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Education The Second World War Studies

R Bogdan



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Education and the Second World War: Education in England During the Second World War Roy Lowe, 2012 This was the first book which globally surveyed the impact of the Second World War on schooling It offers fascinating comparisons of the impact of total war both in terms of physical disruption and its effects on the ideology of schooling By analysing the effects on the education systems of each of the participant nations the contributors throw new light on the responses made in different parts of the globe to the challenge of world wide conflict

American Education, Democracy, and the Second World War C. Dorn, 2015-12-25 American Education Democracy and the Second World War examines how U S educational institutions during World War II responded to the dilemma of whether to serve as weapons in the nation s arsenal of democracy or citadels in safeguarding the American way of life By studying the lives of wartime Americans as well as nursery schools elementary and secondary schools and universities Charles Dorn makes the case that although wartime pressures affected educational institutions to varying degrees these institutions resisted efforts to be placed solely in service of the nation s war machine Instead Dorn argues American education maintained a sturdy commitment to fostering civic mindedness in a society characterized by rapid technological advance and the perception of an ever increasing threat to national security

Education and the Second World War Roy Lowe, 1992

History and Educational Policymaking Maris A. Vinovskis, 2008-10-01 In this book an eminent scholar and policymaker analyzes the lessons history can teach those who wish to reform the American educational system Maris Vinovskis begins by tracing the evolving role of the federal government in educational research providing a historical perspective at a time when there is some movement to abolish the U S Department of Education He then focuses on early childhood education exploring trends in the nineteenth and twentieth centuries He examines the troubling history of the Follow Through Program which existed from 1967 to 1994 to help Head Start children make the transition into the regular schools and he reviews the development of the Even Start Program which works to improve the literacy of disadvantaged parents while providing early childhood education for their children He discusses changing views toward the economic benefits of education and critically assesses the validity and usefulness of the idea of systemic or standards based reform Finally he develops a conceptual framework for mapping and analyzing education research and reform activities

A History of Popular Education Sjaak Braster, Frank Simon, Ian Grosvenor, 2014-10-20 Popular Education is a concept with many meanings With the rise of national systems of education at the beginning of the nineteenth century it was related to the socially inclusive concept of citizenship coined by privileged members with vested interests in the urban society that could only be achieved by educating the common people or in other words the uncontrollable masses that had nothing to lose In the twentieth century Popular Education became another word for initiatives taken by religious and socialist groups for educating working class adults and women However in the course of the twentieth century the meaning of the term shifted towards empowerment and the education of the oppressed This book

explores the several ways in which Popular Education has been theoretically and empirically defined in several regions of the world over the last three centuries It is the result of work by scholars from Europe and the Americas during the 31st session of the International Standing Conference on the History of Education ISCHE that was organised at Utrecht University the Netherlands in August 2009 This book was originally published as a special issue of *Paedagogica Historica* *Education and the Second World War* Roy Lowe,2011 **Patriotic Education in a Global Age** Randall Curren,Charles Dorn,2018-04-30

Should schools attempt to cultivate patriotism If so why And what conception of patriotism should drive those efforts Is patriotism essential to preserving national unity sustaining vigorous commitment to just institutions or motivating national service Are the hazards of patriotism so great as to overshadow its potential benefits Is there a genuinely virtuous form of patriotism that societies and schools should strive to cultivate In *Patriotic Education in a Global Age* philosopher Randall Curren and historian Charles Dorn address these questions as they seek to understand what role patriotism might legitimately play in schools as an aspect of civic education They trace the aims and rationales that have guided the inculcation of patriotism in American schools over the years the methods by which schools have sought to cultivate patriotism and the conceptions of patriotism at work in those aims rationales and methods They then examine what those conceptions mean for justice education and human flourishing Though the history of attempts to cultivate patriotism in schools offers both positive and cautionary lessons Curren and Dorn ultimately argue that a civic education organized around three components of civic virtue intelligence friendship and competence and an inclusive and enabling school community can contribute to the development of a virtuous form of patriotism that is compatible with equal citizenship reasoned dissent global justice and devotion to the health of democratic institutions and the natural environment *Patriotic Education in a Global Age* mounts a spirited defense of democratic institutions as it situates an understanding of patriotism in the context of nationalist populist and authoritarian movements in the United States and Europe and will be of interest to anyone concerned about polarization in public life and the future of democracy **The Mathematics Education for the Future**

Project - Proceedings of the 14th International Conference Alan Rogerson,Janina Morska,2017-07-01 This volume contains the papers presented at the International Conference on Challenges in Mathematics Education for the Next Decade held from September 10 15 2017 in Balatonfured Hungary The Conference was organized by The Mathematics Education for the Future Project an international educational project founded in 1986 *Educational Reconstruction* Gary

McCulloch,2013-09-05 This book presents a clear overview of the debates that surrounded the making of the 1944 Act which affected every aspect of education in this country It gives a detailed account of the tripartite divisions into three types of child that were sanctioned in the reforms of the 1940s At the same time it also emphasises the idea of education as a civic project which underlay the reforms and which was such an important part of their lasting authority The education policies of the past decade and the current attempts to shape a new education settlement need to be interpreted in a long term

historical framework and in particular in relation to the aims and problems of the last great cycle of reform in the 1940s This book makes an important contribution to the development of such a framework and the social history of education policy in this country

The RoutledgeFalmer Reader in History of Education Gary McCulloch,2005 Provides the reader with an impressive selection of articles on the history of education from a broad base including a new introduction from the editor

Science Education and Citizenship S. Terzian,2012-12-28 Science fairs clubs and talent searches are familiar fixtures in American education yet little is known about why they began and grew in popularity In *Science Education and Citizenship* Sevan G Terzian traces the civic purposes of these extracurricular programs for youth over four decades in the early to mid twentieth century He argues that Americans mobilization for World War Two reoriented these educational activities from scientific literacy to national defense a shift that persisted in the ensuing atomic age and has left a lasting legacy in American science education

Learning in Contemporary Culture Will Curtis,Alice Pettigrew,2009-05-18 This book provides an accessible undergraduate level introduction to the central educational concepts of learning and culture In examining these themes it addresses key issues including what is meant by culture characteristics commonly associated with contemporary culture relationships between culture and learning changing understandings of how what where and when we learn the relationship between learning national identity and citizenship and the impact of all these on our way of life today These ideas are approached from historical philosophical sociological political and psychological perspectives the traditional disciplines of Education Studies

Public Or Private Education? Richard Aldrich,2004 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

The Routledge History of the Second World War Paul R. Bartrop,2021-11-08 The Routledge History of the Second World War sums up the latest trends in the scholarship of that conflict covering a range of major themes and issues The book delivers a thematic analysis of the many ways in which study of the Second World War can take place considering international transnational and global approaches and serves as a major jumping off point for further research into the specific fields covered by each of the expert authors It demonstrates the global and total nature of the Second World War giving due coverage to the conflict in all major theatres and through the lens of the key combatants and neutrals examines issues of race gender ideology and society during the war and functions as a textbook to educate students as to the trends that have taken place in how the conflict has been and can be interpreted in the modern world Divided into twelve parts that cover central themes of the conflict including theatres of war leadership societies occupation secrecy and legacies it enables those with no memory of war to approach it with a view to comprehending what it was all about and places the history of this conflict into a context that is international transnational and institutional This is a comprehensive and accessible reference volume for anyone interested in the most up to date scholarship on this major conflict Chapter 18 of this book is freely available as a downloadable Open Access PDF under a Creative Commons

Attribution Non Commercial No Derivatives 4.0 license available at <http://www.taylorfrancis.com> **Handbook of Historical Studies in Education** Tanya Fitzgerald, 2020-04-03 This book offers an in depth historiographical and comparative analysis of prominent theoretical and methodological debates in the field Across each of the sections contributors will draw on specific case studies to illustrate the origins debates and tensions in the field and overview new trends directions and developments Each section includes an introduction that provides an overview of the theme and the overall emphasis within the section In addition each section has a concluding chapter that offers a critical and comparative analysis of the national case studies presented As a Handbook the emphasis is on deeper consideration of key issues rather than a more superficial and broader sweep The book offers researchers postgraduate and higher degree students as well as those teaching in this field a definitive text that identifies and debates key historiographical and methodological issues The intent is to encourage comparative historiographical perspectives of the nominated issues that overview the main theoretical and methodological debates and to propose new directions for the field

Mexican Americans and World War II Maggie Rivas-Rodriguez, 2005-04-01 A valuable book and the first significant scholarship on Mexican Americans in World War II Up to 750 000 Mexican American men served in World War II earning more Medals of Honor and other decorations in proportion to their numbers than any other ethnic group

European Military Culture and Security Governance Tamir Libel, 2016-03-17 This book offers the first systematic comparative analysis of military education and training in Europe within the context of the post Cold War security environment Based on an analysis of military education institutions in the UK Germany Finland Romania and the Baltic States this book demonstrates that the convergence of European military cultures since the end of the Cold War is linked to changes in military education The process of convergence originates at least in part from the full or partial adoption of a new concept by post commissioning professional military education institutions the National Defence University Officers are now educated alongside civilians and public servants wherein they enjoy a socialization experience that is markedly different from that of previous generations of European officers and is increasingly similar across national borders In addition this book argues that with the control over the curricula and graduation criteria increasingly set by civilian higher education authorities the European armed forces while continuing to exist and hold significant although declining capabilities stand to lose their status as a profession in the traditional sense This book will be of much interest to students of military European security policy European politics and IR in general

Old Schools Ramsey McGlazer, 2020-01-07 Winner AAIS First Book Prize *Old Schools* marks out a modernist countertradition The book makes sense of an apparent anachronism in twentieth century literature and cinema a fascination with outmoded paradigmatically pre modern educational forms that persists long after they are displaced in progressive pedagogical theories Advocates of progressive education turned against Latin in particular The dead language taught through time tested means including memorization recitation copying out and other forms of repetition and recall needed to be updated or eliminated reformers

argued so that students could breathe free and become modern achieving a break with convention and constraint Yet McGlazer s remarkable book reminds us that progressive education was championed not only by political progressives but also by Fascists in Italy where it was an object of Gramsci s critique Building on Gramsci s pages on the Latin class McGlazer shows how figures in various cultural vanguards from Victorian Britain to 1970s Brazil returned to and reimagined the old school Strikingly the works that McGlazer considers valorize this school s outmoded techniques even at their most cumbersome and conventional Like the Latin class to which they return these works produce constraints that feel limiting but that by virtue of that limitation invite valuable resistance As they turn grammar drills into verse and repetitious lectures into voiceovers they find unlikely resources for critique in the very practices that progressive reformers sought to clear away Registering the past s persistence even while they respond to the mounting pressures of modernization writers and filmmakers from Pater to Joyce to Pasolini retain what might look like retrograde attachments to tradition transmission scholastic rites and repetitive forms But the counter progressive pedagogies that they devise repeat the past to increasingly radical effect Old Schools teaches us that this kind of repetition can enable the change that it might seem to impede

Encyclopedia of Military Science G. Kurt Piehler, 2013-07-24 The Encyclopedia of Military Science provides a comprehensive ready reference on the organization traditions training purpose and functions of today s military Entries in this four volume work include coverage of the duties responsibilities and authority of military personnel and an understanding of strategies and tactics of the modern military and how they interface with political social legal economic and technological factors A large component is devoted to issues of leadership group dynamics motivation problem solving and decision making in the military context Finally this work also covers recent American military history since the end of the Cold War with a special emphasis on peacekeeping and peacemaking operations the First Persian Gulf War the events surrounding 9 11 and the wars in Afghanistan and Iraq and how the military has been changing in relation to these events Click here to read an article on The Daily Beast by Encyclopedia editor G Kurt Piehler Why Don t We Build Statues For Our War Heroes Anymore

Country Schoolwomen Kathleen Weiler, 1998 Focusing on the lives and work of women teachers in two rural California counties from 1850 to 1950 Country Schoolwomen explores the social context of teaching seeking to understand what teaching meant to women teachers what it provided them and how it shaped their categories of experience The women we meet in this study taught in isolated one and two room schoolhouses and in the migrant schools of the Depression years many of them witnessed the profound upheavals brought about by the two world wars Through the lens of their lives the author examines the growth of state control over schools the irrevocable impact of powerful economic and political changes on small town life and the patterns of racism that have divided California from the time of the earliest European settlement This study challenges a number of assumptions about the lives and work of women teachers It is often assumed for example that the work of women in schools has always been controlled by men that education has with rare

exceptions remained a patriarchal space in which women care for children in classrooms while men hold positions of authority define issues and set policy Country Schoolwomen introduces us to a network of women educators who occupied positions of power at the state level who supported one another and who defined an alternative far more positive image of the woman teacher The work of these women put forth a vision of classroom teaching as a serious and stimulating profession And for many of the women in this study teaching clearly did provide material resources and intellectual satisfaction The historical record thus suggests that rather than signaling their subjugation teaching has afforded women a potential source of power it has offered them respect autonomy and financial independence But women have had to struggle not always successfully to claim this potential which male educators have often sought to deny or disregard In addition both university experts and local communities have persisted in viewing classroom teaching as women s work and have consequently been slow to acknowledge competing perspectives on the profession This study ultimately reveals then not a homogeneous tradition but a dense ideological landscape one in which representations of the woman teacher were often caught among contradictory and contested visions

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