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History of Early Childhood Education in the United States

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Introduction

The history of early childhood education in the United States (US) is multifaceted. This bibliographical account of early childhood education and programs offers a glimpse into the range of approaches taken in the US to provide young children access to learning environments and services. The resources provided demonstrate the emergence of a diverse system unique to the US, in which education is a function of individual states rather than the federal government. Therefore, early childhood education is overseen by a variety of different entities, stemming from several distinctive philosophies, leading to a multiplicity of theoretical foundations, standards, regulations, curricula, and practices. Early childhood educators and scholars may use this bibliography to gain a deeper understanding of early childhood practice in a contemporary learning environment by exploring the roots of the ideas that inform teaching and learning in early childhood. By engaging with this historical account of early childhood education and programming, readers may become more familiar with the network of ideas that informs their own philosophy of teaching young children. The topics are designed to highlight the histories of the cultures served by early childhood education and the impetus for focused attention on young children in specific eras.

General Overview

The history of early childhood education in the United States, like the country's population, has global roots. These are described in detail in *History of Early Childhood Education*, which expands on what early childhood education (ECE) historians already know, at least in part. Many subcultures of US society are brought to life as the deep tradition and the creative knowledge base of the early care and education community are portrayed in Lascarides and Hinitz 2011. Historians of early childhood education in the US have tended to focus on specific programs or people. For this reason, there are few comprehensive histories, and even

fewer that discuss historical research in early childhood education. Notable exceptions include Lascarides and Hinitz 1993, Beatty 1995, Lascarides and Hinitz 2011, Hinitz 2013, and Ranck 2015. This bibliography of the history of early childhood education in the United States is divided into chronological and cultural sections. The chronological section begins with the founding of kindergartens and addresses program development from the 1920s through the 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, and 1990s to the present. The cultural segment of this bibliography includes sections on The History of African American/Black Early Childhood Education in the United States, The History of Asian American Early Childhood Education in the United States, The History of Hispanic Early Childhood Education in the United States, and The History of American Indian (Indigenous) Early Childhood Education in the United States. See also the *Oxford Bibliographies* in Education article "American Indian Education," particularly the subsection on "The Role of Early Childhood Education." Additional sections addressing the history of technology in early education, the integration of the history of early childhood education in teacher education textbooks, and the history of early childhood professional education in the United States are included in this bibliography.

- Beatty, Barbara. 1995. *Preschool education in America: The culture of young children from the colonial era to the present*. New Haven, CT: Yale Univ. Press.

  This political and program history includes three detailed chapters about all aspects of early private and public kindergarten programs in the US, the free movement, and the establishment of public kindergartens. Descriptions of the European roots of early childhood education, and the development of family, infant, and nursery schools constitute the remaining chapters. Sixteen pages of photographs enhance the written material. The text is written in a way that makes readers feel a part of the history of early childhood education.

- Hinitz, Blythe Farb, ed. 2013. *The hidden history of early childhood education*. New York: Routledge.

  This book focuses on the story of programs and people who have been marginalized or ignored by standard histories. Primary sources provide an in-depth view of early childhood education. In "Glimpses of Past Practice," the authors explore the education of Quaker, Japanese American internee, and home-schooled children. On-campus schooling and education during the Eisenhower administration are discussed. "Portraits of ECE leaders" includes Oneida Cockrell, Lula Sadler Craig, Patty Smith Hill, James L Hymes Jr., Constance Kamii, Betty Kirby, Margaret Naumburg, and Evangeline Ward.

- Lascarides, V. Celia, and Blythe Hinitz. 1993. Teaching the history of early childhood education: Materials devoted to history. *Journal of Early Childhood Teacher Education* 14.3: 24–26.

  This study reviews print sources available to teach early education history. Criteria included: comprehensiveness of the material, in-depth versus superficial account, facts and interpretation versus opinion, historical period covered, graphics, extensiveness of the bibliography, and how the historical material was related to current thought and practice. There is little mention of US pioneers' contributions,

and no mention of programs for ethnic populations. More autobiographical accounts and use of archival resources are suggested.

- Lascarides, V. Celia, and Blythe F. Hinitz. 2011. *History of early childhood education*. New York: Routledge.

  This book draws from primary sources and historical literature to tell the story of early education in the US. It traces the roots from ancient Greece and Rome to Europe, then describes the integration of the theories and programs into methodology in the US. The development of the kindergarten, nursery school, and child-care branches of the field from inception through the 1960s is explained. Biographies of contributors to the field are included. Timelines explain how some entities developed.

- Ranck, Edna Runnels. 2015. Past as prologue: Doing historical research in early childhood education. In *Handbook of research methods in early childhood education*. Vol. 1. Edited by Olivia Saracho, 667–713. Charlotte, NC: Information Age.

  This chapter reviews models of historiography, including books by eleven early childhood historians, and five organizational histories. A precise description of how to conduct research includes finding sufficient primary, secondary, and tertiary sources; engaging with colleagues; finding a mentor; and identifying gaps in the literature. Details about the entities that house sources are provided. Four appendices contain an overview of writing history, characteristics of an ECE historian, how to navigate disagreements, and caveats for guarding against complications.

The History of Kindergarten in the United States

Friedrich Froebel's kindergarten, established in 1837, emphasized learning through play and utilized his manipulative "gifts" and "occupations." Froebel's student, Margarethe Schurz, immigrated to Watertown, Wisconsin, in 1855, where she founded the first German-speaking kindergarten in her home. As discussed in Muelle 2013, Elizabeth Peabody, influenced by Schurz, opened the first English-speaking kindergarten in Boston in 1860. During the late 1800s, Peabody corresponded with the superintendent of St. Louis public schools, William Torrey Harris, about promoting kindergarten in the public schools (Snyder 1972). As a result, Harris and Susan Blow, a teacher, initiated the first public school kindergarten in 1873. According to Beatty 2000, this kindergarten program was based upon Froebel's child-centered program. After this, "free" kindergartens supported by private contributions began to emerge across the United Sates, particularly for poor young children (see Beatty 1995, cited under General Overview, and MacKenzie 1886). In 1892 the International Kindergarten Union (IKU) was established. The IKU later merged with the Association for Childhood Education (ACE), which became the Association for Childhood Education International (ACEI) in 1931, and is now called Childhood Education International. Debate arose over whether to continue kindergarten programs influenced by Froebel's teachings or to adopt more scientific principles. Blow preferred using a Froebelian approach. Patty Smith Hill, who would become the first president of the National Association for the Education of Young Children (NAEYC), felt Froebel's approach was too rigid. She believed that utilizing ideas from theorists, such as John Dewey, would be more effective. Hewes 1976, Liebovich 2020, and Sherwood 2021 agree on this aspect. During the 1920s, two groups of American educators began to influence early childhood education—behaviorists who utilized the

theories of Thorndike and Watson, based on learning objectives, and social reformers who favored Dewey's theories. Influenced by Sputnik, the 1960s brought a call for acceleration of academic skills, and Piaget's theories became important to the kindergarten program. According to Miller 2005, Piaget felt children needed involvement, as well as intrinsic motivation, to learn. By the 1980s, public kindergarten was available in all states. However, as a result of the publication of such documents as *A Nation at Risk* and, later, "No Child Left Behind," there was increased pressure on the healthy development of kindergarten children and their teachers. This also led to concerns regarding reading readiness, excessive testing, "scripted kindergarten," unrealistic mandated standards, and a "pushed-down curriculum" (Miller and Almon 2009). The crisis issues arising in this new century have many educators suggesting that we look back in history to a time when US kindergarten children learned through play and manipulating age-appropriate materials, such as Froebel's gifts and Hill's large-scale wooden blocks. We would like to thank Susan Miller, Ed.D. Kutztown University of Pennsylvania for contributing to this section.

- Beatty, Barbara. 1995. *Preschool education in America: The culture of young children from the colonial era to the present*. New Haven, CT: Yale Univ. Press.

  An intense and engaging read detailing all aspects of early private and public kindergarten programs in the US, the free movement, and the establishment of public kindergartens. Sixteen pages of well-illustrated photos enhance the written material. This book is appropriate for advanced researchers. See pages 52–71, 72–100, and 101–131.

- Beatty, Barbara. 2000. The letter killeth: Americanization and multicultural education in kindergartens in the United States, 1856–1920. In *Kindergartens and cultures: The global diffusion of an idea*. Edited by Roberta Wollons, 42–58. New Haven, CT: Yale Univ. Press.

  In this extensive chapter, the roles of important leaders of the changing US kindergarten movement are thoroughly discussed. A clear sequence of the early development, including the introduction of German Froebelian methods in the 1850s, is shared. According to the author, the movement eventually shifted from more rigid Froebelian private kindergartens for members of the upper classes to charity or free kindergartens guided by progressive, science-based pedagogies aimed at "Americanizing" immigrants and the poor.

- Hewes, Dorothy W. 1976. Patty Smith Hill: Pioneer for young children. *Young Children* 31:297–306.

  This article reviews the life and work of Patty Smith Hill, the founder of the National Association for the Education of Young Children. The author records Hill's ambivalence toward Froebel's ideals and its impact on her pedagogic thinking and practice. Available online by subscription.

- Liebovich, Betty. 2020. Our proud heritage. NAEYC's first president: Patty Smith Hill. *Young Children* 75.1 (March).

  This article imparts a comprehensive story of the life of Patty Smith Hill, the first president of the National Association for Nursery Education (later NAEYC), who was

instrumental in establishing the modern kindergarten in the United States. The importance of her large-scale wooden blocks and the influence of her work with G. Stanley Hall and John Dewey are discussed.

- MacKenzie, Constance. 1886. Free kindergartens. Paper presented at the National Conference of Charities and Correction, July 1886. Richmond, VA: Social Welfare History Project.

  This 1886 conference presentation explores the beginnings of the free kindergarten in the United States.

- Miller, Edward, and Joan Almon. 2009. *Crisis in the kindergarten: Why children need to play in school*. College Park, MD: Alliance for Childhood.

  Published by the Alliance for Childhood, an advocacy organization, this book is based on numerous contemporary studies related to play. Research conveyed the pressure kindergartners are under to meet inappropriate expectations. In easy-to-read chapters, the authors describe topics such as reassessing standards, testing, scripted kindergartens, and the relationship between play and kindergartners' health. Leading educators are quoted throughout regarding various aspects of play.

- Miller, Susan A. 2005. Reflections on kindergarten giving young children what they deserve. *Childhood Education* 81.5: 256–260.

  The author shares personal thoughts about her grandson's kindergarten adventures and relates them to her own experiences during her forty-five-year career as an early childhood educator. This text also offers practical suggestions for kindergarten teachers based on the work of theorists, such as Piaget and Vygotsky.

- Muelle, Christina More. 2013. The history of kindergarten: From Germany to the United States. Paper presented at the South Florida Education Research Conference. Miami: Florida International University.

  Using a conversational style of writing, the author clearly explains the background of the Froebelian kindergarten in Germany, as well as its growth in the US. The influences of Schurz, Peabody, Blow, Hill, and Piaget are examined. The author also addresses contemporary issues, such as testing and readiness, that affect kindergarteners' social development.

- Sherwood, Elizabeth. 2021. Our proud heritage: Building the kindergarten curriculum. *Young Children* 76.4 (Winter).

  This article concerns the influence of Patty Smith Hill's philosophy and her unique blocks on a 1950s kindergarten teacher, Betty Kirby, the author's aunt, as she built her kindergarten curriculum. Stories from Kirby's notes document the ways in which Hill's blocks were utilized by the kindergarten children during hands-on collaborative play. They developed their thinking abilities while engaged in building experiences that involved their personal lives and community themes. These approaches are seen in today's developmentally appropriate practices.

- Snyder, Agnes. 1972. *Dauntless women in childhood education, 1856–1931*. Washington, DC: Association for Childhood Education International.

  The professional contributions of nine early childhood educators (Schurz, Peabody, Blow, Wiggin, Harrison, Temple, Hill, Dobbs and Gage) are depicted in this scholarly book sponsored and produced by the Association for Childhood Education International.

The History of Early Childhood Education in the United States from 1920 to 1929

During the decade of 1920–1930, the United States transitioned from the widespread use of day nurseries, which catered predominately to caregiving needs, to nursery schools, which included academic aspects as well as care (Eliot 1972). Primary references documenting this shift include Peltzman 1998, which explored contributors to the early childhood education (ECE) field; Stolz 1964 and Stolz 1966, which examine shifts in philosophy and psychology related to child development; and DuCharme 1993, a review of a method of teaching in ECE known as the "project approach." Care and intentional education of young children brought increased recognition of women's power in influencing ECE. Many women took leadership roles in founding schools in the 1920s. Hauser 2006 discusses how Caroline Pratt founded City and Country School, formerly known as the Play School, designed to allow children to learn through play. Hinitz 2002 discusses Margaret Naumburg's role in the founding of the Walden School in 1914 and the development of art therapy in the United States. Staring and Aldridge 2015 discusses Lucy Sprague Mitchell and Harriet Johnson's roles in the founding of the Bureau of Educational Experiments (BEE) in 1916. Two years later, Johnson established the first laboratory nursery school as the demonstration school for BEE (Staring and Aldridge 2015). Antler 1987 discusses Mitchell's role in the founding of the Cooperative School for Student Teachers, which later became Bank Street College of Education. Peltzman 1998 discusses research-oriented nursery schools operated under the auspices of universities. Eliot and Hymes 1978 discuss Ruggles Street Nursery School and Training Center, founded by Abigail Adams Eliot in 1922, and the Merrill-Palmer Nursery School, established by Edna Noble White in 1922. We would like to thank Yaxin (Grace) Xing, of the University at Buffalo, The State University of New York, for contributing to this section.

- Antler, Joyce. 1987. *Lucy Sprague Mitchell: The making of a modern woman*. New Haven, CT: Yale Univ. Press.

  Biography of Lucy Sprague Mitchell, with extensive references to educational theorists (e.g., John Dewey) and activist educators (e.g., Caroline Pratt, Harriet Johnson). Includes important developments in progressive education in New York City in the years between World Wars I and II.

- DuCharme, Catherine C. 1993. Historical roots of the Project Approach in the United States: 1850–1930. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Anaheim, California, 10–13 November 1993. Washington, DC: Education Resources Information Center.

  This paper contends that the project approach can be used by early childhood educators today, by implementing a child-oriented emerging curriculum. Dewey's

pedagogic philosophy and his influence on Patty Smith Hill, who used the project approach method, are described.

- Eliot, Abigail A. 1972. Nursery schools fifty years ago. *Young Children* 27.4: 209–213.

  This article was written to celebrate the fiftieth anniversary of the nursery school in the US. Eliot described the origin, development, and characteristics of nursery schools as compared to day nurseries. While the primary focus of a nursery school is the children; it also serves to educate adults, research child development, and train future teachers. Available [online](#).

- Eliot, Abigail A., and James L Hymes. 1978. America's first nursery schools. In *Early childhood education: Living history interviews*. Book 2: *Care of the children of working mothers*. Edited by James L. Hymes Jr., 6–25. Carmel, CA: Hacienda Press.

  Hymes interviews Abigail A. Eliot, director of the Ruggles Street Nursery and Training Center, regarding the nursery school movement in the US. By answering posed questions, they reviewed most of the early nursery schools, and specified the key differences among day nurseries, nursery school, and kindergartens. They clarified the purpose of nursery school as well as the factors that promoted its first "explosion."

- Hauser, Mary E. 2006. *Learning from children: The life and legacy of Caroline Pratt*. History of Schools and Schooling, Vol. 38. New York: Peter Lang.

  This feminist analysis of Pratt's life and work adds a new dimension to our appreciation of her contributions to progressive education. Pratt's story inspires courses on the history of education, foundations of early childhood education, and women's history topics.

- Hinitz, Blythe. 2002. Margaret Naumburg and the Walden School. In *Founding mothers and others*. Edited by Alan R. Sadovnik and Susan F. Semel, 37–59. New York: Palgrave Macmillan.

  This chapter examines Margaret Naumburg's life and times, her educational philosophy and its implementation in the Walden School, and her leadership qualities and style. As a founder of art therapy, an acknowledged leader in the "new school" movement, and one of the women who influenced avant-garde thought in education, Naumburg made many innovations that guided progressive education and inspired those who followed.

- Peltzman, Barbara Ruth. 1998. *Pioneers of early childhood education: A Bio-bibliographical guide*. Westport, CT: Greenwood.

  This reference book provides biographies and bibliographies of individuals (e.g., Dewey, Eliot, Gesell, Smith Hill, Sprague Mitchell, Pratt) who have made significant contributions to early childhood education.

- Staring, Jeroen, and Jerry Aldridge. 2015. [From nursing to nursery school: The life and works of Harriet M. Johnson from 1900–1934](). *Case Studies Journal* 4.8 (August).

  This case study describes Harriet M. Johnson's life and work in the field of early education, from 1900 to 1934.

- Stolz, Lois Meek. 1964. [Our changing understanding of young children's fears, 1920–1960](). Paper presented at the meeting of the National Association for Nursery Education (NANE), Philadelphia, Pennsylvania, 24 October 1962. Association for Childhood Education International Records. College Park: University of Maryland Archival Collections.

  This is the first of two speeches that Stolz presented about the history of child development in the United States. She gave this speech at the 1962 meeting of the National Association for Nursery Education (which became the National Association for the Education of Young Children in 1964). This speech focused on changes in child psychology from 1920 to 1960, emphasizing the development of children's fear and anxiety.

- Stolz, Lois Meek. 1966. Old and new directions in child development. *Merrill-Palmer Quarterly of Behavior and Development* 12.3: 221–232.

  Originally presented as the 5th annual lecture of the Merrill-Palmer Historical Library in Child Development and Family Life, 22 October 1965. In this speech, Stolz clarified the philosophy that guided her activities in the field of child development from 1920 to 1960. Both speeches record the background of the times and the influence of major historical events. They use relevant research and results to show how the field of children's education has developed over time and the direction in which it has taken. This one places more emphasis on the causes of and differences in mothers' and fathers' behavior. It extensively reviews qualitative and quantitative research. Available [online]() by subscription.

The History of Early Childhood Education in the United States from 1930 to 1949

Between the Great Depression and World War II, early childhood education in the United States experienced two major expansions, due to (1) federal involvement in early childhood education, (2) key figures and factors that contributed to the early childhood movement ([Osborn 1991](), [Osborn 1992]()), and (3) growing needs of unemployed workers and working mothers. Two common concerns were raised regarding nursery school standards and the training of nursery school teachers. As the Great Depression hit the nation, the rising unemployment rate and the demise of kindergarten caught the federal government's attention. In 1933, Emergency Nursery Schools, designed to benefit children and unemployed teachers, were established under the Federal Emergency Relief Administration. In 1935, the Works Progress Administration (WPA) took over the operation of this program, and administered it until it closed in 1943, as discussed in [Lascarides 1989](). Organizing ECE venues, teachers, and resources in such a rush was challenging. The WPA schools took up these challenges and enhanced the nursery school movement ([Heinig and Hymes 1979]()). In 1936, Arnold Lucius

Gesell established the Guidance Nursery School at Yale Psycho-Clinic. Based on observations of children, Gesell theorized the role of maturity in child development. Lannak 1995 discussed Millie Almy's role in nursery school education. From the early 1920s to 1940s, Lawrence K. Frank, according to Senn, et al. 1969, influenced policy development in ECE as an economist and then worked to meet the child's fundamental needs as a researcher of child's play and affective growth, as shared in Weber 1984. In 1940, nearly one-third of American women were working to produce materials for World War II and millions of children were left at home alone. The Lanham Act was passed to provide funds to help war-impacted communities. Many war nurseries were founded at that time. The Kaiser Child Care Service Centers, built in 1943, were the most famous and the largest. Although these centers only existed for three years, they tested theories of ECE and set standards for the future, as explained in Hymes 1995 and Hymes and Stolz 1978. As discussed by Anderson 2003, James L. Hymes Jr. was intensely involved in early childhood professional organizations throughout his lifetime and is associated with every significant early education occurrence mentioned from 1930 to 1949. We would like to thank Yaxin (Grace) Xing, of the University at Buffalo, The State University of New York, for contributing to this section.

- Anderson, Charlotte. 2003. Contributions of James Lee Hymes, Jr., to the field of early childhood education. PhD diss., Univ. of Texas at Austin.

  Anderson used sources such as archives, theses, and original oral history interviews to follow the life, career, and contributions of James Lee Hymes Jr. She provides the background of the Works Progress Administration (WPA) and the Progressive Education Association and how they shaped Hymes' career and life. Hymes strongly focused on child development and was committed to nurturing "the whole child" by considering their emotional, social, and intellectual needs. Available online by subscription.

- Heinig, Christine, and James Hymes Jr. 1979. The Emergency Nursery Schools and the Wartime Child Care Centers, 1933–1946. In *Early childhood education: Living history interviews*. Book 3, *Reaching large numbers of children*. Edited by James L. Hymes Jr, 5–27. Carmel, CA: Hacienda Press.

  This chapter discusses the impact of Christine Heinig, an early vice president of NANE, on the field of early childhood education. It includes the federal government's role in the development of the Emergency Nursery Schools and the Lanham Act Centers.

- Hymes, James L, Jr. 1995. The Kaiser Child Service Centers—50 years later: Some memories and lessons. *Journal of Education* 177.3: 23–38.

  This article reviews the history of and lessons learned from Kaiser Child Service Centers. Available online by subscription.

- Hymes, James L., and Lois Meek Stolz. 1978. The Kaiser Child Service Centers. In *Early childhood education: Living history interviews*. Book 2, *Care of the children of working mothers*. Edited by James L. Hymes Jr., 26–56. Carmel, CA: Hacienda Press.

This chapter details the development of Kaiser Child Service Centers during World War II. It includes furnishings and equipment and meeting the needs of mothers in addition to those of their children.

- Lannak, Jane. 1995. Millie Almy: Nursery school education pioneer. *Journal of Education* 177.3: 39–55.

  Using oral history interviews, this article presents Millie Almy's recollections of iconic early childhood programs, including The Yale Guidance Nursery, WPA, and a Lanham Act child care center, as well as her insights into her own experiences. Almy also addresses critical issues that are still persistent today, including program quality, teacher qualifications and compensation, continuity, and parent involvement. Available online by subscription.

- Lascarides, V. Celia. 1989. The role of the United States government in early education during the Depression of the 1930s. Paper presented at the International Conference for the History of Education, Oslo, Norway, 11 August 1989. Washington, DC: Education Resources Information Center.

  This paper provides an overview of the emergence of US nursery schools. It introduces us to the background and reason for federal involvement and examines that involvement in early education during the time period from 1933 to 1943.

- Osborn, D. Keith. 1991. *Early childhood education in historical perspective*. 3d ed. Athens, GA: Daye Press.

  This book provides an overview of factors and persons that contributed to the early childhood movement. Includes Abigail Eliot (Ruggles Street Nursery), Edna Noble White (Merrill Palmer), Arnold Gesell, Lawrence Frank, Patty Smith Hill (National Committee on Nursery Schools), NANE, Lois Hayden Meek Stolz, WPA nurseries, Lanham Act Centers, and James L. Hymes Jr. (Kaiser Child Care Service Center).

- Osborn, D Keith. 1992. Precious memories, how they linger. *Childhood Education* 69.2: 89–91.

  This article is based on Osborn's keynote address at the Association for Childhood Education International (ACEI) centennial celebration held in Saratoga Springs, New York. It discusses key figures and milestones in ACEI's history and development.

- Senn, Milton J. E., Lois Barclay Murphy, J. Roswell Gallagher, Lois Meek Stolz, and Herbert R Stolz. 1969. Lawrence K. Frank. *Child Development* 40.2: 347–353.

  Tribute to Lawrence K. Frank's contributions to early childhood education. Available online by subscription.

- Weber, Evelyn. 1984. *Ideas influencing early childhood education: A theoretical analysis*. New York: Teachers' College Press.

  This book discusses the concepts and theories that have shaped the behavior, stimulated the thought, and aroused the emotions of several generations of teachers in

early childhood education. Topics include the measurement movement, education and democracy, the psychoanalytic view, genetic epistemology, the developmental-interaction point of view, and different types of early childhood curriculum.

The History of Early Childhood Education in the United States from 1950 to 1959

Early childhood education and care in the United States was challenged by the many issues impacting the Eisenhower administration in the 1950s described by Holt 2010. Among them were the launch of the Soviet's satellite, Sputnik; teacher shortages and overcrowded schools; an increasing number of women in the workforce; high family mobility and housing shortages; the threats of Communism and nuclear attacks; juvenile delinquency and the increasing use of narcotics; integration and other civil rights issues; orphaned and dependent children; and the poor physical fitness of youth. According to Michael and Goldstein 2008. the 1950 Midcentury White House Conference on Children and Youth provided the strongest leadership of any conference on early childhood to date. It attempted to develop policies for some of these issues. One source of support for families discussed by Michel 2011 was the Child Care Tax Deduction passed by Congress in 1954. The groundbreaking 1954 Supreme Court decision in *Brown v. Board of Education*, discussed in Grubb and Lazerson 1982 and Yarrow 2009, supported children's equal access to education. The positive attitudes toward childrearing exemplified by child-care experts, such as Dr. Benjamin Spock (in the 1958 edition of his book *Baby and Child Care*), greatly influenced the field of early care and education. Children's Bureau 2013 and Bradbury 1974 describe how the policies and actions of the Children's Bureau positively affected child care in the 1950s. A census survey conducted in 1958 by the Children's Bureau and published by the Social Security Administration in 1959 identified the number of women in the workforce as one of the factors necessitating more high-quality full-day child-care programs, a concern shared by Cahan 1989. Recent publications provide a clear picture of what transpired during the 1950s. Hewes 1998 is a seminal history of the parent cooperative preschool movement in the 1950s that provides a comprehensive view of its beginnings, and the struggles and successes of the women who brought it to fruition. Ranck's illuminating chapter in Hinitz 2013 (cited under General Overview), titled, "Early Care and Education in the 1950's: The Thorny Path when Public Issues Confront Passionately Held Beliefs," details the Eisenhower administration's efforts, often not historically recognized, to provide equal opportunities for young children's health, education, and development. The extensive tables provide an in-depth picture of the amount of governmental and organizational activity that took place during this time period. Sherwood and Freshwater in Hinitz 2013 reference the influence of the progressive educator Betty Kirby and her use and adaptation of the (Patty Smith) Hill blocks. In her noteworthy early childhood classroom (1949–1974), Kirby encouraged children's creativity, critical thinking, play, and construction. The Eisenhower administration had success in passing legislation and developing programs that impacted the welfare of young children. In the 1950s, equal access to quality early childhood education that recognized and maintained young children's health and development was supported. We would like to thank Judith McConnell Mikkelson, EdD, Washburn University, for contributing to this section.

- Bradbury, D. 1974. *The United States Children's Bureau*, 1912–1972. New York: Arno Press.

A synopsis of sixty years of action for children is provided in this history of the US Children's Bureau.

- Cahan, E. 1989. *Past caring: A history of U.S. preschool care and education for the poor, 1820–1965*. National Center for Children in Poverty. New York: Columbia Univ. Press.

  A brief historical review and analysis of significant issues in the development of early childhood programs during the 1950s in the United States.

- Children's Bureau, US Department of Health & Human Services. 2013. *The Children's Bureau legacy: Ensuring the right to childhood*. Washington, DC: US Government Printing Office.

  Thoughtful analysis and discussion of significant issues in the development of early childhood programs from the viewpoint of the Children's Bureau, US Department of Health and Human Services.

- Grubb, W. Norton, and Marvin Lazerson. 1982. *Broken promises: How Americans fail their children*. New York: Basic Books.

  This book includes a discussion of the impact of the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*; effects of the launch of the Soviet Union's satellite, Sputnik; and positive attitudes toward childrearing after WWII, as exemplified by child-care experts such as Dr. Benjamin Spock.

- Hewes, D. 1998. *It's the camaraderie: A history of parent cooperative preschools*. Davis, CA: Center for Cooperatives, Univ. of California.

  Hewes' book is the first comprehensive history of the parent cooperative preschool movement, which reached its peak in the 1950s. It includes interviews with pioneers of the movement and recognizes international leaders in early childhood education, such as Dr. Lilian Katz, whose careers began as mothers of children attending parent cooperative preschools.

- Holt, M. 2010. Children as topic no. 1. *Prologue Magazine* 42.2.

  A summary of the Eisenhower administration's federal involvement in early childhood education and care in the 1950s is provided. The consequences of the 1950 White House Conference on Education are reviewed. The effects of the publication of the book *Why Johnny Can't Read*, and the Soviet Union's launch of Sputnik, on early childhood education in the United States are examined.

- Michael, J., and M. Goldstein. 2008. Reviving the White House Conference on Children. Children's Voice 17.1 (January/February).

  The Child Welfare League of America (CWLA) provides historical details of the Midcentury White House Conference on Children and Youth. This 1950 conference had the strongest leadership of any conference on children and youth to date. Four hundred and sixty national organizations planned the conference involving four

hundred people who discussed the education, health, and social welfare of children and youth.

- Michel, S. 2011. [The History of Child Care in the U.S.: Social Welfare History Project](#).

  Events influencing young children in the 1950s are presented in the "After WW II" portion of this review. Included is a discussion of the passage of the Child Tax Credit by Congress. Michel presents details on the development of a national organization devoted to child care, The Inter-City Committee for Day Care of Children (ICC), later to become the National Committee on the Day Care of Children.

- Minkus, Miriam. 1960. *Child care arrangements of full-time working mothers*. Henry C. Lajewski. *Social Service Review* 34.4: 486.

  Minkus reviews the report of a 1958 survey conducted by the Census Bureau for the Children's Bureau (a part of the Social Security Administration in the Federal Security Agency). Implications for the care and education of children and youth are discussed.

- Yarrow, A. 2009. [History of U.S. children's policy, 1900–present](#). Washington, DC: First Focus on Children.

  A review of policies impacting children in the US from 1900 to 2009 is presented. Some of the policies discussed include those resulting from the 1950 Midcentury White House Conference on Children and Youth. Effects on children's health and nutrition, and the implications of the *Brown v. Board of Education of Topeka* decision are examined.

The History of Early Childhood Education in the United States from 1960 to 1969

The 1960s saw the development and implementation of both public and private early childhood education programs. The Black Panther Party created the Intercommunal Youth Institute, which supported the independent school movement and provided a comprehensive program geared to cultural education, academic excellence, and offered free breakfast and health services ([Lockard and Lewis 2019](#)). Head Start developed as a federal initiative to improve the education and social competence of diverse low-income children and their families through a comprehensive education and social service program providing health and nutrition services, and early identification of mental health, medical, and psychological difficulties. Parent participation was fundamental and was legally mandated, as discussed in [Hinitz 2014](#). [Folwell 2014](#) describes barriers to parent participation in Head Start programs in Mississippi from the mid-1960s to early 1970s. However, parents continue to serve on policy boards and volunteerism became a path to employment in Head Start. [Beatty and Zigler 2012](#) and [Greenberg 1990](#) describe challenges to early childhood programs, including limited funding of Head Start. Over time, Head Start has been able to adapt its policies and instruments to incorporate political perspectives and research foci. However, according to [Kalifeh, et al. 2011](#), the governing structure has remained the same. [Wrobel 2012](#) indicated that less than half of children eligible for Head Start are actually served, and recommended

state funding for universal prekindergarten services to support lower-income families. Hines 2017 noted that although federally and state mandated early childhood programs have comparable success, with the exception of Head Start trending higher in providing health services, gains from attending Head Start dissipate by the third grade. Scientifically based research is recommended to include in-depth qualitative information on practices that contribute to children's development and provide detailed descriptions of learning contexts (Beatty and Zigler 2012). Washington and Bailey 2013 also called for varying models of operation in order to serve as many children from low-income families as possible while providing high-quality care that is responsive to the needs of an increasingly diverse population (Washington, et al. 2016). We would like to thank Donna Akilah M. Wright, PhD, Medgar Evers College of the City University of New York, for contributing to this section.

- Beatty, B., and E. Zigler. 2012. Reliving the history of compensatory education: Policy choices, bureaucracy, and the politicized role of science in the evolution of Head Start. *Teachers College Record* 114.6: 1–10.

  This interview reveals the political wrangling surrounding Head Start's inception and subsequent history. Cites the need for methodologically sound, scientific-based research, federal funding for early childhood education, and support for educational and social service-related needs in public schools.

- Folwell, E. J. 2014. The legacy of the Child Development Group of Mississippi: White opposition to Head Start in Mississippi 1965–1972. *Journal of Mississippi History* 76.1: 43–68.

  This case study details resistance in Mississippi to the Head Start program, resulting in reduced Head Start funding and limited parental input.

- Greenberg, Polly. 1990. *The devil has slippery shoes: A biased biography of the Child Development Group of Mississippi (CDGM): A story of maximum feasible poor parent participation*. Washington, DC: Youth Policy Institute.

  Detailed description of the initiation, trials and tribulations, successes, and debacles of one of the first Head Start programs, from the perspective of a person who was immersed in the process. Includes first-person accounts. It highlights the rationales and realities of attempting to provide "maximum feasible poor parent participation" in specific communities. The inclusion of primary sources in which participants tell their own stories is an outstanding element.

- Hines, J. M. 2017. Overview of Head Start program studies. *Journal of International Pedagogies* 18:1–10.

  Reports on Head Start studies that measured growth over time and determined whether classroom interventions were needed for children who have general or special needs. Results of the High/Scope and Abecedarian Studies indicated Head Start participants had increased cognitive competency and, for girls, social competency. However, while the number of children receiving Head Start services continues to increase, the program's positive effects reportedly dissipate by the third grade.

- Hinitz, B. 2014. [Head Start: A bridge from past to future](#). *Young Children* 69.2: 94–97.

  Hinitz reviews Head Start's mandate on parent participation. Participation ranges from parents' involvement in implementing funding for training supervisory staff, program monitoring, and evaluation, to serving on the policy board. Parent participation has been characterized as limited rather than active decision-making. However, the commitment to facilitating the voice of low-income parents remains.

- Kalifeh, Phyllis, Lora Cohen-Vogel, and Saralyn Grass. 2011. The federal role in early childhood education: Evolution in the goals, governance, and policy instruments of Project Head Start. *Educational Policy* 25.1: 36–64.

  This text reviews changes in Head Start policy goals, instruments, and governance structure to determine policy expansions, adaptations, and constriction. Prior to Head Start, child-care funding was only available during a crisis, such as when women were employed during WWII to meet the war effort's manufacturing needs. The Department of Health and Human Services continues to administer Head Start programs. Its policy instruments have changed, but its governance structure has remained the same.

- Lockard, J., and A. Lewis. 2019. [Intercommunal Youth Institute](#). In *Unsung legacies of educators and events in African-American education*. Edited by Andrea Lewis and Nicole Taylor, 170–174. Cham, Switzerland: Palgrave Macmillan.

  The Intercommunal Youth Institute, later renamed the Oakland Community School, was started in 1966 by the Black Panther Party to teach African American history, beginning with the early years. The comprehensive approach to education incorporated place-based learning, the learning-by-doing motif, and communalism. Testing for sickle cell and free breakfast were provided.

- Washington, V., and U. J. O. Bailey. 2013. *Project Head Start: Models and strategies for the twenty-first century*. New York: Routledge.

  Details the various models and approaches used by Head Start programs, including five-day-center-based, less than five days per week with parent education, morning and afternoon sessions, and home-based models. Describes the support for Head Start by families, the US Congress, and the media.

- Washington, V., C. Hannon, and B. Roberson Jackson. 2016. *[The African American pioneers: Legacy influences on early childhood teacher preparation](#)*. Washington, DC: Council for Professional Recognition.

  The Child Development Associate Certification Program (CDA) offered a credentialing process to train community residents for staff positions to facilitate parent involvement, a key component of Head Start policy. Groups were formed to intentionally support diversity, community, and cultural competence. The Black Advisory Task Force has six enduring legacies: multiple sources of evidence about teacher competence, family engagement, observation of a teacher's practice, academic training, work experience, and career pathways.

- Wrobel, S. 2012. From threat to opportunity: A Head Start program's response to state-funded pre-K. *Journal of Health and Human Services Administration* 35.1: 74–105.

  Reports findings from a study conducted to determine competing funding resources for Head Start programs. This study found that children in state-funded programs outperformed children in Head Start, although both made significant gains in literacy, language, and numeracy development. However, Head Start had superior health outcomes.

The History of Early Childhood Education in the United States from 1970 to 1979

The 1970s was a time of both consolidation and expansion. The definition of early childhood education (ECE) was broadened to include children between the ages of birth and school entry. According to Kamerman 2006, early education programs' movement from private charity to public responsibility after World War II continued. There was a dramatic increase in the number of child-care centers (evolving from day nurseries) and nursery schools, with a resurgence of national interest in child development. Factors shaping ECE during this decade included child protection emphasis, the Convention on the Rights of the Child and a conviction that early education is a right, mothers' rising labor force participation, brain research, improving "school readiness" and primary school performance, increasing services for children with special needs, and the "human capital" argument (based on economic research), increasing public awareness of the value of preschool programs. Gilstrap 1971 discusses the many national organizations that began or increased their attention to early education. Head Start generated the experimental design of Project Follow Through, based on the Planned Variation Head Start models. Boegehold, et al. 1977; Engstrom 1970; and Spodek 1973 discuss these models, which included Direct Instruction, Behavior Analysis, Bank Street Developmental-Interaction, High/Scope, Responsive, Montessori method, Tucson Early Education, and Florida Parent Education models. Edward Zigler, the first director of the Office of Child Development (OCD) of the Department of Health Education and Welfare (DHEW) and chief of the United States Children's Bureau, encouraged the competency-based approach to the training of child-care personnel proposed by a group of early education leaders in 1970. Jenni Klein, Rebekah Shuey, Barbara Biber, and Evangeline Omwake prepared and circulated a document on the Child Development Associate (CDA). Asa Hilliard, Ernest Washington, and James Young were part of the Black Advisory Task Force that wanted to create new pathways for the professionalization of the field. Marilyn Smith and Milton Akers of the National Association for the Education of Young Children (NAEYC) recommended that a consortium of organizations be formed. The Child Development Associate Consortium, a private nonprofit corporation, was given the responsibility for developing and awarding the credential. Possible competencies were generated by ECE leaders; however, college credit was not one of them. This changed in later iterations of the credentialing process. The CDA credential, designed to train teachers from a multiplicity of cultures to respond to diverse learners from low-income families, was created in 1972 (Washington, et al. 2016, cited under The History of Early Childhood Education in the United States from 1960 to 1969). Hinitz 1996 notes that the pilot program launched in 1974 resulted in the granting of the first CDA credentials in 1975. Peters, in Spodek Saracho and Peters 1988 (p. 95), described the CDA credential as "a direct and relatively well-funded attempt to establish professionalism and professional status in early childhood education."

Evangeline Ward first presented a Code of Ethical Conduct at the 1976 conference of the Delaware Valley Association for the Education of Young Children (DVAEYC) in Philadelphia. According to Ward 1977, this presentation was reprised at the Bicentennial Conference on ECE in honor of Teachers College (Columbia University) Professor Kenneth Wann. Ward's recommendations were published, together with those of Lilian Katz, in 1978. However, development of a code of ethics for NAEYC did not begin until 1984. Feeney and Freeman 2018 discusses the survey published in *Young Children* to engage NAEYC members' interest in a code of ethics and identify the ethical issues they had encountered. The authors describe related workshops identifying the core values of the field, and analyzing ethical issues. The code was approved by the Board in 1989 and is revised approximately every five years, most recently in 2011.

- Boegehold, Betty D., Harriet K. Cuffaro, William H. Hooks, and Gordon J. Klopf. 1977. *Education before five: A handbook on preschool education*. New York: Bank Street College of Education.

  This book was designed to deepen the understanding of child development, describe a broad spectrum of early education programs available during the 1970s, and prepare to study local programs. The section on theory and practice includes the Montessori method, Piagetian theory in practice, the Progressive Movement, and the developmental-interaction, behavioral, and psychoanalytic approaches. Center- and home-based models are described and evaluated. Recommendations for establishing an effective preschool program and a look to the future complete the volume.

- Engstrom, Georgianna, ed. 1970. *Open education: The legacy of the Progressive Movement*. Washington, DC: National Association for the Education of Young Children.

  This compilation of papers from a conference on Open Education chaired by Bernard Spodek includes the presentations of David Elkind (child psychology), James McDonald (curriculum theory), Roma Gans (the relationship of Progressive Education to contemporary education), Vincent Rogers (elementary social studies education), and Spodek (Open Education in the US).

- Feeney, Stephanie, and Nancy K. Freeman. 2018. *Ethics and the early childhood educator: Using the NAEYC code*. 3d ed. Washington, DC: National Association for the Education of Young Children.

  The guide for the NAEYC Code of Ethical Conduct includes sections on professional values and ethics, and the history, organization of, and rationale for the code. Individual chapters focus on ethical responsibilities to children, families, colleagues, and community and society. A companion resource guide provides instructions for teaching the code.

- Gilstrap, Robert. 1971. Early childhood education in the 70's: A view from NEA Central. *Peabody Journal of Education* 48.2: 153–157.

  This article describes the support of numerous organizations for the expansion of early childhood education programs in the US. Included are the National Education Association and its affiliated American Association of Elementary-Kindergarten-

Nursery Educators (E/K/N/E); American Association of School Administrators; National Association of Elementary School Principals; Association for Supervision and Curriculum Development (ASCD); American Association for Health, Physical Education, and Recreation; Council for Exceptional Children (CEC); and National Art Education Association.

- Hinitz, Blythe F. 1996. National policies and training frameworks for early childhood education in the United States: The Child Development Associate and other credentialing frameworks for paraprofessionals. Paper presented at the Second Warwick International Early Years Conference: Learning for Life, 28 March. ERIC ED 397 018. Washington, DC: Educational Resources Information Center.

  Provides a detailed review of the inception and the first twenty years of the Child Development Associate (CDA) credential, created in 1972. This competency-based program was designed to evaluate and improve the skills of caregivers in a variety of programs in the US. The structure and stages of the original system, and later modifications, are described. Brief mention of other training frameworks used in Project Follow Through and by the Certified Child Care Professional credential are included. Later published as "Credentialing Early Childhood Paraprofessionals in the United States: The Child Development Associate and Other Frameworks," *International Journal of Early Years Education* 6.1 (1998): 87–103.

- Kamerman, Sheila B. 2006. *A global history of early childhood education and care*. Background paper prepared for the Education for All Global Monitoring Report 2007: Strong foundations: early childhood care and education. Paris, France: UNESCO.

  This global overview of early years education was developed for the United Nations Educational, Scientific and Cultural Organization (UNESCO). The report includes a synopsis of the state of early childhood education in Africa, Asia, Europe, and the Americas during the 1970s. Sources include documents from United Nations agencies, banks (including the World Bank), foundations (including the Bernard van Leer Foundation), and a variety of multilingual publishers.

- Katz, Lilian G. 1978. Ethical issues in working with young children. In *Ethical behavior in early childhood education*. By Lilian G. Katz and Evangeline H. Ward, 1–16. Washington, DC: National Association for the Education of Young Children.

  In this publication Katz defines a profession as an occupation that is client-service centered rather than profit or product centered. She states that a characteristic feature of a profession is a shared code of ethics developed, promoted, and monitored by a professional association. The problems of power and status of practitioners, role and database ambiguity, and multiplicity of clients constitute rationales for the importance of a code of ethics. Available online by subscription.

- Spodek, Bernard, ed. 1973. *Early childhood education*. Englewood Cliffs, NJ: Prentice-Hall.

  This book includes historical aspects of early childhood programs and curricula, and a framework for analysis and evaluation of program models. Synopses of the Behavior Analysis (Bushell), Direct Instruction (Bereiter and Engelmann), skill development,

(Nimnicht), Ypsilanti Perry Piagetian (Kamii), Tucson, Bank Street (Biber), English Primary (Rogers), and Parent Education (Gordon) models are provided.

- Spodek, Bernard, Olivia N. Saracho, and Donald L. Peters. 1988. *Professionalism and the early childhood practitioner*. New York: Teachers College Press.

  This volume addresses the foundations of, definitions of, and challenges to professionalism in early childhood education. Almy revisits the role of the early childhood educator. Vander Ven provides a description of the early childhood knowledge base and a five-stage sequence of the development of professionalism. Peters reviews the role of CDA "in gaining public recognition for the professionalism of those who have been educationally disenfranchised in U. S. society" (p. 93).

- Ward, Evangeline H. 1977. A code of ethics: The hallmark of a profession. In *Teaching practices: Reexamining assumptions*. Edited by Bernard Spodek, 65–69. Washington, DC: National Association for the Education of Young Children.

  Ward's contribution to this compilation of conference papers is the first published version of a code of ethics for early childhood education. The initial Code of Ethics for Early Childhood Educators includes sections for the child, parents and family members, the individual professional, and the early childhood profession. (A 1978 version includes administrators and directors, policymakers, and decision-makers.)

The History of Early Childhood Education in the United States from the 1980s to the 2020s

From the 1980s through the mid-2020s, early childhood education in the United States achieved significant increases in public funding, recognition, and respect. Three interconnected trends were primarily responsible for this growth: (1) dissemination of current research on the science of child development, (2) consensus about research-based standards and effective practices for high-quality programs for young children, and (3) agreed-upon standards and competencies for professional preparation of educators. A major issue guiding this work is the urgent need to advance equity in early education (Alanis and Iruka 2021). During this period, professional organizations focused on the persistent effects of systemic racism in the United States. The profession significantly increased efforts to ensure equitable opportunity to learn for groups of children who have historically been marginalized on the basis of race (Derman-Sparks and Phillips 1997). Ethnicity, culture, language, gender, family structure, social identity, ability/disability, and economic background were also factors. Resources became widely available to assist educators in providing culturally relevant, anti-bias curricula and teaching for all children Derman-Sparks and the ABC Task Force 1989. As noted in Galinsky 2010, the scientific knowledge base was widely disseminated through consensus reports produced by diverse committees of scholars, representing a wide array of disciplines, such as Institute of Medicine and National Research Council 2015; Bowman, et al. 2001; and Shonkoff and Phillips 2000. These prestigious reports were the impetus for many of the positive developments in early education. They are available online, providing ready access to research and recommendations for practice and policy. Professional organizations led the way in developing standards. In 1985, the National Association for the Education of Young Children, the nation's largest organization of early educators, launched a voluntary, national accreditation system for child-care centers and schools. NAEYC began to

take stands on controversial issues by issuing position statements, the most influential of which is *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age Eight* (2020), and by approving and implementing the Code of Ethical Conduct for Early Childhood Educators (Feeney and Freeman 2018, cited under The History of Early Childhood Education in the United States from 1970 to 1979). The Reggio Emilia approach to early education also had a major impact on teaching practice in the United States and throughout the world (Edwards, et al. 1998). These four decades saw the growth and impact of organizations that advocate for children and families, including the National Black Child Development Institute; the National Head Start Association; Zero to Three for infants, toddlers, and their families; and the Division for Early Childhood of the Council for Exceptional Children, serving children with disabilities and their families. We would like to thank Sue Bredekamp, PhD, Early Childhood Consultant, for contributing to this section.

- Alanis, Iliana and Iheoma Iruka, eds. with Susan Friedman. 2021. *Advancing equity and embracing diversity in early childhood education: Elevating voices and actions*. Washington, DC: National Association for the Education of Young Children.

  Edited volume to guide educators in implementing the National Association for the Education of Young Children's position statement on Advancing Equity in Early Childhood Education. This volume begins with contributors' reflections on the field's history. Includes extensive descriptions of culturally, linguistically, and individually responsive pedagogical practices for bilingual learners, children with disabilities, and anti-racist early childhood programs and practices.

- Bowman, Barbara T., M. Suzanne Donovan, and M. Susan Burns, eds. 2001. *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.

  Comprehensive research report from the Committee on Early Childhood Pedagogy of the National Research Council focusing on the early care and education of children from age two to five. It includes recommendations for parents, educators, and policymakers. It describes the interrelationship of biology and experience and their influence on development and learning. It focuses on the importance of positive relationships for successful early learning and healthy development.

- Derman-Sparks, Louise, and the A.B.C. Task Force. 1989. *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.

  A task force of educators of diverse races, ethnicities, genders, physical abilities, and class backgrounds conceptualized this groundbreaking, best-selling guide for teachers to help children celebrate diversity and counter stereotypes and bias. (Twenty years later, Louise Derman-Sparks and Julie Olsen Edwards wrote an updated version focusing on the educator's role, *Anti-Bias Education for Young Children and Ourselves*.)

- Derman-Sparks, Louise, and Carol Brunson Phillips. 1997. *Teaching/learning anti-racism: A developmental approach*. New York: Teachers College Press.

A guide to the development of anti-racist identity, awareness, and behavior based on the authors' college teaching experiences. Integrates course content and methodology with examples and analysis of student writings and growth. Organized chronologically from the first to the last class, this text describes how each session contributed to students' fascinating journey from pro-racist consciousness to active anti-racism.

- Edwards, Carolyn, Lella Gandini, and George Forman, eds. 1998. *The hundred languages of children: The Reggio Emilia approach to early childhood education—Advanced reflections*. 2d ed. Greenwich, CT: Ablex.

  In this edited volume, key leaders and teachers describe the essentials of the Reggio Emilia approach to early childhood education, including the significance of the metaphor, the Hundred Languages of Children. More than twenty early childhood educators offer reflections on the approach and its impact in the United States.

- Galinsky, Ellen. 2010. *Mind in the making: The seven essential life skills every child needs*. New York: Harper Collins.

  Practical synthesis of neuroscience and applied research on the cognitive, social, and emotional skills young children need to succeed in school and life. Identifies ways parents and teachers can help children acquire seven essential life skills to reach their full potential. Skills are: focus and self-control, perspective taking, communication, making connections, critical thinking, taking on challenges, and self-directed, engaged learning.

- Institute of Medicine and National Research Council. 2015. *Transforming the workforce for children from birth through age 8: A unifying foundation*. Washington, DC: National Academies Press.

  Fragmentation of early childhood services and lack of uniform educator preparation and qualifications are barriers to high-quality early education in the United States. This highly influential report summarizes the science of child development and effective pedagogy. Includes recommendations for practice and policy. The result was fifteen organizations signing on to "Power to the Profession," an initiative to achieve uniform professional standards and preparation of the early childhood workforce.

- National Association for the Education of Young Children. 1985. *Accreditation criteria and procedures*. Washington, DC: National Association for the Education of Young Children.

  First edition of the standards and procedures of the National Association for the Education of Young Children's voluntary accreditation system for early childhood centers and schools. It represented a major step for the profession to set uniform standards for high-quality programs beyond the minimal state licensing standards required by law. Periodic updates and information about the procedures for Early Learning Program accreditation are available online.

- National Association for the Education of Young Children. 2020. *Developmentally appropriate practice in early childhood programs serving children from birth through*

age eight. 4th ed. Washington, DC: National Association for the Education of Young Children.

Fourth edition of NAEYC's influential publication builds on the 1997 edition's framework of intentional decision-making. Fully incorporates the association's stance on advancing equity and the role and influence of social and cultural contexts in human development. Stresses that the contexts of educators and programs must be considered to eliminate implicit biases and advance equity for each and every child.

- Shonkoff, Jack P., and Deborah A. Phillips, eds. 2000. *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

  Seminal report from the National Research Council and Institute of Medicine, Committee on Integrating the Science of Early Childhood Development, summarizing research on neurobiology, behavioral and social sciences, and implications for the care and education of children from birth to kindergarten. Addresses the nature and tasks of early development; contexts including the family, child care, community, and health systems; issues of racial and ethnic diversity; and recommendations for practice and policy makers.

The History of African American/Black Early Childhood Education in the United States

This section highlights important contributions of African Americans/Blacks to the development of early childhood education in the United States. For example, Huddleston 2009, Lowden 2000, Hinitz 2013 (cited under General Overview), Hill 1989, Rashid and Muhammad 1992, and Broughton 2022 draw on little known historical content, and provide examples, to reveal some foundations for current educational practices. Wright 2015 identifies thirty-six culture-based variables that facilitate learning and a positive learning environment. Aldridge and Christensen 2013 points out the absence of the work of African American female scholarship, including the work of Charlotte Hawkins-Brown and Mary Church Terrell; Cunningham and Osborne 1979 cites the role of Black Colleges in the development of nurseries and kindergartens; and LaPoint and Thomas 2006 discusses Howard University's Mamie Phipps-Clark's well-known doll studies, requiring children to choose between Black or White dolls to examine positive self-identity. We would like to thank Donna "Akilah" M. Wright, PhD, Medgar Evers College of the City University of New York, for contributing to this section.

- Aldridge, Jerry, and Lois McFadyen Christensen. 2013. *Stealing from the mother: The marginalization of women in education and psychology from 1900–2010*. Lanham, MD: Rowman & Littlefield Education.

  This is a chronological and regional account of the marginalization of women, who struggled for equity and social justice from 1900 to 2010. The African Americans included supported kindergarten as an uplift measure. For example, Charlotte Wade-Hawkins began a kindergarten at Sunday school for twelve-year-olds and later developed the famous Palmer Institute for African Americans that is now a museum. Mary Church-Terrell became a Washington, DC, superintendent of schools.

- Boutte, G., and J. Swindler-Strickland. 2008. [Making African American culture and history central to early childhood teaching and learning](). *Journal of Negro Education* 77.2: 131–142.

  A case study exploring the use of students' cultural capital to teach skills and concepts in an engaging manner, incorporating students' worldviews first, and then global perspectives. Diverse children's books, songs, and activities provided children opportunities to practice presentation skills and expand their sociopolitical awareness. Based on students' contexts, the teacher's curriculum ranged from kings and queens of Africa to the number of African American males in prison.

- Broughton A. 2022. Black skin, White theorists: Remembering hidden Black early childhood scholars. *Contemporary Issues in Early Childhood* 23.1: 16–31.

  Highlights the intellectual contributions of African Americans to the field of early childhood education and emphasizes the need for teacher preparation programs to incorporate multicultural perspectives for effective approaches to learning for all children, particularly for African Americans. Western mainstream interpretations of childhood are challenged by centering Black intellectual thought in the context of Black communities' experiences. Critical race theory and counternarratives are used to raise consciousness from a homogenous notion of development to an understanding that racism requires double consciousness to move between worlds and to elicit a major influence on the contexts in which African-American children develop.

- Cunningham, C., and D. K. Osborne. 1979. A historical examination of Blacks in early childhood education. *Young Children* 34.3: 20–29.

  This classic text chronicles the contributions of African Americans to the field of early childhood education. Available [online]() by subscription.

- Hill, Robert Abraham, ed. 1989. *The Marcus Garvey and Universal Negro Improvement Association Papers, Vol. VI: September 1924–December 1927*. Berkeley: University of California Press.

  The papers provide an overview of the Universal Negro Improvement Association's (UNIA) Juvenile Division, and related curriculum.

- Huddleston, A. 2009. Divine learning: The traditional Islamic scholarship of Timbuktu, Mali. *Fourth Genre: Explorations in Non-Fiction* 11.2: 129–135.

  The seed for scholarship that began nine centuries ago remains in Timbuktu, along with an Islamic expression of peaceful resolution of conflict and respect for women. Beginning with children as young as six to seven years old, a teacher works with about fifteen students, who each move at their own pace. Respect for learning is a spiritual expression. Children have an Islamic education as well as study other subjects.

- LaPoint, V., and V. Thomas. 2006. Contributions of Howard University to social science research on Black children. *Monographs of the Society for Research in Child Development* 71.1: 173–187.

Chronicles contributions of Howard University researchers from the 1890s to the early 2000s. Includes perspectives on early childhood education across the disciplines of psychology, education, curriculum and instruction, human development, and psycho-educational studies. The professors highlighted were members or supporters of a subgroup of the Society for Research in Child Development. Their collective research utilized a strength-based approach to investigate African American competencies; the nexus of culture, poverty, race, and empowerment; while emphasizing advocacy. The listed contributions chronicle from 1890s to the early 2000s. Available online by subscription.

- Lowden, F. Y. 2000. Kindezi: A distinctively Africentric perspective on early childhood education. *Journal of Early Education and Family Review* 8.1: 7–12.

  This article discusses the roots of African American early childhood education as situated in the childrearing practices in Africa prior to the enslavement of Africans. Kindezi, the art of babysitting, is the systematic traditional education of care and instruction. It uses play and place-based activities utilizing inquiry, "learning by doing," and "age- set" instruction to nurture moral and spiritual development. Traditional African education and the general precepts of many popular theories are compared.

- Rashid, H. M., and Z. Muhammad. 1992. The Sister Clara Muhammad schools: Pioneers in the development of Islamic education in America. *Journal of Negro Education* 61.2: 178–185.

  Discusses the development of the Sister Clara Muhammad schools, which encouraged students to "know, love, and do for self."

- Wright, D. 2015. Culture based education for African American learners. In *The SAGE encyclopedia of African cultural heritage in North America*. Edited by M. J. Shujaa and K. Shujaa, 332–346. Thousand Oaks, CA: SAGE.

  Culture-based education is a culture's capital. It emerges from a community's global view, and cultural, spiritual, and social mores. Culture-based education variables promote a positive learning environment and academic success. Thirty-six variables were identified from explorer journals, research, and diaries. Howard researcher Wade Boykin previously identified nine of the thirty-six variables. A fractal framework was used to discuss intergenerational transfer and the persistence of variables in the African Diaspora.

The History of Asian American Early Childhood Education in the United States

According to Pang 1990 and Feng 1994, the term "Asian American" is a generic term for heterogeneous people who do not share the same language, religious practices, faith, appearance, or traditions. According to Pang and Feng, there are four groups of Asian Americans: East Asians, Pacific Islanders, Southeast Asians, and South Asians, who have very different origins in terms of ethnicity and race, ecological and geographical adaptations, and histories. Kiang, et al. 2016 reminds us that historical context can profoundly impact

Asian American children's development. The representation of Asian Americans in textbooks or literature is rare. However, works by historians like Wenger 2012 and Foster 2015 provide vivid accounts of what happened more than eight decades ago in the Japanese relocation schools. Kim 1995, by an Asian American, retells the story of the author's schooling and the issues she faced while growing up: identity, microaggression, stereotypes, language barriers, and being perceived as the "model minority," which are some challenges that Asian American children still encounter. Kitano 1980 states that it is essential to recognize the historical, cultural, and stylistic factors impacting Asian American children's school experiences. However, the literature on educating Asian American children is minimal. The most accessible documentation explains how children were taught in the Japanese relocation schools or the Asian American children's schooling in California. Foster 2015 and Wenger 2012 present specific examples of how Japanese American children were taught. Stories of how Asian American children were treated in the second half of the nineteenth century in California are explicitly illustrated in Jahng 2013. Unfortunately, according to Jahng, education for Asian American children was often inscribed with deficit thinking, viewing them as incapable, and legitimizing school segregation and compulsory ignorance laws. According to Pang 1990, schools have been guided to overcome inequality and disempowerment by creating alternatives in curriculum, counseling, and instructional strategies to empower Asian American children. Kitano 1980, Kim 1995, and Feng 1994 state that learning to partner with families and parents is immensely vital when creating a developmentally appropriate and culturally sensitive curriculum. We would like to thank Miranda Lin, PhD, Illinois State University, for contributing to this section.

- Feng, Jianhua. 1994. Asian-American children: What teachers should know. ERIC Digest, ED369577. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

  This digest offers guidance for understanding East and Southeast Asian cultures. The author discusses the negative impact of the "model minority" stereotype that Asian children often face. Practical classroom implications for supporting teachers to meet the needs of Asian American children are included.

- Foster, Karen. 2015. Teaching literacy behind barbed wire in WWII: Elementary schools in Japanese-American internment camps in Arkansas. *Childhood Education* 91.5: 378–387.

  This article examines conditions in internment camp schools in Arkansas. The author notes that the dedicated teachers who tried to understand the children and their families met their diverse needs in extreme circumstances. This detailed account provides a clear picture of the curriculum, teacher qualifications, and students' attitudes. Additionally, student assessment, which drove instructional decisions, was sent to the students' new schools when the War Relocation Authority schools closed.

- Jahng, Kyung Eun. 2013. Rethinking the history of education for Asian-American children in California in the second half of the nineteenth century. *Educational Philosophy and Theory* 45.3: 301–317.

  Using Foucault and critical race theories, Jahng analyzes historical contexts to uncover hidden practices in educational policy regarding the education of Asian American children in the second half of the nineteenth century. The author argues that

race was the salient category used to determine who was eligible to participate in public schools in California. Interpretations of history, specifically in California, left Asian Americans invisible, with the author encouraging a different review of history, acknowledging culture, specifically Asian American culture.

- Kiang, Lisa, Vivian Tseng, and Tiffany Yip. 2016. Placing Asian American child development within historical context. *Child Development* 87.4: 995–1013.

  Using Bronfenbrenner's, Elder's, and Garcia Coll et al.'s theories, the authors analyze how historical time and place affect Asian American children's development. They focus on specific Asian American groups to demonstrate cross-group similarities. The authors also address how globalization has shifted popular culture in the US, and how globalization influences children's developmental contexts. They also point out the need to understand the profound impact of both pre- and post-immigration experiences and the need for empirical inquiry.

- Kim, Ounjee. 1995. Knowing Asian-American children. *Texas Child Care* 19.3: 12–18.

  The author addresses barriers Asian American children face, namely the perception of Asian Americans as foreigners, having limited English proficiency, cultural differences and stereotyping, and pre-immigration trauma. Includes suggestions and strategies to support early childhood teachers in creating a comfortable learning environment for language, supporting limited English proficient students, and encouraging parent involvement.

- Kitano, Margie. 1980. Early education for Asian American children. *Young Children* 35.2: 13–26.

  This literature review discusses cultural factors and learning characteristics among Asian Americans. The author identifies one study explicitly devoted to the learning characteristics of preschool-age Asian American children, namely the Asian American Education Project. Cultural conflict, "between-group" differences, and "within-group" differences among Asian American children are addressed. The paper successfully illustrates the importance of recognizing historical, cultural, and stylistic factors influencing Asian American children's school experiences.

- Pang, Valerie Ooka. 1990. Asian-American children: A diverse population. *Educational Forum* 55.1: 49–66.

  This paper discusses factors impacting Asian American children in the United States. The author pays attention to native or immigrant status, intragroup conflicts, and socialization of children, and how these factors impact the way children identify themselves (self-concept and psychological needs). The author addresses sociopsychological and academic needs. The parental aspect is emphasized and discussed here. The author also uses standardized test results from the Seattle and San Francisco School Districts to demonstrate the diversity of Asian-American youth.

- Tamura, Eileen H. 2001. Asian Americans in the history of education: An historiographical essay. *History of Education Quarterly* 41.1: 58–71.

This essay discusses key immigration laws that prohibited or allowed Asians to enter the United States in the late nineteenth and twentieth centuries. Using several historical studies on Asian Americans that include ethnicity, immigration experiences, and personal accounts, the essay provides a clear historical background on the schooling of Asian Americans, which can be helpful for historical studies. However, this paper is not early childhood education focused.

- Wenger, Gina Mumma. 2012. History matters: Children's ART EDUCATION inside the Japanese American internment camp. *Studies in Art Education* 54.1: 21–36.

  This article investigates how social conditions impact educational trends, discussing progressive education implemented with good intentions that did not work. There is an exploration of the identity issue that Japanese American students faced during the war. The article concludes with the interconnectedness of political, familial, and social factors, and how they dictated the school's curriculum in the relocation schools.

The History of Hispanic Early Childhood Education in the United States

The Spanish-speaking world includes Central and South America, North America, and the Caribbean. The subgroup consists of thirty-three different countries with distinct cultural backgrounds, beliefs, and child-care philosophies. Data provided in López, et al. 2017 projected that in 2025 one in three children will identify as Latino/a. The National Task Force on Early Childhood Education for Hispanics 2007 reported that the rate of growth of this population and its subgroups necessitates more support for these children, who are at risk of failing academically and not graduating from high school. According to Tabors 2008, many Latino/as who left their homeland for the promise of a better life hold tightly to their culture and language. According to Currie and Duncan 1996, Latino/as are more likely to experience higher poverty levels, low-birth weight, parents' low levels of education, and low socioeconomic status. Hernandez, et al. 2010 discusses the role of extended families in the care and rearing of children. Castro, et al. 2011 describes the League of United Latin American Citizens, created in 1929, which fought against the discriminatory treatment of Mexican Americans in public schools and promoted a better education for them. According to Ansari and López 2015, from 1965 to 1995, child-care centers, Head Start programs, schools, and school districts with large Mexican American populations, began to address the needs of children through curriculum development, family-school communication, and in-service professional development of staff. In 1950, many Cubans migrated to South Florida and started private bilingual schools. These schools contributed to the work described in Gándara 2015. According to Smith 2020, Hispanic children younger than age three are more likely to be enrolled in home-based rather than center-based programs. According to some authors, as Hispanic children interacted with the school system and learned English, the culture and language from their ancestors was ignored and silenced in school curricula. Ecological transactional models identify barriers Latino families face, including work schedules, cultural and linguistic barriers, and affordable access to early childhood education (ECE) programs. These models suggest ECE may mitigate the effects of adverse childhood experiences (ACEs) (Smith 2020). Despite the relationship between high-quality early care and education programs and achievement gap reductions, there continues to be low enrollment of Hispanic children in ECE (Ansari and López 2015). Laosa and Ainsworth 2007

cites the need for improved early education for Latino/a children. We would like to thank Ana I. Berdecia, MEd, Kean University, for contributing to this section.

- Ansari, Arya, and Michael López. 2015. *Preparing low-income Latino Children for kindergarten and beyond: How children in Miami's publicly-funded preschool program fare*. Durham, NC: National Research Center on Hispanic Children and Families.

  ECE may play a significant role in reducing racial/ethnic disparities in school readiness, especially for non-English speaking Latino children, as it is often their first exposure to the English language. Low-income Latino children who attended an ECE program in Miami-Dade County entered kindergarten ready to learn and fared well academically through the end of third grade. However, the long-term benefits of ECE for Hispanic children remain in question.

- Castro, Dina C., Betsy Ayankoya, and Christina Kasprzak. 2011. *The New Voices, Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood*. Baltimore: Paul H. Brookes.

  This book provides insights and perspectives on how Hispanic/Latinx children are less likely to enroll in early childhood programs. Chapter 1 describes four profiles of acculturation that families experience: assimilation, separation, marginalization, and integration. This has implications for early childhood practices associated with learning a new language, and a new set of social rules and expectations.

- Currie, Janet, and Thomas Duncan. 1996. Does Head Start help Hispanic children? NBER Working Paper w5805 (October). Cambridge, MA: National Bureau of Economic Research.

  This working paper underscores the need for increased studies of Latino/a children in Head Start programs. Some scholarly studies show differences in the experiences of various Latino groups in the US, such as poverty levels, low-birth weight, income, education levels, and single-headed households. Head Starts are mandated to provide some degree of bilingual and culturally responsive education and interactions.

- Gándara, Patricia. 2015. Rethinking bilingual instruction. *Educational Leadership* 72.6.

  This research study exemplifies Gándara's work covering the period from the 1950s to the present. The study appeared in an Association for Supervision and Curriculum Development (ASCD) publication. It highlights some ways in which bilingualism boosts individuals' academic and social achievement from kindergarten through high school. This study synthesizes the large body of Gándara's work on immigration and the shifting linguistic landscape in the United States.

- Gonzalez, Maria Luisa, Ana Huerta-Macias, and Josefina Villamil Tinajero. 1998. *Educating Latino students: A guide to successful practice*. Lancaster, PA: Technomic Publishing.

This book offers two chapters (4 and 5) detailing best educational practices for Latino families. A model for a bilingual family literacy project for both parents and children is presented. The findings helped redesign the preschool curriculum. Knowledge can come from many sources, different voices, and alternative ways of knowing that enhance their understanding of curriculum and pedagogy. Teachers and parents are the cultural bridges between the worlds of home and school.

- Hernandez, Donald, Suzanne Macartney, and Nancy A. Denton. 2010. Demographic portrait of young English language learners. In *Young English language learners: Current research and emerging directions for practice and policy*. Edited by Eugene E. Garcia and Ellen C. Frede, 10–41. New York: Teachers College Press.

  Discusses the impact of English proficiency on children's education. Young children are fluent or limited in their English proficiency depending on the English skills and education of their parents. Siblings and extended family members in the same household can be either a liability or an asset. Less educational success is found in children with larger families. These students are classified by schools as English Language Learners. Low income and limited proficiency children are most likely to benefit from early education programs.

- Laosa, Luis M., and Pat Ainsworth. 2007. [Policy brief: Is public pre-K preparing Hispanic children to succeed in school?](#) New Brunswick, NJ: National Institute for Early Education Research (NIEER).

  Provides an overview of what we know about Hispanic children and early childhood education. Three areas that must be addressed to improve ECE for Hispanic children are increasing preschool participation, broadening access to programs, and designing programs that better accommodate their learning needs. Data charts conveying patterns of disparities and participation are included. The authors urge states to assure programs provide support for English Language Learners in their home language.

- López, Michael, Todd Grindal, WIadimir Zanoni, and Robert George. 2017. *[Hispanic children's participation in early care and education: A look at utilization patterns of Chicago's publicly funded programs](#)*. Durham, NC: National Research Center on Hispanic Children and Families.

  Hispanic children score substantially lower than their non-Hispanic white peers on assessments of reading and mathematics. Participation in high-quality early care and education (ECE) programs can reduce or close those achievement gaps. However, low enrollment of Hispanic children continues to be a challenge. Hispanic children with one or more foreign-born parents had higher probabilities of participating in Head Start and subsidized child care.

- National Task Force on Early Childhood Education for Hispanics (La Comisión Nacional para la Educación de la Niñez Hispana). 2007. *[Para nuestros niños: Expanding and improving early education for Hispanics: Executive Report](#)*.

  This 76-page report provides synopses of longitudinal studies showing achievement gaps among Hispanic children compared to non-Hispanic White and Asian Americans, including immigrants whose primary or exclusive language is Spanish.

There is extensive evidence that these gaps are linked to the infant/toddler and preschool periods. By the end of third grade these gaps are entrenched in reading and mathematics.

- Smith, Julia Mendez. 2020. Early childhood education programs as protective experiences for low-income Latino children and their families. *Adversity and Resilience Science* 1.3: 191–204.

  The author uses an ecological transactional model for understanding barriers such as work schedule, cultural and linguistic barriers, and affordable and available early childhood education programs in the Latino communities. The author finds that ECE may mitigate adverse childhood experiences (ACEs) for Latino families. The case is made for valuable dual generational focused programs that support Latino child development and socio-emotional development.

- Tabors, Patton O. 2008. *One child, two languages: A guide for early childhood educators of children learning English as a second language*. 2d ed. Baltimore: Brookes.

  Discusses the importance of first language development to later literacy and school success. The development of the first language is a necessary basis for the later literacy and for later school success. It provides supports for bilingual education and English language exposure and proficiency. The first/second language acquisition processes are outlined. The role of educators is emphasized, using practical strategies for second language acquisition while supporting the first language. Other topics include parent engagement, learning environment, and assessments.

The History of American Indian (Indigenous) Early Childhood Education in the United States

The story of Indigenous (Native American) children in the United States has been sporadically told in words and pictures. For example, Frances Benjamin Johnston (b. 1864–d. 1952), one of the first American women to achieve prominence as a photographer, captured the lives of those "interned" at the Carlisle Indian school and other educational institutions for children "of color" on film. In 1894, William Nicholas Hailmann was appointed Superintendent of Indian Schools by President Grover Cleveland. He served under Commissioner of Education William Torrey Harris. At that time, "the federal government's attitude and public opinion toward Native Americans was changing from a demand for military enforcement of reservation confinement to an emphasis upon education for citizenship and assimilation." (Hewes 2001, 209) While Mission Schools represented an important part of the federal system of education, the official government policy was that education in boarding schools was the answer to the "Indian problem." This position offered Hailmann the opportunity to apply the theories of Friedrich Froebel to a new field of education, and to prove that Froebelian methodology worked on a broad scale under challenging conditions. When Hailmann left office in 1897, forty Froebelian kindergartens, in which teachers received the same salary as elementary school teachers, and three normal schools had been opened. A series of summer institutes prepared teachers for working with young children. Over time, the federal agencies that control American Indian education have implemented a variety of programs and initiatives, as reported in National Indian Education

Association (NIEA) and the Center for Indian Education, Arizona State University 2005; White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities 2011; Research & Training Associates, Inc. 2020; and Rampey, et al. 2021. Faircloth 2015, a research review, and the *Oxford Bibliographies in Education* article "American Indian Education" provide overviews of available literature, while Golden 2006 shares the intricacies of utilizing historical literature in the elementary school classroom. In 1996, the musician Buffy Sainte-Marie founded the Nihewan Foundation for American Indian Education, which is devoted to improving Native American students' participation in learning. Its Cradleboard Teaching Project has produced math, social studies, music, and science curriculum units. Yvonne Wakim Dennis, a member of the Bank Street Writers Lab, has written books and teachers' guides about American Indian stereotypes and Native American children today. Their work provides Indigenous perspectives and concrete materials for use in today's classrooms. The American Indian College Fund and Federal Reserve Bank of Minneapolis have provided fiscal support for systems of care and learning for young children in Native communities (see American Indian College Fund 2018 and Grunewald 2017). These initiatives have expanded the breadth and depth of Indigenous education in the United States. We would like to thank Harlene F. Galen, EdD, The College of New Jersey, for contributing to this section.

- American Indian College Fund. 2018. *Tribal College and University Early Childhood Education Initiatives: Strengthening systems of care and learning with Native communities from birth to career*. Denver: American Indian College Fund.

  The American Indian College Fund (CF), in collaboration with Tribal Colleges and Universities (TCU ECE), engages in early childhood education initiatives that draw upon child development knowledge from within Native communities combined with the best practices identified in the field of ECE. Funded projects have included family engagement and cultivating learning opportunities; specific programs for the Ké', Lakota, and Wakanyeja tribes; a Restorative Teachings ECE Initiative; and "For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline."

- Faircloth, Susan C. 2015. The early childhood education of American Indian and Alaska Native children: State of the research. *Journal of American Indian Education* 54.1: 99–126.

  This article offers a summary of the state of the research in early childhood education and care for Native children and provides potential implications for future research. Reviews of early childhood longitudinal studies, emerging research, and promising practices in the field affirm the need for ongoing research in early childhood education that fully reflects the cultural, linguistic, and tribal diversity and rural, reservation, suburban, and urban residencies of this population.

- Faircloth, Susan C. 2017. American Indian education. In *Oxford Bibliographies* in Education. New York: Oxford Univ. Press.

  This *Oxford Bibliography* provides a starting point for the study of Indigenous education in the US. See the section on "The role of early childhood education."

- Golden, Margaret. 2006. Pocahontas: Comparing the Disney image with historical evidence. *Social Studies and the Young Learner* 18.4: 19–23.

  This article describes a fourth-grade teacher's research unit to educate students to identify knowledge about a Native American, Pocahontas. Based on New York State social studies curriculum requirements and English language arts standards, Golden's lessons guided students in deciding whether or not information in the movies *Pocahontas* and *Pocahontas II* was based on historical fact. The unit's lessons confront the prevalent Eurocentric view of Native American history and its related harmful stereotypes.

- Grunewald, Rob. 2017. The promise of early childhood development in Indian Country. Minneapolis: Federal Reserve Bank of Minneapolis.

  Grunwald describes the Federal Reserve Bank of Minneapolis' role in the implementation of culturally based early childhood programs to "help Native communities mitigate the effects of historical trauma" and give their youngest members strong foundations in life (p. 2). Native American early childhood development programs provide a culturally enriched education experience for young children.

- Hewes, Dorothy W. 2001. *W. N. Hailmann: Defender of Froebel*. Grand Rapids, MI: The Froebel Foundation.

  Hailmann's responsibilities as Superintendent of Indian Schools included administration of the schools' network on and off reservations, selection of staff, preparation of courses of study and methods, selection of textbooks, dissemination of information, inspection of all schools, and direct control over the schools in Alaska. He required boarding school staff members to eat with their pupils and sleep in the dormitories. Textbooks based on nature study and curriculum, including manipulation of objects, were introduced.

- National Indian Education Association (NIEA) and The Center for Indian Education, Arizona State University. 2005. *Preliminary report on No Child Left Behind in Indian country*. ERIC ED494578. Washington, DC: NIEA.

  This report provides insight on the impact of the No Child Left Behind Act on American Indian, Alaska Native, and Native Hawaiian students and the educational institutions they attended. It examines and analyzes transcripts of hearings and written testimonies. Recurring themes, including perceptions about the purposes of education for Native students and communities, fundamental intergovernmental relationships, and views on the current education status and needs of communities and individuals are described.

- Rampey, B. D., Susan C. Faircloth, R. P. Whorton, and J. Deaton. 2021. National Indian Education Study 2019. NCES 2021–018. Washington, DC: National Center for Education Statistics.

  The study includes data related to American Indian and Alaska Native students in grades 4 and 8. It includes findings from three surveys—students, teachers, and

school administrators. Analyzes and reports data on students' performance in mathematics and reading and their experiences regarding their culture and heritage language inside and outside school. Sections of the study cover different periods during the years 2005–2019.

- Research & Training Associates, Inc. 2020. *BIE Family and Child Education Program: 2019 Report*. Washington, DC: Bureau of Indian Education.

  This study focuses on two areas of the Bureau of Indian Education's Family and Child Education (FACE). One area is program implementation, which encompasses participant information, staff characteristics, service intensity, special areas of program attention, and technical attention received. Program outcomes, the other area, includes the impact on adults, impact on children, home-school partnerships, community partnerships, and the integration of language and culture. This program serves families with children prenatal to age five in both at-home and center-based settings.

- White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities. 2011. Early learning: Supporting early learning. Washington, DC: US Department of Education.

  This presidential initiative supported the provision of early learning programs to foster American Indian students' development in the years before kindergarten. Quality learning environments for American Indian and Alaska Native (AI/AN) children from birth through age five were provided. It focused on programs for improving health, social-emotional, and cognitive outcomes through grants to Indian Tribes and Tribal Organizations.

The History of Early Childhood Education in the United States in Early Childhood Teacher Education Textbooks

The history of early childhood education is rarely reviewed (Lascarides and Hinitz 1993). After surveying numerous ECE textbooks from the last two decades, ten texts were selected for review. Each resource maintains at least one chapter dedicated to ECE history. An analysis of documented ECE history materials within each textbook was conducted and comparative qualities are reviewed in this section. Content within all chapters is predominately U.S.-centric, with an emphasis on early influential European ECE historical figures. There are over one hundred historical ECE figures mentioned in the textbooks, with more than seventy-nine from the US. Fifty-one historical ECE leaders are mentioned in multiple textbooks, while others are uniquely mentioned in only one of the selected texts. Primary references reviewed in this section include empirical interview data, picture artifacts, and literature references. In addition, there are a range of secondary references listed and some texts include a website reference list for further information. Six of the ten textbooks reviewed provide pictures. In total there are thirty-nine primary reference picture artifacts. The majority of the images are available in Feeney, et al. 2019 and Gordon and Browne 2017. Some chapters present opinions on the historical professionalization of the ECE field of study, such as Bredekamp 2014 and Dever and Falconer 2008. Author perspectives pertaining to the history of ECE become evident with language use and the information authors choose

to include or omit. "Person-first language" is explicitly introduced in Darragh 2010 to suggest a means for equitable communication about the history of ECE. Casper and Theilheimer 2010 and Essa and Burnham 2019. encourage teacher candidates to collect their own data pertaining to the history of ECE. All selected textbook chapters recommend at least one activity that may assist readers in their exploration of the history of ECE; see Follari 2015; Morrison, et al. 2006; and Weissman and Hendrick 2009. Teacher educators may use this bibliography section as a resource when selecting a course text. In addition to the emphasis on modern historical policy developments in the United States, authors may expand the concluding portion of their chapter to document primary international figures in the late twentieth century who influenced the global history of ECE. We would like to thank Jessica N. Essary, PhD, Cazenovia College, for contributing to this section.

- Bredekamp, Sue. 2014. *Effective practices in early childhood education: Building a foundation*. Upper Saddle River, NJ: Pearson.

  The fourth edition of this textbook includes online materials. Questions posed, in the chapter containing ECE history, ask the teacher candidate to consider connections between current and historical practices. Sociopolitical historical assertions are provided to create a diversity dialogue. The author highlights common issues and trends in the history of ECE. This text may inspire teacher candidates to search for additional inclusive cultural representation of historical materials in ECE.

- Casper, Virginia, and Rachel Theilheimer. 2010. *Introduction to early childhood education: Learning together*. New York: McGraw-Hill Higher Education.

  This chapter begins with a six-page history of young children's lives in South Africa, India, and China. Boxes located within the margins (which the author calls "thought questions"), encourage readers to reflect on the historical information to think about controversies in education. Alignment with the National Association for the Education of Young Children (NAEYC) standards provides a framework for the text.

- Darragh, Johnna. 2010. *Introduction to early childhood education: Equity and inclusion*. Upper Saddle River, NJ: Pearson.

  This chapter provides an in-depth discussion of inequities in ECE. Darragh maintains an inclusive lens throughout the ECE history chapter; responsively addressing controversies in ECE history with data that contributes to the ongoing conversations. Tables and figures communicate succinct summaries. In addition to elements of ECE history, the author also contributes a chronological overview of historical policies in the United States.

- Dever, Martha T., and Renee C. Falconer. 2008. *Foundations and change in early childhood education*. Hoboken, NJ: John Wiley & Sons.

  This textbook addresses the history of early childhood education. Topics include politics, philosophy, psychology, ECE, elementary education, higher education, and child rights. Informal overt or implicit assertions of opinions are stated throughout the history chapters. Of special note are multiple chronological tables pertaining to a history of child rights policy development in the US.

- Essa, Eva L., and Melissa M. Burnham. 2019. *Introduction to early childhood education*. 8th ed. Los Angeles: SAGE.

  This textbook chapter highlights many historical figures to support specific claims about ECE practices. A lengthy variety of key terms provide teacher candidates with professional terminology. Observations, comparative interview findings, and autobiographical activities assist in connecting the diverse beliefs of teacher candidates to historical theories and practices. These activities may support teacher candidates as they form their own ideas about which historical concepts and trends within ECE have impacted the field.

- Feeney, Stephanie, Eva Moravcik, and Sherry Nolte. 2019. *Who am I in the lives of children? An introduction to early childhood education*. 11th ed. Upper Saddle River, NJ: Pearson.

  Feeney et al. highlight key historical figures in the field of early childhood education. Among other features is a chart which recognizes the country affiliation of prominent international figures in the field of ECE. Recommended readings contain seminal ECE history text references. In addition, professional associations with an historical ECE mission are further delineated in the back of the text.

- Follari, Lissanna. 2015. *Foundations and best practices in early childhood education: History, theories, and approaches to learning*. Hoboken, NJ: Pearson.

  The running thesis of this history chapter is that power and beliefs have disproportionately influenced ECE in the US. Activities at the end of the chapter encourage students to synthesize the arguments presented. Readers are asked to complete a chart of ECE themes suggested for each century or to create a timeline of events. The author recommends that readers seek additional humanist research on the history of ECE.

- Gordon, Ann, and Kathryn Williams Browne. 2017. *Beginnings and beyond: Foundations in early childhood education*. 10th ed. Mason, OH: CENGAGE Learning Custom Publishing.

  This book provides an in-depth introduction to historical studies of early childhood education by including primary data in the form of picture artifacts as well as pertinent references. Historical figures from the fields of philosophy, health and medicine, psychology, ECE, and political science who influenced many aspects of ECE are recognized. Includes a detailed timeline from 1423 to 2015 containing eighty-three historical data points of historical ECE figures.

- Morrison, George S., Mary Jean Woika, and Lorraine Breffni. 2006. *Fundamentals of early childhood education*. Hoboken, NJ: Pearson.

  The authors present information in thematic subheadings, providing history segments within an assortment of topics. Readers are encouraged to use the information in the development of their own philosophy of education. A noteworthy section details multiple examples of the variation in US state-by-state ECE government policy adoption. A rich tapestry of resources is provided within this introductory text.

- Weissman, Patricia, and Joanne Hendrick. 2009. *The whole child: Developmental education for the early years*. Upper Saddle River, NJ: Pearson.

  This text advocates for each child's self-directed activity, as it explores which historical ECE methods might align or contrast with a child-centered approach to teaching and learning. The ECE history chapter maintains a succinct authorial writer's voice. The subheading length is consistent as well. One noteworthy exception is the additional emphasis placed on the history of the Reggio Emilia approach in ECE.

Early Childhood Professional Education in the United States

The professional development of early childhood educators takes many forms, often related to the professional hierarchy and degree of respect for the individual (work level/job category/title). A large proportion of the literature discusses early childhood teacher education (ECTE) in the United States. Other topics include child care (previously called "day care") staff, and "family day care givers" (providers) (as described in Jones 1984). According to Jones, "the competent day care giver is a person of any age and either sex who likes children, is willing and able to nurture their physical and emotional needs, has good ideas for things to do, is good at being with children in an unobtrusive way, and has personal integrity" (p. 185). There is an ongoing discussion regarding the terminology to be used in this field. In Spodek and Saracho 1992, Honig states that the nomenclature debate reflects strong differences of opinion about the philosophical and functional dimensions of theservices provided by child-care workers. Different ideas about the preparation of practitioners are related to how their service is envisioned. Kagan, et al. 2008 agrees that terminology matters. The authors note that a lack of definitional clarity about the terms used in early education research, analysis, and advocacy has become problematic. Hilliard, writing in Spodek 1974, describes the beginning of formal education in ancient cultures in the East and the West as containing educational processes integral to that culture. Functional teacher education is defined as "addressing the matter of who the children are, who the teacher is, what the setting is, and the interaction is as the teacher attempts to facilitate growth and learning" (p. 15). The first and third volumes of the *Yearbook in Early Childhood Education* include chapters that further elucidate early education history. Hewes (cited in Spodek and Saracho 1990) provides details about the development of teacher training classes for young women in the early 1800s, kindergarten apprenticeship training, kindergarten training schools, and preparation in normal schools. The overview of child care that Honig provides (in Spodek and Saracho 1992) includes the role of pioneer demonstration programs such as the Syracuse, New York, Children's Center and the Perry Preschool Project (High/Scope model). Hinitz, et al. 2016 discusses the European-American training system that began with apprenticeships in the kindergartens of Maria Boelte, Margarethe Schurz, Susan Blow, and Patty Smith Hill, and the nursery school training programs of Edna Noble White and Abigail Adams Eliot. The authors describe the parallel commencement of African American ECTE with the founding of Atlanta, Fisk, and Howard Universities; Hampton and Tuskegee Institutes; and the Haynes Normal and Industrial Institute. King (as cited in King Hollins and Hayman 1997) provides the added perspective of utilizing Black studies in teacher development in a chapter about higher education coursework.

- Donohue, Chip, and Roberta Schomburg. 2015. Teaching with technology: Preparing early childhood educators for the digital age. In *Technology and digital media in the*

early years: Tools for teaching and learning. Edited by Chip Donohue, 36–53. New York: Routledge.

This chapter intersperses sections of the NAEYC and Fred Rogers Center Joint Position Statement on Technology and Interactive Media with statements about 21st-century teacher preparation. Predating the worldwide pandemic, it emphasizes the responsibility of those who provide pre- and in-service professional development to prepare adult learners for effective use of new and existing technology tools. Examples of the necessary knowledge, skills, dispositions, and digital literacy detailed in teacher preparation standards are provided.

- Goffin, Stacie G., and David E. Day, eds. 1994. *New perspectives in early childhood teacher education: Bringing practitioners into the debate*. New York: Teachers College Press.

  The editors asked practicing teachers to describe what is needed by a teacher upon entry, and to move beyond an initial competence level, and what is needed to become a competent early childhood teacher educator. The perspectives of infancy, preschool, kindergarten, and primary teachers are included. Commentary is provided by higher education faculty and early education leaders. Includes evidence that practicing teachers can contribute to the academic and political debate about the preparation of early childhood professionals is provided.

- Hinitz, Blythe Farb, Betty Liebovich, with Charlotte Jean Anderson. 2016. History of early childhood teacher education. In *Handbook of early childhood teacher education*. Edited by Leslie J. Couse and Susan L. Recchia, 20–37. New York: Routledge.

  This chapter describes the parallel ECTE systems that evolved in the US during the 1800s. The European-American training system began with German- and English-speaking kindergartens and nursery school training programs. African American ECTE commenced with the founding of the universities and institutes that form the backbone of the current system of ECTE in Historically Black Colleges and Universities (HBCUs). Unexplored ECTE populations are discussed.

- Jones, Elizabeth. 1984. Training individuals: In the classroom and out. In *Making day care better: Training, evaluation, and the process of change*. Edited by James T. Greenman and Robert W. Fuqua, 185–201. New York: Teachers College Press.

  According to Jones, "competent day care givers" achieve this status "through education, or through experience (including parenting), or through being in touch with the child in oneself" (p. 185). Their sequential learning occurs when they are ready, in response to questions they are asking for themselves. Competent professionals, who have "personal integrity" can articulate the reasons for their appropriate actions in child development terms.

- Kagan, Sharon Lynn, Kristie Kauerz, and Kate Tarrant. 2008. *The early care and education teaching workforce at the fulcrum: An agenda for reform*. New York: Teachers College Press.

The importance of terminology, professional development systems, program quality improvement, comprehensive funding efforts, and strategies for strengthening the knowledge base are discussed in this book. Richmond's "conditions necessary for social reform": a well-codified knowledge base, political and public will, and a social strategy are cited. Recommendations include taking promising policies and programs to scale, building the will for development of an early childhood education (ECE) system, creating a national credential and competency assessment for lead teachers, and creating a national ECE teacher compact.

- King, Joyce Elaine. 1997. "Thank you for opening our minds": On praxis, transmutation and Black studies in teacher development. In *Preparing teachers for cultural diversity*. Edited by Joyce Elaine King, Etta R. Hollins, and Warren C. Hayman, 156–169. New York: Teachers College Press.

  This chapter presents a teacher development model that utilized narrative inquiry and self-reflection leading to changes in student knowledge, thinking, and abilities. The author modeled "the relevance of culture for learning," by teaching from a Black studies perspective. Students were assessed on their ability to articulate their own philosophy of education and critically reflect on their beliefs about social and educational inequality Reflections from a practitioner, a graduate, and a credential candidate provide a field-based perspective.

- Spodek, Bernard, ed. 1974. *Teacher education: Of the teacher, by the teacher, for the child*. Washington, DC: National Association for the Education of Young Children.

  This edited volume provides a brief historical overview of teacher education, citing the importance of cross-cultural competence and research. Describes teaching as an aesthetic experience.

- Spodek, Bernard, and Olivia N. Saracho, eds. 1990. *Yearbook in early childhood education*. Vol. 1, *Early childhood teacher preparation*: New York: Teachers College Press.

  Hewes provides a comprehensive review of the historical foundations of ECTE in training classes and normal schools in the opening chapter. Initial teacher preparation and its knowledge base are examined in chapters that focus on the content of teacher preparation programs, research, and nonbaccalaureate programs. The issues of standards for programs and personnel and the recruitment, selection, and retention of teachers are discussed.

- Spodek, Bernard, and Olivia N. Saracho, eds. 1992. *Yearbook in early childhood education*. Vol. 3, *Issues in child care*. New York: Teachers College Press.

  Provides an overview of issues and concerns facing early childhood education, including differing ideologies and philosophies, teacher turnover, working conditions, professionalism, etc. Jorde Bloom discusses the necessity for, the state regulations governing, and the education and training of competent child-care staff. Included are five levels of academic preparation, and types of degree and nondegree pre-service and in-service programs. Turnover rate, salaries, benefits, working conditions, commitment, and professional orientation are covered.

The History of Technology in Early Childhood Education in the United States

The articles, reports, and books cited in this section explore the history of technology in early childhood education and highlight the ongoing debate around using technology tools for teaching and learning. Concerns remain about the potential harmful effects of excessive screen time, including inappropriate content, sedentary behavior, difficulties with attention, and hyperactivity, on young children's health, safety, and well-being, as highlighted in [American Academy of Pediatrics 2016](). The selected readings acknowledge these concerns and recognize potential positive benefits of technology integration for early learning, language and literacy, STEM, social emotional development, and relationships ([Barr, et al. 2018](); [Donohue and Schomburg 2017](); [Hirsh-Pasek, et al. 2015]()). Historically, the definition of technology in early childhood education includes analog tools such as a pencil, paper, or a wooden block, and digital tools, including tablets, digital cameras, microscopes, and robotics, as explained in [Spaepen, et al. 2017](). In the digital age, the focus of research and practice has been on screen-based technologies and interactive media. However, educators need to consider all the ways they use technology tools to enhance teaching and learning. Leveraging the affordances of digital devices enables children to become storytellers, STEM learners, computational thinkers, and coders, as their digital expressions progress from media consumers to media creators, explored in [Bers 2020]() and [Clements and Sarama 2016](). Evidence-based practices connect developmentally appropriate practices, effective teaching methods, and research-informed understandings of young children and technology. This emerging knowledge base for technology-enhanced learning informs the intentional and appropriate selection, use, integration, and evaluation of technology tools to enhance learning and development, according to [Donohue and Schomburg 2017]() and [Guernsey 2007](). Guidance to educators builds on two central ideas. First, relationships matter most, according to [Gee, et al. 2017](), and thus it is important to select technology tools that invite interactions, promote social-emotional learning, encourage joint engagement, and enable co-viewing. Second, early childhood "essentials" matter. Free play, open-ended materials, manipulatives, large motor activities, time outdoors, and relationships that support children's learning remain indispensable in the digital age, so it is important to avoid displacing or replacing foundational early experiences with screen-based activities, shares [Guernsey 2007](). The recent global pandemic highlights the impact of long-standing inequities, digital disparities, and achievement gaps on underserved and underconnected families and children. Technology became an essential tool for communicating, connecting, and strengthening relationships. [Rogow 2022]() explores how early childhood educators gained digital skills; became more innovative and intentional about integrating technology tools for teaching and learning; adapted and modified teaching strategies; and created new pedagogical approaches for classroom, hybrid, and at-home learning. [Gee, et al. 2017]() discusses the implementation of technology-mediated family engagement strategies to empower parents, engage families, and strengthen parent-child interactions. We would like to thank Chip Donohue, PhD, Erikson Institute & Fred Rogers Center, for contributing to this section.

- American Academy of Pediatrics, Council on Communications and Media. 2016. Media and Young Minds. *Pediatrics* 138.5: e20162591.

  The American Academy of Pediatrics (AAP) is a professional association of pediatricians and pediatric health professionals in the United States. Their health-focused and research-based statements on young children, media, and technology are

widely cited. AAP statements influence how early childhood practitioners, parents, and pediatric health organizations worldwide understand and describe the impact of safe, healthy, and appropriate use technology and media on the well-being of young children and families.

- Barr, Rachel, Elisabeth McClure, and Rebecca Parlakian. 2018. *What the research says about the impact of media on children aged 0–3 years old*. Washington, DC: ZERO TO THREE.

  ZERO TO THREE's "Screen Sense" resource series reviews and summarizes the research and offers evidence-based tips and recommendations on screen use by children under age three. These resources help parents and educators understand the impact of technology and digital media on the lives of the youngest children and their families. It offers strategies for leveraging the potential of technology to enhance well-being, early learning, development, essential interactions, and close relationships.

- Bers, Marina U. 2020. *Coding as a playground: Programming and computational thinking in the early childhood classroom*. 2d ed. New York: Routledge.

  Addresses the benefits to young children of engaging in computational thinking and gaining computing programming skills. Playful activities are described that encourage children to be producers, not just consumers, of technology. Based on developmentally appropriate experiences, this process promotes computational thinking, coding, and essential skills, including problem-solving, making choices, creativity, motor skills, and social-emotional skills.

- Clements, Douglas H., and Julie Sarama. 2016. Math, science, and technology in the early grades. *The Future of Children* 26.2: 75–94.

  The authors describe how children naturally develop the foundations of science, technology, engineering, and math (STEM) through free play, exploration, and discovery. Children's foundational knowledge of math and science predicts later success in STEM, reading achievement, and cognitive development. STEM learning happens when the classroom is filled with appropriate opportunities to engage in math, science, and engineering experiences and use technology tools for learning.

- Donohue, Chip, and Roberta Schomburg. 2017. Technology and interactive media in early childhood programs: What we've learned from five years of research, policy, and practice. *Young Children* 72.4: 72–78.

  The National Association for the Education of Young Children and the Fred Rogers Center joint statement on "Technology and Interactive Media" was released in 2012. In 2017, the authors reflected on lessons learned and consensus about what matters most for technology integration from current research and policy statements. Stories illustrate how effective teaching practices and intentional and appropriate selection, use, integration, and evaluation of technology tools can enhance young children's learning, development, and family engagement.

- Gee, Elisabeth, Lori Takeuchi, and Ellen Wartella, eds. 2017. *Children and families in the digital age: Learning together in a media saturated culture*. New York: Routledge.

  This edited book examines how families are using digital media to enhance learning, routines, and relationships. The collection explores how media use is shaped by family culture, values, practices, and the larger social and economic contexts of families' lives. Case studies, real-life examples, and analyses of national survey data provide insights into how families shape their home media ecology and define living well with media.

- Guernsey, Lisa. 2007. *Screen time: How electronic media—from baby videos to educational software—affects your young child*. New York: Basic Books.

  Guernsey examines how television and screens affect infants to five-year-old children. She emphasizes how screens influence development, social relationships, play, language, and literacy. She empowers parents and caregivers with positive approaches, age-appropriate choices, and actionable strategies for using educational media. Her 3Cs approach—content, context, and the individual child—provides a framework for incorporating evidence-based practices in classrooms and making informed choices at home.

- Hirsh-Pasek, Kathy, Jennifer M. Zosh, Roberta Michnick Golinkoff, James H. Gray, Michael B. Robb, and Jordy Kaufman. 2015. Putting education in "educational" apps: Lessons from the Science of Learning. *Psychological Science in the Public Interest: A Journal of the American Psychological Society* 16.1: 3–34.

  Based on the Science of Learning and an understanding of children's learning and development, this article offers researchers, educators, parents, and developers an evidence-based guide to app development and a framework for evaluating and selecting "educational apps." Four "pillars" inform how apps are designed for, and used by, children. Apps that are educational promote active learning, engagement in the learning process, meaningful learning, and socially interactive learning.

- Rogow, Faith. 2022. *Media literacy for young children: Teaching beyond the screen time debates*. Washington, DC: National Association for the Education of Young Children.

  Media Literacy for Young Children provides pedagogically sound and developmentally appropriate strategies for supporting media literacy to prepare children for their digital future. It connects what educators know about how children learn and what life is like in media-saturated childhoods, with media literacy theories, competencies, dispositions, and practical activities. The goal is to help children become independent, reflective thinkers who can navigate their media-rich world with curiosity and confidence.

- Spaepen, E., Barbara Bowman, Carol Brunson Day, et al. 2017. [Early STEM matters: Providing high-quality STEM experiences for all young learners](#). Early Childhood STEM Working Group.

Early STEM Matters offers four guiding principles and six actionable recommendations about high-quality early childhood education and the essential role of STEM (science, technology, engineering, and math) in teaching and learning for young children. These guiding principles reflect best practices in early childhood education, including integration of STEM experiences. Includes action steps for policy, practice, and research to promote change and improvement in early STEM education.