

Social Paralysis and Social Change

British
Working-Class
Education
in the Nineteenth
Century

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Neil J. Smelser

Social Paralysis And Social Change British Working Class Education In The Nineteenth Century

Chris Rolph



Social Paralysis And Social Change British Working Class Education In The Nineteenth Century:

Social Paralysis and Social Change Neil J. Smelser, 1991-01-01 **History of Education: Education in its social context** Roy Lowe, 2000 **The Broadview Anthology of Victorian Prose, 1832-1901** Mary Elizabeth Leighton, Lisa Surridge, 2012-08-20 The Victorian era witnessed dramatic transformations in print culture and this new anthology covers the exciting intellectual and social debates of the period From first person accounts of the lives of factory workers to Oscar Wilde's aesthetic theory and from narratives of British travelers in Africa and Asia to Havelock Ellis's theories of sexual inversion the surprising diversity of nineteenth century nonfiction writing is represented Illustrations from Victorian periodicals provide a vivid sense of the original reading experience The book's thematic organization emphasizes the social and historical contexts of prose writings as well as the way in which these writings address each other In addition to a general critical introduction the anthology features new thematic introductions by experts in the field School and Society in Victorian Britain Richard Aldrich, 2012-05-16 Drawing on hitherto unused sources this book represents a shift in the historiography of British education At the centre of the investigation is Joseph Payne He was one of the group of pioneers who founded the College of Preceptors in 1846 and in 1873 he was appointed to the first professorship of education in Britain established by the College of Preceptors By that date Payne had acquired a considerable reputation He was a classroom practitioner of rare skill the founder of two of the most successful Victorian private schools the author of best selling text books a scholar of note despite his lack of formal education and a leading member of the College of Preceptors and such bodies as the Scholastic Registration Association the Girls Public Day School Trust the Women's Education Union and the Social Science Association *The History of British Women's Writing, 1830-1880* Lucy Hartley, 2018-09-22 This volume charts the rise of professional women writers across diverse fields of intellectual enquiry and through different modes of writing in the period immediately before and during the reign of Queen Victoria It demonstrates how between 1830 and 1880 the woman writer became an agent of cultural formation and contestation appealing to and enabling the growth of female readership while issuing a challenge to the authority of male writers and critics Of especial importance were changing definitions of marriage family and nation of class and of morality as well as new conceptions of sexuality and gender and of sympathy and sensation The result is a richly textured account of a radical and complex process of feminization whereby formal innovations in the different modes of writing by women became central to the aesthetic social and political formation of British culture and society in the nineteenth century **The Rise and Fall of Class in Britain** David Cannadine, 1999 Although politicians in Britain are now calling for a classless society can one conclude as do many scholars that class does not matter anymore Cannadine uncovers the meanings of class for such disparate figures as Adam Smith Karl Marx and Margaret Thatcher and identifies the moments when opinion shifted such as the aftermath of the French Revolution and the rise of the Labour Party in the early twentieth century **The New Institutionalism in Education** Heinz-Dieter

Meyer, Brian Rowan, 2012-02-01 *The New Institutionalism in Education* brings together leading academics to explore the ongoing changes in K 12 and higher education in both the United States and abroad. The contributors show that current educational trends including the increased globalization of education, the growing emphasis on educational markets and school choice, the rise of accountability systems, and the persistent influence of business groups like textbook manufacturers and test makers on educational policy can best be understood when observed through an institutional lens. Because schools and universities are organizations that are stabilized by deeply institutionalized rules, they are subject to the enduring problem of substantive educational reform. This book gives researchers and policy analysts conceptual tools and empirical assessments to gauge the possibilities for institutional reform and innovation. *The Cambridge History of the Book in Britain: Volume 6, 1830-1914* David McKitterick, 2009-03-05 The years 1830-1914 witnessed a revolution in the manufacture and use of books as great as that in the fifteenth century. Using new technology in printing, paper making and binding, publishers worked with authors and illustrators to meet ever growing and more varied demands from a population seeking books at all price levels. The essays by leading book historians in this volume show how books became cheap, how publishers used the magazine and newspaper markets to extend their influence, and how book ownership became universal for the first time. The fullest account ever published of the nineteenth century revolution in printing, publishing and bookselling, this volume brings *The Cambridge History of the Book in Britain* up to a point when the world of books took on a recognisably modern form. *A New Companion to Victorian Literature and Culture* Herbert F. Tucker, 2014-05-05 *A NEW COMPANION TO VICTORIAN LITERATURE AND CULTURE* The Victorian period was a time of rapid cultural change which resulted in a huge and varied literary output. *A New Companion to Victorian Literature and Culture* offers experienced guidance to the literature of nineteenth century Britain and its social and historical context. This revised and expanded edition comprises contributions from over 30 leading scholars who, approaching the Victorian epoch from different positions and traditions, delve into the unruly complexities of the Victorian imagination. Divided into five parts, this new Companion surveys seven decades of history before examining the key phases in a Victorian life: the leading professions and walks of life, the major literary genres, the way Victorians defined their persons, homes and national identity, and how recent neo-Victorian developments in contemporary culture reconfigure the sense we make of the past today. Important topics such as sexuality, denominational faith, social class and global empire inform each chapter's approach. Each chapter provides a comprehensive bibliography of established and emerging scholarship. *The Idea of Education in Golden Age Detective Fiction* Roger Dalrymple, Andrew Green, 2024-07-05 This book presents an exploration of how Golden Age detective fiction encounters educational ideas, particularly those forged by the transformative educational policymaking of the interwar period. Charting the educational policy and provision of the era and referring to works by Agatha Christie, Dorothy L. Sayers, Edmund Crispin and others, this book explores the educational capacity and agency of literary detectives, the learning spaces of the genre, and

the kinds of knowledge that are made available to inquirers both inside and outside the text It is argued that the genre explores a range of contemporaneous propositions on the balance between academic curriculum and practicum length of school life and the value of lifelong learning This book's closing chapter considers the continuing pedagogic value for contemporary classrooms of engaging with the genre as a rich discursive and imaginative space for exploring educational ideas Framing Golden Age detective fiction as a genre profoundly concerned with learning this book will be highly relevant reading for academics postgraduate students and scholars involved in the fields of English language arts twentieth century literature and the theories of learning more broadly Those interested in detective fiction and interdisciplinary literary studies will also find the volume of interest Routledge Library Editions: Education Mini-Set H History of Education 24 vol set Various, 2021-07-14 Mini set H History of Education re issues 24 volumes which span a century of publishing 1900 1995 The volumes cover Education in Ancient Rome Irish education in the 19th century schools in Victorian Britain changing patterns in higher education secondary education in post war Britain education and the British colonial experience and the history of educational theory and reform The Benefit of Broad Horizons Hans Joas, Barbro Klein, 2010-10-25 More than perhaps anybody else in the world the Swedish social scientist Björn Wittrock has contributed both on the intellectual and institutional level to making a truly global science possible This book is devoted to an appreciation of his contributions **Women in Victorian Society** Anne Louise Booth, 2024-06-15 In this highly readable and illuminating book Anne Louise Booth looks at the status of society women during the Victorian period the expectations and limitations they faced and the ways in which these norms were challenged and boundaries were pushed **The Sociocultural Functions of Edwardian Book Inscriptions** Lauren Alex O'Hagan, 2021-03-29 This innovative text draws on theories and methodologies from the fields of multimodality ethnography and literacy studies to explore the sociocultural significance of book ownership and book inscriptions in Edwardian Britain The Sociocultural Functions of Edwardian Book Inscriptions examines evidence gathered from historical records archival documents and the inscriptive practices of individuals from the Edwardian era to foreground the social communicative and performative functions of inscriptive practices and illustrate how material lexical and semiotic means were used to perform identity contest social status and forge relationships with others The text adopts a unique ethnohistorical approach to multimodality supporting the development of a typography of book inscriptions which will serve as a unique interpretive framework for analysis of literary artifacts in the context of broader sociopolitical forces This text will benefit doctoral students researchers and academics in the fields of literacy studies English language arts and research methods in education more broadly Those interested in British book history anthropology and 20th century literature will also enjoy this volume A Beginner's Guide to Social Theory Shaun Best, 2003-02-24 Best offers a comprehensive overview of social theory from classical sociology to the present day The reader is guided through the work of Durkheim Marx and Weber and contemporary thinkers like Anthony Giddens Michel Foucault Jürgen Habermas Judith Butler Gilles Deleuze

Manuel Castells Luce Irigaray Naomi Woolf and Camille Paglia [Understanding Education Policy](#) Chris Rolph,2023-03-10 [From Mission to Modernity](#) Paul Sedra,2011-03-30 [Teaching Britain](#) Christopher Bischof,2019-05-09 [Memoirs of Victorian Working-Class Women](#) Florence s. Boos,2017-12-02 [Hugo F. Reading](#),1977

Understanding Education Policy Chris Rolph,2023-03-10 From academisation and free schools to workforce retention and curriculum change education policy is a complicated constantly evolving topic that sits at the heart of any academic study of education This book offers a critical contextual analysis of education policy and the political ideas that drive policy It maps a careful journey across the recent policy landscape in England looking at major areas of the education system such as the curriculum SEND pedagogy and the school workforce Analysis is informed by assessing the real world impact and implications of government initiatives and by taking into account key contextual issues Case studies from educational settings supported by study questions to prompt your thinking examine how key policy ideas operate in practice This is the ideal overview of education policy for anyone studying Education Studies degrees at undergraduate level trainee teachers seeking a deeper understanding of how policy affects the schools they will work in and Master s students wanting a clear primer on the subject Chris Rolph is Director of the Nottingham Institute of Education Nottingham Trent University

[Memoirs of Victorian Working-Class Women](#) Florence s. Boos,2017-12-02 This volume is the first to identify a significant body of life narratives by working class women and to demonstrate their inherent literary significance Placing each memoir within its generic historical and biographical context this book traces the shifts in such writings over time examines the circumstances which enabled working class women authors to publish their life stories and places these memoirs within a wider autobiographical tradition Additionally [Memoirs of Victorian Working Class Women](#) enables readers to appreciate the clear sightedness directness and poignancy of these works **From Mission to Modernity** Paul Sedra,2011-03-30 In this pioneering account of Egyptian educational history Paul Sedra describes how the Egyptian state under Muhammad Ali Pasha sought to forge a new relationship with children during the nineteenth century Through the introduction of modern forms of education brought to Egypt by evangelical missions the state aimed to ensure children s loyal service to the state whether through conscription or forced labour However these schemes of educational reform most prominently Joseph Lancaster s monitorial system led to unforeseen consequences as students in Egypt s new modern schools resisted efforts to control their behaviour in creative and complex ways and these acts of resistance themselves led to new forms of political identity Tracing the development of a distinctly Egyptian modernity [From Mission to Modernity](#) is indispensable for all those interested in Egyptian history and the history of modern education and reform [Teaching Britain](#) Christopher Bischof,2019-05-09 [Teaching Britain](#) examines teachers as key agents in the production of social knowledge Teachers in nineteenth century Britain claimed intimate knowledge of everyday life among the poor and working class at home and non white subjects abroad They mobilized their knowledge in a wide range of media from accounts of local happenings in their schools official log books to travel narratives based on summer trips around Britain and the wider world Teachers also obsessively narrated and reflected on their own careers Through these stories and the work they did every day teachers imagined and helped to

enact new models of professionalism attitudes towards poverty and social mobility ways of thinking about race and empire and roles for the state As highly visible agents of the state and beneficiaries of new state funded opportunities teachers also represented the largesse and the reach of the liberal state but also the limits of both

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