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The Concept of Popular Education

Routledge 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.

The Concept of Popular Education. A Study of Ideas and Social Movements in the Early Nineteenth Century

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A Study of Ideas and Social Movements in the Early Nineteenth Century

Robert Owen and the Concept of Popular Education

The Concept of Popular Education; a Study of Ideas and Social Movements in the Early Nineteenth Century

Social Paralysis and Social Change

British Working-Class Education in the Nineteenth Century

Univ of California Press 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?

Childhood Transformed

Working-class Children in Nineteenth-century England

[Manchester University Press](#) **Childhood Transformed** provides a pioneering study of the remarkable shift in the nature of working-class childhood in the nineteenth century from lives dominated by work to lives centered around school. The author argues that this change was accompanied by substantial improvements for many in the home environment, in health and nutrition, and in leisure opportunities. The book breaks new ground in providing a wide-ranging survey of different aspects of childhood in the Victorian period, the early chapters examining life at work in agriculture and industry, in the home and elsewhere, while the later chapters discuss the coming of compulsory education, together with changes in the home and in leisure activities. A separate section of the book is devoted to the treatment of deprived children, those in and out of the workhouse, on the streets, and also in prison, industrial schools and reformatories. Offering a fresh and more focused approach to the history of working-class children, this book should be of interest to all lecturers and students of nineteenth-century social history.

Studies in the History of Educational Theory Vol 2

The Minds and the Masses, 1760-1980

[Routledge](#) This volume completes G H Bantock's comprehensive study of educational thought, and its relationship to the broad development of European culture, from the time of the Renaissance to the present day. During the period under consideration, the new freedom from dogma and hierarchy allowed for the emergence of a large number of models of education intended to accommodate the autonomous personality and at the same time to meet the demand for educational expansion. The need to educate 'the masses' was increasingly recognized, and the dilemma posed by 'mass civilisation and minority culture' became acute as 'liberal' autonomy was increasingly threatened by new egalitarian and collectivist notions. The author considers the work of key theorists from the period, including such writers as Coleridge, Nietzsche and Tolstoy, all relatively neglected as educationists.

Popular Education and Socialization in the Nineteenth Century

[Routledge](#) Originally published in 1977, this volume analyzes aspects of elementary schooling in the nineteenth century and the ways in which it prepared working-class children for life in industrial Britain. The book examines: The procedures and practices of different types of schools. The ideologies guiding elementary education The social implications of curriculum content and pupils' and parents' attitudes to the education provided by the church and state.

Adult and Continuing Education: Vocational education

[Taylor & Francis](#) Depicting the ways that adult education has evolved as society has changed and how it has been incorporated into lifelong learning, this is a truly unique set that puts a stamp on an exciting field and important, far-reaching issues. These five volumes represent a great advance to scholars, as this is the first comprehensive overview of the field. The set draws on books, journals, reports and historical papers to map the vast field of education for adults. The writings included in the set have influenced the development of both the practice and the study of adult education from the Guilds to vocational education, distance learning and leisure learning. The collection also covers the recent emergence of corporations as new providers of education for adults with the corporate classroom, corporate universities and consultancies. A detailed index and new introduction by the editor will help the reader navigate this wealth of diverse material.

The Selected Works of Robert Owen Vol I

[Taylor & Francis](#) Robert Owen (1771-1858) was the founder of British socialism, and one of the most influential reformers in Britain and America in the first half of the 19th century. This book contains all Owen's key writings on the ideal community, socialism, religion, and the capitalist economic system.

A History of Education in Saskatchewan

Selected Readings

[University of Regina Press](#)

Intellectual Politics and Cultural Conflict in the Romantic Period

Scottish Whigs, English Radicals and the Making of the British Public Sphere

[Routledge](#) **Intellectual Politics and Cultural Conflict in the Romantic Period** maps the intellectual formation of English plebeian radicalism and Scottish philosophic Whiggism over the long eighteenth century and examines their associated strategies of critical engagement with the cultural, social and political crises of the early nineteenth century. It is a story of the making of a wider British public sphere out of the agendas and discourses of the radical and liberal publics that both shaped and responded to them. When juxtaposed, these competing intellectual formations illustrate two important expressions of cultural politics in the Romantic period, as well as the peculiar overlapping of national cultural histories that contributed to the ideological conflict over the public meaning of Britain's industrial modernity. Alex Benchimol's study provides an original contribution to recent scholarship in Romantic period studies centred around the public sphere, recovering the contemporary debates and national cultural histories that together made up a significant part of the ideological landscape of the British public sphere in the early nineteenth century.

The Contributions of James Mill and Robert Owen to a State Philosophy of Popular Education in England 1800-1839

Work in Hand

Script, Print, and Writing, 1690-1840

[Oxford University Press](#) **Work in Hand: Script, Print and Writing, 1690-1840** is about the relationship between manual writing and print. Handwriting, and how it is seen and understood, changes a lot during this period, as can be seen in printed engravings of handwriting, in the form of copy-books, and engraved autographs. It is now that English round hand, the ancestor of modern handwriting, develops. The idea that the labouring classes should not have access to writing also loses ground, and a universal ability to write slowly becomes acceptable. There is a new interest in the 'author's hand', the handwriting of novelists and poets, part of a more general cult of the autograph. By the end of the period handwriting becomes associated with being human.

The Cambridge Social History of Britain, 1750-1950

[Cambridge University Press](#) **Whilst in certain quarters it may be fashionable to suppose that there is no such thing as society historians, they have had no difficulty in finding their subject. The difficulty, rather, is that an outpouring of research and writing is hard for anyone but the specialist to keep up with the literature or grasp the overall picture. In these three volumes, as is the tradition in Cambridge Histories, a team of specialists has assembled the jigsaw of topical monographic research and presented an interpretation of the development of modern British society since 1750, from three perspectives: those of regional communities, the working and living environment, and social institutions. Each volume is self-contained, and each contribution, thematically defined, contains its own chronology of the period under review. Taken as a whole they offer an authoritative and comprehensive view of the manner and method of the shaping of society in the two centuries of unprecedented demographic and economic change.**

Modern Historians on British History 1485-1945

(Routledge Revivals)

A Critical Bibliography 1945-1969

Routledge The twenty-five year period following the Second World War saw an enormous expansion of activity in the writing of the history of modern Britain, and with that expansion a major transformation of the state of knowledge in many parts of the area. First published in 1970, this Revivals reissue, which includes an extensive coverage of books and a reasonable selection of articles, endeavours both to survey the work done and to reduce it to some comprehensible order. It indicates achievements and probable lines of development, and collects the materials that have grown around the main controversies. Omitted are local history (in the main) and the history of empire and commonwealth, except where the latter really arises out of the affairs of the mother country. There are special sections on social history, the history of ideas, Scotland and Ireland.

The Romantics

England in a Revolutionary Age (Large Print 16pt)

ReadHowYouWant.com Now in paperback, the great historian's provocative account of the rise of Romanticism. Combining his incomparable knowledge of English history with an original interpretation of British literature of the late 18th and early nineteenth century, E. P. Thompson traces the intellectual influences and societal pressures that gave rise to the English Romantic movement. Writing with great passion and literary force, Thompson examines the interaction between politics and literature at the beginning of the modern age, focusing in on the turbulent 1790s -- the time of the French and American revolutions -- through the celebrated writings of Wordsworth, Coleridge, and Mary Wollstonecraft.

Culture, Ideology and Politics (Routledge Revivals)

Essays for Eric Hobsbawm

Routledge First published in 1982, this book is inspired the ideas generated by Eric Hobsbawm, and has taken shape around a unifying preoccupation with the symbolic order and its relationship to political and religious belief. It explores some of the oldest question in Marxist historiography, for example the relationship of 'base' and 'superstructure', art and social life, and also some of the newest and most problematic questions, such as the relationship of dreams and fantasy to political action, or of past and present — historical consciousness — to the making of ideology. The essays, which range widely over period and place, are intended to break new ground and take on difficult questions.

Customs in Common

Studies in Traditional Popular Culture

New Press/ORIM An epic and intimate firsthand account of a true American hero's daring journey into the heart of the Amazon forest in the nineteenth-century. "Meticulously researched, elegantly argued and deeply humane," *Customs in Common* describes the complex culture from which working class institutions emerged in England—a panoply of traditions and customs that the new working class fought to preserve well into Victorian times (*The New York Times Book Review*). This remarkable sequel to E. P. Thompson's influential, landmark volume of social history, *The Making of the English Working Class*, investigates the gradual disappearance of a range of cultural customs against the backdrop of the great upheavals of the eighteenth century. As villagers were subjected to a legal system increasingly hostile to custom, they tried both to resist and to preserve tradition, becoming, as Thompson explains, "rebellious, but rebellious in defence of custom." Although some historians have written of riotous peasants of England and Wales as if they were mainly a problem for magistrates and governments, for Thompson it is the rulers, landowners, and governments who were a problem for the people, whose exuberant culture preceded the formation of working-class institutions and consciousness. Essential reading for all those intrigued by English history, *Customs in Common* has a special relevance today, as traditional economies are being replaced by market economies throughout the world. The rich scholarship and depth of insight in Thompson's work offer many clues to understanding contemporary changes around the globe. "By providing a fuller sense of the way of life capitalism destroyed, *Customs in Common* helps us understand why the resistance to it was so protracted and tenacious . . . [This] long-awaited collection . . . is a signal contribution . . . [from] the person most responsible for inspiring the revival of American labor history during the past thirty years." —*The Nation* "This book signals the return to historical writing of one of the most eloquent, powerful and independent voices of our time. At his best he is capable of a passionate, sardonic eloquence which is unequalled." —*The Observer*

Romanticism and the Cultures of Infancy

[Springer Nature](#) This collection of essays explores the remarkable range and cultural significance of the engagement with 'infancy' during the Romantic period. Taking its point of departure in the commonplace claim that the Romantics invented childhood, the book traces that engagement across national boundaries, in the visual arts, in works of educational theory and natural philosophy, and in both fiction and non-fiction written for children. Essays authored by scholars from a range of national and disciplinary backgrounds reveal how Romantic-period representations of and for children constitute sites of complex discursive interaction, where ostensibly unrelated areas of enquiry are brought together through common tropes and topoi associated with infancy. Broadly new-historicist in approach, but drawing also on influential theoretical descriptions of genre, discipline, mediation, cultural exchange, and comparative methodologies, the collection also seeks to rethink the idea of a clear-cut dichotomy between Enlightenment and Romantic conceptions of infancy.

Michael Faraday's Mental Exercises

An Artisan Essay-circle in Regency London

[Liverpool University Press](#) In 1818 Michael Faraday and a handful of other London artisans formed a self-help group with the aim of teaching themselves to write like gentlemen. For a year and a half the essay-circle met regularly to read aloud and criticize one another's writings. The 'Mental Exercises' they produced are a record of the life, literary tastes, and social and political ideas of dissenting artisans in Regency London. This complete corpus of the essay-circle's writings is accompanied by detailed annotations, extracts from key sources, and a full-length introduction explaining the biographical, historical and literary context of the group.

Educating the Child in Enlightenment Britain

Beliefs, Cultures, Practices

[Ashgate Publishing, Ltd.](#) Posing a challenge to more traditional approaches to the history of education, this interdisciplinary collection examines the complex web of beliefs and methods by which culture was transmitted to young people in eighteenth-century Britain. Contributors c

Childe Harold's Pilgrimage

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History of Education Society Bulletin

Assessing Radical Education

A Critical Review of the Radical Movement in English Schooling, 1960-1980

History of Education

Themes and Perspectives

[Routledge](#) Specially commissioned to mark the 40th Anniversary of History of Education, and containing articles from leading international scholars, this is a unique and important volume. Over the past forty years, scholars working in the history of education have engaged with histories of religion, gender, science and culture, and have developed comparative research on areas such as education, race and class. This volume demonstrates the richness of such work, bringing together some of the leading international scholars writing in the field of history of education today, and providing readers with original and theoretically informed research. Each author draws on the wealth of material that has appeared in the leading SSCI-indexed journal History of Education, over the past forty years, providing readers with not only incisive studies of major themes, but delivering invaluable research bibliographies. A 'must have' for university libraries and a 'must own' for historians. This book was originally published as a special issue of History of Education.

The Rise of Popular Literacy in Victorian England

The Influence of Private Choice and Public Policy

University of Pennsylvania Press While increasing government involvement would seem to provide the most obvious explanation for this rise, David F. Mitch seeks to demonstrate that, in fact, popular demand was also an important force behind the growth in literacy.

Encyclopedia of the Romantic Era, 1760–1850

Routledge In 850 analytical articles, this two-volume set explores the developments that influenced the profound changes in thought and sensibility during the second half of the eighteenth century and the first half of the nineteenth century. The Encyclopedia provides readers with a clear, detailed, and accurate reference source on the literature, thought, music, and art of the period, demonstrating the rich interplay of international influences and cross-currents at work; and to explore the many issues raised by the very concepts of Romantic and Romanticism.

Mary Sumner

BoD - Books on Demand The founder and president of the Mothers' Union, one of the first and largest women's organisations, Mary Sumner (1828-1921) was an influential educator and a force to be reckoned with in the Church of England of the late nineteenth and early twentieth centuries. Using the analytical tools of the sociologist Pierre Bourdieu, Sue Anderson-Faithful locates Mary Sumner's life and thought against social and religious networks in which she was restricted by gender yet privileged by class and proximity to distinguished individuals. This dichotomy is key to understanding the achievements of a woman who both replicated and shaped Victorian attitudes to women's roles in society. To Mary Sumner mission and education meant the propagation of religious knowledge through progressive pedagogy. Her activism was intended to promote social reform at home and nurture the growth of the British Empire with mothers wielding their political power as educators of future citizens. The symbiotic relationship between Church and State concentrated power in the hands of a ruling class with which Mary Sumner identified and which she supported. In her view the legitimacy of national and imperial rule was intertwined with the moral force of Anglicanism. Sue Anderson-Faithful interprets Mary Sumner's lifelong work in the light of these relationships, contrasting her assertion of personal agency and an empowering discourse of motherhood with her simultaneous reinforcement of patriarchy and class privilege.

New Education

New Society

New Education and Programmed Learning News

The Free School

Routledge First published in 1973, *The Free School* explores the roots of the educational malaise- sociological, historical, and psychological- and looks at what could be done and what is being done to free education from its rigid and hierarchical nineteenth-century organization. By placing schooling within its larger social context, the author illuminates many reasons behind the troubled situation in our secondary schools. Our mistake has been, he thinks, to confuse education (in its truest sense) with schooling. He concludes his analysis with a valuable account of the ways in which new educational ideas are being tried out in such places as Countesthorpe, Wyndham, the Parkway Program in Philadelphia, and the Open University. This book is a must read for schoolteachers and educationists.

American Education, the National Experience, 1783-1876

The Education of Native and Minority Groups

A Bibliography, 1923/32-

Modern British Society

A Bibliography

Pinter Publishers

The Evolution of Educational Theory in the United States

Greenwood Publishing Group **An examination of American educational theory from the colonial era to the present and a discussion of how changes in American society have been reflected in the theory, goals, and process of education.**

Popular Education; Or, The Normal School Manual

Containing Practical Suggestions for Daily and Sunday-school Teachers : in a Series of Letters

Gale and the British Library

Popular education; or, The normal school manual.

Principles of teaching; or, The normal school manual: containing practical suggestions on the government and instruction of children ... Seventeenth edition, revised and enlarged