



# TEACHER TRAINING AT CAMBRIDGE

*The Influence of Oliver Wendell and Elizabeth Thompson*



*Part of the Cambridge Studies in Education*

# Teacher Training At Cambridge The Initiatives Of Oscar Browning And Elizabeth Hughes

**David Doughan, Peter Gordon**



## **Teacher Training At Cambridge The Initiatives Of Oscar Browning And Elizabeth Hughes:**

Teacher Training at Cambridge Pam Hirsch, Mark McBeth, 2004-08-02 This book focuses on two educationalists Oscar Browning 1837 1923 and Elizabeth Hughes 1852 1925 who were the principals of the two separate day training colleges for men and women at Cambridge The early initiatives of these two leaders began the development of education studies at Cambridge University and therefore serve as test cases to examine the relationship between teacher training and the university As their early programmes foreshadowed the work of the present day Faculty of Education a historical review of these Victorian educational experiments uncovers how the unstable relationship between teacher trainers the university and the government of the day has affected the status of the Education Department within the university Oscar Browning and Elizabeth Hughes were extraordinary larger than life characters who have not yet been well served in the historical accounts Their ideals about what teaching should be about is one well worthy of re visiting The colleges they set up at Cambridge acted as models for training colleges all over the country so they were an influence on the national scene In so far as they visited and lectured in Europe America and Japan they also had international influence

**Teacher Training at Cambridge** Pam Hirsch, Mark McBeth, 2004 Focusing on Oscar Browning and Elizabeth Hughes this book examines the history of teacher training at Cambridge University and studies the educational ideals and international influence Browning Hughes and the university had

**The First Serious Optimist** Ian KumeKawa, 2017-06-06 A groundbreaking intellectual biography of one of the twentieth century s most influential economists The First Serious Optimist is an intellectual biography of the British economist A C Pigou 1877 1959 a founder of welfare economics and one of the twentieth century s most important and original thinkers Though long overshadowed by his intellectual rival John Maynard Keynes Pigou was instrumental in focusing economics on the public welfare And his reputation is experiencing a renaissance today in part because his idea of externalities or spillover costs is the basis of carbon taxes Drawing from a wealth of archival sources Ian KumeKawa tells how Pigou reshaped the way the public thinks about the economic role of government and the way economists think about the public good Setting Pigou s ideas in their personal political social and ethical context the book follows him as he evolved from a liberal Edwardian bon vivant to a reserved but reform minded economics professor With World War I Pigou entered government service but soon became disenchanted with the state he encountered As his ideas were challenged in the interwar period he found himself increasingly alienated from his profession But with the rise of the Labour Party following World War II the elderly Pigou re embraced a mind set that inspired a colleague to describe him as the first serious optimist The story not just of Pigou but also of twentieth century economics The First Serious Optimist explores the biographical and historical origins of some of the most important economic ideas of the past hundred years It is a timely reminder of the ethical roots of economics and the discipline s long history as an active intermediary between the state and the market

Generations of Women Historians Hilda L. Smith, Melinda S. Zook, 2018-07-11 This collection

focuses on generations of early women historians seeking to identify the intellectual milieu and professional realities that framed their lives. It moves beyond treating them as simply individuals and looks to the social and intellectual forces that encouraged them to study history and at the same time would often limit the reach and define the nature of their study. This collection of essays speaks to female practitioners of history over the past four centuries that published original histories, some within a university setting and some outside. By analysing the values these early women scholars faced, readers can understand the broader social values that led women historians to exist as a unit apart from the career path of their male colleagues.

**Britain and Japan** Hugh Cortazzi, 2025-10-01. This tenth volume in the series comprising some fifty essays offers a further wide ranging selection of essays on different themes and personalities grouped thematically from portraits of key figures such as Stamford Raffles and Lord Lytton to the history of Japanese trade and investment in the UK such as NSK at Peterlee and Mitsubishi Electric in Scotland from scholars such as Basil Hall Chamberlain to international Japanese banker Ogata Shijuro.

**Researching and Teaching Reading** Gabrielle Cliff Hodges, 2015-08-20. Many agree that engaging in research is what makes a teacher's professional development sustainable and *Researching and Teaching Reading* studies the ways in which research and teaching are entwined both within and beyond the classroom. Gabrielle Cliff Hodges encourages readers to deepen their understanding of reading through high quality teaching and research activities designed to engage young learners and generate rich research data in the expectation that teachers will wish to adapt or develop them further within their own contexts. The author explores how teachers' research and critical reading can further develop their understanding of their students' reading practices and argues that innovative approaches to teaching integrated with research enable English teachers to re-construct ideas and change how reading is taught. Key issues considered in this book include: Studying reading in terms of extending young people's ability to interpret and enjoy texts; The idea of reading as a social practice; The concept of culture in relation to reading; Why historical and spatial theoretical perspectives matter when researching and teaching reading. This book is a valuable resource for any student teachers or practising English teachers wishing to learn more about the connection between researching and teaching reading, how to combine them in the classroom and the positive effect bringing the two together can have on their own professional development.

**Embracing the Social and the Creative** Miriam Ben-Peretz, 2013-03-04. The guiding idea of this book concerns the nature of teacher education in the future, viewing the understanding of the history of teacher education in different contexts as the basis for future development. Special emphasis is given to matters of race and gender as well as on the special status and roles of teacher education in a globalized, uncertain and anxiety-ridden world. Viewing teacher education as drama provides lenses and insights for the construction of teacher education. The book is divided into two parts. Part I is entitled *Teacher education in the service of change*. This part presents cases of the role of teacher education in reform movements in different cultures and the impact of social changes across time on teacher education. Part II *A look into the future* societal issues in teacher

education focuses on several critical societal issues such as racism feminism and environmental sustainability History of Universities Mordechai Feingold,2006-05-11 This volume contains the customary mix of learned articles book reviews conference reports and bibliographical information which makes this publication useful for the historian of higher education Its contributions range widely geographically chronologically and in subject matter *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 Girls Becoming Teachers , Knowing Their Place? Dr Brendan Walsh,2014-09-01 *Knowing their Place* is a comprehensive account of the public private and intellectual life of Irish women in the Victorian age In particular this book looks at the steady progress of girls and women within the education system their gradual involvement in intellectual life through amateur societies such as the Royal Dublin Society their emergence of independent highly motivated scholarly and philanthropic individuals who operated within local spheres with often very considerable degrees of success and influence *Women and Educational Reform in History* Joyce Goodman, Setsuko Kagawa,2025-06-27 This unique collection provides critical analyses of Japanese educational history by bringing together gender transnational and transcultural perspectives It illustrates how Japanese European and American women educators transcended national borders in seeking to reform and reshape Japanese education and society in the midst of social and political change from the Meiji era 1868 1912 to 1948 and beyond including during the American Occupation of Japan It demonstrates how educational practice from Europe and the United States not only flowed into Japan before and after the First and Second World Wars but also became entangled with Japanese perspectives as well as with nationalism colonialism imperialism and regionalism as some Japanese educators

sought to reform education for Asian women beyond Japan's borders. In an increasingly connected world where at the same time opportunities for women's education in some countries are declining, the volume provides insights for readers into how women educators have co-operated historically across national borders in pursuit of reform in education and society in periods of immense social and political change, including at moments when nationalism and imperialism were in the ascendency. This volume will be of interest to academics, researchers, and postgraduate students in the fields of Japanese history, history of Japanese education, Japanese women's history, gender perspectives, and transnational and transcultural research. It will also be of interest to readers curious about the history of Asia more broadly. Virginia Woolf's Bloomsbury, Volume 1 G. Potts, L. Shahriari, 2015-10-14. This volume features new essays by eminent and emerging Woolf scholars focusing on the aesthetics and influences of Virginia Woolf's work. Themes include eco-criticism, conceptions of intellectual women, spaces and places, and Woolf beyond Bloomsbury. The volume opens with a personal reflection by Cecil Woolf, nephew of Leonard and Virginia Woolf. **The New Woman Student in Fact and Fiction, 1880-1914** Laura Rotunno, 2025-09-30. This book explores the representation of the first generations of women who studied at Oxford and Cambridge in popular fiction of the late nineteenth and early twentieth century. Familiarly termed Girton Girls, these women were depicted as intent on overthrowing the ancient universities and, by extension, English society. This study argues that the powerful and influential vision of the Oxbridge woman was both exploited and expanded in novels of the time. It shows that this fiction offers not only an informed critical view of this simultaneously anxiety-ridden and intermittently hopeful period of English life between 1880 and 1914, but also reveals popular fiction's underexplored contribution to the move towards Modernist themes and literary techniques. The book posits that the Girton Girl was not simply a bit part in the sub-genre of the university novel or even within the confines of the New Woman fiction, but rather her character was rich and malleable enough to animate a variety of plots that respond to readers' burgeoning demands for the women who would inhabit their fiction. Writing Program Architecture Bryna Siegel Finer, Jamie White-Farnham, 2017-11-01. Writing Program Architecture offers an unprecedented abundance of information concerning the significant material, logistical, and rhetorical features of writing programs. Presenting the realities of thirty diverse and award-winning programs, contributors to the volume describe reporting lines, funding sources, jurisdictions, curricula, and other critical programmatic matters, and provide insight into their program histories, politics, and philosophies. Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program, conception, population served, funding, assessment, technology, curriculum, and more. The architecture of the book itself makes comparison across programs and contexts easy, not only among the programs described in each chapter but also between the program in any given chapter and the reader's own program. An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter. The

metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Choseed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda

*Charlotte Mason* Margaret Coombs, 2015-09-24 As the acknowledged founder and philosopher of the Parents National Educational Union PNEU Charlotte Mason was revered by her followers as a saintly Madonna figure She died in 1923 at the peak of her fame having achieved mythic status as the Principal of her House of Education and wide recognition after the introduction of her liberal educational programmes into state schools Yet her early life and heritage remained shrouded in mystery Drawing upon insubstantiated sources the official biography released in 1960 confused rather than illuminated Charlotte s background contributing to several enduring misapprehensions In her new and definitive biography Margaret Coombs draws on years of research to reveal for the first time the hidden backdrop to Charlotte Mason s life tracing the lives of her previously undiscovered Quaker ancestors to offer a better understanding of the roots of her personality and ideas Coombs charts her rise from humble beginnings as an orphaned pupil teacher to great heights as a lady of culture venerated within prestigious PNEU circles illustrating how with determination she surmounted the Victorian age s rigid class divisions to achieve her educational vision A thorough analysis of Charlotte Mason s educational influences and key friendships challenges longstanding notions about the roots of her philosophy offering a more realistic picture of her life and work than ever accomplished before With a growing following in the USA and Australia Charlotte Mason s ideas have a clear relevance to the continuing educational debate today Admirers of her philosophy and scholars of the history of education will find much to enthral and instruct them in these pages

*Educational Progressivism, Cultural Encounters and Reform in Japan* Yoko Yamasaki, Hiroyuki Kuno, 2017-06-26 *Educational Progressivism Cultural Encounters and Reform in Japan* provides a critical analysis of educational initiatives progressive ideas and developments in curriculum and pedagogy in Japan from 1900 to the present day Drawing on evidence of both cultural encounters and internal drivers for progressivism and reform this book re evaluates the history of Japanese

education to help inform ongoing and future debates about education policy and practice worldwide With contributions from Japanese scholars specialising in the history and philosophy of education and curriculum studies chapters consider key collaborative improvements to teacher education as well as group learning life education the creative arts and writing and education for girls and women The book examines Western influences including John Dewey Carleton Washburne and A S Neill as well as Japan s own progressive exports such as holistic Zenjin education Children s Villages and Lesson Study highlighting cultural encounters and progressive initiatives at both transnational and national levels The chapters reflect on historical and political background motivations influences and the impact of Japanese progressive education They also stimulate through argument and critical discussion a continuing discourse concerning principles policy politics and practices of education in an increasingly globalised society A rigorous and critical study of the history of progressive education in Japan this book will interest an international readership of academics researchers and postgraduate students in the fields of progressive education comparative education social and cultural history history of education Japanese studies curriculum studies and the history of childhood

Gregor Mendel Daniel J. Fairbanks, 2022-08-01 Gregor Mendel the founder of genetics is renowned as one of the world s most ingenious and influential scientists Nonetheless he remains misunderstood and enigmatic his history shrouded in controversy and myth Escaping poverty he joined a scholarly community of Augustinian friars in a monastery and studied at the University of Vienna under some of Europe s most accomplished scientists He returned to a tumultuous milieu at the monastery as he and his fellow friars suffered a harrowing investigation accusing them of secularism and pantheistic philosophy Against this backdrop Mendel initiated an epic set of experiments with the common garden pea that would lead him to reveal the mystery of inheritance The article he published would become a classic in the history of science Darwin s *Origin of Species* shook the world in 1859 Its impact eclipsed Mendel s discovery presented just a few years after Darwin s pivotal book Unlike Darwin who witnessed his work attain immediate worldwide fame and infamy Mendel would never know how powerfully his discoveries would impact science and humanity his achievements languished in obscurity until well beyond his death The laws governing inheritance are quite unknown Darwin lamented just a few pages into the *Origin of Species* Mendel had discovered and presented those laws which ultimately would bridge the most gaping chasm in Darwin s theory In 1900 at the dawn of the twentieth century several influential scientists independently rediscovered Mendel s theory elevating it to the highest echelon of scientific triumph The new science christened genetics immediately generated controversies some of which continue to the present Throughout modern history proponents and detractors alike have coopted Mendel s theory to buttress their worldviews fueling the flames of disputes and prolonging political battles Unquestionably however it has served as the foundation for some history s greatest scientific advances This book commemorates Mendel s life and legacy at the bicentennial of his birth It interweaves traditional accounts of his history with newly discovered evidence to reveal an extraordinary teacher a resolute priest and abbot and a



complex and guileless scientist whose momentous discoveries have remained essentially unchanged for more than a century and a half

**Women, Clubs and Associations in Britain** David Doughan, Peter Gordon, 2007-01-24 Women have been consistently excluded from all manner of clubs and associations over the years whether as the direct result of an anti woman policy or indirectly through prohibitive entry requirements social constraints or conflict of interests and tastes Retaliation from women has taken two directions some women have set up their own exclusive clubs that reflect their own interests and aims while others have taken on the men and striven to break down resistance to their joining men s clubs on an equal footing This book traces the development of the current situation drawing from a wide range of sources some of which have never been published before Looking at the different types of clubs and associations that include women and girls from the WI to the Girl Guides this book is a rich social history full of fascinating observations and stories and will be absorbing reading for anyone interested in sociology women s history or the transformation of Britain s social life

**The Schooling of Working-Class Girls in Victorian Scotland** Jane McDermid, 2013-01-11 The portrayal of Scotland as a particularly patriarchal society has traditionally had the effect of marginalizing Scottish women both teachers and students in both Scottish and British history The Schooling of Working Class Girls in Victorian Scotland examines and challenges this assumption and analyzes in detail the course of events which has led to a more enlightened system Education was and is seen as integral to Scottish distinctiveness but the Victorian period saw anxious debate about the impact of outside influences at a time when Scottish society seemed to be fracturing This book examines the gender blindness of the educational tradition with its notion of the democratic intellect testing the claim of superiority for the Scottish system and questioning the assumption that Scottish women were either passive victims or willing dupes of a peculiarly patriarchal ideal Considering the influences of the related ideologies of patriarchy and domesticity and the crucial importance of the local and regional economic context in focusing on female education this book provides a much wider comparative study of Scottish society during a period of tremendous upheaval and a perceived crisis in national identity in which women as well as men participated

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