

## Introduction

Reading and education are closely linked and the first record of physical teaching began with teaching reading to students. As anyone can imagine, the ability to read is at the foundation of any education as it serves as a base to read any other subject and advance a student's education career. In this research project, we researched the beginnings of literature education from the 18th century specifically to the 21st century, researching different methods of teaching and the effects of racism. With this project it is important to understand the beginning of education and the effects racism had on documenting education in the 18th century. I'll discuss the research and the ways we can use the information to educate in the 21st century and teach reading!



## Discussion

The two pictures are screenshots of the type of articles we viewed and researched for this project, one is a first hand account recorded by a school explaining the ways they taught reading and the demographics and individuals that learned reading, this source was from the New York Female Union Society. The second is linked in references and is an article about specific history of the movement for education in the 18th century, this article was about the way African American's were treated in the education system and the history of that.

### New York Female Union Society

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ble; thirty-seven have committed to memory Brown's Catechism; six the Historical Catechism; six have learnt all the Assembly's Catechism; two have committed the same with scripture proofs; twenty-six have learnt all Watts' Divine Songs; four have committed the whole of the Spelling Book; six have learnt all the Scripture Cards; and forty have learned nearly all of them. Finding that many of the children were unable to attend for want of suitable clothing, the teachers exerted themselves to form a society for clothing such as were destitute. Since June last they have distributed ninety-seven garments.

School No. 2—was opened February 4th, 1816: it is at present under the care of one Superintendent and ten Teachers. The whole number admitted, exclusive of men and boys, is two hundred and eighteen. Of these, five were white adults and fifty-eight children, eighty-three coloured adults and seventy-two children. The present number attending the School is one hundred and thirteen. Of the above, forty-five began with their letters, and can now read very well in the Testament. The same number have been taught to read in the third class lessons. C. R. aged 12 years, has committed seventeen chapters in the Bible, forty Hymns, all the Scripture Cards, four Catechisms, and has not been absent once during the year. E. B. about the same age, has during the last quarter, learnt eight chapters in the Bible, twelve Hymns, and a portion of Catechism every Sabbath. E. H. aged 8 years, has attended school only six months; she began with her letters, and can now read very well; has committed to memory the whole of Brown's Catechism, Watts' Di-

### Research

For the research, it is not like a scientific project with methods and results, but research in literature, using annotations and documents that hold important information if you evaluate the readings and connect different themes with what the document is about. For my specific research on the project I read several sources from secondary to primary accounts that identified racism and teaching reading in the education system. Some documents included dates that explained teachers and accounts from the 18th century, other documents described the way reading was taught, and several documents talked about racism in the 18th century relating to education. In this poster I'll demonstrate two sources, one that is a first hand account and the way they recorded their view on education and teaching, and a second source that is an example of annotations and connections from the readings. This is to demonstrate the way we research literature.

## What Can We Learn From This

Education is important for everyone and everyone learns in a different way. A lot of teachings were carried from the early centuries like the 18th century to continue education. A lots of records of education in the 18th century were from mainly white individuals that recorded information to further their race agenda to change history in their favor. Using research in literature and finding the truth in the sources can teach the connection of racism and education from the 18th century to the 21st century. It is important to discuss this research to allow for education about the way reading was taught.



### Teaching Reading in 21st Century

There are a lot of advances in education and teaching since the 18th century, but there are still a lot of themes from that time that teachers use in the 21st century. They used religion to teach reading in the 18th century and taught students to give speeches based on the religion they read, that is still similar in the 21st century with students that learn in church, but the main way reading is taught in early ages is from books and alphabet. Teachers use technology and books to allow children to learn about a lot of subjects.

## References

New York Female Union Society for the Promotion of Sabbath Schools. The First Report. New York, 1817. 27 pp. MWA copy.

Gender and Education Author(s): Lucy E. Bailey and Karen Graves Source: Review of Research in Education , March 2016, Vol. 40, Education Research: A Century of Discovery (March 2016), pp. 682-722 Published by: American Educational Research Association

Isabella Graham and Joanna Bethune: Trailblazers of Organized Women's Benevolence Author(s): Dorothy G. Becker Source: Social Service Review , Jun., 1987, Vol. 61, No. 2 (Jun., 1987), pp. 319-336 Published by: The University of Chicago Press

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## Annotations

For research on literature, we first identify what connections and themes are important to the research and what we are highlighting in the article. In this specific article we are searching for themes of teaching reading specifically and racism in the way the information was recorded. The highlighted parts describe the state of the children, the way they were taught, and the demographic of the students. In the articles we research, we annotate parts of the article that only discuss one group of individual's, the way they describe and record information about that group, and the connection to the way they discuss teaching with that group. In the 18th century there were a lot of records of groups of minorities teaching and educating in schools, but the way they were described is what we annotate because it gives connection to the effect of racism on the way information from the 18th century was recorded and the different ways they taught reading.

## Acknowledgements

I'd like to acknowledge Dr. Sommers, as she allowed me to begin my research career with her and her project! I enjoyed and learned a lot from this apprenticeship and found ways to research different studies like literature. This was an important project with important ideas and I'd love to share any other information about the project by email! Thank you!