

BOOK REVIEWS

THE AGE OF THE ACADEMIES

Edited by Theodore R.Sizer

Classics in Education

(New York, Bureau of Publications, Teachers College, Columbia University. 1964.)

This collection of sources of the history of eighteenth and nineteenth-century academies in America is another in a useful series issued under the auspices of Teachers College, Columbia University. It offers a variety of selections from educational documents, including an essay by John Milton; Benjamin Franklin's *Proposals Relating to the Education of Youth in Pennsylvania*; the 1836 circular of the Albany Female Academy; and several examples of regulations covering the behavior of teachers and students. These documents and the others were chosen for what they reveal about the foundation of academies, their supporters and critics, the life led within their walls, and their altered role at the end of the nineteenth century. As suggestive as they are, the documents cannot provide the basis for a full history of the development of academies. But they do suggest points of departure for a student interested in certain aspects of the academy.

The development of the academy is ably handled in an introduction by Mr. Sizer. He places the origin of the academies in a context of republican educational thought and accounts for their demise a century later largely in terms of urbanization. The academy, he argues, was an institution appropriated in rural America; it became obsolete as population increased in the cities and as new educational institutions arose to meet needs uniquely urban. Mr. Sizer's treatment of the colonial period is less persuasive. He relays the familiar myth of rural educational poverty in New England and seems unaware that town and parish schools provided much more education than the district schools. He also overemphasizes the academy's uniqueness as an institution.

Yet, all in all, his introduction is a good piece of work; and this volume is excellent.

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ROBERT MIDDLEKAUFF

The Age Of Academies

Royal Military Academy, Woolwich



The Age Of Academies:

The Academies Programme Great Britain: Parliament: House of Commons: Committee of Public Accounts, 2007-10-18 An academy is a new type of school that is publicly funded supported by one or more sponsors and operates independently of the local authority Their aim is to raise achievement standards in deprived areas by replacing poorly performing schools or by providing new school places where they are needed 83 academies were in operation by September 2007 with plans for 200 academies to be opened by 2010 at a capital cost of around 5 billion Following on from a NAO report on this topic HCP 254 session 2006 07 ISBN 9780102944426 published in February 2007 the Committee s report examines the progress of the Academies Programme and whether it is on track to achieve its objectives Findings include i the average capital cost of the first new build academies was 27 million compared with between 20 22 million for other new secondary schools ii exclusions of pupils are higher on average from academies than other schools and iii although there are signs of progress being made such as improvements at GCSE and key stage 3 levels achievements in literacy and numeracy levels are lower than other secondary schools and it is too early to tell whether rising attainment is sustainable Academies need to collaborate more with other secondary schools and lessons need to be learned from completed academy projects in terms of improving project management and reducing cost overruns

Age of the Academies TheodoreSizer, 1964-01-01 **The Age of the Academies** Theodore R. Sizer, 1964 **The Academy**, 1892 Catalog of the U.S. Military Academy Military Academy, West Point, 1952 **Annual Register of the United States Naval Academy, Annapolis, Md** United States Naval Academy, 1904 **Memoirs of the National Academy of Sciences**, 1921 *Universities and Science in the Early Modern Period* Mordechai Feingold, Victor Navarro-Brotons, 2006-01-09 This book includes most of the contributions presented at a conference on Universities and Science in the Early Modern Period held in 1999 in Valencia Spain The conference was part of the Five Centuries of the Life of the University of Valencia Cinc Segles celebrations and from the outset we had the generous support of the Patronato Foundation overseeing the events In recent decades as a result of a renewed attention to the institutional political social and cultural context of scientific activity we have witnessed a reappraisal of the role of the universities in the construction and development of early modern science In essence the following conclusions have been reached 1 the attitudes regarding scientific progress or novelty differed from country to country and follow different trajectories in the course of the early modern period 2 institutions of higher learning were the main centers of education for most scientists 3 although the universities were sometimes slow to assimilate new scientific knowledge when they did so it helped not only to remove the suspicion that the new science was intellectually subversive but also to make science a respectable and even prestigious activity 4 the universities gave the scientific movement considerable material support in the form of research facilities such as anatomical theaters botanical gardens and expensive instruments 5 the universities provided professional employment and a means of support to many scientists and 6 although

the relations among the universities and the academies or scientific societies were sometimes antagonistic the two types of institutions often worked together in harmony performing complementary rather than competing functions moreover individuals moved from one institution to another as did knowledge methods and scientific practices

Bulletin of the United States Military Academy, 1949-1950 United States. Military Academy, West point (Army), 1949

Academies and Schools of Art in Latin America Oscar E. Vázquez, 2020-05-28 This edited volume's chief aim is to bring together in an English language source the principal histories and narratives of some of the most significant academies and national schools of art in South America Mexico and the Caribbean from the late 18th to the early 20th centuries The book highlights not only issues shared by Latin American academies of art but also those that differentiate them from their European counterparts Authors examine issues including statutes the influence of workshops and guilds the importance of patronage discourses of race and ethnicity in visual pedagogy and European models versus the quest for national schools It also offers first time English translations of many foundational documents from several significant academies and schools This book will be of interest to scholars in art history Latin American and Hispanic studies and modern visual cultures

Regulations Governing the Admission of Candidates Into the United States Naval Academy as Midshipmen United States Naval Academy, 1914

Philosophy in Imperial Russia's Theological Academies Thomas Nemeth, 2023-07-04 This work is a historical study of the philosophical writings emerging from Imperial Russia's theological academies Orthodoxy's higher educational institutions that ran parallel to the secular universities from their inception to the aftermath of the Bolshevik Revolution Unlike with nineteenth century Russian revolutionary thought there are few secondary studies of the philosophical works stemming from the academies These philosophical works focused on ontology and as such stand in sharp contrast to the shift toward epistemology in that century as happened in Germany Another feature of the academy philosophies was the continual and explicit attempt to set themselves apart from the pervasive subjectivism of Western philosophical systems although a largely unacknowledged influence persisted At no time did the academy philosophers look to rational inquiry for more than an assist in understanding their theology Instead they appealed to tradition and to an alleged direct insight into religious truths at the expense of logic and rational argument The ultimate result was the peculiar historical insularity of their community and concomitantly a subservience to the political state traits that persist to this day

Proceedings of the Academy of Natural Sciences of Philadelphia Academy of Natural Sciences of Philadelphia, 1904 Publications of the Academy of Natural Sciences of Philadelphia v 53 1901 p 788 794

[Proceedings of the Oklahoma Academy of Science](#) Oklahoma Academy of Science, 1929 Vols 1 49 are Proceedings of the 1st 57th annual meetings

Annals of the New York Academy of Sciences Thomas Lincoln Casey, Gilbert Van Ingen, Charles Lane Poor, Edmund Otis Hovey, Ralph Winfred Tower, 1904 Records of meetings 1808 1916 in v 11 27

Promotion of Naval Officers to Flag Rank, Increasing Age Limit at United States Military and Naval Academies, and Rank of Bureau Chiefs, Navy Dept, Hearing ..., on H.R. 1123 and

H.R. 1826 ... , October 30, 1945 United States. Congress. Senate. Committee on Naval Affairs,1945 *Hispanic Engineer & IT* ,1995 Hispanic Engineer Information Technology is a publication devoted to science and technology and to promoting opportunities in those fields for Hispanic Americans *Hearings* United States. Congress Senate,1950 *Records of the Royal Military Academy* Royal Military Academy, Woolwich,1851 **Reports of the Academy of Sciences of the USSR.** ,1959

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