



# Universal Education

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## Chapter 4: Part D

(pages 102-11)



# Universal Education

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- Educating all citizens for the common good
  - Novel idea prior to the Civil War because African Americans, Native Americans, Hispanic Americans, and women had limited opportunities to be educated
- Two leaders of the Universal Education movement were Horace Mann and Henry Barnard



# Horace Mann

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- Instrumental in developing public schools and making the state financially responsible for schools
- Established a system of grade levels by age and performance
- Extended school calendars from 2-3 months to 10 months
- Encouraged standardized textbooks and mandatory attendance



# Henry Barnard

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- Struggled for the Common School
- A journalist who wrote about public education and European education reformers (Pestalozzi & Froebel)
- Advocated strong teacher preparation programs and good pay to keep them



## Henry Barnard (cont.)

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- Thought teachers should teach civil values, basic skills, and especially English
- Promoted the concept of a public high school that was good enough for the best, but cheap enough for the poorest



# Higher Education

## (Colleges & Universities)

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- Colonial colleges were: Harvard, Yale, and Princeton
  - For men to learn leadership skills
- Morrill Act
  - provided land grant colleges for agricultural and mechanical instruction
    - These were the first “state” schools



# Teacher Training (pre-Civil War)

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- Most were prepared on the job with no college background
  - Usually first served as apprentices
- Some attended a Teacher's Institute
  - Developed by Barnard in 1839
    - Private or semi-private



# Teacher Training (pre-Civil War)

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- Others attended Seminaries

- Began in 1823

- Academy for girls to advance their teaching skills

- Replaced by Normal Schools





# Normal Schools

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- Developed by Mann in 1839
- Public teacher training schools
- Prospective teachers were trained to meet high standards or “norms”