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Johnstone (chemist); Alexander MacKay (journalist); Lord Acton (historian); Harriet Martineau (feminist); J. R. Godley (Tory) (iv) The House of Commons and American practice: J. A. Roebuck in 1833 Sir Thomas Wyse in 1835; and Sir James Pakington in 1856; (v) The Endowed Schools Commission: James Frasesfs report at the close of the Civil War, 1865; (vi) Background to 1870; (vii) The seepage of labour; 3 Mass literacy; (i) Radicalism and reading; Cobbett's success; The Stamp Act and Bulwer Lytton's arguments for a free press; Harmsworth and the rise of the American style newspaper; (ii) American juvenile books: 'Peter Parley'; the McGuffey readers; the 'Rollo' series and their Socinian outlook (iii) Emerson's influence on Froude Walt Whitman and the 'bulk-people' of the industrial north of England; Fenimore Cooper and Nathaniel Hawthorne's anti-historicism; (iv) The rise of free libraries: the gifts of Andrew Carnegie, and the cataloguing skills of Melvil Dewey; (v) From detective story to science fiction; (vi) The 'neurosis of the future'; 4 The Land Grant example; (i) The Morrill Act of 1862 and American encouragement of scientific research, especially in agriculture; (ii) The 'Wisconsin model' and its English admirers, Patrick Geddes and Victor Branford (iii) Chautauqua to Chicago: the concept of the universal college(iv) Andrew Carnegie, Joseph Chamberlain and the rise of the civic universities; (v) Post-graduate research: the Johns Hopkins exemplar and Sir William Osier; (vi) The Mosely Commission, 1903; L.E.A.'s look across the Atlantic; H. B. Gray and the Public Schools; 5 The twentieth century university; (i) Balfour's attempts to attract American post-graduate students to Britain; institution of the Ph.D. and of the Committee of Vice-Chancellors and Principals; the flow, primed by Harkness and Rockefeller grants, increases westward (ii) American critics of the European tradition: Henry Adams and Abraham Flexner

Sommario/riassunto

The American ideal has exercised a powerful influence over English educational policy over the last two centuries, even as it has itself changed. Today the very size of America enables it to rehearse problems we shall meet tomorrow. This volume answers key questions for education, as relevant now as they were when it was originally published: Is there an optimal size and a maximal use of a school? Are there adequately sophisticated batteries of attainment tests? Or valid methods of vocational guidance?
