



J. SIR T. P. KAY-SHUTTLEWORTH, BART.

Sir James Kay Shuttleworth On Popular Education

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Sir James Kay Shuttleworth On Popular Education:

Sir James K. Shuttleworth on Popular Education Sir James Kay-Shuttleworth, Trygve R Tholfsen, 1974

Memorandum on Popular Education Sir James Phillips Kay-Shuttleworth, 1868 **The Concept of Popular Education** Harold Silver, 2007 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 Foucault and Education Stephen J. Ball, 2013-05-13 First published in 1990 this book was the first to explore Foucault's work in relation to education arguing that schools like prisons and asylums are institutions of moral and social regulation complex technologies of disciplinary control where power and knowledge are crucial Original and challenging the essays assess the relevance of Foucault's work to educational practice and show how the application of Foucauldian analysis to education enables us to see the politics of educational reform in a new light *The Educational Thought and Influence of Matthew Arnold* W.F. Connell, 2002-09-10 Drawing on the great wealth of knowledge and experience of education practitioners and theorists these volumes explore the very important relationship between education and society These books became standard texts for actual and intending teachers Drawing upon comparative material from Israel France and Germany titles in The Sociology of Education set of the International Library of Sociology also discuss the key questions of girls and special needs education and the psychology of education *Ruskin's Educational Ideals* Sara Atwood, 2016-04-08 Focusing on John Ruskin as a teacher and on his greatest educational work *Fors Clavigera* Sara Atwood examines Ruskin's varied roles in education the development of his teaching philosophy and style and his vision for educational reform Atwood maintains that the letters of *Fors Clavigera* constitute not only a treatise on education but a dynamic educational experiment serving to set forth Ruskin's ideas about education while simultaneously educating his readers according to those very ideas Closely examining Ruskin's life and writings her argument traces the development of his moral aesthetic and increasing involvement in social reform his methods and approach as an art instructor and his dissatisfaction with contemporary educational practice A chapter on Ruskin's legacy takes account of his influence on late Victorian and Edwardian educators including J H Whitehouse and the Bembridge School the Ruskin colonies in Tennessee Florida and Georgia and the relevance of Ruskin's ideas to ongoing educational debates about teacher pay state national testing retention and the theory of the competent child Historically well grounded and forcefully argued Atwood's study is not only a valuable contribution to scholarship on Ruskin and the Victorian period but an enjoinder for us to reconsider how Ruskin's educational philosophy might be of benefit today The Diaries of William Charles Macready, 1833-1851 William Charles Macready, 1912 In 1875 two years after Macready's death his *Reminiscences and selections from his diaries* and

letters edited by the late Sir W F Pollock bart were published by Messrs Macmillan At that time it was thought desirable to withhold a considerable portion of the diaries but after the lapse of nearly forty years the reasons for this suppression no longer hold good and the most important of the omitted passages are accordingly given for the first time in the present work
 v 1 pref **Social Paralysis and Social Change** Neil J. Smelser, 1991-09-03 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 *The Quarterly Review* William Gifford, Sir John Taylor Coleridge, John Gibson Lockhart, Whitwell Elwin, William Macpherson, William Smith, John Murray, Rowland Edmund Prothero (Baron Ernle), George Walter Prothero, 1896 **Special Reports on Educational Subjects** Great Britain. Board of Education, 1902

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