



## BUILDING INCLUSIVE FUTURES



# Population Education And Childrens Futures Fastback

**John P. Sikula, Robert A. Roth**



## **Population Education And Children's Futures Fastback:**

**Resources in Education**, 1981-03      **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**, 1997

**What I've Learned about Values Education** Merrill Harmin, 1977      **Monographic Series** Library of Congress,

**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      American Book Publishing Record, 1982-04      *The Word Game* Edgar Dale, 1975      *Educational Futures*, 1979      **Death Education** A. Barbara Gibson, Polly

C. Roberts, Thomas J. Buttery, 1982 Death education is presently viewed as an ongoing process throughout the life cycle with the responsibility for it being shared by home church other community agencies and the schools Goals for a death education program include the following to inform children of basic facts concerning the multidimensional aspects of death and dying to enable individuals to be informed consumers of medical and funeral services and to improve quality of life by considering personal values and priorities Death education programs in elementary and secondary schools are not widespread but they are increasing college programs proliferated during the 1970 s The content in death education programs ranges from discussion of the death of a pet in kindergarten to study of human death burial and bereavement in the upper grades Death education by its very nature lends itself to a multidisciplinary approach For example students in the middle schools examine life cycles in nature the human life cycle and the biological social cultural economic and legal aspects of death Content in high school and college programs is quite similar with differences primarily in depth of treatment at the college level Content at the college level covers such areas as suicide and dealing with dying Death education programs lack a standardized set of concepts terminology and guidelines and have no established place in the curriculum A number of concerns must be dealt with For example what teaching techniques and materials are appropriate for death education Research in implementing death education into schools and college programs is needed A bibliography is included which lists print materials and audiovisual materials on the topic of death Author NE Youth Participation for Early Adolescents Joan G. Schine, Diane Harrington, 1982 Children aged 10 14 need to assume responsible and challenging roles as part of their adolescent development Based on the physical social moral and ethical and emotional developmental characteristics of this age adolescents need to discover and test new skills develop a sense of competence socialize to develop close friendships take part in the world of adults test a developing morality and value structure in authentic situations and know that they can speak and be heard that they can make a difference Adolescents can accomplish much more than is usually assumed by participating in actual programs in which they take such roles as community problem solvers peer tutors museum guides and hospital interns For example a community service program in a Long Island middle school is a successful youth participation program in action For 10 weeks a group of seventh graders spend one morning a week as teachers in a local Head Start program They have responsibility for designing and conducting the lesson gathering materials and evaluating their accomplishments Although there are issues and barriers as teachers and administrators seek to initiate and manage youth participation programs the rewards are worth the efforts as the resources of this early adolescent group are tapped Author NE *Teacher Career Stages* Peter Burke, Ralph Fessler, Judith Christensen, 1984 Literature on adult life stages and career development is synthesized and placed within the perspective of a career cycle model for teachers as adult learners The teacher career cycle is viewed as a progression affected by personal and environmental factors The stages a teacher s career proceeds through e g preservice entry growing stable exit are described as not necessarily linear but frequently cyclical

Scenarios are given of the cyclical development of four teachers each of whom is required by circumstances to change or reverse directions to develop professionally Implications for inservice education include 1 Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teachers career particularly during skill building periods 2 The concept of staff development and professional growth should be broadened to include concern for personal needs and problems of teachers 3 Organizational policies should provide support for teachers at various stages of the teacher career cycle and 4 Approaches to staff development and professional growth should emphasize personalized individualized support systems JD     **Subject Guide to Books in Print** ,1997     **Subject Catalog** Library of Congress,1981

Childhood Education ,1973 Includes music     *Subject Catalog*, 1981 Library of Congress,1981     *Philosophy for Children* Tony W. Johnson,1984 This document describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students The booklet begins with excerpts from and a discussion of Matthew Lipman s novel *Harry Stottlemeier s Discovery* written to help elementary and middle school students discover both formal and informal rules of thought Lipman and his associates established the Institute for the Advancement of Philosophy for Children IAPC at Montclair State College New Jersey in 1974 Subsequent chapters describe the successes and problems of the IAPC programs The Institute continues to develop curricula designed to expand reasoning skills beginning in early childhood education with reasoning in language comprehension and followed by reasoning skills in ethics language arts and social studies It also conducts workshops to prepare teachers and teacher trainers in the use of the materials Also discussed in the booklet are the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children The booklet concludes with an annotated listing of IAPC curriculum materials and a bibliography RM

*Master Teachers* Richard W. Moore,1984 A nationwide interest in master teacher plans has arisen as a response to the general malaise in education but the viability of such plans depends on finding answers to certain crucial problems Some basic issues must be addressed before master teachers can even be identified whether a heirarchy of teachers should be established or prior conditions be met for appointing master teachers or a maximum number of master teachers per district be set Master teachers have generally been recognized through their superior knowledge of the subject as well as for their teaching skills and ability to command respect Tests can accurately determine a teacher s knowledge of the subject area teaching skills may be measured against predetermined school objectives with professional teams judging teachers performance ability to work with others command respect can be guaged by a comprehensive file on teachers The much discussed criterion of producing demonstrable results in students is difficult to measure with public school populations and so should be suspended until it can be more accurately and fairly measured Once master teachers are identified local districts must consider contract provisions for special roles in school programs and special compensation Moreover school districts must cooperate with government and university in funding and training for master teacher plans JW     **Title IX** Frank D.

Aquila,1981 This publication divided into five sections reviews Title IX regulations and provides interpretations to help educators achieve educational equity in their schools An overview of Title IX regulations discusses persons covered by the legislation admission and recruitment policies treatment of students and employment practices The second section presents answers to basic questions about Title IX The third section contains illustrative situations stating problems status and recommendations for practices regarding compliance employment policies pregnancy athletics access to courses honors and awards differential treatment admissions policies physical education and counseling materials A legal update on Title IX citing several legal cases is given in the fourth section The fifth section contains suggestions for administrators CJ

Teacher Preparation and Certification John P. Sikula,Robert A. Roth,1984 This booklet discusses changes taking place in the four major processes involved in preparing and certifying teachers national accreditation state program approval state certification and teacher preparation Some of the major issues affecting these processes such as teacher competency testing and teaching internships are discussed and the impact of changes in these four processes are examined Three specific areas are identified as in need of strengthening 1 evaluation of teacher preparation programs including national accreditation and state program approval 2 requirements for entering and remaining in the profession including certification regulations and procedures and 3 preparation of teachers including program entrance and exit requirements Case studies are presented of successful reforms in Florida Oklahoma and the University of Louisville Kentucky JD

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