

Rowan University

Rowan Digital Works

Theses and Dissertations

4-20-1998

A suggested preschool program for the Woodstown-Pilesgrove Regional School District

Dawn Schollenberger
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Disability and Equity in Education Commons](#)

Recommended Citation

Schollenberger, Dawn, "A suggested preschool program for the Woodstown-Pilesgrove Regional School District" (1998). *Theses and Dissertations*. 2008.

<https://rdw.rowan.edu/etd/2008>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

A SUGGESTED PRESCHOOL PROGRAM FOR THE WOODSTOWN-
PILESGROVE REGIONAL SCHOOL DISTRICT

by
Dawn Schollenberger

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree in the Graduate Division
of Rowan University
Spring, 1998.

Approved by _____
Professor

Date Approved April 20, 1998

ABSTRACT

Schollenberger, Dawn

A Suggested Preschool Program for
the Woodstown-Pilesgrove Regional
School District, 1998
Thesis Advisor: Dr. Stanley Urban,
Seminar in Learning Disabilities.

The purpose of this study was to suggest a type of preschool curriculum that would be effective for the Woodstown-Pilesgrove School District. This was accomplished in various stages. First, library research was conducted at EIRC and the Rowan University Library to find recent literature on the various types of preschool curriculums. Then, because the needs of the community should be considered when designing a public preschool curriculum, an informal survey was designed to solicit the opinions of present and past kindergarten teachers in the Woodstown-Pilesgrove School District. The results of this narrative survey was used to design the major components of the preschool curriculum. The recommendations for the preschool program, determined through the survey, are the following: a NAEYC accredited preschool, located at the Mary S. Shoemaker School, should be publicly funded focusing on children who are at risk for school failure. Because of limited enrollment children with financial and academic need should receive priority for enrollment in the program. The preschool's curriculum while focusing on socialization, will also address kindergarten readiness skills. Children with special needs should attend but training, consultative assistance, and additional teacher assistants should be provided by the district.

MINI-ABSTRACT

Schollenberger, Dawn

A Suggested Preschool Program for
the Woodstown-Pilesgrove Regional
School District, 1998
Thesis Advisor: Dr. Stanley Urban,
Seminar in Learning Disabilities.

The purpose of this study was to suggest a type of preschool curriculum that would be effective for the Woodstown-Pilesgrove School District. A NAEYC accredited preschool, located at the elementary school, should be publicly funded focusing on children who are at risk for school failure. Children with financial and academic need should receive priority for enrollment. Children with special needs should attend but training and support staff should be provided by the district.

CHAPTER ONE

Introduction

Where kindergarten once was thought of as a child's introduction to school, preschool has now taken its place. Whether it is the need for daycare or the push to make a child more successful in school, kindergarten is seldom a child's first preparation for formal schooling. In 1988, ninety-six percent of our nation's five- and six-year-olds were in school, and since 1965 the enrollment rate of three- and four-year-olds in preschool has more than tripled, growing from 11 to 39 percent.(Day & Thomas,1988)

Due to availability of public kindergarten, nearly all five- and six-year-olds regardless of socioeconomic level attend school. But the enrollment rates for younger children are relative to the family income. Private programs for three- and four-year-olds can cost as much as \$3000 per year, an expense beyond the means of even moderate income families. For over 32 years, the federally funded Head Start Project has been serving economically disadvantaged three- and four-year-olds. Despite the 3.5 billion dollars that has been appropriated to the 1,400 local agencies that sponsor these programs, fewer than 40 percent of the eligible children attend Head Start programs(Congress of the U.S., 1994).

Overview of Preschool Education

Educating preschool children is not a new idea, but rather a concept that can be traced to great philosophers and pioneers in education. One philosopher that valued the need for educating the preschool child was Desiderius Erasmus (1465-1536). Erasmus recognizing the importance of early childhood, recommended that children begin learning as soon as possible. Parents should take the responsibility of educating their children seriously. Erasmus recommended giving children gentle instruction on manners and reading stories that would benefit their development of character (Levine & Ornstein, 1984).

Another outspoken champion of children's needs and rights, in western civilization, was Rousseau (1712-1778). To contradict the Puritan's conception of child development, Rousseau believed that a child was born without evil. Whether a child became "good" or "bad" was determined by life itself. Rousseau stated that play was the means by which children developed both understanding and character. Adults could best promote a child's development by assisting his/her investigation of all things throughout life experiences. In order to ensure full and effective adult development, children must be given the opportunity and freedom to explore on their own. Rousseau warned against using harsh physical punishment and the stressing of memorization and recitation in school. The teachings of Rousseau remain valuable today and are now more easily accepted than when first written (Day, 1983).

One of the first advocates of educating the disadvantaged child was Johann Heinrich Pestalozzi (1746-1827). Pestalozzi believed that all children should attend school. He was especially devoted to children who were poor, hungry, and psychologically or socially disadvantaged. Pestalozzi believed that a teacher should feed a hungry child before he/she attempts to teach the child. If a child is frightened,

then he/she should be comforted and loved. Pestalozzi felt that a teacher was not only a person who was skilled in pedagogy, but also someone who was capable of loving all children.

Friedrich Froebel (1782-1852) is best known for his introduction of a school for early childhood education (kindergarten). Froebel protested vigorously against teaching children ideas that they could not understand. He believed that teachers should be active instructors rather than a task master. In 1837, Froebel founded the first kindergarten in Blankenburg. Froebel's kindergarten was a preparatory environment in which a child's first formal learning would be based on children's activities. The school emphasized games, plays, songs, and crafts. Froebel believed in Pestalozzi's concept of a child's emotional security, but he raised it to a spiritual and highly symbolic level. Froebel based his kindergarten on a carefully developed idealism which assumed all children had the potential for perfection. Kindergarten is now an established part of our American education system. This early childhood education is deemed necessary because it is a child's introduction to order and routine of the elementary school.

Maria Montessori (1870-1952) originally worked with children who had mental handicaps and brain damage. Due to her work's effectiveness, she concluded that her work would be beneficial to educating typically developing children. Montessori believed through her careful observation of children's work and play activities that she had discovered the laws of learning. As a result, Montessori's methods of instruction are organized around her theories human growth and development. The curriculum in a Montessori school included three major types of experiences and activities: formal, practical, and sensory skills. Many parents of today enroll their children in Montessori schools to enhance their children's intellectual development and to advance their academic progress. As a result of the

success of Montessori schools, there has been an increase in the number of private, public, and governmental early childhood programs (Levine & Ornstein, 1984)

One of the most significant contributors to research in early childhood education was Jean Piaget (1896-1980). Piaget's four stages of development of human intelligence has been an influential factor in the development of early childhood and preschool education. He believed that children, because of their mentality and experiences, are ready to learn certain concepts at specific times. Children proceed through stages of cognitive development. Piaget has greatly influenced our thinking about the concept of readiness and what is appropriate learning experiences for each developmental stage (Levine & Ornstein, 1984).

Importance of Study

The Woodstown-Piles Grove School District has organized a committee to discuss and plan a public preschool that will help to serve the children who are not receiving the benefits of an early childhood education. This study will contribute information to the committee and provide a broad overview of philosophy and curriculum.

Statement of the Problem

The major purpose of this study is to identify preschool curriculum models which would be most appropriate for the Woodstown-Piles Grove Regional School District. This will be accomplished by reviewing models which represent best practices in preschool education and a survey of Woodstown-Piles Grove Kindergarten teachers to determine their recommendations for the preschool curriculum.

CHAPTER TWO

Review of Literature

The following is a description of five types of preschool programs: (1)Project Head Start, (2)Montessori, (3)private day care, (4)High/Scope Preschool, and (5)public preschool.

Preschool Programs

Project Head Start

Head Start has long been thought of as the largest and most well-known early childhood program in the United States. It was founded in 1964 when President Johnson declared a war "not only to relieve the symptoms of poverty but to cure it; and, above all, to prevent it." With that declaration, the Economic Opportunity Act of 1964 created the Office of Economic Opportunity (OEO), which was the major weapon in an "unconditional war on poverty. Although the Economic Opportunity Act of 1964 did not mandate Head Start or any similar program, it did state that the OEO was to focus special attention on the needs of young people. (Anderson & Zigler, 1979)

Head Start was proposed by an interdisciplinary panel chaired by Dr. Robert E. Cooke, professor of pediatrics at Johns Hopkins University of Medicine. The panel's purpose was to find preschool programs effective in increasing opportunities and achievement for the poor. To compensate for the economically disadvantaged children's lack of experiences and opportunities, the panel recommended that the preschool program be comprehensive. The program would include Health, education, and social services (Steiner, 1976).

To meet the community action provision of the legislation, Head Start was used as a "a microcosm of the community action". Not only would the children and their families benefit from the program, but there would be major advantages for the community. Parents would be involved in planning the center and its programs. Community members could obtain jobs as aides. Another hope was that Head Start would bring community resources and local agencies together by focusing on the economically disadvantaged child and his/her family (Ross, 1979).

A critically important component of Head Start was its provision to provide a unique range of services. In addition to providing a child school readiness skills, there would be a focus on psychological development. The program would provide the child with the needed medical and dental treatment. Another component would be the introduction social services into the child's home environment along with providing education for parents (Ross, 1979).

Cooke's panel had warned against large numbers and suggested limited programs. However, due to the advertising of the program large numbers wanting to participate creating a huge demand (Steiner, 1976). In the summer of 1965 with 561,359 preschool children enrolled in 11,068 centers, Head Start began. Because of focus on one model of service, organized centers serving the preschool child, Head Start achieved instant and continuous popularity

When Head Start began, little attention was given to selecting a model that would be most effective; therefore, a traditional nursery school program was adopted. The curriculum followed the Daily Program I for the Child Development Center. This program stressed the importance of learning through living. It also emphasized the importance of schedules and materials. The four aspects of teaching that were focused upon were: language, curiosity, self-image, and discipline. Teachers were encouraged to be aware and sensitive to the interests of children.

Although Head Start has been criticized regarding its effectiveness on cognitive development, for 30 years it has maintained its popularity. The reason for this popularity is the following:

- "1. Effective support by parents, staff, and advocacy groups such as the Children's Defense Fund;
2. A positive image in the media;
3. Strong bipartisan congressional support;
4. Robust, reliable research demonstrating the long-term cost-effective benefits of Head Start; and
5. Powerful converts to the program who, after working with Head Start, have become advocates." (Oborn & Shipley, 1996)

The premise of the Head Start program is that all children share similar needs and can benefit from a comprehensive developmental program to meet those needs, particularly children from low-income families. The philosophy of the Head Start Program believes that all children gain from a program that fosters development and remedies problems in a wide range of services. The program focuses on the strengths and unique experiences of each child. The child's family as well as the community are involved. The family because of its primary influence on the child must participate in the program directly. The community is given the flexibility to design creative

programs that still adhere to basic goals, objectives, and standards of the comprehensive program (Head Start Training Manual, 1993).

The overall goal of the Head Start program is increase social competence in children of low income families. Social competence refers to the child's ability to effectively deal with the surrounding environment as well as gain and develop skills and responsibilities needed later in school and life. Social competence encompasses cognitive and intellectual development, physical and mental health, nutritional needs and other components that assist a developmental approach to aiding children reach social competence (Oborn & Shipley, 1996.)

Montessori

Maria Montessori, an Italian physician, first worked with mentally handicapped children. After her work experienced much success, Montessori applied what she had learned to typically developing children at her school in a working class neighborhood in Rome. While Montessori's early childhood education program is unique, it is based in the work of earlier philosophers and educators, including Rousseau, Pestalozzi, and Froebel (Kramer, 1988).

Similar to Froebel, Montessori believed that a child's development naturally unfolds. Because Maria Montessori saw knowledge as being based on a child's perception of the world, she felt that a child's senses must be trained. As a result of this belief, Montessori developed materials and activities to train the senses. Montessori's program also included skills related to practical life to increase a child's independence. Some of the other components of the Montessori program were

reading and writing, nature study, gardening, arithmetic, and geography (Montessori, 1964).

The major goal of the Montessori program is to prepare a child for life. Montessori's philosophy and curriculum rest on the idea that children have an innate desire to learn. According to Montessori, from birth to three a child uses his/her senses to gain knowledge without any effort. In a Montessori school, a child holds the responsibility of his/her own learning. It is believed that given the proper environment and freedom, a child will direct his/her own learning activities. The teacher's role is to provide a link between the class environment and the student. From this link, learning will occur (Oborn & Shipley, 1996).

Because of this natural learning philosophy, Montessori felt it necessary to capitalize on a child's spontaneity. As a result, materials were designed that needed little or no instructional involvement of the teacher. The self-correction feature of the materials gave the child the opportunity to judge his/her own success and correct errors without teacher intervention. A teacher would give assistance when a child expressed a need.

The curriculum in the Montessori Method (1909/1964) has eight categories of activities: 1) practical life exercises, 2) muscular education, 3) nature in education, 4) manual labor, 5) education of the senses, 6) language, writing, and reading, 7) exercise in silence, 8) arithmetic.

Currently, there are two distinct Montessori approaches; The Association Montessori International (AMI) and The American Montessori Society (AMS). The AMI tries to maintain the program as originally conceived by Maria Montessori. The AMS believes that Montessori schools should incorporate new research based knowledge about how children learn. The AMS schools also include art and play programs, activities not present in the original Montessori classroom.

Private Day Care

Traditional child care in our country has increased tremendously because of several influences including the growth of women in the work force, the need for two income households, and increased number of single parent families. The divorce rate, inflation, and economic concerns are all factors which resulted in a single parent or both parents needing to maintain full-time employment. With the decline of the extended family, the working parents must seek child care assistance in the community (Oborn & Shipley, 1996).

There are a wide variety of private programs ranging from the highly structured to the unstructured which simply meet the personal needs of children such as feeding and toileting. Philosophies vary a great deal with academic day cares promoting reading before the age of three and other day cares focusing on theories of child growth and development. Some day care programs follow specific approaches such as Montessori (Oborn & Shipley, 1996). Private day care services have been started by corporations to meet the needs of their employees who are parents. Many companies and unions are now operating off-site child care programs. Other private programs include lab schools at colleges and universities that offer their college students' field experience and teaching opportunities.

Despite the growing number and need for day care, few states have adequate control over the licensing of private programs. But through working together the owner, operators, and parents of day care centers have established standards for themselves (Oborn & Shipley, 1996). In addition the National Association for the Education of Young Children (NAEYC), offers an accreditation process for quality programming.

According to Gail Richardson (1996) there are numerous reasons why businesses should also invest in child care; some of these reasons include; (1) one third of employees need it; (2) finding quality, affordable care child is difficult; and (3) 67% of employees who do not need child care are affected by someone else's child care problem. Richardson (1996) also found by the year 2000, women will make up two thirds of the new job entrants and 75% of them will be or will become mothers. Due to child care breakdowns, absenteeism costs the U.S. businesses three billion dollars a year. A study of 12 firms in Columbus, Ohio with 22,270 employees, determined that child care absences cost \$784,320 per year (Richardson, 1996).

High/Scope Schools

The High/Scope experiment carried out in the Perry Elementary School of Ypsilanti, Michigan, and supported by the Carnegie corporation of New York, came about as a result of the High/Scope Educational Research Foundation's longitudinal study. This study followed children, for more than 16 years, and indicated that black youngsters, from the poverty stricken families, who had been enrolled at age three were far less likely to fail in school, to break the law, to become unemployed, and in the case of girls, to become pregnant teenagers.

The High/Scope curriculum is recognized as a successful approach to early childhood education. Although its curriculum has changed somewhat since 1962, the core of the approach has remained the same. Because High/Scope is always open to new ideas to enhance children's learning, many principals of the program are still evolving. But the professionals of this curriculum agree that- *it is important to approach children where they are, not where you want them to be.* As a result of this

thinking, a child has a direct role in choosing the pace and course of his/her learning (Weikart, 1986).

The High/Scope curriculum is based on Swiss psychologist, Jean Piaget's view of children's learning. In this curriculum the nurturing of each child's special skills and abilities is the focus, rather than pressuring young children to learn facts and figures before they are ready. The following quotation by Piaget was the view adopted when developing the curriculum and it is still believed today.

"When the active school requires that a student's efforts come from the student himself instead of being imposed, and that his intelligence undertake authentic work instead of accepting predigested knowledge from outside, it is simply asking that the laws of all intelligence be respected(Weikart, 1986)."

The fundamental premise of the High/Scope Curriculum is that children are active learners who learn best from activities they plan and carry out themselves (Weikart, 1986). "Active Learning" is a concept that is embraced in everything that is done. Teacher training, research, and early childhood education all focus around this concept. Throughout the entire history of research and curriculum development in the High/Scope Curriculum, the following precepts have remained unchanged in regards to early childhood teaching and learning:

"(1) Teachers must understand how children mentally construct the world and how these mental constructs change in the course of children's development.

(2) Teaching must build upon, not direct or control, the thoughts and actions of children.

- (3) Children must have daily opportunities to decide what they want to do.
- (4) The child's daily plan must provide the starting point for teaching.
- (5) Certain key experiences are essential to children's early intellectual growth(Weikart, 1986)."

To High/Scope "key experiences" are extremely important. A "key experience" is a child's cultural background; field trips; seasons of the year; special age appropriate projects in cooking, art, science, computers, and so on. The "key experiences" provide adults with a useful guide in conducting the classroom program. These experiences help the teaching staff encourage and extend children's self-chosen activities by providing developmentally appropriate learning. They also free the teachers from dependencies on standard lesson sequences or activity charts. In their simplest form key experiences are important in helping children develop rational thought.

High/Scope focuses its goals for children around the concept that children should live comfortably in their youthful world being encouraged to discover and follow their self-chosen paths to knowledge and maturity. The roles of parents and teachers along this journey is to aide by accompanying the child, clearing the obstacles, offering encouragement and guidance, but not leading the way. The following are the basic goals for preschoolers.

- "1. Develop each child's ability to make choices and decisions about what to do and how to do it, using his or her own time and energy effectively.
2. Develop each child's self-discipline and ability to identify, pursue, and complete self-chosen goals and tasks with originality and responsibility.

3. Develop each child's ability to work with other children and adults in group planning, cooperative efforts, and with shared leadership.
4. Develop each child's knowledge of objects, skill in the arts, and comfort with physical movement.
5. Develop each child's ability to express thoughts, ideas, and feelings; to speak about, dramatize, and graphically represent experiences in order to communicate them to others.
6. Develop each child's ability to comprehend others' spoken, written, dramatic, and graphic representations.
7. Develop each child's ability to apply his or her reasoning ability to a wide range of situations, using a variety of materials.
8. Develop each child's creativity, initiative, spirit of inquiry, and openness to knowledge and other people's viewpoint (Weikart, 1986)."

Public Preschools

According to Albert Shanker (1991), the late President of the American Federation of Teachers, there are many reasons why public schools should sponsor early childhood education. First, a program's development can be focused around the needs of children who have been identified as possible risks to fail school. Another advantage is that the public school system already has the facility along with experience in administering large and complex programs. The staff is already knowledgeable about child development and appropriate activities which will foster the building of a strong, yet flexible program.

When public schools sponsor early childhood education, it does not require uniformity or rigidity. School districts have the freedom to expand and vary the

services offered to meet the local needs. Working together with other agencies the public school can better coordinate the services needed by the families and/or children. In addition to the preschool program, public schools can help fulfill the need for after school child care to assist the working parent's need (Shanker, 1991).

The public school system is well-equipped to offer or coordinate the variety of services that support a child's development such as health and nutrition. Considering the millions of children served by the public school each day, the safety and health record is outstanding (Oborn & Shipley, 1996).

The qualified personnel associated with the public schools is another reason why the public is ideal to sponsor early childhood education. Unlike the weaker licensing practices of the private day care system, the credential checking system of the state and local departments ensures that quality standards will be met. In addition to these standards being met, the staff and the facility is continually monitored and assessed.

At the 1989 "Education Summit" in Charlottesville, VA, President Bush and the state governors met to determine national goals in education. As a result of this summit six goals were developed. One of the six national goals was the idea that children would start school "ready" to learn. This goal had three objectives:

"1. All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

2. Every parent in American will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.

3. Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birth weight babies will be significantly reduced through enhanced health systems."

In order to achieve these goals, the President and the nation's governors concluded that the federal and state governments should work with the states to develop fully funded early intervention strategies. These strategies would be necessary in changing and restructuring existing programs and creating new programs that would better meet these goals and objectives. The group agreed that all children eligible for Head Start, Chapter 1, or other successful preschool programs should have access. This specific declaration was made, "our first priority must be to provide at least one year of preschool for all disadvantaged children" (NSBA, 1990 p.5).

Many states are becoming involved in early childhood education, with several even incorporating it into their state budget. Since 1979, New York City and at least 11 states have passed early childhood programs supported by legislation. New Jersey, Pennsylvania and the District of Columbia are filtering existing funds which support the regular school programs into early childhood programs.

In July of 1994, school districts in Ohio that receive public school preschool grants were required to provide comprehensive services in accordance to Head Start Performance Standards to income eligible three and four year old children. The public preschool program used a sliding fee scale to enroll age and income eligible children (Richardson, 1996).

In 1987, the Public School Early Childhood Study found five major characteristics that determined a quality program. This study used the standards developed by the National Association for Education of Young children (NAEYC). The following are the five major characteristics: (1) staffing patterns, (2) teacher qualifications, (3) comprehensive services, (4) curriculum, (5) parent participation. These characteristics are similar quality indicators used by the Head Start Programs.

Early Childhood Curriculum Models

There are many curriculum models that have developed over the years to match the changes in the philosophy of early childhood education. Goldenberg, Lerner, & Mardell-Czudnowski (1987) classified preschool programs into the following curriculum models: (1) the *enrichment curriculum*; (2) the *direct teaching curriculum*; (3) the *cognitive emphasis curriculum*; (4) the *custodial care curriculum*; and (5) *combination curriculum*.

Enrichment Curriculum

The enrichment philosophy is the most commonly used curriculum for preschool programs. This early childhood program is based on the "whole child" theory. The "whole child" theory is based not only on a child's education but also on all aspects of growth- cognitive, social, linguistic, physical, and emotional. Because of the diversity of the focus of this curriculum, children are given many experiences with a variety of purposes.

The enrichment curriculum is based on the theories of developmental psychology which emphasize the sequential growth in a child's development. Because of the developmental psychology's view that children proceed naturally through stages of development, the role of the teacher is to aide in this natural growth. To accomplish this growth, a teacher would provide learning opportunities within an encouraging and nurturing environment. It is believed that when this safe environment is achieved, children will have a natural desire to learn. This *child oriented* approach, is concerned with the individuality of the child. Because this approach is primarily

concerned with the child's present needs rather than long range goals, it is also called *present oriented*.

An enrichment curriculum classroom usually will include the special activity areas which include areas for: large blocks, crafts, pretend play, and quiet play. The following are some of activities that would occur during an enrichment classroom's day: outdoor and indoor play; language enhancement activities which include storytelling and conversation; and experience building field trips. Although the teacher provides a flexible, daily time schedule, the activities are child-selected. This arrangement provides opportunities for incidental and informal learning. The teacher's primary goal is provide a safe environment which encourages natural learning through exploration.

Direct Teaching Curriculum

Direct teaching is a carefully designed and structured teacher-directed program. This program is based on behavioral psychology principals which emphasize direct intervention to foster the preselected learning skills in young children. The teacher carefully plans structured learning experiences to work on the predetermined academic or pre-academic skills.

The teacher in the direct teaching classroom, determines the pre-academic skills a child needs to perform a math or reading skill. Through structured lessons, these desired behaviors are taught as early as possible. In a direct teaching classroom, focus is also given to math and reading skills.

The direct teaching curriculum is often referred to as a "compensatory model". This reference is related to the belief that many disadvantaged children do not receive the same stimulating home environment that upper and middle income families provide. Generally, in higher socio-economic brackets children receive many

experiences from their home environments that provide them with a better opportunity for learning. This is referred to as the "hidden curriculum". By providing this "hidden curriculum" to disadvantaged children, they are compensated and given a better chance for learning needed skills. A television program designed behind this idea of the "hidden curriculum" is Sesame Street. Through television, Sesame Street brings the "hidden curriculum" into the homes of disadvantaged children .

The direct teaching program is goal and future oriented. The curriculum is goal oriented because of its focus on adapting a child into society. It is future oriented because of its concern and teaching of specific skills early by educators for their needed use later.

Cognitive Emphasis Curriculum

The cognitive emphasis curriculum is based on the principles of cognitive psychology. The work of Jean Piaget has influenced many of the concepts of this curriculum. The major concerns of the cognitive curriculum is the manner in which children develop cognitive abilities. These cognitive abilities include: memory, discrimination, problem solving ability, concept formation, verbal learning, and comprehension. Piaget determined that children think differently from adults. They move through sequenced stages of thought development. As a result of these stages of development, cognitive emphasis curriculum focuses attention on underlying thought processes and the cognitive learning that takes place through experiences and actions. The cognitive emphasis curriculum's primary focus is building ones thinking skills.

Two preschool programs that might be viewed as having a cognitive emphasis curriculum are the High/Scope Preschool and the Montessori Preschool. In the

High/Scope Preschool, the stated purpose of teaching activities is to develop the child's cognitive skills. Likewise, the Montessori curriculum structures the child's learning environment and materials to emphasize and enhance cognitive development.

Custodial Care Curriculum

Because of the needs of working parents, custodial care is necessary in today's society. Options for parents seeking child care for their children include a day care facility or a private home. These facilities offer the supervision needed by parents when they are away from home. The length of stay can range from several hours to an entire day. Planning a curriculum in this setting depends on the following factors: staff knowledge and training, age of children, and enrollment numbers. Most custodial care facilities are structured loosely with much of the day consumed by resting, eating, and toileting.

Combination Curriculum

Many preschool programs are eclectic, combining elements from several curriculum models. The typical day would include some open experiences that are child-selected, specific teaching of skills, activities designed to develop cognitive skills, and some programs offer full days. Combination early childhood programs have developed over the years in order to meet the needs of working parents, to provide early socialization experiences for children, and to compete with other private early childhood programs.

Summary

It is obvious that the origins of preschool programs to various models of contemporary programs that the value and purpose of training young minds at developmentally appropriate levels has never been seriously questioned by the professional educational committee. Various approaches have been implemented and the curriculum of choice depends primarily on the values and philosophical ideas of the individuals implementing the program.

CHAPTER THREE

Research Strategy

The purpose of this study was to suggest a type of preschool curriculum that would be effective for the Woodstown-Pilesgrove School District. This was accomplished in various stages. First, library research was conducted at EIRC and the Rowan University Library to find recent literature on the various types of preschool curriculums. Then, because the needs of the community should be considered when designing a public preschool curriculum, an informal survey was designed to solicit the opinions of present and past kindergarten teachers in the Woodstown-Pilesgrove School District. The results of this narrative survey was used to design the major components of the preschool curriculum.

Population

The informal narrative survey was given to past and present Woodstown-Pilesgrove kindergarten teachers. Of the eight participating teachers: five are presently kindergarten teachers, two are past kindergarten teachers, who are now

teaching first grade, and one is a past kindergarten teacher, on a child-rearing leave. All eight questionnaires were returned.

Instrumentation

An informal questionnaire was developed for this study. (A copy of this questionnaire can be found in the Appendix B.) The questionnaire contained 11 questions which focused on the following areas: reasons for establishing a preschool; gains the preschool child should make; location of the preschool; benefits and problems related to a public preschool; issues regarding enrollment, recruitment, inclusion, accreditation, and tuition; and length of day.

Procedure

In October 1997, each participant was asked to write, in narrative form, responses to the questions posed, in the survey, with reasons for his/her response. It was specifically requested that each teacher complete a questionnaire separately, without collaboration or discussion with other participants.

Analysis of Data

Each survey was assigned a letter to record responses. Under each question, the participants' response was recorded next to this letter to make the comparison of answers more effective. A copy of the participant's answers are found in Appendix D.

CHAPTER FOUR

Content Analysis

Introduction

This study was undertaken to provide suggestions for the design of an effective preschool program for the Woodstown-Pilesgrove School District. The needs of the Woodstown-Pilesgrove School District, in relation to the preschool, will be determined by a sampling of the opinions of past and present kindergarten teachers. This research focused on reasons for establishing a preschool, gains expected in preschool children, location of the preschool, benefits and problems related to a public preschool, issues regarding enrollment, recruitment, inclusion, accreditation, and tuition, and length of day.

Interpretation of Questionnaires

The perception that many children come to school not ready to learn and are at risk for school failure was stated by seven out of the eight respondents. The majority believe that this was the most important reason to establish a public preschool, since

preschool would help these children experience more success in their future schooling. Another common response, noted by four teachers, was the benefit of the social and emotional preparation that a public preschool could offer its students. In regard to the gains that children should receive from a public preschool program, numerous responses were given. The most common response which occurred six times in the questionnaire was socialization. Other common replies, mentioned three or more times, were exposure to, the alphabet, acquiring letter/sound correspondence, counting, naming shapes, number recognition, enhancing language, and improving listening skills.

Seven participants believe that, the district's elementary school the Mary S. Shoemaker School, is the best location for the preschool. Among the reasons given for the elementary school as the best location was the general concept that the preschool child would become familiar with the elementary school thus easing the transition to kindergarten. Other positives noted, for preschool to be located in the elementary school, were access to the school staff and facilities including playground, multi-purpose room, nurse, and computer lab. The eighth participant disagreed with the majority stating that the preschool should be located within walking distance of the elementary school, but not in the elementary school in order to avoid the "competitive pressures" associated with school.

The most frequently expressed benefit to having a preschool, referred to by six respondents, was the academic preparation that these children would receive. Preschoolers would be coming to kindergarten exposed to the skills and experiences needed for learning. Other common benefits, noted by the respondents included the following: (1) students could receive remediation earlier; (2) all children could attend; (3) greater self-confidence would be developed with less school anxiety; and (4) better socialization skills would follow.

Funding, was the number one problem, listed in all of the questionnaires, in relation to a public preschool. Other responses, which were noted three or more times, were finding adequate space for the program and enrollment limitations. Concerning the limited enrollment issue, four participants viewed that admission should be based on the academic and financial need of the child. Three other questionnaires stated that if enrollment is limited it should be based on a first come first serve with an age requirement.

Many suggestions were given as a means to recruit children, the most common responses stated four or more times, recruiting through advertising and through school age siblings. The suggestions of places to advertise included: places of worship, day care, hospitals, doctor's offices, and the local newspaper.

All eight participants expressed the opinion that tuition should not be charged. The reasons given for this response focused around the idea that children with financial needs could not attend and a public preschool should be publicly funded.

Results were divided to whether the preschool should be only a half day program or a half day program with the option of a day care. Half of respondents felt that only a half day preschool should be offered. Reasons for this response related to the issue of space and the idea of focusing all attention on the preschool first. The remaining half of the respondents believed that an optional day care should be offered in conjunction with preschool, believing the day care would help the working and single parent.

In regard to the issue of special needs children in the preschool, half of the respondents believe that handicapped children should be involved in a regular preschool classroom. Three of the respondents feel that the current handicapped preschool designed by the district was a more appropriate placement for children with special needs. One respondent felt unqualified to answer this question. Of the four, who advocated the inclusion of special needs children in the regular preschool

classroom, many concerns were expressed including the need to limit class size, the addition of special education teachers and teacher assistants, and staff training.

All eight surveys stated that the accreditation for achieving standards of quality from the National Association for the Education of Young Children would be extremely important in insuring the our district offers a quality program.

CHAPTER FIVE

Summary

The purpose of this study was to suggest a type of preschool curriculum that would be effective for the Woodstown-Pilesgrove School District. This was accomplished in various stages. First, library research was conducted at EIRC and the Rowan University Library to find recent literature on the various types of preschool curriculums. Then, because the needs of the community should be considered when designing a public preschool curriculum, an informal survey was designed to solicit the opinions of present and past kindergarten teachers in the Woodstown-Pilesgrove School District. The results of this narrative survey was used to design the major components of the preschool curriculum. The recommendations for the preschool program, determined through the survey, are the following: a NAEYC accredited preschool, located at the Mary S. Shoemaker School, should be publicly funded focusing on children who are at risk for school failure. Because of limited enrollment children with financial and academic need should receive priority for enrollment in the program. The preschool's curriculum while focusing on socialization, will also address kindergarten readiness skills. Children with special needs should attend but training, consultative assistance, and additional teacher assistants should be provided by the district.

Conclusion

The results of this project indicate that an effective preschool for the Woodstown-Piles Grove Regional School District would be as follows: the location of the publicly funded preschool would be at the Mary S. Shoemaker School; the district would seek NAEYC accreditation of the preschool; ideally the preschool would be open to all age appropriate preschool children, however, its focus would primarily be on children who are at risk for school failure. As a result of the primary focus the limited enrollment would be based on financial and academic need of the children. The preschool's curriculum while focusing on socialization, will also address kindergarten readiness skills. A copy of a suggested, outline of the curriculum is located in Appendix C. Children with special needs should attend but training, consultative assistance, and additional teacher assistants should be provided by the district.

Discussion

Although only the opinion of the past and present kindergarten teachers in the district were solicited to compile what would be an effective preschool program for this district, it is those teachers who see the difference between the children who do and do not attend preschool. The areas of concern that the teachers reported was a result of many years of experience in noting the difference between children in relation to preschool attendance and family finances. The children who have not attended preschool because of financial needs are in the teachers opinion are at risk for school failure. Trying to reach these children through preschool before their kindergarten year, seems to be the best way for a school district to help these children

succeed in school. A publicly funded preschool would help every child to come to school ready to learn.

APPENDICES

APPENDIX A

October 15, 1997

Dear _____,

I am in the process of receiving my MA degree in Learning Disabilities from Rowan University. The topic of my thesis project is the identification of preschool curriculum models which would be most appropriate for the Woodstown-Pilesgrove Regional School District. To accomplish this project, I am conducting a survey of present and past Woodstown-Pilesgrove Kindergarten teachers to determine their recommendations for the preschool curriculum. Since your statements will directly influence the selection of the curriculum models, please carefully consider your responses when answering the following questions. All surveys will be kept anonymous. Thank-you for taking the time to respond.

Sincerely,

Dawn Schollenberger

7. What would be the best way to recruit children who qualify for admission?

8. Do you feel that tuition should be charged? If yes, should it be based on a sliding scale? Please list reasons for response.

9. Should the preschool program be only half day or a half day preschool program with a half day daycare? Please list reasons for response.

10. Should the program include the children with special needs? (ie, the preschool handicapped class) Please list reasons for response.

11. Should the program seek accreditation for achieving standards of quality from the National Association for the Education of Young Children? Please list reasons for response.

APPENDIX C

SUGGESTED MAJOR COMPONENTS OF THE PRESCHOOL CURRICULUM

The primary goal of the preschool classroom education program is to help children gain the readiness needed for success in kindergarten.

CONTENT GOALS BEHAVIORAL EVIDENCE

The following indicators are possible means of assessing a preschooler's performance. Other evaluation forms may be used.

The student should:

The student can...

1. Recognize likeness and differences in color, shape, and position, and size of object.

1a. Attribute blocks.
b. Choose the object that is different in a group.
c. Distinguish differences in pictures, letters, or numbers.
d. Sort objects by shape, color, and size.
e. Points to correct shape when named.

2. Identify basic colors.

2a. Identify color of crayons.
b. Name colors.
c. Color item in a specific color as directed.
d. Match color cards to the same color card.

3. Know left and right.

3a. Draw a line from left to right.
b. Tract print on charts from left to right.
c. Know difference between the left and right hand.
d. Look at pictures from left to right.

4. Identify everyday familiar sounds.

4a. Identify animal sounds in songs.
b. Recognize classmates voices.
c. Listen to and identify everyday sounds.

5. Recognize rhyming words.

5a. Recognize words that rhyme from stories and nursery rhymes.

- b. Identify the two objects that rhyme when given a choice of four.
 - c. Name orally two words that rhyme.
 - d. Answer yes or no to whether two words rhyme.

- 6. Follow oral directions.
 - 6a. Perform two step oral directions.
 - b. Act out directions on movement record.
 - c. Play "Simon Says."

- 7. Understanding directional words.
 - 7a. Place objects as directed on a story map.
 - b. Demonstrate an understanding of the following words by using a two objects: up, down, under, over, beside, front, back, top, bottom.

- 8. Be able demonstrate hand/eye coordination.
 - 8a. Lace picture cards and shoes.
 - b. Cut on a line.
 - c. Writes name.
 - d. Draw around an object.
 - e. Writes alphabet letters.

- 9. Sequence pictures
 - 9. Arrange three pictures in the proper order.

- 10. Retell a story in order.
 - 10a. Listen to a story and retell in own words.
 - b. Name the beginning and end of a story.
 - c. Dramatizes story in correct order using props.

- 11. Show interest in books and stories.
 - 11a. Attends during stories.
 - b. Pretends to reread stories to self and others.
 - c. Looks at books in free time.
 - d. Relates story details to pictures.

- 12. Know the upper- and lower-case letters of the alphabet.
 - 12a. Locates and names letters on charts.
 - b. Names orally the flash card letters selected at random.
 - c. Writes alphabet letters during journal writing.

- 13. Hear the beginning sounds of consonants.
 - 13a. Name words that begin with the same and different sounds.
 - b. Name the letter of words when dictated.
 - c. Respond with a word when given a consonant sound.

- 14. Know numbers zero to ten.
 - 14a. Points to numbers 0-10 when named in random order.
 - b. Makes sets of 0-5 objects.
 - c. Gives specified number of items when directed.

15. Understands counting order.

15. Counts from 1-10 objects.

16. Knows body parts

16a. Points to body parts named.

b. Name six body parts when described by function.

c. Draws self-portrait including head, trunk, and four limbs.

APPENDIX D

Answers to Questionnaire

1. What is the most important reason for establishing a public preschool for our district?

A. The most important reason to establish a public preschool is to reach the children who are not receiving the benefits of preschool and who may not have the advantages of an enriching home environment. Hopefully, the public preschool will be able to reach children who would be at-risk for school failure.

B. The most important reason for establishing a public preschool is to prepare the children socially for the kindergarten school year.

C. For us to be able to identify and reach those students who are in need of, or lacking in, exposure to letters, numbers, colors, and other developmentally appropriate information earlier.

D. There are too many students coming to kindergarten not ready for school.

E. To socially and emotionally prepare youngsters for the kindergarten/elementary school experience. To "love" and enjoy the idea of "school" and learning.

F. To provide all students with an introduction to "school culture", to make preschool available to all children in the community.

G. The most important reason would be to reach all children in our district at an earlier age, so those under achievers are not farther behind when entering kindergarten.

H. To prepare the children socially and academically for their kindergarten year.

2. After a child completes the preschool program, what should he/she have gained?

A. Any experience that may make their kindergarten experience more successful is what the preschool children should gain. Examples include: exposure to ABCs, counting, shapes, numbers, field trips, intensive exposure to language and literature-socialization.

B. A child should gain the ability to socialize and respond appropriately to their own capability.

- C. -Improve social skills
 - basic understanding of language
 - basic knowledge of letters and number concepts
- D. -Social skills
 - Overall exposure to all kinds of activities
 - Letter ID or at least a good start
 - A-Z sounds
 - Number sense
 - exposure
- E. He/she will have gained self-confidence, self-esteem and the anticipation of being a "big" kid in elementary school.
- F. Socialization skills, introduction to books, letters and sounds, experience with math concepts, language skill, hands on experiences with science, art, etc.
- G. They should gain an understanding of what school is all about. Hopefully they will be emotionally and socially ready for kindergarten.
- H. A child should gain the ability to socialize and respond to their own level of capabilities.

3. What would be the best location for the preschool site? Please list reasons for response.

- A. The Mary S. Shoemaker School would be the best location for the preschool. This would give the children added opportunity to learn in the same environment of the kindergarten.
- B. The best location for the preschool site would be an elementary school. It allows the children to follow rules and regulations of the school. It makes it an easier transition for the children when entering kindergarten.
- C. In the Mary Shoemaker School would be the best location, so that students can become familiar and comfortable with what they will be experiencing in kindergarten. It would also give them access to the playground, multipurpose room and library.
- D. At the Mary Shoemaker School or right next to it. I believe that it should become apart of the elementary school. The teachers could work as a team to prepare students for kindergarten, ie curriculum control
- E. In a building outside of the elementary school, yet within walking distance. If it is in the same building as the elementary, I think they should be completely separated

from older elementary students. I don't think preschoolers or preschool "parents" should have the feeling that their children are already starting "school" with all the competitive pressures that can go along with it. Preschoolers are not kindergartners and shouldn't be treated as such.

F. I believe that the Mary S. Shoemaker school would be ideal-not only could the children acclimate to our school, but the parents could as well. Parents could get an early start volunteering, joining the PTA, taking part in parent education programs, etc. Also, at MSS, the preschool could take advantage of things here such as cafeteria/free and reduced lunch program, computer lab, library, etc. These things might be difficult (and expensive!) to establish in another location.

G. The best location would be inside the Shoemaker School. The preschool teacher could talk to the kindergarten teachers on a daily basis.

H. The best location for the preschool site would be a public school.

- Acclimates children to school procedure
- Transition is easy when they are at the same school

4. What would be the benefits to having a public preschool?

A. Children will be better prepared for school. They would begin "ready to learn".

- B.
1. Prepares the children for kindergarten
 2. Enables teachers to see the academic level the child is on.
 3. It makes the child have less anxiety towards school.

C. -All students would be able to attend.
-We could meet the needs earlier of those students whose environment at home is lacking.
-Students entering kindergarten would be more ready, therefore, there would be less retention.

D. We would be able to develop and control the curriculum. Which in turn would help our curriculum grow and change. Over all there would be an improvement in our public school.

E. -The elementary school experience may be less threatening/frightening
-Encourage children to gain experiences (get a "Head Start") that they may not otherwise get at home or with a baby-sitter or daycare.
-Get parents/children involved in education a lot earlier.
-Help out working parents who might otherwise have their child with a baby-sitter(watching TV/videos all day)!
-Give children a jump start in all areas of development to help them prepare for kindergarten.

F. Preschool would be made available to all kids; kids who need special services could be identified and receive remediation sooner.

G. All children entering our school district would be given the opportunity to learn and socialize before entering kindergarten.

H. Benefits

1. Prepares children for kindergarten academics
2. Prepares children socially
3. Placement in kindergarten would be evenly dispersed

5. What would be the problems of having a public preschool?

A. 1. Funding

2. location
3. If enrollment is limited, who can/cannot attend.

B. 1. Lack of funding

2. Having to reconstruct kindergarten program
3. Enrollment-How many? Cut off?

C. -cost

-space

D. -funding

-keeping it developmentally appropriate

E. -Parents enrolling children simply for free daycare

-COST to taxpayers/district

-space availability

F. 1. Funding

2. space (especially if we want it in the elementary school!)

G. The only problem I can see is the added cost to the school district.

H. 1. Lack of funding

2. Having to reconstruct kindergarten program

3. Enrollment

6. If the preschool enrollment is limited, what should admission be based on?

A. 1. academic need

2. financial need

- B. 1. first come first serve basis
2. Take admission test and then take a mixed group
3. age requirement 4-6 years

C. Academic need and financial need

D. I don't think enrollment should be limited. But If it has to, then it should be based on need-financial and academic.

E. Birth date; It seems that a public preschool funded by taxes/district should be open and have adequate space to accommodate all who fit into the "preschool" category (just like any other public grade.)

F. Ideally, it would be made available to all student, If that's impossible, selection could be made based on academic need and financial eligibility. If limited, the goal should be to reach those students who need it most and/or cannot afford private preschool.

G. If it is limited to 30 students, then the first 30 who sign up.

- H. 1. age requirement
2. first come first serve basis
3. admissions test

7. What would be the best way to recruit children who qualify for admission?

- A. 1. advertise
2. notification through school age siblings
3. church
4. social services
5. child study team
6. word of mouth

- B. 1. Flyers
2. Siblings
3. Church

- C. -ads in the paper
-notices in church bulletins
-letters to siblings of students already enrolled in school
-advertisements in day cares

D. Advertising

E. Hmm. If it were a program designed for kids with special needs or disadvantages perhaps a prescreening. Recruit kids via Woodstown/Piles Grove mail and or newspaper.

F. Newspaper, places of worship in the community, phone call, possible visitations to families, networking through the local hospitals, doctors' offices and social services agencies.

G. Newspapers and fliers-Advertise

- H. 1. Siblings
2. Mail
3. Local churches

8. Do you feel that tuition should be charged? If yes, should it be based on a sliding scale? Please list reasons for response.

A. No! If a tuition was charged, the children who need it the most could not and would not attend.

B. No, I feel that the program should be state funded. If your school or community is in need of this program and it is desired the state should assist.

C. No, we won't get everyone who needs the academic help.

D. No, it should be part of the school system. If we charge, then the students who need it the most won't come.

E. No, if a tuition is charged (even a small amount), those children who we need to reach the most may not be able to attend.

F. No, I feel that it should be part of the public school system. If tuition must be charged, it should be on a sliding scale.

G. No. Public education is publicly supported.

H. No, I feel it should be state funded.

9. Should the preschool program be only half day or a half day preschool program with a half day daycare? Please list reasons for response.

- A. I feel you should just focus on one aspect of the program. Make the preschool a success first. Then additional aspects to the program later.
- B. Preschool should be a half day or a full day instruction. I feel that a state funded facility should be structured and there is too much liability with a daycare.
- C. Half day only for now. If parents need, and can afford extended care, they can arrange it on their own.
- D. I think it should be half day, with two sessions morning and afternoon, in order to serve more students. No daycare, but maybe students can be bused to day cares after their session.
- E. I think the preschool should be a half day with the option of a half day daycare, or transportation to another daycare.
- F. The program should be half day, with after school SACC provided for those who need it. This would make it easier for parents who work.
- G. It should be 1/2 and 1/2 simply because many children who may be eligible would have working parents. Transportation and setting up more child care for the day would be a factor with parents enrolling their child.
- H. -Preschool only -no daycare
-There are too many regulations involving daycare children.

10. Should the program include the children with special needs? (ie, the preschool handicapped class) Please list reasons for response.

- A. Yes! Typically developing preschool age children and handicapped children can benefit from learning about each other. It is especially helpful for handicapped children to be exposed to the average preschool child. But with the addition of the children with special needs other consideration should be addresses. Examples: Staff training, evenly distributing the special needs children in the classrooms, smaller class size or an assistant, special equipment...But when designing this element into the preschool program it must not be looked at as a cost saving factor. In order for inclusion to work, adequate funds and staff support must be considered.
- B. No, because there would be a separate program. I feel that the special needs children would benefit more with their own adaptive preschool.
- C. I don't feel qualified to answer this, but the preschool handicapped class seems successful as is.

D. Yes, although I am not sure how it works or if the preschool handicapped should be separate. Although I do think we should allow anyone to participate.

E. Since our school has a handicapped preschool, I think the children with special needs would benefit more by being in that class. The small class size would better meet their needs.

F. Yes-ideally, the preschool handicapped children would be included in a class with both a regular and special education teacher.

G. Absolutely. children will eventually be mainstreamed, so why not learn how to play with and respect others and their differences right off the bat.

H. No, there should be a separate program.

11. Should the program seek accreditation for achieving standards of quality from the National Association for the Education of Young Children? Please list reasons for response.

A. Yes! We should want the best program available and accreditation seems to be a good way to start.

B. Yes, because if you put the effort, time, and use educational resources it should be an accredited program.

C. Yes, I do not know what those quality standards are, but it seems to me that we should meet all quality standards.

D. Yes, I think that the NAEYC is an excellent organization that could offer guidance and support. If anything, we should look into it maybe a few years after the program is up and running.

E. Yes, I think that it shows everyone that all standards are being met to provide the best preschool possible.

F. Absolutely!

G. Absolutely! I believe NAEYC sets reasonable high standards/expectations for preschool education. As a parent, too, I would love for an accredited program for my preschoolers. I believe NAEYC standards would be most consistent and up-to-date with trends in child development and education.

H. Yes, the school should be acknowledge for all their work and efforts.

BIBLIOGRAPHY

Anderson, K. & Zigler, E. (1979). An Idea Whose Time had Come: The Intellectual and Political climate for Head Start. Project Head Start. New York: The Free Press.

Bloch, M.N., Seidlinger, P., & Seward, P. (1987). What History Tells Us About Public Schools for 4-Year-Olds. Theory into Practice, 28(1): 11-18.

Congress of the U.S., Senate Committee on Labor and Human Resources (1994). Human Services Reauthorization of 1994. Report from the Committee on Labor and Human Resources To Accompany S. 2000. Senate, 103D Congress, 2d Session. Washington D.C.: U.S. Government Printing Office.

Day, B.B. & Thomas, T.S. (1988). Public School Programs for Young Children: Who, Where, What, Why, and How. Principal, 67(5): 24-26.

Day, D.E. (1983) Early Childhood Education: A Human Ecological Approach. Glenview: Scott, Foresman and Company.

Goldenberg, D., Lerner, J., & Mardell-Czudnowski, C. (1987) Special Education for the Early Childhood Years (2nd ed.). Englewood Cliffs: Prentice-Hall, Inc.

Hechinger, F.M. (1986) A Better Start New Choices for Early Learning. United States: Walker Publishing Company, Inc.

Hohmann C.F. & Schweinhart L.J. (1992). The High/Scope K-3 Curriculum: A New Approach. Principal, 71(5): 16-19.

Kramer, R. (1988). Maria Montessori: A Biography. Reading, Ma: Addison-Wesley.

Levine, D.U., & Ornstein, A.C. (1984) An Introduction to the Foundations of Education (3rd ed.). Boston: Houghton Mifflin Company. book

Montessori M. The Montessori Method (1964) Cambridge: Robert Bentley.

National School Boards Association (1990). Ready to Learn: Early Childhood Education in the Public Schools. National School Board Association.

Oborn C.S. & Shipley G.L. (1996). A Review of Four Preschool Programs: A Preschool Model that Works. Chicago.

Richardson, G. (1996). Making the Case for Business Investment in Child Care. Paper Presented at the Meeting of the Ohio Association for the Education of Young Children Institute. Columbus, Ohio.

Ross, C.J. (1979). Early Skirmishes with Poverty: The Historical Roots of Head Start. Project Head Start. New York: Free Press.

Schweinhart, L.J. (1988). How Important Is Child-Initiated Activity? Principal, 67(5): 6-10.

Shanker, A. (1991). Early Childhood Education. Lanham, MD: University Press of America.

Steiner, G.Y. (1976). The Children's Cause. Washington DC: The Brooking Institution. Commentary. American Journal of Orthopsychiatry. 55, 603-609.

United States Department of Human Services. (Ed.). (1994). The User's Guide to Head Start Training and Technical Assistance. Washington D.C.: U.S. Government Printing Office.

Weikart, D.(1986)High/Scope ReSource. High/Scope Press.