

Matthew Arnold on education, (Penguin education)

Arnold, Matthew

Note: This is not the actual book cover

Matthew Arnold On Education Penguin Education

James Arthur, Ian Davies



Matthew Arnold On Education Penguin Education:

Matthew Arnold on Education Matthew Arnold, 1973 **Fifty Major Thinkers on Education** Joy Palmer, Liora Bresler, David Cooper, 2002-09-11 In this unique work some of today's greatest educators present concise accessible summaries of the great educators of the past Covering a time span from 500 BC to the early twentieth century each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of their impact and influence a list of their major writings and suggested further reading Together with *Fifty Modern Thinkers on Education* this book provides a unique reference guide for all students of education *Routledge Encyclopaedia of Educational Thinkers* Joy Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social historical and political contexts in which the thinker worked Ranging from Confucius and Montessori to Dewey and Edward de Bono the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times Each essay includes the following features concise biographical information on the individual an outline of the individual's key achievements and activities an assessment of their impact and influence a list of their major writings suggested further reading Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world Combining and building upon two internationally renowned volumes this collection is deliberately broad in scope crossing centuries boundaries and disciplines The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom this Encyclopaedia is an invaluable reference guide for all students of education including undergraduates and post graduates in education or teacher training and students of related disciplines **The City and Education in Four Nations** Ronald K. Goodenow, William E. Marsden, Peter Clark, 2003-12-04 The City and Education in Four Nations is a response to a long standing need for the placing of urban educational study in broader comparative contexts both historical and international This volume offers an account of the historical educational experiences of four major English speaking countries opening up new research agendas in a variety of fields An international team of contributors has been assembled combining historical and educational expertise and the work should interest scholars in a number of disciplines including urban history urban and comparative education social and public policy social and cultural history and the history of education *The Routledge Education Studies Textbook* James Arthur, Ian Davies, 2012-11-12 The Routledge Education Studies Textbook is an academically wide ranging and appropriately challenging resource for students

beyond the introductory stages of a degree programme in Education Studies Written in a clear and engaging style the chapters are divided into three sections that examine fundamental ideas and issues explore educational contexts and offer study and research guidance respectively To support the development of critical thinking debates between contributors are interspersed within sections and address the following questions Do private schools legitimise privilege Should the liberal state support religious schooling Are developments in post 14 education reducing the divide between the academic and the vocational Do schools contribute to social and community cohesion Do traditional and progressive teaching methods exist or are there only effective and ineffective methods Educational Research a foundation for teacher professionalism Each chapter opens with an overview of the rationale behind it and closes with a summary of the main points At the end of every chapter key questions are posed encouraging the student to critically reflect on the content and suggestions for further reading are made The Routledge Education Studies Textbook is essential reading for students of Education Studies especially during second and third years of the undergraduate degree It will be of interest to trainee teachers including those working towards M Level A companion volume The Routledge Education Studies Reader by the same editors contains key classic and contemporary academic articles and has been designed to be used alongside this Textbook **Ruling Through Education**

Tim Allender, 2006 Tracing the history of colonial education in the Punjab the large province of Hindustan divided today between India and Pakistan this book argues that the British controlled system of colonial education in Hindustan failed well before the national movement challenged foreign educational practice in the early twentieth century Drawing on extensive archival research in Great Britain India and Pakistan Allender shows how the early ideas of British officials generated a highly imaginative village system of schooling Attempting to accommodate local language and religious sensitivities this broad based scheme offered possibilities to improve the lot of village boys The revolt of 1857 and a well meaning crusade against female infanticide prompted officials to drop this scheme and to content themselves with city based schools Christian missionary tensions with the government over their evangelising agenda also meant that their focus on poor students was limited to a mere 17 years These developments helped to create a strong indigenous voice for educational innovations and change notably represented in the Arya Samaj In 1882 the Hunter Commission marked a recognition over the previous 30 years made it impossible for them to reach the general population with an effective European led scheme of education Sir Arthur Somervell on Music Education Arthur Somervell, 2003 These collected writings have now been prepared for publication by Gordon Cox together with some unpublished speeches and letters enabling musicologists and music educators to re evaluate the significance of Somervell's contribution to the musical and educational life of his time Jacket

Education, Social Reform and Philosophical Development Richard Pring, 2021-07-20 Reflecting on the meaning and purpose of an education at the mercy of political changes and innovation this book considers the social historical religious and cultural contexts that define education systems With a particular focus on how historical contexts shape the nature of

education and its relevance to wider society it explores the history of education in relation to social reform economic relevance and raising standards The first part of the book describes the developing system of education within England and Wales from the 19th century with reference to the growing consciousness of the need for education for all The second part identifies key philosophical influences on the evolving understandings of education and thereby of the developing policies and arrangements made in the light of those understandings which they generated Finally the third part of the book revisits the aims of education in the light of the historical development and the philosophical critiques This book will be of great interest to academics researchers postgraduate students and policy makers interested in the history of education and the moments that have defined it Ethnicity and Cultural Authority Daniel G. Williams, 2005-12-08 Longlisted for the Wales Book of the Year 2007 Writing in 1903 W E B Du Bois suggested that the goal for the African American was to be a co worker in the kingdom of culture He was evoking culture as a solution to the divisions within society thereby adopting in a very different context an idea that had been influentially expressed by Matthew Arnold in the 1860s Du Bois questioned the assumed universality of this concept by asking who ultimately is allowed into the kingdom of culture How does one come to speak from a position of cultural authority This book adopts a transatlantic approach to explore these questions It centres on four Victorian men of letters Matthew Arnold William Dean Howells W B Yeats and W E B Du Bois who drew on notions of ethnicity as a basis from which to assert their cultural authority In comparative close readings of these figures Daniel Williams addresses several key areas of contemporary literary and cultural debate The book questions the notion of the West as it appears and re appears in the formulations of postcolonial theory challenges the widespread tendency to divide nationalism into civic and ethnic forms and forces its readers to reconsider what they mean when they talk about culture identity and national literature Key Features Offers a substantial innovative intervention in transatlantic debates over race and ethnicity Uses 4 intriguing authors to explore issues of national identity racial purity and the use of literature as a marker of cultural capital A unique focus on Celtic identity in a transatlantic context Sets up a dialogue between writers who believe in national identity and those who believe in cultural distinctiveness Political Anxiety in Golden Age Children's Classics and Their Contemporary Adaptations Jasmin Sültemeyer, 2021-07-05 As striking counter intuitive and distasteful as the combination of children and anxiety may seem some of the most popular children s classics abound in depictions of traumatic relationships bloody wars and helpless heroes This book draws on Freudian and Lacanian anxiety models to investigate the psychological and political significance of this curious juxtaposition as it stands out in Golden Age novels from both sides of the Atlantic and their present day adaptations The stories discussed in detail so the argument goes identify specific anxieties and forms of anxiety management as integral elements of hegemonial middle class identity Apart from its audacious link between psychoanalysis and Marxist feminist as well as postcolonial ideology criticism this study provides a nuanced analysis of the ways in which allegedly trivial texts negotiate questions of individual and trans national identities In

doing so it offers a fresh look at beloved tales like Alice's Adventures in Wonderland, The Wizard of Oz and Peter Pan contributes to the dynamic field of adaptation studies and highlights the necessity to approach children's entertainment more seriously and more sensitively than it is generally the case

Social Control and the Education of Adults in the Nineteenth and Early Twentieth Centuries J. Jeffrey Robinson, 2013 An almost universal concern of the Victorian governing classes was with the question of social control: how to deflect a largely uneducated working class from their inevitable challenge to the centres of power, accepted value systems and existing authority structures. The fear in which the masses were held by the middle and upper classes came to dominate access to education or more accurately to what they defined as useful knowledge since this was designed to instil the values of a just and ordered society. Conversely for the working class it would give them power over their own lives and in so doing provide access to that social hierarchy currently valued by the governing minority. This book addresses the role of the providers of education alongside the responses of those for whom it was intended. It discusses the provision of educational initiatives and the frequent attenuation of their founding objectives. It assesses the utility of the strategies of power and control adopted by the providers in order to maintain an upper class ideology. Though evidence is discussed in a national context it is supported by additional data from a rural county both for the purpose of comparative analysis and in order to add character and hear the true voice of the men and women involved.

Conflict and Compromise Dennis Smith, 2016-06-17 First published in 1982, this study explores the dynamics of class formation during the vital decades between 1830 and 1914 when a rising urban industrial order was developing in complex interdependence with a declining rural agrarian order. The book follows the divergent paths of two cities, Birmingham and Sheffield, in their social development. These paths reflect the complex process of conflict and compromise as the old order was gradually replaced by the new. It studies in detail many aspects of social life that were affected by these changes, such as education, public administration, political structures, public administration, religion, the professions, popular culture and family. This book will be of interest to those studying Victorian history and sociology.

Professionalism and Ethics in Teaching David Carr, 2005-06-20 Professionalism and Ethics in Teaching presents a thought-provoking and stimulating study of the moral dimensions of the teaching professions. After discussing the moral implications of professionalism, Carr explores the relationship of education theory to teaching practice and the impact of this relationship on professional expertise. He then identifies and examines some central ethical and moral issues in education and teaching. Finally, David Carr gives a detailed analysis of a range of issues concerning the role of the teacher and the management of educational issues. Professionalism and Ethics in Teaching presents a thought-provoking and stimulating study of the moral dimensions of the teaching professions.

Education and the Common Good John Gingell, 2013-11-20 Robin Barrow has been one of the leading philosophers of education for more than forty years. This book is a critical but appreciative examination of his work by some of the leading philosophers of education at work today, with responses from Professor Barrow. It will focus on his work on

curriculum the analytic tradition in philosophy education and schooling and his use of Greek philosophy to enrich current debates in the subject This work will be of interest to all those who have been influenced by his contributions to educational and philosophical debate *Religion and American Education* Warren A. Nord,2014-07-01 Warren Nord's thoughtful book tackles an issue of great importance in contemporary America the role of religion in our public schools and universities According to Nord public opinion has been excessively polarized by those religious conservatives who would restore religious purposes and practices to public education and by those secular liberals for whom religion is irrelevant to everything in the curriculum While he maintains that public schools and universities must not promote religion he also argues that there are powerful philosophical political moral and constitutional reasons for requiring students to study religion Indeed only if religion is included in the curriculum will students receive a truly liberal education one that takes seriously a variety of ways of understanding the human experience Intended for a broad audience Nord's comprehensive study encompasses American history constitutional law educational theory and practice theology philosophy and ethics It also discusses a number of current controversial issues including multiculturalism moral education creationism academic freedom and the voucher and school choice movements **Social Radicalism and Liberal Education** Lindsay Paterson,2015-10-21 Liberal education used to command wide political support Radicals disagreed with conservatives on whether the best culture could be appreciated by everyone and they disagreed too on whether the barriers to understanding it were mainly social and economic but there was no dispute that any worthwhile education ought to hand on the best that has been thought and said That consensus has vanished since the 1960s The book examines why social radicals supported liberal education why they have moved away from it and what the implications are for the future of an intellectually stimulating and culturally literate education International Library of the Philosophy of Education Charles Bailey,2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education **Philosophers as Educational Reformers (International Library of the Philosophy of Education Volume 10)** Peter Gordon,John White,2010-02-25 This volume assesses how far the ideas and achievements of the 19th century British Idealist philosophical reformers are still important for us today when considering fundamental questions about the structure and objectives of the education system in England and Wales Part 1 examines those ideas of the Idealists especially T H Green which had most bearing on the educational reforms carried out between 1870 and the 1920s and traces their connection with the philosophy and educational theory of Hegel and other post Kantians Part 2 is an historical survey

concentrating on the innovations in the organization and contents of education in England and Wales brought about by the administrators and educationists educated in philosophical idealism Part 3 considers what relevance the philosophical and practical ideas of this interconnected group of reformers have to education today

Contesting Cultural Rhetorics

Margaret J. Marshall, 2025-10-01 Contesting Cultural Rhetorics is a groundbreaking and original study that demonstrates how education is viewed as a contested term and a set of contested practices in American culture because it is inevitably linked to highly contested value laden terms An examination of the public discourse of education not only reveals the ideologies and conceptions embedded in educative acts and institutions but also provides a means of examining how education itself functions in American culture as a site of contest between ideologies values and the constitution of individual and nation Margaret J Marshall s analysis employs a range of contemporary theorists from Bakhtin to Foucault and draws on a number of disciplinary perspectives including law history and ethnography where scholars have been examining discursive practices and where rhetoric is understood to be a means of examining cultural conceptions and embedded ideologies Through these lenses she examines four influential and popular texts of the 1890s that serve to illuminate current public debates on education Joseph Mayer Rice s articles in Forum a well respected magazine Matthew Arnold s introduction to a government report W E B Du Bois s A Negro Schoolmaster in the New South and Jane Addams s A Function of the Social Settlement Neither a history of education nor a typical literary analysis of the texts in question this book considers the rhetorical stance of authors the constitution of audience and subject and the use of references and narratives as devices of authority Taken together these texts reveal the complicated public discussion of education in the 1890s a period of transformation in culture schooling and the organization of knowledge Moreover they reveal the rhetorical structure of many of the questions Americans ask about education today who should be educated by whom for what purposes using what methods or materials What of the past should we pass on to the future and how Contesting Cultural Rhetorics will be useful to readers interested in the history of education and nineteenth century popular culture as well as those involved in current debates on education and public policy

The Palgrave Handbook of Educational Thinkers

Brett A. Geier, 2024-08-21 This handbook presents a durable comprehensive and up to date resource covering the seminal thinkers in education of past and present Each entry will capture the professional background of a legendary thinker and presents their key insights new thinking and major legacies to the field of education Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this handbook provides a unique history and overview of figures who have shaped education and educational thinking throughout the world

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web feb 28 2020 the observation was over and i walked the toddler back to class to play with her friends she ran ahead of me into the room during the observation i always asked if the toddler could do something without me demonstrating with p she could do most of the things with just an audio prop but with l i had to demonstrate every single action i asked

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