

Education and social change in nineteenth-century Massachusetts

CARL F. KAESTLE and
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Maris Vinovskis



Education And Social Change In Nineteenth Century Massachusetts:

Education and Social Change in Nineteenth-Century Massachusetts Carl F. Kaestle, Maris A. Vinovskis, 2009-03-12 This important contribution to scholarship in social science history examines the development of public education in nineteenth century Massachusetts Until the 1950s educational historians emphasized the relationship of schooling to the political system and the development of a common American culture In recent years a social history perspective has emerged that stresses the socioeconomic influences that tie education to other institutions and processes in society rather than to political ideals Carl Kaestle's and Maris Vinovskis's study is firmly grounded in this newer perspective However their work questions the adequacy of any single factor explanation of the broad educational changes that occurred during this period whether it be the emergence of factory production or the broader concept of modernization They argue that these educational changes were the result of the complex interaction of cultural demographic and economic variables operating in varying ways in different communities over time Ethnicity religion urban status the occupational structure income distribution and wealth of the community all emerge as significant factors in this interaction *History of Education: Debates in the history of education* Roy Lowe, 2000 This major work brings together some of the most significant and influential writing on the history of education during the past thirty years It illustrates key themes and their relevance for our understanding of the development of schooling **History of Education: Education in its social context** Roy Lowe, 2000 **The Origins of Public High Schools** Maris Vinovskis, 1985 There has been considerable debate about the process of and the underlying motivation for the expansion of public education in nineteenth century America Interpretations which focused on the role of reformer like Horace Mann or on the demands by workers for more public education have been criticized by revisionists who see education being imposed upon an uninterested and unwilling populace by capitalists seeking to maintain a docile labor force during industrialization Here Maris A Vinovskis challenges that revisionist view employing sophisticated social science methodology in a work sure to be welcomed by all historians of American education The revisionist view of the nature of educational changes rests heavily upon the now classical study by Michael Katz of the abolition of the public high school in Beverly Massachusetts in the mid nineteenth century An especially detailed analysis of education in Beverly is made possible by the unique availability of a list of the voters who supported or opposed the public high school in 1860 Katz used this information to demonstrate that the workers strongly opposed the public high school which he claimed has been established by a small group of the leading capitalists not only to provide educational opportunities for their own children but also to help restore community harmony which was being eroded by the economic transformation of the town Vinovskis's study of the origins of the Massachusetts antebellum public high school reanalyzes the establishment of the Beverly Public High School within the broader perspective of the other educational developments occurring in that community as well as in the Commonwealth as a whole The results raise serious questions about Katz's depiction of the timing of and the reasons for the

creation of that institution in Beverly Hills. This reanalysis of the vote to abolish the high school also suggests a very different interpretation of events in Beverly Hills than the one presented by Katz. By expanding the number of factors used in this study as well as employing recently developed techniques of statistical analysis, the importance of the opposition of the workers to the public high school is minimized while the differences in the needs and resources among the school districts in that community become more important factors. Vinovskis's reexamination does not find that the struggle over the Beverly Hills Public High School is primarily a class conflict as suggested by Katz and other revisionists; instead, it reveals the complex process by which towns expanded their public school offerings and allocated scarce educational funds to elementary and high schools. His work offers an important contribution to our understanding of the development of American public school education in the nineteenth century.

Immigrants in Two Democracies Donald Horowitz, Gerard Noiriel, 1992 International migration is often considered a relatively new development in world history. Yet while there has been a surge in migration since World War II, the worldwide movement of peoples is a longstanding phenomenon. So too are the fundamental issues raised by immigration: How do immigrants fit into and affect the polity and society of the country they enter? What changes can or must the receiving state make to accommodate them? What changes in culture and ethnic identity do immigrants undergo in their new environment? How do they relate to the mix of peoples already present in their new homeland? What determines the policies that govern their reception and treatment? In this volume, expertly edited by a leading American political scientist, lawyer, and a leading French historian, twenty-one renowned experts on immigration address these questions and a variety of other issues involving the experiences of immigrants in the city, at the workplace, and in schools and churches. Their essays examine the issues of nationality, citizenship, law, and politics that define the life of an immigrant population. Focusing on the United States and France, this volume is a social history and a legal and public policy study that comprehensively portrays the dilemmas immigrants present and face. Contributors include Sophie Body-Gendrot, Danielle Boyzon, Fréderic Andrieu, André Clement, Decoufle, Veronique de Rudder, Lawrence H. Fuchs, Nathan Glazer, Philip Gleason, Stanley Lieberson, Lance Liebman, Daniele Lochak, Michel Oriol, Martin A. Schain, Peter H. Schuck, Roxane Silberman, Werner Sollors, Stephan Thernstrom, Maryse Tripier, Maris A. Vinovskis, and Myron Weiner.

Education, Society, and Economic Opportunity Maris Vinovskis, 1995-01-01 In this book, an eminent educational historian examines some important aspects of American schooling over the past centuries, illuminating the relation between education and other broad changes in American society and providing a historical perspective for contemporary efforts at school reform. Maris Vinovskis critically reviews and integrates recent work in educational history and provides new research on neglected topics. He discusses such issues as the gradual shift from the family to the public schools in the responsibility for educating the young, the rise and fall of infant schools between 1840 and 1860, the crisis in the teaching of morality in the public schools of the mid-nineteenth century, early efforts to provide schooling for impoverished children, and the evolution of the belief that education improves individual economic and social

mobility He also studies school attendance and discovers that a much higher percentage of children may have attended public high schools in the nineteenth century than has been assumed investigates when the practice of placing children in grades according to their age became widespread and assesses whether different age groups in previous eras varied in their support for schooling as they seem to be doing now School-age Pregnancy and Parenthood Jane Beckman

Lancaster, Beatrix A. Hamburg, This important work examines in detail and depth how as a consequence of changing technologies diet patterns of reproduction and work relations between children and parents have altered The editors and contributors hold that biosocial science is particularly relevant to research on human family systems and parenting behavior The family is the universal social institution in which the care of children is based and the turf where cultural tradition beliefs and values are transmitted to the young as they fulfill their biological potential for growth development and reproduction The biosocial perspective takes into account the biological substratum and the social environment as critical co determinants of behavior and pinpoints areas in which contemporary human parental behavior exhibits continuities with and departures from patterns evident throughout history This work crosses disciplinary lines without ignoring their relevance to the broader themes of the book School age pregnancy and parenthood is a powerful anchor for the dissection of large scale issues The contributors deal in turn with ethnic and historical experience examine normative and ethical issues and cast new light on methodological concerns What the editors call culturally defined responses to basic needs helps explain both dramatic improvements in this area and how they expand the challenge of teen reproduction Contributors emphasize new demands for training and education to research this growing phenomenon The book contributes to humane concerns as well as the scientific imagination Jane B Lancaster is professor of anthropology at the University of New Mexico She serves as editor of a major journal in the field Human Nature An Interdisciplinary Biosocial Perspective She also edited two related volumes Child Abuse and Neglect 1987 Parenting across Life Span 1987 Beatrix A Hamburg is at the Mount Sinai School of Medicine in New York in the field of Child and Adolescent Psychiatry She is recipient of the Gallagher Award for Outstanding Achievement in Adolescent Medicine and the Distinguished Service Award from the Alcohol Drug Abuse and Mental Health Administration and edits Behavioral and Psychosocial Issues in Diabetes Post-School Education Michael D.

Stephens, Gordon W Roderick, 2022-04-30 First published in 1984 Post School Education attempts to compare development of post school education in America and England in nineteenth century Divided into eight chapters it discusses themes like traditions and attitudes systems of school education middle class initiatives prior to 1850 educational provision for adults in the 19th century the growth of technical education the development of university education and the role of government to showcase the extent to which England influenced America and differences between the two experiences This book is an essential read for scholars and researchers of history of education American education British education and education in general Crime Human Nature James Q. Wilson, Richard J. Herrnstein, 1998 From Simon Schuster Crime Human Nature is

the definitive study of the causes of crime Assembling the latest evidence from the fields of sociology criminology economics medicine biology and psychology and exploring the effects of such factors as gender age race and family two eminent social scientists frame a groundbreaking theory of criminal behavior Democracy's Schools Johann N. Neem, 2017-08 The unknown history of American public education At a time when Americans are debating the future of public education Johann N. Neem tells the inspiring story of how and why Americans built a robust public school system in the decades between the Revolution and the Civil War It is a story in which ordinary people in towns across the country worked together to form districts and build schoolhouses and reformers sought to expand tax support and give every child a liberal education By the time of the Civil War most northern states had made common schools free and many southern states were heading in the same direction Americans made schooling a public good Yet back then like today Americans disagreed over the kind of education needed who should pay for it and how schools should be governed Neem explores the history and meaning of these disagreements As Americans debated teachers and students went about the daily work of teaching and learning Neem takes us into the classrooms of yore so that we may experience public schools from the perspective of the people whose daily lives were most affected by them Ultimately Neem concludes public schools encouraged a diverse people to see themselves as one nation By studying the origins of America's public schools Neem urges us to focus on the defining features of democratic education promoting equality nurturing human beings preparing citizens and fostering civic solidarity Learning from the Past Diane Ravitch, Maris A. Vinovskis, 1995-02 Many Americans view today's problems in education as an unprecedented crisis brought on by contemporary social ills In Learning from the Past a group of distinguished educational historians and scholars of public policy reminds us that many of our current difficulties as well as recent reform efforts have important historical antecedents What can we learn they ask from nineteenth century efforts to promote early childhood education or debates in the 1920s about universal secondary education or the curriculum reforms of the 1950s Reflecting a variety of intellectual and disciplinary orientations the contributors to this volume examine major changes in educational development and reform and consider how such changes have been implemented in the past They address questions of governance equity and multiculturalism curriculum standards school choice and a variety of other issues Policy makers and other school reformers they conclude would do well to investigate the past in order to appreciate the implications of the present reform initiatives Envisioning an Educational Research, Development, and Dissemination System, 1997 **The Origins of Modern Feminism** Jane Rendall, 1985-01-24 This comparative study analyses the emergence of feminist movements and their differing characters in Britain France and the United States Jane Rendall examines the social economic and cultural factors which affected women's status in society and led some women to act individually and collectively to seek to change it The Enlightenment emphasis on women's nature and the evangelical stress on the moral potential of women contributed to a framework of ideas which could be used by conservatives and by feminists Among the middle classes discussion focused on

the need to improve women's education and on the strengths and limitations of domesticity. Patterns of paid employment for women were shifting and Jane Rendall suggests that the weak position of women in the labor market during the early stages of industrialisation restricted their ability to associate together. Yet involvement in religious, political and philanthropic movements could provide a means by which women might come together to identify their common concerns and learn the necessary political skills. Jane Rendall places the origins of feminism in the broader context of social and political change in the nineteenth century, looking both at the changing relationship between paid work and domestic life and at the links between feminism and class and political conflict in three different societies. *Pillars of the Republic* Carl F.

Kaestle, 2024-09-04 *Pillars of the Republic* is a pioneering study of common school development in the years before the Civil War. Public acceptance of state school systems, Kaestle argues, was encouraged by the people's commitment to republican government by their trust in Protestant values and by the development of capitalism. The author also examines the opposition to the Founding Fathers' educational ideas and shows what effects these had on our school system. Handbook of the

Economics of Education Eric A. Hanushek, F. Welch, 2006-11-13 The *Handbooks in Economics* series continues to provide the various branches of economics with handbooks which are definitive reference sources suitable for use by professional researchers, advanced graduate students or by those seeking a teaching supplement. With contributions from leading researchers, each Handbook presents an accurate, self-contained survey of the current state of the topic under examination. These surveys summarize the most recent discussions in journals and elucidate new developments. Although original material is also included, the main aim of this series is the provision of comprehensive and accessible surveys. Every volume contains contributions from leading researchers. Each Handbook presents an accurate, self-contained survey of a particular topic. The series provides comprehensive and accessible surveys. **The American Model of State and School** Charles L.

Glenn, 2012-04-26 *State and Schools* argues that the American educational model represents a third way of organizing the provision of schooling and that this accounts for some of its strengths as well as some of its weaknesses. Charles L. Glenn looks closely at the tradition of democratic localism in the management of schooling and the powerful and anti-democratic effect of the emerging education profession, which has in some respects the characteristics of a religious movement more than of a true profession. A sweeping chronological survey, *State and Schools* includes chapters on the colonial background, schooling in the New Republic, the creation of an education profession and the progressive education movement among others. Glenn's primary purpose in this authoritative and thoroughly researched book is to illustrate the deep roots of ways of thinking about schools that have made it difficult for policy makers and the public to do what needs to be done to enable schools to function as they should for our society and for future generations. *Knowledge Is Power* Richard D.

Brown, 2020-07-17 Brown here explores America's first communications revolution, the revolution that made printed goods and public oratory widely available and by means of the steamboat, railroad and telegraph sharply accelerated the pace at which

information travelled **The Oxford Handbook of the History of Education** John L. Rury, Eileen H. Tamura, 2019-06-17
This handbook offers a global view of the historical development of educational institutions systems of schooling ideas about education and educational experiences Its 36 chapters consider changing scholarship in the field examine nationally oriented works by comparing themes and approaches lend international perspective on a range of issues in education and provide suggestions for further research and analysis Like many other subfields of historical analysis the history of education has been deeply affected by global processes of social and political change especially since the 1960s The handbook weighs the influence of various interpretive perspectives including revisionist viewpoints taking particular note of changes in the past half century Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context and how these influences have affected the experiences of students their families and the educators who have worked with them The Handbook provides insight and perspective on a wide range of topics including pre modern education colonialism and anti colonial struggles indigenous education minority issues in education comparative international and transnational education childhood education non formal and informal education and a range of other issues Each contribution includes endnotes and a bibliography for readers interested in further study [The Making and Shaping of the Victorian Teacher](#) M. Larsen, 2011-07-12 Providing comparative and international contexts to understand the history of the making of the teacher in Victorian England this is a compelling account of the development during this time of teacher training inspections and certification reforms which shaped the good teacher as a modern and moral individual **Options for the Future of the Office of Education Research and Improvement** United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 2000

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