

Ed Studies 300: Education Reform — Past & Present

Trinity College Spring 2004
TR 11:20am-12:35pm McCook 225
<http://www.trincoll.edu/depts/educ>

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Office Hours: Mondays 10am-noon and Tues & Thurs 1:15-2:30pm

Introduction:

How do we explain the rise and decline of school reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon historical source materials and interpretations, this course examines a broad array of United States education reform movements from the mid-nineteenth century to the present, analyzing social, material, political, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives.

Prerequisite: Ed 200 or permission of instructor

Objectives for student learning:

- a) analyze U.S. educational reform movements across different historical periods:
 - support and opposition to the common-school movement (1830s-70s)
 - competing definitions of Progressive-era school reform (1890s-1930s)
 - struggles over educational equity and excellence (1930s to present)
 - tensions between systemic change and decentralization (1960s to present)
- b) develop information literacy skills using both print and digital source materials
- c) design, research, write, and revise a secondary source research paper

Readings available at the bookstore:

Carl Kaestle, *Pillars of the Republic*. (Hill and Wang, 1983). ISBN 8090-0154-3

James Patterson, *Brown v. Board of Education* (Oxford, 2001). Paperback 0-19-51563-23

Constance Curry, *Silver Rights* (Harcourt Brace, 1995). ISBN 015-600479-8

OR

David Cecelski, *Along Freedom Road* (UNC Press, 1994) ISBN 08078-4437-3

Additional readings will be made available in class and on Blackboard.

Library Research Guide for this course

<http://www.trincoll.edu/depts/library/research/guides/EDUC300Dougherty.htm>

Assessment:

Source postings:

Teams respond to an assigned Blackboard question (see full version on the discussion board) about identifying source materials, by posting 1-2 paragraphs summarizing their search strategy and final results. Supplement steps with any relevant titles, weblinks, photos, screenshots. If appropriate, explain how you determined the reliability of a source. Due 9pm on night before class; print one copy and bring to discuss.

2 @ 10 points = 20

Interpretation papers:

Individuals respond to an assigned Blackboard question (see full version on the discussion board) about historical interpretation of a source. Write a one-page paper in word processor and post directly into the text of Blackboard (NOT as an attachment). Support your major claims with direct evidence, and use simple in-line page citations when appropriate. EXAMPLE: Mann perceived education as the "great equalizer" (p. 3). Due 9pm on night before class; print one copy and bring to discuss.

2 @ 10 points = 20

Exam #1 One-hour, open-book, synthesizing questions
with short essay responses 15

Research Paper - about change over time on any topic in education reform

Proposal #1 (three possible research questions)	comments
Proposal #2 (research question, significance, and sources)	10
Brief oral presentation to classmates on paper-in-progress	comments
Final draft (suggested length approximately 10 pages)	30

Exam #2 Two-hour, open-book, cumulative, synthesizing questions
with short essay responses, date/time TBA (exam week) 15

total = 100

Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class.

Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask me for clarification.

The penalty for overdue assignments will be 10% for every 12-hour period beyond the deadline, with exceptions granted only for documented medical or family emergencies.

Please notify me during the first week of the course if you require any special accommodations.

Tues Jan 20 Course Overview; Linking Past & Present

In class:

course overview; linking education reform past & present through questions and timelines

Linda Christensen and Stan Karp, "Why is School Reform So Hard?" *Education Week* October 8, 2003. <http://www.edweek.org/ew/ewstory.cfm?slug=06karp.h23>

Assignments:

On the Discussion Board section of Blackboard for this course, go to "Autobiographical Posting Exercise" and add a new thread that includes:

- a) a short autobiographical description to help me remember you
- b) a digital image of yourself.

DUE before the next class session

Also, start reading Kaestle's book (see chapters listed below)

Thur Jan 22 Information Literacy Resources -- Print and Digital

SPECIAL LOCATION: Meet at Watkinson Library (on main floor of Trinity Library)

Information literacy resource specialists for this course:

Jennifer Groome Reference Librarian & Government Documents Coordinator
Reference Desk phone x2252 email: AliceJennifer.Groome@trincoll.edu

Peter Knapp, Special Collections Librarian & College Archivist
Watkinson Library phone x2268 email: Peter.Knapp@trincoll.edu

In class:

- a) Orientation by Peter Knapp to 19th-century common school textbooks from the Henry Barnard Collection, Watkinson Library; ASSIGNMENT DUE at next class
- b) Orientation by Jenny Groome to information literacy resources and search strategies; Complete sample Source Posting #0 as a group
- c) Assignments distributed for source postings and interpretation papers

Tue Jan 27 The Context and Ideology of Common School Reformers

Guiding questions:

What purposes did common school reformers envision? What changes were achieved?

How did the broader social and economic context shape reformers' views and actions?

Read:

Carl Kaestle, *Pillars of the Republic*. (New York: 1983), preface & chapters 1, 4-6.

Horace Mann, "Intellectual Education as a Means of Removing Poverty and Securing Abundance," excerpted from *Fifth Annual Report of the Board of Education of Massachusetts* (1842).

"The Little Chimney Sweep" from McGuffey's *First Reader* (1836-1857 eds.), reprinted in Stanley Lindberg, *The Annotated McGuffey*. (New York, 1976).

Source postings due before class:

- 0) Historical statistics on growth of US railroads from 1820-60?, by _____
- 1) Identify Henry Barnard and scope of his Watkinson collection, by _____
- 2) Are McGuffey's Readers still in print and used to educate today?, by _____

Interpretation papers due before class:

- a) Clarify and evaluate Kaestle's thesis on common schools, by _____
- b) Reconstruct Horace Mann's 1842 argument on public ed, by _____

In Class:

statistical indicators of social and economic change in the US, 1800-1860
images of US vs. European civilization in Colton's *Common School Geography* (1878),
and "The Races of Men" from Guyot's *Physical Geography* (1866), reprinted in Ruth
Elson, *Guardians of Tradition: American Schoolbooks of the Nineteenth Century* (1964).

Thur Jan 29 Common-School Reformers, Teachers, and Dissenters

Guiding questions:

- How did men's and women's roles as teachers change during this period?*
Why did some coalitions of dissenters rise up against the common schools?

Read:

Catherine Beecher, "Remedy for Wrongs to Women," from *The Evils Suffered by American Women and Children* (1846).

" 'Civilizing' the West: Letters from the Frontier," by Ellen Lee (1852) and Mary Adams (1853), from the Connecticut Historical Society, in Nancy Hoffman, *Woman's "True" Profession: Voices from the History of Teaching, revised & expanded edition* (2003).

Carl Kaestle, *Pillars of the Republic*, chapters 7-9.

Source postings due before class:

- 3) How to find archival materials from Hartford Female Seminary?, by _____
- 4) How to find more teachers' letters like those by Lee and Adams?, by _____
- 5) Locate additional sources of Nast's political cartoons in *Harper's*, by _____
- 6) Locate publications on Connecticut teacher Prudence Crandall, by _____

Interpretation papers due before class:

- c) Reconstruct C. Beecher's 1846 domestic-to-public sphere argument, by _____
- d) Draw on Kaestle to speech for 1840 common school role-playing simulation
 - d1) common school supporter, by _____
 - d2) Catholic immigrant, by _____
 - d3) German immigrant farmer, by _____

In Class:

statistics on teachers hired in Massachusetts, 1834-1860
role-playing simulation on three views of common school reform
Thomas Nast cartoon, "American River Ganges" *Harper's Weekly* (May 8, 1875)

Tue Feb 3 The Multiple Meanings of "Progressive" Education

Guiding questions:

What did "Progressive" education mean to different groups of reformers?

How did the surrounding social and economic context influence reformers' ideas?

Read:

"High School Curriculum proposed by the Committee of Ten", table II (1893), reprinted from George Willis, ed., *The American Curriculum*, (1993).

National Center for Educational Statistics, *120 Years of American Education*, pp. 25-32. (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=93442>)

John Dewey, *The School and Society* (1900), pp. 3-29.

Jane Addams, "Educational Methods" from *Democracy and Social Ethics* (1902); and "The Humanizing Tendency of Industrial Education" from *Chautauquan* (1904).

Ellwood P. Cubberley, "The Organization of School Boards" from *Public School Administration* (Boston, 1916).

Source postings due before class:

7) What curriculum did Hartford Public HS offer at turn of century?, by _____

8) Evaluate the best print or digital resources on Addams' Hull House, by _____

9) List writings by Dewey, Addams, and Cubberley in popular press, by _____

Interpretation papers due before class:

e) Clarify the argument behind Dewey's "School and Society" essay, by _____

f) Contrast Addams' and Cubberley's views of "Progressive" ed, by _____

In Class:

photographs from John Dewey's Lab School at the University of Chicago

http://www.ucls.uchicago.edu/photo_album/1900s/

Thu Feb 5 Progressive Reform: Intelligence Testing and "The Gary Plan"

Read:

Robert Yerkes, "The Mental Rating of School Children," *National School Service* (1919).

Stephen Jay Gould, *The Mismeasure of Man* (1981), excerpt of Army Beta test (1919)

"The Assessment Culture" chapter, Education Week *Lessons of a Century* website (1999) <http://www.edweek.org/sreports/century6.htm> [*not in packet*]

Franklin Bobbitt, "The Elimination of Waste in Education," *Elementary School Teacher* (February 1912).

Margaret Haley, "The Factory System," *The New Republic* (November 1924).

John and Evelyn Dewey, *Schools of Tomorrow* [on Gary, Indiana], (New York: 1915).

Source postings due before class:

- 10) Locate more examples of Yerkes' Army Alpha and Beta tests, by _____
- 11) Locate a well-respected recent book on history of testing in US, by _____
- 12) Locate publications on early teacher unionists like Margaret Haley, by _____

Interpretation papers due before class:

- g) Contrast Yerkes' view of "progressive" ed from contemporaries, by _____
- h) What was the Gary "platoon school" and why disagreement?, by _____

Tue Feb 10 African-American Education at the Turn of the Century

Guiding questions:

*How were Washington's and DuBois's educational views shaped by their historical contexts?
How were these reform movements expressed in African-American schools and colleges?*

Read:

Robert Margo, *Race and Schooling in the South* (1990), selected data tables

brief biographical sketches of Booker T. Washington and W. E. B. Du Bois

James Anderson, *Education of Blacks in the South*, (1988), selected photos

Booker T. Washington, "Cast Down Your Bucket Where You Are" (1903)

<http://historymatters.gmu.edu/d/88> [go to web to hear audio version]

Booker T. Washington, "Industrial Education for the Negro," *Negro Problem* (1903)

http://douglassarchives.org/wash_b04.htm

W. E. B. Du Bois, "The Talented Tenth," in *The Negro Problem* (New York, 1903).

http://douglassarchives.org/dubo_b05.htm

W. E. B. Du Bois, "Of Mr. Booker T. Washington & Others," *Souls of Black Folk* (1903)

<http://historymatters.gmu.edu/d/40>

Tennessee Agricultural and Industrial Institute, *Catalogue* 1913-14.

[*not in packet -- see Blackboard – Course Documents]

Source postings due before class:

- 13) Locate more photos of Tuskegee Institute from early 1900s, by _____
- 14) What kind of curriculum did Trinity College offer in 1913-14?, by _____

Interpretation papers due before class:

- i) Write historically authentic dialogue between Washington and Du Bois, by _____
- j) Interpret Tennessee A&I as Washington, Du Bois, or other, by _____

Thur Feb 12 Progressive Education – Views from the Classrooms

Guiding questions:

How did various teachers and students experience Progressive-era school reform?

To what extent did educational policy influence classroom-level instructional practice?

Read:

Captain Richard C. Pratt, "Kill the Indian, and Save the Man," in *Official Report of the Nineteenth Annual Conference of Charities and Correction* (1892)

<http://historymatters.gmu.edu/d/4929>

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience*. (Kansas, 1995), pp. 97-112.

Carlisle Indian Industrial School (1879-1918) web - read "Homepage" & "History"

<http://home.epix.net/~landis/index.html> [*not in packet]

Leonard Covello, *The Heart is the Teacher* (New York, 1958), excerpts.

Larry Cuban, *Teachers and Machines* (New York, 1986), photograph from preface.

Larry Cuban, *How Teachers Taught* (New York, 1984), pp. 1-40.

Source postings due before class:

15) Evaluate whether Carlisle website is a credible source, by _____

16) Locate any first-person account by Progressive era schoolteacher, by _____

Interpretation papers due before class:

k) Compare American Indian and Italian immigrant student experiences, by _____

Tue Feb 17 Contrasting Interpretations of Progressive Education

Guiding questions:

How and why have historians interpreted Progressive education in different ways?

Which accounts are most persuasive -- and why?

Read:

Lawrence Cremin, *Transformation of the School*. (1961), preface, pp. 135-142.

David Tyack, *The One Best System* (1974), pp. 126-9, 182-91.

S. Bowles & H. Gintis, *Schooling in Capitalist America* (1976), p.180-1, 191-5.

Diane Ravitch, *The Troubled Crusade* (1983), pp. 43-48.

Interpretation papers due before class:

m1) Cremin, by _____ m2) Tyack, by _____

m3) Bowles & Gintis, by _____ m4) Ravitch, by _____

In class: Jigsaw cooperative learning exercise on historical interpretations

Thur Feb 19 Exam #1

One-hour, open-book, synthesizing questions with short essay responses

Tue Feb 24 Trinity Day (no class)

Start reading Patterson [see below]

Thur Feb 26 African-American Strategies leading up to *Brown v Board*

Guiding questions:

How did black school reform strategies evolve in the years leading up to Brown?

How did the US Supreme Court justify the overturning of Plessy v Ferguson?

Read:

James T. Patterson, *Brown v Board of Education* (New York, 2001), preface & chps 1-3

W. E. B. Du Bois, "Does the Negro Need Separate Schools?" *Journal of Negro Education* 4 (1935): 328-335.

Brown v. Board of Education, 347 U.S. 483, (1954).

Source postings due before class:

17) Du Bois' viewpoint shared in 1935 *Journal of Negro Education?*, by _____

18) Locate text of US Supreme Court decision *Sweatt v Painter* (1950), by _____

19) *Hartford Courant* coverage of *Brown* during week of May 17, 1954, by _____

In Class:

Separate But Equal (1991 fictionalized video), excerpt

"Punching-American Style" cartoon, *Milwaukee Sentinel*, May 21, 1954

Tue March 2 *Brown v Board* and its Aftermath

Guiding question:

How did forms of racism -- and school desegregation struggles -- change after Brown?

Read:

Patterson, *Brown v Board*, chapters 4-9

"Their Day in Court: Selected US Supreme Court Rulings affecting School Segregation," adopted from Education Week, *Lessons of a Century*, (1999)

<http://www.edweek.org/ew/vol-18/28cases.h18>

Start reading:

Curry, *Silver Rights* OR Cecelski, *Along Freedom Road* [see below]

In Class:

Eyes on the Prize, "Fighting back (1957-1962)," [excerpts from the Little Rock Crisis of 1957], video by Blackside, Inc., (1986). VID 0272 part 2.

Thur March 4 Comparing Historical Interpretations of Desegregation

Guiding question:

How did two different African-American communities experience school desegregation?

Finish reading:

Constance Curry, *Silver Rights* (1995) [on Sunflower County, Mississippi]

OR

David Cecelski, *Along Freedom Road* (1994) [on Hyde County, North Carolina]

In class:

Complete reading guide with cross-talk book discussion groups

SPECIAL EVENT

Mon March 8 From Brown to Sheff: Reflecting on Five Decades of Desegregation

Panel discussion open to the public, Washington Room, 7-9pm

Panelists to include:

Denise Best, *Sheff* plaintiff and Trinity special academic program director

Gene Leach, *Sheff* plaintiff and Trinity professor history / American studies

Susan Eaton, educational researcher and author of forthcoming book on *Sheff* and others. . .

Co-hosted by Jack Dougherty and Karla Spurlock-Evans (Dean of Multicultural Affairs)

Tue March 9 Connecticut Segregation and the *Sheff v O'Neill* case

Guiding questions:

What changed from early attempts to segregate Hartford schools (1917), to later desegregation discussions (1965), to the Sheff decision (1996), and its negotiated settlement (2003)?

How does the Sheff case compare to prior efforts to desegregate Southern & Northern schools?

Read:

Mark H. Jones, "When Hartford Almost Segregated Its Schools [1917]", *Hartford Courant*, November 6, 1994.

Schools For Hartford, Center for Field Studies, Harvard Graduate School of Education, 1965, pp. 1-14.

"Court Orders Desegregation" and "How the Connecticut Supreme Court Voted" and "Separate Schools?" [timeline], *Hartford Courant*, July 10, 1996.

"Sheff v. O'Neill Lawsuit Settled" and "Racially Isolated Schools: A Timeline," *Hartford Courant* January 22, 2003; "Sheff Deadline 2007," *Hartford Courant* January 23, 2003.

Source postings due before class:

20) Locate racial composition of Hartford, Avon, and Bloomfield schools, by _____

21) Locate a CT Dept of Educ 2003 report evaluating magnet schools, by _____

Thur March 11 Reassessing *Brown v Board*

Guiding question:

How do we "keep the struggle alive" while also thinking critically about Brown?

Read:

Robert L. Carter, "A Reassessment of *Brown v Board*," in Derrick Bell, ed., *Shades of Brown: New Perspectives on School Desegregation* (NY, 1980).

Patterson, *Brown v Board*, chapter 10 and appendix II

Jack Dougherty, "Introduction" and "Multiple Sense of Multiple Interpretations" in "Teaching *Brown*: Reflections on Pedagogical Challenges and Opportunities," *History of Education Quarterly* 44 (2004).

<http://www.trincoll.edu/depts/educ/brown/> [*not in packet]

Tue March 16 & Thur March 18 - Spring Break

Tue March 23 Post-World War II Schooling and its Critics

Guiding questions:

On what grounds did various post-war critics base their charges against public schooling?

How did the mass media portray struggles over school reform from 1950s through 1970s?

Read:

"Famous Educator's Plan" [James B. Conant & comprehensive high school], *Life Magazine* (14 April 1958): 120-121.

"Does School + Joy = Learning?" [Charles Silberman & informal/open education] *Newsweek* (3 May 1971): 60-68.

"1950s: Progressives Under Fire" and "1960s: New Progressives" and "Open to Innovation" in *Education Week: Lessons of a Century* (1999).

<http://www.edweek.org/ew/vol-18/32excerpts.h18>

<http://www.edweek.org/ew/vol-18/32open.h18>

In Class:

Blackboard Jungle (film directed by Richard Brooks, 1955), excerpt. VID 1954

Images from the "Crisis in Education" series, *Life Magazine* (1958).

High School (documentary film by Frederick Wiseman, 1968), excerpt. VID 2583

Source postings due before class:

22) Bring *Blackboard Jungle* -- both the book and video -- to class, by _____

23) Locate citation for historical article/book about *Blackboard Jungle*, by _____

24) Locate and bring another 1950s popular press article on schools, by _____

Thur March 25 The Evolving Federal and State Roles in Education

Guiding question:

How have federal and state roles in public education evolved from 1960s to present?

Listen:

"Lyndon Johnson's War on Poverty," National Public Radio broadcast, Jan 8, 2004.
<http://www.npr.org/features/feature.php?wfId=1589660> [*not in packet -- go to website and click on "All Things Considered Audio" -- segment lasts about 8 minutes]

Read:

National Commission on Excellence in Education, *A Nation At Risk* (US Department of Education, 1983), see "Introduction" and "A Nation At Risk"

<http://www.ed.gov/pubs/NatAtRisk/index.html>

"No Child Left Behind Act" background essay, Education Week on the web, 2004.
<http://www.edweek.com/context/topics/> [*not in packet -- go to website and click on the proper link -- feel free to explore other background essay topics]

In class:

In Schools We Trust (The Merrow Report videotape, 1997), excerpt.

Tues March 30 Struggles over Higher Education at Trinity College

SPECIAL LOCATION: Meet at the Trinity College archives, Watkinson Library

Guiding questions:

What factors sparked student protests and coeducation at Trinity in the late 1960s?

How do different types of sources reveal – or obscure – the history of these events?

In class activity on comparing perspectives from various sources:

1) newspaper clippings from *Hartford Courant*, *Hartford Times*, and *New York Times* on Trinity students' "lock-in" of Board of Trustees, April 1968

2) Dean of Faculty Robert Fuller, Memo to President Lockwood, "The Admission of Women Undergraduates to Trinity College," 30 September 1968

3) *Tripod* [student newspaper], Spring 1968 to Fall 1969

4) *Bulletin* [course catalog], 1966-72

5) *Trinity Handbook* [information and policies on student life], 1967-68 to 71-72

6) *Trinity Ivy* [student yearbook], 1967-1974

7) Keith Miles, "A Statistical Analysis of the Trinity College Student Body with Specific Reference to the Demonstration of April 22, 1968." (1968).

8) President Theodore Lockwood [1968-81], oral history with Peter Knapp, 1981

9) "Coeducation: First 20 Years," *Trinity Reporter* alumni magazine (1990), pp. 11-31

10) Prof. Noreen Channels, "Survey of Trinity College Alumnae," Spring 1990

11) selected admissions statistics, Trinity College, 1967 to present

12) Peter Knapp with Anne Knapp, "Chapter 6: Currents of Change," *Trinity College in the Twentieth Century* (Hartford, 2000).

Assignment:

Complete source analysis worksheet and bring to next class for discussion

Thurs April 1 Struggles over Higher Education; Research Proposal Guidelines

Distributed in Class:

Glenn Weaver, *The History of Trinity College* (Hartford, 1967), pp. 50-51 [on the 1828 disturbance at Washington College]

Educ 300 Research Proposal Guidelines

Assignment:

Research paper proposal #1 DUE at beginning of next class - bring 2 copies

Tue April 6 Research Proposal Workshop

SPECIAL LOCATION: Meet at the Library Learning Center, with Jenny Groome and Peter Knapp

Proposal #1 DUE at beginning of class (bring 2 copies)

Assignment: Proposal #2 due on Friday, April 9th at noon VIA BLACKBOARD

Thur April 8 Writing and Evaluating Research Papers

Read:

sample Ed 300 paper from a previous semester [to be assigned to groups]

In class:

guidelines for writing, citing sources, and evaluating final papers; group activity on evaluating papers from past semesters

SPECIAL EVENT

Thur April 8

Sheff v. O'Neill: A Look Forward

A "Town Meeting" at the Connecticut Historical Society, 7pm

Tue April 13 Research paper consultation session at Library Learning Center

Thur April 15 Research paper consultation session at Library Learning Center

Tue April 20 Educational Policy Analysis and Implementation in the present

Guiding question:

What kinds of instruments (tools) are available to educational policymakers, and under what conditions are they most effective?

Read:

Lorraine McDonnell and Richard Elmore, "Getting the Job Done: Alternative Policy Instruments." *Educational Evaluation & Policy Analysis* 9 (Summer 1987): 133-152.

Thur April 22 Decentralization and System-Building in the present

Guiding question:

How do two current education reform movements -- decentralization and system-building -- conflict with one another?

Read:

Stefanie Chambers, "Urban Education Reform and Minority Political Empowerment," *Political Science Quarterly* 117 (2002-03): 643-665.

Frederick Hess, "Introduction" to *Revolution at the Margins: The Impact of Competition on Urban School Systems* (Washington, 2002).

Tue April 27 Paper-in-Progress Presentations

In Class:

Brief oral presentations (2 minutes) on papers-in-progress to classmates
Instructor's wrap-up; Prep for Final Exam; Course Evaluations

Re-read:

Linda Christensen and Stan Karp, "Why is School Reform So Hard?" *Education Week* October 8, 2003. <http://www.edweek.org/ew/ewstory.cfm?slug=06karp.h23> [*not in packet -- distributed on first day of class]

Friday April 30 Final Draft of Research Paper DUE at 12 noon

Thurs May 6 at 3pm Exam #2

Two-hour, open-book, cumulative, synthesizing questions with short essay responses