

Foundations of Schooling

If it's a school day, one-fifth of the total American population consists of public school students k-12.

The Common School 1770-1900

- ❑ Funded by local property taxes
- ❑ Charged no tuition
- ❑ Was open to all white children
- ❑ Was governed by local school committees
- ❑ Was subject to some state regulation

Short-Term Schools of 18th Century

- Supported by towns
- Provided elementary schooling
- Convened for 10-12 weeks per year
- Favored boys over girls
- Charged parental fees

Reformers

- Thomas Jefferson, Benjamin Rush, and Noah Webster concerned about:
 - Uneven nature of schooling
 - Educational needs of new nation
 - Use of British texts in American classrooms

Jefferson's Reform Ideas



- Educate everyone in basics of democracy
- Provide higher education for some
 - Three years for girls
- No education for slaves

toocracy in which the most able people could be educated—at public expense—up to a high level.”

Jefferson didn't consider the possibility of female geniuses. His plan allowed three years of schooling for girls, enough to prepare them for marriage and motherhood. And he offered no education to slaves. For slaves, education was often a hidden and dangerous undertaking. Historian Vanessa Siddle Walker gives an example: “There was a sewing school . . . where the children came to school ostensibly to learn sewing and they would sit and they would sew out of course underneath that material would be textbooks. And even during slavery at risk of life, people were interested in trying to attain this magical something that we call literacy.”

Horace Mann, Secretary of Education for Massachusetts

- Adopted Jefferson's ideas state systems
- Visited 1000 schools
- Found inadequate light, heat, ventilation
- Had no boards nor books
- Wanted leveling effect

Education in the 1840's

- Northeast undergoing an industrial revolution
- Number of large cities increased
- Canals and railroads crisscrossed nation
- Immigration swelled

Urban Charity School

- Targeted poor as separate group
- Were governed by independent boards
- Organized into centrally supervised systems in New York and Philadelphia
- Attracted children of more affluent parents

Education in the 1860's

- ❖ Established position of superintendent
- ❖ Required property tax support
- ❖ Provided state aid to the towns
- ❖ Supervised teacher licensing
- ❖ Widened access to schooling
- ❖ Created longer sessions
- ❖ Eliminated tuition from parents

Female Teachers in the West

Catharine Beecher

- Felt female teachers a civilizing force
- Saw teaching as woman's moral calling
- Founded colleges to educate women in science, math, and philosophy
- Made teaching respectable for women
- Gave children an introduction to literature, standards of behavior, and ideals
- Used McGuffey readers—moral tales

Schools at End of 19th Century

- Saw explosive growth in enrollment
- Saw expenditures rise to \$147 million-1890
- Provided more schooling to more children than any other nation on earth
- However,
- Sent Native Americans to special schools where they lost language, customs, dress

Portal of Opportunity for Immigrants in early

- Learned to be Americans
- Learned English
- Were symbolic of democratic promise that all could rise according to talents and effort



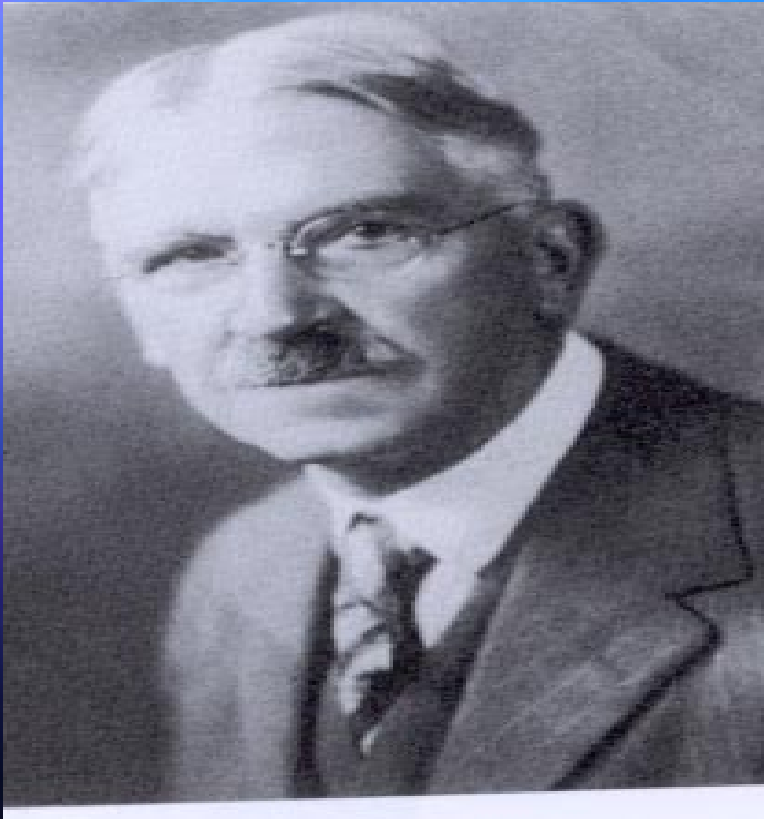
Progressive Social Reformers

- Sought to improve schools
- Crusaded for greater efficiency in schools
- Demanded centralized school administration
- Placed expert professionals in control
- Limited involvement of laypeople and parents
- Advocated industrial and vocational education

John Dewey's Child Centered Methods

- ✓ Emphasized learning by doing
- ✓ Used highly individualized approach
- ✓ Considered students' interests
- ✓ Anchored in the "whole" child
- ✓ Considered father of progressive education

John Dewey 1859-1952



- "The educational center of gravity has been too long in the teacher, the textbook, anywhere and everywhere you please except in the immediate instincts and activities of the child himself."

Beginning of "Tracking"

- Believed curriculum based too much on verbal studies and academic subjects
- Recommended differentiation of curriculum
- Introduced occupational programs for children to become industrial/commercial workers/ domestic workers/housewives
- Introduced I.Q. tests (after WWI) as method for assigning students to varying tracks

Problems With I.Q. Tests

- o In 1920s, over million children undergoing highly subjective I.Q. tests
- o I.Q.tests designed to measure mental aptitude rather than academic achievement
- o Mexican and African Americans bore brunt
- o Crowded schools caused use of more testing to track students

Education in the 1950's

- College prep curriculum
- Vocational curriculum
- Life adjustment curriculum
- National Defense Education Act of 1958

Issues of 1950's, '60's, 70's

- Brown v. Board of Education – 1954
- ESL
- Busing as remedy for segregation-1971
- Title IX in 1972
- Children With Disabilities Act--1976

Educational Issues of 1980's and Beyond

- A Nation at Risk—1983
 - High school graduates unprepared
 - Poor scores on national tests
 - Violence in urban schools
 - Flight to suburbs
 - Business community, "Mediocre student performance leads to mediocre economic performance."

Assumptions of A Nation At Risk Partnership

- Public schools need to compete with one another
- Choices must be offered
- Math and science are essential
- Standardized tests can roughly predict how future employees will perform in the workplace
- Rigor is essential

The Future of Education

- "I do not see any way to achieve a good future for our children more effectively than debating together and working together on how we educate that next generation. Children may be 20 percent of the population but they are 100 percent of the future."

--David Tyack