

In addition, some groups faced barriers to schooling. Parents often kept girls at home. They thought someone who was likely to become a wife and mother did not need much education. Many schools also denied African Americans the right to attend.

Massachusetts lawyer Horace Mann was a leader of educational reform. He believed education was a key to wealth and economic opportunity for all. Partly because of his efforts, in 1839 Massachusetts founded the nation's first state-supported

normal school—a school for training high school graduates to become teachers. Other states soon adopted Mann's reforms.

New colleges and universities opened their doors during the age of reform. Most of them admitted only white men, but other groups also began winning access to higher education. Oberlin College of Ohio, for example, was founded in 1833. The college admitted both women and African Americans.

Helping People with Disabilities

Reformers also focused on teaching people with disabilities. Thomas Gallaudet (ga•luh•DEHT) developed a method to teach those with hearing impairments. He opened the Hartford School for the Deaf in Connecticut in 1817. At that same time, Samuel Gridley Howe was helping people with vision impairments. He printed books using an alphabet created by Louis Braille, which used raised letters a person could “read” with his or her fingers. Howe headed the Perkins Institute, a school for the visually impaired in Boston.

Schoolteacher Dorothea Dix began visiting prisons in 1841. She found some prisoners chained to the walls with little or no clothing, often in unheated cells. Dix also learned that some inmates were guilty of no crime. Instead, they were suffering from mental illnesses. Dix made it her life's work to educate the public about the poor conditions for prisoners and the mentally ill.

PROGRESS CHECK

Describing How did Samuel Howe help people with vision impairments?



This picture shows students with hearing impairments receiving specialized instruction. The education of people with disabilities greatly advanced during the early and mid-1800s.

Reading **HELPDESK**

normal school state-supported school for training high school graduates to become teachers

civil disobedience refusing to obey laws considered unjust

Academic Vocabulary

author writer of books, articles, or other written works

Culture Changes

GUIDING QUESTION What type of American literature emerged in the 1820s?

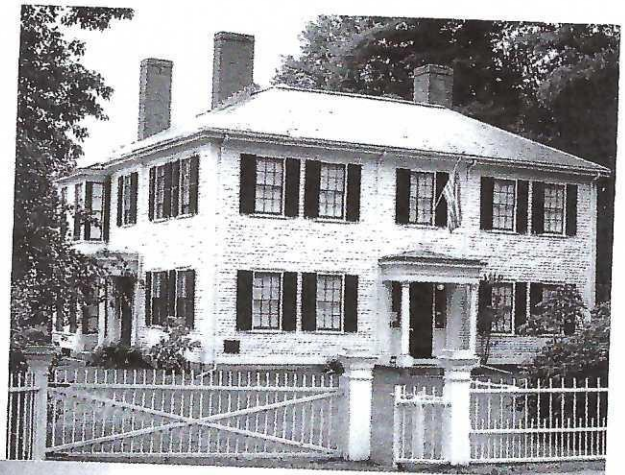
Art and literature of the time reflected the changes in society and culture. American **authors** and artists developed their own style and explored American themes.

Writers such as Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau stressed the relationship between humans and nature and the importance of the individual conscience. This literary movement was known as Transcendentalism. In his works, Emerson urged people to listen to the inner voice of conscience and to overcome prejudice. Thoreau practiced **civil disobedience** (dihs•uh•BEE•dee•uhns)—refusal to obey laws he found unjust. For example, Thoreau went to jail in 1846 rather than pay a tax to support the Mexican American War.

In poetry, Henry Wadsworth Longfellow wrote narrative, or story, poems such as the *Song of Hiawatha*. Walt Whitman captured the new American spirit and confidence in his *Leaves of Grass*. Emily Dickinson wrote hundreds of simple, deeply personal poems, many of which celebrated the natural world.

American artists also explored American topics and developed a purely American style. Beginning in the 1820s, a group of landscape painters known as the Hudson River School focused on scenes of the Hudson River Valley. Print-makers Nathaniel Currier and James Merritt Ives created popular prints that celebrated holidays, sporting events, and rural life.

Ralph Waldo Emerson's house in Concord, Massachusetts, was a gathering place for many of the leaders of the Transcendentalist movement.



PROGRESS CHECK

Describing How did the spirit of reform influence American authors?

LESSON 1 REVIEW

Review Vocabulary

1. Examine the three terms below. Then write a sentence or two explaining how these terms were related to each other during the period of social reform.
a. revival b. utopia c. temperance

Answer the Guiding Questions

2. **Analyzing** What was the relationship between the Second Great Awakening and the reform movements of the early 1800s?

3. **Explaining** What themes did the transcendentalists focus on in their writings?
4. **Comparing and Contrasting** How was the work of Dorothea Dix similar to that of Thomas Gallaudet? How was it different?
5. **ARGUMENT** Create a brochure about the newly established Oberlin College to send to potential students. Explain why the college differs from others, and describe the advantages of this college experience.