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French Liberalism and Education in the Eighteenth Century; the Writings of La Chalotais, Turgot, Diderot, and Condorcet on National Education. Translated and Edited by F. de la Fontainerie

Female Education in 18th and 19th Century Britain

This study offers a new interpretation of the debates over education and politics in the early years of the French Revolution. Following these debates from the 1760s to the Terror (1793-94) and putting well-known works in dialogue with previously neglected sources, it situates education at the centre of revolutionary contests over citizenship, participatory politics and representative government. The book takes up education's role in a dramatic period of uncertainty and upheaval, anxiety and ambition. It traces the convergence of philosophical, political, ideological and practical concerns in Ancien Régime debates and revolutionary attempts to reform education and remake society. In doing so, it provides new insight into the relationship between the Enlightenment and the French Revolution and sheds light on how revolutionary legislators and ordinary citizens worked to make a new sort of politics possible in eighteenth-century France.

Genre and Ethics

The Charity School Movement

The philanthropic impulse to engage in charitable work and to encourage economic "improvement" was sharpened in eighteenth-century Ireland as Irish Protestants became increasingly aware of the threat that social problems, such as poverty, disease and criminality, posed to their rule. One response to this threat was the establishment of a number of voluntary societies which sought to address the different problems plaguing Ireland. This book examines a number of these voluntary societies, including those concerned with promoting education, supporting hospitals, and improving agriculture and manufacturing. It shows how these movements differed from earlier efforts in organisation, method and aims and demonstrates the connection between religiously motivated charities, Enlightenment-inspired scientific societies and the Irish government. It pays particular attention to the role of women, both as supporters of, and objects of, charity. It argues that, together, these movements aspired to purge Ireland of what they saw as destabilising factors that weakened the Anglo-Irish state. Improvers reflected Enlightenment-era optimism about the perfectibility of society and saw themselves as serving the interests and aspirations of the nation. Karen Sonnelitter is Assistant Professor of History at Siena College, Loudonville, New York. She completed her doctorate at Purdue University.

Framing Childhood in Eighteenth-century English Periodicals and Prints, 1689-1789

Plots of Enlightenment explores the emergence of the English novel during the early 1700s as a preeminent form of popular education at a time when educators were defining a new kind of "modern" English citizenship for both men and women. This new individual was imagined neither as the free, self-determined figure of early modern liberalism or republicanism, nor, at the other extreme, as the product of a nearly totalized disciplinary regimen. Instead, this new citizen materialized from the tensile process of what the sociologist Pierre Bourdieu calls "regulated improvisation," a strategy of performed individual identity that combines both social orchestration and individual agency. This book considers how the period's diverse forms of educational writing (including chapbooks, conduct books, and philosophical treatises) and the most innovative educational institutions of the age (such as charity schools, working schools, and proposed academies for young women) produced a shared concept of improvised identity also shaped by the early novel's pedagogical agenda. The model of improvised subjectivity contributed to new ways of imagining English individuality as both a private and public entity; it also empowered women authors, both educators and novelists, to transform traditional ideals of femininity in forming their own protofeminist versions of enlightened female identity. While offering a comprehensive account of the novel's educational status during the Enlightenment, *Plots of Enlightenment* focuses particularly on the first half of the eighteenth century, when novelists such as Daniel Defoe, Eliza Haywood, and Charlotte Lennox were first exploring concepts of fictional character based on educational and moral improvisation. A close examination of these authors' work illustrates further that by the 1750s, the improvisational impulse in England had forged the first perceptible outlines of the fictional subgenre later called the novel of education or the Bildungsroman. This

book is the first study of its kind to account for the complex interplay between the individualist and collectivist protocols of early modern fiction, with an eye toward articulating a comprehensive description of socialization and literary form that can accommodate the similarities and differences in the works of both male and female writers.

Some Thoughts Concerning Education

"The study addresses the following kinds of questions: Why does genre need ethics? Why does ethics need genre? How is ethics related to and distinguished from ideology as currently used in cultural studies? How does a generic ethical method come to terms with history and historical change? How is a generic ethical method related to religion? Does genre reinforce the concept of the ethical agent? This book will therefore have a broad audience, including scholars whose fields range from the Renaissance to the present, theorists and philosophers whose interests include ethics, cultural studies, and ideologies, and educationists pursuing methods for graduates and undergraduates. The autobiographical introduction serves as the "hook," as our creative writers say, for this audience. Generically, it is experimental, being at once scholarly, pedagogical, and autobiographical."--BOOK JACKET.

The Cambridge History of Eighteenth-century Philosophy

This two-volume set presents a comprehensive and up-to-date history of eighteenth-century philosophy. The subject is treated systematically by topic, not by individual thinker, school, or movement, thus enabling a much more historically nuanced picture of the period to be painted.

William Hunter and the Eighteenth-Century Medical World

First published in 1787, this book provocatively challenged eighteenth-century attitudes towards women, and paved the way for modern feminist thinking. It argues that women can offer the most effective contribution to society if they are brought up to display sound moral values and character, rather than superficial social graces.

Scottish Highlanders and Native Americans

Originally published in 1938, this book presents a social history of eighteenth-century elementary education. The main focus is on the different reactions of philanthropists in England, Scotland, Ireland and Wales to the movement for establishing schools on a religious basis for the children of the poor. Intended to draw attention to an often marginalised area, the text provides a detailed analysis of the ideologies behind charity schools and the various difficulties they encountered. A detailed bibliography, appendices and illustrative figures are also included. This book will be of value to anyone with an interest in eighteenth-century history and the role of charity schools in the development of education.

Written Maternal Authority and Eighteenth-Century Education

in Britain

Seminar paper from the year 2011 in the subject English Language and Literature Studies - Culture and Applied Geography, grade: 1,3, Martin Luther University (Institut für Anglistik und Amerikanistik), course: Women in 18th and 19th Century Britain, language: English, abstract: Let your children be brought up together; let their sports and studies be the same; let them enjoy, in the constant presence of those who are set over them, all that freedom which innocence renders harmless, and in which Nature rejoices. (MACAULAY 1790: 32) Eighteenth Century England was a time in which women had little to say in society. They did not have the right to vote, they were not allowed to own properties, when married and as the husband was the chief breadwinner, they were not supposed to work. As they could not leave the house alone without being considered a prostitute, they were confined to the home where they would have to take care of the children and the household, "a subordinate role [] in society" (AUGUSTIN 2005: 2). As a consequence, as girls did not need to go to school to learn their future tasks as housewives, they were educated at home by their mothers who acted as a role model. The entire eighteenth and well into the nineteenth century there was little change in how girls and women were educated. The old system of patriarchy was still well established but it began to crumble little by little. Women began to fight for their rights getting more and more supporters. This work is trying to shed light on this period's progression from girls being educated poorly to girls having the same education as their brothers. The first chapter is going to show how gender differences were tried to be justified from a psycho-medical point of view, transferring the scientific findings to women's roles in society. The second chapter will show how important women were beginning to challenge the old system, disproving the validity of the scientific findings. Here a subdivision between the"

Public Or Private Education?

Every generation of college students, no matter how different from its predecessor, has been an enigma to faculty and administration, to parents, and to society in general. Watching today's students "holding themselves in because they had to get A's not only on tests but on deans' reports and recommendations," Helen Lefkowitz Horowitz, author of the highly praised *Alma Mater*, began to ask, "What has gone wrong—how did we get where we are today?" *Campus Life* is the result of her search—through college studies, alumni autobiographies, and among students themselves—for an answer. She begins in the post-revolutionary years when the peculiarly American form of college was born, forced in the student-faculty warfare: in 1800, pleasure-seeking Princeton students, angered by disciplinary action, "show pistols . . . and rolled barrels filled with stones along the hallways." She looks deeply into the campus through the next two centuries, to show us student society as revealed and reflected in the students' own codes of behavior, in the clubs (social and intellectual), in athletics, in student publications, and in student government. And we begin to notice for the first time, from earliest days till now, younger men, and later young women as well, have entered not a monolithic "student body" but a complex world containing three distinct sub-cultures. We see how from the beginning some undergraduates have resisted the ritualized frivolity and rowdiness of the group she calls "College Men." For the second group, the "Outsiders," college was not so much a matter of secret

societies, passionate team spirit and college patriotism as a serious preparation for a profession; and over the decades their ranks were joined by ambitious youths from all over rural America, by the first college women, by immigrants, Jews, “townies,” blacks, veterans, and older women beginning or continuing their education. We watch a third subculture of “Rebels”—both men and women—emerging in the early twentieth century, transforming individual dissent into collective rebellion, contending for control of collegiate politics and press, and eventually—in the 1960s—reordering the whole college/university world. Yet, Horowitz demonstrates, in spite of the tumultuous 1960s, in spite of the vast changes since the nineteenth century, the ways in which undergraduates work and play have continued to be shaped by whichever of the three competing subcultures—college men and women, outsiders, and rebels—is in control. We see today’s campus as dominated by the new breed of outsiders (they began to surface in the 1970s) driven to pursue their future careers with a “grim professionalism.” And as faint and sporadic signs emerge of (perhaps) a new activism, and a new attraction to learning for its own sake, we find that Helen Lefkowitz Horowitz has given us, in this study, a basis for anticipated the possible nature of the next campus generation.

In pursuit of politics

This is a collection of thirteen major essays on eighteenth-century Russia by one of the most distinguished Western historians. They illustrate and explore three major themes: the development of the Russian state and Russian society, in the years when Russia was changing from a minor power on the European periphery to a major actor on the continental stage; the influence of western ideas and western thought on Russian politics and culture; and the impact of the Enlightenment on Russia. This is a substantial contribution not just to the history of Russia, but to early modern Europe generally.

Some Aspects of Education in Cheshire in the Eighteenth Century

What is education for? The question framed in the second half of the eighteenth century in England is still urgent. Posed in textbooks, histories, conduct books, economic treatises, novels, and other kinds of writing, it was asked about punishment, the classical curriculum, the low status of teachers, education of the poor, public school or private tutor, and the education of girls. *Uses of Education* shows the fundamental question to be about the potential and limits of Enlightenment thought as it seeks to be embodied in institutions.

The Education of British Chemists in the Eighteenth Century

Upon its release several years ago, *The Beautiful Tree* was instantly embraced and praised by individuals and organizations across the globe. James Tooley's extraordinary ability to braid together personal experience, community action, individual courage, and family devotion, brought readers to the very heart of education. This book follows Tooley in his travels from the largest shanty town in Africa to the mountains of Gansu, China, and of the children, parents, teachers,

and entrepreneurs who taught him that the poor are not waiting for educational handouts. They are building their own schools and learning to save themselves. Now in paperback with a new postscript, *The Beautiful Tree* is not another book lamenting what has gone wrong in some of the world's poorest communities. It is a book about what is going right, and powerfully demonstrates how the entrepreneurial spirit and the love of parents for their children can be found in every corner of the globe.

Plots of Enlightenment

Camilla, Or a Picture of Youth

The Education of the Eye

A History of England in the Eighteenth Century

"In this first book-length examination of the SSPCK, Margaret Connell Szasz explores the origins of the Scottish Society's policies of cultural colonialism and their influence on two disparate frontiers. Drawing intriguing parallels between the treatment of Highland Scots and Native Americans, she incorporates multiple perspectives on the cultural encounter, juxtaposing the attitudes of Highlanders and Lowlanders, English colonials and Native peoples, while giving voice to the Society's pupils and graduates, its schoolmasters, and religious leaders."--BOOK JACKET.

Sex Education in Eighteenth-century France

Classical Education in Britain 1500-1900

First published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

The Beautiful Tree

Mita Choudhury explores the place of the nunnery & of nuns in French society during the 18th century, examining the long struggle to escape the dominance of male clergy & then the increasing pressure on their very existence in the years leading up to & during the Revolution.

The Endowed Schools of Staffordshire in the Eighteenth Century

Politics and Culture in Eighteenth-Century Russia

Examining the attitudes toward the education of the lower classes in eighteenth-century France, Harvey Chisick uncovers severe limitations to enlightened social thought. Originally published in 1981. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Absolutism and the Eighteenth-Century Origins of Compulsory Schooling in Prussia and Austria

The Education of the Eye examines the origins of visual culture in eighteenth-century Britain, setting out to reclaim visual culture for the democracy of the eye and to explain how aesthetic contemplation may, once more, be open to all who have eyes to look.

The Limits of Reform in the Enlightenment

Virtue Ethics and Education from Late Antiquity to the Eighteenth Century

Essays on the career of William Hunter, physician, obstetrician, medical educator and man of culture.

Bodily Fluids, Chemistry and Medicine in the Eighteenth-Century Boerhaave School

This book argues that pre-modern societies were characterized by a common quest for human flourishing or excellence, i.e. virtue. The history of virtue is a particularly fruitful approach when studying pre-modern periods. Systems of moral philosophy and more day-to-day moral ideas and practices in which virtue was central were incredibly important in pre-modern societies within and among diverse scholarly, literary, religious and social communities. Virtue was a cornerstone of pre-modern societies, permeating society in many different ways, and on many different levels, and it was conveyed in erudite and pedagogical texts, ritual, performance and images. The construction of virtues such as wisdom, courage, and justice helped shape identities and communities, but also served to legitimize and reinforce differences pertaining to gender, social hierarchies, and nations. On a more fundamental level, studying the history of virtue helps us understand the guiding principles of historical action. Thus, we believe that the history of virtue is central to understanding these societies, and that the history of virtue, including criticisms of virtue and virtue ethics, tells us important things about how men and women thought and acted in ages past.

From the revival of learning to the end of the eighteenth

century (in Italy, France, England, and the Netherlands)

New Trends in Education in the Eighteenth Century

This book explores the importance of bodily fluids to the development of medical knowledge in the eighteenth century. While the historiography has focused on the role of anatomy, this study shows that the chemical analyses of bodily fluids in the Dutch Republic radically altered perceptions of the body, propelling forwards a new system of medicine. It examines the new research methods and scientific instruments available at the turn of the eighteenth century that allowed for these developments, taken forward by Herman Boerhaave and his students. Each chapter focuses on a different bodily fluid – saliva, blood, urine, milk, sweat, semen – to investigate how doctors gained new insights into physiological processes through chemical experimentation on these bodily fluids. The book reveals how physicians moved from a humoral theory of medicine to new chemical and mechanical models for understanding the body in the early modern period. In doing so, it uncovers the lives and works of an important group of scientists which grew to become a European-wide community of physicians and chemists.

Thoughts on the Education of Daughters

Posing a challenge to more traditional approaches to the history of education, this interdisciplinary collection examines the complex web of beliefs and methods by which culture was transmitted to young people in eighteenth-century Britain. Contributors c

Uses of Education

Arguing that the location of idealised maternity for women is in the act of writing educational discourse rather than in the physical performance of the maternal role, Davies plots the formation of a written paradigm of maternal education that associates maternity with educational authority. She examines a wide range of genres by authors that include Samuel Richardson, Mary Wollstonecraft, Maria Edgeworth and Jane Austen.

Social Conditions Among the Pennsylvania Germans in the Eighteenth Century

A work by John Locke about education.

Buddhist Learning and Textual Practice in Eighteenth-century Lankan Monastic Culture

This 1988 book is a study of precocious attempts at school reform in societies that were overwhelmingly 'premodern'.

The Beautiful Tree

Blackburn supports this view with fresh readings of Buddhist texts and their links to social life beyond the monastery."--BOOK JACKET.

Educating the Child in Enlightenment Britain

Education in Edinburgh in the Eighteenth Century

Shedding light on an important and neglected topic in childhood studies, Anja Müller interrogates how different concepts of childhood proliferated and were construed in eighteenth-century periodicals and satirical prints. In examining links between text and image, Müller uncovers the role these media played in the genealogy of childhood prior to the 1790s, challenging the myth that situates the origin of childhood in late eighteenth-century England.

The Education of the Poor in the Eighteenth Century

Campus Life

Charity Movements in Eighteenth-century Ireland

Originally published in 1959, this book examines the history of classical education in Britain, beginning in the sixteenth century with the rise of humanism, which emphasized the importance of reading only the best Latin authors and re-introduced Roman structures of education in the form of grammar schools. Clarke also uses Scotland to compare and contrast with the educational history of England, particularly the ways in which the teaching of classics changed and developed over time. This book will be of value to anyone with an interest in the history of education in general, and the history of classical education in particular.

Convents and Nuns in Eighteenth-century French Politics and Culture

The essays that make up this collection examine past, present and future relationships between the private and public dimensions of education. The book offers an analysis of the situation from an international perspective.

French Liberalism and Education in the Eighteenth Century; the Writings of La Chalotais, Turgot, Diderot, and Condorcet on National Education. Translated and Edited by F. de la Fontainerie

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