

TA Emily's sample notes for Educ 300 Week 2

PowerPoint slides

Notes:

1. Questions about the past
 1. Cause and effect, change and continuity, turning point, using the past, through their eyes
 2. Primary source - created at time of event
 3. Secondary source - created after events
2. Common Schools Arise
 1. Feminization of teaching
 2. Western moment - need for more teachers/ organized schools
 3. Historian Carl Kaestle
 1. Republican government - US viewed as social experiment in representative democracy, which requires literate citizens
 2. Protestant culture - produce cultural homogeneity in the US with so many different ethnic, linguistic, and religious diversity
 1. Example: Chimney sweep story
 3. Development of capitalism - need greater literacy and numeracy people for growing economies in agricultural trade and capitalist markets.
 4. Ideology in common school textbooks
 1. Us idolized in comparison to other, mainly European countries
 2. Viewed human traits and social roles - changes over time
 3. Readers - produce uniformity in speech
3. Rhetoric of Common School Reform
 1. Horace Mann (annotated version)
 1. "Poverty is a public as well as a private evil" (663)
 1. Poverty is not necessary
 2. "all are to have an equal chance for earning, and equal security in the enjoyment of what they earn" (664)
 3. Slowly the rich are getting richer - poor are getting poorer - European theory - verging towards extremes of poverty/wealth (666)
 4. Massachusetts has enough capital for so many
 2. "All the capital is in the hands of one class, and all the labor is thrown upon another? Now, surely nothing but universal education can counterwork this tendency to the domination of capital and the servility of labor. If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called: the latter, in fact and in truth, will be the servile dependants and subjects of the former. But, if education be equitably diffused, it will draw property after it by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor" (669)
 1. Main point of speech
 3. "Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery"
 1. America is where equality can happen
 2. Education = equal chances for success
 4. "But I mean that it gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich: it prevents being poor. Agrarianism is the revenge of poverty against wealth." (669).
 1. Fighting against poverty is beneficial for society as a whole
 2. Education should be universal and complete
 3. Invest in education = expand capitalism
 2. Catherine Beecher (Annotated Version)

1. Dominant ideology
 1. Women at home: men in public
 - a. Argues that women need to get into the public world through teaching
 - b. Become teacher = great moral achievement - put self interest aside and instead the needs of poor/rural children
 2. Neglecting children - large portions of country neglected (western expansion)
 3. Not teaching moral guidance
 4. Too many females are already in the east - can't find men
3. Capitalist community is taking advantage of the surplus of female labor in sweatshops
 1. Women have nothing productive to do
 2. The interests of children are linked to the interests of women
 1. "*The educating of children*, that is the true and noble profession of a woman - that is what is worthy the noblest powers and affections of the noblest minds." (10)
 2. For the time - women do not have jobs - she argues that they should
 3. Only marry for love - otherwise work
 4. "There is another class of evils, endured by a large class of well-educated, unmarried women of the more wealthy classes, little understood or appreciated, but yet real and severe. It is the suffering that results from the *inactivity of cultivated intellect and feeling*." (10).
 3. Beecher's plan: "Beecher's plan is to take women already qualified to teach at the West, then start educating other unemployed women in the East. Then, the women who go West to teach would lift up the morals of the communities they reside in, and invite their female friends from home - nurses, seamstresses would arrive from the East. Thus, at the East, the value of female labor would rise, meaning that the capitalists could not oppress the female laborers. Also, as the teachers would be more educated, their profession would be more reflected and valued.
 1. "Thus, too, the profession of a teacher will gradually increase in honor and respectability, while endowed institutions will arise to qualify woman for her profession, as freely as they are provided for the other sex" (12)
4. John Hughes (Annotated Version)
 1. "Both our civil and religious rights are abridged and injuriously affected by the operation of the 'Common School System,'" (3)
 2. Common Schools supposed to help enlighten students - however doesn't teach their values
 1. "that religion shall not be taught, for this would be sectarianism. And thus the intellect is cultivated, if you please, but the heart, and moral character are left to their natural depravity and wildness. This is not education; and above all, this is not the education calculated to make good citizens" (8)
 2. "He has to pay double taxation for the education of his child, one to the misinterpreted law of the land, and another to his conscience." (11)
 3. Has to pay for common schools and private schools to teach his students the "right" morals
 4. Moral taxation on own conscious
 3. "If the public schools could have been constituted on a principle which would have secured a perfect NEUTRALITY of influence on the subject of religion, then we should have no reason to complain" (12)
 1. Textbook teaches protestant views and attacks Catholics