



**Are you Investing in
Your Child's**

Future Goals?



Population Education And Childrens Futures Fastback

Michael Brown



Population Education And Childrens Futures Fastback:

Population, Education, and Children's Futures Robert Marshall Bjork, Stewart E. Fraser, 1980 This monograph discusses world population problems examines the underlying concepts and issues in population education and looks at the future The monograph begins by describing an attempt at population education in a village of India Eight guiding concepts that are considered to be essential for population educators are then discussed These are 1 all exponential progressions have limits 2 it is impossible to do nothing 3 everything is connected to everything else and rarely can problems be solved in isolation 4 the issue in population is not how many the planet earth can support but how long any size populations can persist 5 everything must go somewhere 6 one cannot get something for nothing 7 often good intentions do not lead us to where we would like to go and 8 growth in the moral and aesthetic aspects of life is possible without growth in population or economic production Many issues concerning the scope audience and teaching methods in population education are sensitive and often controversial For example should an educational program emphasizing fertility limitation be directed toward adults teenagers or both Another issue is the degree to which sex education and population education should be related A brief survey of population education in Third World countries shows that some efforts have been made to develop curriculum in the schools but the major emphasis has been to reach the child bearing age group with both sophisticated and primitive forms of media To date China is the only large non Western country with a predominantly rural population that has achieved a low birthrate Children s futures from various countries are compared Sources of material for the population educator are cited Author RM Resources in Education ,1998 *Resources in Education* ,1997 The Word Game Edgar Dale,1975

A Model for Teaching Writing Donovan R. Walling,1987 Intended to help teachers understand the complexities of the writing process this pamphlet offers a model for writing conceptualized in three phases stimulus process and product The process phase is then examined from the perspectives of consciousness speed and elaboration and mental physical interaction The following implications for writing instruction are discussed 1 teachers should not make assumptions about the process characteristics of their students 2 students need to understand their own personal process characteristics 3 teachers can suggest demonstrate and model process options for students and 4 teachers can expand opportunities for students to examine others processes by structuring collaborative writing and editing activities Collaborative writing and editing are also discussed in separate sections Finally the pamphlet describes the benefits of selective correction of student writing and ways to use writing for spelling improvement A list of references and suggested resources is appended SRT A Model for Effective School Discipline Mildred Carter,1987 According to an annual Gallup Poll lack of discipline was the number one problem facing public schools between 1969 and 1985 Chief underlying causes are inadequate parenting ineffective teacher training poor school organization and inadequate administrative leadership This monograph dicusses the Prospect School Oberlin Ohio model for effective discipline based on Wayson s self discipline good citizen concept and

common characteristics of 500 well disciplined schools in the United States and Canada The project began with a staff generated philosophy statement stressing school community responsibilities for providing superior education for all students The program uses the student council concept to teach responsibility and self discipline and to promote communitywide awareness of discipline problems The council operates under a constitution loosely patterned after the United States Constitution A student court rules on minor infractions such as fighting The student council is regarded as part of Prospect School s overall education plan The model features well disciplined school characteristics such as 1 a shared sense of purpose for discipline training 2 focus on individual students needs 3 purposeful organized activities for learning self discipline and 4 personal responsibility for the program s success Included are 14 references MLH How Should Teachers be Educated? Alan R. Tom,1987 This monograph provides a framework for analyzing and evaluating the soundness of teacher education reform proposals Key questions covering five areas that may be addressed to various proposals are presented 1 problem definition 2 solutions proposed 3 rationale for the problem definition and proposed solutions 4 feasibility of solutions and 5 underlying assumptions Specific questions are discussed along with a rationale for why each of these questions is an important part of a framework for analyzing teacher education reform reports A demonstration of how the framework can be used to assess the recommendations in any reform report applies the questions to the following recent reports 1 the Holmes Group report Tomorrow s Teachers 2 the Carnegie Task Force on Teaching as a Profession report A Nation Prepared Teachers for the 21st Century and 3 the National Council for Accreditation of Teacher Education NCATE Redesign JD

Teaching Writing with the Microcomputer E. Marilyn Schaeffer,1987 Intended as a guide for elementary school teachers who want to use the computer as a writing tool in their classrooms this booklet offers an outline of practical information and techniques for introducing young children to computers in kindergarten through grade 6 The first chapter explains the process approach to writing and advocates computer use to generate student enthusiasm for writing while the second chapter discusses solving writing problems with the word processor The third chapter offers activities for the word processor as a writing tool and is subdivided as follows 1 kindergarten the process begins 2 first grade introducing a simple word processing package 3 second grade simple revision commands 4 third grade beginning to control the system 5 fourth grade a year of transition 6 fifth grade extended application and 7 sixth grade full use of the system The remaining two chapters discuss possible problems and practical solutions and how to select word processing software A brief conclusion recapitulates the ideas about the promise of microcomputers that underlie the manual and a list of references is appended NKA Teaching Reading in the Secondary School Lucy Fuchs,1987 Intended for use by secondary school teachers in all subject areas this booklet provides practical information classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher s strategic position for preparing students for the

world of work the booklet offers specific chapters on 1 vocabulary development 2 reading in the content areas 3 incorporating reading into lesson planning 4 using questions to develop critical reading 5 reading and study skills such as outlining note taking and study methods 6 guiding teenage reading choices and 7 other reading activities including reading newspapers especially the sports pages junk mail and television related material The booklet also contains some concluding remarks and a bibliography NKA *Mentor Teachers* Roger G. Lowney, 1986 A brief introductory overview of career ladder programs in Tennessee Utah and North Carolina precedes a description of the California Mentor Teacher Program The California Mentor Teacher Program was one of the reforms provided for in the comprehensive California Educational Reform Act of 1983 This fastback describes one such program the Chula Vista City School District Mentor Teacher Program Salient points covered are 1 how mentor teachers are selected 2 the goals and objectives of the Chula Vista Mentor Program 3 how the program works 4 teacher reactions to the program and 5 mentor teacher reactions to the program JD

Learning Through Laughter Claudia E. Cornett, 1986 Focusing on humor as a powerful instructional resource this booklet addresses a variety of issues regarding humor in the elementary and secondary classroom Thirteen ways in which humor can help teachers to achieve educational goals are presented specifically that it 1 attracts attention and provokes thought 2 liberates creative capacities 3 helps gain friends 4 improves communication 5 soothes difficult moments 6 can stimulate intercultural study 7 promotes health 8 develops a positive attitude and self image 9 motivates and energizes 10 solves problems 11 increases quality and quantity of students reading 12 reinforces desired behaviors and 13 has entertainment value An age based developmental sequence of a child's sense of humor derived from various cognitive stage theories is outlined Next the booklet postulates that knowledge of this progression and an awareness of the nature of humor enables teachers to help students analyze their own sense of humor use humor appropriately in social situations and speak and write creatively The physical aspects of humor and the superiority and incongruity theories of humor are discussed and 11 reasons for including humor in one's daily routine to relieve stress are presented Finally a list of 49 currently used practical teaching ideas for employing humor in the classroom are offered A bibliography is included JD **Legal Basics for Teachers** Robert Leo Monks, Ernest I. Proulx, 1986 This fastback presents some basic legal guidelines for teachers which if observed will minimize the possibility of lawsuits resulting from incidents occurring in school settings The following topics are covered 1 basic legal terminology 2 reporting child abuse 3 self defense 4 possession and use of controlled substances 5 privileged communication 6 administering first aid and medication 7 conducting field trips 8 locker and personal searches 9 discipline 10 trespass of personal property 11 supervision and liability and 12 insurance and liability JD *The Induction of New Teachers* Kevin Ryan, 1986 In this monograph common problems faced by beginning teachers are discussed These include 1 encountering the unexpected demands of teaching in the familiar framework of the classroom 2 understanding the role of the teacher in dealing with students 3 communicating effectively with parents 4 achieving a clear perspective on the

authority and responsibilities of the principal 5 establishing a sound rapport with other teachers and 6 applying instructional skills to a specific curriculum Suggestions are made on what the new teacher can do when faced with these problems how the school can provide support for the new teacher and what teacher education institutions can do to prepare students for the first year of teaching JD *Dealing with Abnormal Behavior in the Classroom* David M. Romney, 1986 This booklet discusses four of the more common classroom behavior disorders with which teachers must deal hyperactivity childhood depression extreme shyness and aggressive behavior In the section on hyperactivity three characteristics excessive motor activity inattentiveness and impulsiveness are listed as constituting the hyperactivity syndrome The term Attention Deficit Disorder is explained A case study of a hyperactive child is presented assessment of hyperactivity is discussed causes of hyperactivity are considered treatment is reviewed and the prognosis for hyperactive children is described The section on childhood depression presents a case study of a depressed child and addresses the issues of assessment causes of childhood depression and intervention strategies Case studies assessment techniques causes and intervention strategies are also described for the disorders of extreme shyness and aggressive behavior References are included Author NB *Teenage Suicide* Jerilyn Kyker Pfeifer, 1986 **A Model for Teaching Thinking Skills** Antoinette Maria Worsham, Anita J. Stockton, 1986 As a consequence of studies indicating that students ability to think can be improved through direct instruction this booklet presents one approach to teaching thinking skills within the context of existing curricula a model described as the inclusion process The booklet discusses what thinking skills should be taught and how to decide which skills are appropriate It then describes four approaches for teaching thinking skills infusion a separate course linkage and inclusion Next the booklet describes using the inclusion process and guidelines for teaching thinking skills using focus and application lessons The booklet concludes by discussing the universality of the inclusion process evaluating thinking skills instruction and advocating a focus on process rather than content EL **Grievance Arbitration in Education** Ned B. Lovell, 1985 This pamphlet provides information necessary to analyze existing grievance procedures and sets forth principles to guide the formulation of a more effective grievance process The introduction defines the grievance procedure in a contractual context describes its benefits to management union members and private citizens and briefly reviews key problems The second chapter discusses the historical and legislative development of grievance arbitration while chapter 3 discusses the differences in arbitration between the public and private sector The fourth chapter is a guide to negotiating the language of grievance procedures The discussion illustrates the significance of the following characteristics definition eligible grievant steps in the grievance procedure time limits final step no reprisal clause source of arbitrator limitations on arbitrators authority and conditions of arbitration The fifth chapter discusses potential reforms specifically expedited grievance arbitration procedures and grievance mediation A brief conclusion follows along with footnotes TE *Missing and Abducted Children* Phillip Melvin Wishon, Bruce W. Broderius, 1987 The purpose of this pamphlet is to aid teachers

counselors administrators paraprofessionals and other support personnel in alleviating the problem of missing and abducted children After an introductory overview of the national incidence of missing children three specific categories of missing children are identified and discussed runaways parent abductions and abductions by unknown persons The ensuing sections identify measures schools can take to prevent abductions tracking students identification of students working with parents including a list of 24 suggestions that schools should communicate to parents working with students including a list of 20 suggestions for children to help ensure their personal safety and a checklist for making schools safe The next sections provide steps to follow in reporting a child missing reporting the discovery of a missing child and reintegrating an abduction victim into the classroom A brief bibliography is provided and the following lists are appended 1 U S corporations involved in the problem of missing children 15 entries 2 organizations with information about missing children 28 entries and 3 resources for teachers and parents on the problem of missing children 28 citations TE How to Start a School/business Partnership Carol O'Connell,1985 The purpose of this practical guide is to increase the awareness of both educators who are responsible for building school partnerships and corporate leaders as to how school partnerships can contribute to education Kinds of school business partnerships are discussed and the services provided by partners are listed These steps in establishing and maintaining partnerships are then outlined planning organizing implementing and evaluating Samples and examples are provided Organization of an education foundation is also described and sources of more information on organizing and managing them are cited An appendix provides a list of corporations or professional organizations involved in partnerships and their addresses and a brief description of the activities they sponsor A bibliography is included YLB

Community Service Projects Richard P. Lipka,James A. Beane,Brian O'Connell,1985 This booklet examines the theory and practice of projects that involve secondary students in community services Through such involvement young people will develop positive attitudes toward community participation that will persist throughout their adult lives Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities The booklet begins by discussing the place of community service in the school program The rationale and objectives of a school citizenship program and criteria for community service projects are discussed Some existing community projects involving secondary students are then described Practical matters involved in developing community service programs are discussed These include identifying community needs defining personnel roles scheduling and time considerations financial considerations and project planning The last two sections discuss evaluation of projects and the future with regard to community service education The booklet concludes with a bibliography RM

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