OPVL: Using a Primary Source to Prepare for Paper #1

Using your copy of the scholarly paper on JOSÉ PEDRO VARELA, develop and compose individual OPVL paragraphs (like the example paragraph below) for the three quotes you’ve been assigned.

I. Background Info on “OPVL”

O- origin
Origin is where the source comes from: author/artist, date it was written/finished, which country the author/artist was born in, where the source was actually produced, in which media (newspaper, book, letter, etc) it is presented.

P- purpose
Purpose is where you have to put yourself in the author/artist’s shoes. What do you think they were trying to communicate to readers? What ideas/feelings were they trying to express/evoke? (The purpose is especially important when it comes to pieces of propaganda as sources).

V- value
Value is how valuable this source is. Basically it’s linked to the amount of bias in the source: the more bias = the less valuable (usually). Primary sources are obviously more valuable than secondary/tertiary ones. Oh and obviously if you’re doing something on Hitler’s feelings towards Jews, a diary entry from him would be more valuable than a historian’s account of how he felt.

L- limitation
Limitations is also linked to bias, each source will be at least a little biased and thus they are limited by that. If the source has been translated from the original (eg. Hitler’s diary entry was translated into English by a historian and you’re using the historian’s book as a source) then the language difference will be another source of inaccuracy and a limitation.

II. Sample “OPVL” Paragraph

The origin of this source is a journal that was written by _________ in ________ in _______. Its purpose was to _________________ so _________________. A value of this is that it gives the perspective of ____________________________. However, a limitation is that ____________________________, making ____________________________.

III. Student Quote Selections

Collier = 1,11,3  Giacchi = 2,12,4  Kinnard = 3,13,5  Olivadotti = 4,14,6  Pillari = 5,15,7

Roslin = 6,16,8  Remaley = 7,17,9  Sullivan = 8,18,10  Thoma = 9,1,18  Warren = 10, 2,8
IV. Varela Excerpts for composing OVLP paragraphs.

**Quote #1** – “Under a despotic government, the human faculties are maimed and paralysed. In a republic, they grow with intense force and are created with unstoppable momentum. [...] Hence, the ignorance of the people under a despotic government leads to disgrace, decline and impotence, but is not a threat; whereas ignorance under a republican government is a constant threat and an imminent peril. [...] Ignorance under despotism produces a sick state of affairs which Alfieri called a soulless existence; under a republic it spawns riots, demonstrations, endless uprisings, lawlessness, perversion of institutions, [...] with chaos masquerading under the names and the ostensible structures of free institutions.”

**Quote #2** – “A democratic and republican government is founded on the assumption that the people have the necessary abilities to govern themselves [...] Universal suffrage presupposes universal awareness, and universal awareness presupposes and requires universal education. Without it, the republic falls apart and democracy becomes impossible.”

**Quote #3** – “We do not need an excessively large population; what we need is an enlightened population. The day when our gauchos can read and write, and think, our political convulsions may cease. It is through the education of the people that we can arrive at peace, progress and an end to gauchos. Then, ennobled by labour, the country-dweller who is today stupefied with idleness will convert his horse, today an element of primitive living, into an element of progress and use it to plough the furrow that will bring productivity to the land which until today has remained barren; and the immense national wealth, worked by the energy of the labouring and enlightened people, will build up the vast pyramid of material progress. The enlightenment of the people is the true driving force of progress.”

**Quote #4** – “Battles of the mind, battles which are slow but tenacious, and which take place in the midst of apparent peace and tranquility, conquer the moral world; and then comes the day when new ideas start teeming in every head, striving to supersede the errors and crimes of the past. That is when the resistance of the past gives rise to the revolution, but we should not blame it for the blood and sacrifices that it costs the world; we should blame, rather, the despotism and crime that try to stem the civilizing tide of progress.”

**Quote #5** - “The enemies of new ideas, representatives of a dreary past who none the less want to appropriate all the progress made in the world, take pleasure in wounding one by one all the men who have fought and are fighting to break some of the links in the dreadful chain of unfounded fears. [...] Catholic doctrine is bad; it is disastrous; but the Catholic priest who sacrifices himself and dies for it is noble and worthy of consideration and respect. Such is the rationalist doctrine, and that is what we would ask of Catholicism if the petty circle of Catholic beliefs allowed its followers to understand the greatness of tolerance.”

**Quote #6** - “Democracy is the modern ideal. The kingdom of heaven has come down to earth. A God who, like Jupiter, will not budge from his throne and remains unmoved by the joys and sorrows of humankind, is no longer enough for human activity. What is needed is a God incarnate in everyone, who lives and throbs with the heart of the people. Not a God of death but a God of life. [...] We do not profess any religion, but follow the religion of the future with our gaze fixed on the star of justice lighting our way; we shall move steadily forward, preparing for the establishment of the democracy in which the people, having themselves become priests and kings, will have freedom as their guide and their God.”
**Quote #7** - “…just about anybody can become a candidate for the presidency and aspire to direct the affairs of the country; citizens must know, not just how to read and write but (let us establish the difference) how to think. The idea generally held by French thinkers responsible for mass education is that it is highly beneficial because the intelligent worker produces more than the ignorant one. The greater the ability, the greater the benefit [. . .] The idea of the United States is to exploit all the wealth in the mine [. . .] That is why the Americans send their young children to school, their adults to college, their young people to meetings and the press, their men to legislatures and congresses. The plan is one of lifelong work and study, whereby individuals can shine at any age and in any sphere whatsoever.”

**Quote #8** - “Its goal is to breathe life into that inert entity known as the masses in Europe; to make of it a harmonious whole that thinks for itself and is conscious of its actions while carrying them out. Once this idea has taken mental root, that is, once freedom has been recognized as the vital principle, the first requirement for bringing about change is the school. From the earliest days of colonization, the school, for the education of future citizens, was built alongside the temple where free thinkers discussed their beliefs. [. . .] An immense amount of intelligence and money is devoted to them [the schools], the issue of universal schooling being of vital importance in the United States.”

**Quote #9** - “For the law to be obeyed, the people must understand that it is just, and for them to understand that, they must be educated. [. . .] Most of our political instruments are on a par with the most civilized in the world. Why, then, do we live in chaos in spite of our good laws? Why is it that the great mass of our ignorant and backward population does not know, understand or respect the law? People only willingly obey what they believe to be just.”

**Quote #10** - “As far as I am concerned, children do not go to school to learn but to acquire the means of learning. The school cannot be a place where children are dumped. Let us educate the people, let us educate the gaucho, but let us not start by telling them something which is by no means certain, namely, that we acknowledge their appreciation of education; for ignorance cannot appreciate education, being itself sterile, static and arrogant.”

**Quote #11** - “We must raise the status of the teaching profession and expand and improve our schools, and to do this the school must become a fixture, continuous and immutable; the teacher and the pupil, the person teaching and the person learning, must enjoy physical life and mental security from the vicissitudes of our politics. Parents must be persuaded to send their children to school. The children must be persuaded to attend school. We have to make sure that adults and children, present generations and future generations, come to bless education. The Sociedad de Amigos will not set up schools merely in order to bring together hundreds of children, but to elevate and dignify the teacher and the school in the eyes of all. Our mission is one of peace.”

**Quote #12** - “Laws on education, which are necessary to meet the requirements of our era, our institutions and our country, should fulfill the following conditions: (1) the provision of special subsidies for education in order to shield it from political disturbances and financial crises; (2) the decentralization of government in order to stimulate local interest and activity, and to make the educational authorities and administration more independent [. . .]; (3) the establishment of a graduated system encompassing nursery schools, primary and secondary schools, teacher-training colleges, and even colleges and universities.”
**Quote #13** - “The freedom of the individual, especially of the individual in society, is not unlimited [. . .] individual freedom has the freedom of other people as its irreducible limit. [. . .] If the State establishes certain conditions for the exercise of citizenship which can be satisfied only through education, the parents who deprive their child of that education are guilty of an abuse to which the authorities must put a stop [. . .] in order to defend the rights of the minor which are being ignored [. . .] and thereby to ensure the protection of society, whose very foundations are being undermined.”

**Quote #14** - “The fundamental reason that has induced me to address myself to Your Excellency is recognition of the need to enact laws in order to ensure the proper organization of education in our country. I think that we cannot sensibly expect those laws to be promulgated by future parliaments, whatever their membership, at least if we are to judge the immediate future by our experience of the Republic so far.”

**Quote #15** - “Everything is interrelated in the development of social existence, and accordingly it is an illusion to suppose that, in order to bring about radical change, it is enough to strive in a particular direction while other social forces remain inactive or work in a contrary direction. Having recognized this, we shall not make the mistake of attributing to mass education, still less to an education bill, the mysterious power that religious belief attributes to the absolution granted by priests.”

**Quote #16** - “If we believe that education consists in communicating a number of facts, and overloading the memory with them, without cultivating the other faculties, then we need pay little attention to method, since we can easily obtain the desired result. But if we consider education to be a powerful aid in developing the life of the mind and an appeal for the active and harmonious exercise of the various faculties and powers that Nature has given us, and if we believe that this progressive development follows a well-defined order and is consistent with certain general and unchanging rules, then the method which we adopt to encourage this process is of the utmost importance.”

**Quote #17** - “As young people study mathematics, physics, chemistry, the natural sciences, they experience an awakening of the urge to satisfy curiosity through inquiry; they acquire the habit of seeing, forming their own ideas, registering the facts they observe, verifying them against their experience and seeking the links connecting them and the laws that they obey.”

**Quote #18** - “Changing general education systems, promulgating new curricula in keeping with the demands of our time and the society in which we live, adopting textbooks in which the new way of life is depicted instead of keeping the fossilized textbooks of the old school, and changing the procedures for putting knowledge across, are certainly reforms of great importance, but they relate only to instruction, a secondary matter in relative terms since it changes only the outward appearance of schools and communities. If reform stops here, it will turn an ignorant community into an educated one, familiar with what other societies and individuals have done or are doing; but it will have only slightly enhanced people’s ability to produce, create and invent. But replacing the old mechanical method by the rational method implies penetrating to the very soul of the school and the people, seeking to change the habits, customs, ideas and aspirations of society as a whole. Reform may be and is the process of introducing new systems, new curricula and new textbooks, but revolution lies in method. The former changes teaching, the latter education: education — the mould in which the minds and hearts of future generations are cast!”