested in a particular topic and have input into the **curriculum**, they become excited about learning. Allowing the interest and **creativity** of the students to flow, a teacher can serve as a facilitator for the investigating and learning that occur in a classroom. The **diversity** that the children bring to the classroom through the richness of experiences and lifestyles enhances the opportunities for projects to emerge.
34. **Curriculum Webs: Weaving Connections from Children to Teachers**, Susan Workman and Michael C. Anziano, 179
Young Children, January 1993.
 How should **curriculum content** be determined? Susan Workman and Michael Anziano suggest a method of curriculum webs. "The possibilities and connections inherent in the series of related webs . . . provide an unending source for curriculum development."
35. **Voice of Inquiry: Possibilities and Perspectives**, Clint 184
 Wills, *Childhood Education*, Annual Theme Issue 1995.
 Inquiring, questioning, predicting, exploring, analyzing, and investigating by the children are all ways in which the **curriculum** can come to life through their own work. **Teachers** are there to assist in the inquiry process, but many possibilities exist when children are involved in the planning.



Unit 6

Reflections

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

36. **All about Me**, Lilian G. Katz, *American Educator*, Summer 1993. 189
Have we gone to extremes with our preoccupation to develop children's **self-esteem**? Positive **emotional development** comes from having participated in activities that truly require the child to do his or her best and then take pride in earned achievements.
37. **A Framework for Literacy**, Mary Hopkin, *Teaching K-8*, October 1995. 194
One teacher's documentation of the process used in sharing with families the ways children move through the **emergent literacy stages** is presented. **Developmentally appropriate curricula** is achieved when language and literacy experience are intertwined into all learning in the class.
38. **Read Me a Story: 101 Good Books Kids Will Love**, Joan Garvey Hermes, *U.S. Catholic*, October 1995. 199
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 teachers can use to supplement the **curriculum** or comfort books to be read alone with a child are described.
39. **Early Childhood Physical Education: Providing the Foundation**, Arlene Ignico, *Journal of Physical Education, Recreation, and Dance*, August 1994. 205
Fundamental **motor skills** can and should be taught to preschool children because of their potentially positive effect on **self-concept** and social development. **Developmentally appropriate** physical activity will provide a foundation for lifelong **physical** activity.
- Overview 208
40. **Starting Points: Executive Summary of the Report of the Carnegie Corporation of New York Task Force on Meeting the Needs of Young Children**, *Young Children*, July 1994. 210
Everyone concerned with the education, **health and safety**, and well-being of young children has received a call to action. Collaborative efforts are needed to address the needs of families in crisis and the problems of poverty and violence affecting our children.
41. **Sisterhood and Sentimentality—America's Earliest Preschool Centers**, Dorothy W. Hewes, *Child Care Information Exchange*, November 1995. 214
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 does today.

42. The Movers and Shapers of Early Childhood Education,	217
Roger Neugebauer, <i>Child Care Information Exchange</i> , November 1995.	
This article gives brief profiles 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.	
43. Mrs. Paley's Lessons,	220
Barbara Mahany, <i>Chicago Tribune</i> , June 25, 1995.	
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. Families and Children: Who Is Responsible?	227
Sharon L. Kagan, <i>Childhood Education</i> , Fall 1994.	
Sharon Kagan focuses on how America developed its attitude toward social responsibility for children and families . She believes that the federal government should create a clear social strategy for supporting families. The latest successful strategies feature collaborations of state or community groups.	
45. Choosing Child Care, Working Mother,	232
February 1995.	
As parents look for child care , they need to be aware of the wide variety of care available. The best programs for children have certain characteristics in common. Among these are concern for health and safety , appropriate curriculum and environment, and well-prepared teachers .	
46. Cost, Quality, and Child Outcomes in Child Care Centers: Key Findings and Recommendations,	236
<i>Young Children</i> , May 1995.	
This major study finds that child care at most centers in the United States is poor to mediocre, with health and safety needs unmet and little attention paid to learning. Center child care is costly to provide, even where it is of poor quality. The study team recommends increasing the standards for quality programs , ensuring adequate financing, and increasing investment in child care by the federal government .	
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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	<ul style="list-style-type: none"> 12. Why Leave Children with Bad Parents? 30. Breaking the Cycle of Violence 31. Supporting Victims of Child Abuse 	Developmentally Appropriate Practice	<ul style="list-style-type: none"> 17. DAP Message to Kindergarten and Primary Teachers 18. Teaching Young Children 19. Essentials of Developmentally Appropriate Practice 21. Fourth-Grade Slump 22. Teaching Children in Multiage Classrooms 23. Nurturing Kids: Seven Ways of Being Smart 24. Assessing Young Children Appropriately 25. Aiming for New Outcomes 37. Framework for Literacy 39. Early Childhood Physical Education
Advocacy	<ul style="list-style-type: none"> 2. Call to Action 4. World's 5 Best Ideas 12. Aiding Families with Referrals 31. Supporting Victims of Child Abuse 	Discipline	<ul style="list-style-type: none"> 26. Misbehavior or Mistaken Behavior? 27. Behavior Management and "The Five C's" 28. Encouraging Positive Social Development
Assessment	<ul style="list-style-type: none"> 18. Teaching Young Children 23. Nurturing Kids: Seven Ways of Being Smart 24. Challenges of Assessing Young Children Appropriately 25. Aiming for New Outcomes 	Diversity	<ul style="list-style-type: none"> 32. Diversity 33. Project Work with Diverse Students
Child Care: Full Day/Half Day	<ul style="list-style-type: none"> 5. It's Hard to Do Day Care Right—and Survive 7. Companies Help Solve Day-Care Problems 11. Keeping Kids Healthy in Child Care 45. Choosing Child Care 46. Cost, Quality, and Child Outcomes in Child Care Centers 	Divorce	<ul style="list-style-type: none"> 1. Portrait of the American Child, 1995 13. Life without Father
Child Development	<ul style="list-style-type: none"> 8. Educational Implications of Developmental Transitions 9. Amazing Minds of Infants 10. Creativity and the Child's Social Development 11. Keeping Kids Healthy in Child Care 43. Mrs. Paley's Lessons 	Drugs	<ul style="list-style-type: none"> 1. Portrait of the American Child, 1995 6. Helping Crack-Affected Children Succeed
Collaboration	<ul style="list-style-type: none"> 4. World's 5 Best Ideas 7. Companies Help Solve Day-Care Problems 14. Aiding Families with Referrals 40. Starting Points 44. Families and Children 	Emergent Literacy	<ul style="list-style-type: none"> 37. Framework for Literacy
Creativity	<ul style="list-style-type: none"> 10. Creativity and the Child's Social Development 33. Project Work with Diverse Students 	Emotions	<ul style="list-style-type: none"> 31. Supporting Victims of Child Abuse 36. All about Me
Curriculum	<ul style="list-style-type: none"> 25. Aiming for New Outcomes 32. Diversity 33. Project Work with Diverse Students 34. Curriculum Webs 35. Voice of Inquiry 37. Framework for Literacy 38. Read Me a Story 39. Early Childhood Physical Education 	Employer Supported	<ul style="list-style-type: none"> 7. Companies Help Solve Day-Care Problems
		Families	<ul style="list-style-type: none"> 3. Next Baby Boom 12. Why Leave Children with Bad Parents? 13. Life without Father 14. Aiding Families with Referrals 15. Homeless Families 16. How Families are Changing . . . for the Better! 20. Infants and Toddlers with Special Needs 40. Starting Points 44. Families and Children
		Federal Government	<ul style="list-style-type: none"> 44. Families and Children

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Guiding Behavior	26. Misbehavior or Mistaken Behavior? 27. Behavior Management and "The Five C's" 28. Encouraging Positive Social Development 29. Helping Children to Cope with Relocation 31. Supporting Victims of Child Abuse 36. All about Me	Preschool	2. Call to Action 19. Essentials of Developmentally Appropriate Practice 41. Sisterhood and Sentimentality
Health and Safety	4. World's 5 Best Ideas 11. Keeping Kids Healthy in Child Care 40. Starting Points	Primary Grades	8. Educational Implications of Developmental Transitions 17. DAP Message to Kindergarten and Primary Teachers 19. Essentials of Developmentally Appropriate Practice 21. Fourth-Grade Slump 25. Aiming for New Outcomes
History	41. Sisterhood and Sentimentality 42. Movers and Shapers of Early Childhood Education	Quality Programs	32. Diversity 34. Curriculum Webs 46. Cost, Quality, and Child Outcomes in Child Care Centers
Homeless	1. Portrait of the American Child, 1995 15. Homeless Families	Self-Esteem	28. Encouraging Positive Social Development 31. Supporting Victims of Child Abuse 36. All about Me 39. Early Childhood Physical Education
Infants and Infant Care	3. Next Baby Boom 9. Amazing Minds of Infants 20. Infants and Toddlers with Special Needs 46. Cost, Quality, and Child Outcomes in Child Care Centers	Social Development	10. Creativity and the Child's Social Development 28. Encouraging Positive Social Development 31. Supporting Victims of Child Abuse 36. All about Me
International Perspectives	2. Call to Action 4. World's 5 Best Ideas	Special Needs	14. Aiding Families with Referrals 20. Infants and Toddlers with Special Needs
Kindergarten	8. Educational Implications of Developmental Transitions 17. DAP Message to Kindergarten and Primary Teachers 43. Mrs. Paley's Lessons	Teachers/Teaching	5. It's Hard to Do Day Care Right—and Survive 6. Helping Crack-Affected Children Succeed 8. Educational Implications of Developmental Transitions 14. Aiding Families with Referrals 17. DAP Message to Kindergarten and Primary Teachers 18. Teaching Young Children 19. Essentials of Developmentally Appropriate Practice 21. Fourth-Grade Slump 22. Teaching Children in Multiage Classrooms 27. Behavior Management and "The Five C's" 29. Helping Children to Cope with Relocation 34. Curriculum Webs 35. Voice of Inquiry
Motor Development	39. Early Childhood Physical Education		
Multiage	22. Teaching Children in Multiage Classrooms		
Multiple Intelligences	23. Nurturing Kids: Seven Ways of Being Smart		
Observation	24. Assessing Young Children Appropriately		
Outcome-Based Education	25. Aiming for New Outcomes		
Parents	3. Next Baby Boom 12. Why Leave Children with Bad Parents? 13. Life without Father 14. Aiding Families with Referrals 15. Homeless Families 16. How Families are Changing . . . for the Better!	Toddlers	20. Infants and Toddlers with Special Needs
Physical Education	39. Early Childhood Physical Education	Violence	30. Breaking the Cycle of Violence 31. Supporting Victims of Child Abuse
Poverty	1. Portrait of the American Child, 1995 15. Homeless Families 40. Starting Points		

Perspectives

Not surprisingly, children and children's issues have never had much influence on the political agenda in this country. Young children are at the mercy of politicians who have little worry that these young constituents will get angry at budget cuts that affect them or at the lack of policies for their protection and vote their legislators out of office in the next election. The lead article, "Portrait of The American Child, 1995" by Camille Sweeney, paints a grim picture of life in America, especially for the over one-fourth of our children under the age of six who live in poverty.

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 35 years ago? We have a new generation of young children called 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.

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



What separates the haves from the have-nots in this new generation of baby boomers?

Portrait of the American Child, 1995

Camille Sweeney

THERE ARE ABOUT 57 million children under 15, about 22 percent of the population. About 79 percent are white, 16 percent black and 5 percent Asian or Pacific Islander, American Indian, Eskimo or Aleutian. About 12 percent of the population is of Hispanic origin.

IN 1994, THERE were an estimated 3,949,000 births. This was the first time since 1989 that the total has fallen under four million. The decline indicates an echo effect, as the outsize number of baby-boom mothers start to pass out of their childbearing years.

THE NUMBER OF children per woman has decreased from 3.6 in 1960 to 2.0 today. Nearly 1 potential mother in 10 now says she never expects to bear a child.

THE AVERAGE AGE of a first-time mother is 23.7, only slightly higher than the average age of first-time mothers in 1940 but nearly two years higher than in 1960. First-time fathers then and now are typically three or four years older.

THE INFANT MORTALITY rate decreased from 10.6 per 1,000 births in 1985 to 8.5 in 1992. This has been attributed to expanded Medicaid coverage, better nutrition and better medical technology. Even so, a recent report found that the rate is still lower in 22 other developed countries.

AMERICA RANKS 31ST in the percentage of low-birth-weight babies, behind Turkey, Iran and even Romania. Washington, D.C., had the highest U.S. concentration of low-birth-weight births, 14.3 percent as of 1991, compared with 10 percent for New York City and 7.1 percent for the country.

THE PROPORTION OF multiple births to all births in America is still very small, 2.4 percent in 1992. Nonetheless, since the early 70's the multiple-birth rate has increased by a third. The increase is attributable to an increase in births to older women, an increase in infertility service seekers and new drugs and treatments.

RECENT DATA SHOW that 42 percent of families with children under 18 have only one child in the household. In 1960, the figure was only 32 percent. Now, 6 percent have four or more children. Then, the figure was 17 percent.

SINCE 1950, THE number of American children living in mother-only families has quadrupled, from about 5 million to nearly 20 million, and since 1970 the number of single parents has tripled, from about 4 million to about 12 million. About 26 percent of households with children under 18 now have only a mother at home, and another 4 percent have only a father. The highest concentrations of such single-parent households are in Louisiana, Mississippi, Tennessee and Washington, D.C.

ONE OF EVERY six children is a stepchild. One of every eleven adults is divorced, three times the proportion in 1970.

IN 1991, OF the total amount of child support supposed to be paid, only 67 percent was actually paid.

AS OF 1992, the median income of families with children was \$35,100. The official poverty level for a family of four was \$14,763. There are more than 14 million children living in poverty in the U.S. In a recent study, the U.S. ranked worst among 18 Western industrialized nations for the percentage of children living in poverty.

AN ESTIMATED 464,000 children were in foster homes, group homes or residential treatment centers on any single day in 1993. That's only 0.5 percent of all children, but it represents an increase of 77 percent since 1982.

ABOUT 200,000 WOMEN a year are trying to adopt a child.

IN RECENT YEARS, about 200,000 children 14 and under immigrate to the United States annually. Nearly a quarter of the children come from Mexico, with high concentrations from the former Soviet Union, Vietnam, India and China. New York City's public-school student body represents children from 188 countries.

IN CONSTANT DOLLARS, in 1959-60 public schools spent \$1,765 per student in average daily attendance. By 1980, that amount had more than doubled. By 1990, it had more than tripled.