

1. Record Nr.	UNINA9910826110503321
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Titolo	For God and country : Butler's 1944 Education Act // by Elizabeth "Libi" Sundermann
Pubbl/distr/stampa	Newcastle upon Tyne, England : , : Cambridge Scholars Publishing, , 2015 ©2015
ISBN	1-4438-8743-9
Descrizione fisica	1 online resource (167 p.)
Disciplina	344.4107
Soggetti	Education and state - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	This postsecular study on Conservative and Christian thinkers' intellectual ferment leading to England's 1944 Education Act examines how politicians and educationalists promoted Christian-civic humanism as the educational philosophy underlying the Act. It argues that Religious Education and secondary and further educational proposals were meant to go hand-in-hand to shape a national educational system that promoted an English national identity based on ideals of tradition and progress for the war-weary nation. The 1944 Act's historic Religious Education mandate, however, was overshadowed by th