

ROUTLEDGE REVIVALS

# **The English School**

Its Architecture and Organization  
Volume I 1370-1870

Malcolm Seaborne



# The English School Its Architecture And Organization 1370 1870

**Malcolm Vivian John Seaborne, Roy  
Lowe**



## **The English School Its Architecture And Organization 1370 1870:**

The English School MALCOLM. SEABORNE,2022-02-28 Britain has a rich heritage of school buildings dating from the later Middle Ages to the present day Originally published in 1971 this book is not only a major contribution to architectural history but also a study in the development of educational ideas and practices from the 14th to the 19th century *The*

*English School* Malcolm Vivian John Seaborne,1971 **The English School: Its Architecture and Organization:**

**1870-1970** Malcolm Vivian John Seaborne,Roy Lowe,1971

**The English School (Volumes I and II)** Malcolm Seaborne,Roy Lowe,2022-07-30 Britain has a rich heritage of school buildings dating from the later Middle Ages to the present day While some of these schools have attracted the attention of architectural historians they have not previously been considered from the educational viewpoint Even schools of little or no architectural interest are important sociologically since the changing architecture of schools reflects changing ideas about how children should be educated and organized for teaching purposes Documentary material relating to education is often fragmentary and buildings may thus constitute the only real source of knowledge about the development of particular schools and can also throw light on general educational history Originally published in 1971 and 1977 these books are therefore not only a major contribution to architectural history but also a study in the development of educational ideas and practices from the fourteenth to the twentieth century *The English School* Malcolm Seaborne,2020-09-07 Britain has a rich heritage of school buildings dating from the later Middle Ages to the present day While some of these schools have attracted the attention of architectural historians they have not previously been considered from the educational viewpoint Even schools of little or no architectural interest are important sociologically since the changing architecture of schools reflects changing ideas about how children should be educated and organized for teaching purposes Documentary material relating to education is often fragmentary and buildings may thus constitute the only real source of knowledge about the development of particular schools and can also throw light on general educational history Originally published in 1971 this book is therefore not only a major contribution to architectural history but also a study in the development of educational ideas and practices from the fourteenth to the nineteenth century

Sources for English Local History W. B. Stephens,1973

**Discovering Women's History** Deirdre Beddoe,2018-10-08 The highly practical guide introduces the reader to the main areas of British women s history education work family life sexuality and politics After an introduction to each topic detailed commentary is provided on a range of primary source material together with advice on further reading For the new edition the author has written a brand new chapter on how to choose a dissertation subject and the pitfalls to avoid **The Design of Learning Spaces** Pamela Woolner,2010-07-01

Learning can take place anywhere So does the detail of the physical surroundings provided by schools matter After many years of minimal investment in school premises schools in the UK are in the midst of a wave of planning building and using new schools This includes all English secondary schools being renewed through Building Schools for the Future BSF as well

as schemes for English primaries and programmes of school construction in Scotland and Wales Starting from an educational perspective and building on work in architectural design Pamela Woolner gives an overview of current issues in the design of learning environments covering the physical design of spaces and how that design impacts on the organisation of people in schools their relationships and their teaching and learning Filling the gap in understanding and knowledge between the worlds of architecture and education this is essential reading for school leaders and all those engaged in thinking about how school design might be planned and arranged to facilitate learning and teaching

**Local Studies and the History of Education** History of Education Society,2013-04-15 Originally published in 1972 this book is concerned with education as part of a larger social history Chapters include The roots of Anglican supremacy in English education The Board schools of London The use of ecclesiastical records for the history of education Topographical resources private and secondary education from the sixteenth to the twentieth century

**EBOOK: LEARNING ABOUT EDUCATION** David Hamilton,1990-06-16 This is an introductory text for students of education and will be of interest to those concerned about the future of education and schooling It focuses upon the role that education and schooling have played in the creation maintainance and transformation of the human species It also considers the negative and positive consequences of schooling and education The book invites readers to draw their own conclusions from many of its arguments

*History of Education: Education in its social context* Roy Lowe,2000

**The Schoolroom** Dale Allen Gyure,2018-07-26 This book examines schoolrooms and their material contents to reveal insights into the evolution of education and the translation of educational theories and cultural ideals into practice School attendance is nearly universal in our society yet very little is known about the history of the classrooms we occupy and the objects we encounter and use in our educational lives Why are our school classrooms designed as they are When was the blackboard invented When did computers start appearing in schools Through analysis of classrooms and objects within them The Schoolroom A Social History of Teaching and Learning details the history of American education describing how architects in collaboration with educators have shaped learning spaces in response to curricular and pedagogical changes population shifts cultural expectations and concern for children s health and well being It illustrates connections between form and function showing how a well designed school building can encourage learning and reveals little known histories of ubiquitous educational objects such as blackboards desks and computers

Educating Women Christina de Bellaigue,2007-08-16 An increasing number of middle class families were taking the education of their daughters seriously in the first part of the nineteenth century and boarding schools were multiplying on both sides of the Channel Schoolmistresses rarely in fact the reduced gentlewomen of nineteenth century fiction were not only often successful entrepreneurs but also played an important part they played in the development of the teaching profession and in the expansion of secondary education Uncovering their careers and the experiences of their pupils reveals the possibilities and constraints of the lives of middle class women in England and France in the period 1800 1867 Yet those who crossed the

Channel in the nineteenth century often commented on the differences they discovered between the experiences of French and English women. Women in France seemed to participate more fully in social and cultural life than their counterparts in England. On the other hand, English girls were felt to enjoy considerably more freedom than young French women. Using the development of schooling for girls as a lens through which to examine the lives of women on either side of the Channel, *Educating Women* explores such contrasts. It reveals that the differences observed by contemporaries were rooted in the complex interaction of differing conceptions of the role of women with patterns of educational provision with religion with the state and with differing rhythms of economic growth. Illuminating a neglected area of the history of education, it reveals new findings on the history of the professions, on the history of women and on the relationship between gender and national identity in the nineteenth century.

**William Blackstone** Wilfrid Prest, 2012-01-26 Lawyer, politician, poet, teacher and architect. William Blackstone was a major figure in 18th century public life and pivotal in the history of law. Despite the influence of his work, Blackstone the man remains little known. This book, Blackstone's first scholarly biography, sheds light on the life, work and society of a neglected figure.

*Curriculum as Institution and Practice* William A. Reid, 2012-12-06 This volume brings together a collection of essays by William A. Reid that present and elaborate the deliberative tradition of curriculum theory and examine the implications of a deliberative perspective for approaches to policy making and school systems. The essays illustrate the development of Reid's understanding of the deliberative tradition and his efforts to extend it from a focus on practice to one that embraces conceptions of schooling as an institution. Institution and practice are the key concepts which guide and illuminate the central thesis of the book. To be effective, a theory of curriculum must be able to talk not only about questions of desirable practice but also about questions of how practice may be aided or constrained by the nature of the institution within which it takes place. This significant new contribution to the literature of curriculum studies represents a unique attempt to synthesize what have often been treated as quite separate issues: questions of the philosophical basis for curriculum decision making, questions of processes of decision making and questions of the nature of schools and classrooms. Presents its material in an evolutionary way, focusing on the continuing development of ideas rather than on a rhetoric of conclusions, and offers a summing up of thought and achievement in the deliberative tradition that is not otherwise available.

English Counties and Public Building, 1650-1830 Christopher W. Chalklin, 1998-01-01 Before the modern growth of centralised government, the most important unit of administration was the county. Counties were run by Justices of the Peace sitting together at Quarter Sessions, where as well as trying criminal cases they dealt with all county business. In the years between 1650 and 1830, an increasing proportion of their time and resources was taken up in erecting public buildings. Building by counties taken together represents a substantial and previously little noticed programme of public works. Unlike most other building works in this period, where the details of planning, building, execution and cost are lost, county building is well documented, allowing us to follow clearly the stages of erection. The county building programme

reflected changes in society and in the economy apart from being itself an indication of the growing wealth of the period A sizeable part of county budgets was spent on bridges A series of increasingly elaborate bridewells and gaols reflected concerns over employment and crime also reflected in the erection of judges lodgings and court houses the latter being often incorporated in shire halls Rising humanitarian alarm about mental illness led to the building of pauper lunatic asylums after 1800 English Counties and Public Building 1650 1830 is an original and important contribution to both administrative and architectural history Before the modern growth of centralised government the most important unit of administration was the county Counties were run by Justices of the Peace sitting together at Quarter Sessions where as well as trying criminal cases they dealt with all county business In the years between 1650 and 1830 a increasing proportion of their time and resources was taken up in erecting public buildings Building by counties taken together represents a substantial and previously little noticed programme of public works Unlike most other building works in this period where the details of planning building execution and cost are lost county building is well documented allowing us to follow clearly the stages of erection The county building programme reflected changes in society and in the economy apart from being itself an indication of the growing wealth of the period A sizeable part of county budgets was spent on bridges A series of increasingly elaborate bridewells and gaols reflected concerns over employment and crime also reflected in the erection of judges lodgings and court houses the latter being often incorporated in shire halls Rising humanitarian alarm about mental illness led to the building of pauper lunatic asylums after 1800 English Counties and Public Building 1650 1830 is an original and important contribution to both administrative and architectural history *The Growth of English Schooling, 1340-1548* Jo Ann Hoepfner

Moran, 2014-07-14 In contrast to the prevailing view this book reveals the educational revolution of the 1500s to have grown from an earlier expansion of elementary and grammar education in the fourteenth fifteenth and early sixteenth centuries Originally published in 1985 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905 *The Sixth: An Essay in Education and Democracy* William Reid, Jane Filby, 2018-10-03 Developments in educational systems are inextricably linked with the social and political evolution of nations Nowhere is this more clearly to be seen than in the history of the English sixth form Originally published in 1982 this book whose authors had been associated with a number of research projects into 16 19 education traces the tradition of the sixth form from its origins in the public schools of the nineteenth century through to controversies at the time over sixth form and tertiary colleges and the extension of 16 19 education to embrace youth opportunities programmes and other semi vocational courses It shows that the sixth has not only been a significant element in its own right in the

adjustment of English society to the challenge of democratic ideals but has also played a key role in the evolution of secondary education from the endowed school of the nineteenth century through the municipal grammar schools set up after the 1902 Education Act to the comprehensive secondary schools of today In fact the fate and future of comprehensive schooling becomes fully understandable only through a study of the sixth form tradition which has shaped the activities of educationists and policy makers over the last hundred years The authors conclude that educational policy making is both facilitated and constrained by the existence of enduring traditions stemming from the past in fact the work of policy making lies precisely in the constructive reinterpretation of that inheritance This book describes and clarifies the nature of the tradition of sixth form education which has been handed down to us and its relation to democratic values and institutions

**A Social History of Education in England** John Lawson, Harold Silver, 2013-10-28 Originally published in 1973 this book describes the medieval origins of the British education system and the transformations successive historical events such as the Reformation the Civil War and the Industrial Revolution have wrought on it It examines the effect on the educational pattern of such major cultural upheavals as the Renaissance it looks at the different parts played by church and state and the influence of new social and educational philosophies *Humanism and Protestantism in Early Modern English Education* Ian Green, 2016-05-13 This volume is the first attempt to assess the impact of both humanism and Protestantism on the education offered to a wide range of adolescents in the hundreds of grammar schools operating in England between the Reformation and the Enlightenment By placing that education in the context of Lutheran Calvinist and Jesuit education abroad it offers an overview of the uses to which Latin and Greek were put in English schools and identifies the strategies devised by clergy and laity in England for coping with the tensions between classical studies and Protestant doctrine It also offers a reassessment of the role of the godly in English education and demonstrates the many ways in which a classical education came to be combined with close support for the English Crown and established church One of the major sources used is the school textbooks which were incorporated into the English Stock set up by leading members of the Stationers Company of London and reproduced in hundreds of thousands of copies during the seventeenth and eighteenth centuries Although the core of classical education remained essentially the same for two centuries there was a growing gulf between the methods by which classics were taught in elite institutions such as Winchester and Westminster and in the many town and country grammar schools in which translations or bilingual versions of many classical texts were given to weaker students The success of these new translations probably encouraged editors and publishers to offer those adults who had received little or no classical education new versions of works by Aesop Cicero Ovid Virgil Seneca and Caesar This fascination with ancient Greece and Rome left its mark not only on the lifestyle and literary tastes of the educated elite but also reinforced the strongly moralistic outlook of many of the English laity who equated virtue and good works with pleasing God and meriting salvation

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