

Popular Education And Socialization In The Nineteenth Century 1st Edition

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Explore the foundational concepts of popular education and socialization during the pivotal nineteenth century. This in-depth analysis uncovers the methods, reforms, and societal impacts that shaped learning and social integration throughout this transformative historical period.

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Popular Education and Socialization in the Nineteenth Century

Originally published in 1977, this volume analyzes aspects of elementary schooling in the nineteenth century and the ways in which it prepared working-class children for life in industrial Britain. The book examines: The procedures and practices of different types of schools. The ideologies guiding elementary education The social implications of curriculum content and pupils' and parents' attitudes to the education provided by the church and state.

Schooling and Scholars in Nineteenth-century Ontario

Nineteenth-century educational reformers were fond of an agricultural metaphor when it came to the provision of more and better schooling: even good land, they argued, had to be cultivated; otherwise noxious weeds sprang up. In this study of education in Ontario from the establishment of Upper Canada to the end of Egerton Ryerson's career as chief superintendent of schools in 1876, Susan Houston and Alison Prentice explore the roots of the provincial public school system, set up to instill a work ethic and moral discipline appropriate to the new society, as well as the beginnings of separate schools. Today the Ontario school system is once again the subject of intense and often bitter debate. Many of the most contentious issues have deep and complex roots that go back to this era. Houston and Prentice tell the story of how Ontario came to have a universal school system of exceptional quality and shed valuable light on an area of current concern.

Weathering the Storm

In this challenging sequel to *A Millennium of Family Change* Wally Secombe examines in detail the ways in which large-scale economic changes shape the microcosm of personal life.

Transformations of Patriarchy in the West, 1500-1900

"In this major contribution to European social history, Miller has succeeded in doing to history what Richard Wagner did to music -- weaving together powerful motifs with dramatic results." -- Choice "[Miller's book] wrestles with issues as basic as the historical construction of the Western personality and its connections with how Western societies have organized the state, the economy, the family, and intimate everyday life." -- MaryJo Maynes This wide-ranging study of familial, political, and economic change in the West between the sixteenth and the nineteenth centuries is organized around the two themes of the fall of a patriarchal social order and the reformist movement to instill self-mastery into subject populations -- and how those societal shifts transformed state school systems.

The Concept of Popular Education

Originally published 1965. This reprints the 1977 edition which included a new introduction. From the starting point of "popular" charity education, the book traces the dynamic of ideological and social change from the 1790s to the 1830s in terms of attitudes to education and analyzes the range of contemporary opinions on popular education. It also examines some of the channels through which ideas about education were disseminated and became common currency in popular movements.

Making a Grade

Making a Grade takes historiographic and sociological perspectives developed to understand large-scale scientific and technical systems and uses them to highlight the standardization that went into standardized testing.

Methodism and Politics in British Society 1750-1850

Originally published in 1984, this book charts the political and social consequences of Methodist expansion in the first century of its existence. While the relationship between Methodism and politics is the central subject of the book a number of other important themes are also developed. The Methodist revival is placed in the context of European pietism, enlightenment thought forms, 18th century popular culture, and Wesley's theological and political opinions. Throughout the book Methodism is treated on a national scale, although the regional, chronological and religious diversity of Methodist belief and practice is also emphasized.

Imagined Orphans

With his dirty, tattered clothes and hollowed-out face, the image of Oliver Twist is the enduring symbol of the young indigent spilling out of the orphanages and haunting the streets of late-nineteenth-century London. He is the victim of two evils: an aristocratic ruling class and, more directly, neglectful parents. Although poor children were often portrayed as real-life Oliver Twists-either orphaned or abandoned by unworthy parents-they, in fact, frequently maintained contact and were eventually reunited with their families. In *Imagined Orphans*, Lydia Murdoch focuses on this discrepancy between the representation and the reality of children's experiences within welfare institutions-a discrepancy that she argues stems from conflicts over middle- and working-class notions of citizenship. Reformers' efforts to depict poor children as either orphaned or endangered by abusive or "no-good" parents fed upon the poor's increasing exclusion from the Victorian social body. Reformers used the public's growing distrust and pitiless attitude toward poor adults to increase charity and state aid to the children. With a critical eye to social issues of the period, Murdoch urges readers to reconsider the stereotypically dire situation of families living in poverty. While reformers' motivations seem well-intentioned, she shows how their methods solidified the public's anti-poor sentiment and justified a minimalist welfare state that engendered a cycle of poverty. As they worked to fashion model citizens, reformers' efforts to protect and care for children took on an increasingly imperial cast that would continue into the twentieth century.

Liberty, Retrenchment and Reform

In common with republicanism or socialism in continental Europe, Liberalism in nineteenth-century Britain was a mass movement. By focussing on the period between the 1860s and the 1880s, this book sets out to explain why and how that happened, and to examine the people who supported it, their beliefs, and the way in which the latter related to one another and to reality. Popular support for the Liberal party was not irrational in either its objectives or its motivations: on the contrary, its dissemination was due to the fact that the programme of reforms proposed by the party leaders offered convincing solutions to some of the problems perceived as being the most urgent at the time. This is a revealing, innovative synthesis of the history of popular support for the Liberal party, which emphasises the extent to which Liberalism stood in the common heritage of European and American democracy.

A Sport-loving Society

A selection of essays exploring the role of social institutions and political, economic and technological change in shaping the sport of middle class Victorians and Edwardians.

Educating the Respectable

Under its first headmaster, W.B. Adams, Fleet Road Board School was an outstanding success, described by a contemporary journal as the finest elementary school in Europe.' This study explains the school's success using contemporary sources, and newspapers and the oral evidence of ex-pupils.

Social Paralysis and Social Change

Neil Smelser's *Social Paralysis and Social Change* is one of the most comprehensive histories of mass education ever written. It tells the story of how working-class education in nineteenth-century Britain—often paralyzed by class, religious, and economic conflict—struggled forward toward change. This book is ambitious in scope. It is both a detailed history of educational development and a theoretical study of social change, at once a case study of Britain and a comparative study of variations within Britain. Smelser simultaneously meets the scholarly standards of historians and critically addresses accepted theories of educational change—"progress," conflict, and functional theories. He also sheds new light on the process of secularization, the relations between industrialization and education, structural differentiation, and the role of the state in social change. This work marks a return for the author to the same historical arena—Victorian Britain—that inspired his classic work *Social Change in the Industrial Revolution* thirty-five years ago. Smelser's research has again been exhaustive. He has achieved a remarkable synthesis of the huge body of available materials, both primary and secondary. Smelser's latest book will be most controversial in its treatment of class as a primordial social grouping, beyond its economic significance. Indeed, his demonstration that class, ethnic, and religious groupings were decisive in determining the course of British working-class education has broad-ranging implications. These groupings remain at the heart of educational conflict, debate, and change in most societies—including our own—and prompt us to pose again and again the chronic question: who controls the educational terrain?

Juvenile Nation

In the first five months of the Great War, one million men volunteered to fight. Yet by the end of 1915, the British government realized that conscription would be required. Why did so many enlist, and conversely, why so few? Focusing on analyses of widely felt emotions related to moral and domestic duty, *Juvenile Nation* broaches these questions in new ways. Through juvenile literature and an increasingly influential science of adolescence, *Juvenile Nation* explores the themes of loyalty, character, temperance, manliness, fatherhood, and religion. In the context of a widespread consensus on the ways to make men out of boys, an informal curriculum of emotional control, key to shaping the future citizenry of Britain and the Empire, is revealed. *Juvenile Nation* argues that the militaristic fervour of 1914 was an emotional outpouring based on association to family, to community and to Christian cultural continuity. Significantly, the same emotional response explains why so many men did not volunteer, with duty to family and community perhaps thought to have been best carried out at home. This is an important book that tells us much about the emergence of adolescence in modern Britain and the Empire.

Historical Essays on Upper Canada

Ontario was known as "Upper Canada" from 1791 to 1841.

Socialism and Education in Britain 1883-1902

Examines the British socialist movement in the last two decades of the 19th century through its policies on children's education. The author reassesses the nature of these policies and comments on the validity of those historiographical models used in analyses of the socialism of this period.

The Labouring Classes in Early Industrial England, 1750-1850

This is the most comprehensive and up-to-date synthesis of current research on the social conditions, experiences and reactions of working people during the period 1750 - 1850.

Education as History

Originally published 1983. This book explores the nature of the social history of education. It examines what aspects of the history of education have been neglected and why. The themes explored include the relationship between education and the emergence of social science, the reputations of educationists,

expectations of higher education in the twentieth century, the use of education against poverty and education as policy and case study.

Transnational Labour History

There has been a growing recognition amongst scholars that labour historians need to look beyond national borders in order to place the history of the working classes into a much broader context than has hitherto been the case. Whilst studies focused on individual countries are essential, it is only by comparing and contrasting the experiences across time and space that a true understanding of the subject can be attempted. Professor Marcel van der Linden, has contributed much to the debate on cross-border processes and comparisons. This volume makes available in English a collection of twelve of his most important essays on the theme of transnational labour history. Previously published in a range of journals and volumes, with two original contributions, Transnational Labour History brings them together in a single convenient collection, together with a new introduction. This work will undoubtedly provide an invaluable resource for all students of European labour history.

Bread, Knowledge and Freedom

First published in 1981, Bread, Knowledge and Freedom is a study of 142 working class autobiographies all of which cover some part of the period between 1790 and 1850. It is a full-scale examination of a form of source material that is significantly extensive. The book illustrates many aspects of ordinary working-class family life as well as the working-class pursuit of knowledge and literacy and the attempts of the middle-class educators to impose their notion of 'useful knowledge.' Dr. Vincent concludes with an assessment of the contribution of autobiography to nineteenth century working class history. This book will be of interest to students of history, sociology and literature.

A History of Popular Education

Popular Education is a concept with many meanings. With the rise of national systems of education at the beginning of the nineteenth-century, it was related to the socially inclusive concept of citizenship coined by privileged members with vested interests in the urban society that could only be achieved by educating the common people, or in other words, the uncontrollable masses that had nothing to lose. In the twentieth-century, Popular Education became another word for initiatives taken by religious and socialist groups for educating working-class adults, and women. However, in the course of the twentieth-century, the meaning of the term shifted towards empowerment and the education of the oppressed. This book explores the several ways in which Popular Education has been theoretically and empirically defined, in several regions of the world, over the last three centuries. It is the result of work by scholars from Europe and the Americas during the 31st session of the International Standing Conference on the History of Education (ISCHE) that was organised at Utrecht University, the Netherlands in August 2009. This book was originally published as a special issue of *Paedagogica Historica*.

Routledge Revivals: Language, Education and Society Series

First published between 1985 and 1987, this set of books attempts to tackle some of the complex issues implied by the title Language, Education and Society. For example how is language related to learning? Or to intelligence? Do regional and social accents and dialects matter? What is meant by standard English? Do immigrant children require special language provision? Why are there so many adult illiterates in Britain and the USA? Although the importance of language to education is agreed there is still a lot to learn about how language is related to either to educational success or to intelligence and thinking — both fields to which this collection contributes valuable research. Some of the specific topics covered by the wide-ranging and insightful research contained in this series include: an analysis of the school teaching of mathematics from the perspective of mathematics as a language — principally how the processes of communication in a maths classroom are shaped by school conventions and the fact that it is mathematics under discussion; an examination of the changing patterns in English usage and style, especially written usage — focusing on questions of syntax and punctuation — and how this relates to speech and the value of usage as a social act; an exploration of the history and impact of mass literacy on industrialised societies, how this differs from traditional oral culture, and the effect of a culture where most people rely on complex combinations of oral and literate communication on a sizable sub-literate minority; an investigation into which languages are in widespread use among children and adults in England, the patterns of language use in different social contexts, the teaching of

community languages inside and outside of mainstream schools, and the educational implications of this linguistic diversity for all children. This set will be of interest to educational researchers, sociologists and students of sociolinguistics.

Britain in the Hanoverian Age, 1714-1837

In 1714, king George I ushered in a remarkable 123-year period of energy that changed the face of Britain and ultimately had a profound effect on the modern era. The pioneers of modern capitalism, industry, democracy, literature, and even architecture flourished during this time and their innovations and influence spread throughout the British empire, including the United States. Now this rich cultural period in Britain is effectively surveyed and summarized for quick reference in a first-of-its-kind encyclopedia, which contains entries by British, Canadian, American, and Australian scholars specializing in everything from finance and the fine arts to politics and patent law. More than 380 illustrations, mostly rare engravings, enhance the coverage, which runs the whole gamut of political, economic, literary, intellectual, artistic, commercial, and social life, and spotlights some 600 prominent individuals and families.

Labour's Apprentices

Childs discusses working-class family life and considers the changes that becoming a wage earner and a contributor to the family economy made to a youth's status within the home. He explores the significance of publicly provided education for the working class and analyses the labour market for young males, focusing on apprenticeship, future job prospects, trade unions, and wage levels. Childs investigates the patterns of labour available to boys at that time, including street selling, half-time labour, and apprenticed versus "free" labour, arguing that these were major factors in the creation of a semi-skilled adult work force. Turning to leisure activities among working-class youths, Childs looks at street culture, commercial entertainments, and youth groups and movements and finds that each influenced the emergence of a more cohesive and class-conscious working class.

The Concept of Popular Education

Acknowledgments -- Introduction -- Morale, modernity, and British social imaginaries -- Transforming military discipline : the reformation of conduct in nineteenth-century Britain -- The sources of collective action : the emergence of morale as a new military problem -- New wars : morale and democratic mobilization -- The techno-politics of consensus : morale at the workplace -- Epilogue: morale in a new (neo-liberal) key? -- Notes -- Bibliography -- Index

Morale

First published in 1966. Routledge is an imprint of Taylor & Francis, an informa company.

Secondary Education in the Nineteenth Century

This book studies the Chinese government's focus on changing education as it transitioned from an imperial monarchy to a republic at the turn of the twentieth century.

Reform the People

Childhood Transformed provides a pioneering study of the remarkable shift in the nature of working-class childhood in the nineteenth century from lives dominated by work to lives centered around school. The author argues that this change was accompanied by substantial improvements for many in the home environment, in health and nutrition, and in leisure opportunities. The book breaks new ground in providing a wide-ranging survey of different aspects of childhood in the Victorian period, the early chapters examining life at work in agriculture and industry, in the home and elsewhere, while the later chapters discuss the coming of compulsory education, together with changes in the home and in leisure activities. A separate section of the book is devoted to the treatment of deprived children, those in and out of the workhouse, on the streets, and also in prison, industrial schools and reformatories. Offering a fresh and more focused approach to the history of working-class children, this book should be of interest to all lecturers and students of nineteenth-century social history.

Childhood Transformed

Harvey Graff's pioneering study presents a new and original interpretation of the place of literacy in nineteenth-century society and culture. Based upon an intensive comparative historical analysis, employing both qualitative and quantitative techniques, and on a wide range of sources, *The Literacy Myth* reevaluates the role typically assigned to literacy in historical scholarship, cultural understanding, economic development schemes, and social doctrines and ideologies.

The Literacy Myth

Published in 1987, *Unequal Educational Provision in England and Wales* is a valuable contribution to the field of Education.

Unequal Educational Provision in England and Wales

Popular Education is a concept with many meanings. With the rise of national systems of education at the beginning of the nineteenth-century, it was related to the socially inclusive concept of citizenship coined by privileged members with vested interests in the urban society that could only be achieved by educating the common people, or in other words, the uncontrollable masses that had nothing to lose. In the twentieth-century, Popular Education became another word for initiatives taken by religious and socialist groups for educating working-class adults, and women. However, in the course of the twentieth-century, the meaning of the term shifted towards empowerment and the education of the oppressed. This book explores the several ways in which Popular Education has been theoretically and empirically defined, in several regions of the world, over the last three centuries. It is the result of work by scholars from Europe and the Americas during the 31st session of the International Standing Conference on the History of Education (ISCHE) that was organised at Utrecht University, the Netherlands in August 2009. This book was originally published as a special issue of *Paedagogica Historica*.

A History of Popular Education

First published in 1977, *Urban Education in the 19th Century* is a collection based on the conference papers of the annual 1976 conference for the History of Education Society. The book illustrates a variety of ways of elucidating the connections between education and the city, mainly in nineteenth-century Britain. Essays cover political, geographical, demographic and socio-structural aspects of urbanization. There is an emphasis on comparative studies of urban educational developments and attention is paid to the perceptions of the nineteenth-century city and its problems, especially for child life, as well as to the realities of urban change

Urban Education in the Nineteenth Century

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Urban Education in the 19th Century

This important contribution to scholarship in social science history examines the development of public education in nineteenth-century Massachusetts. Until the 1950s educational historians emphasized the relationship of schooling to the political system and the development of a common American culture. In recent years a social history perspective has emerged that stresses the socioeconomic influences that tie education to other institutions and processes in society rather than to political ideals. Carl Kaestle's and Maris Vinovskis's study is firmly grounded in this newer perspective. However, their work questions the adequacy of any single-factor explanation of the broad educational changes that occurred during this period - whether it be the emergence of factory production or the broader concept of modernization. They argue that these educational changes were the result of the complex interaction of cultural, demographic and economic variables operating in varying ways in different communities over time. Ethnicity, religion, urban status, the occupational structure, income distribution and wealth of the community all emerge as significant factors in this interaction.

Urban Education in the 19th Century

Education and Social Change in Nineteenth-Century Massachusetts

The Great War was the first 'Total War'; a war in which human and material resources were pitched into a life-and-death struggle on a colossal scale. British citizens fought on both the Battle Fronts and on the Home Front, on the killing fields of France and Flanders as well as in the industrial workshops of 'Blighty'. Men, women and children all played their part in an unprecedented mobilisation of a nation at war. Unlike much of the traditional literature on the Great War, with its understandable fascination with the terrible experiences of 'Tommy in the Trenches', *Roll of Honour* shifts our gaze. It focuses on how the Great War was experienced by other key participants, namely those communities involved in 'schooling' the nation's children. It emphasises the need to examine the 'myriad faces of war', rather than traditional stereotypes, if we are to gain a deeper understanding of personal agency and decision making in times of conflict and upheaval. The dramatis personae in *Roll of Honour* include Head Teachers and Governors charged by the Government with mobilising their 'troops'; school masters, whose enlistment, conscription or conscientious objection to military service changed lives and career paths; the 'temporary' school mistresses who sought to demonstrate their 'interchangeability' in male dominated institutions; the school alumni who thought of school whilst knee-deep in mud; and finally, of course, the school children themselves, whose 'campaigns' added vital resources to the war economy. These 'myriad faces' existed in all types of British school, from the elite Public Schools to the elementary schools designed for the country's poorest waifs and strays. This powerful account of the Great War will be of interest to general readers as well as historians of military campaigns, education and British society.

Recusant History

The central theme of this book is the changing experience of childhood in nineteenth-century France.

Roll of Honour

In 18th through 20th-century British and American literature, school stories always play out the power relationships between adult and child. They also play out gender relationships, especially when females are excluded, although most histories of the genre ignore the unusual novels that probe the gendering of school stories. When the occasional man wrote about girls schools-as Charles Lamb and H. G. Wells did-he sometimes empowered his female characters, granting them freedoms that he had experienced at school. Women who wrote about boys' schools often gave unusual emphasis to families, and at times, revealed the contradictions in the schoolyard code against telling tales or presented competing versions of masculinity, such as the Christian gentleman versus the self-made man. Sometimes these middle-class white women projected their sense of estrangement onto working class and minority women. Sometimes they wrote school stories that were in dialog with other genres, as when Mrs. Henry Wood wrote a sensation story or, like Louisa May Alcott, they domesticated the boys school story, giving prominence to a female viewpoint.

Childhood in Nineteenth-Century France

History of Education Society Bulletin