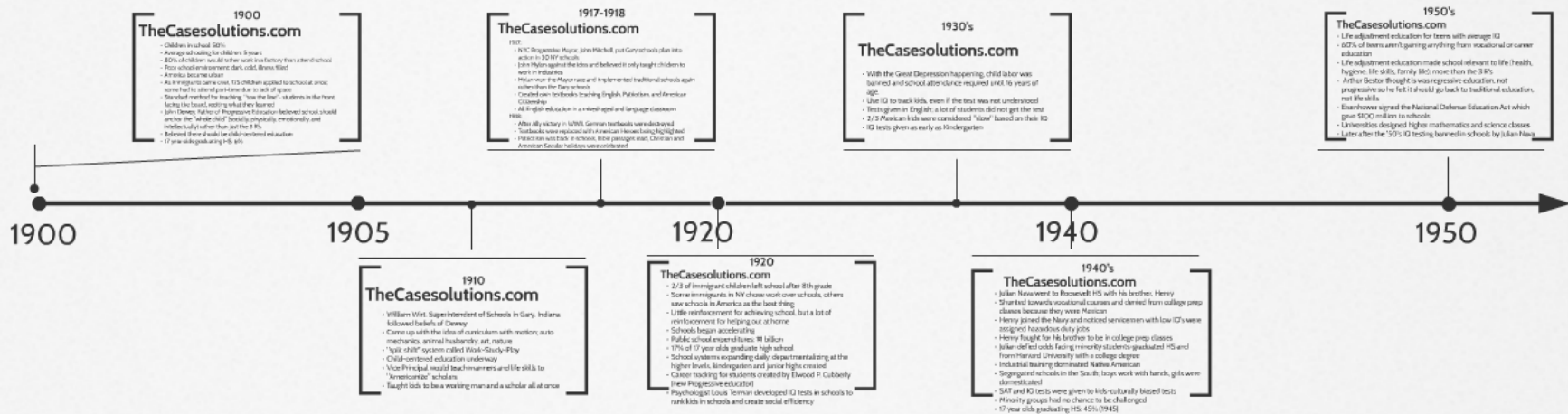
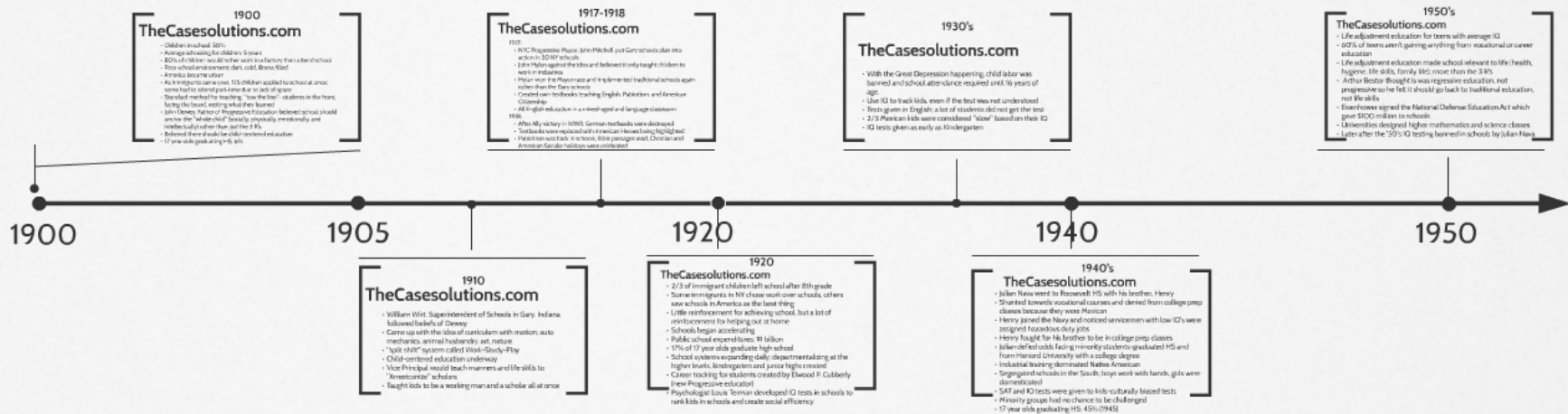


More Citizens Connect



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1900

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- Children in school: 50%
- Average schooling for children: 5 years
- 80% of children would rather work in a factory than attend school
- Poor school environment: dark, cold, illness filled
- America became urban
- As immigrants came over, 125 children applied to school at once; some had to attend part-time due to lack of space
- Standard method for teaching: "tow the line"- students in the front, facing the board, reciting what they learned
- John Dewey, Father of Progressive Education believed school should anchor the "whole child" (socially, physically, emotionally, and intellectually) rather than just the 3 R's
- Believed there should be child-centered education
- 17 year olds graduating HS: 6%

1910

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- William Wirt, Superintendent of Schools in Gary, Indiana followed beliefs of Dewey
- Came up with the idea of curriculum with motion; auto mechanics, animal husbandry, art, nature
- "split shift" system called Work-Study-Play
- Child-centered education underway
- Vice Principal would teach manners and life skills to "Americanize" scholars
- Taught kids to be a working man and a scholar all at once

1917-1918

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1917:

- NYC Progressive Mayor, John Mitchell, put Gary schools plan into action in 30 NY schools
- John Hylan against the idea and believed it only taught children to work in industries
- Hylan won the Mayor race and implemented traditional schools again rather than the Gary schools
- Created own textbooks teaching English, Patriotism, and American Citizenship
- All English education in a mixed-aged and language classroom

1918:

- After Ally victory in WWII, German textbooks were destroyed
- Textbooks were replaced with American Heroes being highlighted
- Patriotism was back in schools, Bible passages read, Christian and American Secular holidays were celebrated

1920

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- 2/3 of immigrant children left school after 8th grade
- Some immigrants in NY chose work over schools, others saw schools in America as the best thing
- Little reinforcement for achieving school, but a lot of reinforcement for helping out at home
- Schools began accelerating
- Public school expenditures: \$1 billion
- 17% of 17 year olds graduate high school
- School systems expanding daily; departmentalizing at the higher levels, kindergarten and junior highs created
- Career tracking for students created by Elwood P. Cubberly (new Progressive educator)
- Psychologist Louis Terman developed IQ tests in schools to rank kids in schools and create social efficiency

1930's

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- With the Great Depression happening, child labor was banned and school attendance required until 16 years of age.
- Use IQ to track kids, even if the test was not understood
- Tests given in English; a lot of students did not get the test
- 2/3 Mexican kids were considered "slow" based on their IQ
- IQ tests given as early as Kindergarten

1940's

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- Julian Nava went to Roosevelt HS with his brother, Henry
- Shunted towards vocational courses and denied from college prep classes because they were Mexican
- Henry joined the Navy and noticed servicemen with low IQ's were assigned hazardous duty jobs
- Henry fought for his brother to be in college prep classes
- Julian defied odds facing minority students-graduated HS and from Harvard University with a college degree
- Industrial training dominated Native American
- Segregated schools in the South; boys work with hands, girls were domesticated
- SAT and IQ tests were given to kids-culturally biased tests
- Minority groups had no chance to be challenged
- 17 year olds graduating HS: 45% (1945)

1950's

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- Life adjustment education for teens with average IQ
- 60% of teens aren't gaining anything from vocational or career education
- Life adjustment education made school relevant to life (health, hygiene, life skills, family life); more than the 3 R's
- Arthur Bestor thought it was regressive education, not progressive so he felt it should go back to traditional education, not life skills
- Eisenhower signed the National Defense Education Act which gave \$100 million to schools
- Universities designed higher mathematics and science classes
- Later after the '50's IQ testing banned in schools by Julian Nava