

1968 bilingual education act

The 1968 Bilingual Education Act: A Legacy of Progress and Controversy

Author: Dr. Maria Elena Garcia, Professor of Education Policy and Bilingual Education, University of California, Berkeley. Dr. Garcia has published extensively on the history and impact of bilingual education policy in the United States, including several books and articles specifically focusing on the 1968 Bilingual Education Act.

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Editor: Dr. Ricardo Rodriguez, Associate Professor of Educational Linguistics, Stanford University. Dr. Rodriguez's expertise lies in the sociolinguistics of bilingual education, and he has significant experience editing scholarly works on related topics.

Introduction:

The passage of the 1968 Bilingual Education Act, officially Title VII of the Elementary and Secondary Education Act of 1965, marked a pivotal moment in American education history. This landmark

legislation, a direct response to the growing recognition of the educational needs of language minority students, aimed to provide federal funding for bilingual education programs across the United States. However, the 1968 Bilingual Education Act's legacy is complex, reflecting both significant progress in addressing educational inequities and ongoing debates regarding its implementation and effectiveness. This article will explore the historical context, key provisions, impacts, and criticisms of the 1968 Bilingual Education Act, offering a nuanced understanding of its lasting influence.

Historical Context of the 1968 Bilingual Education Act:

The 1960s witnessed a burgeoning Civil Rights movement that extended beyond racial equality to encompass linguistic rights. The increasing influx of immigrant and migrant families, many of whom spoke languages other than English, highlighted the inadequacy of the existing educational system in meeting their needs. Many students from these communities faced significant challenges, including limited access to appropriate instruction and the pervasive pressure to assimilate linguistically, often at the expense of their native language and cultural identity.

Advocacy groups, including organizations representing Latino/a communities, played a crucial role in pushing for legislative change. They argued that the 1968 Bilingual Education Act was essential to ensure equal educational opportunities for language minority students. The prevailing monolingual model of education was deemed inadequate and discriminatory, failing to acknowledge the cognitive and linguistic benefits of bilingualism and the importance of maintaining students' native languages.

Key Provisions of the 1968 Bilingual Education Act:

The 1968 Bilingual Education Act provided federal funding for programs designed to address the educational needs of students with limited English proficiency (LEP). Key provisions included:

Funding for bilingual education programs: The Act authorized grants to local educational agencies (LEAs) to develop and implement bilingual education programs. These programs were intended to

provide instruction in both English and the students' native language, aiming to facilitate language acquisition while maintaining students' cultural identity.

Development of innovative teaching materials and methods: The Act encouraged the development of culturally relevant and linguistically appropriate instructional materials and teaching methodologies.

Teacher training: Funding was allocated for the training of bilingual teachers and other educational personnel. The scarcity of qualified bilingual educators was a major obstacle, and the Act aimed to address this critical need.

Evaluation and research: The Act mandated evaluation of the effectiveness of bilingual education programs and encouraged research on language acquisition and bilingual education practices.

Impact and Criticisms of the 1968 Bilingual Education Act:

The 1968 Bilingual Education Act had a profound impact on the educational landscape of the United States. It led to the establishment of numerous bilingual education programs, providing opportunities for language minority students that previously did not exist. However, the Act's implementation and impact were far from uniform.

Limited scope and funding: Despite its significance, the 1968 Bilingual Education Act faced limitations due to restricted funding and a narrow scope. Many eligible students were not served, and the funding provided was often insufficient to implement comprehensive and effective programs.

Variability in program quality: The quality of bilingual education programs varied widely across different school districts and states, influenced by factors such as teacher training, resource availability, and community involvement. Some programs were highly effective, while others failed to meet the needs of students.

Debates over pedagogical approaches: The Act sparked debates over the most effective pedagogical approaches to bilingual education. Different models, such as transitional bilingual education (TBE), immersion programs, and maintenance bilingual education (MBE), were implemented, each with its proponents and detractors.

Political and ideological controversies: The 1968 Bilingual Education Act was not without its critics. Opposition often arose from those who viewed bilingual education as an obstacle to English language acquisition and national unity. These criticisms often reflected broader anxieties around immigration

and cultural diversity.

The 1968 Bilingual Education Act and its evolution:

The 1968 Bilingual Education Act was amended and reauthorized several times, reflecting ongoing debates and evolving understandings of bilingual education. Subsequent legislation sought to address some of the limitations and controversies surrounding the original Act. However, the core principles of providing equal educational opportunities for language minority students remained central. The No Child Left Behind Act (NCLB) of 2001, for instance, while emphasizing accountability, also included provisions related to English language learners, although its impact on bilingual education was complex and multifaceted.

Conclusion:

The 1968 Bilingual Education Act, a landmark achievement in the struggle for educational equity, fundamentally altered the landscape of American education. While it faced limitations and generated controversies, its passage marked a critical turning point in recognizing and addressing the educational needs of language minority students. Its legacy continues to shape debates around bilingualism, language policy, and educational access in the United States. Understanding the history, provisions, and impact of the 1968 Bilingual Education Act remains crucial for those committed to creating a more inclusive and equitable educational system.

FAQs:

1. What was the primary goal of the 1968 Bilingual Education Act? The primary goal was to provide federal funding for bilingual education programs to address the educational needs of students with limited English proficiency (LEP).

1. Who were the main beneficiaries of the 1968 Bilingual Education Act? The main beneficiaries were students from language minority backgrounds, primarily Latino/a, Indigenous, and Asian American communities.

1. What were some of the criticisms leveled against the 1968 Bilingual Education Act? Criticisms included concerns about limited funding, variability in program quality, and debates over the most effective pedagogical approaches.

1. Did the 1968 Bilingual Education Act fully achieve its goals? While the Act led to the establishment of many bilingual education programs, its goals were not fully achieved due to funding limitations, implementation challenges, and ongoing debates about best practices.

1. How did the 1968 Bilingual Education Act impact teacher training? It allocated funding for training bilingual teachers and other educational personnel, though it didn't fully address the significant shortage of qualified bilingual educators.

1. What is the relationship between the 1968 Bilingual Education Act and the Civil Rights movement? The Act emerged directly from the broader Civil Rights movement, extending the fight for equality to encompass linguistic rights and educational access.

1. How did the 1968 Bilingual Education Act influence subsequent legislation related to bilingual education? It laid the groundwork for future legislation addressing the needs of English language learners, shaping the debate and approach to bilingual education programs.
1. What different pedagogical approaches emerged in response to the 1968 Bilingual Education Act? Several approaches emerged, including transitional bilingual education (TBE), immersion programs, and maintenance bilingual education (MBE), each with varying philosophies and goals.
1. What is the lasting legacy of the 1968 Bilingual Education Act? Its lasting legacy is the increased recognition of the educational needs of language minority students and the establishment of bilingual education as a field of study and practice, albeit with continued debates and refinements.

Related Articles:

1. "The Political History of Bilingual Education in the United States": This article traces the political struggles and legislative battles surrounding bilingual education, highlighting the role of advocacy groups and the evolution of policy.

1. "Effectiveness of Bilingual Education Programs: A Meta-Analysis": This article reviews existing research on the effectiveness of various bilingual education models, examining their impact on academic achievement and language development.
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1. "The Role of Parents in Bilingual Education": This article examines the importance of parental involvement in supporting the success of bilingual education programs and in advocating for their children's linguistic and cultural rights.
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1. "Cultural Responsiveness in Bilingual Education": This article explores the crucial role of culturally responsive teaching practices in creating inclusive and effective learning environments for bilingual students.

1. "The Impact of the No Child Left Behind Act on Bilingual Education": This article examines the complexities of the NCLB Act's influence on bilingual education, including its effects on program funding and accountability measures.

1. "Bilingual Education and Language Maintenance": This article delves into the importance of maintaining students' native languages within the context of bilingual education, emphasizing the cognitive and cultural benefits of bilingualism.

1968 bilingual education act: Advocating for English Learners James Crawford, 2008 A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

1968 bilingual education act: Rethinking Bilingual Education Elizabeth Barbian, 2017 In this collection of articles, teachers bring students' home languages into their classrooms-from powerful bilingual social justice curriculum to strategies for honoring students' languages in schools that do not have bilingual programs. Bilingual educators and advocates share how they work to keep equity at the center and build solidarity between diverse communities. Teachers and students speak to the tragedy of languages loss, but also about inspiring work to defend and expand bilingual programs. Book jacket.

1968 bilingual education act: Foundations of Bilingual Education and Bilingualism Colin Baker, 2006-01-01 Written as an introductory text from a crossdisciplinary perspective, this book covers individual and societal concepts in minority and majority languages.

1968 bilingual education act: Bilingual Education Peter Duignan, 1998

1968 bilingual education act: Encyclopedia of Bilingual Education Josue M. Gonzalez, 2008-06-05 The book is arranged alphabetically from Academic English to Zelasko, Nancy.

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1968 bilingual education act: The Strange Career of Bilingual Education in Texas, 1836-1981 Carlos Kevin Blanton, 2007 Awarded the Texas State Historical Association's Coral Horton Tullis Memorial Prize; presented March 2005 Despite controversies over current educational practices, Texas boasts a rich and vibrant bilingual tradition-and not just for Spanish-English instruction, but for Czech, German, Polish, and Dutch as well. Throughout the nineteenth and twentieth centuries, Texas educational policymakers embraced, ignored, rejected, outlawed, then once again embraced this tradition. In *The Strange Career of Bilingual Education in Texas*, author Carlos Blanton traces the educational policies and their underlying rationales, from Stephen F. Austin's proposal in the 1830s to Mexicanize Anglo children by teaching them Spanish along with English and French, through the 1981 passage of the most encompassing bilingual education law in the state's history. Blanton draws on primary materials, such as the handwritten records of county administrators and the minutes of state education meetings, and presents the Texas experience in light of national trends and movements, such as Progressive Education, the Americanization Movement, and the Good Neighbor Movement. By tracing the many changes that eventually led to the re-establishment of bilingual education in its modern form in the 1960s and the 1981 passage of a landmark state law, Blanton reconnects Texas with its bilingual past. CARLOS KEVIN BLANTON, an assistant professor of history at Texas A&M University, earned his Ph.D. from Rice University. His research in Mexican American educational history has been published in journals such as the *Pacific Historical Review* and *Social Science Quarterly*.

1968 bilingual education act: The Coral Way Bilingual Program Maria R. Coady, 2019-11-04 This book introduces readers to the first publicly funded, two-way bilingual program in the United States, Coral Way Elementary School. It details the historical, social and political origins of the school; reviews the various discussions and conceptualization of the bilingual education program as a 50:50 model; and describes the training of the teachers and their work in designing curriculum for the bilingual students. Finally, it reviews whether the program was a success and outlines what lessons can be learned from the Coral Way Experiment for future bilingual programs. It is essential reading for all scholars of dual language education, for educational historians, for students of language policy and planning, and for teachers and educators who work in the context of dual language education in the US and worldwide.

1968 bilingual education act: Contested Policy Guadalupe San Miguel, 2004 Discusses the history of bilingual education policies in the United States.

1968 bilingual education act: Chicano Students and the Courts Richard R. Valencia, 2010-03 In 1925 Adolfo 'Babe' Romo, a Mexican American rancher in Tempe, Arizona, filed suit against his school district on behalf of his four young children, who were forced to attend a markedly low-quality segregated school, and won. But *Romo v. Laird* was just the beginning. Some sources rank Mexican Americans as one of the most poorly educated ethnic groups in the United States. *Chicano Students and the Courts* is a comprehensive look at this community's long-standing legal struggle for better schools and educational equality. Through the lens of critical race theory, Valencia details why and how Mexican American parents and their children have been forced to resort to legal action. *Chicano Students and the Courts* engages the many areas that have spurred

Mexican Americans to legal battle, including school segregation, financing, special education, bilingual education, school closures, undocumented students, higher education financing, and high-stakes testing, ultimately situating these legal efforts in the broader scope of the Mexican American community's overall struggle for the right to an equal education. Extensively researched, and written by an author with firsthand experience in the courtroom as an expert witness in Mexican American education cases, this volume is the first to provide an in-depth understanding of the intersection of litigation and education vis-à-vis Mexican Americans.

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1968 bilingual education act: *Dual Language Education* Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

1968 bilingual education act: *Bilingual Community Education and Multilingualism* Ofelia Garc a, Zeena Zakharia, Bahar Otcu, 2012-09-15 This book explores bilingual community education, specifically the educational spaces shaped and organized by American ethnolinguistic communities for their children in the multilingual city of New York. Employing a rich variety of case studies which highlight the importance of the ethnolinguistic community in bilingual education, this collection examines the various structures that these communities use to educate their children as bilingual Americans. In doing so, it highlights the efforts and activism of these communities and what bilingual community education really means in today's globalized world. The volume offers new understandings of heritage language education, bilingual education, and speech communities for bilingual Americans in the 21st century.

1968 bilingual education act: *A History of Bilingual Education in the US* Sarah C.K. Moore, 2021-03-24 This book traces a history of bilingual education in the US, unveiling the pervasive role of politics and its influence on integrity of policy implementation. It introduces readers to once nationwide, systemic supports for diverse bilingual educational programs and situates particular instances and phases of its expansion and decline within related sociopolitical backdrops. The book includes overlooked details about key leaders and developments that affected programs under the Bilingual Education Act. It delves deeply into a past infrastructure: what it entailed, how it worked, and who was involved. This volume is essential reading for researchers, students, administrators, education leaders, bilingual advocates and related stakeholders invested in understanding the history of language education in the US for future planning, expansion, and enhancement of bilingual educational programs and promotion of equity and access in schooling.

1968 bilingual education act: *Term Paper Resource Guide to Latino History* Michael P. Moreno, Kristin C. Brunnemer, 2010-09-02 This resource guide to 100 key events in Latino history provides students, librarians, and scholars with hundreds of original and compelling term paper ideas and the key print and electronic sources needed for research. Latinos are the largest, fastest growing minority group in the United States, and the ways they have positively impacted our nation are significant and undeniable. This book examines the contributions of Latinos to U.S. history, providing hundreds of possible topics for term papers and research projects along with primary, secondary, web, and multimedia sources of topical information. Subjects such as the Treaty of Guadalupe Hidalgo (1848); the Bracero Program (1942); the United Farm Workers of America Is Formed (1962); and The Great American Boycott (A Day Without Immigrants) of 2006 are just a few samples of the topics included. Each historical event is described briefly, followed by direction

toward specific research and writing topics for the student-historian. At least two alternative term paper suggestions complement these ideas, allowing creative, original approaches to historical inquiries.

1968 bilingual education act: Policy and Practice in Bilingual Education Ofelia García, Colin Baker, 1995-01-01 A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community. Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's Foundations of Bilingual Education and Bilingualism. No index. Annotation copyright by Book News, Inc., Portland, OR

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1968 bilingual education act: Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children, Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field has changed significantly since the publication of the first edition of this Handbook in 1993, creating a need for an update. The Handbook of Research on the Education of Young Children, Second Edition is thus focused on research conducted over the past decade or so. The volume is organized in four parts: *Early Childhood Education and Child Development. New in this edition: moral development; the development of creativity. *Early Childhood Educational Curriculum. New in this edition: movement or dance education; the education of linguistically and culturally diverse children. *Foundations of Early Childhood Educational Policy. New in this edition: childhood poverty; the education of bilingual children. *Research and Evaluation Strategies for Early Childhood Education. New in this edition: doing historical research in early childhood education; postmodern and feminist orientations. The Handbook of Research on the Education of Young Children, Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field.

1968 bilingual education act: Today's Guide to Educational Policy Joel Spring, 2021-04-12 In his latest book, Joel Spring covers major political, economic and social issues affecting US and global education policy today. Crafted to evoke classroom discussion, this book explores contemporary issues such as the pandemic, institutional racism, religious controversies, nationalism and immigration, increased reliance on online instruction, climate change, economics of education and the deep state in education. Giving students the opportunity to engage in critical thinking and

explore the growing sense that US and global education is in distress and in need of fundamental transformation, this book forces readers to examine their own values and how they might apply this thinking to their own education policy and practice.

1968 bilingual education act: Handbook of Latinos and Education Juan Sánchez Muñoz, Margarita Machado-Casas, Enrique G. Murillo Jr., 2009-12-16 Providing a comprehensive review of rigorous, innovative, and critical scholarship relevant to educational issues which impact Latinos, this Handbook captures the field at this point in time. Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education. Presenting the most significant and potentially influential work in the field in terms of its contributions to research, to professional practice, and to the emergence of related interdisciplinary studies and theory, the volume is organized around five themes: history, theory, and methodology policies and politics language and culture teaching and learning resources and information. The Handbook of Latinos and Education is a must-have resource for educational researchers, graduate students, teacher educators, and the broad spectrum of individuals, groups, agencies, organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos.

1968 bilingual education act: Chicano School Failure and Success Richard R. Valencia, 2011-02-01 The third edition of the best selling collection, Chicano School Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana, two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy makers, and community activists alike.

1968 bilingual education act: The Condition of Bilingual Education in the Nation, 1982 , 1982 The report outlines the national need for bilingual education by providing estimates of the target group (distribution and characteristics of the language-minority, limited-English-speaking population), describes the need for bilingual education among native American and Alaskan native students and in Puerto Rico, and examines the need for teachers in elementary and secondary programs. A section on meeting the need for bilingual education outlines: (1) the services received by limited-English-speaking children in U.S. schools; (2) the activities of the Office of Bilingual Education and Minority Affairs; (3) other Department of Education programs directed toward limited-English-proficient children and adults; (4) services to American Indian and Alaskan native students in Bureau of Indian Affairs (BIA) schools, BIA-contract schools, and schools receiving BIA funds; and (5) state bilingual education programs. Appended materials include a partial listing of recent and current bilingual education research and a listing of services to limited-English-speakers under the Library Services and Construction Act in fiscal year 1980. (MSE)

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1968 bilingual education act: Equal Educational Opportunity and Nondiscrimination for Students with Limited English Proficiency United States Commission on Civil Rights, 1997 This report focuses on issues relating to the development and implementation of educational programs for and placement of national origin minority students identified as having limited English proficiency. It examines the present-day barriers that prevent students with limited English proficiency from having an equal opportunity to participate in educational programs. The report evaluates and analyzes the Office for Civil Rights' (OCR) implementation, compliance, and enforcement effort for Title VI of the Civil Rights Act of 1964 and *Lau v. Nichols*.

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1968 bilingual education act: Social Justice Pedagogy Across the Curriculum Thandeka K. Chapman, Nikola Hobbel, 2022-04-20 How can we continue to support educators who wish to design and facilitate social justice classrooms? What knowledge and tools do pre- and in-service educators need to teach about (in)equity, (in)justice, resilience, and agency across the curriculum in K-12 classrooms? The new edition of this compelling text synthesizes in one volume historical foundations, philosophic/theoretical conceptualizations, and applications of social justice education in public school classrooms. ● Part I details the history of the multicultural movement and the instantiation of public schooling as a social justice project. ● Part II connects theoretical frameworks to social justice curricula. Parts I and II are general to all K-12 classrooms. ● Part III provides powerful specific subject-area examples of good practice, including Multilingualism and Ethnic Studies. *Social Justice Pedagogy Across the Curriculum, Second Edition* includes highlighted Points of Inquiry and Points of Praxis sections that offer recommendations to teachers and researchers, and activities, resources, and suggested readings. These features invite teachers at all stages of their careers to reflect on the role of social justice in education, particularly as it relates to their particular classrooms, schools, and communities. Relevant for any course that addresses history, theory, or practice of multicultural/social justice education and teaching diverse groups of students, this text is essential reading for future and practicing teachers to understand and create resources for transformative, rigorous, and inclusive learning environments that support students from a range of backgrounds.

1968 bilingual education act: When Race and Policy Collide Donathan L. Brown, Amardo Rodriguez, 2014-02-17 Examining actual policy to identify the facts, this book exposes how racially charged political and legal debates over immigration reform in the United States continue to inform our immigration policy. Immigration reform policies continue to influence domains like housing ordinances, official language laws, mass deportation, and bilingual education, amongst many other topics. In this work, authors Donathan Brown and Amardo Rodriguez demonstrate how immigration policies belie simplistic conversations pertaining to border control. Their focus is on actual policy as opposed to mere headlines and talking points, as it is policy and the debates that it produces that inform the headlines and subsequently incite controversy and heated arguments. Each chapter of the book addresses both policies and the fallout they produce to clearly articulate how such policies

usurp fact with fiction, producing residual messages that equate diversity with destroying our social and political order. This accessible book provides high school, college, and graduate-level students insight into the laws and lawsuits stemming from current legislation, an understanding of the peculiar racial dimensions intertwined in these policies and debates, as well as comprehension of immigration reform against the grander backdrop of the growing Latino demographic in the United States. The authors argue that the varying degrees of immigration reform passed by state legislatures throughout the country are based on thinking that ignores the sociopolitical and cultural realities of modern-day America and continue to rely less on facts and more on fear, causing greater deep-seated paranoia, distrust, and resentment within our nation.

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1968 bilingual education act: *Resources in Education*, 1992-02

1968 bilingual education act: *The Politics of Language* Carol L. Schmid, 2001-05-03 Important aspects of the history of language in the United States remain shrouded in myth and legend. The notion of one nation, one language is part of the idealized history of the United States, although in its short history it has probably been host to more bilingual people than any other country in the world. Language is more than a means of communication. It brings into play an entire range of experiences and attitudes toward life. Furthermore, language is a potent symbolic issue because it links power and political claims of ownership with psychological demands for group worth. How people belonging to different language and cultural communities live together in the same political community and how political and structural tensions arise to divide them along language lines, are questions addressed in *The Politics of Language*. This book analyzes the historical background and recent controversy over language in the United States and compares it to two official multilingual societies: Canada and Switzerland. Its accessibility as a survey of this topic makes it ideal for courses in linguistics, political science, and sociology.

1968 bilingual education act: *Handbook of Research on the Education of Young Children* Olivia N. Saracho, Bernard Spodek, 2013-01-17 The *Handbook of Research on the Education of Young Children* is the essential reference on research on early childhood education throughout the world. This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues. The field has changed significantly since the publication of the second edition, and this third edition of the handbook takes care to address the entirety of vital new developments. A valuable tool for all those who work and study in the field of early childhood education, this volume addresses critical, cutting edge research on child development, curriculum, policy, and research and evaluation strategies. With a multitude of new and updated chapters, *The Handbook of Research on the Education of Young Children*, 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible.

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