

*Democratic  
Education*

# MATTHEW ARNOLD



*Edited by  
R. H. Super*

# Matthew Arnold Democratic Education

**John Lawson, Harold Silver**



## **Matthew Arnold Democratic Education:**

Matthew Arnold Matthew Arnold,1962

**The Complete Prose Work of Matthew Arnold** Matthew Arnold,1963

*The Complete Prose Works of Matthew Arnold* Matthew Arnold,1962

**Democratic Education** Matthew Arnold,1962

Sets forth the education standards on which Arnold's literary and political thought was based **Matthew Arnold and the Growth of Democratic Education in England** Fred George Walcott,1945 *Complete Prose Works of Matthew Arnold: Democratic education* Matthew Arnold,1962 Leavis and Lonergan Joseph Fitzpatrick,2021-02-11 This book illustrates the value of the cross fertilisation of literary criticism with philosophy something Leavis advocated in his later writings Lonergan's epistemology of Critical Realism supports Leavis's account of how we reach a valid judgment concerning the worth of a poem or literary text and his exploration of the relationship between subjectivity and objectivity illustrates how close engagement with serious literature can be considered morally beneficial something Leavis passionately believed in Leavis and Lonergan are at one in providing convincing arguments against Cartesian dualism and the dominant positivist philosophies of their times And Leavis's method and practice as a literary critic which he developed independently of Lonergan exemplify Lonergan's epistemology as applied to literature and in this way illustrate its versatility and fruitfulness

Democratizing Education and Educating Democratic Citizens Leslie J. Limage,2013-10-08 The essays in the book are organized into three sections in order to address the conceptualization of democracy and citizenship reform efforts towards democratization in various societies and educational efforts to foster democratic citizens Each is written from a different historical and national perspective by an international panel of prominent comparative education scholars and each tackles the theme of democracy and civic duty in education **Four Hundred Years of English Education , 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 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 **Education, Autonomy and Democratic Citizenship** David

Bridges,2002-11-01 Across the globe educators are being required to respond to a changing political environment New nations emerge out of the collapse of old empires new democracies struggle out of old structures of oppression Driven on by the fierce competitiveness of the tiger economies of the east old social welfare 1 based democracies are transformed into new market led enterprise societies The essays in this international collection are a response from twenty two educators to these changes and to the reassessment that they provoke of some of the fundamental principles which shape educational thought and practice They focus in particular on four key clusters of issues to do with the role of education in cultivating national identity Authors from political settings as culturally distant as Lithuania and Taiwan consider what role if any nationalistic education might play in the context of a democratic liberal education market principles Contributors offer different perspectives on the internationally pervasive application of the principles of the market economy to education and the consequent commodification of learning personal autonomy Different dimensions of the contested notion of autonomy are examined along with the related discourses of edification and empowerment democratic citizenship From post Soviet Russia to the new South Africa in schools and in the context of professional training educators examine what education for democratic citizenship might mean in practice and tease out some of the conflicts of principle which are raised in its implementation The contributors are distinguished scholars drawn from every continent They write consciously for an international readership and there is constant cross reference to developments in different parts of the world All are practitioners in education sharing an interest in the philosophical issues underlying social change The philosophical discussion is clearly rooted in and referred back to the world of educational practice and its political context The Politics

of Educational Reform in France, 1918-1940 John E. Talbott,2015-12-08 Professor Talbott describes the effort in France to democratize the educational system particularly in the secondary schools and to reform the traditional educational structure laid down by the Jesuits in the seventeenth century Originally published in 1969 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

**Studies in the History of Educational Theory** Geoffrey Herman Bantock,2012 **A Social History of Education in England** John Lawson,Harold Silver,2013-10-28 Originally published in 1973 this book describes the medieval origins of the British education system and the transformations successive historical events such as the Reformation the Civil War and the Industrial Revolution have wrought on it It examines the effect on the educational pattern of such major cultural upheavals as the Renaissance it looks at the different parts played by church and state and the influence of new social and educational philosophies **Philosophy of Education** Joseph James Chambliss,1996 First Published in 1996 Routledge is an imprint of

Taylor Francis an informa company      *Value and the Humanities* Zoe Hope Bulaitis,2020-06-29 Tracing the shift from liberal to neoliberal education from the nineteenth century to the present day this open access book provides a rich and previously underdeveloped narrative of value in higher education in England Value and the Humanities draws upon historical financial and critical debates concerning educational and cultural policy Rather than writing a singular defence of the humanities against economic rationalism Zoe Hope Bulaitis constructs a nuanced map of the intersections of value in the humanities encompassing an exploration of policy engagement scientific discourses fictional representation and the humanities in public life The book articulates a kaleidoscopic range of humanities practices which demonstrate that although recent policy encourages higher education to be entirely motivated by outcomes fiscal targets and the acquisition of employability skills the humanities continue to inspire and aspire beyond these limits This book is a historically grounded and theoretically informed analysis of the value of the humanities within the context of the market      **Romantic Marks and Measures** Julia

S. Carlson,2016 In *Romantic Marks and Measures* Julia S Carlson examines Wordsworth's poetry of speech and nature as a poetry of print written and read in the midst of topographic and typographic experimentation and change      *Romanticism, Aesthetics, and Nationalism* David Aram Kaiser,1999-11-13 This ambitious study first published in 1999 argues that our conception of the aesthetic sphere emerged during the era of British and German Romanticism from conflicts between competing models of the liberal state and the cultural nation The aesthetic sphere is thus centrally connected to aesthetic statism which is the theoretical project of reconciling conflicts in the political sphere by appealing to the unity of the symbol David Kaiser traces the trajectory of aesthetic statism from Schiller and Coleridge through Arnold Mill and Ruskin to Adorno and Habermas He analyses how the concept of aesthetic autonomy shifts from being a supplement to the political sphere to an end in itself this shift lies behind the problems that contemporary literary theory has faced in its attempts to connect the aesthetic and political spheres Finally he suggests that we rethink the aesthetic sphere in order to regain that connection

**The Cornhill Magazine** William Makepeace Thackeray,George Smith,1911      **Education And The Struggle For Democracy** Carr, Wilfred,Hartnett, Anthony,1996-03-01 During the past decade there has been a series of radical changes to the educational system of England and Wales This book argues that any serious study of these changes has to engage with complex questions about the role of education in a modern liberal democracy Were these educational changes informed by the needs and aspirations of a democratic society To what extent will they promote democratic values and ideals These questions can only be adequately addressed by making explicit the political ideas and the underlying philosophical principles that have together shaped the English educational system To this end the book provides a selective history of English education which exposes the connections between decisive periods of educational change and the intellectual and political climate in which it occurred It also connects the educational policies of the 1980s and 90s to the political ideas of the New Right in order to show how they are part of a broader political strategy aimed at reversing the democratic advances achieved

through the intellectual and political struggles of the nineteenth and twentieth centuries The book proposes that a democratic educational vision can only effectively be advanced by renewing the struggle for democracy the historical struggle to create forms of education which will empower all citizens to participate in an open pluralistic and democratic society

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