

DOCUMENT RESUME

ED 069 065

EC 050 140

TITLE Preschool and Early Childhood; A Selective Bibliography. Exceptional Child Bibliography Series No. 606.

INSTITUTION Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Aug 72

NOTE 31p.

AVAILABLE FROM The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

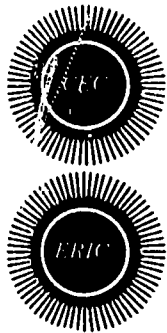
EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Abstracts; *Annotated Bibliographies; *Early Childhood; Early Childhood Education; *Exceptional Child Education; *Handicapped Children; Kindergarten; Nursery Schools; Preschool Children; Preschool Education

ABSTRACT

The selected bibliography on preschool and early childhood contains approximately 91 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 069065



PRESCHOOL AND EARLY CHILDHOOD

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 606

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EOU-
CATION POSITION OR POLICY

EC050140E

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to *Exceptional Child Education Abstracts*.

_____ Institutional Subscriptions Vol. IV (4 issues) — \$50

_____ Supplementary Subscriptions (will be shipped to address below) — \$25 each

_____ Back Volumes for Institutions — \$40 each

_____ Eligible for individual subscriptions — \$35 each

_____ Back Volumes for individual subscribers — \$35 each

Back Volumes Available:
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

_____ Eligible for individual CEC member rate — \$25 each

_____ Back Volumes for CEC members — \$25 each

Check enclosed Please bill me My P.O. No. is _____

I want information on ECEA and other CEC publications

Institution _____

Name _____

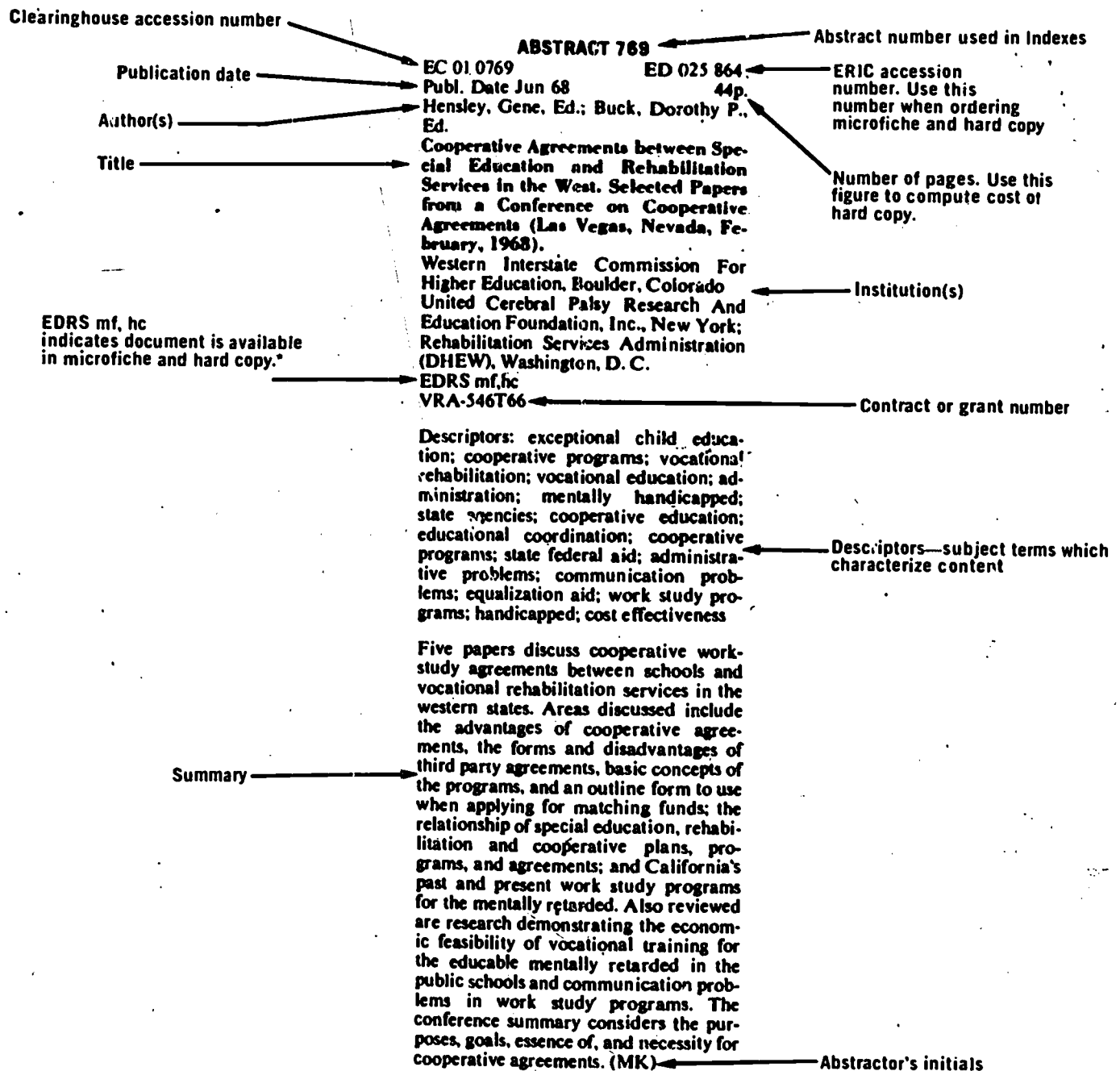
Address _____

City _____

State _____

Zip _____

Sample Abstract Entry



*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Preschool and Early Childhood* from the Center's computer file of abstracts are listed alphabetically below:

Early Childhood
Early Childhood Education
Kindergarten
Nursery Schools
Preschool Children
Preschool Curriculum
Preschool Education
Preschool Evaluation
Preschool Learning
Preschool Programs
Preschool Tests

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Child Development
Educational Technology
Exceptional Children
Genetic Psychology Monographs
Harvard Educational Review
Journal of Child Psychology and Psychiatry
Journal of School Psychology
Journal of Special Education
National Elementary Principal
Pediatrics
Psychology in the Schools
Training School Bulletin

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10132

EC 01 0132 ED 013 118
 Publ. Date Mar 67 59p.
 Beery, Keith E.
Preschool Prediction and Prevention of Learning Disabilities.
 San Rafael City Schools, California
 Marin Co. Supt. Sch. Off., San Rafael, California
 OEG-4-7-008742-2031,
 068743-1507
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; tests; identification; preschool children; children; prediction; predictive measurement; prevention; auditory tests; task performance; prognostic tests; psychological tests; screening tests; longitudinal studies; language tests; psycholinguistics; Developmental Test of Visual Motor Integration; Illinois Test of Psycholinguistic Abilities; ITPA

The initial screening phase of a 4-year longitudinal study designed to predict and prevent learning disabilities in a general school population is reported. Children (aged 3 1/2 to 5 1/2) of an entire school district were invited to the schools to be screened for evidence of potential learning disability. These children were to be rescreened annually and tested for academic achievement at the conclusion of kindergarten and of first and second grade. Screening involved audiometric, visual, and psychological testing. Teachers administered the following tests to all children--Illinois Test of Psycholinguistic Abilities (ITPA), Developmental Test of Visual-Motor Integration (VMI), Kephart Perceptual-Motor Rating Scale, Peabody Picture Vocabulary Test, and Teacher's Behavioral Rating Scale. The 365 children in the experimental and control groups were assigned by matching sex, chronological age, mean ITPA language age, prekindergarten experience, and profile similarity. Results from the experimental children were forwarded to their future schools, and physicians with suggestions for preventative guidance. It was found that boys did as well as girls in both the younger and older groups, which appears to be contrary to the more usual finding that girls are more ready than boys as they approach kindergarten age. Enrollment bias seems to be evidenced in the comparison between the results of older and younger children, as the younger children performed at a higher level, relative to their chronological ages, than did the older children. The test patterns revealed nearly twice as many visual-motor deficits as

Preschool and Early Childhood

there were auditory-vocal deficits and almost twice as many association, encoding, and sequencing deficits as there were decoding (reception of information) deficits in both experimental and control groups. Figures and tables present statistical information. Thirty-six references are listed. (TM)

ABSTRACT 10382

EC 01 0382 ED 014 182
 Publ. Date 66 316p.
 Connor, Frances P.; Talbot, Mabel E.
An Experimental Curriculum for Young Mentally Retarded Children.
 TC Series in Special Education.
 Columbia Univ., New York, New York,
 Teachers College
 OEC-SAE-6444
 EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories in intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and

trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, New York, and is available for \$3.25. (RS)

ABSTRACT 10636

EC 01 0636 ED 024 196
 Publ. Date Jun 68 87p.
 Bijou, Sidney W.
Research in Remedial Guidance of Young Retarded Children with Behavior Problems Which Interfere with Academic Learning and Adjustment.
 Final Report.
 Illinois University, Urbana
 Office Of Education (DHEW), Washington, D. C., Bureau Of Research
 EDRS mf,hc
 OEG-32-23-1020-6002
 BR-5-0961

Descriptors: exceptional child research; behavior; preschool children; mentally handicapped; reinforcement; teacher education; teaching methods; behavior change; operant conditioning; motivation; programmed instruction; reading; writing; mathematics; parent participation

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies and most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training pro-

gram are specified; a bibliography with 23 entries, a list of 10 publications resulting from this research, samples of program studies from the first 2 years, case studies, and eight figures are included. (Author/SN)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years, and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10834

EC 01 0834 ED 025 893
Publ. Date 66 180p.
Flint, Bett; Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University Of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 (\$7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility

requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 10938

EC 01 0938 ED 026 782
Publ. Date 68 124p.
Getman, G. N. And Others
Developing Learning Readiness; A Visual-Motor-Tactile Skills Program. Teacher's Manual.
EDRS not available
McGraw-Hill Book Company, Webster Division, Manchester Road, Manchester, Missouri 63011.

Descriptors: exceptional child education; teaching methods; perceptual motor coordination; perception; eye hand coordination; eye movements; kinesthetic perception; visual discrimination; sensory training; visualization; memory; physical activities; motor development; learning readiness; space orientation; tactile perception; preschool children; elementary school students

A flexible program for preschool, primary grades, or remedial classes provides opportunities for the child to achieve readiness for learning through the development of visual, motor, and tactile skills. A cardboard doll is discussed which may be utilized by the teacher and children in a variety of gymnasium routines to increase knowledge of body movements. Activities are described to enhance balance using the walking beam; also described are routines for practice in eye hand coordination and eye movement. Instructions are given for exercises to improve form perception and visual memory. Space, material, and equipment needs are specified. (LE)

ABSTRACT 11070

EC 01 1070 ED N.A.
Publ. Date 65 Apr 68 272p.

Hess, Robert D., Ed.; Bear, Roberta Meyer, Ed.

Early Education: Current Theory, Research, and Action.

EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 (\$6.95).

Descriptors: exceptional child education; child development; preschool children; environmental influences; cognitive processes; socialization; stimulus behavior; learning readiness; preschool programs; early childhood education; parent influence; culturally disadvantaged; research projects; language development; personality; enrichment; program evaluation; instructional technology

Seventeen rewritten and revised conference papers on early education consider early education as socialization, the effect of early stimulation in the emergence of cognitive processes, and the problem of timing in preschool education. The following are also discussed: conditions that facilitate or impede cognitive functioning and their implications for developmental theory and education; an early training project; time as a fourth dimension in early education; the theory of early childhood enrichment programs; maternal influences upon early learning; and Montessori approaches with culturally disadvantaged children. Additional topics include the reinforcement contingency in preschool and remedial education, implications of research in language development for preschool education, informal education during the first months of life, the Responsive Environments Project; early learning and personality, cognitive development in the preschool years, evaluation of preschool intervention programs, and major issues in early learning and preschool education. A bibliography cites 720 references. (DF)

ABSTRACT 11281

EC 01 1281 ED 022 296
Publ. Date Aug 66 126p.

Karnes, Merle B. And Others
Activities for Developing Psycholinguistic Skills with Preschool Culturally Disadvantaged Children.

Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; preschool children; communication (thought transfer); teaching methods; language; psycholinguistics; communication skills; information processing; learning activities; instructional materials; instructional aids; educational games; teaching guides

Intended as a guide, not as a curriculum, the manual presents activities designed to improve communication and information processing skills in culturally disadvantaged preschool children, as well as to ameliorate deficits. Generally

following the Illinois Test of Psycholinguistic Abilities, except for a section on visual closure derived from Wepman, the manual is divided into 10 areas of communication processes: auditory decoding, visual decoding, auditory vocal association, visual-motor association, vocal encoding, motor encoding, auditory-vocal automatic, auditory-vocal sequential, visual-motor sequential, and visual closure. For each of the 10 areas activities are suggested, such as games, puzzles, drawings, musical adaptations, art projects, or dramatics. Explanations for use and diagrams are provided. Commercially manufactured items for each area are listed with source of supply. (JB)

ABSTRACT 11592

EC 01 1592 ED N.A.
 Publ. Date 11 Oct 67 273p.
 Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
 EDRS not available
 Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
 Publ. Date Dec 67 164p.
 Hodges, Walter L. And Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
 Indiana University, Bloomington, School Of Education
 Office Of Education (DHEW), Washington, D. C., Bureau Of Research
 EDRS mf, hc
 OEG-32-24-0210-1011
 BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped;

language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 20417

EC 02 0417 ED N.A.
 Publ. Date 67 90p.
 Witmer, Helen L., Ed.
On Rearing Infants and Young Children in Institutions.
 Social And Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau
 EDRS not available
 CBRR-1
 Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.50).

Descriptors: exceptional child services; disadvantaged youth; preschool children; child development; environmental influences; early childhood; residential programs; infants; institutionalized (persons); institutional environment; day care services; day care programs; experimental programs; program development; program proposals; program planning; institutional personnel; residential care

Research papers representing the work of the Children's Bureau and others not associated with the Bureau are given which report the findings of studies of child health and welfare services and the

feasibility of rearing deprived infants and young children in residential facilities. Papers consider the following topics: contributions of healthy families to young children's developmental needs; characteristics, needs, and group care of preschool children; a description of a residential nursery for infants at the Children's Home Society in Greensboro, North Carolina; the organization of Abbott House, a residential institution for young children in Irvington-on-Hudson, New York; and the operation of an experimental day care center for young children at the Children's Center, Syracuse, New York. Also included are discussions of plans for a research-oriented day care center for 240 children (studied from birth) in Chapel Hill, North Carolina; and problems of site selection, staffing, daily schedule of children's activities, health care, and community organization in providing residential group care, and obstacles to good foster care. Conclusions by the editor on the major points covered during the discussion of the papers are given. (AB)

ABSTRACT 20481

EC 02 0481 ED N.A.
 Publ. Date Mar 69 173p.
 Piaget, Jean; Inhelder, Barbel
The Psychology of the Child.
 EDRS not available
 Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 (\$5.95).

Descriptors: exceptional child research; cognitive processes; child development; child psychology; thought processes; abstract reasoning; critical thinking; logical thinking; problem solving; perceptual development; sensory integration; sensory experience; learning theories; learning processes; discovery processes; inductive methods; moral values; concept formation; early childhood; Piaget (Jean)

A summary of Piaget's child psychology covers his theories of cognitive development from birth to adolescence. Included are discussions of sensory motor intelligence; the construction of reality, the cognitive aspect of sensory motor reactions, the affective aspects of sensory motor reactions, perceptual constancies and perceptual causality field effects, perceptual activities, perceptions and concepts and operations, the semiotic function and imitation, symbolic play, drawing, mental images, memory and structure of image-memories, and language. Also presented are discussions of the three levels in the transition from action to operation, the genesis of concrete operations, causality and chance in representation of the universe, social and affective interactions, moral feeling and judgement, formal thought and the combinatorial system, the two reversibilities, the formal operatory schemes, the induction of laws and the dissociation of factors, the affective transformation, and a summary of factors in mental development. (LE)

ABSTRACT 20653

EC 02 0653 ED N.A.
 Publ. Date 67 568p.
 Hellmuth, Jerome, Ed.
Exceptional Infant, Volume 1, The Normal Infant.
 EDRS not available
 Special Child Publications, 4535 Union Bay Place, N. E., Seattle, Washington 98105 (\$12.50).

Descriptors: exceptional child research; child development; infants; interdisciplinary approach; research methodology; animal research; individual differences; clinical diagnosis; affection; psychological needs; predictive ability (testing); perceptual motor learning; visual stimuli; parent child relationship; stimulus behavior; socialization; curriculum; environmental influences; family environment; early childhood education

An interdisciplinary approach to the study of exceptional infants focuses on studies of normal infant development from the standpoint of learning. Papers review pediatric and psychological examination of the infant, neonatal and infant reflexology, developmental evaluation of very young infants, temperament in the normal infant, and early affective development. Also considered are the significance of individual differences at birth for later development; the predictive value of infant behavior examinations; and research trends in infant learning. Experience in early human development is described in terms of the development of visually directed reaching and of the plasticity of sensorimotor development in the human infant; also discussed are ordinality in the development of schemas for relating to objects, the growth of face schema, the predictive value of changes in visual preferences in early infancy, perceptual misinformation in the deviant infant, and the development of focused relationships during infancy. Further papers treat determinants of relevance of stimuli in an infant's development, social class level and stimulation potential of the home, the process of primary socialization in canine and human infants, implications of primate research for understanding infant development and a concept of infant curriculum. (LE)

ABSTRACT 20662

EC 02 0662 ED N.A.
 Publ. Date Oct 66 144p.
 DeHirsch, Katrina And Others
Predicting Reading Ability.
 Columbia-Presbyterian Medical Center, New York, New York, Pediatric Language Disorder Clinic

Health Research Council, New York, New York
 EDRS not available
 Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016 (\$5.95).

Descriptors: exceptional child research; learning disabilities; identification; reading; tests; predictive measurement; preschool children; preschool evaluation;

reading readiness; reading achievement; perceptual motor coordination; spelling; writing; minimally brain injured; reading failure; followup studies; prediction; premature infants; maturation; dyslexia

Presented are the results of a study to predict reading, writing, and spelling disabilities among preschool children. Thirty boys and 23 girls from lower middle class backgrounds with a median age of 5 years 10 months and IQ's between 84 and 116 were administered 37 tests. The tests, presumed to reflect perceptual motor and linguistic competencies essential to later academic achievement, were correlated with end-of-first grade and end-of-second grade academic performance in reading, writing and spelling. The measures most predictive of later academic performance were identified and a battery of selected instruments to identify preschool children who present high risk of becoming future academic failures was recommended for psychologists and teachers. Supplementary analyses of failing readers and prematurely born children used the entire test battery. Clinical observations and study results were used to formulate recommendations for educational diagnosis and teaching. (AB)

ABSTRACT 20874

EC 02 0874 ED 028 570
 Publ. Date 69 65p.
 Sunderlin, Sylvia, Ed.; Wills, Brooke, Ed.

Nutrition and Intellectual Growth in Children.

Association For Childhood Education International, Washington, D. C.
 EDRS not available
 BULL-25-A
 Association For Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 (\$1.25).

Descriptors: exceptional child research; disadvantaged youth, nutrition; child development; intellectual development; educational needs; health; food; economic disadvantage; incidence; diseases; poverty programs; foreign countries; school programs; federal aid; government role; biochemistry; infants; dietetics; mothers; mentally handicapped; mental retardation

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenfield and F.J. Stare discuss nutritional prospects for the future; M.L. Cronan describes the role of the school in providing for nutrition; and M.J. Brennan treats conservation, resources, and education. (JD)

ABSTRACT 20885

EC 02 0885 ED 028 583
 Publ. Date 68 144p.

Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities
 Council For Exceptional Children, Washington, D. C.
 EDRS mf

The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC \$2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20968

EC 02 0968 ED 033 508
 Publ. Date 69 53p.

Sklar, Maurice
How Children Learn to Speak.
 EDRS not available
 Western Psychological Services, Editorial Department, Box 775, Beverly Hills, California 90213 (\$3.25).

Descriptors: exceptional child education; language development; retarded speech development; preschool children; parent role; etiology; environmental influences; language handicapped; teaching methods; speech handicapped; verbal development; behavior patterns

Directed both to parents and to professionals, the manual explains factors involved in normal and abnormal language development. Language disorders are discussed, and methods and sources of help are described. (JD)

ABSTRACT 21659

EC 02 1659 ED N.A.
 Publ. Date 69 289p.

Hunt, J. McVicker
The Challenge of Incompetence and

Poverty; Papers on the Role of Early Education.

EDRS not available
University Of Illinois Press, Urbana,
Illinois 61801 (\$9.50 HC, \$3.45 PB).

Descriptors: exceptional child education; culturally disadvantaged; economically disadvantaged; early childhood education; preschool programs; intellectual development; personality theories; cognitive development; ability; prevention; motivation

The collection of papers and reports on the role of early education of economically and culturally deprived children includes topics such as the psychological basis for using preschool enrichment as an antidote for cultural deprivation, the evaluation of current concepts of intellectual development, and traditional personality theory in the light of recent evidence. Also discussed are the epigenesis of intrinsic motivation and the fostering of early cognitive development, political and social implications of the role of experience in the development of competence, the prevention of incompetence, and poverty versus equality of opportunity. The text is rather heavily referenced, and provides subject and author indexes. (JM)

ABSTRACT 21781

EC 02 1781 ED 034 907
Publ. Date Dec 69 164p.
Exceptional Children Conference Papers: Early Childhood Education--An Overview.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

Descriptors: exceptional child education; early childhood education; educational philosophy; early experience; perception; parent role; identification; preschool education; cognitive development; psychological characteristics; educational objectives; infants; environmental influences; Head Start

Eight conference papers on early childhood education give a philosophical overview to the instruction of young children. Contents include a presentation by Edward W. Martin on a new outlook for early education of handicapped children and a report by Mrs. Betty Dubnoff on the case for early identification and intervention. Other presentations include a discussion on the rationale for early identification by Betty M. Caldwell, the rationale and curriculum framework for an infant education system by John Meier and Leslie Segner, and a review of various studies of Head Start Programs through a historical perspective by James S. Payne, Walter J. Cegelka, and John O. Cooper. The utilization of Piaget's theory of cognitive development is treated by Mortimer Garrison, Jr. Information is

Preschool and Early Childhood

given on thoughts and concerns on the basic psychological needs in infancy and early childhood by Povel, W. Toussieng, and Marshall D. Schechter presents a conceptual model for understanding and dealing with perceptual problems. (WW)

ABSTRACT 21784

EC 02 1784 ED 034 910
Publ. Date Dec 69 121p.
Exceptional Children Conference Papers: Parent Participation in Early Childhood Education.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; parent participation; parent counseling; behavior change; identification; parent education; family involvement; infants; preschool children; child rearing; parent role; parent attitudes; conference reports
Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling. (RJ)

ABSTRACT 21978

EC 02 1978 ED 034 909
Publ. Date Dec 69 175p.
Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; curriculum; educational programs; early experience; visually handicapped; speech handicapped; speech therapy; cerebral palsy; sequential approach; preschool children; curriculum development; classroom observation techniques; student behavior; student evaluation; parent participation; cleft palate; conference reports

Thirteen papers on early childhood education are presented on the following topics: stimulation and cognitive development of infants and younger children,

curriculum development for young handicapped children, a rationale for sequencing instructional activities for preschool handicapped children, observation of educational activities and children's behavior in a nursery school, materials and procedures for assessing cognitive development in preschool children, a preschool program for young cerebral palsied children, the British Infant School Program, the program of the Human Development Training Institute (San Diego), two papers on the young visually impaired dealing with age ranges from birth to 3 years, and 3 to 6 years, and a service for parents and visually handicapped preschoolers in a metropolitan area. Also included are discussions of a demonstration project of speech therapy for preschoolers with cleft palate and new techniques in speech therapy for young children. (RJ)

ABSTRACT 21993

EC 02 1993 ED 036 006
Publ. Date 69 329p.
Furman, Robert A., Ed.; Katan, Anny, Ed.
The Therapeutic Nursery School; A Contribution To the Study and Treatment of Emotional Disturbances in Young Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; nursery schools; therapeutic environment; parent counseling; administrative policy; educational programs; preschool programs; parent role; parent child relationship; case studies; educational diagnosis; psychosomatic diseases; school role; followup studies

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships: with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects. (RD)

ABSTRACT 22484

EC 02 2484 ED N.A.
Publ. Date 69 157p.
Sharp, Evelyn
Thinking is Child's Play.
EDRS not available
E. P. Dutton And Company, Inc., 201

Park Avenue South, New York, New York 10003 (\$4.95).

Descriptors: early childhood education; mental development; cognitive processes; readiness (mental); educational games; childrens games; learning experience

Introductory chapters discuss the work of Piaget, the thinking processes of young children, and the timing involved in mental development. The majority of the text is devoted to examples of 40 games useful for aiding mental development in a pleasant atmosphere of play. Each game is diagramed and includes information on its purpose, materials needed, and commentary. (JM)

ABSTRACT 22543

EC 02 2543 ED 038 813
Publ. Date 69 49p.
Learning to Talk: Speech, Hearing, and Language Problems in the Preschool Child
National Institutes Of Health, Bethesda, Maryland
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45).

Descriptors: exceptional child education; language development; speech handicapped; language handicapped; aurally handicapped; preschool children; parent role; audition (physiology); speech skills; hearing loss

Addressed to parents, the guide considers children with communication disorders. Information provided covers the nature of such disorders, the function of sound in talking, and the development of speech through the first 7 years of childhood. Factors that may be involved if the child has trouble learning to speak are explained, including hearing, speech, and language handicaps. The parent's role is defined, and books and services are reviewed. (JD)

ABSTRACT 23164

EC 02 3164 ED 039 385
Publ. Date Apr 70 123p.
Early Childhood. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf, hc

Descriptors: exceptional child education; handicapped children; early childhood; educational diagnosis; educational television; instructional materials; identification; multiply handicapped; remedial instruction; parent education; preschool programs; reading skills; elementary grades; conference reports

The report includes papers presented on early childhood at the 1970 convention of the Council for Exceptional Children. Discussions are concerned with the effectiveness of teaching selected reading skills to children 2 to 4 years by

television by Barbara J. Dunn, educational materials as an aid in evaluation of preschool multihandicapped children by Ronnie Gordon, and the use of instructional materials with multihandicapped preschool children by Carol Halliday. Additional papers present a progress report of a project in early identification and remediation of learning problems in elementary school children attempting to increase classroom success by James Barnard, and a panel of research findings with programs for preschool children and parents by Merle B. Karnes. (JMI)

ABSTRACT 23222

EC 02 3222 ED N.A.
Publ. Date 67 189p.
Holt, John
How Children Learn.
EDRS not available
Pitman Publishing Corporation, 20 East 46th Street, New York, New York 10017 (\$4.95).

Descriptors: preschool children; children; adults; cognitive processes; learning processes; preschool learning; games; experiments; mathematics; speech; reading; athletics; art

Preschool children, school children, and some adults in effective learning situations are described. The examples of learning have been collected from the author's personal observations and attempt to show the natural learning style of young children. Examples are grouped into games and experiments; talk; reading; sports; art, math, and other things; and the mind at work. (MS)

ABSTRACT 23226

EC 02 3226 ED N.A.
Publ. Date 68 385p.
Dittmann, Laura L., Ed.
Early Child Care: The New Perspectives.

EDRS not available
Atherton Press, Inc., 70 Fifth Avenue, New York, New York 10011 (\$9.95).

Descriptors: child care; child development; preschool children; infancy; child care centers; early experience; environmental influences; culturally disadvantaged; child rearing; foreign countries; childhood needs; research projects

Theories and practices related to the care of the preschool child--both advantaged and disadvantaged, normal and handicapped, or disturbed--are analyzed. Discussions consider the needs of the child, safe-guards, psychological effects of various types of care. Current literature is reviewed, as are current child-care practices in other countries and major research programs. A section on development and individuality discusses conceptualization of the early environment, each of the first three years of life, and individualization of care. Procedures are discussed in terms of assessment, the role of stimulation in models for child development, and design of

functional environment to facilitate behavioral development. A consideration of contemporary programs reviews patterns of child care in poor families (and implications for service programs), and group care of infants in other countries. New research in the prevention of culturally determined mental handicaps is also outlined. (KW)

ABSTRACT 23268

EC 02 3268 ED N.A.
Publ. Date 70 123p.
Reger, Roger, Ed.
Preschool Programming of Children with Disabilities.
EDRS not available
Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$7.50).

Descriptors: exceptional child education; handicapped children; preschool education; program planning; summer programs; identification; preschool evaluation; language development; perceptual motor coordination; instructional materials; visually handicapped; aurally handicapped; parents

Intended for those interested in educational programing for preschool children, particularly special education for handicapped children, the book contains chapters from several contributors. An introduction is written by Roger Reger. Lois Moulin and Sandra Perley describe a preschool summer program. Timothy Rochford discusses identification of preschool children with learning problems. The topic of evaluating children is considered by Marian Koppmann. Language development of the preschool child is treated by Wendy Schroeder. Dan Teach discusses perceptual motor development in the young child in three chapters. Materials for the preschooler are considered by Suzanne Roberts, and Nancy Detrick discusses a teacher's reference to preschool materials. Jeanette Burke discusses visually handicapped children, and Beth Chapman Ringquist treats the child with hearing difficulties. Mary Lang and Joan Cobb present a parent's view of preschool programs. (MS)

ABSTRACT 30052

EC 03 0052 ED N.A.
Publ. Date 66 120p.
Gray, Susan W. And Others
Before First Grade: The Early Training Project for Culturally Disadvantaged Children.
EDRS not available
Teachers College Press, Columbia University, New York, New York 10027 (\$3.25).

Descriptors: exceptional child education; culturally disadvantaged; preschool programs; teaching techniques; language development; readiness (mental); learning activities; demonstration projects

Described is a research-demonstration study of intervention with preschool deprived children to prevent educational

retardation. The book is a handbook of techniques and materials used in a curriculum designed to build motivation for learning and to provide activities and direct teaching for concept and language development. Day-by-day activities, procedures employed, and aims are presented together. Emphasized is the adaptation of equipment and methods to individual abilities and interests. Sixty children from deprived families were divided into three groups. The first group had three summer school experiences of 10 weeks each and home visits during the winter. The second group had two summer experiences and one winter of home visits contacts, while the third served as a control group. Another control group was located in another city. When entering school, the first group showed a gain of nine IQ points (maintained over 2 1/2 years), the second group had gained five points, and the control groups had lost three and six points. (KW)

ABSTRACT 30143

EC 03 0143 ED N.A.
Publ. Date 70 306p.
Cratty, Bryant J.
Perceptual and Motor Development in Infants and Children.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: child development; perceptual-motor learning; infancy; early childhood; motor development; visual perception; body image; eye hand coordination; social development; intervention

The beginnings of movement in infants and gross motor attributes in early childhood are described. Attention is also given to visual perceptual development, the body image, manipulative behavior, scribbling and drawing, social development, and motor development in children aged 6 to 12 years. A model for the study of human maturation is provided along with evaluation and discussion of selected perceptual motor programs purporting to enhance academic functions. (JD)

ABSTRACT 30148

EC 03 0148 ED N.A.
Publ. Date 68 100p.
Hopkins, Tom R., Ed.; Jessen, Mariana, Ed.

Early Childhood Education for American Indians.
EDRS not available

U. S. Bureau Of Indian Affairs, 1951 Constitution Avenue, N. W., Washington, D. C. 20037.

Proceedings Of A Conference On Early Childhood Education For American Indians (Albuquerque, New Mexico, March 5-7, 1968).

Descriptors: exceptional child education; American Indians; early childhood education; conference reports; educational programs; educational needs; health; educational planning; parent role; community role

Presented is the report of a conference

Preschool and Early Childhood

on early childhood education for American Indians (the major presentations and related information). The conference purpose was to consider objectives and factors involved in planning and implementing comprehensive early education programs. Aspects of such programs discussed include: overall objectives, an anthropologist's viewpoint, the learning process, a staff development program, health and nutritional aspects, social services, the role of the parent and the community, and curriculum. The concluding presentation dealt with the next steps for the Bureau of Indian Affairs in the implementation of a comprehensive early childhood education program. (KW)

ABSTRACT 30211

EC 03 0211 ED N.A.
Publ. Date 66 317p.
Engelmann, Siegfried; Engelmann, Therese

Give Your Child a Superior Mind.

EDRS not available

Simon And Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$6.50).

Descriptors: early childhood education; preschool education; teaching methods; curriculum; learning processes; intellectual development; parent role

Written to assist parents who are uncertain about how to best help their preschool children develop and learn, the text first discusses some famous child prodigies. The learning process is explained and 18 specific suggestions for teaching are provided. Preschool curriculum concepts are divided into age range groups from birth to five years. Teaching methods are described for each concept and materials and games are suggested. (RJ)

ABSTRACT 30307

EC 03 0307 ED N.A.
Publ. Date 70 48p.
Lewis, Anne

Preschool Breakthrough: What Works in Early Childhood Education.
National School Public Relations Association, Washington, D. C.

EDRS not available

National School Public Relations Association, 1201 16th Street, N. W., Washington, D. C. 20036 (\$4.00).

Descriptors: early childhood education; preschool programs; state programs; research projects; educational trends

The national concern with preschool education is discussed as are current theories and trends from research to day care franchises. Eleven preschool programs are described, state action is reviewed, and planned research is surveyed. (JD)

ABSTRACT 30328

EC 03 0328 ED N.A.
Publ. Date 68 125p.
Denhoff, Eric

Cerebral Palsy--The Preschool Years: Diagnosis, Treatment and Planning.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$7.50).

Descriptors: cerebral palsy; preschool children; physically handicapped; neurological defects; minimally brain injured; mentally handicapped; medical evaluation; medical treatment; clinical diagnosis; physical therapy; drug therapy; motor development

Theories of the function of language and the condition of aphasia are discussed in terms of neurophysiological processes, factors of neurology and psychology, and the role of the electroencephalogram in neurophysiology. In examining the treatment of the aphasic child, the text presents educational programming and activities for related disorders such as alexia, dyslexia, acalculia, and agraphia. Rehabilitation concerns are noted, and seven brief case histories are described. (RD)

ABSTRACT 30443

EC 03 0443 ED N.A.
Publ. Date 70 208p.

Brearley, Molly, Ed.

The Teaching of Young Children: Some Applications of Piaget's Learning Theory.

EDRS not available

Schocken Books, Inc., 67 Park Avenue, New York, New York 10016 (\$5.50).

Descriptors: teaching; learning theories; early childhood education; teaching skills; educational principles; educational philosophy; learning; child psychology; child development

Intended for teachers and teachers in training, the book outlines main considerations for planning the education of young children and describes examples of good teaching practice, as samples of the application of these principles. Discussions and examples cover the areas of science, art, literature, movement, mathematics, music, and morality. Fundamentals of the authors' psychological viewpoint on learning and teaching are enumerated. (KW)

ABSTRACT 30672

EC 03 0672 ED N.A.
Publ. Date 70 184p.

Widmer, Emmy Louise

The Critical Years: Early Childhood Education at the Crossroads.

EDRS not available

International Textbook Company, Scranton, Pennsylvania 18515 (\$5.50).

Descriptors: early childhood education; early childhood; historical reviews; teacher education; child development; curriculum development; preschool education; concept formation; nutrition; cognitive development; elementary schools

Designed for teachers, the text offers a clarification of values and practical program content for early childhood education. A portion of the book is devoted to a brief history of early childhood from a

modern theories approach, issues and controversies of concern today, and similarities and differences between early childhood education and elementary school education. The text also includes sections on the early childhood developmental period, such as concept formation and its role in childhood thinking and learning, an analysis of the cognitive levels of development, the role of nutrition, consideration of the special problems found when dealing with children of physical and emotional poverty, as well as the curriculum itself and the program design for the early years. (CD)

ABSTRACT 30790

EC 03 0790 ED N.A.
 Publ. Date Nov 70 106p.
 LaCrosse, E. Robert, Jr. And Others
The First Six Years of Life: A Report on Current Research and Educational Practice.
 EDRS not available
 Genetic Psychology Monographs; V82
 N2 P161-266 Nov 1970

Descriptors: early childhood education; early childhood; infancy; infant behavior; child development; research reviews; program descriptions; program development; literature reviews; Ford Foundation

Arising from a request by the Ford Foundation for information about the state of educational practice and research on the first six years of life, consultative meetings were held to deal with the issues. The report is based on a transcript of the meetings. The field of early child development was divided into specific sections. Each chapter in the resultant report describes one section of the field and consists of a review of the state of research on preschoolers and infants followed by relevant recommendations. There are also two chapters at the end of the report giving overview recommendations. The fields were covered intensively from 1961 through 1967, the focus being on American literature dealing with normal children in the first six years of life. (CD)

ABSTRACT 30906

EC 03 0906 ED N.A.
 Publ. Date 70 10p.
 Edwards, Joseph; Stern, Carolyn
A Comparison of Three Intervention Programs with Disadvantaged Preschool Children.
 EDRS not available
 Journal Of Special Education; V4 N2
 P205-14 Spr-Sum 1970

Descriptors: exceptional child research; culturally disadvantaged; preschool education; program evaluation; early childhood education; intervention; minority groups; Head Start Program

Three groups of 40 Head Start children participated in three preschool intervention programs: the UCLA Preschool Language Program, the BRL Readiness for Language Arts Program, and the placebo program. Compared to both the placebo group and a regular control

group, children in the two structured language programs were superior on a number of academic performance measures. Irrespective of the instructional treatment, Anglo-American and Mexican-American children tended to perform better than Afro-American children. The Head Start site which employed the teacher with the most preschool teaching experience tended to have higher mean scores than the other three sites, which employed paraprofessional teachers. The results indicate that the more task-oriented a structured preschool intervention program is, the greater will be the gains in specific cognitive and linguistic skills, and given a specific program, children taught by experienced preschool teachers will tend to evidence the greatest gains. (Author)

ABSTRACT 31084

EC 03 1084 ED N.A.
 Publ. Date 66 309p.
 Isaacs, Susan
Intellectual Growth in Young Children.
 EDRS not available
 Schocken Books, Inc., 67 Park Avenue,
 New York, New York 10016 (\$6.00 HC,
 \$2.45 PB).

Descriptors: exceptional child research; gifted children; intellectual development; behavior; cognitive development; early childhood; psychoeducational processes; child psychology; thought processes; learning processes

The book is based upon records of observation and study carried on at the Malting House School (Cambridge, England) from 1924 through 1927. Detailed psychological records of the behavior of the group of 20 young children (IQ 114-166) over the 3 years were kept. The data presented illumine the intellectual aspect of mental development. The children, staff, school, equipment, educational aims, and observation techniques are described. The theoretical analysis of discovery, reasoning, and thought considers the relation between maturation and experience (with references to Piaget's studies of the structure of mental life in children) and the relation between thought and fantasy. Aspects of school life and of the methods used which are especially relevant to these theoretical problems are discussed. This discussion covers applications of knowledge, increase of knowledge, and social interchange of knowledge. Also presented are an examination of biological interests, a description of 4 sample weeks, and a summary of activities. (KW)

ABSTRACT 31107

EC 03 1107 ED N.A.
 Publ. Date 66 312p
 Bereiter, Carl; Engelmann, Siegfried
Teaching Disadvantaged Children in the Preschool.
 EDRS not available
 Prentice-Hall, Inc., Englewood Cliffs,
 New Jersey 07632 (\$9.75).

Descriptors: exceptional child education; disadvantaged youth; preschool education; teaching methods; curriculum; educational objectives; compensatory education; language development; administration; mathematics; language instruction; music; reading readiness

Teaching methods and curricula for compensatory preschool education which have been or are being tried in about 14 different classes for disadvantaged children around the country are presented. The need for a new kind of preschool for disadvantaged children is indicated. Attention is given to cultural deprivation as language deprivation, academic objectives for the preschool and an approach to achieving them, management of the preschool, basic teaching strategies, and language as a teaching instrument. Specific teaching suggestions are included in the presentation of the following aspects of the preschool program: the beginning language program, advanced language, music, arithmetic, and the reading program. The emphasis, material covered, and teaching procedures for each of these program components are explained in detail. (KW)

ABSTRACT 31114

EC 03 1114 ED N.A.
 Publ. Date 70 294p.
 Beadle, Muriel
A Child's Mind.
 EDRS not available
 Doubleday And Company, Inc., Garden
 City, New York 11530 (\$6.95).

Descriptors: learning; child development; early childhood; learning processes; infancy; cognitive development; child psychology; biological influences; intellectual development; environmental influences; intelligence; heredity; research reviews (publications); cultural factors

Intended for the intelligent layman, the volume deals with how children learn during the first 5 years of life. Scholarly work produced during the last quarter century on the mental development of children is reviewed and synthesized to speed the dissemination and application of psychological and related research on learning. Biological bases of behavior, modification of inherited behavior, and affective relations are discussed. Critical periods in emotional and intellectual development are isolated, and the relationship of biology (physiological factors) and learning established. Other topics surveyed include motivation, Freud's image of man, sex identity, concept formation, perception, language, information processing, intelligence (measurement, inheritance, and environmental influences), cultural expectations, social-group identity, and social class influences. (KW)

ABSTRACT 31274

EC 03 1274 ED 046 185
 Publ. Date Jan 71 30p.
 Bijou, Sidney W.

The Technology of Teaching Young Handicapped Children.
Illinois University, Champaign
EDRS mf,hc
Paper Presented At The First Symposium On Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 31403

EC 03 1403 ED N.A.
Publ. Date 70 48p.
Griffin, Louise
Books in Pre-School.
ERIC Clearinghouse On Early Childhood Education, Urbana, Illinois;
National Association For The Education Of Young Children, Washington, D. C.
Office Of Education, Washington, D. C.
EDRS not available
OEC-0-70-2623(519)
BR-0-0288
National Association For The Education Of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009.

Descriptors: childrens books; reading materials; preschool children; preschool education; foreign language books; library acquisition; reading material selection; bibliographies; bilingual students; native speakers

The booklet is intended as a guide to selecting, purchasing, and using books for young children in preschool. Considerations in choosing the right book, such as illustrations, subject matter, style of writing, language, integrity, and concepts, are explored. Selection aids (books, periodicals) and a bibliography of children's books are listed. Suggestions for reading and using books are made. Four kinds of books made by a child about himself are described. A discussion of books in other languages offers ideas for using books with bilingual or non-English speaking children, sources of such books, selected references to ERIC documents related to bilingual education, and lists of bilingual and non-English books. Also covered are the use of the public library and facts about buying the books. A chart of U.S. book wholesalers is included. (KW)

Preschool and Early Childhood

ABSTRACT 31409

EC 03 1409 ED N.A.
Publ. Date Dec 70 11p.
Karnes, Merle B. And Others
Educational Intervention at Home by Mothers of Disadvantaged Infants.
Illinois University, Urbana
Office Of Education (DHEW), Washington, D. C., Bureau Of Research;
Office Of Economic Opportunity, Washington, D. C.
EDRS not available
OEC-6-10-235
Child Development; V41 N4 P925-35
Dec 1970

Descriptors: exceptional child research; disadvantaged youth; infancy; intervention; mothers; parent role; preschool education; preschool children; intelligence level; intellectual development; child rearing

The report describes a program of early educational intervention implemented by mothers over a 15-month period to prevent the developmental deficiencies characteristic of disadvantaged children by the age of 3 or 4 years. Postintervention scores on the Stanford-Binet Intelligence Scale and the Illinois Test of Psycholinguistic Abilities of the 15 children whose mothers completed the program are compared with the performances of children of similar family backgrounds who received no intervention. In addition, the scores of six experimental children are compared with those obtained by their siblings prior to the mothers' enrollment in the training program. The performances of experimental children were significantly superior to those of both control groups. (Author)

ABSTRACT 31543

EC 03 1543 ED N.A.
Publ. Date 58 285p.
Haeussermann, Else
Developmental Potential of Preschool Children.
EDRS not available
Grune And Stratton, Inc., 757 Third Avenue, New York, New York 10017 (\$12.00).

Descriptors: exceptional child research; neurologically handicapped; learning disabilities; testing; test construction; intelligence tests; preschool tests

Designed for those psychologists, teachers and therapists who are concerned with the problem of evaluating the young handicapped child, the book offers what is felt to be a common sense approach to the educational evaluation of children between 2 and 6 years of age (or functioning on that level) who have handicaps in expression and other difficulties. The method presented is the result of experimental exploration rather than of statistical compilation. It consists of a structured interview, with suggestions concerning modification of items methodically, when the clinical evaluation calls for an exploration of deviations or deficits in functioning. The method proceeds from higher levels of

adaptive organization to lower ones (abstract relations to concrete events). The text also embodies years of clinical experience gained in work with neurologically handicapped children. The problems of motivating such children, of managing hyperactivity, of controlling distractibility, and of compiling an accurate developmental history are incorporated into the evaluation procedure. (CD)

ABSTRACT 31554

EC 03 1554 ED N.A.
Publ. Date 47 496p.
Gesell, Arnold; Amatruda, Catherine S.
Developmental Diagnosis: Normal and Abnormal Child Development.
EDRS not available
Hoebel Medical Division, Harper And Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$8.50).

Descriptors: child development; infancy; early childhood; medical evaluation; physical development; growth patterns; behavior patterns; evaluation criteria; evaluation methods; handicapped children; physiology; motor development; neurological defects; physical examinations; physical health; pediatrics

The second edition of the text examines normal, atypical, and abnormal expressions of early child development, consistently emphasizing the central problem of diagnosis and diagnostic methods. Part 1, providing an overview of early child development, outlines basic principles and methods. The nature of behavior and mental growth is discussed. A detailed and lengthy chapter on the norms of development integrates the developmental tests, behavior characteristics, and growth trends of the behavior patterns for the first 4 years of life. Part 2, concerned with defects and deviations in development in relation to normal criteria, covers amnesia and retardation, endocrine disorders, convulsive disorders, neurological diagnosis of infant behavior, cerebral injury, blindness, deafness, prematurity, precocity, environmental retardation, and the clinical aspects of child adoption. Considered are the effects of these conditions on performance, trends of development, and personality organization. These chapters on developmental defects and deviations are particularly directed to the medical practitioner. Part 3 deals with methods of protecting early child development through private medical practice and public health measures. A chapter on developmental pediatrics discusses this form of clinical medicine concerned with the diagnosis and supervision of child development, with implications for the social aspects of medicine. Lengthy appendixes contain information on various developmental test procedures, a comprehensive growth trend chart intended as a very detailed guide for case interpretation, and discussions of examination equipment, cinematic case studies, literature on developmental guidance, and professional training for developmental pediatrics. (KW)

ABSTRACT 31576

EC 03 1576 ED 046 450
 Publ. Date 69 160p.

Blatt, Burton; Garfunkel, Frank

The Educability of Intelligence: Preschool Intervention with Disadvantaged Children.

Boston University, Massachusetts, Headstart Evaluation And Research Center

Office Of Education (DHEW), Washington, D. C., Cooperative Research Program

EDRS not available

Council For Exceptional Children, 1411 South Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202 (\$5.75).

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; intervention; early childhood education; learning laboratories; preschool education; longitudinal studies; research methodology; literature reviews; prevention

The text presents a detailed account of a research project designed to investigate some of the ways in which intervention into the preschool lives of disadvantaged children might reduce the likelihood of mental retardation. The hypothesis was tested with a variety of measurements over a 3 year period and involved 74 children placed in a learning laboratory setting. It was concluded that the study did not demonstrate major differences on objective criteria between the experimental and nonexperimental groups. The inability of the program to produce measurable differences between the two groups led the researchers to suggest that it is not enough to provide preschool disadvantaged children with an enriched educational opportunity, and that the children were influenced more by home setting. The methodological problems encountered were enumerated and implications for further research cited. (CD)

ABSTRACT 31598

EC 03 1598 ED 046 456
 Publ. Date 69 57p.

Doernberg, Naanette And Others

A Home Training Program for Young Mentally III Children.

League School For Seriously Disturbed Children, Brooklyn, New York
 National Institute Of Mental Health (DHEW), Bethesda, Maryland
 EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. Dur-

ing a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 31659

EC 03 1659 ED N.A.
 Publ. Date 67 304p

Montessori, Maria

The Absorbent Mind.

EDRS not available

Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$6.95).

Descriptors: child psychology; child development; infancy; early childhood; cognitive development; personality development; early childhood education

Analyzed are the physical and psychological aspects of a child's growth during the first 6 years of life. How the child acquires, in that period of time, knowledge of motor coordination, language, the making of social adjustments, work habits, and other routines which will be his for life is discussed. A look at how he is able to construct and establish all the characteristics of the human personality in those early years is included in this examination. Attention is also given the responsibility of adult society during the very important and decisive early childhood years. (KW)

ABSTRACT 31680

EC 03 1680 ED N.A.
 Publ. Date 68 310p.

Scott, Louise Binder

Learning Time with Language Experiences for Young Children.

EDRS not available

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$6.90).

Descriptors: language development; early childhood education; language instruction; teaching methods; class activities; communication skills; oral expression; verbal learning; verbal ability

The book is intended to assist teachers in providing a rich exposure to the skills of language and oral self-expression for young children. Basic premises are recognition of the relationship between oral language and self-concept, and recognition that language is a tool for thinking and essential to social, educational, and emotional growth. Stressed are sense perception, interaction with people, thinking, spatial relationships, comprehension, verbal and body expression,

and retention as ways of acquiring language. The book is a guide to practical materials and language-oriented learning experiences and activities, which are arranged in units. Included are games, vocal play, multisensory approaches, creative activities, dramatic play, rhymes, and other material for language-oriented learning. Activities are grouped in units revolving around the following general topics: the child and language, senses, the world of play and make-believe, the community, special days, seasons, pets, and the zoo and circus. (KW)

ABSTRACT 31745

EC 03 1745 ED 046 476
 Publ. Date 71 122p.

Hodges, Walter L. And Others

Diagnostic Teaching for Preschool Children.

State College Of Arkansas, Conway
 Office Of Education (DHEW), Washington, D. C.

EDRS not available

OEG-32-24-0210-1011

Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$4.95 HC, \$3.95 PB).

Descriptors: exceptional child research; disadvantaged youth; slow learners; intervention; preschool education; diagnostic teaching; kindergarten children; compensatory education

Designed to gather evidence on the effectiveness of an intensive year of specific curriculum intervention on a severely disadvantaged population, the study involved 10 groups of approximately 14 psychosocially disadvantaged 5-year-olds each, for whom Stanford-Binet IQ scores were 50-85. Over 3 years, three groups were exposed to a diagnostic experimental kindergarten curriculum, three groups to a nonexperimental kindergarten, and four remained at home with no formal program. The experimental program included an intensive, structured, cognitively oriented curriculum designed to remedy observed cognitive and affective deficits of individual children. Personal-social adjustment, language development, and motor development aspects of the program are detailed, including sample lessons. Results showed the experimental program more effective than the regular kindergarten in ameliorating effects of severe psychosocial deprivation among the subjects, with at-home residence least effective in improving intelligence level, language, personal-social adjustment, and motor skills. A 1 and 2-year followup of adjustment to regular school more often supported than rejected the hypothesis that experimentals would perform better than the regular group, which would do better than the at-home groups, in all areas except motor skills. (KW)

ABSTRACT 31803

EC 03 1803 ED N.A.
 Publ. Date Feb 71 10p.

Haring, Norris G. and Others

Programs and Projects: Intervention in Early Childhood.
EDRS not available
Educational Technology; V11 N2 P52-61
Feb 1971

Descriptors: exceptional child research; preschool education; intervention; handicapped children; behavior change; research reviews (publications); program descriptions; Washington

Projects and programs exemplifying practical, applicable plans for intervention in early childhood are presented in the article. A research review of the use of experimental analysis of behavior procedures in preschool programs is given and a model preschool program at the University of Washington is discussed in some detail as an example of the application of behavior modification procedures based on contingent reinforcement in the preschool setting. To illustrate the ways in which principles of behavior modification can be systematically applied and tested in a classroom setting, the authors discuss five examples: modification of several inappropriate behaviors in a single child, exploring reinforcing events, decelerating inappropriate behavior, and accelerating social behavior. (CD)

ABSTRACT 31926

EC 03 1926 ED 048 689
Publ. Date 69 115p.
Kestenbaum, Clarice and Others
Evaluation of a Therapeutic Nursery Group.
Hudson Guild Counseling Service, New York, New York
New York State Department of Mental Hygiene, Albany
EDRS mf, hc

Descriptors: exceptional child research; emotionally disturbed; preschool education; educational therapy; evaluation; nursery schools; program descriptions; evaluation methods

A therapeutic nursery group set up to provide emotionally and behaviorally disturbed preschool children with a group play therapy experience was evaluated. The first portion of the report is devoted to the project itself, involving four groups of 20 children each, while part two involves the evaluation. Out of the pool of 80 children, 20 participants were identified for the sample. The evaluation rested primarily on the implementation of a structured schema, an adaptation of the Symptom Checklist, and availability of clinical case records maintained by the consulting psychiatrist and the teachers. Data was noted to suggest that the children learned to cope better, to interact more appropriately with their environment, and to function at a higher cognitive level than previously had been the case. The therapeutic nursery group approach was felt to be particularly effective for those children whose emotional problems were not severe enough to preclude their involvement in a day care center, yet whose problems were such that maximum growth and development was likely to occur only if special-

ized therapeutic attention was made available. (CD)

ABSTRACT 31996

EC 03 1996 ED N.A.
Publ. Date 67 388p.
Landreth, Catherine
Early Childhood: Behavior and Learning.
EDRS not available
Alfred A. Knopf, Inc., 201 East 50th Street, New York, New York 10022 (\$7.95).

Descriptors: early childhood; infancy; behavior; child development; learning; prenatal influences; motor development; cognitive development; socialization; emotional development; research reviews (publications); child psychology

The text, intended primarily but not exclusively for use by students in courses concerned with behavior and learning in early childhood, examines not only recent research into young children's behavior but also considers possible applications of research findings. Chapters are organized in terms of recognizable developmental stages, covering first the prenatal origins of behavior, newborn behavior, the first 6 months, and from 6 to 18 months. The period from 2 to 6-plus years of age is dealt with in six chapters devoted to motor and perceptual motor behavior, development of language and speech, growth of understanding, development and measurement of intellectual potential, socialization, and emotional behavior. Most chapters conclude with sections featuring research implications, recommended films, related reading, and references. The final chapter appraises current directions in the study of early childhood behavior and suggests future directions. (KW)

ABSTRACT 32004

EC 03 2004 ED N.A.
Publ. Date 68 117p.
Hainstock, Elizabeth G.
Teaching Montessori in the Home.
EDRS not available
Random House, 201 East 50th Street, New York, New York 10022 (\$5.95).

Descriptors: early childhood education; parent role; mothers; parent education; preschool children; teaching methods; teaching guides; Montessori method

The handbook is intended for mothers who wish to teach their preschool children at home using the Montessori method in order to build a foundation for future learning. The life of Maria Montessori and her method are briefly described and instructions are given for creating in the home a learning environment similar to that found in Montessori schools. The major portion of the book consists of directions for approximately 50 exercises adapted from actual classroom activities for home use. Appropriate age ranges are indicated for each exercise, and some illustrations accompany the step-by-step instructions. Exercises, designed to teach the child a specific skill or fact, include practical life, early sensorial,

reading and writing, and arithmetic exercises. The final chapter explains how the mother can make all the Montessori equipment used in the exercises. (KW)

ABSTRACT 32107

EC 03 2107 ED N.A.
Publ. Date 71 366p.
Evan, Ellis D.
Contemporary Influences in Early Childhood Education.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: early childhood education; preschool children; educational programs; educational objectives; educational trends; preschool tests; child psychology; cognitive development; research projects

The text deals with preprimary educational programs, focusing upon broad educational strategies applicable to children aged 3 to 6. The author's stated purpose in writing the book is to present the great variety in educational and psychological thinking about young children, by distilling the conceptual bases of early education strategies in order to clarify their similarities and differences. A research perspective is also attempted by drawing heavily upon empirical investigations in early childhood education. The data introduced in the book are noted to be representative and current as of early 1970. A brief perspective on psychology and early childhood education: methods and projects such as Montessori method, Project Head Start and Follow Through; structural teaching for language development; behavior analysis procedures, and Piagetian influences; and other programs and approaches related to the subject are examined. Appendixes provide some frequently used tests, school readiness information and a listing of principal preschool programs. (CD)

ABSTRACT 32175

EC 03 2175 ED N.A.
Publ. Date 70 127p.
Biemiller, Andrew J.
Problems in the Teaching of Young Children.
EDRS not available
Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada.
Report of the Conference on Problems of Teaching Young Children (Toronto, Canada, March 12-13, 1968).

Descriptors: early childhood education; conference reports; teaching methods; child development; disadvantaged youth; educational objectives

The monograph contains papers presented at a conference on Problems in the Teaching of Young Children (Toronto, Canada, March 12-13, 1968). The problems and teaching methods emphasized in the monograph primarily concern direct teaching approaches aimed at fostering intellectual development. Papers included deal with a methodology for fos-

tering abstract thinking in deprived children by Marion Blank, the patterning of developmental learning processes in the nursery school by William Fowler, the development of classification and representational competence by Sigel and Olmsted, children's problems in coordinating language and reality by Carl Bereiter, and engineering verbal behavior by Stanley Sapon. Following four of the papers is a comment by Boyd R. McChandless. The sixth article by Frances Horowitz contains some reflections on the papers and on the general question of early childhood education for disadvantaged children. A final summary chapter by the editor, in which he attempts to draw together the issues discussed in the papers and considers some broader problems concerning the role of early childhood education, concludes the monograph. (CD)

ABSTRACT 32184

EC 03 2184 ED N.A.
Publ. Date May 71 11p.
Spicker, Howard H.
Intellectual Development Through
Early Childhood Education.

EDRS not available
Exceptional Children; V37 N9 P629-40
May 1971

Descriptors: exceptional child research; disadvantaged youth; early childhood education; intervention; program effectiveness; research reviews (publications); educational research

Evidence concerning the effectiveness of early childhood intervention programs designed to increase the intellectual abilities of disadvantaged or culturally different children is examined. It is pointed out that there are critical variations among preschool programs which preclude the indiscriminate application of research findings to all intervention programs. Some of these variations are identified and their importance in affecting the intellectual development of the children involved weighed. Citing relevant findings of specific experimental preschool studies, the author focuses upon evaluative data pertaining to the effectiveness of different curriculum models (cognitive development, perceptual motor development, and academic skills development models), the effectiveness of home intervention programs, the optimum age for intervention, and the effects of varying lengths of intervention programs. It is concluded that application of experimental findings concerning these major variables to general preschool programs such as Head Start might lead to improved results with disadvantaged children. (KW)

ABSTRACT 32185

EC 03 2185 ED N.A.
Publ. Date May 71 13p.
Zimmerman, Lyndall D.; Calovini, Gloria

Toys as Learning Materials for Preschool Children.
EDRS not available
Exceptional Children; V37 N9 P642-54
May 1971

Descriptors: child development; toys; early childhood education; early childhood; skill development

Attention is given to preschool environments, curriculum objectives and goals, and some basic principles of learning as necessary background considerations for the selection of toys as learning materials to enrich the experiences of preschool children. Bases for specific selection of toys are discussed. Basic child development information is recommended as important for good selection of toys for children whose development has been influenced by physical, mental, emotional, or environmental deprivations. Child development profiles or inventories are presented for ages 1, 2, 3, and 4 years, identifying the characteristics of each stage and suggesting relevant learning activities and materials to develop the skills appropriate for that stage. (KW)

ABSTRACT 32192

EC 03 2192 ED N.A.
Publ. Date May 71 10p.
Glassman, Lynne
Directory of Resources on Early Childhood Education.
EDRS not available
Exceptional Children; V37 N9 P703-12
May 1971

Descriptors: exceptional child education; handicapped children; early childhood education; resource guides; directories; services; program descriptions; national organizations; National Center for Educational Research and Development; Bureau of Education for the Handicapped

Intended as a useful resource for educators, administrators, and parents seeking information or services in the area of early childhood education, the directory of resources lists laboratories, centers, organizations, and major publications focusing upon early childhood education. Major categories of resources listed are: programs on reading and language development for the disadvantaged (preschool and special education, the ERIC Clearinghouse on Early Childhood Education, the National Center for Educational Research and Development (NCERD) activities related to early childhood education (National Program on Early Childhood Education, the Educational Research and Development Office, regional educational libraries, research and development centers, the television program Sesame Street, and Follow Through Program), the Bureau of Education for the Handicapped activities in early childhood education (early childhood centers, Deaf-Blind Centers), agencies and organizations interested in early education of children, and major publications concerned with education of young children. (KW)

ABSTRACT 32199

EC 03 2199 ED N.A.
Publ. Date 68 156p.
Painter, Genevieve
Infant Education. Dimensions In Early Learning Series.
EDRS not available

Dimensions Publishing Company, Box 4221, San Raphael, California 94903.

Descriptors: exceptional child research; disadvantaged youth; intervention; early childhood education; infancy; cognitive development; language development; culturally disadvantaged; teaching methods

The study of early environmental intervention reported was the first phase of a longitudinal study, and involved 8-month to 2-year-old culturally disadvantaged children. Ten such children in the experimental group were given a structured educational program in the home which emphasized language and cognitive development. Tutors conducted the program for 1 hour daily, 5 days per week, for 1 year. Ten matched control children were not given the structured program but were allowed to progress normally in their own environments. Year-end testing showed the experimental group significantly higher in overall IQ and in areas of language and conceptual growth. A review of research studies which influenced the rationale for the educational activities is presented to provide a general background of factors related to early cultural deprivation. The actual teaching techniques used in the program are given in detail in the three major areas of language training, conceptual training, and sensory-motor training. (KW)

ABSTRACT 32233

EC 03 2233 ED 049 595
Publ. Date Jan 71 170p.
Sonstegard, Manfred A.; Tseng, Meng-Shu
Development of Criteria for the Identification of Pre-School Children with Learning Problems. Final Report.
West Virginia University, Morgantown
Northern Iowa University, Cedar Falls;
Office of Education (DHEW), Washington, D. C.; Bureau of Research
EDRS mf, hc
OEG-3-9-580024-0049(010)
BR-9-C-024

Descriptors: exceptional child research; learning difficulties; longitudinal studies; academic achievement; identification; preschool evaluation; emotional problems; attention span; attitudes; self concept; social adjustment; age differences; parent attitudes

To identify variables which inhibit social and academic adjustment, 42 kindergarten students were studied longitudinally by means of parent interviews, observation, tests, and anecdotal records. The IQ score for the group remained normal to slightly above over the 8-year period, but individual scores tended to vary more with increased age. Underachieving students in reading were compared to their achieving classmates; in grade 3 there was a significant difference between the two groups on the level of discouragement. By sixth grade the underachievers exhibited a less desirable social adjustment and participated less in class discussions. Short attention span and sensitivity about weight and speech were recurring characteristics of underachievers. The feeling of having a place among

his peers and being assured of it, and a feeling of personal worth and appreciation were the only variables that continued to correlate consistently with the child's overall academic accomplishment throughout the first nine years of school. Additional results, conclusions, and suggestions are reported. (RJ)

ABSTRACT 32262

EC 03 2262 ED N.A.
Publ. Date Apr 70 203p.
Parker, Ronald K., Comp. and Others
An Overview of Cognitive and Language Programs for 3, 4, and 5 Year Old Children.
Southeastern Education Laboratory, Atlanta, Georgia
EDRS not available
Southeastern Education Laboratory, 3450 International Boulevard, Atlanta, Georgia 30354 (\$2.00).

Descriptors: early childhood education; preschool children; language development; program descriptions; cognitive development; curriculum development; program evaluation; program planning

Eighteen preschool programs which emphasize cognitive-intellectual or language development and have a written curriculum and empirical evaluation are briefly described in the following areas: development and orientation, population, curriculum, methodology, evaluation indices and results, program delivery, general comments, and specific references pertaining to the program. The empirical comparisons of six well known preschool programs are outlined, and descriptions of six developing programs which were felt to show significant potential are reviewed. An overview of 17 studies which have developed component content areas or utilized novel approaches to preschool programs is presented. Implications of the overall review are discussed, and an extensive listing of references relating to early childhood is included. Abstracts of research relating to specific preschool programs are appended. (RD)

ABSTRACT 32323

EC 03 2323 ED N.A.
Publ. Date 70 116p.
Anderson, Elwood G.
Therapy for Young Stutterers: The Kopp Method.
EDRS not available
Wayne State University Press, 5980 Cass Street, Detroit, Michigan 48202 (\$5.95).

Descriptors: exceptional child education; speech handicapped; stuttering; psychomotor skills; speech therapy; early childhood education; Kopp Method

Designed for speech therapists, teachers, and parents, the handbook outlines a therapy for the treatment of stuttering based on the Kopp Method. The therapy is geared to the level of the preschool and early elementary school child and based on the theory that stuttering can be treated successfully by retraining individuals to use normal speech patterns. The method synthesizes psychomotor functions to eliminate spasmophemic conditions. Remedial procedures are

described in the treatment areas of respiration, phonation, resonance, articulation, and cerebration. (CD)

ABSTRACT 32340

EC 03 2340 ED N.A.
Publ. Date Apr 71 5p.
Cowen, Emory L. and Others
Interrelations among Screening Measures for Early Detection of School Dysfunction.
EDRS not available
Psychology in the Schools; V8 N2 P135-9
Apr 1971

Descriptors: exceptional child research; learning disabilities; early childhood; diagnostic tests; screening tests; behavior rating scales; testing; test evaluation

Interrelations among four screening measures (for primary graders) for early detection of learning disabilities were investigated. The Teachers Behavior Rating Scale (TBR), the Teachers Adjective Check List (TACL), the Ottawa School Behavior Survey (OSBS), and the Aggression, Moodiness, Learning Disabilities Behavior Rating Scale (AML) were administered to 101 first graders and 266 kindergartners to obtain two samples. Results for the two groups were felt to be largely comparable. Despite different content and differences in level of item specificity across scales, the four measures were felt to tap similar substance. The strongest correlator of all measures used in the study was felt to be the sum AML score (.84 or higher to each of the other three overall scores). For availability of area subscores and brevity, the AML was considered a particularly promising screening device for identification of children who are vulnerable to school failure. (CD)

ABSTRACT 32377

EC 03 2377 ED 050 534
Publ. Date Sep 70 100p.
Forbes, Donald G.; Raschick, Sally Carey
Walworth County Preschool Program.
Walworth County Special School, Elkhorn, Wisconsin;
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann meth-

od, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ABSTRACT 32378

EC 03 2378 ED 050 535
Publ. Date 71 143p.
Schattner, Regina
An Early Childhood Curriculum for Multiply Handicapped Children.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010.

Descriptors: exceptional child education; multiply handicapped; early childhood education; curriculum design; program descriptions; class activities; instructional materials; teaching methods

The guide for understanding the multidimensional educational problems of multiply handicapped children and for developing an appropriate curriculum and setting is addressed to teachers. Methods, materials, and a curriculum for working with young (ages 4-9 years) multiply handicapped children are presented. The program includes an enriched language program to prepare the children who will go on to academic learning in a school setting. The curriculum can be adapted for children with motor and sensory defects, mental retardation, or emotional disturbance. Discussed are the identification and early years of the multiply handicapped; the ideal physical plant and special education classroom; the professional staff and teacher-parent cooperation; and an educational program which is a compilation of techniques used with multiply handicapped children (blind-cerebral palsied, mentally retarded-emotionally disturbed) in two different schools. Ages and grouping, physical development, play, creative activities, language development, introduction of tool subjects, and arithmetic are covered, with appropriate activities and materials indicated. The partially sighted child and the blind child are treated in two separate chapters. (KW)

ABSTRACT 32481

EC 03 2481 ED N.A.
Publ. Date 70 211p.
Francis-Williams, Jessie

Children with Specific Learning Difficulties.

EDRS not available
Pergamon Press, Inc., Maxwell House,
Fairview Park, Elmsford, New York
10523.

Descriptors: exceptional child research;
learning disabilities; identification; pre-
school children; preschool evaluation;
educational diagnosis

The possibilities of early identification of children of normal intelligence with specific learning disorders believed to arise from neurodevelopmental dysfunction are discussed. Following a summary of normal mental development and early childhood learning, research into means of identification of learning difficulties is reported. Examined are various tests and rating scales which were determined to be useful discriminators. Reported are the differences in performance on the test battery selected of 44 preschool children noted at birth as having minor neurological dysfunction and 63 controls who were normal in development.

Symptoms indicative of dysfunction in a child 3-5 years old are enumerated. Also discussed are methods of helping preschool children and identification of learning disabilities in school children. Teaching experiments with children having specific learning disabilities are surveyed. Appended is an historical survey of research on various aspects of learning disabilities. (KW)

ABSTRACT 32512

EC 03 2512 ED N.A.
Publ. Date 71 197p.

A Curriculum Guide for Teachers of Handicapped Preschoolers.

Easter Seal Society for Crippled Children and Adults Of Allegheny County, Pennsylvania

EDRS not available
Easter Seal Society for Crippled Children and Adults Of Allegheny County,
14 Wood Street, Pittsburgh, Pennsylvania 15222.

Descriptors: exceptional child education; physically handicapped; neurologically handicapped; early childhood education; curriculum guides; preschool children

Presented is a curriculum guide for teachers in the Easter Seal Preschool Program for physically handicapped and or neurologically impaired children, which has as its goal preparing such children to approach formal schooling with higher degrees of personal and social adjustment and more positive attitudes toward their abilities and disabilities. Procedural guidelines for social and emotional, physical, language and speech, and intellectual development are stated. Outlined are suggested class management techniques or provisions. A developmental sequence of academic skills is presented, followed by unit core experiences which organize and sequence identified skill and concept learning experiences. Twelve specific units are detailed, including objectives, activities, songs, creative art experiences, and suggested materials and techniques. (KW)

ABSTRACT 32513

EC 03 2513 ED N.A.
Publ. Date 71 175p.

Auditory Perception: Diagnosis and Development for Language and Reading Abilities.

EDRS not available
Special Child Publications, Inc., 4535
Union Bay Place, N. E., Seattle, Wash-
ington 98105.

Descriptors: auditory perception; auditory training; perception tests; class activities; elementary school students; preschool children; teaching guides; lesson plans

The importance of auditory abilities to academic achievement and the consequent importance of auditory perception training for young students are pointed out. Information is presented to assist preschool and elementary teachers assess and develop or remediate auditory skills. The relationships between auditory skills and language development, with an emphasis on reading development, are discussed. Methods of assessing auditory skills are described, including guidelines for the selection and use of diagnostic methods and a list of 24 representative tests. Specific classroom activities designed to improve basic auditory skills and to develop auditory abilities related to reading are suggested. Included is an annotated list of commercially published instructional materials which can be used to further auditory skill development. (KW)

ABSTRACT 32571

EC 03 2571 ED N.A.
Publ. Date 71 182p.

The Cognitively Oriented Curriculum: A Framework for Preschool Teachers.

EDRS not available
Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009 (\$3.50).

Descriptors: early childhood education; curriculum design; cognitive development; program descriptions; teaching methods; concept formation; class activities; home visits

Presented is the curriculum and program of the Ypsilanti (Michigan) Perry Preschool Project, known as the Cognitively Oriented Curriculum. The principles of Piaget's child development theory form the basis of this curriculum, in which the focus is on the process of learning rather than on facts or subject matter. Teaching procedures provide opportunities for motoric experience through interaction with objects rather than being based on the standard practice of direct verbal instruction. Implications of teaching in a cognitively oriented program are discussed in terms of curriculum planning, teacher attitudes, materials, structure of the class day, language learning, sociodramatic play, field trips, impulse control, and other factors. Described is the program of home visits by teachers to involve mothers in the educational process

and to augment and extend the school activities on an individual basis. A lengthy Activity Guide gives examples of activities appropriate to particular conceptual focuses at different levels of representation. Conceptual focuses and activities are grouped according to the four content areas of classification, seriation, spatial relations, and temporal relations. Some sample days are summarized, with commentary. (KW)

ABSTRACT 32572

EC 03 2572 ED N.A.
Publ. Date 71 185p.

Language Training in Early Childhood Education.

EDRS not available
ERIC Clearinghouse on Early Childhood Education, 805 West Pennsylvania Street, Urbana, Illinois 61801 (\$4.00).

Descriptors: exceptional child education; disadvantaged youth; language ability; psycholinguistics; language research; language instruction; theories; early childhood education; intervention; language tests; Negro youth

Eight papers are devoted to both the theory of language training and practices in early childhood education language training derived from current psycholinguistic thought. In Part 1, focusing upon some theoretical issues, Donald R. Moore reviews the literature on the nature of American subcultural differences in language development to determine implications for compensatory language programs designed to remedy deficiencies in the language development of disadvantaged preschool children limiting later educability. Psychological processes in syntactic development are discussed by Wilbur A. Hass, while hypotheses on the development of representational competence and a distancing hypothesis, with particular reference to the language of lower class black children, are presented by Irving Sigel. Part 2, dealing with training procedures, includes descriptions of an infant training program for lower class mothers to encourage provision of stimulating verbal environments (by Genevieve Painter), of a model of language teaching for disadvantaged Mexican-American children (edited by Celia S. Lavatelli), and of language programs in British infant schools. Attention is given to evaluation procedures in Part 3: a language comprehension test (by Ursula Bellugi-Klima), and elicited imitation as a useful research tool in developmental psycholinguistics (by Daniel I. Slobin and Charles A. Welsh). (KW)

ABSTRACT 32603

EC 03 2603 ED N.A.
Publ. Date 68 300p.

Deprivation and Compensatory Education: A Consideration.

EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 (\$5.95).

Descriptors: exceptional child education;

disadvantaged youth; compensatory education; intervention; educational programs; government role; national programs; early childhood education

Described and discussed are current philosophies, programs, and projects aimed at providing help for disadvantaged children and adults. Compensatory education for the deprived child and youth is considered within the framework of social, cultural, economic, and educational change. Information necessary for basic understanding of deprivation is presented: terminology and definition, identification, public health contributions, social theory, cultural differences, and social, economic, and educational considerations. Home and personal characteristics and basic needs of deprived children are summarized. How compensatory education functions and the role of the school are examined. Also discussed are the compensatory curriculum, learning problems, testing, guidance, the teacher, and teacher preparation. The exploration of the role of government includes a review of the purposes and apparent value of some of the larger government projects related to compensatory education, such as Project Head Start, the Peace Corps, VISTA, the National Teacher Corps, talent search programs, Upward Bound, the Job Corps, Adult Basic Education, tutoring projects, and other educational projects for dropouts and migrant children. Also described are several representative school programs which appear to be realizing their broad objectives of developing the abilities and talents of deprived children. Extensive lists of study and information centers and relevant films, books, and articles are included. (KW)

ABSTRACT 32608

EC 03 2608 ED N.A.
Publ. Date Jun 71 100p.

Early Childhood Development: Alternatives for Program Implementation in the States.

Education Commission of the States, Denver, Colorado
EDRS not available
Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00).

Descriptors: early childhood education; state programs; national surveys; state federal aid; legislation; administrative policy; program planning; administrative organization; child development

The report is intended to provide state level policy makers with basic data about the alternatives which should be considered as a state initiates or expands its programs in early childhood education. It is pointed out that several effective approaches could be implemented at substantially less cost than conventional classroom kindergartens and preschools (e.g., comprehensive developmental training for parents, classroom and television training of parents to work with children, television programs for children). The need for state supported early childhood programs, objectives, influence of the Federal government, priori-

ties and methods for implementation, and funding are discussed. Information has been compiled on the basis of questionnaires distributed to the states, and several tables indicating ongoing state efforts in early childhood programs are provided. (CD)

ABSTRACT 32631

EC 03 2631 ED N.A.
Publ. Date 71 96p.

Newman, Sylvia
Guidelines to Parent-Teacher Cooperation in Early Childhood Education.
EDRS not available
Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 (\$1.95).

Descriptors: exceptional child education; disadvantaged youth; early childhood education; parent school relationship; parent education; parent role; workshops

Techniques used in an early childhood education program to develop healthy parent-teacher relationships and improve communication are described. Curriculum and activity workshops were set up at which parents and teachers mutually explored educational objectives and techniques. Goals included breaking down traditional barriers between school and home and providing parents with the knowledge they needed to give educational support at home for the work done in school. Eleven workshops held in the parent education program, covering different areas of the early childhood curriculum and home-related activities, are described. Also explained are techniques used to overcome parent reluctance to participate in school programs. Other supportive activities to help develop good parent-teacher relationships presented are school-home communications, classroom visiting program, parent involvement in the school program, and home visits by the class. (KW)

ABSTRACT 32665

EC 03 2665 ED N.A.
Publ. Date 67 244p.

Pines, Maya
Revolution in Learning: The Years from Birth to Six.

EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$5.95).

Descriptors: early childhood education; readiness (mental); preschool children; intervention; cognitive ability; intellectual development; learning characteristics; educational methods

A comprehensive report and survey of early childhood learning, the book describes projects involving research on how early experiences affect intellectual growth and potential. Potentialities of preschool children are shown to far surpass the expectations of more traditional educators. Methods of helping young children to develop to their fullest intellectual and creative capacity are examined, including research and programs being conducted at selected universities, laboratories, and experimental schools. In addition to explaining in non-technical

language some of the theories of cognitive psychologists related to intellectual development, attention is given to the intensive preschool intervention program developed by Carl Bereiter and Siegfried Engelmann, Project Head Start and other intervention programs, the talking typewriter experiment in which preschoolers learned to read and write, Montessori schools, day care, infant learning, language development, and early reading. The promise of early learning is seen to illustrate how more intelligent and happier human beings could be produced by stimulating children to learn more during their early years. (KW)

ABSTRACT 32685

EC 03 2685 ED 052 550
Publ. Date 71 516p.

Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA. Final Report.

Fort Worth Independent School District, Texas

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf, hc

Descriptors: exceptional child research; disadvantaged youth; learning difficulties; early childhood education; intervention; preschool children; diagnostic teaching; regular class placement; demonstration projects; Texas; Elementary and Secondary Education Act Title VI

Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under 80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, EC 031 258 for project's interim report.) (KW)

ABSTRACT 32808

EC 03 2808 ED N.A.
Publ. Date 71 182p.

Tinker, Miles A.

Preparing Your Child for Reading.

EDRS not available
Holt, Rinehart and Winston, Inc., 383
Madison Avenue, New York, New York
100017 (\$5.95).

Descriptors: parent role; reading readi-
ness; reading; preschool children; per-
ceptual development; vocabulary devel-
opment; language development

Written to help parents prepare their
children for reading, the text concerns
preschool experiences that are basic to
learning to read. Emphasis is placed on
maintaining a good parent-child relation-
ship and on turning everyday chores into
learning experiences. Topics discussed
are: attitudes and emotions, looking
ahead to reading, informal evaluation of
the child's capabilities, everyday experi-
ences in the home and experiences out-
side the home, the role of language facil-
ity, learning listening, perception, physi-
cal development and maturation, book
experience, the 5 and 6-year-old, and
reading in the kindergarten. The involve-
ment of the teacher with the parent and
child in the educational process and
some general conclusions are examined.
Appendixes list books to read together
and materials or equipment to be uti-
lized. (RJ)

ABSTRACT 32831

EC 03 2831 ED N.A.
Publ. Date Jul 71 7p.
Cicirelli, Victor G. and Others
Performance of Disadvantaged Prima-
ry-Grade Children on the Revised Illi-
nois Test of Psycholinguistic Abilities.
EDRS not available
Psychology in the Schools; V8 N3 P240-6
Jul 1971

Descriptors: exceptional child research;
disadvantaged youth; early childhood
education; psycholinguistics; achieve-
ment tests; Negro youth; Mexican Amer-
icans; primary grades; performance tests;
Illinois Test of Psycholinguistic Abilities;
Head Start Program

To evaluate the performance of disad-
vantaged primary-grade children in
grades 1, 2, and 3, subdivided into white,
black, and Mexican-American groups,
563 Head Start graduates in first grade,
540 Head Start graduates in second
grade, and 392 Head Start graduates in
third grade were given the Illinois Test
of Psycholinguistic Abilities (ITPA).
Three tables of results showed that Head
Start graduates, when compared with the
normative group used in the revised
ITPA standardization, tended to be
stronger in visual learning and manual
communication; except for auditory se-
quential memory, they were weakest in
aural learning, verbal expression, and
grammatical closure. Conclusions were
that the strongest abilities of the children
were least correlated with readiness and
achievement, while their weakest abili-
ties were most correlated. (CB)

ABSTRACT 32872

EC 03 2872 ED N.A.
Publ. Date May 71 26p.
Payne, James S. and Others

Head Start: Yesterday, Today, and
Tomorrow.
EDRS not available
Training School Bulletin; V68 N1 P23-48
May 1971

Descriptors: exceptional child education;
disadvantaged youth; early childhood
education; program descriptions; litera-
ture reviews; program evaluation; Head
Start

The report reviews Head Start programs
and the professional literature dealing
with such programs which has been pub-
lished since Head Start began in 1965. A
representative sample of studies in each
of the following five areas of concern is
discussed: chronology of events since
1965, description of Head Start curricula
programs, the effectiveness and value of
Head Start (including reports of evalua-
tion of group data and evaluation of indi-
vidual subject data), parent involvement,
and results of standardized testing of
Head Start children. Indication of direc-
tions for future programing includes a
recommendation that experimental analy-
sis of individual behavior be applied.
Defined are the terms used to describe
the dimensions which such an applied
behavior analysis must possess: applied,
behavioral, analytic, technological, effec-
tive, and general. (KW)

ABSTRACT 32894

EC 03 2894 ED N.A.
Publ. Date Aug 71 9p.
Fiedler, Miriam F. and Others
A Speech Screening Procedure with
Three-Year-Old Children.
EDRS not available
Pediatrics; V48 N2 P268-76 Aug 1971

Descriptors: exceptional child research;
retarded speech development; screening
tests; language tests; language handi-
capped; early childhood; infancy; lan-
guage development; learning disabilities;
perinatal influences

A screening examination for use by non-
professional interviewers in the home
situation for evaluation of speech and
language development of 3-year-old
children was developed. The perinatal
histories and developmental data for the
first year of life were examined for 46
children who failed this screening exami-
nation and for 92 control subjects,
matched for age, sex, and time of exami-
nation, who passed the screening exami-
nations. Significant differences were
found between the groups in incidence of
complications of pregnancy and labor,
prematurity and in various aspects of
development during the first year of life.
Follow-up psychological examinations at
4 years of age and psychological and
neurological examinations at 7 years of
age found marked differences between
the groups still present, with the speech
failure group presenting a significantly
higher incidence of a variety of psychol-
ogical and neurological deviations from
the normal. (Author)

ABSTRACT 32935

EC 03 2935 ED N.A.
Publ. Date 70 382p.
Illingsworth, R. S.

The Development of the Infant and
Young Child: Normal and Abnormal.
EDRS not available
Williams and Wilkins Company, 428 East
Preston Street, Baltimore, Maryland
21202.

Descriptors: exceptional child research;
infancy; early childhood; child develop-
ment; medical evaluation; physical exami-
nations; physical development; pedia-
trics

Written for those concerned with the
care of children, the author studies what
can be learned about the infant and pre-
school child's development (abnormal and
normal) with a minimum of equipment in
an ordinary mixed clinic. The best devel-
opmental assessment is explained as
concerning prenatal, perinatal, and envi-
ronmental factors which affect develop-
ment, and also a careful developmental
history. Normal variations occurring in
all fields of development are emphasized
and reasons for the variations are given.
The author discusses reasons why he
feels that assessments in infancy can
never have a high correlation with intel-
ligence tests in older children, and still
less with success in later life. The rea-
sons for limitations in developmental
testing are discussed, as well as the pit-
falls in developmental assessment. Men-
tal retardation, diagnosis of cerebral pal-
sy, and assessment of suitability for
adoption are also discussed. (CB)

ABSTRACT 32937

EC 03 2937 ED N.A.
Publ. Date Aug 71 26p.
Rohiver, William D., Jr.
Prime Time for Education: Early
Childhood or Adolescence?
EDRS not available
Harvard Educational Review; V41 N3
P316-41 Aug 1971

Descriptors: exceptional child education;
early childhood; early childhood educa-
tion; cognitive development; educational
objectives; educational philosophy; aca-
demic achievement; intellectual develop-
ment

The author questions the value of early
childhood education and emphasizes that
research and policy in early childhood
education should be evaluated in light of
two larger educational issues: devel-
opmental changes in children's
mental capacity and relationship of edu-
cational objectives to society's demands.
Put forth are two major possibilities
in regard to efficient learning in early
childhood: that existing school objectives
should be judged by degree of relevance
to extra-school tasks and skill proficien-
cy; and that early childhood may be an
inefficient period in which to teach skills
more readily learned in adolescence. The
author discusses a variety of research
findings and advocates further and more
intensive study of intellectual develop-
ment during the late childhood and early
adolescent years. He also advocates that
the present nature of early childhood
education should be changed on the basis
of his hypothesis that the longer formal
instruction is delayed, up to certain lim-

its, the greater the period of plasticity and the higher the ultimate level of achievement. (CB)

ABSTRACT 32981

EC 03 2981 ED N.A.
Publ. Date Jun 71 29p.
Richman, N.; Graham, P. J.
A Behavioral Screening Questionnaire for Use with Three-Year-Old Children. Preliminary Findings.
EDRS not available
Journal of Child Psychology and Psychiatry; V12 N1 P5-33 Jun 1971

Descriptors: exceptional child research; early childhood; behavior problems; child development; screening tests; test construction; questionnaires; test reliability; test validity

Development, reliability, validity, and preliminary findings of a behavioral screening questionnaire for use with 3-year-old children are described. The questionnaire is an attempt to provide a standardized method for distinguishing problematic from non-problematic behavior and for identifying developmental delay. Ninety percent of children attending a psychiatric clinic are identified by one or more of the following criteria: a score of 11 or more points on the behavior scale, inability to speak in three-word phrases, and difficult-to-understand speech. The 10-page questionnaire is appended. (CB)

ABSTRACT 33062

EC 03 3062 ED N.A.
Publ. Date 71 6p.
Oakland, Thomas D. and Others
A Comparison of Performance on the WPPSI, WISC, and SB with Preschool Children: Companion Studies.
EDRS not available
Journal of School Psychology; V9 N2 P144-9 1971

Descriptors: research projects; preschool children; intelligence tests; test validity; test interpretation; socioeconomic influences; Stanford Binet Intelligence Test; Wechsler Intelligence Scale for Children; Wechsler Preschool and Primary Scale of Intelligence

Data were analyzed from two companion studies on a comparison of performance on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Wechsler Intelligence Scale for Children (WISC), and the Stanford Binet Intelligence Test (SB) with preschool children. The Ss in study one were 29 Negro children enrolled in a Head Start program. The Ss in study two were 24 Caucasian kindergarten children. The lower mean IQ's obtained in study one supported the results of the other studies which reported a tendency for Negro children from lower socioeconomic status (SES) to perform below the mean on the WISC. The three tests did not appear to be interchangeable, as the WISC and the SB tended to yield a higher IQ than the WPPSI with lower SES Negro children. The results from study two suggested that the WPPSI more closely approximated the SB than the WISC. Also, the

SB appeared to be more closely associated with abilities measured by the V scores of the WPPSI and WISC than with their P scores. (Author)

ABSTRACT 33114

EC 03 3114 ED N.A.
Publ. Date Sep 71 10p.
Kagan, Jerome; Riemer, George
Early Childhood Education: A Dialogue.
EDRS not available
National Elementary Principal; V51 N1 P38-47 Sep 1971

Descriptors: early childhood education; child psychology; educational programs; student teacher relationship; teacher qualifications; business responsibility

A short dialogue in early childhood education briefly covers the following subjects: growing popularity of child psychology, day-care centers, intelligence as a psychological abstraction, Piaget's theories on cognitive development in young children, business role in education, student failure in school, traditional grading systems, Nebraska curriculum, religion in schools, student teacher relationship, hiring teachers by use of personal interviews, children's home problems, teachers with nurturing personalities, and teacher unions. (CB)

ABSTRACT 33118

EC 03 3118 ED N.A.
Publ. Date Sep 71 6p.
Harned, Barbara J.
The Federal Government and Preschool Education.
EDRS not available
National Elementary Principal; V51 N1 P92-7 Sep 1971

Descriptors: early childhood education; federal legislation; federal aid; educational programs; educational objectives; administration; national programs

Implications for preschool education are drawn from a comparative study of three federal programs: Emergency Nursery School Program of the 1930's, Day Care Program of the 1940's, and Project Head Start of the 1960's. Thirteen comparisons discussed are: nursery programs as reflections of national concern; program focus on health services, nutrition, child development, and social development; employment; demonstration function; roles of U.S. Office of Education and other national organizations; program administration structure; increased efficiency of program administration; non-discrimination; community financial eligibility; inadequate personnel training; difficulty of maintaining qualified personnel; program scope increase; and increased attention to research. Educational implications drawn are that the federal government has increased preschool education availability, developed public awareness of preschool education needs, motivated local and state level involvement in early childhood education, and stimulated research in the field of early childhood education. (CB)

ABSTRACT 33119

EC 03 3119 ED N.A.
Publ. Date Sep 71 6p.
Branche, Christine F.
Children Fit No Model: Program Considerations for Early Childhood Education in Urban Areas.
EDRS not available
National Elementary Principal; V51 N1 P110-5 Sep 1971

Descriptors: early childhood education; urban education; educational programs; educational objectives; parent education

General program considerations for early childhood education in urban areas are presented briefly. The author first advocates that everyone in preschool and elementary education take refresher courses in child growth and development, and that teachers review available curricular approaches. The author then advocates that educational programs need to: combine intellectual, social, and emotional growth; concern both learning and teaching; involve supportive adults; listen to children; stimulate natural curiosity; utilize adjustable environments; include living demonstrations of human differences; encourage cooperation between home and school; and recognize new approaches to parent education. Concluding is a brief discussion of means to involve parents in urban educational processes. (CB)

ABSTRACT 33197

EC 03 3197 ED 054 564
Publ. Date (71) 25p.
Kliman, Gilbert; Stein, Myron
An Application of Child Analysis: The Cornerstone Project.
Center for Preventive Psychiatry, White Plains, New York
EDRS mf. hc

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; preschool children; psychiatric services; psychiatry; classroom environment; program descriptions

The paper deals with the Cornerstone Project, in which a child analyst works with psychiatrically ill preschool children within a nursery classroom group setting. An analytically trained psychotherapist works 1 1/2 hours per day with up to seven children in the classroom, with the help of nursery school teachers. There is regular contact with parents. How the Project's application of psychoanalytic techniques in an educational setting with each child resembles and differs from regular child analysis and psychotherapy is considered. The established value of nursery classrooms as a natural setting for clinical observation and diagnostic evaluation and the psychoanalytic model (features of the practice of child analysis) are reviewed. The Cornerstone model is discussed and some illustrative moments from the classroom showing the therapist at work are presented. An extensive case study is then used to show details of a treatment and to illustrate specially developed criteria for the psychoanalytic process. Cited are useful

intense transference reactions and social, intellectual and educational gains as well as symptomatic improvement occurring in the Project, and the clinical efficacy of the method. (KW)

ABSTRACT 33199

EC 03 3199

Publ. Date 70

Dekaban, Anatole

Neurology of Early Childhood.

EDRS not available

Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$27.00).

Descriptors: exceptional child services; neurologically handicapped; neurology; neurological defects; infancy; early childhood; medical evaluation; medical treatment; pathology; textbooks

The text, covering the entire preschool period, has two stated objectives: to provide pediatricians, neurologists, and child psychiatrists participating in well baby care with anatomical and developmental landmarks of the maturation of the central nervous system (CNS), and to outline principles of pathology, pathogenesis, and clinical manifestations of neurological disorders, with emphasis on the differences in nosology between mature patients and infants in the aspects of

incidence, symptoms and signs, course of the disease, treatment, management, and prognosis of the various acute or chronic neurological diseases of early life. Major topics covered are: developmental anatomy and physiology of the CNS from birth to 6 years, general physical and neurological examination, birth injuries, and perinatal anoxia, meningitis, encephalitis and encephalomyelitis, dysraphic states and abnormalities of skull and spine, hydrocephalus, vascular disorders affecting the CNS, cerebral palsy, mental deficiency and retarded development, neurocutaneous dysgeneses, exogenous and endogenous intoxications affecting the nervous system, neoplasms and granulomatous conditions, epilepsy, progressive degenerations, CNS involvement in metabolic and endocrine disorders, syndromes with neurological abnormalities or chromosomal anomalies and neurological involvement, and primary diseases of the muscular system. (KW)

ABSTRACT 33206

EC 03 3206

Publ. Date 71

Pulaski, Mary Ann Spencer

Understanding Piaget.

EDRS not available

Harper and Row, Publishers, 49 East

33rd Street, New York, New York 10016 (\$6.95).

Descriptors: child psychology; cognitive development; infancy; early childhood; childhood; cognitive processes; cognitive ability; educational methods; child development; Piaget, Jean

The introduction to Jean Piaget's psychological theories on children's cognitive development is designed for laymen and tends to avoid Piaget's abstruse terminology. The book first reviews the theoretical rationale behind Piaget's work and explains his basic principles of development. The beginnings of a baby's intelligence are traced quickly, followed by an overview of later developmental periods up to adolescence. A more detailed presentation then examines Piaget's work on the concepts of conservation, preoperational child, concrete operations, formal operations, morality, emotional development, play and imitation, representation, numbers, geometry of space, perception and learning, time, movement and speed, and education. Numerous descriptions of Piaget's experiments accompany each discussion. Piaget finds that children must actively participate in the educational process if they are to truly learn the material at hand, which is shown to have grave implications for traditional teaching methods. (CB)

AUTHOR INDEX

- Amatruda, Catherine S 31554.
 Anderson, Elwood G 32323.
 Bangs, Tina E 10678.
 Beadle, Muriel 31114.
 Bear, Roberta Meyer, Ed 11070.
 Beck, Joan 11592.
 Beery, Keith E 10132.
 Bereiter, Carl 31107.
 Biemiller, Andrew J 32175.
 Bijou, Sidney W 10636, 31274.
 Blatt, Burton 31576.
 Branche, Christine F 33119.
 Brearley, Molly, Ed 30443.
 Brooke, Ed 20874.
 Calovini, Gloria 32185.
 Cicirelli, Victor G and Others 32831.
 Connor, Frances P 10382.
 Cowen, Emory L and Others 32340.
 Cratty, Bryant J 30143.
 DeHirsch, Katrina and Others 20662.
 Dekaban, Anatole 33199.
 Denhoff, Eric 30328.
 Dittmann, Laura L, Ed 23226.
 Doernberg, Nanette and Others 31598.
 Edwards, Joseph 30906.
 Engelmann, Siegfried 30211, 31107.
 Engelmann, Therese 30211.
 Evan, Ellis D 32107.
 Fiedler, Miriam F and Others 32894.
 Flint, Betty Margaret 10834.
 Forbes, Donald G 32377.
 Francis-Willia, Jessie 32481.
 Furman, Robert A, Ed 21993.
 Garfunkel, Frank 31576.
 Gesell, Arnold 31554.
 Getman, G N and Others 10938.
 Glassman, Lynne 32192.
 Graham, P J 32981.
 Gray, Susan W and Others 30052.
 Griffin, Louise 31403.
 Haussermann, Else 31543.
 Hainstock, Elizabeth G 32004.
 Haring, Norris G and Others 31803.
 Harned, Barbara J 33118.
 Hellmuth, Jerome, Ed 20653.
 Hess, Robert D, Ed 11070.
 Hodges, Walter L and Others 11594, 31745.
 Holt, John 23222.
 Hopkins, Tom R, Ed 30148.
 Hunt, J McVicker 21659.
 Illingsworth, R S 32935.
 Isaacs, Susan 31084.
 Jessen, Mariana, Ed 30148.
 Kagan, Jerome 33114.
 Karnes, Merle B 20885.
 Karnes, Merle B and Others 11281, 31409.
 Katan, Anny, Ed 21993.
 Kestenbaum, Clarice and Others 31926.
 Kliman, Gilbert 33197.
 LaCrosse, E Robert, Jr and Others 30790.
 Landreth, Catherine 31996.
 Lavatelli, Celia Stendler, Ed 32572.
 Lewis, Anne 30307.
 Montessori, Maria 31659.
 Newman, Sylvia 32631.
 Oakland, Thomas 32513.
 Oakland, Thomas D and Others 33062.
 Painter, Genevieve 32199.
 Parker, Ronald K, Comp and Others 32262.
 Payne, James S and Others 32872.
 Pines, Maya 32665.
 Pulaski, Mary Ann Spencer 33206.
 Raschick, Sally Carey 32377.
 Rees, Helen E 32603.
 Reger, Roger, Ed 23268.
 Richman, N 32981.
 Riemer, George 33114.
 Rohiver, William D, Jr 32937.
 Schattner, Regina 32378.
 Scott, Louise Binder 31680.
 Sharp, Evelyn 22484.
 Sklar, Maurice 20968.
 Sonstegard, Manford A 32233.
 Spicker, Howard H 32184.
 Stein, Myron 33197.
 Stern, Carolyn 30906.
 Sunderlin, Sylvia, Ed 20874.
 Talbot, Mabel E 10382.
 Tinker, Miles A 32808.
 Tseng, Meng-Shu 32233.
 Weikart, David P and Others 32571.
 Widmer, Emmy Louise 30672.
 Williams, Fern C 32513.
 Witmer, Helen L, Ed 20417.
 Zimmerman, Lyndall D 32185.

SUBJECT INDEX

- Ability Identification 20653.
 Academic Achievement 32233, 32937.
 Achievement 11594.
 Achievement Tests 32831.
 Adjustment (to Environment) 11594.
 Administration 31107, 33118.
 Administrative Organization 32608.
 Administrative Policy 21993, 32608.
 Adults 23222.
 Affection 20653.
 Age Differences 32233.
 American Indians 30148.
 Animal Behavior 20653.
 Aptitude 21659.
 Art 23222.
 Associative Learning 20885.
 Athletics 23222.
 Attention Span 32233.
 Attitudes 32233.
 Auditory Perception 20885, 32513.
 Audition (Physiology) 22543.
 Auditory Tests 10132.
 Auditory Training 32513.
 Aurally Handicapped 10678, 22543, 23268.
 Behavior 10636, 10834, 31084, 31996.
 Behavior Change 10636, 10834, 21784, 31274, 31803, 32377.
 Behavior Patterns 20968, 31554.
 Behavior Problems 32981.
 Behavior Rating Scales 32340.
 Bibliographies 31403.
 Bilingual Students 31403.
 Biochemistry 20874.
 Biological Influences 31114.
 Body Image 30143.
 Bureau of Education for the Handicapped 32192.
 Business Responsibility 33114.
 Case Studies 10834, 21993.
 Cerebral Palsy 21978, 30328.
 Child Care 20417, 23226.
 Child Care Centers 20417, 23226.
 Child Development 10678, 10834, 11070, 20417, 20653, 20874, 23226, 30143, 30443, 30672, 30790, 31114, 31554, 31659, 31996, 32175, 32185, 32608, 32935, 32981, 33206.
 Child Psychology 30443, 31084, 31114, 31659, 31996, 32107, 33114, 33206.
 Child Rearing 11592, 21784, 23226, 31409.
 Childhood 20417, 23164, 30143, 30672, 30790, 31084, 31114, 31274, 31554, 31598, 31659, 31996, 32185, 32340, 32894, 32935, 32937, 32981, 33199, 33206.
 Childhood Needs 23226.
 Childrens Books 31403.
 Class Activities 31680, 32378, 32513, 32571.
 Classroom Environment 10382, 33197.
 Classroom Observation Techniques 21978.
 Cleft Palate 21978.
 Clinical Diagnosis 10678, 20653, 30328.
 Cognitive Ability 32665, 33206.
 Cognitive Development 21659, 21781, 30672, 31084, 31114, 31659, 31996, 32107, 32199, 32262, 32571, 32937, 33206.
 Cognitive Processes 11070, 11594, 22484, 23222, 33206.
 Communication Skills 11281, 20885, 31680.
 Communication (Thought Transfer) 11281.
 Community Role 30148.
 Compensatory Education 31107, 31745, 32603.
 Concept Formation 30672, 32571.
 Conference Reports 21784, 21978, 23164, 30148, 32175.
 Creativity 11592.
 Cultural Factors 31114.
 Culturally Disadvantaged 11070, 11594, 21659, 23226, 30052, 30906, 32199.
 Curriculum 10382, 10678, 11594, 20653, 21978, 30211, 31107.
 Curriculum Design 32378, 32571.
 Curriculum Development 10382, 11594, 21978, 30672, 32262.
 Curriculum Evaluation 11594.

- Curriculum Guides 10382, 10678, 32512.
 Demonstration Projects 30052, 32685.
 Developmental Test of Visual Motor Integration 10132.
 Diagnostic Teaching 31745, 32685.
 Diagnostic Tests 32340.
 Dietetics 20874.
 Directories 32192.
 Disadvantaged Youth 10834, 11281, 11594, 20417, 20874, 20885, 31107, 31409, 31576, 31745, 32175, 32184, 32199, 32572, 32603, 32631, 32685, 32831, 32872.
 Diseases 20874.
 Drug Therapy 30328.
 Dyslexia 20662.
 Early Childhood Education 10382, 11070, 11594, 21659, 21781, 21993, 23164, 23222, 23268, 30052, 30211, 30307, 30672, 30906, 31107, 31403, 31409, 31576, 31745, 31803, 31926.
 Economically Disadvantaged 20874, 21659.
 Educable Mentally Handicapped 10382, 11594, 32377.
 Educational Diagnosis 11594, 21993, 23164, 32481.
 Educational Methods 32665, 33206.
 Educational Needs 20874, 30148.
 Educational Objectives 21781, 31107, 32107, 32175, 32937, 33118, 33119.
 Educational Philosophy 21781, 30443, 32937.
 Educational Planning 30148.
 Educational Programs 10382, 11070, 11594, 21659, 21978, 21993, 23164, 30052, 30148, 30307, 32107, 32603, 33114, 33118, 33119.
 Educational Technology 11070.
 Educational Television 23164.
 Educational Therapy 31926.
 Educational Trends 30307, 32107.
 Elementary and Secondary Education Act Title VI 32685.
 Elementary Education 23164, 30672.
 Elementary School Students 10938, 32513.
 Emotional Adjustment 10834.
 Emotional Development 31996.
 Emotional Problems 32233.
 Emotionally Disturbed 21993, 31274, 31598, 31926, 33197.
 Enrichment 11070.
 Environmental Influences 10834, 11070, 11592, 20417, 20653, 20968, 21781, 23226, 31114.
 Etiology 20968.
 Evaluation 31926.
 Evaluation Criteria 31534.
 Evaluation Methods 31554, 31926.
 Exceptional Child Education 10608, 10938, 11070, 11281, 11592, 20653, 20885, 20968, 21659, 21781, 21784, 21978, 21993, 22484, 22543, 23164, 23268, 30052, 30148, 30211, 30307, 30443, 30672, 30790, 30906, 31107, 31576, 31659, 31680, 32004, 32107, 32175, 32184, 32185, 32192, 32199, 32262, 32323, 32377, 32378, 32512, 32571, 32572, 32608, 32631, 32665, 32831, 32872, 32937, 33114, 33118, 33119.
 Exceptional Child Research 10132, 10382, 10636, 10834, 11594, 20653, 20662, 20874, 30906, 31084, 31274, 31409, 31543, 31576, 31598, 31745, 31803, 31926, 32184, 32199, 32233, 32340, 32481, 32685, 32831, 32894, 32935, 32981.
 Exceptional Child Services 20417, 33197, 33199.
 Experience 21781, 21978, 23226.
 Experimental Programs 20417.
 Experiments 23222.
 Eye Hand Coordination 10938, 30143.
 Eye Movements 10938.
 Facilities 10834.
 Family Environment 20653.
 Family Role 21784.
 Family (Sociological Unit) 31598.
 Federal Aid 20874, 33118.
 Federal Legislation 33118.
 Followup Studies 20662, 21993.
 Ford Foundation 30790.
 Foreign Countries 20874, 23226, 31403.
 Games 11281, 22484, 23222.
 Gifted 11592, 31084.
 Government Role 20874, 32603.
 Grouping (Instructional Purposes) 10678.
 Growth Patterns 31554.
 Handicapped Children 23164, 23268, 31554, 31803, 32192.
 Head Start 21781, 30906, 32831, 32872.
 Health 11592, 20874, 30148.
 Hearing Loss 22543.
 Heredity 31114.
 Historical Reviews 30672.
 Home Visits 32571.
 Identification 10132, 20662, 21781, 21784, 23164, 23268, 32233, 32481.
 Illinois Test of Psycholinguistic Abilities 10132, 32831.
 Incidence 20874.
 Individual Differences 20653.
 Individualized Instruction 31274.
 Individualized Programs 10834.
 Infancy 10834, 11592, 20417, 20653, 20874, 21781, 21784, 23226, 30143, 30790, 31114, 31409, 31554, 31659, 31996, 32199, 32894, 32935, 33199, 33206.
 Infant Behavior 30790.
 Infectious Diseases 11592.
 Information Systems 11281.
 Inservice Education 10834.
 Institutional Environment 10834, 20417.
 Institutional Personnel 20417.
 Institutionalized (Persons) 20417.
 Instructional Materials 11281, 20885, 23164, 23268, 32378.
 Intellectual Development 10382, 11592, 11594, 20874, 21659, 22484, 30211, 31084, 31114, 31409, 32665, 32937.
 Intelligence Level 10678, 11592, 31114, 31409.
 Intelligence Tests 31543, 33062.
 Interdisciplinary Approach 20653.
 Intervention 30143, 30906, 31409, 31576, 31598, 31745, 31803, 32184, 32199, 32377, 32572, 32603, 32665, 32685.
 Kindergarten Children 11594, 31745.
 Kinesthetic Perception 10938.
 Kopp Method 32323.
 Language Ability 32572.
 Language Development 10678, 11070, 11281, 11594, 20885, 20968, 22543, 23268, 30052, 31107, 31680, 32199, 32262, 32808, 32894.
 Language Handicapped 10678, 20968, 22543, 32894.
 Language Instruction 31107, 31680, 32572.
 Language Research 32572.
 Language Tests 10132, 32572, 32894.
 Learning 10678, 11592, 30443, 31114, 31996.
 Learning Activities 11281, 20885, 22484, 30052.
 Learning Characteristics 32665.
 Learning Difficulties 32233, 32685.
 Learning Disabilities 10132, 10678, 20662, 20885, 31543, 32340, 32481, 32894.
 Learning Laboratories 31576.
 Learning Processes 10382, 23222, 30211, 31084, 31114.
 Learning Theories 30443.
 Legislation 32608.
 Lesson Plans 32513.
 Libraries 31403.
 Listening Skills 20885.
 Literature Reviews 30790, 31576, 32872.
 Longitudinal Studies 10132, 31576, 31598, 32233.
 Mathematics 10636, 23222, 31107.
 Maturation 20662.
 Medical Evaluation 30328, 31554, 32935, 33199.
 Medical Treatment 30328, 33199.
 Memory 10938, 20885.
 Mental Retardation 20874.
 Mentally Handicapped 10382, 10636, 11594, 20874, 20885, 30328, 31576, 32377.
 Mexican Americans 32831.
 Minimally Brain Injured 20662, 30328.
 Minority Groups 30906.
 Montessori Method 11592, 32004.
 Mothers 20874, 31409, 32004.
 Motivation 10636, 21659.
 Motor Development 10938, 11594, 30143, 30328, 31554, 31996.
 Multiply Handicapped 23164, 32378.
 Music 31107.
 National Center for Educational Research and Development 32192.
 National Organizations 32192.
 National Programs 32603, 33118.
 National Surveys 32608.
 Negro Youth 32572, 32831.
 Neil McNeil Infants Home 10834.
 Neurological Defects 30328, 31554, 33199.
 Neurologically Handicapped 31543, 32512, 33199.
 Neurology 33199.
 Nonprofessional Personnel 32377.
 Nutrition 20874, 30672.
 Operant Conditioning 10636.
 Oral Communication 31680.
 Parent Attitudes 21784, 32233.
 Parent Child Relationship 20653, 21993, 31598.
 Parent Counseling 21784, 21993.
 Parent Education 21784, 23164, 31598, 32004, 32631, 33119.
 Parent Influence 11070.
 Parent Role 10636, 10678, 11592, 20968, 21781, 21784, 21978, 21993, 22543, 30148, 30211, 31409, 31598, 32004, 32631, 32808.
 Parent School Relationship 32631.
 Parents 23268.
 Pathology 33199.
 Pediatrics 31554, 32935.
 Perception 10938, 21781.
 Perception Tests 32513.
 Perceptual Development 32808.
 Perceptual Motor Coordination 10834, 10938, 20662, 23268.
 Perceptual Motor Learning 20653, 20885, 30143.
 Performance Tests 32831.
 Perinatal Influences 32894.

Personality 11070.
 Personality Development 31659.
 Personality Theories 21659.
 Physical Activities 10938.
 Physical Characteristics 31554.
 Physical Development 31554, 32935.
 Physical Examinations 31554, 32935.
 Physical Therapy 30328.
 Physically Handicapped 30328, 32512.
 Physiology 31554.
 Piaget (Jean) 33206.
 Play Therapy 10834.
 Positive Reinforcement 32377.
 Poverty Programs 20874.
 Prediction 10132, 20662.
 Predictive Measurement 10132, 20653, 20662.
 Premature Infants 20662.
 Prenatal Influences 11592, 31996.
 Preschool Children 10132, 10382, 10636, 10834, 10938, 11070, 11281, 11592, 11594, 20417, 20662, 20885, 20968, 21784, 21978, 22543, 23222, 23226, 30328, 31403, 31409, 32004, 32107, 32262, 32377, 32481, 32512-32513, 32665, 32685, 32808, 33062, 33197.
 Preschool Evaluation 10678, 20662, 23268, 32233, 32481.
 Prevention 10132, 21659, 31576.
 Primary Grades 32831.
 Prognostic Tests 10132.
 Program Descriptions 10382, 30790, 31598, 31803, 31926, 32192, 32262, 32377-32378, 32571, 32872, 33197.
 Program Development 20417, 30790.
 Program Effectiveness 32184.
 Program Evaluation 11070, 30906, 32262, 32872.
 Program Planning 20417, 23268, 32262, 32608.
 Program Proposals 20417.
 Programed Instruction 10636.
 Psychiatric Services 33197.
 Psychiatry 33197.
 Psychoeducational Processes 31084.
 Psycholinguistics 10132, 11281, 20885, 32572, 32831.
 Psychological Characteristics 21781.
 Psychological Needs 20653.
 Psychological Tests 10132.
 Psychology 11594.
 Psychomotor Skills 32323.
 Psychosomatic Diseases 21993.
 Psychotherapy 33197.
 Questionnaires 32981.
 Rating Scales 10382.
 Readiness (Mental) 10938, 11070, 22484, 30052, 31543, 32107, 32665.
 Reading 10636, 11592, 20662, 23222, 32808.
 Reading Ability 20662.
 Reading Materials 31403.
 Reading Readiness 20662, 31107, 32808.
 Reading Skills 23164.
 Recall (Psychological) 20885.
 Regular Class Placement 32685.
 Reinforcement 10636.
 Remedial Instruction 23164.
 Research Methodology 20653, 31576.
 Research Projects 11070, 20653, 23226, 30307, 32107, 33062.
 Research Proposals 31274.
 Research Reviews (Publications) 30790, 31114, 31808, 31996, 32184.
 Residential Care 20417.
 Residential Programs 20417.
 Resource Guides 32192.
 Retarded Speech Development 10678, 20968, 32894, Safety Education 11592.
 School Buildings 30672.
 School Programs 20874.
 School Role 21993.
 Screening Tests 10132, 32340, 32894, 32981.
 Self Care Skills 10834.
 Self Concept 32233.
 Sensory Training 10938.
 Sequential Learning 21978.
 Services 32192.
 Skill Development 32185.
 Slow Learners 11594, 31745.
 Social Adjustment 10834, 32233.
 Social Development 11594, 30143.
 Socialization 11070, 20653, 31996.
 Socially Maladjusted 31274.
 Socioeconomic Influences 33062.
 Space Orientation 10938.
 Special Classes 10382.
 Speech Habits 23222.
 Speech Handicapped 20968, 21978, 22543, 32323.
 Speech Skills 22543.
 Speech Therapy 21978, 32323.
 Spelling 20662.
 Staff Orientation 10834.
 Stanford Binet Intelligence Test 33062.
 State Federal Aid 32608.
 State Programs 30307, 32608.
 Stimulus Behavior 11070, 20653.
 Student Behavior 21978.
 Student Evaluation 21978.
 Student Teacher Relationship 33114.
 Stuttering 32323.
 Summer Programs 23268.
 Tactual Perception 10938.
 Task Performance 10132.
 Teacher Education 10636, 30672.
 Teacher Qualifications 33114.
 Teaching Guides 11281, 30443, 32004, 32513.
 Teaching Methods 10382, 10636, 10678, 10938, 11281, 11592, 20885, 20968, 30052, 30211, 31107, 31274, 31680, 32004, 32175, 32199, 32378, 32571.
 Technology 31274.
 Test Construction 31543, 32981.
 Test Evaluation 32340.
 Test Interpretation 33062.
 Test Reliability 32981.
 Test Validity 32981, 33062.
 Testing 10132, 20662, 31543, 32340, Texas 32685.
 Textbooks 31403, 33199.
 Theories 32572.
 Therapeutic Environment 21993.
 Thought Processes 31084.
 Toys 32185.
 Urban Education 33119.
 Verbal Ability 20885, 31680.
 Verbal Learning 20968, 31680.
 Visual Perception 10938, 20885, 30143.
 Visual Stimuli 20653.
 Visualization 10938.
 Visually Handicapped 21978, 23268.
 Vocabulary Development 32808.
 Volunteers 10834.
 Washington 31803.
 Wechsler Intelligence Scale for Children 33062.
 Wechsler Preschool and Primary Scale of Intelligence 33062.
 Wisconsin 32377.
 Workshops 32631.
 Writing Skills 10636, 20662.

ERIC DOCUMENT REPRODUCTION SERVICE LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS ON-DEMAND ORDER BLANK

BILL TO:

SHIP TO:

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED						HOW TO ORDER
ITEM	ED Number	Number of Copies		PRICE (see reverse)	TOTAL PRICE	<p>To order ERIC REPDRTS include complete information for all order form items. Please print or type all information clearly.</p> <ol style="list-style-type: none"> 1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code. 2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402. 3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). <i>Check RIE for availability of document in MF and HC.</i> 4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE. 5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available. 6. Extend number of copies and price for total price for each entry. 7. Add items 1 through 15 and insert amount in "Sub-Total" box. 8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only. 9. Add "Sub-Total" and "Tax" and insert amount in "Total" box. 10. Indicate payment method desired. Payment must accompany all orders of \$10.00 or less. Make all drafts payable to EDRS. 11. Sign AUTHDRIZATIDN and date order. 12. Include only 15 entries per form. Complete and sign additional forms if required. 13. Quality warranty. LIPCD will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCD. Best available copy will be supplied.
		MF	HC			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
<input type="checkbox"/> TAX NUMBER _____				SUB-TOTAL		
<input type="checkbox"/> DEPOSIT ACCT NUMBER _____				TAX		
<input type="checkbox"/> CHARGE (OVER \$10.00) _____				TOTAL		
<input type="checkbox"/> CHECK NUMBER _____						

Detach Here

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS



PRICE LIST

Microfiche Copy — Each Title	.65
Hard Copy — Each Title by number of pages:	
Pages: 1 - 100	3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each Additional 100 pages or portion thereof.	3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure for shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due

to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

Detach Here

REPORTS TO BE ORDERED					HOW TO ORDER
ITEM	ED Number	Number of Copies		PRICE (see reverse)	TOTAL PRICE
		MF	HC		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
<input type="checkbox"/> TAX NUMBER _____				SUB-TOTAL	
<input type="checkbox"/> DEPOSIT ACCT. NUMBER _____				TAX	
<input type="checkbox"/> CHARGE (OVER \$10.00) _____					
<input type="checkbox"/> CHECK NUMBER _____				TOTAL	

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.
2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.
3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). Check RIE for availability of document in MF and HC.
4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.
5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.
6. Extend number of copies and price for total price for each entry.
7. Add items 1 through 15 and insert amount in "Sub-Total" box.
8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.
9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.
10. Indicate payment method desired. Payment must accompany all orders of \$10.00 or less. Make all drafts payable to EDRS.
11. Sign AUTHORIZATION and date order.
12. Include only 15 entries per form. Complete and sign additional forms if required.
13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS



PRICE LIST

Microfiche Copy – Each Title	.65
Hard Copy – Each Title by number of pages:	
Pages: 1 - 100	3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each Additional 100 pages or portion thereof.	3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due

to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS ON-DEMAND ORDER BLANK

BILL TO:

SHIP TO:

PURCHASE ORDER NO. _____

Detach Here

REPORTS TO BE ORDERED					HOW TO ORDER
ITEM	ED Number	Number of Copies		PRICE (see reverse)	TOTAL PRICE
		MF	HC		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
<input type="checkbox"/> TAX NUMBER _____				SUB-TOTAL	<p>To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.</p> <ol style="list-style-type: none"> 1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code. 2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402. 3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). Check RIE for availability of document in MF and HC. 4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE. 5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available. 6. Extend number of copies and price for total price for each entry. 7. Add items 1 through 15 and insert amount in "Sub-Total" box. 8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only. 9. Add "Sub-Total" and "Tax" and insert amount in "Total" box. 10. Indicate payment method desired. Payment must accompany all orders of \$10.00 or less. Make all drafts payable to EDRS. 11. Sign AUTHORIZATION and date order. 12. Include only 15 entries per form. Complete and sign additional forms if required. 13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.
<input type="checkbox"/> DEPOSIT ACCT. NUMBER _____				TAX	
<input type="checkbox"/> CHARGE (OVER \$10.00) _____					
<input type="checkbox"/> CHECK NUMBER _____				TOTAL	

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

***SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.**

MAKE ALL DRAFTS PAYABLE TO EDRS



PRICE LIST

Microfiche Copy – Each Title	.65
Hard Copy – Each Title by number of pages:	
Pages: 1 - 100	3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each Additional 100 pages or portion thereof.	3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due

to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.