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ABSTRACT

Consisting of references to books, chapters of books, articles, pamphlets, booklets and posters, films and filmstrips, records, audiotapes, and multi-media packages, this annotated bibliography provides access to resources for parents and Basic Educational Skills (BES) program staff in Head Start centers and elementary schools. Entries, most of which concern preschool, kindergarten, and first-grade children, are organized into four major sections corresponding to BES program divisions: curriculum, parent involvement, teacher attitudes and behavior, and program continuity. These four areas are further divided into subsections focusing on a particular issue or subject matter: nine are devoted to curriculum, six to parent involvement, seven to teacher attitudes and behavior, and four to continuity between curriculum, home, and school. References in the areas of curriculum and parent involvement are most numerous. In addition to describing the materials, entries list author's name, title of item, source, date of publication, and number of pages. When appropriate, item cost and ordering information are indicated. Graphic symbols beside each entry illustrate the format of the item described (book, article, film, and so on); materials designed for parents are designed by the letter "P." (RH)

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Getting Involved:

Basic Educational Skills Bibliography

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Basic Educational Skills Project

An Annotated Bibliography
in the areas of
Curriculum, Parent Involvement,
Teacher Attitudes and Behaviors,
and Continuity

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TABLE OF CONTENTS

INTRODUCTION.....		i
I. CURRICULUM.....		1
• General References.....		1
Curriculum Planning.....		2
Curriculum Activities.....		4
Curriculum Theories and Models.....		6
Curriculum Guides.....		10
• Language.....		12
• Reading.....		18
• Writing.....		23
• Mathematics.....		25
• Science.....		30
• Problem Solving.....		40
• Positive Learning Attitudes.....		45
• Bilingual/Multicultural.....		56
II. PARENT INVOLVEMENT.....		65
• General References.....		65
• Parent Involvement Strategies.....		70
• Parent/Child Activities - General Resources.....		77
• Parent/Child Activities - Specific Resources.....		85
• Parent/Child Activities - Materials.....		92
• Parenting Resources.....		95
III. TEACHER ATTITUDES AND BEHAVIORS.....		109
• General References.....		109
• Effective Teaching Practices.....		115
• Training and Supervision.....		119
• Parent-Teacher Relations.....		125
• Child Development and Guidance.....		127
• Observing and Recording Children's Development.....		131
• The Child Development Associate Program.....		135
IV. CONTINUITY.....		137
• General References.....		137
• Continuity in Curriculum.....		139
• Continuity Between Home and School.....		141
• Continuity Between Preschool and Elementary School.....		144

INTRODUCTION

This bibliography is intended for parents and Basic Educational Skills Program staff in Head Start centers and elementary schools.

The purpose of this bibliography is to serve as a resource guide for administrators, staff and parents in planning and working with children at school and at home in implementing a Basic Educational Skills Program. Most of the entries focus on younger children (pre-school-age and grades K-1) rather than the full span of elementary school. As the Basic Educational Skills Program continues this bibliography will be expanded to include information about children through sixth grade, their parents and teachers.

The references for this bibliography include the following kinds of materials: books and parts of books (e.g., individual chapters); articles from consumer and professional magazines and journals and papers; pamphlets, booklets and posters; film/filmstrips; records; audiotapes; and multi-media packages. Although each kind of material can be used independently, you may find that using them in combination with one another (e.g., a film and an article) may enhance their use. Each type of reference is identified by a specific visual symbol. Materials which are especially designed for parents are indicated by the symbol "P." However, parents may find other materials helpful also.

For each entry in the bibliography, the following information is provided: author's name, title of material, source (e.g., from a journal), date of publication, page number (if appropriate) and how to obtain the material. If the price of the material was available, this is also included. Please note that pricing information is as of September 1979. Following this information each reference includes a short summary of its content. Each is summarized only once, although the reference may appear in several places in the bibliography.

The bibliography is organized into four major sections, corresponding to the four program elements of the Basic Educational Skills Program: curriculum, parent involvement, teacher attitudes and behaviors, and continuity. While each of these areas is of equal importance in the development and implementation of the program, this bibliography contains a greater number of references in the curriculum and parent involvement sections primarily because more materials are available on these subjects and, because these sections appear at the beginning of the bibliography. References which may also apply to other sections are cited without the full summary. The four major elements are further divided into smaller subsections which focus on a particular issue or subject matter.

The CURRICULUM section is divided into nine subsections which focus on the curriculum areas of major importance to the Basic Educational Skills Program: language, reading, writing, mathematics, science, problem solving, positive learning attitudes, bilingual/multicultural. There are general references listed as well. The kinds of materials in each of these subsections is briefly described below.

The general references subsection is a diverse one and therefore has been divided into four smaller sections. They are: curriculum planning, curriculum activities, curriculum theories and models and, curriculum guides. Most references in this subsection are books and many of these are used in teacher preparation programs.

The language subsection contains a wide variety of materials, primarily focusing on oral language. References include: how language is learned, the influence of listening on language development and activities which enhance and contribute to language development.

The reading subsection contains references on how children learn to read, approaches to teaching reading and how to introduce children to books. References also include readings of how to select books for young children. The subsection is comprised mainly of journal articles.

The writing subsection is a smaller one containing mostly articles focusing on approaches to teaching writing and its relationship to spelling and language.

The mathematics subsection focuses on references concerned with activities and experiences which enhance skill acquisition in mathematics. Books are frequently cited in this subsection.

The science subsection is primarily comprised of books and articles. It deals with such subjects as: recycling materials, science projects, activities and curriculum content units.

The problem solving subsection represents a blend of books and articles. It focuses on issues of importance in nurturing problem solving skills in young children. References are also included on: thinking, developing ideas, understanding relationships, asking questions, classifying, counting and measuring.

The positive learning attitudes subsection includes research studies and practical guides and approaches to the development of positive learning attitudes in young children. Topics included in this subsection are, for example; motivation, developing independence and self-reliance, self-concept and curiosity.

The bilingual/multicultural subsection deals with such issues as: approaches to planning for bilingual children, cultural values and practices and their influence on behavior and performance and program development models.

The PARENT INVOLVEMENT section is divided into six subsections: general references, parent involvement strategies, parent/child activities: general resources, parent/child activities: specific resources, parent/child activities: materials and parent resources.

The general references subsection provides an overview of information on the relationship between the home and the school. It includes such topics as the family's impact on learning, the educational role played by parents at home and fostering parent-teacher relationships. The majority of references are books and articles.

The parent involvement strategies subsection focuses on models, approaches, and activities that encourage parent involvement in the education of their child. Concepts such as the home visitor approach and the lending library are described.

The parent/child activities: general resources subsection focuses on home activities that can contribute to several areas of learning. In this subsection also are references which address the skills children need to ease the transition between preschool and elementary school and the parent's role in this task. The subsection is comprised mainly of books on "at-home" activities.

The parent/child activities: specific resources subsection is a compilation of specific curricular activities (e.g., reading, cooking) that parents can use at home. Many pamphlets and booklets are described in this subsection.

The parent/child activities: materials subsection provides information for parents who want to make or recycle materials into useful learning tools. The many books in this subsection address this issue.

The parenting resources subsection focuses primarily on child-rearing practices and approaches and child development. Parenting resources for the parents of handicapped children are included.

The STAFF ATTITUDES AND BEHAVIOR section is divided into seven subsections: general references, effective teaching practices, training and supervision, teacher-parent relations, child development and guidance, observing and recording children's development, and the Child Development Associate Program.

The general references subsection provides an overview of staff development covering such subjects as: the role of aides, personal and professional growth of the teacher and ethnicity in education.

The effective teaching practices subsection references many of the previously cited materials and includes several references on team teaching in early childhood education.

The training and supervision subsection is comprised mainly of books and articles focusing on staff development, including: in service training, the role of the supervisor and his/her relationships with others, and training volunteers and paraprofessionals to work in the classroom.

The teacher-parent relations subsection largely references materials previously described in the subsection Parent Involvement-General References.

The child development and guidance subsection focuses on principles and theories of child development, management/discipline approaches and helping children with problem behaviors.

The observing and recording children's development subsection focuses on approaches and techniques. Also presented is information on why observation is important in program planning for individual children.

The Child Development Associate Program subsection provides references which describe the CDA program, its goals and objectives.

The CONTINUITY section is divided into four subsections: general references, continuity in curriculum, continuity between home and school and, continuity between preschool and elementary school. Taken as a whole, this smaller section provides guidance to parents and teachers on this new and emerging topic in early childhood education.

The process by which this bibliography was developed included:

- 1) talking with a sample of the staff of some Basic Educational Skills projects to determine what kinds of information they needed and wanted;
- 2) contacting experts in early childhood education to develop an organizational framework and to identify appropriate references; and
- 3) developing the summaries. Throughout this process the staff of the Administration for Children, Youth and Families provided guidance and assistance on issues of content and organization.

KEY TO SYMBOLS

To the left of each entry, a symbol graphically illustrates the type of material being described. The symbols used in this bibliography are as follows:

Book



Film



Article (in a book or journal) or Paper



Multi-Media Package



Booklet, Pamphlet or Poster



Audio-Tapes



Record



In addition, materials designed especially for parents are designated by the symbol

P

I. CURRICULUM

GENERAL REFERENCES

Please note: This subsection is divided into the following categories:

- Curriculum Planning
- Curriculum Activities
- Curriculum Theories and Models
- Curriculum Guides

Curriculum Planning

Butler, Annie L.; Gotts, Edward E.; and Quisenberry, Nancy L. Early Childhood Programs: Developmental Objectives and Their Use. Columbus, Ohio: Charles Merrill, 1975. 227 pp. \$7.95.

This book is intended to help teachers create behavioral or developmental objectives for preschool aged children in order to provide more planning and direction in their programs. It is based more on extensive research findings than on practical experience. The book describes ways of deriving specific objectives from broad educational goals in order to fit each child's pattern of development. The authors translate recent research findings into usable information for teachers and attempt to show the relationship between research and practice. The writing is suitable for paraprofessionals and parents, as well as for students in college courses on early childhood education. It includes sections on evaluating and recording, with charts and outlines for recording and organizing the objectives.

Dittmann, Laura, ed. Curriculum is What Happens: Planning is the Key. 1977. 72 pp. Paper \$2.00. Available from National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

A collection of papers by early childhood educators on the topic of curriculum and its emergence through developmental programming for individual children. Preschool and kindergarten programs with different emphases are discussed, and many examples of specific activities are given.

Margolin, Edythe. Young Children: Their Curriculum and Learning Processes. New York: MacMillan, 1976. 361 pp. \$11.98.

This book provides teaching techniques, planning and evaluation procedures, and provides general conceptual framework for curriculum planning for persons who work with infants and children up to age 8. It covers principles of child development and their relationship to curriculum planning. Sections are included on communication skills, social studies, mathematics, science, art, music, body awareness, self-image, and health education. The book concludes with chapters on teacher-parent relationships, school-community relationships, and the international context of early childhood education.

McSpadden, Lucia Ann. Developmental Curriculum: A Total Approach. 1974. 81 pp. Paper \$3.50. Day Care and Child Development Council of America. Available from Gryphon House, 3706 Otis Street, Mt. Rainier, MD 20822.

CURRICULUM

This is a good resource for planning curriculum around individual children as well as developmental needs of groups. It describes the process of curriculum development as experienced in a Head Start center. Cites resources, equipment and activities.



Seefeldt, Carol. A Curriculum for Child Care Centers. 1973. 281 pp. Hardbound \$12.50. Available from Charles E. Merrill, 1300 Alum Creek Drive, Columbus, OH 43216.

A play-centered developmental curriculum for a broad age span in extended day programming. The book draws attention to the importance of parent and community input in the curriculum building process. Chapters on specific areas, such as language, science and mathematics examine appropriate concepts and activities.



Spodek, Bernard. Teaching in the Early Years. Englewood Cliffs, NJ. Prentice-Hall, 1972, 336 pp. \$9.00.

This book analyzes the sources for curriculum decisions in early childhood education specifically preschool through the primary grades. It includes chapters on language learning, beginning reading, science, mathematics, social studies, music, art and the role of child's play in education. Working with parents and educational programs for children from low-income families is also discussed.

Curriculum Activities

Cangemi, Sam. (at least) 50 Tactile and Visual Perception Games for Under \$10. Portland, OR: Early Childhood Bookhouse, 1972. 39 pp. \$4.00.

This book describes reading and mathematics readiness games designed mostly using recycled materials. Introductory materials give a provocative presentation of the skills making up reading readiness. Construction techniques are described and illustrated with clear line drawings, and variations on the games are discussed. There are also suggestions for workshops to make and play the games. Head Start and day care centers that have used these games as part of their equipment inventory find children enjoy them.



Carmichael, Viola S. Curriculum Ideas for Young Children. 1971. 95 pp. Paper. \$3.00. Available from Southern California Association for the Education of Young Children, SCAEYC Publishing Division, Box 691, Sierra Madre, CA 91024.

A book of curriculum ideas and resources, with each central subject or theme (for example family, self, transportation, etc.) including a multi-sensory developmental approach. Each subject also includes suggestions for room arrangements, and projects for children's active doing. Each theme states objectives, concepts for adults, projects, arts and crafts ideas, and references to appropriate children's books and records.



Cratty, Bryant, J. Active Learning: Games to Enhance Academic Abilities. Englewood Cliffs, NJ: Prentice-Hall, 1971. 157 pp. \$7.50.

The focus is on learning academic skills through physical activities. Research in this area is reviewed briefly. Chapters of the book are divided mostly by academic skill areas, and include: calming down and tuning up; geometric figures; remembering things; numbers and counting; mathematics; letters; letter sounds and spelling; reading; and coordination. The activities are intended for a broad age range, but many can be done by preschoolers. The activities and games are intended mostly for children in groups, but many can also be used with individual children. All are adaptable to home and neighborhood use.



Karnes, Merle B. Creative Games for Learning. 1977. 151 pp. \$7.50. Available from The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

C P

Games for parents and teachers to make are described and illustrated with line drawings. Fifty games designed for the enhancement of motor, cognitive, and academic skills are given. Children can help set up these activities as well as share in the play. Activities are suitable for either home or school settings.




McAfee, Oralie; Haines, Evelyn W., and Young, Barbara Bullman. Cooking and Eating with Children. 1974. 48 pp. \$2.50.

Cooking activities for young children in groups and at home are featured, and some recipes given. Chapter on learning through cooking emphasizes many developmental outcomes for children, discussed under the headings: nutrition, motor and perceptual skills, developing language, reading and writing, mathematics, science, social studies, executive abilities, and social and emotional development. Information on food service, the importance of snacks for young children, and organizing food experiences as part of the curriculum is presented. The recipes selected employ a wide variety of healthful foods for dishes from many cultures. Foods that do not require cooking or that are adaptable to electric skillet, hot plate, or small oven procedures are featured making these activities possible in almost any classroom setting.




Portland Public Schools, in cooperation with Northwest Regional Educational Laboratory. Improving Motor-Perceptual Skills. Portland, Oregon: Early Childhood Bookhouse, 1970. 124 pp. \$4.00.

Many specific activities for young children are suggested and described in detail. The activities are perceptual-motor ones which promote reading, writing, and mathematics readiness skills. Specific groups of activities work to improve general coordination, balance, body image, eye-hand coordination and eye movements, and other kinds of sensory perceptions. Useful appended materials include a glossary, an equipment list, and lists of records and tapes used in activities. Tips for teaching are given.

Curriculum Theories and Models



Forman, George, and Kuschner, David. Children's Construction of Knowledge: Piaget for Young Children. Monterey, CA: Brooks-Cole, 1977. \$8.95.

A theoretical and practical guide to curriculum planning from a Piagetian perspective. It includes material for use with 2-year olds as well as 3-to-5-year-olds. It emphasizes ways to help children think about change and also includes such practical issues as how to run a staff meeting and arrange the classroom space.




Franklin, Margery, and Biber, Barbara. "Psychological Perspectives and Early Childhood Education: Some Relations between Theory and Practice." In Lilian G. Katz, ed. Current Topics in Early Childhood Education. Norwood, NJ: Ablex, 1977. 189 pp.

The authors define some of the central issues that confront the application of psychological theory to early childhood education and in the process provide an overview of the major theories behind curriculum developed for preschool education. The Behavioristic-Learning Theory Approach, the Piagetian Cognitive-Developmental Approach and the Developmental-Interaction Approach are discussed.



Fromberg, Doris. Early Childhood Education: A Perceptual Models Curriculum. New York: Wiley, 1977. 368 pp. \$11.95.


An interdisciplinary curriculum framework is presented that attempts to integrate theory and practice. It includes such issues as the role of child as decision maker, ways to avoid sex roles stereotyping, and ways to manage the open classroom.



Gunther, Phyllis E. "Basic Skills After School Pre-Kindergarten Program, 1975-76." Available from ERIC Document Reproduction Service, Computer Microfilm Internal, P.O. Box 190, Arlington, VA 22210. 22 pp. \$1.67.


This report describes an after school pre-kindergarten program which sought to upgrade reading and math readiness, and develop English-as-a-second-language skills for 45 pre-kindergarten neighborhood children. The program activities were based upon the cognitive/affective approach. Pupil growth in social skills, physical abilities, intellectual ability, English fluency, self image, and parent involvement were assessed. A screening test for learning disabilities, an intelligence test, teacher rating scale of pupils' attitudes, and interviews with school personnel and parents were used to evaluate the program. The report concluded that the program was successful in increasing the social skills, physical abilities, and intellectual

ability of the 45 pupils. The program was also successful in developing more positive self image and cultural awareness of the pupils. Parent involvement in school activities was increased. The program fulfilled the goal of preparing children for kindergarten and first grade curricula. The teacher rating scale on pupils' pride in cultural background is included in the appendix.




Hohmann, Mary; Banet, Bernard; and Weikart, David. Young Children in Action. Ypsilanti, Michigan: The High Scope Press. 1979. 336 pp. \$10.00.

The recent publication updates the work of the Ypsilanti Perry Preschool Project, which was described in The Cognitively Oriented Curriculum (1971) by Weikart, Rodgers, Adcock, and McClelland (latter described in this subsection). The authors use a Piagetian approach and organize the classroom around a set of key experiences taken from developmental theory, such as classification, serialization, numbers, spatial relations, and time. They include an approach to bilingual/bicultural curriculum and an approach for special needs children. Also covered are sections on arranging and equipping the classroom, establishing a daily routine, and team teaching. A number of useful appendices include curriculum checklists, a bibliography, and several recording and assessment schedules. The book is clearly written and well illustrated.



Karnes, Merle. "Structured Cognitive Approach for Educating Young Children: Report of a Successful Program." ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 7 pp. \$1.58 (ED064242).


This paper presents an overview of the Karnes Ameliorative Curriculum (KAC). The program studies the problems of the preschool handicapped and low-income child and develops and tests approaches and curricula for meeting the needs of these children. Sixteen assumptions underlying the program form the basis of program goals. The goals include a) enhancement of cognitive development with emphasis on language, b) development of motivation conducive to learning, c) development of a positive self-concept, d) acquisition of effective information processing skills, e) enhancement of social competency and emotional development, f) promotion of motor skills' development, g) involvement of parents in the educational program, and h) enhancement of staff competencies.



Langeback, Michael and Teanna West-Neskora. Day Care: Curriculum Considerations. 1977. 262 pp. Hardbound. \$12.95. Available from Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216.


CURRICULUM

The authors take a neutral position in reviewing a number of developmental theories as bases for curriculum. Curriculum development is extensively examined as a task for a child care center. Curriculum is defined as a written plan for children's activities and also as a system used to continually develop plans for children. Examples of philosophy statements, goals, objectives and sample applications for various age groups are given.




MacDonald, James B. "A Proper Curriculum for Young Children." In Robert H. Anderson and Harold G. Shane, eds., As the Twig is Bent. Boston: Houghton Mifflin, 1971. 383 pp. \$5.90.

A foundation for curriculum building with young children is presented by a leading curriculum theorist in this collection of writings on the broad area of early childhood education.




Meir, John. SYSTEM FOR OPEN LEARNING. Book I: Theoretical Bases. 1973. 2nd ed. 198 pp. Book II: Episodes. 2nd ed. 1973. 507 pp. Book III: Staff Development and Program Implementation. 1973. 2nd ed. \$15 for all; not sold separately. Available from John Meir, JFK Child Development Center, 4200 East 9th Ave., Denver, CO 80262.

The System for Open Learning (SOL) is a child-centered open classroom program that attends to the areas of sensory motor, linguistic interaction, affective-attitudinal, and cognitive-perceptual learning. The basic principles, theoretical bases, and methods are contained in three volumes.




Montessori, Maria. The Montessori Method. New York: Schocken Books, 1964. 376 pp. \$1.95.

First published in English in 1912, this volume is a classic in the area of curriculum for young children. It contains an introduction by the psychologist, J. McV. Hunt.



Montessori in Perspective. 1966. 77 pp. \$2.00. Available from the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

In this book the writings and methods of Maria Montessori are analyzed and commented on by several prominent educators.



Spodek, Bernard (ed.). Early Childhood Education. Englewood Cliffs, NJ, 1973. 280 pp.

This book contains a rich collection of different theoretical approaches to curriculum in early childhood education, including the open classroom, Piagetian-based preschools, British Infant schools, Behavior Analysis classrooms, the direct instruction approach of Bereiter and Engelmann. Also included are discussions of the historical alternatives for early childhood and parent education.



Three Cognitive Skills. 16 mm color film (21 min.), Available for rental from CRM, McGraw-Hill Films, 110 Fifteenth St., Del Mar, CA 92014. Rental: \$36.00.

This film discusses reading, memory, and creativity in children ages six to twelve. The factors influencing development in these areas are discussed, with recognition given to the impact of both home and school. Stages in the development of these processes are discussed. The film contains material on written language acquisition (reading) in young children but newer ideas about acquisition are not presented.



Weikart, David P., and others. The Cognitively Oriented Curriculum: A Framework for Teachers. 1971. 183 pp. \$3.50. Available from the Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

An excellent handbook describing the Cognitive Curriculum, a program based on Piaget's developmental theory and designed to teach cognitive skills. The program advocates that children be actively involved in their learning and that they learn with concrete objects before they learn about abstract symbols. The handbook is a curriculum guide, self-training manual, and motivator for a home visitor program. It includes lesson plans, guides, rationale for activities, and self-evaluation forms. Home visitor training films and materials are available.

Curriculum Guides

Arizona Department of Education. Learning: A Cooperative Adventure. 1977. 23 pp. Free. Available from Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007.

This resource and curriculum guide for working with young children was developed by parents and staff members of the Parent and Child Education (PACE) project. Each curriculum area lists goals toward helping children to develop and to cope with everyday life. The curriculum areas include: communication (speaking, listening, reading, writing, arts); physical development; thinking and reasoning; and social development. Each section suggests home activities and school activities under separate titles.



Baker, K. R., ed. Ideas that Work with Young Children, 2nd ed. 1979. 230 pp. \$4.50. Available from National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

This compilation of articles, by authors who are experienced in the field of early childhood education, should prove useful to all concerned with educating preschool children. The articles are addressed primarily to classroom teachers. However, the ideas and practical, clearly described methods and ways to teach young children make this book very valuable for parents, too.



Eliason, Claudia Fuhrman, and Henkins, Loa Thompson. A Practical Guide to Early Childhood Curriculum. 1977. 298 pp. Paper, \$8.50. Available from C. V. Mosby Co., 11830 Westline Industrial Drive, St. Louis, MO 63141.

Discussion of early childhood education and developmental characteristics of young children provides the basis for topics on the curriculum development process and its products. Includes consideration of scheduling and lesson plans on themes, and of both individual and group activities. Content section contains 18 chapters on topics such as color, food, science, language arts, and numbers. Each chapter includes references to children's books, records, films and filmstrips.



Oregon State Department of Education. "Prekindergarten Public School Program for Four-Year Olds." Available from ERIC Document Reproduction Service, Computer Microfilm International, P. O. Box 190 Arlington, VA 22210. 15 pp. \$1.67 (ED136927).

Standard guidelines are presented by the Oregon Department of Education for a prekindergarten public school program for four-year-

olds. The program emphasizes helping teachers work with parents at home and at school to form an effective team in building a child's self-concept, self-confidence and communication skills. Each curriculum area is described in terms of goals and activities which help children master skills applicable in both school and home settings. Although the activities are designed especially for four-year-olds, they can be adapted to the needs of younger children. Curriculum areas covered include: self-care, self-knowledge, home, school, neighborhood, community, speaking, listening, reading, writing, the arts, physical skills, thinking and reasoning, and social skills. Guidelines for program implementation deal with teacher qualifications, classroom setting and daily schedule.

Taylor, Barbara. A Child Goes Forth. 1974. 216 pp. \$5.95. Paper. Available from Brigham Young University Press, 206 University Press Building, Provo, UT 84602.

Subtitled "A Curriculum Guide for Teachers of Preschool Children," this book concentrates on subject areas appropriate to the early years. Using behavioral objectives and prescribed lesson planning, emphasis is on involving children actively in learning. Example lesson plans and many activities' suggestions and resources are given.



Acting Out the ABC's. Bilingual - Bicultural Materials. A Listing for Library Resource Centers. El Paso Public Schools, June 1975. Grades (K,1). 33 1/3 r.p.m. disc recording. \$4.98.

This recording is especially useful for teaching the sounds of the English alphabet to non-English speaking children. The recording is suitable for use in a group as well as an individual activity.



Cawley, Magdalene. "Connecting Words with Real Ideas." Young Children, 33,2 (January 1978). pp. 20-25.

This article emphasizes language as a natural process closely tied to action in young children. Many examples of child language are given. The point is made that language is best taught in the context of children's ongoing activity, rather than in "contrived" situations or through "lessons."



Cazden, Courtney B. "Children's Questions: Their Forms, Functions and Roles in Education." In Willard W. Hartup, ed., The Young Child: Review in Research. Vol. II. pp. 67-91. 1972. \$5.75. Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

Understanding children's questions is an important part of classroom communication, and a vital consideration for planning for the acquisition of basic educational skills. This author reviews findings on linguistic forms and on differences in question-asking--the correlates and the individual styles. The review of the functions of questions is the basis for the author's final section on the role of questions in classroom procedures and potential outcomes.



Cazden, Courtney B. (ed.). Language in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1972. 134 pp.

This book contains an excellent collection of articles on children's language development. It includes suggestions derived from research findings for curriculum development and teaching practices by experts in the fields of language development and early childhood education. Such topics as selecting preschool language programs, the role of the teacher in developing language competence, and early reading and writing are discussed.



Children Can Cook. Filmstrip and record, (24 min.). Available for

purchase from Bank Street College, 610 W. 112th St., New York, NY 10025. Purchase: \$24.00.

The filmstrip demonstrates how cooking contributes to learning in the classroom. Language development is stressed throughout, and the teacher models skillful listening to what children say. One unique aspect of this filmstrip is the frequent use of recipe charts that are striking for their clarity and simplicity.



Croft, Doreen J., and Robert D. Hess. An Activities Handbook for Teachers of Young Children (2nd ed.). Boston: Houghton Mifflin Co., 1975. 199 pp. \$9.25.

Part I of this book provides a program for paraprofessionals working with children in the areas of language development and pre-reading. The purpose, procedures and variations of child activities are included. Sprinkled throughout are "helpful hints" as diverse as remembering to talk with children at eye level; and making an effort to attend book sales and spend time browsing in bookstores. A useful bibliography of children's story and picture books is included.



Engel, R.C. Language Motivating Experiences for Young Children. 1974. 267 pp. \$9.95. Available from Educative Toys and Supplies, 6416 Van Nuys Blvd., Van Nuys, CA 91401.

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Each page of this attractive, hardback book contains a language-enhancing activity for the young child. Each activity describes the materials needed, how a parent can do the activity, variations on the basic activity, and things the parent can talk about with the child. Many of these language experiences involve the child's active participation with materials and with what he or she constructs and creates. Thus, language learning is encouraged in the context of active child behavior. Some of the activities are addressed to adults who are working with individual children, and some are meant for use with groups of children.



Feely Bag, Sound Cans, Flannel Board. Filmstrips and cassette tapes (10 min. each). Available for purchase from General Learning Corporation X. (Cost - unavailable.)

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These three filmstrips show parents how to construct materials and how to use them with their young children. Explanations are given concerning what the child can learn from the experiences. Oral language and visual and auditory discrimination are some of the skills stressed. Additional materials for parents accompany the filmstrips.



Foulke, Patricia N. "How Early Should Language Development and Pre-Reading Experiences be Started?" Elementary English, Feb. 1974. pp. 310-315.

CURRICULUM

Presented in this article are the stages of early language development, a comparison of normal with abnormal language development, and the characteristics of language-impaired children with specific diagnosis and teaching examples.



Grandmother and Leslie. 16mm color film (28 - 1/2 min.). Available for rental from Perennial Education, Inc., P.O. Box 236, Northfield, IL 60093. Rental: \$15.00.

This film provides suggestions to parents for language and reading readiness activities. Storytelling, puppetry, and word games are illustrated. Some of the activities are for settings away from home, such as in a car. Good interactions between parents and children are illustrated throughout.



How Language Grows. Filmstrip and record, (10 min.), 1973. Available for purchase from Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

This filmstrip explains how children learn language. The role of informal talk in natural, everyday situations is stressed. Parents are shown that they can help children learn language in routine situations at home.



Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. Reston, VA: The Council for Exceptional Children. 1968. 135 pp. \$4.00.

This booklet is full of games and activities that a parent can use to promote the language development and learning of a preschool child. The directions are simple and clear. Activities are organized to reflect the goal of promoting such skills as auditory decoding, visual decoding, vocal encoding, and verbal associations. Some of the games are: detecting and correcting nonsensical items (such as, "Water is dry."); making toy dolls or animals carry out certain actions; copying designs in bead stringing; finding "which one is different" in a series of pictures; talking about what you saw that was special on the way to or from preschool.



Larrick, Nancy. "Oral Language as a Bridge to Learning." New Jersey Education Association Review, April 1976. pp. 24-26.

Presented is a discussion of the oral-language culture in which we live and the urgent need to give children the opportunity to speak, chant, sing, and listen to the oral language of songs and stories of all kinds, with innumerable suggestions for specific activities for classroom and home.

Mattick, Ilse. "The Teacher's Role in Helping Young Children Develop Language Competence." Young Children, February 1972, pp. 133-142.

This article discusses how teachers can help young children develop oral language. The author is concerned about the two extremes of standing back and doing nothing to assist a child in learning language, or resorting to drill. She gives many good examples of the "middle road," which involves becoming involved in language development during everyday classroom activities. Stress is placed on nurturing language in situations that are meaningful to children and in which they wish to communicate.

Sawyer, Ruth. How to Tell a Story. 10 pp. Available from Compton's Pictured Encyclopedia, 425 N. Michigan Ave., Chicago, IL 60611.

This booklet contains very simple, but explicit directions on storytelling as well as a list of story sources.

Sayre, Joan M. Helping the Child to Listen and Talk. Danville, IL. Interstate Printers and Publishers, 1966. 31 pp. \$.40.

This booklet provides information for parents and teachers on judging what constitutes a "speech problem" in a child. Additionally it contains speech and language improvement games to play at home.

Smith, Frank. "The Language Arts and the Learner's Mind." Language Arts, 56, 2 (Feb. 1979) pp. 118-125.

This excellent article summarizes how children learn spoken and written language. The case is made that children learn to read the same way they learn to speak--given a literate environment. Smith criticizes typical instruction, particularly in writing, and suggests that it makes children fearful of the process. The point is also made that separation of reading, speaking, writing and listening is arbitrary--something schools do for organizing instruction--and not to help children learn.

Smith, Grace. "On Listening to the Language of Children." Young Children. 29,3 (March 1974), pp. 133-140.

This article discusses how children talk, and what their talk reveals about how they think. Many examples of child-language are given, and they are organized to illustrate children's knowledge of language and their thinking (e.g., spontaneous phonics, definitions from actions, classification, etc.). The examples are wonderful. Not much help is given to teachers who want to know how to create an environment that nurtures language growth, but the article would help convince teachers that they should value and respect what children say.



Southwest Educational Development Laboratory. ESL for Kindergarten: English Language and Concepts Program for Spanish Speaking Children. Sept. 1974. \$346.00 list; \$259.50 for schools.

Teacher Training System

LCS Materials and Procedures filmstrip
 LCS Materials and Procedures cassette
 LCS Practice for Tutors filmstrip
 LCS Practice for Tutors cassette
 LCS Materials and Procedures for Tutors and Aides

List Price: \$79.28
 School price: \$59.46

LCS Training film, 16mm, color

List price: \$139.92
 School price: \$104.94

Available from American Book Co., 7625 Empire Drive, Florence, KY 41042.


The Southwest Educational Development Laboratory Early Childhood Learning System was developed under the direction of Shari Nedler. It includes a three-year sequential program for children ages 3 to 5, a two-year program for 4 to 5 year olds and a one-year program for 5 year olds who have not yet gone to school. All "English as a second language" materials were turned over to the American Book Company for publication in 1974. The programs provide materials and suggest activities to help Spanish speaking kindergarten children's transition to spoken English. Perceptual, cognitive, and social skills are listed as objectives for children, as well as the preservation and reinforcement of Spanish culture and language.

The system is explicit in theory and instruction. The teacher, tutor, and classroom aide training systems would be useful to those wishing to implement a Spanish-to-English transition program in early childhood programs.




Teach Your Child to Talk. Complete Kit: \$275.00. Kit includes a workshop manual, color slides, a cassette tape recording, 16mm color movie, parent handbooks, and booklets. Available from CEDCO/Standard Publishing, Department B-1, 104 Fifth Avenue, New York, NY 10011.

This is a complete workshop program kit for parent trainers. The workshop program is designed to help parents understand language development and to learn how to support it from birth through the pre-school years. Excellent examples of real child language are provided.




Tough, Joan. Talking, Thinking, Growing: Language with the Young Child. New York: Schocken Books, 1974. 136 pp. \$7.00.

Children come to school having had very different linguistic experiences in their homes. Tough has studied children's home experiences. In this book she explains the need for special guidance of young children who have had few conversations on such issues as the observation and interpretation of phenomena, and on other forms of intellectual inquiry. Besides helping staff acquire a sympathetic understanding and respect for the different uses to which language is put, the author describes the ways in which teachers can quickly provide children with opportunities to learn to ask questions and reflect intelligently on their experiences. The author suggests that the setting for these teacher-child dialogues is a rich play environment.



Yonemura, Margaret. Developing Language Programs for Young Disadvantaged Children. New York: Teachers College Press, 1969. 21 pp. \$3.25.


Children from low income families frequently speak in non-standard English, which the author views as a language variant to be valued and respected. The author believes that such children need to be helped to acquire standard oral American English. This book describes ways to use certain games, puppet play, stories, and cooking activities to focus on standard American English. The structured language period builds upon young children's love of language and repetition. Children are given the opportunity to choose whether or not they will join in these activities, which take a 15- or 20-minute structured period in a day rich with play. The book provides teachers with some basic concepts in relation to language and discusses principles utilized in designing a program. Many examples of activities are provided in order to encourage teachers to create their own. Stress is placed on accepting the children's nonstandard American English and responding to the content of what they say.



Arbuthnot, May Hill, and Sutherland, Zena. Children and Books. 4th ed. Glenview, Ill. Scott, Foresman and Co., 1972. 836 pp. \$14.95.


The first edition of this classic was published in 1947 under May Arbuthnot's authorship. This redesigned fourth edition was created by Zena Sutherland, editor of the Bulletin of the Center for Children's Books, following May Arbuthnot's guidelines. The book is designed primarily as a textbook for courses in children's literature, but it can be useful for any adult who wants to share books with children.

This comprehensive book is a rich resource, providing information on all types of books for children, from Mother Goose to nonfiction information books. It discusses children's needs and how books can meet these needs, methods for selecting books, and techniques for using books. It offers an extensive bibliography. In addition, such topics as the history of children's books and the nature of illustrations are covered.




Books and Stories. Filmstrip and cassette. 10 min.; color. Available for purchase from Campus Film Distributors Corp., 2 Overhill Rd., Scarsdale, NY 10583. Purchase: \$30.00; rental: \$15.00 per week.

This filmstrip for teachers emphasizes the importance of books in the preschool program. Topics discussed include how to organize a book area in the classroom so that books are readily available to children. Small-group reading is stressed, and guidance techniques (e.g., allow children to come and go) are offered. Children's own "pretend" reading is valued. Recommendations include reading familiar stories often, reading outside, and making books for the children's own story-writing.





Camgemi, Sam. (at least) 50 Tactile and Visual Perception Games for Under \$10. Portland, OR: Early Childhood Bookhouse, 1972. 39 pp., \$4.00. (See: Curriculum: General - Curriculum Activities.)




Choosing a Child's Book. Available from The Children's Book Council, 67 Irving Place, New York, NY 10003. Single copy free with stamped, self-addressed envelope.

A 4-page folder of suggestions on how to select books for nursery school and kindergarten-age children.


 Croft, Doreen J., and Robert D. Hess. An Activities Handbook for Teachers of Young Children. 2nd ed. Boston: Houghton Mifflin Co., 1975. 199 pp. \$9.25. (See Curriculum: Language.)

 Cullinan, Bernice E. and Carolyn W. Carmichael, eds. Literature and Young Children. 1977. 180 pp. \$7.95. Available from National Council of Teaching English, 1111 Kenyar Rd., Urbana, IL 61801.


Eleven articles by experienced teachers with suggestions as well as quotes and illustrations from outstanding books for young children are provided.

 Cohen, Dorothy, and Rudolph Marguerita. Kindergarten and Early Schooling. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 432 pp. \$11.95.

This book is a valuable resource for the kindergarten teacher and all adults who work with five-year-olds. It provides effective approaches to kindergarten teaching, combining theory with practice. The authors stress the importance of a theoretical context and state that the prime factors in kindergarten education today remain the direct relations between adults and children and between children and children. Also important is "the manipulation and transformation of materials by children themselves in the course of play" (p. xv). These factors are most important for all aspects of development: mental, physical, social, and emotional. In this context, the authors offer chapters on specific learning areas, classroom management, discipline, parent-teacher and home school relations, and the influence of the kindergarten experience on later learning. Each chapter also contains useful references for further reading.

 Emmons, Robert. "Children's Rhymes of Learning to Read." Language Arts, 55,18 (December 1978). pp. 937-940.

This article discusses how children naturally learn to read. The natural repetition of rhymes, and the ease with which these can be memorized and then read, are discussed. Some good examples of rhymes are given. Emmons espouses the view that children learn to read by reading.

 Huck, Charlotte S. Children's Literature in the Elementary School. 3rd ed. New York: Holt, Rinehart, and Winston, 1976. 815 pp. \$12.56.

This book is a comprehensive resource for sharing books with children. It is intended to help teachers and librarians become aware of the available literature, develop criteria for evaluating books,

CURRICULUM

and help extend children's appreciation of books. It contains an extensive review of children's books from the past three centuries, in addition to contemporary children's books (up to 1968). There are chapters on picture books, traditional literature, realistic fiction, biographies, poetry, fantasy, humor, and special-interest books. It discusses how to develop a literature program and suggests excellent creative activities that might be stimulated by books (such as art, music, drama, puppetry, and games). There are a number of useful appendices on book selection aids, publishers' addresses, and book award winners.



Ives, Josephine, Laura Bursik, and Sumner Ives. Word Identification Techniques. Chicago: Rand McNally, 1979. 261 pp. \$6.95.

Word identification is the foundation upon which reading comprehension is based. This book is the first devoted exclusively to this subject. It presents in a clear manner the various techniques children can learn to use in identifying words. Teachers should know all these techniques and should teach using more than one or two. Written as an introduction for teachers of reading on all levels, its non-technical presentation makes it also appropriate for parents who want to teach reading at home.



Johnson, Ferne, ed. Start Early for an Early Start: You and the Young Child. Chicago: American Library Association, 1976. 181 pp. \$7.50.

A collection of 16 essays by librarians and teachers on ways preschool children can be introduced to the pleasures of oral language and books. While directed to "all those interested in the intellectual growth and development of young children," most of the material is for librarians. Suggestions for story-hour programs, toys for library loan, and community projects to draw children and parents into the library are provided.



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Larrick, Nancy. A Parent's Guide to Children's Reading. 4th ed. Garden City, N.Y.: Doubleday, 1975. 432 pp. \$8.95.

This excellent resource for both parents and teachers begins with infants and reading, and continues through the school years. The author stresses the importance of early reading in developing a permanent interest in books. Parents should read aloud to children as young as eight or nine months, particularly the simple repetitive nursery rhymes. Parents can continue to provide useful reading support to children of all ages. The book contains additional sections on how reading is taught, where to find books, and further reading for parents.



The Lively Art of Picture Books, 16mm color film (57 min.). Available from Weston Woods, Weston, CT 06683. Rental: \$25; purchase \$495.

This film series is an introduction to modern children's picture books and the work of outstanding picture book artists.



Micromonographs. For orders of 20 or more, \$1.50 per pupil per year; for orders of fewer than 20, \$2.00 per subscription. Available from Scholastic Magazines, 902 Sylvan Ave., Englewood, NJ 07631.

Simply written 12-page booklets with many practical suggestions: "What is Reading Readiness?" by Norma Rogers; "How Can I Help My Child Get Ready to Read?" by Norma Rogers; "Why Read Aloud to Children?" by Julie M. T. Chan.



"Reading and Pre-First Grade." Young Children. 33,7 (September 1977), pp. 25-26. Single copies free. Available from National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

This statement, drafted by representatives from seven national educational organizations, states their concerns about how children are being introduced to reading in many preschool and kindergarten classrooms. Following the statements of concern, recommendations are offered for appropriate ways to introduce young children to reading. The article is not specific about what teachers are to do day-by-day, but it does provide a very good general statement about what reading instructions for young children should be.



Sandberg, John and Pohlman, Joanne. "Reading on the Child's Terms," Young Children. 31,2 (January 1976), pp. 106-112.

These authors describe how they incorporate reading into a preschool environment. The authors stress that they do not teach children to read, but that many children learn to read because print and reading are meaningful parts of the environment. Many good suggestions are given for how teachers can set up a "literate" environment in which children can learn, on their own, about reading.



Schickedanz, J. "Please Read that Story Again." Young Children. 33,5 (1978), pp. 48-55.

This article discusses how children learn to read through repeated story reading experiences. The author suggests that the story-reading experience not only instills a love of books in children, but also gives them the needed access to print required to figure out "how print works." The author hypothesizes that children memorize storybooks and then match up their verbal version with print, and that, through this process, they discover how print and oral language relate to each other.

CURRICULUM



Sharing Literature with Children. 16mm color film (15 min.). Available for purchase from the Orlando Public Library, 10 No. Rosalind St., Orlando, FL 32801. Purchase: \$195.00.

This film explains why children need stories and how adults can use such storytelling techniques as puppets and flannelboards to introduce children to books and reading.



Sharing Literature with Children. 66 pp. \$2.00. Available from the Orlando Public Library, 10 N. Rosalind St., Orlando, FL 32801.

This manual was prepared for adults enrolled in workshops on learning how to read and tell stories to children and how to make and use puppets and flannel boards in storytelling. It includes an outstanding list of books for children:



Three Cognitive Skills. 16 mm color film (21 min.). Available for rental from CRM, McGraw-Hill Films, 110 Fifteenth St., Del Mar, CA 92014. Rental: \$36.00. (See Curriculum: General - Curriculum Theories and Models.)



What's So Great About Books? 16mm color film (15 min.). Available for purchase from the Orlando Public Library, 10 N. Rosalind St., Orlando, FL 32801. Purchase: \$195.00.

This film provides much information about ways to cultivate a child's desire to learn by sharing stories, pictures, and books.



You Can't Start Too Soon: Books and Reading for the Preschool Child. Cassette (30 min.).

This tape, part of a series prepared and distributed by the Children's Book Council under the title Prelude, explains why books and reading are important in the preschool years. This talk, by Nancy Larrick, is one of six presented in the third series of Prelude.

WRITING

Barbe, Walter B., and Lucas, Virginia H. "Instruction in Handwriting: A New Look." Childhood Education, 50,4 (1974), pp. 207-209.

This article suggests that the most appropriate way to teach handwriting is by a multisensory approach which includes kinesthetic experience. Creative writing should be a logical extension of handwriting instruction once basic letter formations are mastered. It cautions that practice does not make handwriting perfect--only permanent.

Chomsky, Carol. "Write First, Read Later." Childhood Education, 47,6 (1971), pp. 296-299.

This article suggests that one way children can learn to read is to create their own spellings for familiar words. It argues that if the child writes first, "the written word grows out of his own consciousness and belongs to him." Practical examples are provided as well as a discussion of how this approach can be implemented in the school setting.

Clark, Elizabeth, and Ives, William. "The Child's Theory of Pictures and Words: Developing Relationships Among the R's." Massachusetts Art Education Bulletin, Spring, 1979.

Lines can be used for both letters and pictures and young children will often mix letters, numbers, and pictures in their early explorations of lines, creating picture-like letters or letter-like pictures. Teachers and parents should help children learn the different potentials for each use of lines as they help children differentiate each use. Unfortunately, art teachers often discourage lettering just as language teachers often discourage picturing, each focusing only on his or her own discipline as they work with young children's early use of lines.

Davis, Frances R.A. "Writing Development in Some British Infant Schools." Young Children; 32,3 (1977). pp. 55-63.

Children in British Infant Schools begin writing at an early age and display impressive competence in their ability to express themselves creatively by ages six and seven. This article discusses ways American schools might benefit from the programs in British schools. Examples of children's writing from age four are presented.

Day, Barbara D., and Swetenberg, Jan S. O. "Where Children Write to Read." Childhood Education, 54,5 (1978), pp. 229-233.

CURRICULUM

A review of the role of writing in the British Infant School is presented. Even four-year-olds are encouraged to write in these schools and writing is integrated into all aspects of the curriculum. Many examples of children's writing are presented and the importance of early writing for reading is discussed.

Graves, Donald. "Handwriting Is for Writing." Language Arts, 55,3, (March 1978), pp. 393-399.

The author stresses that handwriting is not central to written language acquisition and that teachers' emphasis on it, rather than on the creation of the writer's ideas, is misguided. The author also discusses the development of handwriting and how it is related to the development of concepts of space. The point is made that drawing is very closely related to writing in the young child.

McGlathery, Glenn. "Window Begins with an 'L.'" Young Children, 27, (1972), pp. 299-301.

A brief, well-written article on how children perceive the world differently from adults. Adults need to listen to children's viewpoint and give them room to develop their understandings. Children too soon grow out of their special ways of seeing the world. Adults can learn much about the world through children's eyes.


Paul, Rhea. "Invented Spelling in Kindergarten." Young Children, 31, 3 (1976), pp. 195-200.

Young children will often spontaneously invent spellings which can provide them with opportunities to enhance their writing skills. Rhea describes some of the aspects of invented spelling and discusses the advantages of the method.

Smith, Frank. "The Language Arts and the Learner's Mind." Language Arts, 56,2 (Feb. 1979), pp. 118-125. (See Curriculum: Language.)

Wagner, Elaine H. "Affirmation and Children's Writing." Childhood Education, 53,4 (1977), pp. 195-198.


The author presents a case for the use of affirmation in helping children develop their writing skills. Instead of using criticism or praise, the teacher should become immersed in the child's work and affirm its creativity. Although most examples are from the work of elementary school children the general principles expressed are applicable to the teaching of writing at any level.

MATHEMATICS

Aho, Barnett, Judd, and Young. Measure Matters: A Measurement Program. April 1976. \$26.00 for the kit. Available from Creative Publications, 3977 East Bayshore Rd., P.O. Box 10328, Palo Alto, CA 94303.

This curriculum kit consists of hundreds of brightly colored task cards and a teacher's guide for teaching measurement skills to young children. The program is divided into three levels. Level A provides experiences for children aged three to seven in the following measurement topics: length, area, capacity/volume, mass, time, and temperature. Each task card pictorially represents both the materials children need to complete the task and a child undertaking the task itself. Most cards provide enough cues for children to carry out the tasks on their own. However, teachers may find it helpful to review the purpose of a task with children before they attempt it.

The teacher's guide is an excellent resource, restating issues with which teachers must be thoroughly familiar, such as how children learn about measurement. Also described are Piagetian conservation assessments by which teachers can get a clearer picture of the individual child's level of cognitive development.



Bloomfield, Dorothy, and Melnick, Harold. Metric Measurement for Young Children. New York: Bank Street College of Education Publications, 1978. 22 pp. \$1.00.

As the United States joins the rest of the world in the use of a universal measuring system, the metric system, teachers and school administrators must institute important curriculum changes. This small booklet on metric education for young children can provide some help.

In Part One the authors attempt to explain the history of the metric system, providing rationales for its creation and its emergence as a worldwide replacement for the traditional English measurement system. Part Two shares and examines the way in which children become able to deal with measurement concepts at different stages in their development. The theories of Piaget provide the basis upon which decisions about curricula appropriateness are made. Part Three describes some ways in which a trainer might begin a metric program in a school to familiarize teachers and children with the system. Staff trainers will be especially interested in the appendix, which suggests materials for different age ranges.

CURRICULUM



Cangemi, Sam. (at least) 50 Tactile and Visual Perception Games for Under \$10. Portland, Oregon: Early Childhood Bookhouse, 1972. 39 pp. \$4.00. (See Curriculum: General - Curriculum Activities.)



Cohen, Dorothy. "The Three R's Mathematics." In Kindergarten and Early Schooling. pp. 313-321. Englewood Cliffs, N.J.: Prentice-Hall, \$12.95.

Dorothy Cohen's chapter on mathematics for young children begins with an examination of the reasons why teachers find it difficult to integrate math creatively into their curriculum. The author describes many examples of how teachers can make math a living experience for young children through charting, graphing, tallying, and other visual representations of real data, choices, or events. Cohen uses anecdotes effectively especially in this book. Cohen elaborates on the use of mathematical languages by four-, five-, and six-year olds and reminds teachers of discrepancies between a child's cognitive level and language ability. The author believes that, when a child is given the opportunity to manipulate the environment and interact verbally with children and teachers, his or her facility with language emerges.

This chapter helps staff trainers to: (1) better understand the feelings and attitudes of most teachers with regard to the subject of mathematics; (2) see the relationship between teacher attitudes and teacher performance; (3) use as a model a technique of language and style for presenting the "complicated" in clear, simple-to-interpret terms. Finally, the excellent activities Cohen describes are workable, logical, and fun to do with teachers and children.



Ginsburg, Herbert. Children's Arithmetic: The Learning Process. New York: D. Van Nostrand Company. March 1977. 160 pp. \$5.95. Available from Litton Educational Publications Co., 7625 Empire Drive, Florence, KY 41042.

By looking at what the child experiences in the crib, in the sandbox, in the bathtub, Ginsburg validates what he calls the child's "Practical Arithmetic," which should form the basis for a school learning continuum. The second part of the book looks at school learning, the acquisition of computational skills, and teaching strategies. The purposes of this book are two-fold: (1) to describe how children learn and (2) to demonstrate how such knowledge can be used to improve mathematics education and to resolve children's difficulties in learning mathematics.

Ginsburg also describes the step-by-step process and subsequent mastery of counting.



Harms, Thelma. A Child's Cookbook. 200 pp. \$5.50. Available from 656 Terra California Dr. #3, Walnut Creek, CA 94595.

This marvelous book provides teachers and/or parents with all the information needed for setting up safe, fun, and educational experiences in cooking. The author describes the setting up procedures, safety precautions, and health protection, as well as the educational implications of the cooking experience. Specific suggestions are made for introducing mathematical relationships by means of carefully designed and easy-to-read charts. Early tasting games provide an initial jump-off into the hundreds of varied ethnic recipes. Each recipe is designed for an individual serving, so that children can either prepare the dish for one, or multiply ingredients according to the number of people eating. The recipes themselves are all pictorial in their representation. Teachers could easily copy the instructions onto large oak tag sheets for use with a group of children.

Teacher trainers have skillfully used this particular book at "Cooking Math" workshops, in which teachers are put through the entire process, from identifying needed ingredients and tools, to purchasing the foods, and then to combining and cooking all the ingredients. Only by firsthand experience can teachers understand the value of the entire process.



Hoban, Tana. Circles, Squares and Triangles. New York: MacMillan Publishing Co. \$6.95.

Tana Hoban's artful use of the camera provides a rich educational view of the world. Her eye focuses on circles, squares, and triangles, which she saw around her in cities, in the country, and in the world of the child's play. This is an excellent first lesson in the real-life application of geometry.



Kamii, C., and DeVries, R. Physical Knowledge in Preschool Education. Englewood Cliffs, N.J.: Prentice-Hall, 1979. 321 pp. \$12.95.

This book provides a detailed and extensive set of activities that educators and parents can carry out with young children to help develop their science understandings and nourish their systematic attempts to find out how the world works. Detailed examples are given of how one can help a preschooler use materials such as rollers, and water, and inclines to discover physical and logical arithmetical knowledge.




Kamii, C., and Lee-Katz, L. "Physics in Preschool Education: A Piagetian Approach." Young Children, 34,4 (May 1979), pp. 4-9.

This short article provides an excellent introduction to Kamii's classroom applications of Piaget's ideas. Ingenious activities that preschool teachers and parents can arrange to help children learn about objects are described. The authors explain that Piaget has

CURRICULUM


stressed that children learn best by acting on materials. As children work with wooden dowels and planks, straws and styrofoam balls, pendulum and blocks, they discover principles of spatial reasoning, logico-arithmetical knowledge, classification principles, and rules of serialization and quantification.



Leeb-Lundberg, Kristina. "The Block Builder Mathematician." In The Block Book, edited by Elisabeth S. Hirsch, pp. 35-58. Washington, D.C.: National Association for the Education of Young Children, 1974.

"The aesthetic pleasure which an adult mathematician experiences when he contemplates shape and form and their properties is similar to the pleasure and joy the child experiences when he builds. The blocks give the child entry into a world where objects have predictable similarities and relations." (p.33)


The author points out that when children build with blocks they establish an experiential foundation for a later understanding of mathematics and architecture. The article includes examples of ways to develop such mathematical concepts as length, area and volume, and numbers. Throughout, the book stresses that children should be given room for creativity and spontaneity in block play, because children need to maintain a positive attitude toward such learning. This article is part of an excellent book on many aspects of early block use.



Mathematics Training in Early Childhood. \$16.90. Available from the National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091.


The National Council of Teachers of Mathematics functions as overseer, on a nationwide scale, of curriculum changes and trends in mathematics education. This book attempts to describe children ages three to eight: their mathematics, their learning, their teachers, their achievement, how to assess their knowledge, and how to plan their experiences and cultivate their ability to be successful with mathematics.

In addition to chapters focused on particular skills (e.g., numbers and numeration, operations, fractional numbers, geometry, measurement, relationships, and number sentences) ample space is devoted to the latest research on mathematics learning, including Piaget's work. A variety of instructional techniques are described. The summary statement in the chapter on curriculum describes the need for a "balanced curriculum" and techniques for providing balance. Chapter 5, "Experiences for Young Children," provides many excellent suggestions for activities, materials, and methods of recording.




O'Connor, Vincent F. Mathematics in Buildings. 1978. 30 pp. \$5.49.
Available from Raintree Children's Books, -205 West Highland
Avenue, Milwaukee, WI 53202.

Buildings are filled with mathematical possibilities. This book begins by asking children to search for shapes in buildings, particularly patterns used in interior or exterior spaces. The book goes on to examine the construction of buildings and the utility of specific shapes and ways of using bricks. The author includes a reminder that children can use blocks to construct "buildings" in the classroom, thus reinforcing their learnings.




O'Connor, Vincent F. Mathematics in the Kitchen. 1978. 30 pp. \$5.49.
Available from Raintree Children's Books, 205 West Highland Ave.,
Milwaukee, WI 53203.

Using the familiar setting of the kitchen, this book asks children to answer a variety of questions with regard to quantities, time, shape, and sizes. This book would be an excellent resource for parents who wish to work at home with their children to reinforce their learnings in school.



The Nuffield Project Mathematics. I Do, and I Understand. New York:
John Wiley and Sons, 1967. 62 pp. \$3.50.

This book serves as a philosophical and theoretical overview of the Nuffield Project, a program that has provided a range of alternative approaches to the teaching of mathematics in British schools. The program has been acclaimed worldwide as the single most effective set of training materials for teachers in the field of experimental mathematics education. The book includes a careful analysis of the nature of mathematics; the ways in which mathematics has been taught in the past; how math relates to other subject areas; and the latest theories on how children acquire concepts, as suggested by Jean Piaget. Also provided is an examination of how to use the environment in mathematics education. Suggestions are given for altering traditional classroom organization, job record-keeping, and for evaluating children's progress.



Throop, Sara. Mathematics for the Young Child. 1974. 63 pp. \$3.25.
Available from Fearon Publishers, 6 Davis Drive, Belmont, CA.

This paperback activities book provides teachers with hundreds of mathematical experiences to match the developmental levels of pre-school children. Each activity begins with a clear, rather specific math-related question, which leads into a game or an experience that promotes specific mathematical skills. The book is organized around five themes: making comparisons, time, fractions, vocabulary, and counting. Each theme is represented in the form of a learning objective, which is matched to the preschool child's abilities.

SCIENCE

Althouse, Rosemary, and Main, Cecil. Science Experiences for Young Children. New York: Teachers College Press, 1975. 389 pp. \$15.95.

This boxed set of ten booklets covers the following topics: food, air, color, magnets, water, wheels, seeds, senses, pets, and growth. Each booklet contains 12 activities in sequential order, all appropriate for young children. The sequence of children's learning is brought to the adult's attention. Each activity given is described by the concept involved, the problem to be solved, the materials needed, and the teaching procedure suggested. A bibliography for each topic is given, including both children's books and adult references.

Althouse, Rosemary, and Main, Cecil. "The Science Learning Center: Hub of Science Activities." Childhood Education, 51,4 (February 1974); pp. 222-226.

The article discusses science learning centers in preschool classrooms, how to set up such a learning center, and how to use it in daily curriculum activities for young children. The authors give suggestions for location and arrangement of materials and for the use of a thematic approach in planning experiences to present in the learning center. An example of one teacher's development of color experience illustrates how a science center can be used and rearranged as learning progresses.


Austin AEYC. Ideas for Teaching with Nature in The-Idea Box. 1973. 290 pp. \$5.75. Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

Prepared by classroom teachers this book gives concepts and techniques appropriate for use with young children and discusses many nature activities for individual children and small groups. It focuses attention on sensory processes of children as good science topics and as appropriate skills to be emphasized in all science and nature study. Sections on experiences with animals with food and gardening, and with water, dirt, mud, and sand highlight time-honored science curriculum topics for young children.

Bronstein, Ruth. "Woodworking in the Early Childhood Program." Science and Children. 13,8 (May 1975), pp. 18-20.


Virtually everything children do in a woodworking activity at an early childhood center has a scientific aspect. This resource on

woodworking emphasizes science. The potential learnings in basic educational science skills are outlined clearly. Safe, sound woodworking set-ups and procedures with young children are presented. Equipment and materials are discussed. Teaching techniques for supervising adults are also examined. The creativity of children, leading to special science strengths, is emphasized.



Carmichael, Viola. Science Experiences for Young Children. 1969. 114 pp. \$3.00. Available from Southern California Association for the Education of Young Children, SCAEYC Publishing Division, Box 691, Sierra Madre, CA 91024.


Many science topics are covered under 16 sections of developmentally appropriate curriculum content units. Topics include animals and plants, rocks, fossils, weather, the human body, the senses, machines, and electricity. Very helpful features include a section of background information on each topic for teachers. Coordinating arts and crafts; children's music, records, films, and books; and adult references are also keyed to each topic. An overview discusses teaching methods generally and briefly highlights classroom furnishings, arrangements, and organization techniques that facilitate science curriculum activities.



Chinery, Michael. Enjoying Nature with Your Children. New York; Crown Publishers, 1977. 192 pp. \$12.95.


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This book presents many practical projects which enable parents and children to "look, learn, collect, conserve, explore" the wild life of both town and country. Explicit instructions and multiple illustrations make this a very useful resource for both parents and teachers.




Chittenden, Edward A. "Piaget and Elementary Science." Science and Children, September 1970, pp. 9-15.

The author gives a concise and useful review of the methods and theory of Jean Piaget concerning the intellectual development of children. Emphasis is placed on the way children go about learning. Confusion and misunderstanding between science teachers and children can result if adults misinterpret children's thinking. This article is an important tool for staff understanding the meaning of children's intellectual processes in relation to science curriculum. A rationale for early science experiences based on children's own activities is included, and recommendations for firsthand exploration and observation are given.




Colton, R.W., and Richtmeyer, J. Science Equipment in the Elementary School. 1975. 51 pp. \$3.00. Available from Mountain View Center for Environmental Education, University of Colorado, Boulder, CO 80302.

This is a brief text about science equipment and activities, with photographs. A topical listing of materials is included, with tables of equipment items and their specifications. Although the activities and their specifics are intended for elementary-school groups, many are adaptable for younger children. David Hawkins' introduction explains the intent of science curricula, and recommends versatile general inventories, flexible time schedules, and teacher readiness for children's interests and for devising equipment from noncommercial sources. There is an emphasis on safety.




Cruse, Dixie R., and Jones, Nancy S. "Children Learn from Recycling," Young Children, 29,2 (January 1974), pp. 79-82. Reprinted in Jan McCarthy and Charles R. May: Providing the Best for Young Children, pp. 73-75. 1974. \$3.25. Available from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

The use of recycled materials in an early childhood program takes on new scientific meaning as children participate in the described activities. This article focuses on the scientific concepts of recycling and gives many specific suggestions for activities for young children. A "recycling unit" is proposed as part of the curriculum, with concepts to be learned by children listed as potential outcomes.




Ferreira, Nancy. "Teachers' Guide to Educational Cooking in the Nursery School--An Everyday Affair." Young Children 29,1 (November 1973), pp. 23-32. Reprinted in Jan McCarthy and Charles May. Providing the Best for Young Children. 1974. pp. 97-106. \$3.25. Available from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

Stressing the educational values of cooking for young children, the author makes a strong case for including food activities as part of the daily curriculum in an early childhood program. Emphasis is placed on learning through direct experience with natural foods: with children encountering, investigating, and experimenting with food in many ways. Suggestions for a food activity center are given, along with samples of teachers' plans and ideas for parent involvement in these activities. A list of skills children can acquire through cooking supplements the helpful rationale for this area of science experience.




Finch, Irene. Nature Study and Science. London: Longman Group Ltd., 1971. 100 sections with subsections. 523 pp. \$19.00.

This is a comprehensive sourcebook of science information for teachers. Although the content is adaptable to any method of teaching it is especially useful and purposeful for methods involving children's own encounter and discovery. The author discusses classroom settings, equipment, and curriculum choices. The book is also a source of accurate scientific information on nearly all topics of interest to children: plants, animals, minerals and other earth materials, physical phenomena, astronomy, time, and sound.




Harbeck, Mary B., and Marcussio, Phyllis. "Science in the Lives of Children: A Basic for the 1980's." Childhood Education, 55,2 (November/December 1978), pp. 94-99.

This is an important article for staff and parents. The authors believe that the decline of science instruction in elementary schools may be due in part to short-sighted "back-to-basics" efforts. They review briefly the history of young children's science education, and give information on currently available elementary science curriculum projects, including those funded by federal government and national scientific organizations, and those based on the theory of Jean Piaget. The authors stress the importance of science skills and their acquisition through active inquiry by children, and strongly recommend local efforts to emphasize science and to aid teachers in using available curriculum resources.



Harlap, Jean Durgin. Science Experiences for the Early Years. Columbus, OH: Charles E. Merrill Co., 1976. 227 pp. \$6.95.

An important aid in science curriculum development, this book clearly states the rationale used as a basis for teaching the natural and physical science units that follow. Within each topic unit, concepts are highlighted, learning objectives are stated, materials are listed, and group activities are suggested. Several activities are coordinated for each topic, and a sequence is suggested. Music, mathematics, and language experiences are also integrated. Included are references for adults and children, and lists of appropriate children's books.




Hill, Dorothy M. Mud, Sand, and Water. 1977. 38 pp. \$2.00. Available from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

This delightful account of visits to a number of early childhood centers is told both with anecdotes and vivid photographs of children


CURRICULUM

enjoying activities involving water, sand, and mud. This book emphasizes the learning values of these natural materials, and suggests equipment and materials to support play and provide learning experiences. Photographs help readers understand how these activities can be set up to maximize learning for young children at school or at home.




Holt, Bess-Gene. Doing a Workshop with a NAEYC Publication: Science with Young Children. (A tipsheet pamphlet.) 1979. (In press.) About 30 pp. Will be available at cost from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

Ideas for trainers and workshop planners are given for get-acquainted activities, introducing the book, and directing workshops in science topics. Workshop-specific focus can fall into one of several categories: science awareness, science assessment and inventory, planning science experiences for children, adapting and integrating science into curriculum, science resources, and self-awareness as a teacher of science. Ideas for presenting these topics are keyed by page numbers to relevant sections of Science with Young Children. Many suggestions for active participation by trainees are given. Two possible handouts are also attached, with permission to produce these for training workshops.



Holt, Bess-Gene. Science with Young Children. 1977. 134 pp. \$3.25 Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

A major purpose of this book is to help adults emphasize science in the daily lives of young children. A rationale, learning assumptions, developmental needs and abilities of children, and a clear goal statement introduce a child-discovered, individualized science curriculum. The book discusses finding and adapting resources for young children; includes ideas for use of community sources, field trips, and special teaching techniques; and lists equipment and supplies. Science topics for young children are presented in a personal competence framework, with emphasis on ecological concepts.



Hone, Elizabeth B.; Joseph, Alexander; and Victor, Edward. A Sourcebook for Elementary Science. New York: Harcourt Brace, Jovanovich, 1971. 475 pp. \$12.95.

Designed to help teachers this book includes extensive discussions of most science topics likely to be covered in an early childhood program. The book also gives helpful diagrams of equipment that can be built and illustrations of experimental arrangements for children to see, use, and follow. The book can be used as children grow older, and it covers the span of elementary school science topics very well.



Kamii, C., and DeVries, R. Physical Knowledge in Preschool Education. Englewood Cliffs, NJ: Prentice-Hall, 1979. 321 pp. \$12.95. (See Curriculum: Mathematics.)



Kamii, C., and Lee-Katz, L. "Physics in Preschool Education: A Piagetian Approach." Young Children, 34,4 (May 1979), pp. 4-9. (See Curriculum: Mathematics.)



Keyes, Carol R. "A Science Open House Is Worth Copying." Young Children, 31,5 (July 1976), pp. 346-349.

Specific suggestions are given in this account of a science experience, designed for parents and their preschool children to investigate together. Some parents assisted in setting up the science open house for other families. Participants entered and, following a map, progressed through a number of centers offering diverse science activities appropriate for young children--and adults. Many ideas for parent involvement and for learning center activities can be taken from this article and used to strengthen home-school ties.




Kluge, Janet. "What the World Needs Now: Environmental Education for Young Children." Young Children, 26,5 (May 1971), pp. 260-263.

This article focusing preschool science experiences on the immediate environment presents a sound teaching practice. It also has the advantage of preparing young children for the growing environmental concerns of their era. The author emphasizes the importance of direct experiences with environmentally sensitive goals, and suggests that children's early experiences can lead to recognition, awareness, and careful observation as part of a problem-solving style.




Koocher, Gerald P. "'Why Isn't the Gerbil Moving Anymore?': Discussing Death in the Classroom--and at Home." Children Today. 4, 1 (January/February 1975), pp. 18-21.


The article leads teachers to consider young children's curiosity about death and questions likely to come up in school settings. The author gives information on children's questions and briefly reviews developmental findings concerning children's concepts of life and death. Suggestions are given to help teachers handle discussions and plan classroom projects. This article is recommended as part of science readiness for teachers, since death is a natural part of the cycle of living things, and will occur to specimens of plants and animals in the classroom.

 Lueck, Phyllis, E. "Planning an Outdoor Learning Environment." Theory Into Practice (TIP). 7,2 (April 1973), pp. 121-127.


This description of the transformation of a traditional playground into an early childhood center draws attention to the many learning opportunities that are provided by the outdoors. Designing a learning environment is as important a teaching task outdoors as indoors. Outdoor settings offer unique possibilities in science curriculum. The author suggests ways in which seasonal changes can be brought to children's attention, equipment can add to science understandings, local plants and animals can be made part of children's everyday lives, and gardening and food harvesting can be meaningful learning sequences. Emphasis is on teachers' valuing outdoor experiences and carefully planned outdoor curriculum as exciting science for young children.

 McGlathery, Glenn, and Hartmann, Martha N. "The Museum as a Teaching Resource. An Inquiry Approach." Science and Children, November, 1973. Reprint available for 25 cents from the National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Points on pre-visit planning and on using a museum's teaching resources give teachers guidance in planning local museum visits. Some teaching techniques appropriate to field trips are presented. Although intended for teachers who are planning to take children on a museum visit, the article's suggestions could be applied to staff training using such a field trip for adults.


 Neuman, Donald B. Experiences in Science for Young Children. Albany, NY: Delmar Publishing, 1978. 170 pp. \$6.20.

Presented as a textbook for early childhood education teachers and trainees, this book gives developmental background for early childhood science activities. Skills development in children, and inquiry processes such as observing, classifying, quantifying, and communicating, are the focus of discussion, as is the role of the teacher in facilitating these processes. The book's second section presents selected science activity lessons, with objectives, materials, procedures, and comments for teachers.


 Neuman, Donald B. Instructor's Guide: Experiences in Science for Young Children. Albany, NY: Delmar Publishers, 1978. 26 pp. \$1.35.

This guide is designed to help an instructor using the book Experiences in Science for Young Children in early childhood education classes. Supplementary activities are given for students. This


guide suggests ideas for overhead transparencies, and supplies observation forms and the answers to review questions posed in the textbook.

 Nickelsburg, Janet. "Learning About Nature." Children Today, 4,5 (September 1975), pp. 9-11, 35-36.


The author emphasizes helping children use their senses in nature study--the child experiencing outdoor phenomena firsthand. Techniques for providing sensitive guidance to children for sharpening observation skills are discussed. Suggestions for talking with children after their outdoor nature experiences are also highlighted, and the author describes games to heighten children's awareness of the natural world.

 Nickelsburg, Janet. Nature Activities for Early Childhood. Reading, MA: Addison-Wesley, 1976. 158 pp. \$7.50.

P This book is equally appropriate for home and school settings, and is one of the very few early childhood science education resources widely available to parents. Forty-four projects are presented. Natural phenomena such as plants, animals, soil, and rocks are project materials. Each project discussion focuses adults and children on the aspects of natural phenomenon, suggesting attention to details and increased awareness of the needs, life-style variables, and functions of living things. Lists of materials needed and procurement suggestions are given. A key vocabulary list for children is part of each project, emphasizing for adults the language development aspects of natural science studies.

 Roche, Ruth L. The Child and Science. 1977. 42 pp. \$2.75. Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016.

Suggestions for science activities are woven into a written developmental rationale for an ongoing curriculum. Specific anecdotes about children doing science activities are given as illustrations of such basic science skills as wondering, observing, investigating, identifying, gaining information, verifying, questioning, experimenting, communicating, measuring, decision-making, discovering, creating, recording data, and predicting. Guidelines are stated for each phase of curriculum development in science. A final chapter discusses evaluating children's growth in process skills, concept formation, and interaction with other people, through the medium of science activities.

 Rosenstein, Jacqueline. "Snack Time Science." Science and Children, 16,7 (April 1979) p. 46.

On one page, the author gives numerous examples of how to "make science" out of snack time at an early childhood center. The teacher is encouraged to plan snack time menus for the value they have in the science curriculum, as well as for their nutritional value.



Skelsey, Alice, and Huckaby, Glorcia. Growing Up Green. New York: New York: Workman Publishing Co., 1973. 240 pp. \$4.95.

This book on family gardening is by parents and children, for parents and children. Covered are all facets of outdoor gardening, house plants, indoor food gardening, handling food from gardens. Every step of gardenmaking is thoroughly explained, with sensitivity for the interests of both the younger and older children who are participating. Illustrated with inspiring photographs of children and with clear line drawings, the book can be a great aid to teachers and parents sharing gardening with young children.



Smith, Robert F. "Science: A Lever for the Primary Grades." Childhood Education, 53, 4 (February 1977) pp. 203-205.

The author asks for primary classroom attention to science as a child's reality, and cites benefits in acquisition of intellectual processes. Use of science experiences in connection with other curriculum areas--reading, writing, mathematics, music, and social studies--is suggested.



Throop, Sarah. Science for the Young Child. Belmont, CA: Fearson-Pitman Publishers, 1974. 61 pp. \$2.75.

Ten areas are presented, each containing several science experiences. Areas include senses, animals, plants, weather, rocks, liquids, motion and movement, magnets, machines, and the human body. Each experience plan gives lists of equipment and materials needed, describes procedures that adults should encourage children to follow, and discusses briefly the information teachers need as background for discussion with children. The book describes many activities, but requires a knowledge of teaching techniques, and the ability to judge the appropriateness of activities for young children and adapt them as necessary.





West, Suzanne. "A Sense of Wonder--Parents and Children Together." Young Children, 29,6 (September 1974), pp. 363-368.

Through the activity of preparing a joint booklet on science education at home, staff and parents of a laboratory nursery school planned a science open house and museum for community families. The article gives specific details on the great variety of activities


offered, on the setting up of exhibits, and on organizing the open house to include families from outside the school. Materials and equipment for parents and children to use, experience and enjoy are described. It also describes the exhibits, which were primarily in three categories: nature and sensory exploration, physical science and mathematics, and water play. For example, a "feeling walk" was set up and young and older participants were encouraged to remove their footwear and walk over textures such as sandpaper, fur, smooth paper, carpet moss, sand, and sunflower seeds--each material being placed on trays or in large dishpans.


PROBLEM SOLVING


 Arizona Department of Education. Learning: A Cooperative Adventure. 1977. 23 pp. Free. Available from Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007. (See Curriculum: General - Curriculum Guides.)

 Brenner, Nancy Dreifus. "Helping Children Consolidate Their Thinking." Young Children, 32,5 (July 1975), pp. 12-20.


The role of the teacher is very significant in helping young children think, solve problems, hypothesize, and work toward greater conceptual understanding through firsthand experiences. The author supports her points with observations from an infant school setting in England.

 Cazden, Courtney B. "Children's Questions: Their Forms, Functions and Roles in Education." In Willard W. Hartup, ed. The Young Child: Review of Research, pp. 67-91. 1972. \$5.75. Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. (See Curriculum: Language.)

 Chittenden, Edward A. "Piaget and Elementary Science." Science and Children, September 1970, pp. 9-15. (See Curriculum: Science.)


 Duckworth, Eleanor. "The Having of Wonderful Ideas." In Piaget in the Classroom. Edited by Jane Ralph and Milton Schwebel. New York: Basic Books, 1973. \$4.95. Also available from the Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138. (Reprint No. 13, Stage Theories of Cognitive and Moral Development: Criticisms and Applications.)

The author develops the idea that children should have many opportunities to have and act on ideas--the products of their own thinking--in order to structure their intelligence. This idea, in Piagetian theory, is the developmental process by which intelligence comes to be. The author explains what schools can do, even within the framework of written curriculum guides imported into the classroom. Teachers need to accept children's ideas and to provide settings that suggest individualized thinking and intellectual problems with reality for the child. "The having of wonderful ideas" is the substance of positive learning attitudes and problem-solving in young children.




Elkind, David. "Children's Questions." In Children and Adolescents: Interpretive Essays on Jean Piaget, pp. 26-34. New York: Oxford University Press, 1970. \$3.50.

This enlightening discussion of the content of young children's questions and concepts (especially of the "question-asking age" of around five and six years old) will be helpful to classroom staff and parents who try to understand and respond with help and support. The author examines the dangers of too much explanation and gives some suggestions for responses that are likely to be appropriate. The other essays in the collection include the author's comments on: The acquisition of conservation, egocentrism, cognitive structuring, approaches to mental development and intelligence as concepts, an approach to reading instruction; and there are two chapters entitled "Piaget and Education" and "Piaget and Montessori."




Hardeman, Mildred, ed., Children's Ways of Knowing: Nathan Isaacs on Education, Psychology and Piaget. New York: Teachers College Press, 1974. 186 pp. \$5.95.

This collection of the writings of Nathan Isaacs should stimulate thinking, problem-solving, and positive learning attitudes on the part of staff members. Of special interest are chapters on children's "why" questions, early scientific trends in children, and science in the primary schools. Nathan Isaacs's ideas on Piaget's theory and on nursery-infant school educational systems also are enlightening.




Helping Your Children Discover. Fifty cents "while they last."
Available from New Hampshire Right to Read, Department of Education, Division of Instruction, 64 Main St., Concord, NH 03301.

This booklet contains short, cleverly designed, and clearly written suggestions for helping children to observe, draw conclusions, and think.



Kluge, Janet. "What the World Needs Now: Environmental Education for Young Children." Young Children, 26,5 (May 1971), pp. 260-263. (See Curriculum: Science.)



Marzollo, Jean and Lloyd, Janice. Learning Through Play. New York: Harper and Row, 1972. \$3.95 (plus handling), paperback.

This book is designed primarily for parents, but serves teachers' needs as well. The authors stress the need for parents' awareness and concern for the physical, emotional, and intellectual development of their children. This book passes on to the parents the latest research findings in clear, understandable language. The book is organized

into what the authors term "skill families," which are groupings of skills clustered according to the way four-, five-, and six-year-old children approach the particular skills covered. Chapters deal with such varied skills as: understanding relationships, sorting and classifying, counting and measuring, and problem solving. The authors describe activities that parents can do with children in the home setting. (Note: Parents of children one to three years old, see Marzollo's book entitled Super Tots. Harper Colphon Books: New York.)

Mendelson, Anna. "The Listener." Young Children, 31,3 (March 1976), pp. 184-186.

Mendelson describes how a teacher's aide listened to what young children had to say. Good examples of questions an adult can ask to extend a child's thinking are given. Although the link is not drawn directly, the reader gets the sense that listening not only encourages children's language development but also helps them gain a positive self-concept.


Olson, David R. "What is Worth Knowing and What Can Be Taught." School Review, 82, 1, (1973), pp. 27-43.

A discussion of the role of direct experience and experience acquired through symbolic media in the acquisition of intellectual skills. Each symbolic medium presents a somewhat different version of the same knowledge and calls for the child to use different cognitive skills. Cognitive development is enhanced by the use of many different symbolic media in the classroom but certain types of knowledge can only be taught through direct experience. Suggests that teachers examine the means by which they convey knowledge to children.

Roche, Ruth L. The Child and Science. 1977. 42 pp. \$2.75. Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC-20016. (See Curriculum: Science.)


Shapiro, Sylvia. "'Cope-ability' Through Problem Solving." Teacher, 92,3 (November 1974), pp. 42-44, 117-118.

Strategies for establishing a classroom climate of acceptance and child involvement as preconditions for child problem-solving are discussed. Specific considerations are presented regarding indirect teaching, training children in an inquiry approach, providing encouragements for divergent thinking, and working on interpersonal relations.




Shure, M.B. and Spivack, G. Problem Solving Techniques in Childrearing. San Francisco: Jossey-Bass, 1978. 261 pp. \$12.95.

Shure and Spivack have taken a problem-solving approach to teaching low-income parents to teach their own children to generate solutions to interpersonal problems and foresee the consequences of their own behaviors in such a way that the children can make better adjustments. The authors report that, in their work with mothers and their preschool children, those mothers who consistently applied problem-solving techniques when actual problems came up had children who most improved in thinking skills and subsequent behavioral adjustment. The kinds of dialogues and scripts that are taught, of course, require that parents acquire new thinking skills of their own. "Training parents to think through solutions to interpersonal problems and to anticipate the consequences of acts helps them appreciate the very thinking process they in turn learn to transmit to their children." (p. 38).




Swedlow, Rita. "Problem-Solving on the Playground." Science and Children, 16,7 (April 1979), pp. 20-21.

Outdoor settings for science and problem-solving activities are featured, giving teachers some new focus on everyday playground activities. Recommended especially is "open-ended" equipment: tires, logs, ropes, cable spools, hollow blocks, barrels, planks, sawhorses, ladders, triangles, water, and sand. Anecdotes are given of children involved in situations requiring solutions. The role of the teacher in facilitating thinking, rather than solving the children's problems, is emphasized.



Tough, Joan. Talking, Thinking, Growing: Language With the Young Child. New York: Schocken Books. 1974. 136 pp. \$7.00. (See Curriculum: Language.)



Wasserman, Selma, and Zola, Meguido. Promoting Thinking in Your Classroom. A "Success in Teaching" pamphlet. 1978. 8 pp. \$.75. Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016. (Order: ISBN 0-87173-08407.)


Curriculum planning that has children's thinking as a goal is the subject of this paper. Teacher-child interactions that promote and support children as they develop ideas are discussed and guidelines are given. A critique is also offered of teaching that discourages thinking. The authors urge teachers to assess themselves and their teaching techniques as a basis for learning to help children think.

CURRICULUM


Wasserman, Selma, and Zola, Meguido. "Promoting Thinking in Your Classroom." Childhood Education, 54,1 (1977), pp. 24e-24i.

The authors are concerned that teachers inhibit thinking in children through certain responses, which Wasserman and Zola describe. They provide examples of teacher responses that sustain or extend thinking, and a set of questions with which to evaluate educational activities in terms of their power to help children learn to think. Teachers are provided with a detailed worksheet to use in an analysis of a tape-recorded episode of their teaching. Such analyses could form the basis for several staff meetings devoted to strengthening cognitive abilities in children through teacher responses.


POSITIVE LEARNING ATTITUDES

 Ajzen, I., and Fishbein, M. "Attitude-Behavior Relations: A Theoretical Analysis and Review of Empirical Research." Psychological Bulletin 84 (1977): 888-918.

The authors examine research on the relationship between attitudes and behavior. They use a framework of four key elements of possible correspondence between attitudes and behavior: 1) the action, 2) the target to which the action is directed, 3) the context in which the action is performed, and 4) the time in which the action is performed. They conclude that the frequently reported low correspondence between attitude and behavior is due to a low or partial correspondence between attitude and behavior on these four key elements. In order for attitudes to predict behavior, the investigator or teacher must ensure a high correspondence between at least the target and action elements. In other words, it is possible to change behavior through a change in attitudes if one is careful about ensuring an attitude-behavior correspondence between both the type of behavior or action and between the target of the behavior. For example, to help develop a positive attitude that would enhance the actual learning of science, a teacher should enhance attitudes towards the action of actual learning (rather than simply liking the teacher or the classroom) and also toward the target, in this case science (rather than simply toward learning anything). The article contains an extensive bibliography of research reports.

 Aldous, Joan. "The Search for Alternatives: Parental Behaviors and Children's Original Problem Solutions." Journal of Marriage and Family 37 (November 1975): 711-722.

The article reports on a study of the effects of parental behaviors on children's production of original solutions to problems. More parental controlling behaviors resulted in less original solutions on the part of the children. Parents appeared interested in helping their children, but the assistance had the effects of narrowing the freedom of their children to devise solutions. This is a research article written in more technical terms.

 Alschuler, Alfred, et al. Teaching Achievement Motivation: Theory and Practice in Psychological Education. Available from Education Ventures, Inc., 209 Court Street, Middletown, CT 06457. 232 pp. \$4.95.

Aimed at the classroom teacher, this do-it-yourself book describes new techniques for dealing with the challenge of turned-off students.

It presents some of the theoretical background for the techniques suggested, and explains how their effects on pupil performance can be measured. It is not a cookbook that prescribes the one best way every teacher should follow. Rather, it aims to encourage such characteristics in teachers as achievement motivation, curiosity, and adaptability, which most teachers would like to foster in their students. The techniques suggested have been shown to be effective in improving pupil performance. Chapters cover: 1) achievement motivation and psychological growth; 2) achievement motivation workshop for teachers; 3) motivation in classrooms; and 4) achievement training for students. A series of appendices contain instructions for organizing an achievement workshop with teachers, administrators, etc. A program for teaching achievement motivation would consist of this text plus an accompanying set of student and teacher manuals and game materials.

Anderson, Rosemarie; Manoogian, Sam; and Renzick, Steven. "The Undermining and Enhancing of Intrinsic Motivation in Preschool Children." Journal of Personality and Social Psychology 34 (November 1976) 915-9220.

This article describes a study done on preschool children's motivation. Children who received a monetary reward for an activity were less likely to perform the activity in a subsequent free play period in which they were not rewarded. Those children who received verbal praise, however, were more likely to perform the activity than those who did not. This is a research article written in more technical terms.

Anderson, Zola. "Getting a Head Start on Social-Emotional Growth: A Guide for Preschool Teachers." Available from Media Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 South 44th Street, Omaha, NE 68131. 97 pp. \$4.67.

This booklet is designed to help the preschool teacher understand the children in her classroom and assist them in social-emotional development. The booklet has four objectives: 1) to increase the teacher's understanding of children's needs; 2) to discuss ways the teacher can provide a climate for healthy emotional growth; 3) to help the teacher observe and evaluate behavior; 4) to give recommendations for children with serious emotional difficulties. Chapters explore stages of social-emotional growth, feelings and emotions, social-emotional needs, classroom intervention, coping with frustration, play and its meaning, focusing on the environment, self-concept and social-emotional development, limits and self-control, educational approaches to social-emotional growth, recognizing potential emotional problems, and helping the child with emotional difficulties.

Andrews, Pearl. "The Effects of Black Studies on the Self-Concept of Afro-American Children." Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 13 pp. \$1.67 (ED164678).

The study discussed in this document was undertaken to determine the effects of black studies on Afro-American five-year-olds, especially the changes that might occur in their self-concepts after exposure to black studies. In addition, this study sought to measure their readiness gain in relation to improved self-concept. The units of the four-month-long curriculum were: 1) the continent of Africa; 2) language experience/black media; 3) the aesthetic curricula and black arts; and 4) music. The experimental teachers integrated the black studies program into the total kindergarten curriculum and made classroom observations during the entire period. At the end of the investigation, post-tests were administered. Results indicate that the black studies program was effective in improving the self-concepts of Afro-American children and in increasing academic readiness.

Aschbacher, Pamela R. "Effects of Achievement Standards and Self-Rewards on Children's Task Mastery." Paper presented at the American Educational Research Association, San Francisco, April 1979. Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 28 pp. \$2.06 (ED167257).

This study of self-reinforcement in children's learning looks at two key variables in the self-reinforcement process: the type of reward available and the level of achievement requisite for reward. The study was conducted to clarify the relative efficacy of self-dispensed verbal and tangible rewards for learning. The study also attempted to replicate previous findings regarding the effects of different minimum performance standards on learning rate. The performance of 69 preschool children (ages 4½-5½) on a discrimination learning task had to meet one of three standards to deserve a reward: chance level, 100 percent correct, or continued improvement. Self-dispensed rewards were either praise or tokens exchanged for small prizes. A control group learned the task without standard or reward. Children learned faster when they rewarded themselves with tokens rather than with praise. Results reflect a developmental view of reinforcer effectiveness. Previous findings regarding performance standards were not replicated. The internal standards of many children superseded the experimenter-set standards for performance. This is a research paper written in more technical terms.

Atkeson, B.M., and Forehand, R. "Parents and Behavior Change Agents with School-Related Problems." Education and Urban Society, 6 (August 1978):521-538.

This paper reviews some of the ways in which parents have successfully functioned as behavioral change agents for their children's school-related problems. Three major areas are considered: 1) disruptive behaviors in the classroom, 2) academic behaviors in the classroom and at home, and 3) school attendance as related to both truancy and school phobias. Recommended for parents, teachers, and staff members.

Barman, Alicerose. Motivation and Your Child. 1975. Available from Public Affairs Pamphlets, 381 Park Avenue South, New York, NY 10016 (Order No. 523). 20 pp. \$.50 (price reduced for quantity order).

The author explains the concept of motivation, how motivation develops in people, and its basis in love and trust. Achievement and independence are two motivational systems treated in detail. Competency, school readiness and adjustment, and classroom processes are examined for their motivational bases. A brief discussion of underachievement in school may stimulate further inquiry. Aggressive behavior is also discussed and psychological and practical guidelines are listed. Parents and staff would find this presentation useful at home or at school.

Bradbard, Marilyn R., and Endsley, Richard C. Developing Young Children's Curiosity: A Review with Implications for Teachers. 1978. 38 pp. \$3.25. Available from ERIC/ECE, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801. (Catalogue No. 177.)

The major purpose of this publication is to review for teachers findings about young children's curiosity. Theories on the role of curiosity in development are presented, individual differences are examined, and developmental correlates and the influences of situations, settings, and adults are presented. An extensive bibliography, from which the review is drawn, is given.

Brown, Doris V., and McDonald, Pauline. Learning Begins at Home. Los Angeles: Lawrence Publishing, 1969. 161 pp. \$2.95.

Written by experts on early childhood and public schooling, this book gives many suggestions for stimulating intellectual development and teaching basic educational skills at home. A chapter on the development of positive learning attitudes in children introduces

considerations of language learning and speech; work habits, ethics, and responsibility; visual and listening skills; and books. The book also covers growth and development, social behavior, and attendance at preschool centers. The reading level is fairly difficult and the illustrations are few. However, BES staff and trainers would find this publication filled with ideas they might share with parents, and many parents would want to borrow it from the resource center.

Cohen, Dorothy. "Time to Be Curious." Childhood Education 52 (April/May 1976):290-295.

Discusses the teacher's role in stimulating children's curiosity. Areas touched upon include teacher attitudes, teaching techniques, materials, readiness, abstract concepts, and time factors.


Collinge, James. "Teachers and Teaching Methods." Elementary School Journal 2 (February 1976):259-265.

This article argues that the most important factor in the success of any teaching method is the teacher's ability to reward children for correct behavior rather than to punish them for incorrect behavior. The application of behavior modification principles to language arts instruction and discovery learning is discussed.


Condry, John. "Can Education be Made 'Intrinsically Interesting' to Children?" Available from ERIC Document Reproduction Services, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 17 pp. \$1.67 (ED150858).


This paper reviews the role of intrinsic and extrinsic motivation in children's learning. The paper contends that two types of learning exist: self-initiated learning (which is intrinsically motivated) and learning initiated by another person (which involves external rewards). The paper suggests that motivation is not unidimensional and that task performance reflects the motivational system involved. The paper reviews early and current research on the effects of rewards on motivation. The research suggests that, for educational purposes, rewards limit a student's engagement in an activity, affect what is learned, and affect a student's desire to return to the activity involved. It is also suggested that rewards have undesirable effects on the teachers who dispense them. The paper contends that education should focus more on children's intrinsic motivation for learning. Reviewed are a variety of research studies that highlight the child's intrinsic motivation to pursue questions of patterns and regularities in the world and related causal explanations. Also reviewed are studies that focus on the child's intrinsic desire to explore solutions to new problems and to relate new information to previously acquired

knowledge. The paper suggests that education should take advantage of intrinsic motivation to learn to understand.


 Davis, Arnold R. "Science for Fives." Childhood Education 53. (February 1977):204-208.

Emphasis on five-year-olds and kindergarten settings makes this article valuable in continuity efforts, as discovery-oriented science and hands-on sensory education move into elementary schools. The article gives setting up suggestions and describes specific science activities designed to develop and encourage curiosity.


 Duckworth, Eleanor. "The Having of Wonderful Ideas." In Piaget in the Classroom, edited by Jane Ralph and Milton Schwebel. New York: Basic Books, 1973. \$4.95. Also available from the Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138. (Reprint No. 13, Stage Theories of Cognitive and Moral Development: Criticisms and Applications.) (See Curriculum: Problem Solving.)

 Felker, D.W. Building Positive Self-Concepts. Minneapolis: Burgess, 1974. 135 pp. \$2.95.

This book provides knowledge to aid those who work with children in developing children's self-concept. It includes chapters on infancy, early childhood, elementary school years, and adolescence. Felker writes that, for children to gain self-esteem, it is necessary for them to feel that they belong, are competent, and are worthy. The book describes how successful and unsuccessful development occurs in children's sense of identity, competence, and worth since teachers have significant influence in each of these areas, Felker provides information to help teachers guide their own behavior in working with children.

 Gordon, Ira. "Success and Accountability." Childhood Education 48 (April 1972):338-347.

The author discusses cognition and affect as two aspects of the whole-child concept, describes positive and negative items relating to the home environment and parental behavior, suggests techniques for school programs to encourage success, and redefines accountability in terms of the child's total self-concept.

 Harlan, Jean Durgin. "From Curiosity to Concepts: From Concepts to Curiosity: Science Experiences in the Preschool." Young Children 30 (May 1975):249-255. To be reprinted in Ideas that Work with Young Children, Volume 2 (in press). Available from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

The author discusses the role of the early childhood teacher in providing students with relevant science experiences to stimulate and encourage their curiosity. Good ideas for carrying out activities are given. The role of curiosity in science learning is emphasized.

Kifer, Edward. "Relationships Between Academic Achievement and Personality Characteristics: A Quasi-Longitudinal Study." American Educational Research Journal 12 (Spring, 1975):191-210.

The results of this study demonstrate the influence of successful academic achievement on personality characteristics. Findings suggest that home rewards for academic achievement are related to both high academic achievement and positive personality characteristics. This is a research article written in more technical terms.

Kohl, Herb. "Ten Ways Not To." Teacher 2 (September, 1978):22-29.

An elementary school teacher demonstrates that one method for helping students learn is to ask them for suggestions on how "not" to learn. The process was used as a writing assignment in teaching basketball, in making a film, and in motivating teachers.

Lepper, Mark, and Greene, David. "Turning Play into Work: Effects of Adult Surveillance and Extrinsic Rewards on Children's Intrinsic Motivation." Journal of Personality and Social Psychology 31:479-486.

This article describes a study done on preschool children's motivation in novel activities. Those children who understood the activity expecting an extrinsic reward showed less subsequent interest in the activity than those who had not expected a reward. In addition, those children who were watched by an adult during the activity showed less subsequent interest than those who were not watched the first time.

Let's Find Out. Available from Scholastic Magazines/ 902 Sylvan Avenue, Englewood, NJ 07631. For orders of 20 or more, \$1.50 per pupil per year; for orders of fewer than 20, \$3.00 per subscription.

Published monthly during the school year for preschoolers and kindergarten children, this is a package of materials consisting of four four-page magazines and two posters, all on the same theme. For parents and teachers, there are suggestions for children's activities and an excellent list of books for further reading. Imaginatively conceived and attractively illustrated.

Levy, Linda J. "Culture and Clay: The Reshaping of an Educational System." Paper presented to the American Orthopsychiatric Association, 1977. Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 13 pp. \$1.67 (ED162233).

The validity of bilingual education in a multi-cultural pre-school setting is examined and supported. There is also a discussion of how the recognition of a child's native language may be linked to the child's acquisition of a positive self-concept. Additionally, theoretical information is supported by a survey completed in 1976, with specific reference to cultural values and their effect on education and language learning. Conclusively, teacher attitudes play a major role in a child's acquisition of a healthy self-concept; therefore, curricular inclusion and consideration of language and ethnicity will positively affect the overall learning process.

Long, Barbara, and Wolsk, David. "Projective Education for the Child's Need to Know." Social Education 35 (March 1971):295-299.

The authors describe an experimental curriculum they developed, whose central core is the child's recognition of his or her uniqueness, identity, and legitimacy as a person. The curriculum is based on the belief that the basis of children's learning is themselves and their need to get information about their world.

Lydon, Mary C., and Cheffers, John T. T. "The Effects of Variable Decision-Making Teaching Models on Elementary-Age Children: Measures of Body Coordination and Self-Concept." Available from ERIC Document Reproduction Service, Computer Microfilm International, P. O. Box 190, Arlington, VA 22210. 10 pp. \$1.67 (ED163010).

Questions relating to decision-making and its relationship to body coordination and self-concept in the elementary-school child are investigated in this study. The independent variable of teacher behavior was manipulated in order to provide two related learning environments. One, termed vertical teaching, required the teacher to retain all of the decision-making authority and responsibility. In the other, termed horizontal teaching, some of the teacher's decision-making authority and responsibility was shared with the students. The skill areas in which students participated were identical, and included movement exploration activities. Results of this research supported the thesis that learners can be given some decision making responsibility within the physical education learning environment and, at the same time, maintain an adequate level of achievement.

Mayer, Colleen. Understanding Young Children: Intellectual Development and Intellectual Disabilities. Available from: Publications Office, I.R.E.C. College of Education, University of Illinois, Urbana, IL 61801. 41 pp. \$1.25.

This booklet offers practical easy-to-read suggestions for parents, teachers, paraprofessionals, and others concerned with intellectual disabilities in young children. The first section highlights some of the factors involved in intellectual development and the importance of being sensitive to different stages of learning. The second section deals with intellectual disabilities and suggests a variety of learning activities to foster development. The role that the teacher plays in fostering intellectual development is emphasized. The booklet should prove helpful in training teachers and caregivers who work with handicapped children in a regular classroom. Cartoon-style drawings illustrate the text.

Moore, Raymond, et al. The Balanced Development of the Child. Available from the Hewitt Research Center, 450 Westwood, Berrien Springs, Michigan Springs, MI 49103. 374 pp. \$12.00.

This book reports on research into the role of in-home and out-of-home early childhood education, and the effects of both on later academic achievement. Also addressed is the question of appropriate age of entry into school. Chapters cover dilemmas in early childhood policies and practice; the role of parents in early learning; neurophysiology: development of the brain and learning; neuropsychological factors in learning; readiness for school; age and academic stimulation; sex-difference effects; learning to read; effectiveness of early schooling; a positive approach to early learning; and recommendations. Extensive references are included. The importance of the role of the family and home environment in early education is emphasized. It is suggested that education for parenthood and improving the home environment should be early-childhood-education goals.

Perrone, Vito. "The World's Children: Valuing Diversity." Childhood Education 50 (November 1973):63-72.

A plea for educators to value the differences of individual children and to treat them with dignity. Traditional education methods and objectives are examined.

Porter, Judith. Black Child, White Child: The Development of Racial Attitudes. Cambridge, Mass. Harvard University Press, 1971. 287 pp. \$8.95.

In part one of this study, there is a discussion of mechanisms of racial-attitude transmission and a review of other studies. Part two

describes the methods of inquiry used, including the TV-story game; an analysis of doll choice by race and age; and social class, contact, and shade of skin color as correlates of racial-attitude formation. Part three discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part four focuses on the implications of the data for theory, research, and public policy. The self-portrait and story code sheets and the coding scheme for comments and free play are appended. This is a research text written in more technical terms.

Queen, Renee. "Open, Openness, Opening, Opened--What is Your Style?" Available from ERIC Document Reproduction Services Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. *20 pp. \$1.67 (ED128086).

This paper presents in descriptive and practical terms a rationale for working toward openness in the classroom. Open education is defined as a humanistic approach designed to offer support to children in their progress towards self-realization. More than a classroom structure, open education is a way of thinking about children, learning, self, and knowledge. Key concepts of openness are 1) play, the vehicle through which children order and learn about the world they live in; 2) an affective view of education, the awareness of the child's self and inclusion of feelings and responsiveness in the educational milieu; 3) social interaction, giving children ample opportunity to experiment with ways of relating to their peers; 4) an emphasis on the learning process (how one comes to know), rather than on the right answer; 5) the teacher as facilitator of learning, helping the child to go where he/she wants to go; and 6) the classroom as an environment reflecting the teacher as a person.

Rosentrater, Betty. "A Three-Strand Yarn." Elementary English. 51 (February 1974):262-264.

Describes one teacher's approaches for expanding vocabularies and fostering a positive self-concept and attitude toward school in three linguistically different groups of children.

Samuels, Shirley C. Enhancing Self-Concept in Early Childhood. New York: Human Sciences Press, 1977. 312 pp. \$7.95.

This book offers a theoretical framework for understanding self-concept, a review of the research literature, and practical implications of the research findings. It is a useful book for teachers wishing to enhance the self-concept of their children. It is easy-to-read and functional.

Simón, Sidney, and O'Rourke, Robert. "Every Child Has High Worth-- Prove It." Learning 4 (December 1975):46-50.

This article describes a program used to promote the self-esteem of children with learning problems.

Spaulding, Robert L. "Adapting Teaching Styles to Learning Styles." Paper presented to the American Educational Research Association, Toronto, March 1978. Available from ERIC Document Reproduction Service, Computer Microfilm International, P. O. Box 190, Arlington, VA 22210. 29 pp. \$2.06 (ED161870).

A report on case studies in which the personal learning styles and behaviors of elementary school children were assessed to provide teachers with the opportunity of using prescribed teaching techniques to match students' styles. Six groups of behaviors were identified: 1) students demonstrate little internal control and are likely to act out and create disturbances; 2) students are resistant to authority and imposed structure; 3) students are fearful and avoid situations involving risks; 4) students are easily distracted; 5) students are concerned with adult approval and show respect for authority; and 6) students have internal controls, can be relied upon to stay on-task, and respond well to self-managed study plans. The behavioral characteristics of each of the six groups are described. Treatment schedules for teachers to use in a classroom setting with each type of student are described in detail. The results of their application by teachers in eight case studies are presented and discussed.

Wagner, Elaine H. "Affirmation and Children's Writing." Childhood Education. 53 (1977):195-198. (See Curriculum: Writing.)

Wager, W. "Instructional Design and Attitude Learning." Educational Technology. 19:51-3 (February 1979).

This article discusses ways to elicit attitude changes or formation including reinforcement, modelling, and such instructional activities as role playing and simulation games. It provides a useful overview of some approaches to attitude change.

Wasserman, Selma, and Zola, Meguido. "Promoting Thinking in Your Classroom." Childhood Education 54 (1977):24e-24i. (See: Curriculum: Problem Solving.)

BILINGUAL/MULTICULTURAL

Acting Out the ABC's. Bilingual-Bicultural Materials. A Listing for Library Resource Centers. El Paso Public Schools, June 1975. Grades (K, 1). 33-1/3 r.p.m. disc recording. \$4.98. (See Curriculum: Language.)



Ada, Alma Flor. EL MANANA ES HOY. Set One: Learning Begins at Home; Set Two: Our Language, Our Culture, Ourselves; Set Three: From Home to School; Set Four: Parent-School Relationships. New York: Parent Magazine Films, Inc., 1978. 32 pp. \$234 for all three, \$66 per set.

Each of these four sets of materials contains the following: five color filmstrips, 12-inch LP records or three audio-cassettes in Spanish, and a discussion guide in both Spanish and English. The discussion guides consist for the most part of scripts of the tapes, with discussion questions and activities at the end of each "chapter." Set One explores the parent's role in his or her child's physical and emotional development, language development, and socialization, and suggests related activities. Set Two examines the issue of culture and self-image, addresses parents; and teachers' fears about speaking Spanish in the United States, and provides activities and techniques for helping a child learn to talk, refine language skills, and maintain his or her native language. Set Three focuses on how to foster muscle coordination; creative thinking, critical thinking, and learning through classification in children; and on how to prepare them emotionally for school. Set Four examines parent-school relationships in connection with the following concerns: the school's function, expectations about education, working with the school, bilingual education, and parent involvement in bilingual education. These materials are most effective when used by a skilled discussion leader.




Andrews, Pearl. "The Effects of Black Studies on the Self-Concept of Afro-American Children," from ERIC Document Reproduction Service, Computer Microfilm International, P. O. Box 190, Arlington, VA 22210. 13 pp. \$1.67. (ED164678). (See Curriculum: Positive Learning Attitudes.)



Arenas, Soledad, "Bilingual/Bicultural Programs for Preschool Children," Children Today (July/August 1978).


The child who enters preschool speaking only his or her native language or only a limited amount of the teacher's language will often have social and cognitive problems. However, these problems can be

overcome with a sound bilingual/bicultural program. While there is no single best approach, such programs should be based on certain fundamental principles. The author reviews these in a clear manner and argues that children exposed to bilingual/bicultural environments will use language in a more precise manner and will have an easier time with abstract thought.




Arenas, Soledad. Innovations in Bilingual/Bicultural Preschool Curriculum Development. Available from Soledad Arenas, ACYF, P.O. Box 1182, Washington, D.C. 20013.

This booklet reviews four Bilingual/Bicultural Preschool Curriculum Models for Spanish speaking children funded by ACYF: Un Marco Abierto developed by High/Scope Educational Research Foundation; Neuvas Fronteras De Aprendizaje developed by the University of California at Santa Cruz; Alerta! developed by Teachers College, Columbia University, and AMANECER developed by Intercultural Development Research Associates. In addition, it presents a brief design for evaluating these curriculum models. Designed to provide a concise summary of the programs and to stimulate further efforts in this area.




Banks, James. Teaching Strategies for Ethnic Studies. Boston, MA: Allyn and Bacon, 1975. 502 pp. \$7.95.

Teacher-oriented primer in multi-ethnic education. Explains goals, concepts and instructional organization for a multi-ethnic program. Offers historical ethnic perspective and materials for the following groups: Native Americans, European Americans, Afro-Americans, Mexican Americans; Asian Americans, Puerto Rican Americans, Cuban Americans, and Native Hawaiians.



Bilingual Kindergarten. 1972. Available from National Educational Laboratory Publishers, 813 Airport Blvd., Austin, TX 78702.

Designed to help the teacher develop the student's total language skills in Spanish and English, sensory perception skills, general knowledge, thinking and reasoning skills. Also an aid in the development of positive self-image. Materials include: records, manipulative games, transparencies, filmstrips, visuals, and audio-cassettes.



Black Books Bulletin, Available from Institute of Positive Education, 1848 South Ellis Avenue, Chicago, IL 60619. Quarterly subscription \$8.00. \$2.00 each issue.

Current annotated bibliography of contemporary writings by and about Afro-Americans. Includes book reviews and information about black publishing houses.



Black History: Lost, Stolen or Strayed. Color film. 54 min.
 Grades 5-12. \$575. Available from Bailey-Film Associates,
 2211 Michigan Avenue, Santa Monica, CA 90406.

Bill Cosby narrates this two-part film about the Afro-American experience in the U.S. vis-a-vis distortions and omissions in the mass media. Historical presentation and the Afro-American response to the effects of stereotypical portrayals.



Concepts and Strategies. 43rd Yearbook. 1973. Paperbound \$6.00; Clothbound \$7.50, 297 pp. Available from National Council for the Social Studies, National Education Association Affiliate, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Yearbook comprised of articles written by various authors, offering teachers a philosophical framework for learning and teaching about ethnic diversity. Techniques range from learning more about covert cues to teaching about various ethnic groups.



Council on Interracial Books for Children. Published 8 times a year. \$8.00 - individual; \$15.00 - institutions. \$2.50 each copy. Available from Council on Interracial Books for Children, 1841 Broadway, New York, NY 10003.

Articles and guidelines on current issues concerning ethnic minority groups. Bulletin reviews books for racist and sexist content, and recommends sources for multicultural groups of children.



The Daily Curriculum Guide, Year II, Weeks 1-10, A Preschool Program for the Spanish-Speaking Child. Available from: Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, TX 78752. 439 pp. \$5.00. (Also Guides for Weeks 11-20 and Weeks 21-34 at \$5.00 each.)

Spanning two years, the program set forth in the Daily Curriculum Guide For Preschool Spanish-Speaking Children is essentially a language maintenance model in which Spanish is used as a means to develop basic concepts, skills and attitudes. This guide gives daily lessons plans for the first ten weeks of the second year. Each lesson, written in Spanish and English, gives complete details on lesson objectives, materials, and instructions for activities. Lessons are aimed at teaching colors, shapes, sizes, and the number concepts from one to seven, and developing the child's self-awareness, auditory and visual memory, oral language, large and small muscle coordination, and sound discrimination. Many songs and games are suggested.

6.

Edwards, Rheable M. "Race and Class in Early Childhood Education." Young Children, 30,6 (1975), pp. 401-412.

The author discusses how social attitudes and assumptions continue to be reflected in early childhood education. Such issues as the racism of teachers, comparative lack of money for schools serving blacks, negative propaganda in such terms as "compensatory" and "disadvantaged," and the lack of regard for the social patterns of the black family are discussed.

Escobedo, Theresa H. Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children. National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, CA 90032. 35 pp. (See Curriculum: Positive Learning Attitudes.)

Foerster, Leona M., and Soldier, Dale L. "Learning Centers for Young Native Americans." Young Children, 33,3 (1978), pp. 53-57,

Suggests that the open educational model may be most appropriate for Native American children. Such a learning environment should be based on the core values of Native Americans, such as respect for the dignity of the individual, cooperation, and sharing. Arguments are also presented against the use of traditional structured or free play approaches for Native American children.

Gonzales-Mena, Janet. "English as a Second Language for Preschool Children." Young Children, 32,1 (1976), pp. 14-19.

This article discusses the unique problems of teaching a second language to preschoolers who are still in the process of acquiring their native language. It suggests that programs should be based on these principles:

1. Children are motivated to learn a second language because of language relationships.
2. Young children need a total developmental program within a language program.
3. Children learn by doing."

It concludes that children will learn a second language best in real life situations with concrete experiences.



Granger, Robert C., and Young, James C., eds. Demythologizing the Inner-City Child. Washington, DC: National Association for the Education of Young Children. 1976. 144 pp. \$4.00.

A resource for teachers who work with inner-city children, this book represents information about the nature of inner-city children and corrects many of the myths connected with these children. It is also a good resource for teachers planning multi-cultural curricula.



Gunther, Phyllis E. "Basic Skills After School Pre-Kindergarten Program, 1975-76." Available from ERIC Document Reproduction Service, Computer Microfilm International, P. O. Box 190, Arlington, VA 22210. 22 pp. \$1.67 (ED141476). (See Curriculum: General - Curriculum Theories and Models.)



Hohmann, Mary; Banet, Bernard; and Weikart, David. Young Children in Action. Ypsilanti, Michigan: The High Scope Press, 1979. 336 pp: \$10.00. (See Curriculum: General - Curriculum Theories and Models.)



Latimer, Bettye I., Starting Out Right. Wisconsin Department of Public Instruction, W. C. Kahl, State Superintendent. Bulletin No. 2314, 1972 (Preschool 3rd grade).

Booklet includes annotations, evaluation guidelines, and criteria for selecting books about Afro-Americans for young children.




Levy, Linda J. "Culture and Clay: The Reshaping of an Educational System." Paper presented at the American Orthopsychiatric Association, 1977. Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 13 pp. \$1.67 (ED162233). (See Curriculum: Positive Learning Attitudes.)




Mack, Carl C. "Old Assumptions and New Packages: Racism, Educational Models, and Black Children." Young Children, 33,6 (1978), pp. 45-51.

The author discusses the assumptions which pervade current models of education for minority children: the deficit model, the cultural difference model, the school-as-failure model, the bicultural model, and the general systems model. He concludes that the models designed to eradicate poor performances of minority children have instead only maintained inequality and racism.




Massachusetts Department of Education, A Guide for the Evaluation of Instructional Materials Under Chapter 622. No charge, limited copies. Available from Bureau of Educational Information Services, 182 Tremont Street, 2nd floor, Boston, MA 02111. (617) 727-5880.

Guide for assessing curriculum materials. Provides evaluation sheets with which librarians, teachers, and parents can examine instructional materials. Checklists are provided for evaluating the following: minority portrayals and sex-role stereotyping in fiction, mathematics, science, and social studies texts; readers for sex-role and racial stereotyping; the school library. Contains bibliography, book list, audiovisual materials and reference works.




Moyer, Joan E., and Engelbrecht, Guillermina. "Multicultural Education: Where Do We Begin." Childhood Education, 53,3 (1977), pp. 241-243.

The authors discuss ways to help young children appreciate the diversity of people and their customs, traditions and ideas. It suggests that we should focus on the similarities and continuities across cultures, such as the use of songs, games and the celebration of holidays to help bridge cultures. General guidelines are presented which can be adapted to many settings.




Nedler, Shari E. "Exploration in Teaching English as a Second Language." Young Children, 30,6 (1975), pp. 480-488.

A new approach to bilingual education is described which is based on vocabulary development and the structure of the English language. Specific examples are offered. The author stresses the need for more work in the area to improve upon existing models.



Pialorsi, Frank P. Teaching the Bilingual: New Methods and Old Traditions. Tucson, AZ: The University of Arizona Press, 1974. 263 pp. \$7.50.

This book provides both theoretical foundations and practical applications for bilingual education. It promotes the concept that cultural and linguistic minorities are different and not deficient. Bilingual education is seen as one way to prompt equal opportunity since children can then begin the education process in their own language while also receiving instruction in English.



Porter, Judith. Black Child, White Child: The Development of Racial Attitudes. Cambridge, MA: Harvard University Press, 1971. 287 pp. \$8.95. (See Curriculum: Positive Learning Attitudes,)



Sasse, Connie R. "Bilingual Education in the Southwest: Past, Present, and Future." In Mollie S. Smart and Russell C. Smart, eds. Preschool Children: Development and Relationships. New York: MacMillan, 1978. 370 pp.

This article discusses the nature of bilingual education and the rationale. It then presents the present and past status of bilingual education in the United States and an overview of research in the area. The legal status of bilingual education is covered and the author concludes with a case for bilingual education for Mexican-American children in the Southwest United States.



Schmidt, Velma, and McNeil, Earidene. Cultural Awareness: A Resource Bibliography. Washington, DC: National Association for the Education of Young Children. 1978. 121 pp. \$4.95.

This bibliography contains over 800 annotated references of books, films, posters and other teaching aids that are useful in extending the young child's awareness of Asian, Black, Native, and Spanish-speaking Americans. It is a valuable resource for teachers planning multicultural curriculum.



Southwest Educational Development Laboratory. ESL for Kindergarten: English Language and Concepts Program for Spanish-speaking Children. September 1974. \$346 list; \$259.50 for schools. (See Curriculum: Language.)



The AMANECER Training Package. AMANECER: An Early Childhood Education System. 1979. For complete information on the AMANECER package, write to IDRA Marketing Director, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

The AMANECER Training Package provides a complete description of 12 training sessions for early childhood staff implementing the AMANECER model. AMANECER is an early childhood educational system that has been implemented in bilingual, multicultural settings. It was derived through analysis of previously existing early childhood programs. Elements in those programs that were identified as being particularly helpful to teachers and useful for fostering children's learning were combined into a single, process-oriented approach to early learning. The core of the curriculum model is presented through 23 short books that are grouped into five units of related information. The five units cover such topics as introduction to AMANECER's total approach, child development, equipping a classroom, scheduling, and individualizing instruction. Other materials, including audio-visual aids and folders for tracking the children's progress, supplement and expand upon the core.

7.3

Cost for use of all or a portion of AMANECER's system varies according to the needs and goals of particular programs. IDRA representatives work with interested programs to identify system alternatives that are responsive to those needs and goals.

Toward a Pluralistic Society. \$.10. Available from Community Change, 14 Beacon Street, Boston, MA 02110.

Consciousness-raising flier for distribution among teachers, administrators, parents and students.

Wilson, Herbert B. "Quality Education in a Multicultural Classroom." Childhood Education, 50,3 (1974), pp. 153-156.

A discussion of the Nogales Elementary Bilingual Program in a school located near the U.S. Mexican border. While it discusses an elementary school program, the issues raised are relevant to preschool education. It stresses the importance of team planning and lists the factors which are necessary for a successful multicultural program, including close ties between home and school.

II. PARENT INVOLVEMENT

GENERAL REFERENCES



Ada, Alma Flor. EL MANANA ES HOY. Set One: Learning Begins at Home; Set Two: Our Language, Our Culture, Ourselves; Set Three: From Home to School; Set Four: Parent-School Relationships. New York: Parent Magazine Films, Inc. 1978. 32 pp. \$234 for all; \$66 per set. (See Curriculum: Bilingual/Multicultural.)



Arizona Department of Education. Learning: A Cooperative Adventure. 1977. 23 pp. Free. Available from Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007. (See Curriculum: General - Curriculum Guides.)



Bert, Diane K. THE EFFECTIVE PARENT. A SOUND-&-COLOR FILMSTRIP SERIES. Set 1. The Parent as a Teacher, Set 2. Learning in the Home, Set 3. Learning Away from Home, Set 4. Learning Through Play. Each set has five color filmstrips, one 12 inch record or three cassettes (you choose), five audio-script booklets, and one discussion guide. Price for all four sets: \$220.00. Price per set: \$65.00. Available from Parents' Magazine Films, Inc., Dept. 99A, 52 Vanderbilt Ave., New York, NY 10017.


In Set 1 the emphasis is on the child's own feelings of worth. Techniques for communicating with and showing one's feelings of value for children are discussed. Encouraging children's independence and satisfaction through their own activities and accomplishments should start at a very early age. Language development is used to illustrate discipline suggestions, which are related to the child's need for limits, critique, and rewards.

In Set 2, basic educational skills receive considerable attention. The filmstrips point out learning activities in children's language, mathematics and science, as families go about cooking, reading magazines and watching television.

In Set 3, family errands are described as field trips for learning purposes. The learning opportunities at the laundromat are used as one example, with science and mathematics concepts being drawn from clothing sizes, color sorting, measurements, and use of money. Other excursions are explored--a walk around the neighborhood, a trip to the grocery store, even the wait at the doctor's office--for their value as learning opportunities.

PARENT INVOLVEMENT


In Set 4, children's play in and around the home is viewed from the perspective of learning experiences. Parents are encouraged to help children make the most of play, and to enrich the child's opportunities at home by providing toys conducive to learning. Guidelines are given for toys. Parents are also shown how to make several toy items from household throwaways, and are helped to see the value of providing creative materials, such as play dough, for home use. Emphasis is on parental participation and support of child's play activities leading to acquisition of basic educational skills in mathematics, science, and language; and perceptual and cognitive skills in recognizing color, shape, and spatial relations, in thinking logically and in classifying.



Conner, Jack E., and Sanders, Frank J. Enjoy Your Child at Home and School/Goce su Nino en Casa y en Escuela. Enjoy Your Child at Home/Goce en su Nino en Casa. Enjoy Your Child/Goce en su Nino. Translated by Frank Martine. 1976. 32 pp. each. \$5.00 for all three, \$1.70 each. Available from Educational Planning and Product Department Co., 7416 Irvin Brook Circle, Chattanooga, TN 37421.

Each of these three booklets has both an English and a Spanish edition. Intended for parents, teachers, and parent-education groups, the booklets depict cartoon animal characters in familiar family scenes, provide ideas on how to implement and bring about a successful parent-child-school-community relationship, and give practical suggestions for establishing and maintaining relationships.

Enjoy Your Child at Home and School explores the following themes: a child's attitude toward school is shaped by parents; parents are the child's most important teacher; the child benefits when the home and school communicate. Enjoy Your Child at Home includes: discipline should be firm but fair; expectations should be reasonable and understood; and criticism should be directed at the behavior rather than at the child. Enjoy Your Child presents the following themes: friends are for sharing; behavior is molded by example; and parents should experience childhood with their child.



Gordon, Ira. "Parent Education and Parent Involvement: Retrospect and Prospect." Childhood Education, 54,2 (1977) pp. 71-78.

An overview of past attempts at parent involvement and parent education is presented as well as a forecast of future efforts in this direction. Three models are presented: the Family Impact Model, the School Impact Model, and the Community Impact Model. Efforts in all of these directions need to be continued and enlarged.

Gordon, Ira. Parent Involvement in Compensatory Education. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969. 87 pp. \$2.50.

This monograph discusses the family as an agent of socialization and education for the young child. The activities of university research programs and school and community programs of the 1960's are described. The characteristics of home needs and suggestions of what remains to be done are offered.

Granowsy, Alvin, Frances Middleton, and Janice Mumford. "Parents As Partners in Education." The Reading Teacher. 32,7 (April, 1979), pp. 826-830.

This article reports on a parent involvement program in the Dallas, Texas Independent School District. Although the program is geared to parents of elementary aged children, the techniques and methods used can be applied to the preschool level. Specific techniques for involving parents are discussed, and typical issues (such as "uninterested" parents and "frightened" teachers) are raised. The article is addressed to teachers.

Honig, A. S. Parent Involvement in Early Childhood Education. 1979. 115 pp. \$3.50. Available from the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

This simply and engagingly written text emphasizes basic parental rights to child development knowledge, skills and understandings. Background research is presented to support the urgency of efforts to involve preschool parents in the education of their children. Different ways to do so are discussed and programs which represent different models are described.


The book also discusses methods of evaluating the outcome of parent involvement programs. Questionnaires and other measures are suggested as ways to see how a program is faring in terms of parent perceptions and behaviors. An impressive list of resource materials, both written and audio-visual, is provided.

Morrison, G. S. Parent Involvement in the Home, School, and Community. Columbus, Ohio: Charles E. Merrill, 1978. 224 pp. \$7.95.


Dr. Morrison provides a thorough overview of parent involvement efforts. Chapters 1 and 2 discuss the rationale for parent involvement programs and what such programs can do for both parent and child. Descriptions of representative programs are given in succeeding chapters. Particularly stressed is the need to deliver a program of

PARENT INVOLVEMENT


services to parents in their homes. The home visitation process is described well and the importance of the style and manner in which such services are delivered is stressed. No matter what model of parent involvement is chosen, the author emphasizes the necessity of training parents in order to improve their opportunities and skills. This book is of particular value to professionals who need to become sensitized not only to the variety of ways in which parent involvement programs can be implemented, but also to the difficulties and issues that may arise in implementing programs.



O'Keefe, R. A. A Guide for Planning and Operating Home-Based Child Development Programs, 1974. 85 pp. Free. Available from Head Start, ACYF, P.O. Box 1182, Washington DC 20013.




O'Keefe, R. A. "Home Start: Partnership with Parents." Children Today, January-February, 1973.




O'Keefe, R. A. "The Home Start Program: Guidelines." Available from Home Start, ACYF, P.O. Box 1182, Washington, DC 20013.

These three publications present an introduction to and guidelines for the provision of home-based early childhood education. Launched as an adjunct to Head Start, Home Start's goals are to involve parents in enriching children's lives and helping children learn. The objectives of the program, in which home visitors work with a parent, are to strengthen parents' capacity for facilitating the general development of their children and to involve parents directly in their children's educational development. Home visitors should be adaptive and ingenious in conceptualizing their job opportunities in the home in order to carry out these goals.




Spodek, Bernard. Teaching in the Early Years. Englewood Cliffs, NJ: Prentice-Hall, 1972. 336 pp. \$9.00. (See Curriculum: General - Curriculum Planning.)



Sussman, M. B. "The Family Today: Is It an Endangered Species?" Children Today, 7,2 (March-April 1978), pp: 32-37, 45.


This article examines the current status of the family as an institution and focuses on the tremendous variety of family structures in our society. Sussman appraises the strengths and weaknesses of six different family forms, based on a review of empirical studies, clinical studies, and his own research. The six forms are: the single-career family, the dual-career family, the single-parent household, the remarried nuclear family, the kin family, and experimental families such as communes. Professionals who work with families

leading alternative life styles need to be alert to the possible consequences for children, and the urgent need for support services for parents and quality substitute caregivers for children.



Warren, Virginia B. How Adults Can Learn More--Faster. 1973. 52 pp. Paper, \$2.00. Available from The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.

A practical handbook for adult students. It points out the ways in which adult education differs from schooling and how adults learn. It is written for adults to use in reference to themselves and their own attitudes. There are chapters on study skills, ways to develop faster reading and review of ideas, test-taking (if necessary), how to participate in group discussions, and how to use community resources. There is a special section on learning from television as an educational medium. The summary emphasis is on the joys and values of continuing learning and the development of positive attitudes toward learning in adults. The book is highly recommended for all staff with parent-education responsibilities. Parents may also find it useful and insightful.



Wilson, Gary B. Parents and Teachers. Atlanta: Humanics Press, 1974. 131 pp. Paper, \$6.00.

The subtitle of this book sums up its content: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Educational Programs. The book contains a good discussion of parent involvement in school programs, gives a brief review of adult learning, and outlines the role of the school with children (and therefore with parents). A series of "training exercises" is presented to help assess parent involvement needs, to facilitate staff-parent communication, to build a group made up of staff and parents (group solidarity), and to work as a group to develop goals, program, curriculum, and evaluation standards. Sample forms are given where appropriate. The system has been found useful in Head Start settings.

PARENT INVOLVEMENT STRATEGIES



Bogner, C. Neale, and Brown, Arlene W. "Mothers Learn to Teach Their Own Children," Phi Delta Kappan, February 1977. pp. 500-501.

Report on the success of a project in which mothers of pre-school children were given experience in using various teaching techniques, developing materials, and planning activities.



Braga, J., and Braga, L. Children and Adults: Activities for Growing Together. Englewood Cliffs, N.J.: Prentice-Hall, 1976. 310 pp. \$7.95.

The authors' express purpose is to provide tools for parents to help their children learn, while parents themselves grow and learn. The book emphasizes the development of human relationship skills, such as feeding oneself neatly, using one's body skillfully, and reading and writing. The book discusses children's developmental needs with reference to the parents' needs, both past and present. Parents are advised to teach and act in ways that give children opportunities to practice emerging skills, and provide positive models of behaviors to try out for themselves in ways that increase the pleasure of the children's interactions with their own parents.

The kinds of questions that a parent needs to think about in presenting each activity are: What is the purpose of the game? What kinds of variations can we play? What materials are needed? For what ages are the activities appropriate? Very clear explanations are offered for each activity. The type is quite large, and would be particularly useful for parents with visual handicaps.




Building a Relationship with Family Members. Black and White. 16mm film (25 min.). Rental: \$21.00; purchase: \$205.00. Available from High/Scope Educational Research Foundation, 125 North Huron Street, Ypsilanti, MI 48197.

The importance of the home visitor's sensitivity to the people around the baby is shown. The film is directed toward the goal of helping home visitors become active participants in the child's learning environment.




Building a Relationship with Mother and Child. Black and White. 16mm film (18 min.). Rental: \$17.00; purchase: \$140.00. Available from High/Scope Educational Research Foundation, 125 North Huron Street, Ypsilanti, MI 48197.

Because the mother is the key person in most home visitor programs, emphasis is placed on the special care that should be exercised in establishing rapport with her and respecting her role with the child.




Children's Book Council Parent Project. The Reading Teacher, 32, 7 (1979), p. 823. Available from the Children's Book Council Parent Project, Children's Department, Orlando Public Library, Orlando, FL 32801.

This article describes a project in which parents are helped to become involved in reading to their young children. Thirteen hospitals in the Orlando, Florida, area distribute packets to mothers who have just given birth. The packets include lists of children's books, a letter explaining the importance of language development in infancy, directions for getting books from the library, and an invitation to attend the library's Baby and Library Program.



Croft, D.F. Parents and Teachers: A Resource Book for Home, School and Community Relations. Belmont, CA: Wadsworth Publishing Co., 1979. 250 pp. \$7.95.


This clearly written softcover book is an aid to teachers who want to work as closely as possible with parents to improve the learning skills of young children. Croft discusses the art of communicating with parents and gives advice from experienced teachers. She also gives specific ideas for involving parents as aides in the classroom. Helpful suggestions are listed to aid parents in working toward developing reading skills in their children. This book is full of "how-to" ideas, such as how to make home visits, how to hold a parent-teacher conference, and how to involve parents in planning and carrying out field trips with young children. Some excellent suggestions are given for dealing with emotional problems, such as young children's fears that may interfere with learning in the classroom and at home. Observation check sheets are provided to help parents assess the quality of the preschool classroom that the child is attending. Guidelines are given which would help parents assess specific learning and language behaviors (usual at each preschool age) that they can help their children to learn. This book is useful for both parents and teachers of preschoolers.



Dinkmeyer, Don, and McKay, Gary D. Systematic Training for Effective Parenting (STEP). 1976. Complete kit, \$70.00; Parents' Handbook only, \$3.95. Available from: American Guidance Service, Publishers Building, Circle Pines, MN 55014. Complete kit includes: Leader's Manual, one Parent Handbook; six discussion guide cards, 10 charts, nine posters in easel, five cassettes,


50 invitational brochures, and one announcement poster--all in a large plastic carrying case.

The aim of the STEP program is to bring about parent-child relationships that foster the development of responsibility, self-reliance, cooperation, mutual respect, and self-esteem on the part of both children and parents. This program is meant to be conducted by a trained leader, in nine sessions, each about 1-1/2 to 2 hours in length. Group size for each session should be limited to 10 to 12 participants, and need not be restricted to parents of young children. The program is designed in nine steps, each teaching developmentally-based parent-child relationship principles and techniques in a framework of guided group discussion of specific topics. The topics and situations are presented through the posters, charts, and cassette recordings. The Parents' Handbook is designed for home use by participants and supplements session content. The procedures have been field-tested in several areas of the country.



Duff, Eleanor; Heinz, M.C.; and Husbank, C. "Toy Lending Library: Linking House and School." Young Children, 33, 4 (1978), pp. 16-22.

This article describes a Toy Lending Library, a technique used to facilitate parent education/parent involvement. The authors discuss the objectives of the library for the children, the teacher, and the parents; how the library was set up; and how it operates. Materials in the library are described; many of the materials support the development of oral and written language.



Grim, J., ed. First Chance for Children, Volume 3: Training Parents to Teach: Four Models. 1974. 83 pp. \$4.60. Available from ERIC Reproduction Center, P.O. Box 190, Arlington, VA 22210.

Each of the four models described involves parents in the education of handicapped youngsters. A center-based parent training model is described by Hayden. Parents report that, among the many advantages of being trained in the center rather than at home, was the opportunity to talk to and work with other parents of handicapped children. Parents helping other parents seems to be an effective way to involve parents in the development and education of the handicapped child.

Shearer describes the Portage Project Model in Wisconsin. This project uses a behavior modification model to involve parents directly in the training and education of the child. The Portage Project provides materials and activity cards to teach the parent what to teach, what to reinforce, and how to observe and record lists of behaviors. Operationally defined curriculum goals are set. Small steps to meet

each goal are taught. One prescriptive behavioral goal is set for parents each week to carry out with the child.

Two other models are described. One, a home-center based parent training model, analyzes development tasks (such as a preschooler learning to remove his own trousers) into small detailed steps that a parent can teach his or her child. Weigerink reports on a model in which parents begin, in an individual tutoring room, learning to record which stimuli are presented to the child and how many correct responses he or she makes. The parent presents training stimuli to the child, reinforces correct responses, and teaches the child at home every day.

Home Oriented Preschool (HOPE) Program. For information contact Dr. Edward E. Gotta, Director, Division of Early Childhood Education, Appalachian Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325.

HOPE is a preschool program that focuses on preparing rural children for elementary school. The cognitive development experiences are related to a television program made available to children through a mobile unit.

The HOPE program has three basic components:

1. Half-hour television tapes, which are broadcast to the home five days a week, 34 weeks a year.
2. Locally trained home visitors (paraprofessionals) who, on a weekly basis, orient parents and children to upcoming programs and provide both with related learning materials.
3. A once-a-week group experience for the preschooler, administered by a specially prepared local preschool teacher in a mobile classroom at sites near the children's homes.

The television program focused on academic skills and experiences the child would normally be exposed to in a traditional preschool setting (e.g., alphabet, colors, shapes, concepts of classification, and field trips). The program was broadcast daily. The home visitor viewed the program each day and solicited parent and child comments concerning the program. The home visitor also recorded the number of programs each child and parent viewed during the week, distributed additional supportive materials related to the television programs, and frequently worked with each child on a particular task.

Language Experiences for Your Preschooler: Part I: Activities at Home. Part II: Activities in the Neighborhood. (Two notebooks)

PARENT-INVOLVEMENT

1974. 59 pp. \$.50 each. Available from the Publication Distribution Desk, Room 169, New York State Education Department, Washington Avenue, Albany, NY 12234. (Also available in Spanish: *Experiencias en Lenguaje para su Niño en Edad Pre-Scolar.*)


These two notebooks describe a continuing education course that introduces parents to a number of learning activities suitable for implementation at home. The activities are designed to develop the communication skills of preschool children and enhance children's success in the initial stages of learning to read and write. Instructors may duplicate the included parent take-home sheets, which elaborate in a simple, clear fashion such activities as reading to children, using free and inexpensive materials for language experiences, making games at home, and writing stories with children.

Levenstein, Phyllis. "Capitalizing on Love: A Program to Make Parents More Effective." Carnegie Quarterly, XXIII, 2 (Spring 1975), pp. 3-5.

Convincing report of an exciting project to foster parents' ability to stimulate language and conceptual thinking in their preschool children. (Known as the Verbal Interaction Project of the Family Services Association of Nassau County, N.Y.)

Nedler, S., and McAfee, O.D. Working with Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, CA: Wadsworth, 1979. 265 pp. \$7.95.


This is a comprehensive book for teachers who are learning to work with parents. A wealth of material is systematically organized and easily accessible to people attempting to explore various approaches to parent involvement. Part One is an historical perspective on the parent involvement movement in the United States. Landmark events and important research studies are reviewed and related to the identification of program goals. Part Two presents planning strategies and a process for implementation of programs. These include specific techniques for identifying parent needs, selecting goals and objectives, developing activities, motivating parents, and evaluating program impact. Part Three provides concrete examples of five basic approaches to parent involvement: home-based programs, school or center-based programs, home-school partnerships, parent education, and the involvement of parents as policy makers. The chapters describe each approach, discuss advantages and disadvantages, and suggest how to implement the programs. Many practical suggestions are included, as well as samples of activities. This book would be a fine resource for parent coordinators or anyone learning to involve parents in the education of their children.




Nimmicht, Glen; Arango, Marta; and Adcock, Don. "The Parent/Child Toy Library." In Day, M., and Parker, R., eds., The Preschool In Action, pp. 129-148, Boston: Allyn & Bacon, 1977. \$14.00.

The Parent/Child Toy Library Program consists of an eight-week course for parents of three- to eight-year-olds. The course is taught by a teacher-librarian who also operates an educational toy library. During the course, parents learn to use the toys and games of the toy library, and they may continue to check out toys after completing the program. Each toy is accompanied by learning episodes describing how to use the toy with the child. Toys and learning episodes were selected according to several criteria: they should cover a wide range of skills; they should foster learning how to learn; they should allow parents to see learning occurring during an activity and during the course; and they should be of interest to both parents and child.

The chapter describes the theoretical goals and objectives of the program and gives specific examples of toys and learning episodes used in the program. \$2.69 per set. The program materials may be ordered from Judy Company, 310 North 2nd Street, Minneapolis, MN 55401.




O'Keefe, R.A. A Guide for Planning and Operating Home-Based Child Development Programs. 1974. 85 pp. Free. Available from Head Start, ACYF, P.O. Box 1182, Washington, D.C. 20013. (See Parent Involvement: General.)



Rhoten, Juliana, "Helping Parents to Develop the Language of Pre-school Children." Language Arts, May 1978, pp. 612-614.

Description of the Milwaukee Multi-Media Home Education Project, which used weekly home visits, radio programs, and video tapes to guide parents in helping their children.



"One Family, One Home Visitor, and Learning." Filmstrip and record (24 min.). \$24.00. Available for purchase from Bank Street College, 610 W. 112th Street, New York, NY 10025.

This filmstrip demonstrates how one home visitor worked with families. Activities and materials used with children and parents are illustrated. These include books, puppets, and games. All activities encourage language development, and many support print and book awareness.

The home visitor models good interactions with children and families, and although warmth and acceptance are part of her repertoire,

PARENT INVOLVEMENT


she clearly has learning goals for children and families. The message comes across that a home visitor is not merely a social caller.

Schaefer, E., "Parents as Educators: Evidence from Cross-Sectional Longitudinal and Intervention Research." In Young Children 1972: 27, pp. 227-239.


Earl Schaefer reviews research regarding the educational role played by parents. He describes the linkage between the nature of parent-child interaction and certain aspects of the child's intellectual development. In this article, Schaefer documents the need for support systems for family care and education and the need for programs to teach parenting skills.

Scullen, Thomas, and Curd, David. "The Reading Moms: A Program that Works," Phi Delta Kappan, February 1977, pp. 498-499.

How parents were trained to become tutors of their children in an intermediate school in Mount Clemens, Michigan.

PARENT/CHILD ACTIVITIES - GENERAL RESOURCES



Arizona Department of Education. Learning: A Cooperative Adventure. 1977. 23 pp. Free. Available from Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007. (See Curriculum: General - Curriculum Guide.)



Baratta-Lorton, Mary. Workjobs--For Parents: Activity-Centered Learning in the Home. Reading, Mass.: Addison Wesley, 1975. 115 pp. \$3.95.

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This is a useful book for parents in the home. Almost every page has photographs illustrating cultural and ethnic diversity, a variety of home furnishings, and parents and children of both sexes. Photos are captioned with brief explanations of the activity shown. Interesting narrative text explains each of the 43 learning activities for young children, all emphasizing basic educational skills. Each activity includes a statement of specific skills involved, ideas to help parents get activities started, ideas for follow-up discussions with children, and materials needed.



Belton, Sandra, and Terborgh, Christine. Sparks: Activities to Help Children Learn at Home. 1972. 120 pp. \$4.00. Available from Human Service Press, 4301 Connecticut Avenue, N.W., Washington, D.C. 20009.

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A book of activities for preschool, kindergarten, and first-grade children, Sparks presents a variety of basic educational skills aids. Reading, language, and mathematics activities are featured, as well as science and cooking activities. Most activities require only paper and household items as materials; some require no materials at all. Special chapters on traveling and shopping activities will be helpful.



Bert, Diane K. THE EFFECTIVE PARENT: A SOUND AND COLOR FILMSTRIP SERIES. Set 1. The Parent as a Teacher; Set 2. Learning in the Home; Set 3. Learning Away from Home; Set 4. Learning Through Play. Each set has five color filmstrips, one 12-inch record or three cassettes (you choose), five audio-script booklets, and one discussion guide. Price for all four sets: \$220.00. Price per set: \$65.00. Available from Parents' Magazine Films, Inc., Dept. 99A, 52 Vanderbilt Avenue, New York, N.Y. 10017. (See Parent Involvement: General.)

PARENT INVOLVEMENT



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Braga, J., and Braga, L. Children and Adults: Activities for Growing Together. Englewood Cliffs, N.J.: Prentice-Hall, 1976. 310 pp. \$7.95. (See Parent Involvement: Parent Involvement Strategies.)



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Chinery, Michael. Enjoying Nature with Your Children. New York: Crown Publishers, 1977. 192 pp. \$12.95. (See Curriculum: Science.)



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Cole, A., et al. I Saw A Purple Cow and 100 Other Recipes for Learning: For Parents and Teachers, an Early Learning Book that Really Works. Boston: Little, Brown and Co., 1972. 96 pp. \$4.95.

The activities found in this book are fun and easy for parents to do. Most require only household throwaways. The authors advise parents using these activities to try to promote the child's joy in the activity as much as in the finished product. The activities guide parents in helping children "learn, observe, explore, discover, and imagine." Some sample activities are "A Rainy Day Walk in the House," "Bubbles in the Sink," "Acting Out a Story," "Bathtub Boats," and "Marching Band." Cheerful and engaging illustrations add incentive for parents to try one or another of these home learning activities with children. The activities are presented so that the parent can enjoy them along with the child.



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Cole, Ann S., and others. Backyard Vacation: Creative Ideas for Family Fun. 1974. 32 pp. \$2.50. Available from PAR Project, 464 Central Avenue, Northfield, IL 60093.

The authors offer parents suggestions for making outdoor play rich with learning experiences. Activities can include siblings and friends; most can also be done by individual children. Crafts, cooking, dramatic play are included. Many of the activities involve science, mathematics, and spatial orientation skills, and all are relevant to basic educational skills.



Cole, Haas, Heller, and Feinberger. Recipes for Fun (Spanish edition: Recetas Para Divertirse). 1970. 42 pp. \$2.00. Workshop Procedures: A Training Manual for Workshop Leaders, \$2.00. Recipes for Holiday Fun, 1976. 38 pp. \$2.00. More Recipes for Fun, 1976. 44 pp. \$2.00. Available from PAR Leadership Training Foundation, 464 Central, Northfield, IL 60093.



Cole, Haas, and Feinberger. Still More Recipes for Fun. 1976. 45 pp. \$2.00. Available from PAR Leadership Training Foundation, 464 Central, Northfield, IL 60093.

These illustrated books present activities for parents to do at home with their children, as part of the P.A.R. (Parents as Resources) project. Workshop leaders design and direct community outreach programs in education and health settings to organize community parent involvement efforts. Staff are available for training nationally. The P.A.R. team, all parents, are dedicated to helping other parents work creatively and confidently with their children during the pre-school and primary years. P.A.R. workshops offer concrete learning activities in a participatory format to encourage positive and enjoyable shared experiences between parents and children.


Cole, Ann; Haas, Carolyn; and Weinberger, Betty. PAR Workshop Procedures: A Companion Guide to the "Recipes for Fun" Series. 1971. 28 pp. Available from PAR Project, 464 Central, Northfield, IL 60093. Recipes for Fun/Recetas Para Divertirse. 1970. 46 pp. \$2.50. More Recipes for Fun. 1972. 45 pp. \$2.50. Still More Recipes for Fun. 1976. 45 pp. \$2.50. All are available from PAR Project, 464 Central, Northfield, IL 60093. (Multiple copy rates are available.)

The PAR group offers a variety of publications -- their own and selected others -- to help parents at home with children. This group has developed a training system. Members of the group can come on-site to give workshops in these making-things-at-home activities for parents. The first publication provides good information for a workshop on any topic, though it is meant specifically for the "Recipes for Fun" series. It includes suggestions for preparation, arrangement, timing, organization, and procedures with parent participants. It includes a list of points to emphasize follow-through with children from the specific activities. It offers an inventory of supplies, and outlines a series of four different workshops on children's home activities. It is suggested that participants each have their own copies of the recipe book being used. (Group rates on purchase are available.) The books themselves emphasize learning through play; learning outcomes for children are also emphasized in the workshop procedures.


Coley, Elise D., ed. I Can Do It. 1973. 48 pp. \$2.00. Available from North Carolina Agriculture Extension Service: Project Enlightenment, 501 S. Boylan Avenue, Raleigh, NC 27603.

This book includes everyday activities that can enrich a child's learning. The activities are suggested with special consideration given to creating opportunities for the child to experiment with a variety of things in his or her environment. Ordinary happenings, such as watching water turn to steam, are suggested. On each page in the book there is an activity and a box to be checked by the child when he or she can do the activity. The book may stimulate


parents to find other ways for children to learn from everyday activities around the home.



Cratty, Bryant J. Active Learning: Games to Enhance Academic Abilities. 1971. 157 pp. \$7.50. Englewood Cliffs, N.J.: Prentice-Hall. (See Curriculum: General - Curriculum Activities.)




Conner, Jack E., and Sanders, Frank J. Enjoy Your Child at Home and School/Goce su Nino en Casa y en Escuela. Enjoy Your Child at Home/Goce en su Nino. Translated by Frank Martine. 1976. 32 pp. each. \$5.00 for all, \$1.70 each. Available from Educational Planning and Product Department Co., 7416 Irvin Brook Circle, Chattanooga, TN 37421. (See Parent Involvement: General.)



DeFranco, Ellen B. Learning Activities for Preschool Children: A Home Teaching Handbook for Parents and Teachers. Salt Lake City, Utah: Olympus Publishing Co., 1975. 136 pp. \$6.95.


The stated purpose of the book is to teach parents many ways to help prepare a preschool child for kindergarten and elementary school. The author provides a chapter on how to interest children in activities, a chapter on the many ways a child learns, and a chapter on adapting activities to the individual child. The presentation is generally developmental, but draws from a broad spectrum of theoretical approaches to education. The activities are divided into four major areas--Language, Sensory, Science, and Math--each of which is further divided into ten activity areas (e.g., labeling, dramatic play, spatial awareness, number concepts, time, etc.). Each activity area presents many specific activities to do with children and to suggest and facilitate children in doing. Written exactly for parents in home situations, the book will be of use to staff also. Many of the activities are adaptable to small-group situations at an early childhood center.



Ferriera, Nancy J. The Mother-Child Cookbook. Menlo Park, CA: Pacific Coast Publishers, 1969. 73 pp. \$2.95.


The subtitle, "An Introduction to Educational Cooking," accurately describes this helpful reference for home or group use in setting up cooking as a learning experience. Skills and concepts for young children are given in an overview; gross and fine motor skills and coordination are focused on in greatest detail. Recipes are given with details for helping children experience each food ingredient, and in a sequence that provides progression of appropriate activities with each food group. Recipes are also cross-indexed by skills and

by specific age groups. Appendices suggest equipment and provide outdoor/indoor guides, a seasonal guide, and an inventory of supplies for a group program.




Goodwin, Mary T., and Pollen, Gerry. Creative Food Experiences for Children. 1974. 191 pp. \$4.50. Available from Center for Science in the Public Interest, 1755 S Street, N.W., Washington, D.C. 20009.

Learning through food activities, and especially nutrition education, is emphasized. Each of the many activities described has a learning objective stated. Exact procedures are given, with recipes included where appropriate. Therefore, this reference has special value for programs using centrally prepared lesson plans. A glossary of cooking terms for adults and work lists for children's language learning are given. The book also gives suggestions for field trips and some activities that are designed to relate food experience to other curriculum areas: language, dramatics, mathematics, science, arts and crafts, and social studies. Resource lists are extensive and include children's books, audiovisual aids for children and sources for picture collections. An elaborate chapter on special events, outdoor foods, and seasonal and holiday foods will be helpful to curriculum planners, too.




Gross, Dorothy. "Quality Settings for Learning." Childhood Education, 50, 3 (1974), pp. 122-123.

This article provides suggestions of ways to improve educational settings in the home and community. It looks at what the home setting and the neighborhood setting teach and argues that the most significant learning for children can take place outside the school.




Hill, Dorothy M. Mud, Sand and Water. 1977. 38 pp. \$2.00. Available from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. (See Curriculum: Science.)



Jenkins, J.K., and Macdonald, P. Growing Up Equal: Activities and Resources for Parents and Teachers of Young Children. Englewood Cliffs, N.J.: Prentice-Hall, 1979. 214 pp. \$7.95.


The purpose of this handbook is to provide parents with practical ideas for activities for preschool children. The authors stress that children are individuals who need new experiences, understanding and skills offered in a "non-sexist, non-limiting environment." Parents are urged to help their children develop values that will enable them

to appreciate and accept people as individuals, and skills that will help them to cope with changing situations. Cartoon drawings enhance almost every activity page. Many of the recommended activities will be natural and easy for parents to carry out, such as planting a vegetable garden, learning to crack an egg, and making butter. References to other books for "liberated" parents are given.




Jones, Sandy. Learning for Little Kids: A Parent's Sourcebook for the Years 3 to 8. Boston: Houghton Mifflin Co., 1979. 232 pp. \$7.95.

The author-editor has compiled a good collection of contributions from parents on many child-rearing, nurturing, and teaching subjects. The book is also a source of much information, with annotated bibliographies on many subjects, and references to parent support groups and other social sources. Topics include safety, self-care, self-concept and independence, language, science, mathematics, cooking and nutrition, gardening, sex and birth, death, illness and medical problems (including child hospitalization), art, nature, wood-mud-sand-water play, music and dance, fantasy, and outdoor play. Photographic illustrations are supplemented by line-drawn diagrams when instructions are being presented.



Learning Away From Home. Set of 5 filmstrips and records. \$65.00. Available for purchase from Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, N.Y. 10017.

This set of filmstrips suggests ways that parents can support children's learning at home. Learning in all areas is covered, but almost all have a language aspect. Inasmuch as reading readiness consists in large part of concept and language development, all filmstrips relate very strongly to it. While some suggestions are given for how to "continue" learning through the use of homemade games, many ideas are given for how to nurture learning during normal, everyday routines.



Lorton, Mary Barrata. Workjobs for Parents. Reading, Mass.: Addison Wesley Publishing Company, 1975. \$5.00.

Workjobs for Parents emphasizes activity-centered learning in the home. A special selection of activities is given, with special emphasis on parent and child interaction. The introduction is a photographic essay showing parents and children working together with the materials as suggested. One of the features that makes this book special is the alternate uses Lorton suggests for commonly-found junk materials. The author offers many different ways to approach each activity, depending upon the particular needs of the child using them. The question of

age appropriateness is also addressed. For parents who are interested in supporting language and number skill development with children aged five, six, or seven, this book provides an excellent basis for exploration and discovery.



Lybecker, Jeanne, and Posner, Jacki. Parents Are Teachers, Too!:
Home Learning Activities for 3 to 5 Year Olds. Portland, Oregon:
Early Childhood Bookhouse, 1975. 72 pp. \$4.50.

This book was originally compiled as part of a Master's project at the University of Washington. The stated purpose of the collection of activities is to help parents provide educational experiences for preschoolers at home. Forty-five specific activities are described, with stated learning objectives, materials needed, instructions on how to play, and some hints for parents. The book is illustrated with line drawings, some of which are intended to function as patterns.



Marzollo, Jean, and Lloyd, Janice. Learning Through Play. Harper & Row, Publishers, 1972. \$3.95 (plus handling), paperback. Available from Bank Street College book store. (See Curriculum: Problem Solving.)



Nimnicht, Glen; Arango, Marta; and Adcock, Don. "The Parent/Child Toy Library." In Day, M., and Parker, R., eds., The Preschool in Action, pp. 129-148. Boston: Allyn & Bacon, 1977. \$14.00. (See Parent Involvement: Parent Involvement Strategies.)



Southwest Educational Development Laboratory. How to Fill Your Toy Shelves Without Emptying Your Pocketbook: 70 Inexpensive Things to Do or Make. 1976. 62 pp. \$3.95. Order No. 130. Spanish version: Como Llenar Sus Estantes Con Juquetitos Sin Gastar Mucho Dinero. Order No. 134. Available from Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.


Activities featured are mostly for perceptual and motor skills development; one section offers language and conceptual games. All of the activities are appropriate for promoting basic educational skills in young children. These make-at-home possibilities should be shared with parents. Children can help make these objects, many of them from household throwaways.



Faetzsch, S.Z., and Taetzsch, L. Preschool Games and Activities. Belmont, CA: Fearon Publishers, 1974. 88 pp. \$3.95.

PARENT INVOLVEMENT


This book provides a variety of basic activities and games designed to help children develop skills and concepts that will ease the transition from preschool to elementary school. The parent role is described as that of a supportive participant who encourages the child in succeeding at simple, fun tasks. These activities foster the development of skills such as speaking in sentences and asking questions; developing eye-hand coordination and finger dexterity; understanding the concepts of "same" and "different"; classifying, sorting, and matching; and increasing attention span, memory, and concentration. The first section, "The Child, in His World," is concerned with developing children's understanding of themselves and their environments. It includes simple science projects. The next four sections contain a variety of games: table games and activities, physical games that require more room, number activities to introduce children to basic arithmetic skills, and letter activities for letter skills. The craft activities section includes creative activities such as cutting and pasting, painting, paper weaving, and building.



Three Four Five Publishing Ltd. The Open Home: Early Learning Made Easy for Parents and Children. New York: St. Martin's Press, 1976. 126 pp. \$10.00.


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This book is based on a highly successful series of features from Mother magazine. It brings parents the findings from research reports and translates the insights into fun-to-do, practical, and revealing learning episodes that require no special time and only the ordinary objects that are on hand in any home.




U.S. Department of Health, Education and Welfare. The Role of Parents as Teachers. June 1975. 94 pp. \$2.00. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01490-4).

Many suggestions are given for learning activities that can be done with preschoolers at home. The directions are good and easy to follow, and photographs are used to illustrate. The topics included are language, mathematics, and crafts. There are also some suggestions for handling common problem behavior. Appropriate for staff use also.


PARENT/CHILD ACTIVITIES - SPECIFIC RESOURCES


Adler, Richard. "Parents' TV Guide." Learning Magazine, December, 1978, 54 pp.

A teacher's guide with references to films and publications is followed by an eight-page insert to be duplicated for parents: "Useful tips about rewarding ways to watch and discuss television with children."




Cangemi, Sam. (At least) 50 Tactile and Visual Perception Games for Under \$10. 1972. 39 pp. \$4.00. Portland, Oregon: Early Childhood Bookhouse. (See Curriculum: General - Curriculum Activities.)




Chan, Julie M. T. Why Read Aloud to Children? 1974. 11 pp. Single copies \$.50 (reduced price for bulk orders). Available from International Reading Association, Inc., 800 Barksdale Road, P. O. Box 8139, Newark, DE 19711.


This pamphlet stresses the importance of parent's reading to the preschool child, and offers ideas for successful ways to proceed. A particularly useful section explains to parents how children learn what reading is all about from experiences with storybooks. This section will help parents see that reading to children is not just entertaining and enjoyable, but also helpful in teaching a child in some very specific ways to learn about reading. Photographs of parents and children reading together are sprinkled throughout the text.



Engle, R. C. Language Motivating Experiences for Young Children. 1974. 267 pp. \$9.95. Available from Educative Toys and Supplies, 6416 Van Nuys Blvd., Van Nuys, CA 91401. (See Curriculum: Language.)



Grandmother and Leslie. 16 mm color film (28-1/2 min.). Available for rental from Perennial Education, Inc., P. O. Box 236, Northfield, IL 60093. Rental: \$15.00. (See Curriculum: Language.)



Helping Your Children Discover. Fifty cents "while they last." Available from New Hampshire Right to Read, Department of Education, Division of Instruction, 64 North Main St., Concord, NH 03301. (See Curriculum: Problem Solving.)

PARENT INVOLVEMENT



Helping Your Child to Read Series. Price not given. Available from Virginia Right to Read, Department of Education, P. O. Box 60, Richmond, VA 23216.

"Parents as Teachers" (20 pages) and "From Talking to Print" (32 pages) are directed to parents of preschool through primary-grade children. High pictorial content and easy-to-read text present valuable guidance for parents.



How Can I Help My Preschool Child in Reading? (Three pamphlets), 3 pp. each, single copies free (reduced price for bulk orders). Available from the Georgia Department of Education, Atlanta, GA 30334.

This series of pamphlets is printed in attractive, bright colors. Suggestions for reading to children, talking with children, and playing readiness games with children are given. The pamphlets are easy to read and understand, and are nicely illustrated.



"How Language Grows." Filmstrip and record (10 min.), 1973. Available for purchase from Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY 10017. (See Curriculum: Language.)



Ives, Josephine, Laura Bursik, and Sumner Ives. Word Identification Techniques. Chicago: Rand McNally, 1979. 261 pp. \$6.95. (See Curriculum: Reading.)



Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. 1976. 144 pp. \$5.50. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (See Curriculum: Language.)




Larrick, Nancy. A Parent's Guide to Children's Reading. 4th ed. Garden City, NY: Doubleday, 1975. 432 pp. \$8.95. (See Curriculum: Reading.)





Larrick, Nancy. "Home Influence on Early Reading." Today's Education, November-December 1975, pp. 77-79.


Persuasive evidence that the home influence outweighs that of teachers and textbooks at school. Explicit suggestions for ways parents can help.


 Larrick, Nancy. "How to Help the Beginning Reader." The New York Times Education Supplement, January 1978, p. 5.

News article explaining why and how, along with list of materials to aid parents.


 Micromonographs. For orders of 20 or more, \$1.50 per pupil per year; for orders of fewer than 20, \$3.00 per subscription. Available from Scholastic Magazines, 902 Sylvan Ave., Englewood, NJ 07631. (See Curriculum: Reading.)

 O'Connor, Vincent F. Mathematics in Buildings. 1978. 30 pp. \$5.49. Available from Raintree Children's Books, 205 West Highland Ave., Milwaukee, WI 53202. (See Curriculum: Mathematics.)

 O'Connor, Vincent F. Mathematics in the Kitchen. \$5.49. Available from Raintree Children's Books, 205 West Highland Ave., Milwaukee, WI 53203. (See Curriculum: Mathematics.)

 Parent Brochures. Single copies free with stamped self-addressed envelope; \$3.00 per 100 from Order Department, IRA. Available from Public Information Office, International Reading Association, 800 Barksdale Rd., Newark, DE 19711.

These six-page brochures cover such topics as: "Your Home is Your Child's First School," "You Can Encourage Your Child to Read," "Good Books Make Reading Fun for Your Child."

 Parents and Beginning Readers. \$1.35 each. Washington, DC: National Reading Center, n.d. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC.

A series of 12 articles for parents on how to help preschoolers and beginning readers at home: "Getting Ready to Read," "Creating A Good Reading Climate at Home," "Reading Games to Play at Home," "Kindergarten--An Important Pre-Reading Step," "Reading and Language Development in First Grade," "Reading Readiness--What Parents Should Know About It," "A Primer for Parents on Reading Methods," "Adults As Reading Models for Children," "Vision, Hearing, Coordination and Health in Reading," "Reducing Pressures in Learning to Read," "Getting Help on Reading Outside of School," and "What Can Communities Do to Improve Reading Programs?" By distinguished leaders in the fields of education and librarianship, these articles are written unusually well and packed with pertinent information and sound advice.

PARENT INVOLVEMENT



Parents Are Teachers Too. 16mm color film (20 min.). Available for rental from Modern Talking Picture Service, Inc., 16 Spear Street, San Francisco, CA 94105; or from the same company at 122 West Chippewa Street, Buffalo, NY 14202.

Parents perceive the crucial importance of their role as the child's first, most important, and continuing teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play. Discussion guides are available in bulk quantities upon request to Head Start, 1200 19th St., N.W., Washington, DC 20505.



PSEA pamphlets. Available from the Pennsylvania State Education Association, Box 1724, Harrisburg, PA 17105.

Six-page pamphlets on such topics as: "Getting Ready to Read," "How to Help Your Child Learn," "Conferring Successfully with Your Child's Teacher." Lively, succinct, and attractively illustrated guidance that is wise and sympathetic.



Read to Your Child. 7 pp. 50-100 copies, \$.25 each (reduced price for bulk orders). Available from Positive Parent, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701.

This pamphlet explains to parents how they can help their child learn about language and reading. Parents are given ideas about how to read to young children and how to select books. There is also a section explaining how to make books for and with children.




Reading in the Home. Available, free from Scholastic Magazines, 50 W. 44th St., New York, NY 10036.

A six-page folder for parents, giving simple, practical suggestions.




Reading: Parents Can Help. 1977. 7 pp. Available from National Education Association, Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516.

This short brochure gives parents suggestions for helping preschoolers and early primary-level children learn to read. The brochure is written in a simple "Do and Don't" format. Suggestions are to the point and clear. Good guidance suggestions are included for all age levels (e.g., when children show interest, help them pick out letters that spell their name, etc.).




Reporting on Reading, IV, 4 (June 1978). Published for the National Right to Read Effort, U.S. Office of Education. Available free from CEMREL, Inc., 3120 59th Street, St. Louis, MO 63139.

With the theme "Parents as Models for Reading," this eight-page issue includes a number of lively articles, including "Taking Learning Home," "Reading Programs Involve Urban Parents," and "Parents as Partners: Catch Phrase or Commitment?"




Rogers, Norma. "How Can I help My Child Get Ready to Read?" 24 pp. Single copies, \$.50 (reduced price for bulk orders). Available from International Reading Association, Inc., 800 Barksdale Road, P. O. Box 8139, Newark, DE 19711.


This pamphlet encourages parents to give their preschoolers a broad start in learning as a good foundation for learning to read. Many specific ideas for materials and activities are given. This is the kind of booklet, though short, that parents can refer to for ideas as they need them.




Sayre, Joan M. Helping the Child to Listen and Talk. Danville, IL: Interstate Printers and Publishers, 1966. 31 pp. \$.40. (See Curriculum: Language.)



Schickedanz, J. "Please Read That Story Again." Young Children, 33, 5 (1978). pp. 48-55. (See Curriculum: Reading.)




Sharing Literature with Children. 1977. 66 pp. Available for \$2.00 from the Orlando Public Library, 10 N. Rosalind Ave., Orlando, FL 32801. (See Curriculum: Reading.)




Smethurst, Wood. Teaching Young Children to Read at Home. New York: McGraw-Hill, 1975. 237 pp.

A warm and sensitive book for parents of preschoolers. Gives explicit directions for those whose children are ready to read.




Sordahl, Lorraine, M. and Sr. M. Julitta, O.S.F. Parents: You Are the Key to Reading Success for Your Child. For information, address Sr. M. Julitta, O.S.F., 3221 South Lake Dr., Milwaukee, WI 53207.

Three 16-page mimeographed booklets by two members of the Right to Read Committee of the Milwaukee Area Reading Council. Number 1, "Before Your Child Reads," gives excellent suggestions on developing the child's visual-motor awareness, sound awareness, color awareness, mental awareness, physical fitness, self-reliance and work habits, and love of books, along with recommended books and toys which will develop early awareness. Number 2, "Supporting Your Child in Early Reading," includes guidance on developing left-right directional sense, visual discrimination, sound discrimination, informational background and language development, a reading atmosphere in the home, as well as stimulating reading activities. Number 3, "Advancing and Maturing in Reading," recommends ways to motivate the child, activities to help him or her advance in reading and work-attack tools, and how to support early reading efforts.




West, Suzanne. "A Sense of Wonder--Parents and Children Together." Young Children, 29,6 (September 1974), pp. 363-368. (See Curriculum: Science.)




Weiser, Margaret. "Parental Responsibility in the Teaching of Reading." Young Children, 24,4 (1974) pp. 225-230.

This article stresses the importance of parents' role in helping young children get ready to read. The reading process is described as being based on language development, concept development, experiences with books, and the modeling of reading by important adults. The article is addressed to teachers.




What's So Great About Books? 16mm color film. Available for rental from Children's Department, Orlando Public Library, Orlando, FL 30803.

This film for parents demonstrates the use of books with very young children. Parents are encouraged to start reading to their children when they are still in infancy.




Your Child and Reading. 1973. 14 pp. Single copies, \$.35 (reduced price for bulk orders). Available from Houghton Mifflin, One Beacon St., Boston, MA 02107.

This pamphlet is intended for parents of preschool-aged children. It contains ideas for reading-related activities to be carried out in the home. Talking to children, listening to children, and reading to children are stressed and guidance techniques are sprinkled in as well (e.g., be patient, don't compare your child to another, don't turn games into work). There is a short section near the end of the pamphlet about supporting the child's reading effort once he or she starts elementary school. This section helps communicate to parents that they have an important role to play after children start formal schooling. A short list of good books for young children is included at the end of the pamphlet.


 Your Child and Reading: How You Can Help. Boston: Houghton-Mifflin, 1973. 16 pp. \$.27.

Booklet of practical advice, including list of good books for the young child. Also available is a Spanish edition, which includes a list of other children's books available in Spanish.

PARENT/CHILD ACTIVITIES - MATERIALS




Baker, K. R., ed. Ideas that Work with Young Children, 2nd ed. Washington, DC: National Association for the Education of Young Children, 1979. 230 pp. \$4.50 (See Curriculum: General - Curriculum Guide.)




Brown, Mary E. "Some Basic Equipment for Infant Classrooms." 1966. 10 pp. 15 cents. Available from the Mountain View Center for Environmental Education, University of Colorado, 1511 University Avenue, Boulder, CO 80302.

This list of furnishings and equipment was prepared for work in an urban summer project by the headmistress of a British infant school, making it very appropriate for early childhood centers. Its inclusion of many common household items may help parents to focus on science experiences available at home. Citations of many materials, objects and living things as well as equipment for science and mathematics inquiry are valuable. Staff members in centers should also find inspiration in this book.



Chernoff, Coldie. Puppet Party. Englewood Cliffs, NJ: Scholastic Book Services, 1972. 24 pp. \$1.25.

Instructions are given for making hand puppets from bags, paper plates, socks, and paper cups. Children can make many of these; parents will enjoy the take-home activity at a meeting or at the parents' resource center.



Delange, Christine M., ed. Our World, Our Words: Adventures. Homework. Playhouse. (Three notebooks) 1976. 150 pp. total. \$14.00 for the set. Available from Intersect, 1101 17th Avenue South, Nashville, TN 37212.

These delightful and stimulating resource books are especially useful for parents with limited access to elaborate materials. It alerts parents to the vast potential of ordinary daily happenings as stimulating learning experiences for children. The booklets are designed to encourage parents to take advantage of the reciprocal relationship between language development and environmental exploration in all children by using everyday activities as a basis for talking with the young child.

Each activity, which requires no unusual materials or preparation, is presented in terms of the total sensory context in which it occurs. A child playing with mud is alerted to outdoor sounds. At a parade

the child is alerted to tastes and smells such as popcorn or exhaust fumes. A vocabulary section is provided to assist the parents in talking with their children about an activity and about the way they experience it. For example, the activity of going to the store can be described by words related to the store itself (aisle, cart, cash register), to the food (canned, frozen, fresh, meat, fruit), and to the process of shopping (choosing food, pushing the shopping cart, checking out).



Doyle, Ruth Moses. Soft Toys Made with Love: And the Help of 30 Full-sized Patterns. East Dennis, Mass.: East Dennis Publishing Co., 1975. 94 pp.

Exact instructions for making 30 stuffed (soft) toys are given, along with photographs of finished products and full-sized patterns suitable for tracing. Parents with sewing ability and equipment may find these projects enjoyable and fulfilling. The book may be a popular offering in a parents' resource center.



"Feely Bag," "Sound Cans," "Flannel Board." Filmstrips and cassette tapes (10 min. each). (Cost - unavailable.) Available for purchase from the General Learning Corporation. (See Curriculum: Language.)



How to Make Sock Toys. Park Ridge, Illinois: Clapper Publishing. 48 pp. \$1.00. Available from Clapper Publishing, Park Ridge, IL 60068.

Simple instructions are given for making more than 50 dolls and toys from socks. Activities for parents' meetings are also suggested.



Hundley, Joyce D., and Muller, Jeanne D. Folk Art Toys and Furniture for Children. Garden City, NY: Doubleday & Co., 1975. 138 pp. \$4.95.

Parent resource centers and parent involvement projects sometimes can benefit from books such as this one. The book gives line drawings, scale patterns, and a few colored photographs of folk toys and interesting children's furniture. These are not simple projects, but would involve planning and days of work in sequence, and could lend themselves to group endeavors.



Karnes, Merle B. Creative Games for Learning: Parent, Teacher Made Games. 1977. 160 pp. \$7.50. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (See Curriculum: General Curriculum Activities.)

PARENT INVOLVEMENT



Lorton, Mary Barrata. Workjobs for Parents. Reading, MA: Addison Wesley Publishing Company, 1975. \$5.00. (See Parent Involvement: Parent/Child Activities - General Resources.)



"One Family, One Home Visitor, and Learning." Filmstrip and record (24 min.). \$24.00. Available for purchases from Bank Street College, 610 W. 112th Street, New York, NY 10025. (See Parent/Child Activities: General Resources.)




Sanderson, Gretchen S. Book of Fun. 1972. 16 pp. \$.39. Available from All-Time Activities, Inc., Box 633, Boston, MA 02120.

Twenty-six specific make-at-home projects are presented with clear illustrations. Household throwaways and common craft tools, such as crayons and scissors, are the only materials needed. Included are instructions for some special holiday items.




U.S. Department of Health, Education and Welfare. Fun in the Making. 1973. 30 pp. Paper. \$.45. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Order DHEW No. (OCD) 73-31, Stock No. 1790-00011.)

Ideas for making games and toys from household items are presented in this little booklet. Some line-drawn illustrations help children and adults see how to do some of the suggested activities.

PARENTING RESOURCES



Bert, Diane K. THE EFFECTIVE PARENT. A SOUND-&COLOR FILMSTRIP SERIES. Set 1. The Parent as a Teacher, Set 2. Learning in the Home, Set 3. Learning Away from Home, Set 4. Learning Through Play. Each set has five color filmstrips, one 12-inch record or three cassettes (you choose), five audio-script booklets, and one discussion guide. Price for all four sets: \$220.00. Price per set: \$65.00. Available from Parents' Magazine Films, Inc., Dept: 99A, 52 Vanderbilt Ave., New York, NY 10017. (See Parent Involvement: General References,)



Carew, J. V., I. Chan, and C. Halfar. Observing Intelligence in Young Children: Eight Case Studies. Englewood Cliffs, NJ: Prentice-Hall, 1976. 160 pp. \$6.95.

This book consists of observational reports of the home learning environments of eight families. The findings of the study based on the observations include the following:


1. The most competent babies had mothers who were good organizers, and arrangers and shapers of their infants' experiences and routines.
2. Homes of competent children had toys that were typical of a nursery school (e.g., crayons, paper and scissors).
3. Competent children were allowed to help with the household chores (e.g., dusting, hammering, raking leaves, helping to sort laundry).



Child Development: The Preschool Years and Skills for Parents. Film-strip sets. Each contains two color filmstrips, two 12-inch records or cassettes, and a discussion guide. Each set costs \$52.50. Available from Guidance Associates, 757 Third Ave., New York, NY 10017.


Child Development: The Preschool Years is essentially concerned with the basic developmental stages of a normal child from birth to five years of age. A companion program, Skills for Parents, deals with the same developmental period but focuses specifically on the role of the parent. The two programs are most effective when seen together. The films are built around documentary case histories and first-person interviews with on-location photography in full color and sound recordings made in hospital and home settings. The series would be useful in parent discussion groups and parent education classes.

PARENT INVOLVEMENT




Cohen, Dorothy H. "Through a Glass Darkly: Television and the Perception of Reality." The National Elementary Principal, 56,3 (January/February 1977), pp. 22-29.

A probing analysis of the sensory overload and deliberate distortions that interfere with the normal perceptual development of heavy TV viewers.



Comer, James P., and Poussaint, Alvin F. Black Child Care: How to Bring Up a Healthy Black Child in America: A Guide to Psychological and Emotional Development. New York: Simon & Schuster, 1976. 470 pp. \$2.25 Paper, \$11.95 Cloth.


The subtitle describes the scope of this volume. The question-and-answer approach, which is used throughout, is effective, although sometimes repetitious. The book is well written and both theoretical and practical. It should be helpful to black parents and especially helpful to all professionals working with minority racial and ethnic groups.



Dinkmeyer, Don, and McCay, Gary D. Raising a Responsible Child. New York: Simon and Schuster, 1973. 256 pp. \$8.95.

Dinkmeyer and McCay believe that effective parenting is the most challenging task of life, one for which many parents are ill-prepared. In their STEP (Systematic Training for Effective Parenting) program and in this book, they expound practices that will result in improved communications, more cooperative behavior, and democratic relationships between the generations. They stress mutual trust and respect between parent and child, and urge parents to accept themselves and their limitations so that they can better accept their children. Parents should provide opportunities for children to make decisions within limits, and then should allow them to be responsible for their decisions. This type of direction is called "natural and logical consequences."


The authors emphasize parents' understanding the reasons behind children's misbehavior. Children act out in order to get attention, power, or revenge, or to display inadequacy. When parents understand the motives for misbehavior, they can deal with it much more effectively.



Dodson, Fitzhugh. How to Parent. New York: The New American Library, 1970. 444 pp. Paper. \$2.25.


This is a popular and readily available source of child-rearing advice for parents. Although wordy, it covers a lot of parental ques.

tions and concerns in an informal way. The advice given is generally based on the child's developmental level. Of special interest for Basic Educational Skills Project purposes are Chapters 11 and 12, on preparing children for school. The discussion centers largely around language, reading, and number concepts. Staff will find it provocative; they may disagree with a few of the author's opinions.




Dreikurs, Rudolf, and Grey, Loren. A Parent's Guide to Child Discipline. New York: Hawthorne Books, 1970. 112 pp. Paper. \$2.95.

The authors help parents to think through and apply the application of logical consequences as discipline. The method is based on mutual respect between child and parent. The book also considers a wide variety of typical conflict situations between parents and children, and examines methods for achieving agreed-upon solutions. General consideration of problem-solving techniques could be keyed to these same mechanisms in educational settings and BES-related activities. Dreikurs has written a number of related books; this one is especially for daily home situations. Recommended for staff training, for use with parents, and for parents to use at home.




Elkind, David. "Children's Questions." In Children and Adolescents: Interpretive Essays on Jean Piaget, pp. 26-34. New York: Oxford University Press, 1970. \$3.50. (See Curriculum: Problem Solving.)



Erikson, Erik. "Eight Ages of Man." In Childhood and Society, pp. 237-244. New York: Norton & Co., 1963. \$3.45.

This classic volume introduces and describes the eight stages of human psychosocial development: trust versus mistrust; autonomy versus shame and doubt; initiative versus guilt; industry versus inferiority; identity versus role confusion; intimacy versus isolation; generativity versus stagnation; and ego integrity versus despair. Erikson sees each developmental stage as presenting inner and outer conflicts that are weathered by a vital personality.



Fraiberg, Selma H. The Magic Years: Understanding and Handling the Problems of Early Childhood. New York: Charles Scribner's Sons, 1968. 305 pp. \$4.95.

The Magic Years traces the emotional growth of children and their families, and treats the trials and tribulations of childhood and parenthood with sensitivity and understanding. The approach is dynamic. The author weaves the best of theoretical models into a thoroughly understandable, readable format, using specific examples to illustrate "quality parenting" concepts.

PARENT INVOLVEMENT



Gardner, Howard. Developmental Psychology: An Introduction.
Boston: Little, Brown, 1978. 612 pp. \$14.95.

An excellent general introduction to issues in child development. Written with the skill of a good novelist, leads the reader on in anticipation of the next milestone in the child's development. A good resource for both parents and teachers, it covers all of the main issues in emotional and intellectual development in an interesting format.



Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1965. 252 pp. Paper. \$1.25.

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The author's name has become a byword through this book, one of the first in the current wave of parenting-through-communication books. This paperback is readily available to parents, most of whom like it. It is entertaining reading that provides sound developmental advice about communication in families, family routines, discipline, responsibility and independence, such special areas of child education as sex and reproduction, and aspects of emotional development such as jealousy and anxiety. The book also discusses children and/or adults who need professional help, special family crises, and sources of help.



Goldsen, Rose K. The Show and Tell Machine: How Television Works and Works You Over. New York: Dial, 1977. 440 pp. Paper, \$4.95. Cloth, \$10.00.

A sociology professor at Cornell, Goldsen presents a fascinating and profoundly sobering report on the devastating effect of television on family life and family communication, on independent thinking and the ability to evaluate.



Gordon, Ira. "Parenting, Teaching, and Child Development." Young Children. 13,3 (1976), pp. 173-184.

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The article discusses the ways that parenting and teaching are similar. It argues that based on what we know about child development, we can determine what makes for good teaching and at the same time, prepare people to be effective parents.




Gordon, S., and Wollin, M. Parenting: A Guide for Young People. New York: Oxford Book Co., 1975. 184 pp. \$3.50.

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Young people are the target audience for this education-for-parenthood book, which is written with a clarity and simplicity of style that makes it very easy to read. The book begins with chapters on marriage, basic facts of human reproduction, pregnancy and delivery.

There is a systematic yet non-technical discussion of how children grow, develop, and learn, and of what parents can and should do to give their children the best possible start in life. The emphasis is on parental responsibility for providing optimal conditions for a child to grow and learn. Some of the topic areas discussed are: permissiveness versus firm, loving control; sex education for young children; play and learning and how a parent can help; the family's mental health; teachable moments; and child feeding. The authors emphasize that the home is the child's first and most significant school and that parents are the child's first and most significant teachers.




Howe, Michael J. A. Television and Children. Hamden, CT: Linnet Books, 1977. 157 pp. \$7.50.

A well-documented report on the powerful influence of TV on children, its desirable and undesirable effects, with comments on how it ought to be used. Written by a British psychologist and first published in England.




Jenkins, Gladys. "I'm Not a Thing," Childhood Education, 49:398-402 (May 1973).

A plea for adults to respect children's growth patterns and to realize that a child's feelings about himself will determine, in large part, his ability to cope with his world.




Kaye, Evelyn. The Family Guide to Children's Television: What to Watch, What to Miss, What to Change and How to Do It. Revised edition. New York: Pantheon, 1979.

A dissection of the state of children's programming with bold proposals for dealing with the TV takeover in 97 percent of the homes of this country.



Kids for Sale. 16mm color film (22 min.). Rental: \$30.00. Purchase: \$285.00. Available from Action for Children's Television, 46 Austin Street, Newtonville, MA 02160.

Deals with TV programs and commercials, including quotes from children and professionals about the effect of TV on young viewers.



Krumboltz, John D., and Krumboltz, Helen Brandhorst. Changing Children's Behavior. Englewood Cliffs, NY: Prentice Hall, 1972. 268 pp. Paper. \$7.95.

PARENT INVOLVEMENT

This book covers areas of behavior in children that are of concern to parents. Based on social learning theories, the book applies the principles of behavior modification to child-rearing, and focuses on the model role of parents. It explains the concepts of strengthening desired behavior, developing and maintaining new behavior, stopping inappropriate behavior and modifying emotional responses. Actual situations from family and school settings depict children of all ages. This is a good reference for staff on behavior modification techniques, and is useful as a supplement in parent training work.

Larrick, Nancy. "Do You Have TV Interference?" Today's Education, November-December 1978. pp. 39ff.

What teachers observe as the effects of TV on children and how parents and the schools are coping.

Larrick, Nancy. "Hey, Mom, Who Put the Television in the Closet?" English Education, Fall 1976, pp. 3-11.

Facts and figures on the nature of the television takeover in the lives of children and its potential effect.

Logan, Ben. Television Awareness Training. New York: Media Action Research Center, n.d. 304 pp. \$8.00. Available from Media Action Research Center, 475 Riverside Drive, New York, NY 10025.

A workbook designed for use in Television Awareness Training Workshops. Includes articles about TV as well as exercises to help adults become more sensitive to the sweeping influence of TV.


Mankiewicz, Frank, and Swerdlow, Joel. "Reading, Learning, and Behavior: Electronic Childhood." In Remote Control: Television and the Manipulation of American Life, pp. 163-213. New York: Times Books, 1978. \$8.95.

An eye-opening probe into the effects of television in the lives of children in the rapidly changing society in which we live, and the distortions and dysfunctions introduced by television.


Mayer, C. A. Understanding Young Children: Emotional Behavior and Development (No. 115). 76 pp. \$1.75. Understanding Young Children: Intellectual Development and Intellectual Disabilities (No. 118). 34 pp. \$1.25. Understanding Young Children: Learning Development and Disabilities (No. 116). 24 pp. \$1.25. Understanding Young Children: Language Development and Language


Disabilities (No. 117). 27 pp. \$1.25. Urbana, IL: ERIC Clearinghouse on Early Childhood Education, 1974.

Designed to help parents avoid learning problems, these booklets address ways in which parents can respond helpfully to children's developmentally significant actions and responses. By means of cartoon children and adult figures with thought-blurbs above their heads, these pamphlets develop a parent's awareness of what a child needs for good development, whether emotional, language, or intellectual learnings are involved. The writing is admirably clear and simple. Complex and subtle ideas are present about promoting optimal child growth and development and about learning to detect and deal appropriately with developmental disabilities early.


 P
McLaughlin, Clara J. The Black Parent's Handbook: A Guide to Healthy Pregnancy, Birth, and Child Care. New York: Harcourt Brace Jovanovich, 1976. 200 pp. \$3.95.

An excellent resource for black parents on the issues particular to black families at the time of pregnancy, birth, and child care to age six. The book includes sections on educating the young child, discipline, sex education, and prompting black pride.

 P
Parents Are Teachers Too. 16mm color film (20 min.). Available for rental from Modern Talking Picture Service, Inc., 16 Spear St., San Francisco, CA 94105; or from the same company at 122 West Chippewa St., Buffalo, NY 14202. (See: Parent Involvement: Parent/Child Activities: Specific Resources.)


 P
Parenting in 1977: A Listing of Parenting Materials. \$3.00. Available from SEDEL-PMIC, 211 East Fifth St., Austin, TX 78701.

This is an extensive annotated bibliography of materials divided into many subject areas.

 P
Paterson, Gerald, R., and Guillion, M. Elizabeth. Living With Children. 2nd ed. Champaign, Illinois: Research Press. 1971. 96 pp. \$3.50.


PARENT INVOLVEMENT

Behavior modification techniques are explained, and their basis in social learning theory is briefly examined. Section I uses question-answer format to get parents thinking about child behavior and their relation to it, reinforcers and their function, use of social and non-social reinforcers, children's role in alerting/manipulating, unplanned training, observing the child, and retraining. Section II presents specific syndromes of commonly defined undesirable behavior and family problem situations, and gives specific treatment programs based on social learning theory. This book seems especially useful for these specific situations, and within a context of parent involvement that supplies supportive attention to overall development of children and parents.




Polk, Lee, and Leshan, Eda. The Incredible Television Machine. New York: Macmillan, 1977. 148 pp. \$6.95.

Although written for young readers, this book is an excellent introduction for adults who want to know how the TV industry works, how programs are put together, and how the heavy viewer may be affected.



P.T.P. Preparing Teenagers for Parenthood: A Recommended "how to" Program Guide for Youth Development and Final Report on Education for Parenthood Program. 1976. 46 pp. \$1.00 for both. Available from the National Federation of Settlements and Neighborhood Centers, 232 Madison Ave., New York, NY 10016.


The objective of this National Federation program is to provide low-income youth with an opportunity to explore a variety of adult roles related to family life and to acquire or develop psycho-social awareness, problem-solving skills, and knowledge needed to function effectively in those roles. The program attempts to develop a method of working with youth that many agencies and institutions can use. The educational objectives are to increase understanding of basic human sexuality, pregnancy, birth, child development, and parental roles; to provide structured child-care career opportunities; to enhance youths' communication with their parents and youths' development as informed, productive community members. The resources should be useful for professionals interested in training young people for caregiving and future parenthood.




Ridenour, Nina, and Johnson, Isabel. Some Special Problems of Children Aged Two to Five Years. Rev. ed. New York: Child Study Press Publications, 1976. 61 pp. \$1.50.

The pamphlet deals with commonly described problem behavior in young children: hurting others, destroying things, using abusive language, not sharing, thumb sucking, masturbating and having common


fears. Guidance suggestions include some developmental background, information on personality needs and expressions, and specific ways to handle problem situations at home. Focus is on prevention.

 Rowen, Betty. Tuning in to Your Child: Awareness Training for Parents. Washington, DC: Humanics Associates, 1975. 103 pp. \$5.00.


This book heightens parents' awareness of the uniqueness of their individual children through the concepts and exercises of sensitivity training. Participation in the activities described can help parents notice not only more about their child's behavior, but also more of what goes on around them in their daily relationships as well. One chapter deals with specific ways in which a parent can systematically and productively observe his or her child and keep useful records. Another chapter describes how children reveal themselves through various forms of expression, such as dancing, painting, or playing with puppets. The second half of the book discusses levels of child development and offers specific exercises and activities that help parents understand their children's behavior.


 Safran, Claire. "How TV Changes Children." Redbook, November 1976, p. 88.

Startling changes are reported in children whose parents agreed to limit TV viewing to one hour a day during a four-week test period.

 Seldin, John L. "The Saturday Morning Massacre." The Progressive, September 1974, pp. 50-52.

"Networks practice their own form of child abuse in the drive for television profits," as reported by an advertising man.

 Shure, M. B. and Spivack, G. Problem Solving Techniques in Childrearing. San Francisco: Jossey-Bass, 1978. 261 pp. \$12.95. (See Curriculum: Problem Solving.)

 Singer, Jerome, L., and Singer, Dorothy G. "Television: A Member of the Family." The National Elementary Principal, 56,3 (January/February 1977), pp. 50-53.

Two Yale researchers report on their work on determining the effects of TV on children and how programs can be used to develop their positive emotional growth and imaginative skills.



Smith, Helen Wheeler. Survival Handbook for Preschool Mothers.
Chicago: Follett Publishing Co., 1978. 163 pp. \$2.95.

This book is an outgrowth of the author's ten years of teaching parenting classes and elementary and nursery school. Mrs. Smith, a grandmother, translates much of the technical research on child development into concise language that most parents can understand. She gives busy mothers short, common-sense advice about how to survive the pre-school years and how to help the child develop into a health, happy, well-adjusted individual who is ready for school.

According to Smith, "misbehavior is low self-esteem," which requires a "quick fix" for fostering self-esteem in the child. The book includes creative recommendations for disciplining, handling tantrums, dealing with sibling rivalry, and providing educational play.



Stone, J. A Guide to Discipline. 1978. 30 pp. \$1.50. Available from the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

This pamphlet is a clear, thoughtful guide for teachers, parents, and others who work with young children. The author proposes an approach to discipline that combines caring and fairness with control. Explaining that children imitate adult example, Stone suggests that adults pay more attention to their manner, voice tone, bodily actions, and methods of dealing with problems, in order to see how these affect a child's behavior. She provides a large number of clear examples that offer strategies and words to use as tools for maintaining control and preventing problems.



Stubblefield, Robert L. "The Lure of Television--Ways to Unplug Your Kids." U.S. News & World Report, 12 September 1977, p. 24.


Interview with leading child psychologist brings out practical suggestions for limiting the ill effects of heavy TV viewing.




The Effective Parent. A series of four sound and color filmstrip sets. Each set contains five color filmstrips, one 12-inch record or three cassettes, five audio-script booklets, and one discussion guide. Each set costs \$53.00 with the record, or \$58.00 with the cassettes. The complete set can be purchased for \$180.00 with the records, or \$200.00 with the cassettes. Available from Parents Magazine Films, Inc., 80 Newbridge Road, Bergenfield, NJ 07621.

Set 1 discusses the Role of the Parent as Teacher. It covers language development and how parents can support children's needs for independence, self-discipline, and loving attention. Set 2, Learning


in the Home, shows many everyday routines that provide opportunities for parents to introduce new words, concepts, and ideas. The importance of books and magazines for children and wise parental supervision of television are emphasized. Set 3, Learning Away From Home, illustrates with photographed sequences the three key steps caregivers can follow to turn neighborhood trips into learning experiences. A trip to the laundromat is used as an example that can teach children about color, size, money, and sorting by categories. Set 4, Learning Through Play, offers guidelines for the evaluation of toys and ways to teach various concepts and principles with simple homemade toys.

 **The Exceptional Parent.** Six publications yearly, \$12.00. Subscriptions available from Psy-Ed Corporation, 26A Beacon St., Boston, MA.


P This periodical offers practical information for parents of children with all kinds of handicaps. It is a forum for the mutual sharing of information by parents and professionals concerned with handicapped children.

 **The Single Parent: The Journal of Parents Without Partners.** Ten publications yearly; \$2.75 for members, \$5.50 for non-members. Subscriptions available from Parents Without Partners, Inc., 7910 Woodmont Ave., Washington, DC 20014.

P This magazine covers a wide spectrum of topics of interest to single parents, such as coping with the effects of family changes due to separation and divorce, and solving day-care dilemmas. The magazine reviews books of interest to single parents.

 **The Six Billion \$\$\$ Sell.** 16mm color film (15 min.). Two-day rental: \$26; Purchase: \$240.00. Available from Consumer Reports-Films, 256 Washington St., Mt. Vernon, NY 10550.

Using clips from TV commercials, young people in the film try out products and premiums and talk about selling techniques and their own experience with advertised products. Although focused on young viewers, the film is equally effective with adults.

 **Turekian, Roxanne, and Workman, Gwendolyn, (Eds.). Focus Preschool: Seminars in Parenting.** Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 45 pp. \$2.06. (ED145959).

This volume contains a series of seminars on parenting presented by the North Haven Right to Read Advisory Council. The major theme of the seminars is the role of the parent in stimulating the child's

PARENT INVOLVEMENT

total development: emotional, social, and intellectual. Specific topics examined are: (1) the young child's view of himself: his basis for learning; (2) infant play; (3) parental involvement in the learning process; (4) parents' role in the preschoolers' learning ability--danger signals; and (5) effects of television on young children.



TV the Anonymous Teacher. 16mm color film (15 min.). Rental: \$20; Purchase: \$225. Available from Mass Media Ministries, 2116 N. Charles St., Baltimore, MD 21218.

Interviews with psychologist on the effect of television are punctuated with film clips of young children watching television. Narrated by Dr. Robert M. Leibert, who comments on current violence, commercial advertising, sexual and racial stereotyping, and child involvement in the viewing of adult programs. A brief, high-impact treatment of a current social problem.



U.S. Department of Health, Education and Welfare. Child Development in the Home. 1974. 20 pp. 45¢. Paper. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Stock #017-091-00193-6 (OHD) 74-42).

Some hints are given on promoting the development of responsibility, resourcefulness, problem-solving skills, and decision-making skills in children at home.



Verduin, John R., Jr., Harry G. Miller, and Charles E. Gree. Adults Teaching Adults: Principles and Strategies. 1977. 200 pp. \$14.95. Available from Learning Concepts, 2501 N. Lamar, Austin, TX 78705.

This book represents an introduction to the field of adult education and a foundation of adult learning. It also covers instructional processes and procedures, from assessing needs of adult learners and specifying objectives, to organizing instructional plans, methods of delivery, and evaluation. This book gives a practical overview approach on teaching adults. In simple, uncomplicated language, it gives numerous practical examples and applications, including samples of plans and models.



Warren, Virginia B. How Adults Can Learn More--Faster. 1973. 52 pp. Paper. \$2.00. Available from the National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Washington, DC 20036.
(See Parent Involvement: General References.)



Wolfgang, C. H. Helping Aggressive and Passive Preschoolers Through Play. Columbus, Ohio: Charles Merrill, 1977. 108 pp. \$4.50.

Dr. Wolfgang explains in this small and helpful volume that the child who lacks basic trust finds the world full of confusions and hostility. Such children may be passive and retreat, cutting off cognitive and emotional communication with others. The aggressive child may maintain him or herself in a panicky, hyper-alert state. The child feels constantly flooded by tension and anxiety, which are discharged through impulsive and disruptive acts. Wolfgang's program uses play as the special key to establishing a body level of trust in adults; Body games are suggested to promote body awareness and an ability to symbolize in dramatic play.

Parents of children with either of these emotional difficulties will find down-to-earth, carefully sequenced activities (and the reasons for them) offered in this volume. Ways to organize space and time to help a preschooler with emotional troubles are suggested. This book should be recommended reading for parents whose children are in special preschool programs for emotionally troubled children.

III. TEACHER ATTITUDES AND BEHAVIORS

GENERAL REFERENCES

Almy, Millicent. The Early Childhood Educator at Work. New York: McGraw-Hill Book Co., 1975. 276 pp. \$7.95.

This book offers a blueprint for the professional development of trained early childhood educators, who may also serve as consultants and directors. Almy provides information in the following areas: child growth and development, work with parents and other adults, becoming a supportive resource for teaching, and research. Children's development is viewed from a longitudinal framework, along dimensions by Piaget and Erikson. In a chapter called "Assessing Development and Learning," a wide range of approaches is offered for assessing growth with cautions about the uneven quality of the multitude of tests available. The author emphasizes the need for research in the classroom and for researchers who know teaching first-hand.

Cohen, Dorothy. "The Three R's Mathematics". In Kindergarten and Early Schooling. pp. 313-321. Englewood Cliffs, NJ: Prentice-Hall, \$12.95. (See Curriculum: Mathematics.)

Dotts, W. "Black and White Teachers' Attitudes Toward Disadvantaged and Poverty." Education, 99:48-54, Fall 1978.

Report of a study conducted at Kansas State University at Manhattan, Kansas. The goal was to investigate the differences in attitudes expressed by white and black elementary teachers toward the disadvantaged and toward poverty. It was found that in almost all cases studied, there were no significant differences in attitudes between black and white elementary teachers; both groups expressed pessimistic expectations. It was concluded that race is not an important factor in having either high or low expectations of children from disadvantaged or impoverished backgrounds. For teacher education and inservice trainers.

Edwards, Rheable M. "Race and Class in Early Childhood Education." Young Children, 30 (1975), pp. 401-412. (See Curriculum: Bilingual/Multicultural.)

Elkind, David, and Lyke, Nancy. "Early Education and Kindergarten: Competition." Young Children, 30, (1975). pp. 393-400.

TEACHER ATTITUDES AND BEHAVIORS

This article aims to describe "some of the roots of the antagonism between early education and kindergarten teachers and to suggest ways of keeping young children out of the battle of professional prerogatives." The authors recommend an increasing respect for professionals in both areas and increased planning between both groups to discover areas of overlapping. Visits and teacher exchanges would also facilitate cooperation. Nine workshops for teachers and paraprofessionals are also described, including one on children and books. Steps in pre-planning and carrying out the workshop are specified, and there is a bibliography of books for children and books about children and literature. The outlines for the workshop and activities are flexible enough to leave room for individual modification.



Feeney, Stephanie, and Christensen, Doris. Who Am I in the Lives of Children? Columbus, Ohio: Charles Merrill, 1979. 279 pp. \$12.50.

This book serves as an introduction to the teaching of young children. It focuses on the personal and professional development of the teacher and links these two processes. The authors use a humanistic approach to education and stress the development of the whole child: physical, social, emotional, and intellectual. The book includes chapters on values, observation, interpersonal relationships, working with parents, and aspects of learning. Each chapter contains a discussion guide, resources, activities, and self-assessment checklists.



Havelock, R. G. The Change Agents Guide to Innovation in Education. Englewood Cliffs, NJ: Educational Technology Publications, 1973. 316 pp. \$12.95.

These books present practical strategies for promoting educational innovation. This information is useful to those who are attempting to realize programmatic or person change in an educational setting. In the first volume, the authors and their associates provide a framework for the design of programs to train adults in the skills of resource utilization and organizational intervention. In the second book, Havelock presents a six-step model for prospective change agents. Based on detailed research findings, he proposes a strategy that includes building a relationship with the client population, acquiring relevant resources, choosing appropriate solutions, gaining acceptance, and generating self-renewal. These books are relevant to the interests of adult educators, as they provide substantial insight to how and why we integrate and utilize new information.



Hildebrand, Verna. Introduction to Early Childhood Education. 2nd ed. New York: Macmillan Publishing Co., 1976. 470 pp. \$14.95.



Hildebrand, Verna. A Laboratory Workbook for Introduction to Early Childhood Education. 2nd ed. New York: Macmillan Publishing Co., 1976. 330 pp. \$8.95.

This set of books gives an overall view of schools for young children, curriculum, and professional considerations. The author believes that children learn and develop through play, decision-making, careful structuring of the environment, and the responsiveness of the teacher to children as unique learners. Of particular interest is the chapter "Getting to Know Children." In relation to this, the special value of the home visit is described, and advice on how to make such visits effective is provided. Worksheets are provided on this topic.

The chapter "Language Arts" deals briefly with language development; the emphasis is on respecting and valuing what children are communicating, and capitalizing on opportunities that arise throughout the day for extending their vocabulary. The worksheets accompanying this chapter structure observations of language. Forms are provided for planning language arts experiences. The categories on these forms are: developmental goals; objectives; materials needed; procedure; guidance; and suggestions. These forms could be used by the teacher and paraprofessional for joint planning. Other chapters and accompanying worksheets and forms of particular relevance are "Children's Literature," "Dramatic Play," and "Fostering Mental Growth Through the Sciences."



Johnston, William J.; Adams, Edmund B.; and Nudson, Henry. "Staff Development." In Materials and Methods in Continuing Education, Rev. ed. Edited by Chester Klevins. Canoga Park, CA: Klevins Publications, 1978. 412 pp. \$8.45 + \$1.50 postage.

This chapter presents a useful structural model for staff development, with application to continuing education, inservice training, and career development. The organizational patterns for staff development, including technical skills and planning, funding, and evaluation are presented.



Kidd, J. R. How Adults Learn, Rev. ed. New York: Association Press, 1973. 318 pp. \$14.95.

This book presents a basic approach to adult education, which examines the adult learner from the perspective of physical and sensory capacity, intellectual capacities, and the affective domain. It reports on the theories and principles of learning and applies them to several dimensions of teaching adults. It includes a section on environmental factors in learning, another on the learning transaction, and a third on the teacher in the learning transaction. This book can give adult teachers a good foundation in how adults learn. Its

unique contribution is contained in two chapters, 10 and 11, which deal with the learning transaction and the teacher's role in that transaction.



Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Association Press, 1970. 384 pp. \$12.95.



Knowles, M. S. Adult Learning: A Neglected Species. 2nd ed. Houston, Texas: Gulf Publishing Co., 1973. 254 pp. \$11.95.

In these two volumes, Knowles provides a comprehensive study of the elements and principles of adult learning, and presents voluminous information on planning, designing, and implementing program activities. Knowles bases his "new" educational process for adults on research findings in the fields of management, organizational development, counselling, psychotherapy, and social psychology. In the second book listed above, the concept of adult learning is developed in an historical context, and some of its theories are expanded upon. The book also includes an extensive bibliography on the adult learning process. Although literature on this topic is expanding rapidly, these books remain the definitive sources for adult educators.



McCarthy, Jan, and Charles R. May. Providing the Best for Young Children. 1974. 231 pp. \$3.25. Available from the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

Sections III through V in this book are composed of articles, selected from Young Children, that could be used with beginning teachers and paraprofessionals. Many are written by experienced teachers as is reflected in the wealth of practical details and helpful advice. Section III describes a variety of ways to inexpensively improve program planning (e.g., through carpentry, blocks, and educational cooking). Section IV, entitled "Improving Teaching Skills and Techniques," discusses communicating about feelings, listening to children's reflections on their experiences, and using language to comment on and support children's art. Section V, "Improving Insights and Understandings About the Way Children Learn," deals with significant aspects of play and offers the reader illustrations of child language and how it reveals child thought. The articles are short, suggest points of action, and are descriptive so that teachers and paraprofessionals should have no difficulty replicating the activities in their classroom.



Neumann, Eva A. "Developing Teacher Awareness." Childhood Education, 51,5 (1975), pp. 249-257.

Basic to children's acquisition of a wide variety of skills and ideas is receiving the right kind of teaching. Teachers who are intellectually alive themselves can spur children's intellectual growth. The author spells out a guided framework for discussion to stimulate teachers' curiosity and to foster positive self-concept. The focus is on a heightened awareness of self, the environment, and children. Sets of questions should provoke discussion in teacher and paraprofessional groups and on a one-on-one basis. They cover taking stock, accentuating the positive, and risking. A brief but useful bibliography is appended.

Read, Katherine H. The Nursery School. 6th ed. Philadelphia: Saunders Co., 1976. 40 pp.

This is the sixth edition of an important textbook on early childhood that was first published in 1950. The material is presented in a clear, concrete manner, and would be useful for paraprofessionals and beginning students in the field. It covers basic teaching skills, curriculum, child guidance, program planning, and home-school relations. It also presents a history of nursery school education.

Schickedanz, Judith A., and others. Strategies for Teaching Young Children. Englewood Cliffs, NJ: Prentice-Hall, 1977. 306 pp. \$11.95.

Staff trainers should find this a valuable book to use with paraprofessionals and beginning teachers. The emphasis is on each child as a unique person actively engaged in creating his or her understandings of the world. Lengthy sections on language arts and mathematics include discussion of their nature as well as specific, detailed activities, and inexpensive and easily available materials for carrying them out. The activities build upon and incorporate spontaneous interests of children during their play. Suggestions for variations of the activities are also provided. Other sections consider the education of young children in the humanities and sciences, and the section on the social sciences should help staff encourage the development of the young child's self-concept.

Stone, Jeannette Galambos, and Janis, Marjorie Graham. Daily Program 1 for a Child Development Center: An Overview. Washington, DC: Department of Health, Education and Welfare, 1974. 36 pp. \$.55. Available from the U.S. Government Printing Office, Washington, DC 20402.

TEACHER ATTITUDES AND BEHAVIORS


This booklet provides a brief overview of the essentials of a good Head Start preschool program. It includes a discussion of ways to organize space, curriculum planning, scheduling, teacher-child relationships, professional development of staff, and ways to use volunteers. This booklet could serve as a useful introduction for parents, paraprofessionals, or students who are interested in how a quality Head Start program works.




Todd, Vivian Edmiston, and Hunter, Georgienne H. The Aide in Early Childhood Education. New York: The Macmillan Co., 1973. 224 pp. \$9.50.


This book is written for aides from a wide age range, with a view toward helping them guide young children in observing and interpreting their world, in gaining satisfactions through conceptualizing their experiences, and in reading. The authors believe that aides learn inductively, through observation of children, and that they need to attain familiarity with widely used learning activities in order to support and extend them. Each area of learning is lucidly and briefly discussed, anecdotes illustrating child and aide interaction on the topic are provided, and activities are suggested in which the aide may engage to foster children's learning.

EFFECTIVE TEACHING PRACTICES


 Almy, Millie. The Early Childhood Educator at Work. New York: McGraw-Hill, 1975. 276 pp. \$7.95. (See Staff Attitudes and Behaviors: General References.)

 Biar, Medill, Team Teaching in Action. Boston: Houghton Mifflin, 1964. 229 pp.


This book is based largely on experiences in the Lexington (MA) Team Teaching Program. It provides many practical examples relevant to those interested in establishing and maintaining a team-teaching program. It also contains information about the design and facilities for team teaching and explores such issues as large-group instruction, meeting individual needs, and evaluation of the program. While it is based on an elementary school program, it has insights that are useful for preschool teachers.

 Bechtal, William M., and others. "Objectives, Competencies and Trust; They're All Essential for Effective Group Functioning." Journal of Teacher Education, 27:229-31 (Fall 1976).

This article discusses the necessary components of an effective team-teaching unit. It offers a series of team-building skills to assist in bringing together a teaching team and creating trust among the members.


 Chamberlin, Leslie, J. Team Teaching: Organization and Administration. Columbus: C. E. Merrill Co., 1969. 152 pp. \$2.95.

This book applies team teaching theory to actual classroom situations. It offers practical guidelines for beginning and conducting a team-teaching program. Throughout, the book places emphasis on both how and why. It includes such issues as decision-making, student groupings, classroom management, and program planning. It is geared for all age levels.


 Della-Piana, Gabriel. How to Talk with Children (and Other People). New York: John Wiley and Sons. 1973. 171 pp. \$2.95.


Emphasis is on self-assessment as a basis for improving family and/or classroom communication. The self-paced instruction guide helps the participants to record their own answers and conversations with children and to analyze them. "Exercises" can be read through or actually role-played. Subject matter of the book is in chapters


dealing with modes of talking and questioning; communicating; supporting and accepting; explaining and directing; scolding or punishing; and alternatives to punishment; behavior shaping; self-controlling; and some specific problem-solving. Theoretical basis is eclectic. The author considers behavior modification, reasoning, logical consequences, and developmental understanding appropriate to the basic family communication solutions. Determined, literate, study-wise parents could certainly use this system on their own; group support might be helpful. The book is also useful for staff as a discussion guide for their own techniques with children, and for parent education sessions.

 Dischell, Judy, and Riccioli, Diane. "And the Walls Came Tumbling Down: Team Teaching," Teacher. 92:32-3 (October 1974).


This brief article offers practical suggestions on team teaching by two teachers who team taught at a first-grade class. The advice is useful for preschool teachers. It points to the advantages of team teaching and ways to make full use of the approach.

 Forman, George, and Kushner, David. Children's Construction of Knowledge: Piaget for Young Children. Monterey, Calif.: Brooks-Cole, 1977. \$8.95. (See Curriculum: General - Curriculum Theories and Models.)

 Fromberg, Doris. Early Childhood Education: A Perceptual Models Curriculum. New York: Wiley, 1977. 368 pp. \$11.95. (See Curriculum: General - Curriculum Theories and Models.)

 Katty, Esther, and Mangelli, Jane. Multiple Choice: A Handbook for Informalizing The Classroom. August 1974. 67 pp. \$5.50. Available from New England School Development Council; 55 Chapel Street, Newton, MA 02160.

Practical human relations handbook for teachers attempting to informalize the atmosphere in the classroom.

 Mall, Gene E., and Rutherford, William L. "Concerns of Teachers about Implementing Team Teaching." Educational Leadership, 34:227-233 (December 1976).

This article, a research report, addresses the concerns that arise when a team-teaching program is adopted. The individual concerns of teachers need to be addressed so that no obstacles stand in the way of the program's development. The article is not too technical and

should be useful to teachers who are interested in team-teaching. . The article indicates that it takes several years for such programs to be fully implemented.



Mendelson, Anna. "The Listener." Young Children, 31,3 (March 1976). pp. 184-186. (See Curriculum: Problem Solving.)



Patterson, Gerald R., and Gullion, M. Elizabeth. Living with Children. 2nd ed. Champaign, Illinois: Research Press, 1971. 96 pp. \$3.50. (See Parent Involvement: Parenting Resources.)



Schickendanz, Judith A., and Others. Strategies for Teaching Young Children. Englewood Cliffs, NJ: Prentice-Hall, 1977. 306 pp. \$11.95. (See Staff Attitudes and Behaviors: General References.)



Shapiro, Sylvia. "'Cope-ability' Through Problem-Solving." Teacher, 92,3 (November 1974), pp. 42-44, 117-118. (See Curriculum: Problem Solving.)



Smith, Grace. "On Listening to the Language of Children." Young Children. 29,3 (March 1974), pp. 133-140. (See Curriculum: Language.)



Spodek, Bernard, ed. Teacher Education. Washington, D.C.: National Association for the Education of Young Children, 1974. 95 pp. \$2.25.

This collection of articles explores ways to help teachers become selective in the facilitation of child growth and development. It is useful in the supervision of teachers as well as being a good resource for teaching strategies.




Spodek, Bernard, ed. Teaching Practices: Reexamining Assumptions. Washington, DC: National Association for the Education of Young Children, 1977. 72 pp. \$2.25.

This collection of articles looks at what are "good teaching practices" and provides new approaches to examining the assumptions underlying teaching practices.




Wagner, Elaine H. "Affirmation and Children's Writing." Childhood Education, 53,4 (1977), pp. 195-198. (See Curriculum: Writing.)

TEACHER ATTITUDES AND BEHAVIORS




Wasserman, Selma, and Zola, Meguido. Promoting Thinking in Your Classroom. A "Success in Teaching" pamphlet. 1978. 8 pp. \$.75. Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016. (Order: ISBN 0-87173-08407.). (See Curriculum: Problem Solving.)




Yonemura, Margaret. "Teacher Talk," Childhood Education, 55,3 (January 1979), pp. 152-157.

Consistent with Cogan's viewpoint, this article outlines teacher-to-teacher conferences as a means of supporting teaching and building professional skills. Addressed to teachers at all levels, the article provides information that is applicable to Head Start settings. Staff trainers can carry out the role of the college teacher in the seminars or staff meetings that accompany, and are central to, the teacher-to-teacher conversations. Through these conversations and classroom observations, teachers can find emotional support for the stresses of teaching, and extend their understanding of child growth and development.


TRAINING AND SUPERVISION

 Arends, R.; Hersh, R.; and Turner, J. "Inservice Education and the Six O'Clock News," Theory Into Practice, 17:196-278 (June 1978).

This paper discusses several issues related to the improvement of inservice. Some existing assumptions regarding inservice are challenged, the authors' view of effective inservice practices is given, and tips are given for constructing an appropriate inservice system.

 Birckmayer, Jennifer. Working With Young Children: A Guide for Adults Working with Aides in Programs for Young Children, Rev. ed. New York: College of Human Ecology, Cornell University, 1977. 61 pp. \$3.00. Available from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, NY 14850.

This book is addressed to adults who work with volunteer teenage aides in Head Start and other settings for young children. It can be adapted for use with paid paraprofessionals. The author stressed that the material is a starting point for trainers to design their own programs. It is composed of 11 lessons to be carried out in 12 sessions. The paraprofessionals are encouraged to develop curiosity about human growth and development, to value play, and to build enough skills to feel competent in the classroom. There are lessons on young children's development and on various curriculum areas, such as the development of mathematical awareness and scientific interest.

 Combs, Arthur W., Avila, Donald L., and Purkey, William W. Helping Relationships: Basic Concepts for the Helping Professions. 2nd ed. 350 pp. \$8.95. The Helping Relationship Sourcebook. 2nd ed. 253 pp. \$8.95. Boston: Allyn and Bacon, 1971.

Read together, these books serve as both reference sources and practical manuals to all helpers (parents, teachers, administrators, trainers, etc.). The authors have been researching human interactions for the past two decades. In these two volumes, the theories of numerous social scientists are synthesized within a structured, readable format. The authors define learning as the discovery of personal meaning and they suggest a variety of non-commitment strategies for facilitating human growth. The first book presents a philosophical and psychological basis for understanding and designing interpersonal helping relationships. The second reference is a compendium of original articles on the subject from which Combs et al. have drawn their theories.

TEACHER ATTITUDES AND BEHAVIORS



Combs, Arthur W.; Blume, Robert A.; Newman, Arthur; and Waas, Hannelore L. The Professional Education of Teachers: A Humanistic Approach to Teacher Preparation. Boston: Allyn and Bacon, 1974. 187 pp. \$7.50.

This book is addressed to both those who train teachers and those preparing to become teachers. It addresses such questions as: What makes a good teacher? What do these concepts mean for student teachers? What do they mean for program developers? The authors take a humanistic approach in answering these questions. This approach assumes that people are not to be molded, but rather are to be considered unique persons in the process of becoming. Much of the teacher's understandings are arrived at through self-reflection.



Cogan, Morris L. Clinical Supervision. Boston: Houghton-Mifflin Co., 1973. 226 pp. \$14.50.

This book addresses the professional growth and development of teachers of children from preschool through high school. It describes a supervisory relationship based on one-on-one conferences between a supervisor and a teacher, in which they plan classroom experiences that the supervisor observes directly. Part I spells out the author's belief that teachers, as professionals, need to engage in equal, not subordinate, roles with supervisors. The conditions for establishing this classroom-based clinical supervision are detailed, and the anxieties direct observation of teaching evokes are recognized. In Part II there is specific information about the observations, their analyses, and the supervisory conferences. Planning times for educational activities are conceptualized as times for generating hypotheses about the relationship between teaching strategies and outcomes in the classroom.



Ellis, E.C., and others. "Peer Observation: A Means for Supervisory Acceptance." Educational Leadership 36:423-6 (March 1979).

Description of a program developed in a rural elementary school to lessen the gap between teacher perception of supervision and the supervisor's objectives. The program was teacher-oriented, teacher-involving, and simple to execute. Teachers were given a 20-item attitude scale to assess their feelings about being supervised. Following this, a peer observation supervision cycle was developed by the teachers and principal. Teachers were paired according to needs so that they could help each other. During the year, teachers helped and observed/rated each other. When the attitude scale was administered again as a post-test, it was found that teachers were more receptive to supervision when: (1) they have helped to determine its purposes and procedures; (2) the supervision is meant to help them to do a better job, not for evaluation; and (3) the problems being worked on are the teacher's problems, as he/she perceives them.



- Greenberg, Polly. Day Care Do-It-Yourself Staff Growth. 335 pp. Available from The Growth Program, 4914 Ashby Street, N.W., Washington, D.C. 20007.

This book is a rich potpourri of ideas and practices growing out of a wide experience with many programs in early childhood education. It is full of detailed suggestions, but there is room for initiative in using these by staff trainers, teachers, and paraprofessionals. The book describes the operation of a staff training program from the beginning orientation to the later aspects of curriculum development. Individual preschool programs can use the sections of the book that are most relevant to their needs. Throughout the book, there is a wide range of suggested forms for recording observations. The author recommends small-group work and some structured activities within an environment in which play and young children's needs for autonomy are valued. Children learn best from first hand experiences.



- Johnston, William J.; Adams, Edmund B.; and Nudson, Henry. "Staff Development." In Materials and Methods in Continuing Education. Chester Klevins, ed. Rev. ed. 412 pp. Canoga Park, Calif.: Klevins Publications, 1978. \$8.45 + \$1.50 postage. (See Staff Attitudes and Behavior: General References.)



- Kidd, J.R. How Adults Learn, Rev. ed. New York: Association Press, 1973. 318 pp. \$14.95. (See Staff Attitudes and Behavior: General References.)



- Knowles, M.S. Adult Learning: A Neglected Species, 2nd ed. Houston, Texas: Gulf Publishing Co., 1973. 254 pp. \$11.95. (See Staff Attitudes and Behavior: General References.)



- Louisiana Adult Education Staff Development Project Training Manual: A Basic Short-Term Introductory Training Program for Adult Education Personnel in Louisiana. Available from Bureau of Adult and Community Education, State of Louisiana, Department of Education, P.O. Box 44064, Baton Rouge, LA 70804.

This manual describes a multiphased staff development program to provide basic training experience to adult teachers who have never participated in workshops. It includes an introduction to the program, information on developing objectives, and instructions on using available resources. This program is best suited for planning and conducting short-term workshops and institutes for adults who have a teaching responsibility. Its strength is in its adaptability.

TEACHER ATTITUDES AND BEHAVIORS

Martin, Y. M., and others., "Supervisory Effectiveness." Educational Administration Quarterly, 41:74-88 (Fall 1978).

A study to investigate the assumption that a supervisor can effect change in the teacher's behavior in a planned way and to find out if a particular supervisory style is more effective than others in effecting change in the planned direction. Goal-oriented supervision and clinical supervision were used in the study. The findings were that there were no differential effects of direct or indirect supervisory styles. However, supervisory setting clues affect the extent of behavioral changes.

Maslow, Abraham. Toward a Psychology of Being. New York: Van Nostrand Reinhold, 1962. 240 pp. \$7.95. Motivation and Personality, 2nd ed. New York: Harper and Row, 1970. 400 pp. \$12.95.

These books present Maslow's insights into the dynamics of human growth. His theories regarding how and why people choose to learn have direct relevance for teachers, trainers, and all facilitators of education. Maslow describes motivation and its resultant behavior as flowing from internal responses to the basic needs of the organism. He argues that man is not motivated primarily by responses to external stimuli or conditioned reflexes, but rather by the internal potentialities of his own being. He contends that before higher-level needs (self-actualization, ego, esteem, etc.) can serve as motivators for growth, lower-level needs (survival, safety, love, etc.) must be satisfied. These books provide a theoretical overview of the self-directed learning process.

Neumann, Eva A. "Developing Teacher Awareness." Childhood Education, 51, 5 (1975), pp. 249-257. (See Staff Attitudes and Behavior: General References.)

Rosenshine, B., and Meyers, L. "Staff Development for Teaching Basic Skills," Theory into Practice 17:267-71 (June 1978).

A discussion of an inservice training model for training teachers of reading and math in the elementary grades. For students to make reasonable progress in reading and math, teachers need the following direct instruction skills or techniques: (1) using instructional settings (small groups) to maximize student engagement; (2) teaching new materials in small steps; (3) using procedures for active student practice in these small steps; (4) using procedures for monitoring student progress at each step; (5) using procedures for correcting student errors; (6) reviewing or reteaching until mastery is achieved; (7) monitoring student progress through weekly and monthly assessment and review where necessary; (8) allowing sufficient time to complete the above activities.

While the components of the above successful inservice model come from the Oregon Direct Instruction Model, they have general application within any direct instruction program. These eight components should be presented whether the inservice is for a structured or informal instructional program.



Rubin, Louis, J., ed. Improving Inservice Education. Boston: Allyn and Bacon, 1971. 284 pp. \$11.95.



Rubin, L. J. The Inservice Education of Teachers. Boston: Allyn and Bacon, 1978. 250 pp. \$15.95.

These two volumes are collections of essays written by inservice educators, including teachers, administrators, researchers, and university personnel. In the first book, Rubin et al. offer an overview of professional growth programs in American schools. They define organizational conditions that are prerequisites for effective programs, and they discuss means to overcome institutional resistance to the development of such environments. In addition, the authors provide curriculum workers with a deeper insight into connections between a course of study and the teacher who translates it into reality. The second book provides an historical context for inservice teacher training. A wide variety of opinions and approaches to staff development is presented, along with an analysis of dominant reform movements in the field and the editor's perspective on future directions.



Schickedanz, Judith A., and others. Strategies for Teaching Young Children. Englewood Cliffs, NJ: Prentice-Hall, 1977. 306 pp. \$11.95. (See Staff Attitudes and Behavior: General References.)



Singh, Surenda. "Guidelines for Developing Contextual Conceptualization in the Training of Educational Personnel for Young Children: An Approach for the Prevention of Learning and Behavior Problems." Available from ERIC Document Reproduction Service, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210. 9 pp. \$1.58 (ED080150).

Guidelines are presented for a program to prepare educational personnel to work with young children displaying learning and behavior disabilities despite adequate intelligence, hearing, vision, motor capacity, and emotional adjustment. The program provides the following skills and competencies to prospective clinical teachers: (1) skills in identification of perceptual abilities, communication skills, self-concept, principles of learning, cultural influences, the understanding of "self," the case study approach; (2) competencies in utilizing types of responses, questioning, and stimuli for effective teaching; (3) knowledge of subject content in art, science, math, and reading;

TEACHER ATTITUDES AND BEHAVIORS

and (4) ability to utilize these skills and competencies in designing educational programs and performing in the classroom. Seven procedures to achieve these goals are: comprehensive course work, an interdisciplinary seminar, an early intervention workshop, the development of a children's center, field work, a special section of college courses, and directed study involving individualized instruction. A performance rating scale is attached.



Spodek, Bernard, ed. Teacher Education. Washington, D.C.: National Association for the Education of Young Children, 1974. 95 pp. \$2.25. (See Staff Attitude and Behavior: Effective Teaching Practices.)



Spodek, Bernard, ed. Teaching Practices: Reexamining Assumptions. Washington, D.C.: National Association for the Education of Young Children, 1977. 72 pp. \$2.25. (See Staff Attitudes and Behavior: Effective Teaching Practices.)



Verduin, John R., Jr.; Miller, Harry G.; and Gree, Charles E. Adults Teaching Adults: Principles and Strategies. 1977. 200 pp. \$14.95. Available from Learning Concepts, 2501 N. Lamar, Austin, TX 78705. (See Parent Involvement: Parenting Resources.)



Yonemura, Margaret, "Teacher Talk." Childhood Education, 55,3 (January 1979), pp. 152-157. (See Staff Attitudes and Behavior: Effective Teaching Practices.)

PARENT-TEACHER RELATIONS

Almy, Millie. The Early Childhood Educator at Work. New York: McGraw-Hill, 1975: 276 pp. \$7.95. (See Staff Attitudes and Behavior: General References.)



Building a Relationship with Family Members. Black and White. 16 mm film (25 min.). Rental: \$21.00; purchase: \$205.00. Available from High/Scope Educational Research Foundation, 125 North Huron St., Ypsilanti, MI 48197. (See Parent Involvement: Parent Involvement Strategies.)



Building a Relationship with Mother and Child. Black and White. 16 mm film (18 min.). Rental: \$17.00; purchase: \$140.00. Available from High/Scope Educational Research Foundation, 125 North Huron St., Ypsilanti, MI 48197. (See Parent Involvement: Parent Involvement Strategies.)



Connor, Jack E., and Sanders, Frank J. Enjoy Your Child at Home and School/Goce su Nino en Casa y en Escuela. Enjoy Your Child at Home/Goce en su Nino en Casa. Enjoy Your Child/Goce en su Nino. Translated by Frank Martine. 1976. 32 pp. each. \$5.00 for all three, \$1.70 each. Available from Educational Planning and Product Department Co., 7416 Irvin Brook Circle, Chattanooga, TN 37421. (See Parent Involvement: General References.)



Croft, D. J. Parents and Teachers: A Resource Book for Home, School and Community Relations. Belmont, CA: Wadsworth Publishing Co., 1979. 250 pp. \$7.95. (See Parent Involvement: Parent Involvement Strategies.)



Gordon, Ira J., and Breivogel, William F. Building Effective Home-School Relationships. Boston: Allyn and Bacon, 1976. 239 pp. \$13.95.

This book offers practical suggestions for how parents and educators can work together. Written for teachers, parents, and administrators, the book includes a series of chapters by different authors on various aspects of home-school relations. Sample topics are: the role of the home visitor, selection and recruitment of home visitors, the role of the teacher, the role of the parent, the role of the administrator, home learning activities, and aspects of home-school program evaluation. A number of useful appendices include guidelines and forms for home visits. This book will be very useful for anyone involved in developing home-school programs.

TEACHER ATTITUDES AND BEHAVIORS



Granowsky, Alvin, Middleton, Frances and Mumford, Janice. "Parents as Partners in Education." The Reading Teacher, 32,7 (April 1979), pp. 826-830. (See Parent Involvement: General.)



Highberger, Ruth, and Schramm, Carol. Child Development for Day Care Workers. Boston: Houghton Mifflin Co., 1976. 243 pp. \$9.50.

This book serves as an introduction for early childhood education students, paraprofessionals, and other day care workers who wish to broaden their understanding of young children. It contains basic information on child development and suggests implications for day care programs. Beginning with a chapter on general principles and theories of development, the authors progress chronologically from the first years of life through the preschool years. This volume also contains chapters on parent-staff relations, sources of information on young children, and an overview of day care in the United States--past, present, and future.



Margolin, Edythe. Young Children: Their Curriculum and Learning Processes. New York: Macmillan, 1976. 361 pp. \$11.98. (See Curriculum: General References - Curriculum Planning.)



Nedler, S. and McAfee, O. D. Working with Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, CA: Wadsworth, 1979. 265 pp. \$7.95. (See Parent Involvement: Parent Involvement Strategies.)



Robison, H. F. "Working with Parents: Mutual Respect." Exploring Teaching in Early Childhood Education, pp. 484-507. Boston: Allyn and Bacon, 1977. \$11.95.

This chapter should be very helpful to preschool teachers who wish to communicate honestly and constructively with parents in order to work together to promote a child's well-being and learning. The chapter provides a checklist of ways for teachers to work with parents that are humanistic rather than authoritarian. The examples in this contrasting list should be very helpful to teachers who wish to become more sensitive in their contacts with parents. Robison lists specific skills the teacher will need in parent education. She suggests practical ways in which teachers and parents can collaborate to further the learning of young children.



"One Family, One Home Visitor, and Learning." Filmstrip and record (24 min.). Available for purchase from Bank Street College, 610 W. 112th Street, New York, NY 10025. Purchase: \$24.00. (See Parent Involvement: Parent Involvement Strategies.)



Wilson, Gary B. Parents and Teachers. Atlanta: Humanics Press, 1974. 131 pp. Paper \$6.00. (See Parent Involvement: General References.)

CHILD DEVELOPMENT AND GUIDANCE

Atkeson, B. M., and Forehand, R. "Parents and Behavior Change Agents with School-Related Problems," Education and Urban Society 10:521-38 (August 1978). (See Curriculum: Positive Learning Attitude.)

Biber, Barbara, Shapiro, Edna and Wickens, David. Promoting Cognitive Growth: A Developmental Interaction Point of View. 2nd ed. 1977. 64 pp. Paper. \$2.75. Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009.

Statements of philosophy, values, and clear developmental goals make this paper a helpful example. Also discussed are teacher attitudes toward learning, teaching guidelines, and classroom learning environments. Analyses of learning episodes are included.

Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. Helping Relationships: Basic Concepts for the Helping Professions. 2nd ed. 350 pp. \$8.95. The Helping Relationship Sourcebook. 253 pp. \$8.95. Boston: Allyn and Bacon, 1971. 2nd ed. (See Staff Attitudes and Behaviors: Training and Supervision.)

Comer, James P., and Poussaint, Alvin F. Black Child Care: How to Bring Up a Healthy Black Child in America: A Guide to Psychological and Emotional Development. New York: Simon & Schuster, 1976. 470 pp. \$2.25 paper, \$11.95 cloth. (See Parent Involvement: Parenting Resources.)

Elkind, David. "Children's Questions." In Children and Adolescents: Interpretive Essays on Jean Piaget, pp. 26-34. New York: Oxford University Press, 1970. \$3.50. (See Curriculum: Problem Solving.)

Erikson, Erik. "Eight Ages of Man." In Childhood and Society, pp. 237-244. New York: North and Co., 1963. \$3.45. (See Parent Involvement: Parenting Resources.)

Fraiberg, Selma H. The Magic Years: Understanding and Handling the Problems of Early Childhood. New York: Charles Scribner's Sons, 1968. 305 pp. \$4.95. (See Parent Involvement: Parenting Resources.)

TEACHER ATTITUDES AND BEHAVIORS



Gardner, Howard. Developmental Psychology: An Introduction. Boston: Little Brown, 1978. 612 pp. \$14.95. (See Parent Involvement: Parenting Resources.)



Granger, Robert C., and Young, James C., eds. Demythologizing the Inner-City Child. Washington, D.C.: National Association for the Education of Young Children, 1976. 144 pp. \$4.00. (See Curriculum: Bilingual/multicultural.)



Highberger, Ruth, and Schramm, Carol. Child Development for Day Care Workers. Boston: Houghton Mifflin Co., 1976. 243 pp. \$9.50. (See Staff Attitudes and Behavior: Parent-Teacher Relations.)



Hipple, Marjorie. "Classroom Discipline Problems? Fifteen Humane Solutions." Childhood Education, 56,4 (February 1978), pp. 183-187.

This short article describes some down-to-earth discipline approaches that are based on knowledge of child development, learning principles, and sound pedagogy. Some of Hipple's good ideas are simple, clearly-explained principles that have worked well for many teachers. For example: spotlight behavioral consequences; discuss the child's behavior in a non-judgmental way and encourage him to think about the impact on people, objects, and events; help children hurdle frustration or loss of self-control by offering a suggestion or a gesture at the right time; limit options for children who are overstimulated by the number of choices available to them.

Hipple stresses the importance of understanding the cause of a particular behavior whenever possible, and recommends approaches that foster internal behavioral controls and problem-solving, rather than authoritarianism. These techniques, while described for teachers, may be extremely helpful for parents as well.



Krumboltz, John D., and Krumboltz, Helen Brandhourst. Changing Children's Behavior. Englewood Cliffs, NJ: Prentice Hall, 1972. 268 pp. Paper. \$7.95. (See Parent Involvement: Parenting Resources.)



Ridenour, Niha, and Johnson, Isabel. Some Special Problems of Children Aged Two to Five Years. Rev. ed. New York: Child Study Press Publications, 1976. 61 pp. \$1.50. (See Parent Involvement: Parenting Resources.)

Samuels, Shirley C. Enhancing Self-Concept in Early Childhood.
New York: Human Sciences Press, 1977. 312 pp. \$7.95.
(See Curriculum: Positive Learning Activities.)

Stone, Jeannette Galambos. A Guide to Discipline. Washington, D.C.:
National Association for the Education of Young Children, 1978.
. 32 pp. \$1.50. (See Parent Involvement: Parenting Resources.)

Stone, L. Joseph, and Church, Joseph. Children and Adolescence.
4th ed. New York: Random House, 1979. 590 pp. \$14.95.

This is the fourth edition of a standard textbook on child development. The book takes a chronological approach, from prenatal to later adulthood development, but also covers topics specific to each developmental stage. For example, the toddler chapter discusses manipulation of objects, theories of language acquisition, and self-awareness, among other topics. The preschool chapters focus on psychoanalytic views of preschool personality development, changing patterns of social relations, sex differences, psychopathology in the preschool years, fantasy and reality, perception, and teaching concrete operations, among other topics. This edition is comprehensive, presenting the most recent work in child development in a very readable format.

Wager, W. "Instructional Design and Attitude Learning," Educational Technology. 19:51-3 (February 1979). (See Curriculum: Positive Learning Attitudes.)

"What TV Does to Kids." Reader's Digest, June 1977. (Condensed from Newsweek.)

Startling evidence that television has a dangerous influence on the beliefs, values, and behavior of the young.

Winetsky, C. S. "Comparison of the Expectations of Parents and Teachers for the Behaviors of Preschool Children." Child Development, 49:1146-54. (December 1978).

A research study written in easy-to-comprehend language. Useful information for teacher trainers, teachers, staff members, administrators and parents who are involved in preschool and elementary education. The information can be easily summarized for use with teenaged parents or individuals with a high school reading level. Questions investigated were as follows: To what extent can we expect the socialization beliefs and practices engendered by the home to be congruent with those engendered by the school? Is it likely that

TEACHER ATTITUDES AND BEHAVIORS

exposure to more than one system of child rearing presents the child with contradictory and conflicting messages regarding expectations of behavior? If so, what might the long-range and immediate effects of such confusion be? Will continuity between home and school lessen the differences? These findings have important implications for those concerned with early childhood education. There are implications for administrators who hire teachers and match them with children; for parents who work with their children at home in order to help them at school; and for any one concerned with the predicament of young children.




Winn, Marie. The Plug-In Drug. New York: Viking, 1977. 231 pp.
\$10.00.

A strong denunciation of all television viewing because of its tendency to foster passivity and dependence in children.




Wolfgang, C. H. Helping Aggressive and Passive Preschoolers Through Play. Columbus, Ohio: Charles Merrill, 1977. 108 pp. \$4.50.
(See Parent Involvement: Parenting Resources.)

OBSERVING AND RECORDING CHILDREN'S DEVELOPMENT



Almy, Millie. The Early Childhood Educator at Work. New York: McGraw-Hill, 1975. 276 pp. \$7.95.

This book offers a blueprint for the professional development of highly trained early childhood educators, who may also serve as consultants and directors. Almy has provided information over and above that acquired in teacher preparation, in the following areas: child growth and development, work with parents and other adults, becoming a supportive resource for teaching, and research. Children's development is viewed from both a short and a longitudinal framework, along dimensions laid down by Piaget and Erikson. Gains achieved quickly through adult intervention are balanced for their long-term impact on children's power of self-regulation. In a chapter called "Assessing Development and Learning," a wide range of approaches is offered for assessing growth with cautions about the uneven quality of the multitude of tests available. Also discussed are educational environments that provide balance between the direct and the vicarious, the self-directed and the programmed, in which children learn about themselves as learners and in which teachers learn about children's perceptions. The author emphasizes the need for research in the classroom and for researchers who know teaching first-hand.



Almy, Millie. Ways of Studying Children. New York: Teachers College Press, 1959. 226 pp. \$4.00.

This noted authority on child development describes the many ways teachers study how children behave, feel, and think. The book is designed to be a manual for teachers, but can be useful to anyone involved with children. The author stresses the importance of observation and provides a variety of approaches, including the study of groups, sociometric techniques, asking children about themselves, and looking at the various ways children express themselves (such as dramatic play, music, and art). The book also shows how to study children through the other people in their lives, and through looking at records.



Carbonara, Nancy. Techniques for Observing Normal Child Behavior. Pittsburgh: University of Pittsburgh, 1961. 25 pp. \$1.95.

This booklet suggests ways to observe children in nursery-school settings. It discusses the observer's role, the observing process, and the value of observation. It provides techniques for observation, with specific examples and suggestions for taking notes and writing observations. It concludes with checklists of things to look for in observing individual children and activities.

TEACHER ATTITUDES AND BEHAVIORS



Carew, J.V.; Chan, I.; and Halfar, C. Observing Intelligence in Young Children: Eight Case Studies. Englewood Cliffs, N.J.: Prentice-Hall, 1976. 160 pp. \$6.95. (See Parent Involvement: Parenting Resources.)



Carini, Patricia. Observation and Description: An Alternative Methodology for the Investigation of Human Phenomena. Grand Forks, N.D.: University of North Dakota, 1975. 45 pp. \$2.00. Single copies, available from Vito Perrone, (TL), University of North Dakota, Grand Forks, ND 58201.

Observation and recording are essential aspects of learning about the children we teach. Tests have played a dominant part in evaluating growth and development, but children under five do not make reliable test subjects. Both to understand them and to describe their growth and development, staff trainers should introduce teachers to a range of methods of assessment. This book does not provide a programmed set of steps, as such, for introducing teachers to ways of observing. However, it does give a refreshing and significant phenomenological perspective to balance behavioristic viewpoints. Teachers can be helped to see ways of describing the educational program in new, open-ended, rich ways. One ends up with no numerical descriptions of children as a result of this kind of observation, but understanding of them is deepened and extended. This book will challenge staff trainers.



Cartwright, Carol A., and Cartwright, G. Philip. Developing Observational Skills. New York: McGraw-Hill, 1974. 168 pp. \$6.50.

This book is a practical guide to observational skills without reference to theory or research. It begins with an argument for the importance of observation in instructional decision-making and then describes the skills necessary to conduct meaningful observations. It includes many concrete examples to illustrate the essentials of observational skills. Also included are suggested observation charts and checklists for a variety of areas, such as social behavior and language use.



Cohen, Dorothy H., and Stern, Virginia. Observing and Recording the Behavior of Your Children 2nd ed. New York: Teachers College Press, 1978. 176 pp. \$3.95.

Staff trainers should find this book useful for helping beginning teachers and paraprofessionals acquire skills in observing and recording what young children do in the classroom during routines

and dramatic play, in interactions together and with adults, as they talk and as they think aloud, and as they work with materials. To sharpen these observations, the book provides some background theory and some categories for recording observations. Over time, records of observations accumulate and can be studied for emerging, unique patterns of individual growth and development. This book, with its specified areas of observation, is based on a cognitive-interactional philosophy. Emphasis is placed on the child as a unique individual coping with the environment. Play is seen as essential and highly valuable. An important part of teaching is learning about a child in order to support and enhance his or her individuality, which emerges in patterns from the observational data, supplemented by other materials.



Decker, Celia Anita, and Decker, John R. Planning and Administering Early Childhood Programs. Columbus, OH: Charles E. Merrill Publishing Co., 1976. 266 pp. \$11.50.

This book is particularly useful for its chapter on "Assessing, Recording, and Reporting Children's Progress," which offers in about 30 pages a succinct and thorough examination of the complexities involved in describing the growth and development of young children. Interviews, samples of children's work, observations, tape recordings, and standardized tests are reviewed and evaluated. Different kinds of records are described, and the purposes and methods of reporting are discussed. The chapter has a good bibliography. Staff trainers could use this chapter with teachers to provide background for further readings in this area.



Duckworth, Eleanor. "The Having of Wonderful Ideas." In Piaget in the Classroom. Edited by Jane Raply and Milton Schwebel. New York: Basic Books, 1973. \$4.95. Also available from the Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138. (Reprint No. 13, Stage Theories of Cognitive and Moral Development: Criticisms and Applications.) (See Curriculum: Problem Solving.)




Elkind, David. "Children's Questions." In Children and Adolescents: Interpretive Essays on Jean Piaget, pp. 26-34. New York: Oxford University Press, 1970. \$3.50. (See Curriculum: Problem Solving.)




Lindberg, Lucile, and Swedlow, Rita. Early Childhood Education: A Guide for Observation and Participation. Boston: Allyn and Bacon, 1976. 304 pp. \$7.95.

The authors believe that the purpose of observation is to learn to perceive children's interactions with others and with materials, and to note the influence of the environment. It is an ecological perspective. This practical, down-to-earth book deals briefly with the rationale for the activities of an early childhood program, and includes a wide-ranging bibliography on such areas as the communication, arts, mathematics, music, and movement. Information on categories and forms of recording, and instructions to be followed while observing, are provided. The structured worksheets can help one gain understandings about the impact of room arrangement, the storage and care of materials, and the role of the teacher in children's opportunities for learning. The worksheets encourage analysis of early childhood activities such as housekeeping and blockbuilding in terms of the variety of mathematical, social, and other learnings. Teachers and paraprofessionals can use the worksheet data as a basis for discussing children's learnings.

THE CHILD DEVELOPMENT ASSOCIATE PROGRAM



Annotated Bibliography of CDA Curriculum Materials. Vol. 1, No. 1 (Spring 1978), U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013. 58 pp.

This annotated bibliography is published by the CDA Resource Center and includes CDA curriculum and supplemental resource materials that relate to each of the six CDA Competency Areas: (1) setting up a safe, healthy environment, (2) advancing physical and intellectual competencies, (3) building self-concept and individual strength, (4) organizing positive group management, (5) coordinating home and center, (6) promoting staff development. It also includes materials on bilingual and bicultural training competencies, personal capacities, and general supplemental resources. All materials are currently available and the projects described conform to CDA criteria.




CDA Abstracts: Methods of Implementing CDA Training. No. 1 (Spring 1978), 21 pp. Available from U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013.

Each abstract represents a unique approach to CDA training through implementation of the CDA Training Criteria (See The CDA Program: The Child Development Associate: A Guide for Training.) Booklet includes programs in Tennessee, Arkansas, New York and Arizona.




Hamby, Trudy M., and Jones, Leroy. A Descriptive Guide to CDA Training Materials. Vol. 1. 277 pp. Available from U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013.

As part of the CDA program, each participating project was encouraged to submit curricula and resource materials. This guide provides information concerning the source, content, and availability of these curricula and resource materials. It provides access to many useful materials for the preschool teacher in a variety of areas, based on the CDA competencies. (See the Annotated Bibliography.)




Hamby, Trudy, et al. A Descriptive Guide to CDA Training Materials. Vol. II. 317 pp. Available from U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013.

This is the second volume of the guide to curriculum and resource materials submitted to the CDA Clearinghouse by participating projects (see description of Volume I).



Hardy, Sarah B.; Hamby, Trudy M.; and Griesemer, Marilyn. CDA Abstracts: Methods of Implementing CDA Training. No. 2 (Summer 1978), 43 pp. Available from U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013.

This collection of abstracts presents seven programs in North Carolina, Oregon, Florida, Oklahoma, Washington, and Texas (See also no. 1).




The CDA Program: The Child Development Associate: A Guide for Training. 88 pp. Available from the Department of Health, Education, and Welfare, Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013.

The Child Development Associate Program is a nationwide program that embodies a new concept for career preparation and credentialing of child-care staff. Its basic thrust is to provide high-quality training for classroom staff, thus improving the quality of pre-school programs for children. Both training and credentialing are based on a set of competencies that adults need in order to work effectively with young children. This guide presents useful information about the CDA program, the concept, the CDA competencies, the CDA pilot training projects and the assessment and credentialing process.


IV. CONTINUITY

GENERAL REFERENCES




Bloom, Benjamin S. Stability and Change in Human Characteristics.
New York: Wiley, 1964. 237 pp.

A classic presentation of continuity and change in human development. It includes chapters on physical characteristics, intelligence, achievement, interests, attitudes, personality, and environment.




Caldwell, Bettye. "Reformulating the Concept of Early Childhood Education--Some Whys Needing Wherefores." As the Twig is Bent.
Boston: Houghton Mifflin, 1971. 384 pp. \$5.90.

In this article important questions are raised about basic issues on which programs for children are founded. The discussion is important for the issues of continuity in education in general, and curriculum in particular.




Elkind, David, and Lyke, Nancy. "Early Education and Kindergarten: Competition." Young Children 30 (1975), pp. 393-400. (See Staff Attitudes and Behavior: General References.)



Gordon, Ira. "On the Continuity of Development." Childhood Education 52, 3 (1975), pp. 122-128.

An overall view of the issues of continuity in education looking at the continuities of the self, time, generations, rhythm and cycles, species, and a unified world system. Actions are proposed to help synthesis rather than fragmentation in each of these areas.



Sarason, Seymour. The Culture of the School and the Problem of Change.
Boston: Allyn and Bacon, 1971. 246 pp. \$6.95.

"The more things change, the more they stay the same." In this book, Sarason describes the inevitability of such trends in educational settings. He contends that prospective change agents should be constantly attentive to the existing culture of the school in which he/she operates. Without recognition of and respect for the attitudes, values, and belief of social system members, the change efforts will encounter substantial resistance. These books are relevant to adult trainers, as they provide strategies for integrating these "regularities" into a learning plan.

CONTINUITY

Weaver, L.F., "Collaboration: Why is Sharing the Turf so Different?"
Journal of Teacher Education. 30:24-25 (Jan./Feb. 1979).

Collaboration is defined and ways of engaging in it are provided. Successful collaboration calls for an agreed upon distribution of power, status, and authority. The article would be useful primarily to teachers who are involved in collaborative projects between institutions.

Winetsky, C.S. "Comparison of the Expectations of Parents and Teachers for the Behaviors of Preschool Children." Child Development, 49: 1146-54 (December 1978). (See Staff Attitudes and Behavior: Child Development and Guidance.).

CONTINUITY IN CURRICULUM

Caldwell, Bettye. "Reformulating the Concept of Childhood Education-- Some Whys Needing Wherefores." In Robert H. Anderson and Harold G. Shane, eds. As the Twig is Bent. Boston: Houghton Mifflin, 1971. 394 pp. \$5.90. (See Continuity: General.)



Checking Up 1. Nuffield Math Project. New York: John Riley, 1970. \$3.50.

This book is one example of this major project in mathematics education and it demonstrates how to evaluate concepts in a continuity-based curriculum. The text includes many illustrations.



Forman, George, and Kushner, David. Children's Construction of Knowledge: Piaget for Young Children. Monterey, CA: Brooks-Cole, 1977. \$8.95. (See Curriculum: General - Curriculum Theories and Models.)



Margolin, Edythe. Young Children: Their Curriculum and Learning Processes. New York: MacMillan, 1976. 361 pp. \$11.98. (See Curriculum: General - Curriculum Planning.)



Spodek, Bernard. Teaching in the Early Years. Englewood Cliffs, N.J.: Prentice-Hall, 1972. 336 pp. \$9.00. (See Curriculum: General - Curriculum Planning.)



Sproul, A. Teaching Art: Sources and Resources. New York: Van Nostrand Reinhold, 1971.


A beautifully illustrated book which goes beyond the techniques used in teaching art to look at nature as a source for art and continuity in curriculum. It includes sections on looking, sand, dirt, water, clay, texture, color and light, pattern and structure and a section on evaluating children's art.



Stecher, Miriam B. "Concept Learning Through Movement, Improvisation: The Teacher's Role as Catalyst." In Katherine Read Baker, ed. Ideas That Work for Young Children. Washington, D.C.: National Association for the Education of Young Children, 1972. 243 pp. \$3.00.

CONTINUITY

This article provides ways of looking at curriculum in terms of concept building rather than in terms of age or grade levels. It provides clear examples of many photographs.



Weikart, David P., et al. The Cognitively Oriented Curriculum: A Framework for Teachers. 1971. 183 pp. \$4.50. Available from the Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. (See Curriculum: General - Curriculum Theories and Models.)

CONTINUITY BETWEEN HOME AND SCHOOL

Ada Alma Flor. EL MANANA ES HOY. Set One: Learning Begins at Home; Set Two: Our Language, Our Culture, Ourselves; Set Three, From Home to School; Set Four: Parent-School Relationships. New York: Parents' Magazine Films, Inc., 1978. 32 pp. \$234 for all three; \$66 per set. (See Curriculum: Bilingual/Multicultural.)



Cohen, Dorothy. The Learning Child. New York: Random House, 1972.

This book provides many practical examples of how the school and home can work together using the experiences of parents in the education of a child. It includes discussions of kindergarten and elementary school issues, as well as those for young children, so it would be a reference for concerns in the transition from preschool to elementary school, as well as continuity from home to school.



Croft, D.J. Parent and Teachers: A Resource Book for Home, School, and Community Relations. Belmont, CA: Wadsworth Publishing Co., 1979. 250 pp. \$7.95. (See Parent Involvement: Parent Involvement Strategies.)



Duff, Eleanor; Heinz, M.C.; and Husbank, C. "Toy Lending Library: Linking Home and School." Young Children, 33, 4 (1978), pp. 16-22. (See Parent Involvement: Parent Involvement Strategies.)





Edwards, Rheable M. "Race and Class in Early Childhood Education." Young Children, 30, 6 (1975), pp. 401-412. (See Curriculum: Bilingual/Multicultural.)





"Follow Through Program." Federal Register, 40, 77, Part 2, April 21, 1975. Available from the Government Printing Office or the Office of Education, Department of Health, Education and Welfare, Washington, D.C.

Contained in these guidelines for the national Follow Through Program are descriptions of components needed to establish and conduct a comprehensive service program providing continuity from Head Start or preschool to elementary school. Of particular interest are sections 158.1-3: purposes; 1.18-24: project management; 1.25-26: project implementation.


 Gordon, Ira. "Parent Education and Parent Involvement: Retrospect and Prospect." Childhood Education, 54, 2 (1974), pp. 71-78. (See Parent Involvement: General.)

 Gordon, Ira. Parent Involvement in Compensatory Education. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969. 87 pp. \$2.50. (See Parent Involvement: General.)


 Granowsky, Alvin; Middleton, Frances; and Mumford, Janice. "Parents as Partners in Education." The Reading Teacher, 32, 7 (1979), pp. 826-830. (See Parent Involvement: General.)


 Gross, Dorothy. "Improving the Quality of Family Life." Childhood Education, 54, 2 (1977), pp. 50-54.

This article discusses the ways schools can become supports to families by changing themselves to better adapt to family needs. It argues that if the American family is changing, educators can do no less than change the schools.


 Gross, Dorothy. "Quality Settings for Learning." Childhood Education, 3 (1974), pp. 122-123.


This article provides suggestions of ways to improve educational settings in the home and community. It looks at what the home setting and the neighborhood setting teach and argues that the most significant learning for children can take place outside the school.

 Honig, A.S. Parent Involvement in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1979. 115 pp. \$3.50. (See Parent Involvement: General.)


 Lewis, Claudia. Children of the Cumberland. New York: Columbia University Press, 1946. 217 pp.

A classic work describing school programs, in the Cumberland Plateau in Tennessee and New York City, which emphasize continuity between home and school. It provides many insights which are relevant to the present situation.

 Morrison, G.S. Parent Involvement in the Home, School and Community. Columbus, Ohio: Charles E. Merrill, 1978. 244 pp. \$7.95. (See Parent Involvement: General.)



O'Keefe, R.A. "Home Start: Partnership with Parents." Children Today, January-February, 1973. (See Parent Involvement: General.)



Rich, Dorothy. Families Learning Together. 1978. Available from Home and School Institute, 1707 11th Street, Washington, D.C. 20006.

These "recipes" help parents reinforce learning for elementary school children but they can be easily adapted for use with pre-schoolers. Such topics as "Knowing Your Community" and "Math on the Move" are covered.

CONTINUITY BETWEEN PRESCHOOL AND PUBLIC SCHOOLS



Cohen, Dorothy. "Continuity from Pre-Kindergarten to Kindergarten." In Katherine Read Baker, ed. Ideas that Work for Young Children. Washington, D.C.: National Association for the Education of Young Children, 1972. 243 pp. \$3.00.

This article discusses creating program continuity based on how the child develops cognitively and emotionally, rather than fragmenting programs "into neat packages of subject matter." The dimensions covered are applicable to the transition from preschool to elementary school.



Cohen, Dorothy. The Learning Child. New York: Random House, 1973. (See Continuity: Continuity Between Home and School.)



Elkind, David, and Lyke, Nancy. "Early Education and Kindergarten: Competition." Young Children, 30, 6 (1975), pp. 393-400. (See Staff Attitudes and Behavior: General.)



Spodek, Bernard. Teaching in the Early Years. Englewood Cliffs, N.J.: Prentice-Hall, 1972. 336 pp. \$9.00. (See Curriculum: General - Curriculum Planning.)



Strickland, Johann, and Alexander, William. "Seeking Continuity in Early and Middle School Education." In Robert H. Anderson and Harold G. Shane, eds. As the Twig is Bent. Boston: Houghton Mifflin, 1971. 384 pp. \$5.90.

This article discusses the patterns of school organization over the years. The authors present a straightforward case for an educational system "which draws upon the constants of the child's life--the family and community." This article is very applicable to the transition from preschool to elementary school.



When Children Move from School to School. \$1.50 Available from ACEI.

Several articles in the book help in thinking about relocation of children. There is also a children's reading list.