

The Rise of Literacy and the Common School in the United States: A Socioeconomic Analysis to 1870. By Lee Solow and Edward Stevens. Chicago: University of Chicago Press, 1981. Pp. xii, 247. \$20.00.

Lee Solow and Edward Stevens's book provides a detailed examination of the economic, demographic, and geographical correlates of literacy from colonial times to 1870, combined with an examination of the role of the common school in facilitating changes over time in such rates. It emphasizes not only what might be viewed as the exogenous impact of "interventionist" reformers imbued with an ideology of literacy—an ideology representing a blend of fervent nationalism, evangelical Protestantism, and traditional family values—but also the evolutionary process favoring the extension of literacy. In particular, they stress the importance of growing population density, which fostered higher literacy rates both through its association with a tax base that could support common schools and through its facilitation of the inexpensive diffusion of printed materials. In turn, the authors argue, the ideology of literacy was linked in part to and reinforced by the economic interests of those employed in the printing and publishing businesses.

Following an introduction, Chapter 2 surveys the time trends and correlates of literacy in the pre-1840 period. Colonial data from New England probate records show falling literacy rates from the 1650s to the 1680s, a trend the authors link to population dispersal. The same sources show a steady rise in literacy from the 1680s to 1760. The authors provide little information on trends in the subsequent four decades, but pick up the story again at the start of the nineteenth century. They examine literacy in the early Republican period through the analysis of two data sets drawn from material in the National Archives: a sample of merchant seamen registrations in Philadelphia from 1798 to 1840, and a sample of army enlistment files from 1799 to 1894. The army enlistment data show, as one might expect, that literacy rates in the pre-1840 period were higher in the North than the South, higher for native than for foreign born, and higher for artisan/craftsmen than for farmers, whose rates in turn exceeded those of laborers.

Chapter 3 focuses on the state of Ohio, and concentrates on characterizing the ideology of literacy, and linking this ideology not only to the concerns of nation builders, religious leaders, and family disciplinarians, but also to the economic interests of those employed in the newspaper and book printing and publishing businesses. This strikes me as one of the more interesting and original themes in the book. Chapter 4 studies the

Rise Of Literacy And The Common School In The United States

Lee Soltow, Edward Stevens



Rise Of Literacy And The Common School In The United States:

The Rise of Literacy and the Common School in the United States Lee Soltow, Edward Stevens, *The Rise of Literacy and the Common School in the United States* Lee Soltow, Edward Stevens, 1981

A History of the Book in America, 5-volume Omnibus E-book David D. Hall, 2015-10-08 The five volumes in A History of the Book in America offer a sweeping chronicle of our country's print production and culture from colonial times to the end of the twentieth century This interdisciplinary collaborative work of scholarship examines the book trades as they have developed and spread throughout the United States provides a history of U S literary cultures investigates the practice of reading and more broadly the uses of literacy and links literary culture with larger themes in American history Now available for the first time this complete Omnibus ebook contains all 5 volumes of this landmark work Volume 1 The Colonial Book in the Atlantic World Edited by Hugh Amory and David D Hall 664 pp 51 illus Volume 2 An Extensive Republic Print Culture and Society in the New Nation 1790 1840 Edited by Robert A Gross and Mary Kelley 712 pp 66 illus Volume 3 The Industrial Book 1840 1880 Edited by Scott E Casper Jeffrey D Groves Stephen W Nissenbaum and Michael Winship 560 pp 43 illus Volume 4 Print in Motion The Expansion of Publishing and Reading in the United States 1880 1940 Edited by Carl F Kaestle and Janice A Radway 688 pp 74 illus Volume 5 The Enduring Book Print Culture in Postwar America Edited by David Paul Nord Joan Shelley Rubin and Michael Schudson 632 pp 95 illus

Socialism and Print Culture in America, 1897-1920 Jason D Martinek, 2015-10-06 For socialists at the turn of the last century reading was a radical act This interdisciplinary study looks at how American socialists used literacy in the struggle against capitalism

Literacy in the United States Carl F. Kaestle, Helen Damon-Moore, 1991-01-01 Aims to shed new light on the issue of literacy in America providing a social history that broadens the definition of literacy considering who was reading what under what circumstances and for what purposes The book assesses trends in Americans reading abilities and reading habits

The Rise of Popular Literacy in Victorian England David Mitch, 2016-11-11 In early Victorian England there was an intense debate about whether government involvement in the provision of popular elementary education was appropriate Government did in the end become actively involved first in the administration of schools and in the supervision of instruction then in establishing and administering compulsory schooling laws After a century of stagnation literacy rates rose markedly While increasing government involvement would seem to provide the most obvious explanation for this rise David F Mitch seeks to demonstrate that in fact popular demand was also an important force behind the growth in literacy Although previous studies have looked at public policy in detail and although a few have considered popular demand The Rise of Popular Literacy in Victorian England is the first book to bring together a detailed examination of the two sets of factors Mitch compares the relative importance of the rise of popular demand for literacy and the development of educational policy measures by the church and state as contributing factors that led to the rise of working class literacy during the Victorian period He uses an economic historical approach based on an

examination of changes in the costs and benefits of acquiring literacy Mitch considers the initial demand of the working classes for literacy and how much that demand grew He also examines how literacy rates were influenced by the development of a national system of elementary school provision and by the establishment of compulsory schooling laws Mitch uses quantitative methods and evidence as well as more traditional historical sources such as government reports employment ads and contemporary literature An important reference is a national sample of over 8 000 marriage certificates from the mid Victorian period that provides information on the ability of brides and grooms to sign their names *The Rise of Popular Literacy in Victorian England* is a valuable text for students and scholars of British economic and labor history history of literacy and education and popular culture

A History of the Book in America Scott E. Casper, Jeffrey D. Groves, Stephen W. Nissenbaum, Michael P. Winship, David D. Hall, 2009-09-15 Volume 3 of *A History of the Book in America* narrates the emergence of a national book trade in the nineteenth century as changes in manufacturing distribution and publishing conditioned and were conditioned by the evolving practices of authors and readers Chapters trace the ascent of the industrial book a manufactured product arising from the gradual adoption of new printing binding and illustration technologies and encompassing the profusion of nineteenth century printed materials which relied on nationwide networks of financing transportation and communication In tandem with increasing educational opportunities and rising literacy rates the industrial book encouraged new sites of reading gave voice to diverse communities of interest through periodicals broadsides pamphlets and other printed forms and played a vital role in the development of American culture Contributors Susan Belasco University of Nebraska Candy Gunther Brown Indiana University Kenneth E Carpenter Newton Center Massachusetts Scott E Casper University of Nevada Reno Jeannine Marie DeLombard University of Toronto Ann Fabian Rutgers University Jeffrey D Groves Harvey Mudd College Paul C Gutjahr Indiana University David D Hall Harvard Divinity School David M Henkin University of California Berkeley Bruce Laurie University of Massachusetts Amherst Eric Lupfer Humanities Texas Meredith L McGill Rutgers University John Nerone University of Illinois Stephen W Nissenbaum University of Massachusetts Lloyd Pratt Michigan State University Barbara Sicherman Trinity College Louise Stevenson Franklin Marshall College Amy M Thomas Montana State University Tamara Plakins Thornton State University of New York Buffalo Susan S Williams Ohio State University Michael Winship University of Texas at Austin

Meeting the Transitional Needs of Young Adult Learners C. Amelia Davis, Joann S. Olson, 2014-09-22 This is the first New Directions volume related to young adult learners since 1984 Then as now young adults are an important segment of the adult population but have received scant attention in the adult education literature Increasingly youths and young adults are enrolling in adult education programs and in doing so are changing the meaning of adulthood Given the significant demographic technological and cultural shifts during the past 30 years there is an increasing need for practitioners and program planners to reconsider what constitutes adult and adult education An understanding of the changing meaning of adulthood is fundamental to developing

programs and policies that will address the needs of younger learners and we believe it is time for an updated discussion among adult educators and scholars in other disciplines This sourcebook is designed to reignite the discussion related to meeting the educational needs of young adults along with a timely and interdisciplinary discussion that highlights the transitional needs of young adult learners Table of contents 1 Conceptualizing Transitions to Adulthood Johanna Wyn This opening chapter lays the groundwork for this volume by providing an overview of adult development theories as they relate to the transition to young adulthood along with a discussion of the blurring between youth and adult due to the ambiguity encountered when trying to define adulthood 2 Culture Conditions and the Transition to Adulthood Brendaly Drayton An individual's culture shapes both the definition of adult and the experience of the transition to adulthood Furthermore the transition to adulthood may serve as a time when an individual's cultural identity is more consciously defined and more personally salient This chapter explores the intersection of culture and adulthood 3 Vulnerable Youth and Transitions to Adulthood Rongbing Xie Bisakha Sen E Michael Foster This chapter discusses recent research conducted that identified challenges youth in the mental health system the foster care system and the juvenile justice system face in their transition to adulthood due to limited support systems 4 Young Adulthood Transitions and Disability Jessica Nina Lester A discussion focusing on the social transitions to adulthood and independent living of an often forgotten population in adult education young adults labeled with disabilities 5 Becoming an Adult in a Community of Faith Steven B Frye The vitality and ongoing existence of any community of faith regardless of the specific religious tradition depends on incorporating the next generation as full participants This chapter focuses on how the transition to adulthood is transacted within various religious traditions and the extent to which that transition is a place where non formal learning takes place 6 Youths Transitioning as Adult Learners C Amelia Davis This chapter conceptualizes transitions with a focus on Adult Basic Education GED students as they transition from high school to adult education 7 Transitions From Formal Education to the Workplace Joann S Olson This chapter frames the transition to adulthood in the context of the moving from formal educational settings e g high school postsecondary education to the often less structured learning that occurs in workplace settings 8 Themes and Issues in Programming for Young Adults Joann S Olson C Amelia Davis In this final chapter recurring themes from the preceding chapters are identified and discussed as they pertain to program planning and instructional practice

City Reading David M. Henkin, 1998 Henkin explores the influential but little noticed role reading played in New York City's public life between 1825 and 1865 The ubiquitous urban texts from newspapers to paper money from street signs to handbills became both indispensable urban guides and apt symbols for a new kind of public life that emerged first in New York

Coding Literacy Annette Vee, 2017-07-28 How the theoretical tools of literacy help us understand programming in its historical social and conceptual contexts The message from educators the tech community and even politicians is clear everyone should learn to code To emphasize the universality and importance of computer programming promoters of coding for everyone often invoke

the concept of literacy drawing parallels between reading and writing code and reading and writing text In this book Annette Vee examines the coding as literacy analogy and argues that it can be an apt rhetorical frame The theoretical tools of literacy help us understand programming beyond a technical level and in its historical social and conceptual contexts Viewing programming from the perspective of literacy and literacy from the perspective of programming she argues shifts our understandings of both Computer programming becomes part of an array of communication skills important in everyday life and literacy augmented by programming becomes more capacious Vee examines the ways that programming is linked with literacy in coding literacy campaigns considering the ideologies that accompany this coupling and she looks at how both writing and programming encode and distribute information She explores historical parallels between writing and programming using the evolution of mass textual literacy to shed light on the trajectory of code from military and government infrastructure to large scale businesses to personal use Writing and coding were institutionalized domesticated and then established as a basis for literacy Just as societies demonstrated a literate mentality regardless of the literate status of individuals Vee argues a computational mentality is now emerging even though coding is still a specialized skill

Reviewing **Rise Of Literacy And The Common School In The United States**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Rise Of Literacy And The Common School In The United States**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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