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Schooling in the Antebellum South: The Rise of Public and Private Education in Louisiana, Mississippi and Alabama

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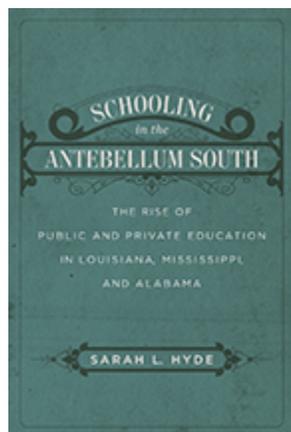
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Schooling in the Antebellum South: The Rise of Public and Private Education in Louisiana, Mississippi, and Alabama. Sarah L. Hyde. Baton Rouge: LSU Press, 2017. ISBN 978-0-8071-6420-4. 240p. \$42.50



In her Acknowledgements, Sarah Hyde, an Assistant Professor of History at River Parishes Community College, in Sorrento, Louisiana, shares her appreciation for faculty of the graduate studies program of the Louisiana State University History Department. Hyde says she attended a research seminar during her first year of graduate studies that sparked her desire to continue research. She goes on to express deep gratitude to the faculty in her Department who advised and challenged her, advising her that her work was “worthy of publication”.

Her new book, *Schooling in the Antebellum South*, is the result of determined research. Hyde says “early travelers through the south created the myth of inhabitants being shiftless bumpkins content with illiteracy and ignorance” (p.1). To counter the myth, Hyde “explored educational developments in the Gulf South as (they) progressed in fits and starts throughout the antebellum years”. (p. 6) Hyde’s research of the years 1820 to 1860 uncovered various types of educational developments that arose in the Gulf States of Louisiana, Mississippi and Alabama.

Hyde reveals in her research the importance of the “role of learning” in the Gulf coast states. Hyde contrasts the historical focus on higher education along the East Coast with public secondary education on the Gulf Coast. The antebellum passion in the Gulf Coast states was for public secondary education.

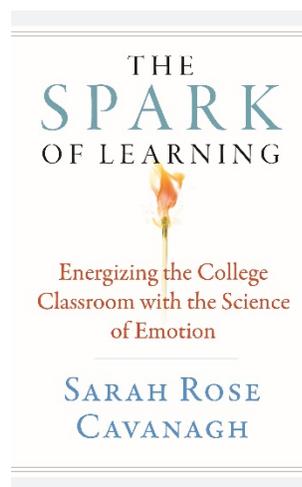
In her Chapters, Hyde shows how the citizens of Louisiana, Mississippi, and Alabama, valued teaching and learning through support for 1) “ Learning Inside the Home, 2) Private Education in the Gulf South, 3) Early Efforts toward Public Schools, 4) Urban Public Schools, and finally 5) Establishment of Statewide Public School Systems in the Gulf South.” (xi)

An interesting read and a great example of how a graduate research study can become a valuable manuscript ready for publication as a text. Pages of Notes and an Index provide

valuable resources to students, faculty and researchers of educational development in the Gulf Coast in Antebellum South.

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The Spark of Learning: Energizing the College Classroom with the Science of Emotion. Sarah Rose Cavanagh. Morgantown: West Virginia University Press, 2016. ISBN 978-1-943665-33-4 (pbk.) \$22.99; 978-1-943665-32-7 (cloth) \$79.99; 978-1943665-34-1 (epub) \$22.99; 978-1-943665-35-8 (pdf) \$22.99. 256 p.



Sarah Rose Cavanagh’s newly published book, *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*, appealed to me as I surveyed recently published books on teaching and learning. Was the science of emotion, as Cavanagh revealed it, to be dull and analytical or does she expand on the ideas of teaching methods that provide a “spark” to engage faculty and students more fully in learning?

As I transitioned from a position I held as a counselor and accepted opportunities to teach, I was captivated by the articles and books that encouraged teachers to avoid boring lecture methods and embrace ideas associated with entertaining and guiding student learning. Twenty years ago, a small article by Alison King appeared in the journal *College Teaching*. It was titled “From Sage on the Stage to Guide on the Side”. This suggested shift encouraged teachers to connect to the emotions of their students through drama, music, creative approaches to the subject and role playing.

Sarah Cavanagh has gone beyond the concept of the “Edutainer” and provided a science foundation for the importance of understanding emotions and how those can enhance student learning. Cavanagh says: “ if we want to truly motivate and educate our students, we are much better off targeting their emotions. In making this argument I will bring to bear evidence from the study of education,