

## Chapter 1 : History of education in the United States - Wikipedia

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But it is a problem for my special topics course, designed for juniors and seniors in the history major. I did not turn in a book order. I will, though – soon! But where to begin? How many monographs to assign? Which articles to assign? How to organize the course? What kind of research project to construct for the course? This is one of the most welcome problems I have ever had the opportunity to solve. I am nowhere near sorting it all out, but I do have some ideas, and I figured I would share them with you all. Constructive criticisms and further suggestions are most welcome. But where to begin on the syllabus? No deep dives into the particular characteristics of each of the pre-Revolutionary institutions, but a nod to the theological controversies afflicting Harvard, Yale and Princeton and mostly not afflicting, say, the University of Virginia. Turpin, *A New Moral Vision: Holyoke and later Bryn Mawr*, the founding of land grant universities, the rise of the research university, while at the same time offering an outstanding model for how to do history of education as intellectual history. Bradley, *Upending the Ivory Tower: We have all read plenty about the trauma of Cornell – the trauma for the white professoriate*. This is often identified as a key moment in the rightward lurch of many a neoconservative including Sidney Hook, who resented and resisted the label which nevertheless fit him perfectly. How wonderful, then, to be able to read a deeply-researched scholarly work that focuses not on the trauma for some resistant professors but the triumph for some powerful ideas and the ensuing transformation of the higher ed landscape. Half of our students at Tarleton are first-generation college students. Over forty percent of our students are Pell-eligible. Over thirty-seven percent come from under-represented groups. Those pressures do not come from within this university, but they are assailing it constantly, as education gives way to credentialism, and as the non-elite college students of America and their loan debt become a cash cow for privatizers and profiteers. I want my students to leave this class armed with the knowledge to contend for the value of publicly-funded, publicly-supported higher education for students who come from backgrounds just like theirs. Undergraduates in general have become acclimated to rather light reading loads, and I am also concerned about expense. And if you have some favorite articles you assign in this field or that were assigned to you, add them to the comments for the sake of all our readers. Meet our Bloggers The Society for U. Intellectual History is a nonpartisan educational organization. All text including posts, pages, and comments posted on this blog on or after August 7, , is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.

**Chapter 2 : Holdings : Readings in American educational history, | York University Libraries**

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Looking for an interactive experience? Explore the history of teachers and education using our multimedia timeline! It uses the shockwave v. Any Person qualified as above, and well recommended, will be put into immediate Possession of the School, on applying to the Minister of Charles Parish, York County. There were, of course, career schoolmasters, but, especially in smaller and rural schools, the people who stood in front of the classroom might well be farmers, surveyors, even innkeepers, who kept school for a few months a year in their off-season. The more educated and ambitious schoolmasters were young men who made the schoolroom a stepping-stone on their way to careers in the church or the law. The connections they made with local ministers and school committees in securing teaching jobs often helped them when they moved on to their real professions. The Common School Era "The grammar school teachers have rarely had any education beyond what they have acquired in the very schools where they have to teach. Their attainments, therefore, to say the least, are usually very moderate. But as new public schools, called Common Schools, sprang up everywhere, there simply were not enough schoolmasters to staff them. Mann and his fellow reformers like James Carter, Henry Barnard and Catharine Beecher saw that the schools needed not only more teachers, but better teachers. Many of the most promising young men continued to be siphoned off by more prestigious professions, as well as by new industries and the lure of the western frontier. So where would the army of new teachers come from? There was, of course, another ready source of labor, if reformers could convince the public to accept it. Women were poised to take over the schoolroom. In the late s, the reformer Horace Mann of Massachusetts proposed a system of free, universal and non-sectarian schooling. Each district would provide a school for all children, regardless of religion or social class hence the term Common School. Previously, church groups or private schools had provided most education for children, for which students generally had to pay tuition. The new schools would be funded by taxes and special fees paid by parents. In addition to teaching basic literacy and arithmetic skills, the new schools would, according to reformers, instill a common political and social philosophy of sound republican principals. Mann and others hoped such democratic consensus would ward off much-feared political instability and upheaval. Children would gain needed knowledge while learning how to be productive democratic citizens. The advent of the Common School significantly affected teachers and the teaching profession. The increasing number of new schools across the country demanded greater numbers of educated teachers. In order to staff the schools, communities turned to women, spurring the feminization of the teaching profession -- the entry and eventual domination of women in the workforce. It also led to the formalization of teacher training, often through Normal Schools. Feminization Begins "God seems to have made woman peculiarly suited to guide and develop the infant mind, and it seems While the dame-school teachers were not particularly well educated, they did demonstrate that women could teach. In any case, younger women were becoming better educated; the United States, in fact, had a very high degree of female literacy. The Common School reformers seized on the idea of hiring women to teach in the new schools. But they often added, in an aside, that women need be paid only a third what men received. The reformers argued that women were by nature nurturing and maternal, as well as of high moral character. As Mann wrote in , "The school committee are sentinels stationed at the door of every school house in the State, to see that no teacher crosses its threshold, who is not clothed, from the crown of his head to the sole of his foot, in garments of virtue. Teachers were moral exemplars, the models and instructors of upright living. In many schools, the new schoolmarms were young - some only fourteen or fifteen years old. They had finished the equivalent of eighth grade and, in some schools, that qualified them to teach. Their pupils might well be taller and older than they - at least when the farm boys put in their periodic appearances in the classroom. Nineteenth-century female teachers often complained that teaching was most challenging when the "big boys," who would either flirt or tease and defy them, arrived. Yet women were becoming better educated than ever before, and state

officials took notice. In this period, most states began to put in place requirements for teachers: Many beginning with Massachusetts in had inaugurated Normal Schools, institutions devoted to teacher education. Normal Schools Normal Schools were originally established to provide systematic training of teachers. Their goal was to prepare teachers for work in the emerging Common Schools at a level beyond the simple grammar-school education many teachers previously brought to the classroom. Normal Schools prided themselves on their thorough, cohesive and "scientific" curriculum. They would provide a norm for all teachers hence the term Normal School that would assure a level of quality generally unavailable previously. The first state-sponsored Normal School was established in Lexington, Massachusetts in , under the guidance of Cyrus Peirce and at the urging of Horace Mann. While the idea of Normal Schools achieved great popularity for a period and many states moved to set up their own schools, in fact, the heyday of Normal Schools was relatively short-lived. Around the turn of the twentieth century, as reformers sought to professionalize teaching to a greater degree, education courses increasingly moved into regular colleges and universities. But the impact of Normal Schools on the concept of teacher training was enormous, as states recognized the need to provide teachers with stimulating and demanding preparation courses. Admittedly, the curriculum was generally not very demanding -- reading, writing, basic arithmetic, a little geography and history. The texts often took the form of simple moral tracts and primers of childish virtues. Still, women flocked to teaching. Not only were they grateful for the salary, however meager; they also welcomed the independence and sense of purpose teaching gave them. No doubt some regretted having to leave their homes and earn their own livings. Many assumed they would teach only a few years until they married. But many others welcomed the escape from a life of drab labor, isolation or frivolity. Teaching gave women a window onto a wider world of ideas, politics and public usefulness. Ironically, the women teachers could effect change precisely because they had no longstanding, vested interest in teaching careers. They were, in a sense, outsiders. But they formed associations, went to summer training institutes, exchanged ideas and friendships, and unobtrusively contributed to the transformation of their communities. The feminization of teaching changed not only how society perceived women, but how women perceived themselves. When Union forces began an assault on St. Helena Island on the Port Royal Sound, the plantation owners fled, leaving behind their homes, possessions, and 10, slaves. Philanthropic Northerners, including Laura Towne and Charlotte Forten, undertook to educate the soon-to-be freedmen. Their goals were literacy, economic independence and civil rights. Their efforts to bring the freedmen into "white society" became known as the Port Royal Experiment. Hampton Institute Founded in during southern Reconstruction, Hampton Institute in Virginia began as an agricultural college and Normal School for newly freed slaves. Armstrong, who led Hampton until , perceived a need for vocational training for black Americans and convinced the American Missionary Association to establish Hampton. Its emphasis on practical manual skills rather than strict academic pursuits was seen at the time as enlightened and important for African-Americans in a period of crucial transition. Americanization Since the Common School era , bringing diverse people into the American mainstream has been one of the primary goals of public education. Around the turn of the 20th century, immigrants flooded into the United States. In alone, authorities recorded the arrival of more than 1., newcomers. The movement to assimilate and Americanize these foreigners took on new urgency. Especially in cities, schools were not only expected to teach English, but to instill American customs, manners mores. Still, many immigrant families were grateful for the job the schools did; they saw the school as a bridge to a new and better life. And it often was. Students looked to teachers as role models, exemplars of gentility and success in the new land. The Native Americans were practicing the Ghost Dance ritual, which foretold the return of the buffalo and the fall of the white man. While many observers, including the teacher Elaine Goodale Eastman, were convinced that the Sioux had no intention to wage war, the U. Government troops opened fire on unarmed men, women and children, killing nearly two hundred of them and injuring countless others. This action was among the last skirmishes of the American Indian Wars, but its legacy has lived on in uneasy relations ever since. I became increasingly aware of this subservience to an ever growing number of authorities with each succeeding year, until there is danger today of becoming aware of little else. But women made up a far smaller percentage of administrators, and their power decreased with each higher level of authority. Their department had always

been closely watched; increasingly their work in the schoolroom was not only scrutinized, but rigidly controlled. Teacher autonomy was on the decline, and teachers resented it. Especially in big city schools, teachers at the turn of the 20th century felt like the most insignificant cogs in a huge machine. They felt dictated to and spied upon. Furthermore, they were badly paid and lacked pension benefits or job security. Many teaching positions were dispensed through political patronage. Married women were often barred from the classroom, and women with children were denied a place in schools. And daily conditions could be deplorable. The often-cited developments of immigration, urbanization and westward expansion had swelled, and changed the face of, the student population. Teachers had little flexibility in how they were to teach their myriad charges, who in urban schools particularly, might well come from impoverished families who spoke little English. They taught in classrooms that were overcrowded, dark and poorly ventilated. Schools felt like factories. For rural teachers, conditions were not necessarily much better. They had limited resources, with the added burden of keeping up run-down schools. African-American teachers especially suffered from inadequate materials and funding. Though their communities were eager for schooling, teachers found that money was rarely abundant.

**Chapter 3 : General Readings | Library Category | Teaching American History**

*The purpose of this collection of documents of American education is to make easily available to students and teachers of the subject carefully selected original sources of the educational and social history of the United States. The documents here brought together begin with those on Henrico.*

A Hypertext Timeline Last updated September 18, See the lesson plan designed for use with this timeline. This page was scanned for broken links and updated on August 21, However, it is virtually impossible to keep them all current. If you find a broken link, please let me know. You can reach me at esass csbsju. Many of the Pilgrims are Puritans who had fled religious persecution in England. Their religious views come to dominate education in the New England colonies. Latin Grammar Schools are designed for sons of certain social classes who are destined for leadership positions in church, state, or the courts. However, education in the Southern colonies is more typically provided at home by parents or tutors. It is "the second oldest secondary school in the United States. He teaches all the courses himself! It requires that parents ensure their children know the principles of religion and the capital laws of the commonwealth. It becomes the most widely-used schoolbook in New England. About 50 miles to the north, in Salem, the infamous Salem Witch Trials take place. Two years later, the General Assembly of South Carolina passes the first public library law. Typical of those in the middle colonies, schools in Pennsylvania are established not only by the Mennonites, but by the Quakers and other religious groups as well. A Catholic school for girls sponsored by Sisters of the Order of Saint Ursula, it is "the oldest continuously operating school for girls and the oldest Catholic school in the United States. This viewpoint greatly influences American education throughout the 19th Century and beyond. Emphasizing secularism, science, and human reason, these ideas clash with the religious dogma of the day, but greatly influence the thinking of prominent colonists, including Franklin and Thomas Jefferson. The academy ultimately becomes the University of Pennsylvania. It gives most French territory in North America to England. Six years later , they found a school for girls, which later becomes Salem College , a liberal arts college for women with a current enrollment of approximately They become very widely used throughout the United States. In fact, the spelling volume, later renamed the American Spelling Book and often called the Blue-Backed Speller, has never been out of print! Later that year, the constitution is endorsed by the Confederation Congress the body that governed from until the ratification of the U. Constitution and sent to state legislatures for ratification. The document does not include the words education or school. It provides a plan for western expansion and bans slavery in new states. Specifically recognizing the importance of education, Act 3 of the document begins, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. Constitution is ratified by the required number of states. No mention is made of education in any of the amendments. However, the Tenth Amendment to the Constitution states that powers not delegated to the federal government "are reserved to the States, respectively, or to the people. Though the Treaty of Ghent, signed on December 24, , supposedly ends the war, the final battle actually takes place January 8, with U. It is the first permanent school for the deaf in the U. She goes on to found more schools and become a prolific writer. Their secular tone sets them apart from the Puritan texts of the day. The McGuffey Readers, as they came to be known, are among the most influential textbooks of the 19th Century. A visionary educator and proponent of public or "free" schools, Mann works tirelessly for increased funding of public schools and better training for teachers. As Editor of the Common School Journal, his belief in the importance of free, universal public education gains a national audience. He resigns his position as Secretary in to take the Congressional seat vacated by the death of John Quincy Adams and later becomes the first president of Antioch College. Now called Cheyney University , it the oldest institution of higher learning for African Americans. City of Boston , the Massachusetts Supreme Court rules that the Boston Public Schools can deny enrolment of African American children to segregated, "whites-only" schools. The case is later cited as a precedent for the Plessy v. She later becomes a pioneer in the education of women in medicine. By , 16 states have compulsory-attendance laws, but most of those laws are sporadically enforced at best. All states have them by

It is the first "free municipal library" in the U. A History of Lincoln University, it becomes the "first institution anywhere in the world to provide higher education in the arts and sciences for male youth of African descent. Civil War begins when South Carolina secedes from the union and along with 10 other states forms the Confederate States of American. The shooting begins when Fort Sumter is attacked on April It donates public lands to states, the sale of which will be used for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. Much of the south, including its educational institutions, is left in disarray. Many schools are closed. Even before the war, public education in the south was far behind that in the north. The physical devastation left by the war as well as the social upheaval and poverty that follow exacerbate this situation. If ratified by three-fourths of the states, it would give all persons born or naturalized in the United States citizenship and equal protection under the law. Known as the Sholes Glidden , it is first manufactured by E. They divide the south into military districts and require elections to be held with freed male slaves being allowed to vote. Constitution is ratified and becomes law. It guarantees privileges of citizenship including due process and equal protection under the law including the right to vote for freed male slaves. It becomes the basis for the rulings in *Brown v. Board of Education* and *Plyer v. Doe* as well as many other important court cases. It prohibits states from denying male citizens over 21 including freed slaves the right to vote. The economic depression that follows results in reduced revenues for education. Southern schools are hit particularly hard, making a bad situation even worse. Iowa Superintendent of Schools - The Civil Rights Act is passed, banning segregation in all public accommodations. The Supreme Court rules it unconstitutional in It is the first medical school in the south for African Americans. The DDC is still the worlds most widely-used library classification system. Hayes removes the last federal troops from the south. Many African Americans flee the south. It becomes the model for a total of 26 similar schools, all with the goal of assimilating Indian children into the mainstream culture. The schools leave a controversial legacy. Though some see them as a noble, albeit largely unsuccessful experiment, many view their legacy to be one of alienation and "cultural dislocation. It is the first settlement house in the U. Included among its many services are a kindergarten and a night school for adults. Hull House continues to this day to offer educational services to children and families. In , Addams becomes the second woman to win the Nobel Peace Prize. It provides for the "more complete endowment and support of the colleges" through the sale of public lands, Part of this funding leads to the creation of 16 historically black land-grant colleges. Supreme Court upholds the Louisiana law stating in the majority opinion that the intent of the 14th Amendment "had not been intended to abolish distinctions based on color. Ferguson makes "separate but equal" policies legal. It becomes a legal precedent used to justify many other segregation laws, including "separate but equal" education. It is the first public community college in the U. A youth program begun in Ohio "is considered the birth of 4-H. It merges with the Cookman Institute in and becomes a coeducational high school, which eventually evolves into Bethune-Cookman College , now Bethune-Cookman University. It describes his work with Theodore Simon in the development of a measurement instrument that would identify students with mental retardation. The Binet-Simon Scale, as it is called, is an effective means of measuring intelligence. It is charted by an act of Congress in , the same year the Foundation encouraged the adoption of a standard system for equating "seat time" the amount of time spent in a class to high school credits. Still in use today, this system came to be called the " Carnegie Unit. She is the first female superintendent of a large city school system. One year later she is elected president of the National Education Association. Indianola Junior High School opens that fall and becomes the first junior high school in the U. Two years later , Maria Montessori visits the U. The *Psychology of Learning*, is published. It describes his theory that human learning involves habit formation, or connections between stimuli or situations as Thorndike preferred to call them and responses Connectionism. He believes that such connections are strengthened by repetition "Law of Exercise" and achieving satisfying consequences "Law of Effect". These ideas, which contradict traditional faculty psychology and mental discipline, come to dominate American educational psychology for much of the Twentieth Century and greatly influence American

educational practice.

Chapter 4 : History Lessons | Stanford History Education Group

*The American legacy of learning: readings in the history of education / edited by John Hardin Best and Robert T. Sidwell. LA B45 American writers on education before / Abraham Blinderman.*

He published a journal "The Common School Journal". He wanted this for uneducated children and immigrants. The bureau was run by the War Department, and its first and most important commissioner was General O. Howard, a Civil War hero sympathetic to blacks. They took it to Michigan Supreme Court. They argued, ultimately an education population is good for all people. They concluded to say that everyone gains and that its a responsibility. The effect of this is that all the states were passing public school laws. Jan 1, Compulsory school attendance laws specified a minimum and a maximum age between which attendance was required, and the minimum period of attendance. They also provided penalties and procedures for non-compliance and listed the conditions under which individuals could be exempted from attending school. AFT developed additional sub-groups for paraprofessionals and school-related personnel; state and federal employees; higher education faculty and staff, and nurses and other healthcare professionals within the organization. May 17, Brown vs. Board of Education Topeka, Kansas- A little, black girl and her parents are tired of inferior schools. She wanted to go to a white school. They went to the Supreme Court. Their conclusion was, "Separate but Equal" and abolished segregation in schools. School officials and mobs are against this. So President Eisenhower sends troops in. The nine kids are escorted by troops and police. Jan 1, First Charter School Charter schools are primary or secondary schools that receive public money but are not subject to some of the rules, regulations, and statutes that apply to other public schools. Minnesota was the first state to pass a charter school law in NCLB supports standards-based education reform based on the premise that setting high standards and establishing measurable goals can improve individual outcomes in education. This Act requires states to develop assessments in basic skills and to get funded after tests.

**Chapter 5 : History of Reading Education in the U.S. | K12 Academics**

*APA Citation. Knight, Edgar Wallace, Hall, Clifton L.. ([, c) Readings in American educational history, New York, Greenwood Press*  
*MLA Citation.*

Reading comprehension Reading comprehension requires making sense of text, which allows a reader to gain knowledge, enjoy a story, and make connections with the larger world. World knowledge aids in understanding fiction and domain-specific knowledge facilitates comprehension of nonfiction. In this process, "children first experience a particular set of cognitive activities in the presence of experts, and only gradually come to perform these functions by themselves. There are several approaches used to teach reading and the U. Office of Education Cooperative Research Program has a compilation of these. The bulk of the studies revealed that successful instructional strategies include systematic phonics and approaches that focus on connected reading and meaning. These strategies were proved to be more effective than basal alone approaches. Specific studies that show instructional models that achieve high success rates in reading education include the so-called Actual Community Empowerment ACE program, which is a small-group tutoring framework that focuses on fluency, word recognition , decoding and the concept of comprehension that is based on the appropriate pace of learning according to individual learning profiles. Once ACE was implemented in 40 locations in Philadelphia , learners posted a 95 percent success rate for significant reading improvement. Research has shown that the amount of print material that a child accesses has deep cognitive consequences. In addition, the act of reading itself, for the most part irrespective of what is being read, increases the achievement difference among children. The average conversations among college graduates, spouses or adult friends contain less rare advanced words than the average preschool reading book. To learn to read effectively a child needs to have a large vocabulary. Without this, when the child does read they stumble over words that they do not know, and have trouble following the idea of the sentence. This leads to frustration and a dislike of reading. When a child is faced with this difficulty he or she is less likely to read, thus further inhibiting the growth of their vocabulary. Children who enjoy reading do it more frequently and improve their vocabulary. A study of out-of-school reading of fifth graders, found that a student in the 50th percentile read books about 5 minutes a day, while a student in the 20th percentile read books for less than a minute a day. This same study found that the amount of time a child in the 10th percentile spent reading in two days, was the amount of time a child in the 90th percentile spent reading all year. Book flood experiments are an example of this. The book flood program brought books in English to the classroom. Through focusing their English language learning on reading books instead of endless worksheets the teachers were able to improve the rate at which their students learned English. Alphabetic principle Beginning readers must understand the concept of the alphabetic principle in order to master basic reading skills. A writing system is said to be alphabetic if it uses symbols to represent individual language sounds. In comparison, Logographic writing systems such as Japanese kanji and Chinese hanzi use a symbol to represent a word. And both cultures also use syllabic writing systems such as Japanese kana and Chinese Yi script , there are also many Chinese alphabets. English is one of several languages using the Latin Alphabet writing system. The orthographic depth of such languages varies. The Italian and Finnish languages have the purest, or shallowest orthographies, and English orthography is the deepest or most complex. In the shallow Spanish orthography; most words are spelled the way they sound, that is, word spellings are almost always regular. English orthography, on the other hand, is far more complex in that it does not have a one-to-one correspondence between symbols and sounds. English has individual sounds that can be represented by more than one symbol or symbol combination. For example, the long a sound can be represented by a- consonant -e as in ate, -ay as in hay, -ea as in steak, -ey as in they, -ai as in pain, and -ei as in vein. In addition, there are many words with irregular spelling and many homophones words that sound the same but have different meanings and often different spellings as well. Pollack Pickeraz asserted that there are 45 phonemes in the English language , and that the 26 letters of the English alphabet can represent them in about ways. The irregularity of English spelling is largely an artifact of how the language developed. English is a West Germanic language with

substantial influences and additional vocabulary from Latin , Greek , and French , among others. Imported words usually follow the spelling patterns of their language of origin. Clearly, the complexity of English orthography makes it more difficult for children to learn decoding and encoding rules, and more difficult for teachers to teach them. Opponents of simplified spellings point to the impossibility of phonetic spelling for a language with many diverse accents and dialects. Several distinguished scholars, however, have thoroughly disproven all reasonable objections to spelling reform, including this objection. See, for example, *Dictionary of Simplified American Spelling*. Linguistics makes a distinction between a phone and phoneme, and between phonology and phonetics [45]. The study of words and their structure is morphology , and the smallest units of meaning are morphemes [46]. The study of the relationship between words present in the language at one time is synchronic etymology , part of descriptive linguistics , and the study of word origins and evolution is diachronic etymology , part of historical linguistics English orthography gives priority first to morphology, then to etymology, and lastly to phonetics. Thus the spelling of a word is dependent principally upon its structure, its relationship to other words, and its language or origin. It is usually necessary to know the meaning of a word in order to spell it correctly, and its meaning will be indicated by the similarity to words of the same meaning and family [47]. English uses a 26 letter Latin alphabet , but the number of graphemes is expanded by several digraphs , trigraphs , and tetragraphs , while the letter "q" is not used as a grapheme by itself, only in the digraph "qu" [48]. Each grapheme may represent a limited number of phonemes depending on etymology and location in the word. Likewise each phoneme may be represented by a limited number of graphemes. Some letters are not part of any grapheme, but function as etymological markers. Graphemes do not cross morpheme boundaries. Initial teaching alphabet[ edit ] Main article: Initial teaching alphabet This method was designed to overcome the fact that English orthography has a many-to-many relationship between graphemes and phonemes. The method fell into disuse because children still had to learn the Latin alphabet and the conventional English spellings in order to integrate with society outside of school. It also recreated the problem of dialect dependent spelling, which the standardization of spelling had been created to eliminate [51]. Practical application[ edit ] In practice, many children are exposed to both "Phonic" and "Whole Language" methods, coupled with reading programs that combine both elements [52]. The end result of a mixed method is a casually phonetic student, a much better first-time pronouncer and speller, who still also has look-say acquisition, quick fluency and comprehension. Using an eclectic method, students can select their preferred learning style. This lets all students make progress, yet permits a motivated student to use and recognize the best traits of each method [53]. Speed reading continues where basic education stops. There are various speed-reading techniques [54]. However, speed reading does not guarantee comprehension or retention of what was read. Readability indicates the ease of understanding or comprehension due to the style of writing [55]. Reading recovery is a method for helping students learn to read [56]. At that time, reading material was not specially written for children but consisted primarily of the Bible and some patriotic essays; the most influential early textbook was *The New England Primer* , published late s. There was little consideration for how best to teach children to read or how to assess reading comprehension. Educators, in particular Horace Mann , began to advocate changes in reading instructional methods. From the s to at least , A. Burt of New York and other publishing companies published series of books aimed at young readers, using simple language to retell longer classics. In the UK, Routledge published a similar series between and The meaning-based curriculum did not dominate reading instruction until the second quarter of the 20th century. Beginning in the s and s, reading programs became very focused on comprehension and taught children to read whole words by sight. Phonics was not to be taught except sparingly and as a tool to be used as a last resort. It also polarized the reading debate among educators, researchers, and parents. In the s an instructional philosophy called whole language which de-emphasizes teaching phonics out of context was introduced, and it became the primary method of reading instruction in the s and s [60]. During this time, researchers such as the National Institute of Health conducted studies showing that early reading acquisition depends on the understanding of the connection between sounds and letters. Gallaudet , the director of the American Asylum at Hartford in the s [62]. It was designed for the education of the Deaf by juxtaposing a word, with a picture [63]. In , Gallaudet provided a description of his method to the *American Annals of Education* which included

teaching children to recognize a total of 50 sight words written on cards and by the method was adopted by the Boston Primary School Committee [64]. Horace Mann the then Secretary of the Board of Education of Massachusetts , USA favored the method and it soon became the dominant method statewide [65]. By the defects of the new method became so apparent to Boston schoolmasters that they issued an attack against it urging a return to an intensive, systematic phonics [66].

**Chapter 6 : American Educational History Timeline**

*American Board, also known as the American Board for the Certification of Teacher Excellence, is a nonprofit organization that offers online teacher certification. We are dedicated to placing qualified teachers in the classroom with a flexible, affordable path to teacher certification.*

They were known as town schools that taught students basic reading and writing. However, these schools were greatly influenced by the Puritans". Historical Foundations of U. S. Education, Eighth Edition, Becoming a Teacher Retrieved from Jan 1, Massachusetts Act of "This Act let parents decide whether they wanted their children to be educated at home or at school. However, even though the Act did not mandate an establishment of schools it did make it clear that education of children was a direct concern of the local citizenry". And the curriculum was more broader and practical. This Academy focused more on English than Latin. Subjects that were taught in the Academy were based on the perennialist and essentialist philosophical orientation". He wanted to know that their interest would be well served by a system of universal free schools". Retrieved from Jan 1, The Kindergarten "The Kindergarten was just a school of development and self-activity of children before they began formal school at the elementary level. The curriculum that was used in this kindergarten was used throughout the world". It was in Lexington, Massachusetts. Its curriculum was based on general knowledge and courses of pedagogy, and practice teaching. Electa Lincoln Walton became the first woman to administer a state normal school after being the first to graduate from the normal school". Upper Saddle River, New Jersey image: Dubois had different views of how African Americans should be educated. Washington believed that education begins at the bottom and expands naturally as the necessities of the people expand. Dubois believed that African Americans should accept inferior status and develop manual skills". Eighth Edition, Becoming a Teacher image: Office of Education personnel, construction of schools in areas where military personnel and workers on federal projects resided, and the provision of child care for children of working parents". Bill of Rights "It provided millions of veterans with payments for tuition and room and board at colleges and universities and at special schools". Upper Saddle River, New Jersey image: Office of Education sponsored research and innovation in science, mathematics, modern foreign language, and guidance. After their work they came up with new math, new science programs, integration of anthropology, economic, political science, and sociology into new social studies programs; and renewed interest and innovations in foreign language instruction". Historical Foundations of U. S. Education image: California State Board "results in new laws requiring that children referred for possible special education placement be tested in their primary language".

**Chapter 7 : IAP || Book || Readings in American Educational Thought**

*A Report to the President Pursuant to the President's Directive of January 31, Washington, D.C.*

New England[ edit ] The first American schools in the thirteen original colonies opened in the 17th century. Boston Latin School was founded in and is both the first public school and oldest existing school in the United States. Literacy rates were much higher in New England because much of the population had been deeply involved in the Protestant Reformation and learned to read in order to read the Scriptures. Literacy was much lower in the South, where the Anglican Church was the established church. Single working-class people formed a large part of the population in the early years, arriving as indentured servants. The planter class did not support public education but arranged for private tutors for their children, and sent some to England at appropriate ages for further education. By the mid century, the role of the schools in New England had expanded to such an extent that they took over many of the educational tasks traditionally handled by parents. In the Massachusetts Bay Colony made "proper" education compulsory; other New England colonies followed this example. Similar statutes were adopted in other colonies in the s and s. The schools were all male and all white, with few facilities for girls. Although they were publicly supplied at the local town level, they were not free. Hopkins School in New Haven, Connecticut , was another. By the s, most had been replaced by private academies. By the early 19th century New England operated a network of private high schools , now called "prep schools," typified by Phillips Andover Academy , Phillips Exeter Academy , and Deerfield Academy . They became the major feeders for Ivy League colleges in the mid century. In late 17th century Maryland, the Catholic Jesuits operated some schools for Catholic students. During the colonial years, some sent their sons to England or Scotland for schooling. In Virginia, rudimentary schooling for the poor and paupers was provided by the local parish. In the colony of Georgia, at least ten grammar schools were in operation by , many taught by ministers. The Bethesda Orphan House educated children. Dozens of private tutors and teachers advertised their service in newspapers. Although it is difficult to know how many ads yielded successful schools, many of the ventures advertised repeatedly over years, suggesting continuity. Wealthy families sent their sons North to college. In Georgia public county academies for white students became more common, and after South Carolina opened a few free "common schools" to teach reading, writing and arithmetic to whites. Republican governments during the Reconstruction era established the first public school systems to be supported by general taxes. Both whites and blacks would be admitted, but legislators agreed on racially segregated schools. The few integrated schools were located in New Orleans. Particularly after white Democrats regained control of the state legislatures in former Confederate states, they consistently underfunded public schools for blacks which continued until when the United States Supreme Court declared state laws establishing separate public schools for black and white students to be unconstitutional. Generally public schooling in rural areas did not extend beyond the elementary grades for either whites or blacks. This was known as "eighth grade school" [17] After , some cities began to establish high schools, primarily for middle class whites. In the s roughly one fourth of the US population still lived and worked on farms and few rural Southerners of either race went beyond the 8th grade until after . It was founded in by the Sisters of the Order of Saint Ursula. The Academy graduated the first female pharmacist, and the first woman to write a book of literary merit. The first convent established in the United States supported the Academy. This was the first free school and first retreat center for young women. It was the first school to teach free women of color , Native Americans, and female African-American slaves. In the region, Ursuline provided the first center of social welfare in the Mississippi Valley; and it was the first boarding school for girls in Louisiana, and the first school of music in New Orleans. It was optional and some towns proved reluctant to support this innovation. Northampton, Massachusetts , for example, was a late adopter because it had many rich families who dominated the political and social structures. They did not want to pay taxes to aid poor families. Northampton assessed taxes on all households, rather than only on those with children, and used the funds to support a grammar school to prepare boys for college. Not until after did Northampton educate girls with public money. In contrast, the town of Sutton, Massachusetts , was diverse in terms of social leadership and religion at an

early point in its history. Sutton paid for its schools by means of taxes on households with children only, thereby creating an active constituency in favor of universal education for both boys and girls. Schools taught both, but in places without schools, writing was taught mainly to boys and a few privileged girls. Men handled worldly affairs and needed to both read and write. It was believed that girls needed only to read especially religious materials. This educational disparity between reading and writing explains why the colonial women often could read, but could not write and could not sign their names—they used an "X". Fatherly examines British and American writings that influenced Philadelphia during the 1700s and the ways in which Philadelphia women gained education and demonstrated their status. The schools were closely related to the Dutch Reformed Church, and emphasized reading for religious instruction and prayer. The English closed the Dutch-language public schools; in some cases these were converted into private academies. The new English government showed little interest in public schools. In the early colonial years, German immigrants were Protestant and the drive for education was related to teaching students to read Scripture. Louis, Chicago and Milwaukee, as well as rural areas heavily settled by Germans. They see it as unnecessary, as dangerous to preservation of their faith, and as beyond the purview of government. There is little evidence that they schooled any girls. Parish schools were administered by Jesuits or Franciscans and were limited to male students. The Primer was built on rote memorization. By simplifying Calvinist theology, the Primer enabled the Puritan child to define the limits of the self by relating his life to the authority of God and his parents. The "blue backed speller" of Noah Webster was by far the most common textbook from the 1780s until 1800, when the McGuffey Readers appeared. Both series emphasized civic duty and morality, and sold tens of millions of copies nationwide. Webster believed students learned most readily when complex problems were broken into its component parts. Each pupil could master one part before moving to the next. Webster said that children pass through distinctive learning phases in which they master increasingly complex or abstract tasks. He stressed that teachers should not try to teach a three-year-old how to read—wait until they are ready at age five. He planned the Speller accordingly, starting with the alphabet, then covering the different sounds of vowels and consonants, then syllables; simple words came next, followed by more complex words, then sentences. There was no mention of God, the Bible, or sacred events. As Ellis explains, "Webster began to construct a secular catechism to the nation-state. Webster animated his Speller and Grammar by following these principles. Doctors and lawyers were trained in local apprentice systems. Religious denominations established most early colleges in order to train ministers. New England had a long emphasis on literacy in order that individuals could read the Bible. Harvard College was founded by the colonial legislature in 1636, and named after an early benefactor. Most of the funding came from the colony, but the college began to build an endowment from its early years. The college was a leader in bringing Newtonian science to the colonies. It was closely associated with the established Anglican Church. James Blair, the leading Anglican minister in the colony, was president for 50 years. The college won the broad support of the Virginia planter class, most of whom were Anglicans. It hired the first law professor and trained many of the lawyers, politicians, and leading planters. The first history of Yale was written by President Thomas Clap in 1719. The conservative Puritan ministers of Connecticut had grown dissatisfied with the more liberal theology of Harvard, and wanted their own school to train orthodox ministers. However president Thomas Clap strengthened the curriculum in the natural sciences and made Yale a stronghold of revivalist New Light theology. Baptists established Rhode Island College in 1763, and in 1799 it was renamed Brown University in honor of a benefactor. Brown was especially liberal in welcoming young men from other denominations. It closed during the American Revolution, and reopened in 1783 as an independent institution under the name of Columbia College; it is now Columbia University. The Academy of Philadelphia was created in 1763 by Benjamin Franklin and other civic minded leaders in Philadelphia. Unlike colleges in other cities, it was not oriented toward the training of ministers. The Pennsylvania state legislature conferred a new corporate charter upon the College of Philadelphia and renamed it the University of Pennsylvania in 1790. Dartmouth College, chartered in 1769 as a school for Native Americans, relocated to its present site in Hanover, New Hampshire, in 1774. Students were drilled in Greek, Latin, geometry, ancient history, logic, ethics and rhetoric, with few discussions, little homework and no lab sessions. The college president typically tried to enforce strict discipline. The upperclassmen enjoyed hazing the freshmen.

Many students were younger than 17, and most of the colleges also operated a preparatory school. There were no organized sports, or Greek-letter fraternities, but many of the schools had active literary societies. Tuition was very low and scholarships were few. A few young American students studied at the prestigious Inns of Court in London. The majority of aspiring lawyers served apprenticeships with established American lawyers, or "read the law" to qualify for bar exams. In the 18th century, Americans had graduated in medicine in Edinburgh, Scotland, but most physicians learned as apprentices in the colonies. There should not be a district of one mile square, without a school in it, not founded by a charitable individual, but maintained at the public expense of the people themselves.

### Chapter 8 : List of American History Readings Worksheets for High School Students - Free to Print

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### Chapter 9 : American Education History timeline | Timetoast timelines

*Corporal Punishment in American Education: Readings in History, Practice, and Alternatives. Hyman, Irwin A., Ed; Wise, James H., Ed. Virtually all of the essays in this collection reach the conclusion that corporal punishment in the schools is counterproductive.*