CCSS.ELA-LITERACY.RH.6-8.2 Name: _____ C: _____

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Rather than appealing to the emotions, Unitarians emphasized reason and appeals to conscience as the paths to perfection. In New England, Unitarians quickly attracted a wealthy and educated following. In place of the dramatic conversions produced by the revivals, Unitarians believed conversion was a	gradual process. William Ellery Channing, a prominent Unitarian leader, asserted that the purpose of Christianity was "the perfection of human nature, the elevation of men into nobler beings." Unitarians agreed with revivalists that individual and social reform were both possible and important.
Main Idea:	

Some of the optimism of religious and social reform also inspired the establishment of utopian communities, experimental groups who tried to create a "utopia," or perfect place. These communities varied in their philosophies and living arrangements but shared common goals such as self-sufficiency. One of the best-known utopian communities was established in New Harmony, Indiana. Another was Brook Farm, located near Boston. In 1841 transcendentalist George Ripley established Brook Farm to "prepare a society of liberal, intelligent and	cultivated persons, whose relations with each other would permit a more wholesome and simple life than can be led amidst the pressure of our competitive institutions." A fire destroyed the main building at Brook Farm in 1847, and the community immediately disbanded. Most utopias lasted no more than a few years. The failure of the utopian communities did not lessen the zeal of the religious reformers. Many became active in humanitarian reform movements, such as the abolition of slavery and improved conditions for women.
Main Idea:	

Religious belief spurred other ideal communities. The Shakers, who followed the teachings of Ann Lee, set up their first communities in New York, New England, and on the frontier. Shakers shared their goods with each other, believed that men and women are equal, and refused to fight for any reason. When a person became a	Shaker, he or she vowed not to marry or have children. Shakers depended on converts and adopting children to keep their communities going. In the 1840s, the Shakers had 6,000 members—their highest number. In 2009, only about three Shakers remained in the entire United States.
Main Idea:	

In 1831, French writer Alexis de Tocqueville had visited the United States to study its penitentiary system. Observing prisoners who were physically punished or isolated for extended periods, de Tocqueville concluded that "While society in the United States gives the example of the most extended liberty, the prisons of the same country offer the spectacle of the most complete despotism [rigid and severe control]." Reformers quickly took up the cause.

Dorothea Dix was compelled by personal experience to join the movement for social reform. On visiting a Massachusetts house of correction, Dix was horrified to discover that jails often housed mentally ill people.

"I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth. . . . Chained, naked, beaten with rods, and lashed into obedience! . . . Injustice is also done to the convicts: it is certainly very wrong that they should be doomed day after day and night after night to listen to the ravings of madmen and madwomen." —Dorothea Dix, *Report to the Massachusetts Legislature*

In 1843 she sent a report of her findings to the Massachusetts legislature, who in turn passed a law aimed at improving conditions. Between 1845 and 1852, Dix persuaded nine Southern states to set up public hospitals for the mentally ill.

Prison reformers—and Dorothea Dix in her efforts on behalf of the mentally ill—emphasized the idea of rehabilitation, treatment that might reform the sick or imprisoned person to a useful position in society. There was, as revivalists suggested, hope for everyone.

Main Idea:

Before the mid-1800s, no uniform educational policy existed in the United States. School conditions varied across regions. Massachussetts and Vermont were the only states before the Civil War to pass a compulsory school attendance law. Classrooms in the early schools were not divided by grade, so younger and older pupils were thrown together. Few children continued in school beyond the age of ten.

In the 1830s, Americans increasingly began to demand tax-supported public schools. For example, in 1834 Pennsylvania established a tax-supported public school system. Although the system was optional, a storm of opposition erupted from well-to-do taxpayers. They saw no reason to support schools that their children, who were mostly enrolled in private schools, would not attend. Opposition also came from some German immigrants who feared that their children would forget the German language and culture. Within three years, however, about 42 percent of the elementary-schoolage children in Pennsylvania were attending public schools.

One remarkable leader in the public school reform movement was Horace Mann of Massachusetts. After a childhood spent partly at work and partly in poor schools, Mann declared, "If we do not prepare children to become good citizens, . . . if we do not enrich their minds with knowledge, then our republic must go down to destruction, as others have gone before it." In 1837 he became the first secretary of the Massachusetts Board of Education. In 12 years of service, Mann established teacher-training programs and instituted curriculum reforms. He also doubled the money that the state spent on schools.

Other states soon followed Massachusetts's and Pennsylvania's good example. By the 1850s every state had provided some form of publicly funded elementary schools. In states in the far West and in Southern states, however, it took years before public schools were firmly established.

Main Idea: