

1. Record Nr.	UNINA9910811894003321
Autore	Armytage W. H. G
Titolo	The American influence on English education // W. H. G. Armytage
Pubbl/distr/stampa	Abingdon, Oxon ; ; New York, : Routledge, 2012
ISBN	1-136-72275-0 1-280-67077-0 9786613647702 1-136-72276-9 0-203-81652-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (137 p.)
Collana	Routledge library editions: education ; ; 1
Disciplina	370.941 370.973 370/.973
Soggetti	Education - United States - History Great Britain Relations United States United States Relations Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: London : Routledge and Kegan Paul, 1967.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	THE AMERICAN INFLUENCE ON ENGLISH EDUCATION; Copyright; The American Influence on English Education; Copyright; Contents; Preface; 1 The Yankee gospel; (i) Its exponent and his relationship with pro-American groups in eighteenth century England; (ii) Its chapel: the Royal Institution; (iii) Returned loyalists: Francis Green and the education of the deaf; Lindley Murray and his famous 'grammar'; (iv) Frontier service agencies and their influence on the University of London; (v) Early chapelries: lyceums, mechanics' institutes; and Franklin Clubs (vi) 'Emerson mania' in the industrial north of England 2 The emergence of the school boards; (i) Liberal admiration of popularly-elected non-sectarian school boards: Cobden's visit in 1835, and subsequent activity to promote them in England; (ii) The Horace Mann, George Combe, Cobden triangle; (iii) Other endorsements of American board school: James Silk Buckingham (pioneer town planner); J. F. W.

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?

---