

Study Guide

Chapter 14, Section 1



For use with textbook pages 412–415

SOCIAL REFORM

KEY TERMS

utopia	Community based on a vision of a perfect society (page 412)
revival	Religious frontier camp meeting (page 413)
temperance	Drinking little or no alcohol (page 413)
normal school	A school for training high school graduates as teachers (page 413)
transcendentalist	An artist or a writer who stresses the relationship between humans and nature as well as the importance of the individual conscience (page 415)

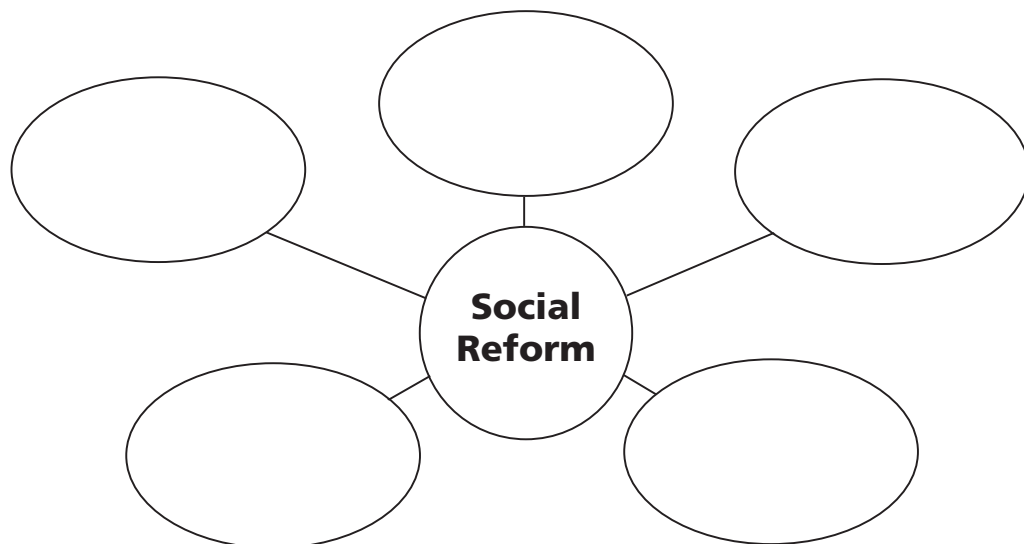
DRAWING FROM EXPERIENCE

Does your school have a drug-resistance program? What kinds of things are you taught in this program?

This section focuses on reformers who worked for social and cultural change during the early to mid-1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how religious and social reformers tried to improve American life and education, and to help people with disabilities.



Study Guide



Chapter 14, Section 1 (continued)

READ TO LEARN

- **The Reforming Spirit** (pages 412–413)

Many Americans believed that the Declaration of Independence and the Constitution guaranteed liberty and equality to all Americans. Many men and women worked for change, or reform, in America to reach these goals. Religion, education, politics, art, and literature in America began to change as a result. *Utopias*, or peaceful, harmonious communities, were established by social reformers. Cooperation rather than competition was emphasized. Communities were built by religious groups, including the Mormons. Except for the communities established by the Mormons, most utopian communities did not last more than a few years.

Religious reformers inspired the Second Great Awakening with a series of religious frontier camp meetings called *revivals*. People came together to listen to enthusiastic preachers, pray, and renew their commitment to change their lives and the world. More people joined churches, became involved in missionary work, and joined social reform movements. In 1826 the American Society for the Promotion of Temperance was established by religious reformers. Religious reformers preached the evils of alcohol and called for *temperance*, or little or no alcohol consumption. They blamed poverty and crime on the abuses of alcohol. Many states passed laws that made the manufacture and sale of alcoholic beverages illegal. Within a few years, these laws were repealed, or cancelled. In the early 1900s, the temperance movement led to a constitutional amendment, which will be discussed in Chapter 21.

1. What did the members of the temperance movement hope to do?

- **Reforming Education** (pages 413–415)

Thomas Jefferson and other Americans believed that a successful democracy depended upon educated citizens. In the early 1800s, education was limited. Only Massachusetts offered free elementary education. Most parents had to pay for their children's education or send them to schools for the poor. Many children received no education at all.

Horace Mann, a lawyer, became the leader of the educational reform movement. In 1837 Mann became the head of the Massachusetts Board of Education. His accomplishments included: lengthening the school year to six months, developing teacher training programs, increasing teachers' salaries, and improving the curriculum.

Study Guide



Chapter 14, Section 1 (continued)

In 1839 the first state-funded school for teacher training of high school graduates, called a **normal school**, was established in Massachusetts. Other states soon followed Mann's reforms, or changes, in education.

All states agreed upon three basic principles of public education by the 1850s.

1. Schools should be free and funded by taxes.
2. Teachers should be trained.
3. Children should be required to attend school.

Many states did not practice these principles, however. Some people did not believe women needed an education. Schools did not exist in every area. African Americans were often denied an education.

Many colleges and universities were established by religious groups between 1820 and 1850. Most admitted men only. In time some colleges and universities admitted women and African Americans. Methods of educating people with disabilities, such as hearing or vision impairments, were developed. In 1817 Thomas Gallaudet established the Hartford School for the Deaf in Connecticut. Dr. Samuel Gridley Howe established the Perkins Institute for the Blind in Boston, Massachusetts.

2. How did reformers improve education for Americans, including women, minorities, and people with hearing and visual impairments?

- **Cultural Trends** (page 415)

Beginning in the 1820s, the American spirit of reform influenced American artists and writers. Instead of modeling their work after Europe, they began to develop and explore American style and themes. **Transcendentalists** emphasized the relationship between humans and nature as well as the importance of the individual conscience. Artists and writers promoted social and political reform through their art and writings. Their work explored such issues as slavery, women's rights, and prejudice. Female authors and poets published the most popular books, yet they were not taken seriously.

3. Why did Americans begin to create American literature in the 1820s?
