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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Home/Schooling Revisited -- The Illusion of Compulsory Schooling -- Homeschooling and Home/Schooling -- Audience, Purpose and Overview of the Book -- What Schooling Does to Kids -- The Outcomes of Schooling: Liberation versus Oppression -- Nationalism, Schooling, and Affectionate Authority -- Nationalist Reform through Affectionate Authority -- Living the Contradiction: Stories of Teacher Authority and Teacher Affection -- What Schooling Does to Kids: The Universality of Guilt, Shame and Abuse -- What Schooling Does to Teachers -- The Worst of All Slaveries -- Women and Teaching: Ambitions for a Public Life -- Women and Teaching: A Dangerous Step Forward -- What Teaching Does to Teachers -- The Biggest Challenge Facing Teachers: Their Own Pasts -- What Schooling Does to Teachers -- What Schooling Does to Parents -- A Warning: Teachers Living Lives of Contradiction -- A Man's Home Is His Castle -- Families and the Common School Movement -- Teachers and Parents Are Natural Enemies -- A Pathologist Comes to Visit -- When Are They Supposed to Dance? -- Finding the Balance between Home and School -- Home/Schooling Our Children -- Rethinking Affectionate Authority: Lessons from Marmee -- Recommendations for Parents and Teachers -- Final Thoughts -- References.

During the nineteenth century, social reformers took hold of an already existing institution—the school—and sought to make it compulsory. In the process, they supplanted parents and domestic life—the home—as the primary educational force for children. As education was taken out of the home, American classrooms were at the same time remade into a particular kind of home life—one based upon a sentimentalized maternity, where love can always triumph over the “public” and “masculine” forces of competition, merit, and hierarchy. And so love entered into the discourse of teaching. In this model, a good teacher loves her students. She makes her classroom into a home. Like a good mother, she sacrifices for them, enduring long hours of isolation, low pay, and little public support or recognition. Students, in their turn, should love their teacher. To please her, they should learn the values that would sustain a more virtuous republic. Parenting, through all of this, was redefined as a private activity. Battle lines were drawn and the stakes were love, learning and control. It doesn't need to be this way. It is time to rethink the ways in which parents and teachers interact with one another. It is time to redefine “homeschooling” as something all families engage in and that all public schools should seek to support.
