**Chapter 5 Foundations of Education**

**I.Why is educational history important?**

**-we can chart our future clearly and wisely only when we know the path which has led us to the present**

**-the past has an impact on teaching and schools today**

**II.What were teaching and school like in the American colonies (1629-1750)**

**-paralleled the British two-track system so if students form the lower classes attended school at all, it was at the elementary level for the purpose of studying essentialist curriculum of reading, writing, and computation and receiving religious instruction**

**-above all, the colonial curriculum stressed religious objectives**

**-the primary objective of elementary schooling was to learn to read so that one might read the Bible and religious catechisms and thereby receive salvation**

**1.status of teachers**

**-minimal qualifications and little pay with low status**

**-respect increased with grade level and the amount of education required for the position**

**-expected to have high moral character and had to accept stern inspection of their moral behavior**

**2.colonical schools**

**-church, school, and state were interrelated so town schools were created to teach children the basic of reading and writing so they could learn the scriptures**

**-whole idea of education presumed that children were immature adults possessed of human degeneracy**

**-parochial schools-based on religious beliefs and included Anglicans, Lutherans, Quakers, Jews, Catholics, Presbyterians, and Mennonites**

**-dame schools-provided initial instruction for boys and often the only schooling for girls run by widows or housewives In their homes and supported by modest fees from parents**

**-reading and writing schools-boys received an education that went beyond what their parents could teach them at home or what they could learn at a dame school**

**-Latin grammar schools-in 1635 provided a precollege education for the new country’s future leaders and were comparable to today’ secondary schools patterned after the classical schools of Europe**

**3.origins of mandated education**

**-Massachusetts Act of 1642-universal compulsory education**

**-it was noticed that many children were getting inadequate occupational training**

**4.education for African Americans and Native Americans**

**-Elias Neau in New York started a school in 1704 sponsored by the Church of England to teach African Americans and Native Americans how to read as part of the church’s efforts to convert students**

**-Quakers also started Indian schools as philanthropic enterprises and in 1819 federal funds were first granted through the newly created Office of Indian Affairs**

**IV. What were the goals of education during the revolutionary period of (1750-1820)**

**-now started time of general waning of European influences of schools**

**-the young country’s need to develop agriculture, chipping, and commerce also exerted its influence on the curriculum**

**1.Benjamin Franklin’s academy-started Philadelphia Academy which was a private school with secular curriculum and supported by public funds**

**2.Sarah Pierce’s female academy**

**-started in her dining room of her home with two students**

**-female seminaries were first established in the early 19th century to train women for higher education and public service outside the home**

**3.Thomas Jefferson’s Philosophy**

**-viewed the education of common people as the most effective means of preserving liberty**

**-he was dedicated to human freedom and repulsed by and form of tyranny**

**-his plan called for state-controlled elementary schools that would teach with no cost the parents three years of reading, writing, and arithmetic to all white children with 20 state grammar schools that would be created in which selected poor students would be taught free for a maximum period of six years**

**4.Noah’s Webster’s Speller**

**-earned the nickname the old blue-back and declared its purpose was to help teachers instill in students the first rudiments of the languages, some just ideas of religion, morals, and domestic economy**

**V.How was the struggle won for state supported common schools (1820-1865)?**

**-fist state-supported school in the United States was in the Boston English Classical School established in 1824**

**1.Horace Mann’s Contributions**

**-champion of the common school movement which was led to the free, public, locally controlled elementary schools**

**2.Reverend W.H.McGuffey’s Readers**

**-greatest impact on what children learned in the new schools**

**-McGuffey readers-122 million copies of the six volume series sold after 1836**

**3.Just Morrill’s Land-Grant Schools-provided federal land for states either to sell or to rent in order to raise funds for the establishment of colleges of agriculture and mechanical art**

**VI.How did compulsory education change schools and the teaching profession (1865-1920)**

**-beginning with Massachusetts in 1852, compulsory education laws were passed in 32 states b 1900 and in all states by 1930**

**1.Higher education for African Americans**

**-Booker T Washington (1856-1915) recounts how he walked part of the of the 500 miles from his home in West Virginia to attend the Hampton Normal and Agricultural Institute of Virginia, one of the country’s first institutions of higher education for African Americans**

**2.Kindergarten**

**-Friderich Froebel(1782-1852)-made kindergarten idea which is a garden where children grow and stressed motor development and self-activity of children before they began formal schooling at the elementary level**

**-Margarethe Schurz-student of Froebel opened first US kindergarten in her home in Wisconsin in 1855**

**3.The Professionalization of Teaching**

**-NEA founded in 1857 with the American Federation of Teachers labored to professionalize teaching and to increase teachers’ salaries and benefits**

**-committee of ten-focused on high school curriculum of Latin, Greek, English, other languages, mathematics, sciences, natural history, and geography**

**-committee of fifteen-examined elementary curriculum**

**-commission on the reorganization of secondary of education-called for a high school curriculum designed to accommodate individual differences in scholastic ability**

**VII.What were the aims of education during the progressive era (1920-1945)?**

**-Progressivism-philosophy orientation based on the belief that life is evolving in a positive direction**

**-social reform to improve the quality of American life**

**-opposed to autocratic teaching methods, teaching styles that relied almost exclusively on textbooks, recitations, and rote memorization, the relative isolation of the classroom from the real work, and the classroom discipline based on fear or physical punishment**

**1.John Dewey’s laboratory school (1859-1952)**

**-established the laboratory school for testing progressive principles in the classroom**

**2.Maria Montessori’s Method**

**-believed that children’s mental, physical, and spiritual development could be enhanced by providing them with developmentally appropriate educational activities**

**3.Decline of progressive education**

**-by the start of World War II, the progressive education movement faced with public criticism began a rapid decline**

**-many of the schools’ deficiencies were blamed on progressive approaches that were seen as soft and lacking the structure and discipline children needed**

**-many current practices in schools have their origins in the experimentation of the progressive era-inquiry or discovery learning**

**4.Education of immigrants and minorities**

**-with Native American education and immigrant education the goal was to rapidly assimilate them into an English-speaking Anglo-European society that did not welcome racially or ethnically different newcomers**

**-1924, Native Americans were granted U.S. citizenship-confinement on reservations and decades of forced assimilation had devastated their cultures and provided few successful educational programs**

**-U.S. government forcibly placed tribal children in the harsh, military-like institutions in an effort to assimilate them into the dominant culture**

**-boarding school children who spoke their native language were beaten with a strap while other children were force to watch**

**4.World War II and increasing federal involvement in education**

**-Lanham Act-provide funding for the training of workers in war plants by the U.S. Office of education personnel and the construction of schools in areas where military personnel and workers on federal projects resided along with the provision of child care for the children of working parents**

**VIII.How did education change during the modern postwar era (1945 to present)**

**-big questions are up-how can full and equal educational opportunity be extended to all groups in our culturally pluralistic society? And What knowledge and skills should be taught in our nations’ schools? And How should knowledge and skills be taught?**

**1.1950s-defense education and school desegregation**

**-this time can be characterized as a war between the U.S. and Soviet school system**

**-desegration-1954, U.S. Supreme court said that separate but equal is unconstitutional by Brown v Board of Education of Topeka**

**2.1960s-thw war on poverty and the great society**

**-Kennedy administration’s spirit of action and high hopes provided a climate that supported changes with classrooms being places of pedagogical experimentation and creativity reminiscent of the progressive act**

**-Elementary and Secondary Education Act-part of President Johnson’s great society program-it allocated funds on the basis of the number of poor children in school districts**

**3.1970’s-accountability and equal opportunity**

**-saw drops in enrollment, test schools, and public confidence in our nation’s schools**

**-Increased teacher accountability which limited teachers’ instructional flexibility and extended their evaluation paperwork-given out teacher proof curricular packages**

**-back to basics mentality-advocates who charged that students were not learning how to read, write, and compute and citizens were alarmed at steadily rising school crime, drugs, and violence**

**-Title X-of the Education Amendments Act in 1975 said that no person in the United States shall on the basis of sex be excluded form participation in be denied the benefits of or be subjected to discrimination under and education program or activity receiving Federal financial assistance**

**-Education for All Handicapped Children Act passed in Congress in 1975 extended greater educational opportunities to children with disabilities**

**great 4.1980s-debate-Nation at Risk: The Imperative for Educational Reform-debate stared on how to improve the quality of schools**

**5.1990s-Teacher Leadership**

**-in response to challenges such as greater diversity, greater international competition, less support for public education, and decentralization and deregulation of schools, innovative approaches to teaching and learning were developed during this time**

**-teachers went beyond the classroom and assumed leadership roles in school restructuring and educational reform**

**6.The new century-equity, excellence, and accountability**

**-it is a world of intensifying and rapid change with new technologies, greater cultural diversity, restructured approaches to administration and management and more sophisticated knowledge-base about teaching and learning**