

1. Record Nr.	UNINA9910480851203321
Autore	Yeandle Peter
Titolo	Citizenship, nation, empire : The politics of history teaching in England, 1870–1930 // Peter Yeandle
Pubbl/distr/stampa	Manchester : , : Manchester University Press, , 2015 Baltimore, Md. : , : Project MUSE, , 2017 ©2015
ISBN	1-78170-835-5 1-84779-999-X
Descrizione fisica	1 online resource (225 p.)
Collana	Studies in imperialism
Disciplina	907
Soggetti	Geschichtsbild Geschichtsunterricht Imperialismus Patriotism History - Study and teaching Patriotism - England - History - 20th century History - Study and teaching - England Electronic books. Grossbritannien England
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 (pages 184-205) and index.
Nota di contenuto	Introduction -- Part 1: Contested histories: the teaching of history in its 'golden age' -- 1. Enlightened patriotism: or, what was history for? -- 2. The renaissance of the child: educational theory and the teaching of history -- Part 2: Imperial values and enlightened patriotism in the teaching of history, c. 1880-1930 -- 3. Imperial values in the teaching of history I: national origins, seafaring and the Christian impulse -- 4. Imperial values in the teaching of history II: the English 'race' -- 5. Enlightened patriots: heroes, heroines and 'pioneers of progress' in the teaching of history -- 6. History in war and peace -- Conclusion.
Sommario/riassunto	Citizenship, nation, empire investigates the extent to which popular

imperialism influenced the teaching of history between 1870 and 1930. It is the first book-length study to trace the substantial impact of educational psychology on the teaching of history, probing its impact on textbooks, literacy primers and teacher-training manuals. Educationists identified 'enlightened patriotism' to be the core objective of historical education. This was neither tub-thumping jingoism, nor state-prescribed national-identity teaching, but rather a carefully crafted curriculum for all children which fused civic as well as imperial ambitions. The book details contemporary debates about the purpose of history teaching and the influence of late-Victorian and Edwardian educational culture, and goes on to examine how pedagogical developments shaped the content of early-years reading books and textbooks through analysis of key themes including race, seafaring, gender and national identity. Special attention is paid to the significance of mass schooling in the formation of turn-of-the-twentieth-century cultures of hero worship, and the legacy of such developments for the 1920s. This volume will be of interest to those studying or researching aspects of English domestic imperial culture, especially those concerned with questions of childhood and schooling, citizenship, educational publishing and Anglo-British relations. Given that vitriolic debates about the politics of history teaching have endured into the twenty-first century, *Citizenship, nation, empire* is a timely study of the formative influences that shaped the history curriculum in English schools. --Provided by publisher.

2. Record Nr.	UNISA996385553703316
Autore	Locke Matthew <1621 or 2-1677.>
Titolo	Melothesia, or, Certain general rules for playing upon a continued-bass [[electronic resource]] : with a choice collection of lessons for the harpichord and organ of all sorts : never before published / / all carefully reviewed by M. Locke .
Pubbl/distr/stampa	London, : Printed for J. Carr, and are to be sold at his shop ..., 1673
Descrizione fisica	1 score (9 p., [2] p. of music, [1] p., 84 p. of music)
Soggetti	Thorough bass Harpichord music Organ music
Lingua di pubblicazione	Inglese
Formato	Musica a stampa
Livello bibliografico	Monografia
Note generali	Dedication signed: Matt. Locke. Reproduction of original in Library of Congress.
Sommario/riassunto	eebo-0078