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Nota di contenuto	Front Cover -- Copyright Page -- National Identity and Education in Early Twentieth Century Australia -- Acknowledgements -- Contents -- Preface -- Part I. The Roots of the Australian Character -- Chapter 1 The Australian Identity Prior to Federation -- Chapter 2 Education and Curriculum in Victorian State Schools -- 2.1. Setting the Scene -- 2.2. The School Paper -- 2.2.1. Format -- 2.2.2. Philosophy -- 2.2.3. Content -- Part II. Imagining a Star-crossed Land -- Chapter 3 Inhabiting the Landscape -- 3.1. Loss and Adjustment in Early Australia -- 3.2. Encountering the 'Other' -- 3.3. Embracing the 'Other' -- 3.4. Exalting the 'Other' -- Chapter 4 Engaging with History -- 4.1. History in the School Paper -- 4.2. The Great War -- 4.3. Engaging with History -- Chapter 5 Creating the Myth -- 5.1. Heroes -- 5.2. The Legendary Bushman -- 5.3. Indigenous People -- Part III. From Empire To Nation -- Chapter 6 Towards a New Discourse on Identity -- 6.1. The Issue of Australian History -- 6.1.1. The Issue of British Heritage -- 6.2. Connection with Place -- 6.3. Flexible Format -- 6.4. The School

Community -- 6.5. The Education Community -- 6.6. The Great War -- 6.7. Representations of Indigenous People -- 6.7.1. Postcolonial Messages -- 6.7.2. Colonisers and Colonised -- 6.7.3. Racism and National Identity -- Chapter 7 Conclusion -- Bibliography -- Primary Sources -- Secondary sources -- Appendix 1: Prose from The School Paper Referenced in This Book -- Appendix 2: Verse from The School Paper Referenced in This Book -- Index.

Sommario/riassunto

This fascinating book explores how curriculum content in education was used to cultivate a sense of Australian national identity during the first two decades of the twentieth century. Providing a comprehensive picture of the entire reading curriculum in Victorian government schools over a period of almost two decades, the author demonstrates that, contrary to received wisdom, the Department of Education made every effort to integrate children of different backgrounds. Using three dimensions frequently cited in national identity theory landscape, history, and mythology readers are shown how material was chosen specifically to engage young white settler children and to help them overcome their sense of Australia as the 'other'. National Identity and Education in Early Twentieth Century Australia not only brings about a clearer understanding of how Australia came to be 'Australian' in character, it establishes how curriculum content may be brought into the service of nation-building across the globe.

2. Record Nr.	UNINA9910790905003321
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""Chapter 7: a€œSome God-Dammed Things Called LSTsa€?"";
""Chapter 8: SHAEF and ANCXF""
""Chapter 9: Duck, Fox, Beaver, Tiger""""Chapter 10: a€œA Hum
Throughout the Countrya€?""; ""Chapter 11: D-Day: The Invasion"";
""Chapter 12: D-Day: The Beaches""; ""Chapter 13: D-Day: The Crisis"";
""Chapter 14: a€œThe Shoreline Was Just a Shamblesa€?""; ""Chapter
15: a€œA Field of Ruinsa€?""; ""Epilogue""; ""BIBLIOGRAPHY"";
""Bibliographical Note""; ""Manuscript Sources""; ""Oral Histories"";
""Printed Primary Sources""; ""Books""; ""Unpublished Sources"";
""INDEX""

Sommario/riassunto

Seventy years ago, more than six thousand Allied ships carried more than a million soldiers across the English Channel to a fifty-mile-wide strip of the Normandy coast in German-occupied France. It was the greatest sea-borne assault in human history. The code names given to the beaches where the ships landed the soldiers have become immortal: Gold, Juno, Sword, Utah, and especially Omaha, the scene of almost unimaginable human tragedy. The sea of crosses in the cemetery sitting today atop a bluff overlooking the beaches recalls to us its cost. Most accounts of this epic story begin with the la
