

CONTENTS

Preface	to the	First Edition	xi
Preface	to the	Second Edition	xii
I	The	Politics of Protestantism 1563-1603	I
	i	The nightmare of the Windsor diners	I
	ii	Propaganda for protestantism	2
	iii	Catholics fight back	3
	iv	Insuring the future	5
	v	Universities in Parliament	7
	vi	Naval science	9
	vii	Apprenticeship and its enforcement	ΙΙ
	viii	Inns for the gentry	13
П	Suits	s for Science 1603–1660	15
	i	The Baconian brief	15
	ii	Early scientific societies	16
	iii	Private secular schools	18
	iv	Hartlib and the puritans	20
	v	Commonwealth projects	21
	vi	The 'invisible college'	24
	vii	The Royal Society	25
III	The	National Religion versus National Needs	
	10	660–1732	27
	i	Dissenting academies	27
	ii	Navigation fosters toleration	29
	iii	Trigonometry. Industrial needs and the	
		teaching of science	31
	iv	Universities and the state	34
	v	The influence of the Royal Society	36
	vi	Criticism of the grammar schools	39

V



CONTENTS

	vii	New schools of industry	41
	viii	The 7-11 age range and the S.P.C.K.	43
	ix	Its eightfold role	44
	\mathbf{x}	Anti-education: the Mandevillean attitude	46
	xi	Rivulets of intelligence	48
IV	Prel	ude to Take-off 1732–1790	50
	i	The Dissenters and the handicapped	50
	ii	Freedom: gospel of the entrepreneur	52
	iii	Local scientific societies	55
	iv	The Royal Society of Arts	57
	v	Steam engines and technology	59
	vi	Preparatory schools	61
	vii	The rise of examinations	63
	viii	The rôle of the classics	66
V	The	Image of the Factory 1790-1826	68
	i	The reappearance of the Roman Catholics	68
	ii	The decline of Dissenting academies	69
	iii	Cautionary tales: Hannah More and	
		Mrs Sherwood	70
	iv	Sunday schools	74
	v	Wartime exploitation of children	76
	vi	Enter the state	78
	vii	Rhapsodists of Rousseau	80
	viii	Utility and the Hills	82
	ix	Classics and flogging	85
	\mathbf{x}	Imitating the enemy	86
	xi	Factory techniques in school: the monitorial system	89
	xii	The Chrestomathic ideal: Bentham	
	xiii	The Christocentric ethic: Coleridge	92
	ΧШ	The Christocentric cune. Coleringe	94
VI	Malthusianism and the Mechanics 1826–1851		
	i	The population explosion	97
	ii	Mechanics' institute	98
	iii	Theories of educability	100

vi



CONTENTS

	iv	Diffusing useful knowledge	IOI
	v	New universities	103
	vi	New middle-class schools	104
	vii		107
	viii	The emergence of the inspector	110
	ix	Irish model	112
	x	The beginnings of state aid	113
	xi	Catholics and immigrants	116
	xii	The Catholic revival	117
	xiii	National stocktaking	118
VII	Fitne	ess and Efficiency 1851–1868	119
	i	New state departments	119
	ii	Science and art	120
	iii	The spread of examinations	121
	iv	Enquiry into elementary schools	124
	v	Enquiry into universities	126
	vi	Enquiry into the nine great public schools	127
	vii	Enquiry into endowed schools	129
	viii	The education of women	129
	ix	Organised sport	132
	\mathbf{x}	Matthew Arnold: anemometer of the age	135
	xi	Enlarged activity of the state	137
VIII	The	Politics of the Boards 1868-1889	140
	i	State reform of the grammar schools	140
	ii	State aid for board schools: the Forster Act	142
	iii	School boards as innovators	145
	iv	Compulsion and the codes	149
	\mathbf{v}	Rivalry of board and voluntary schools	153
	vi	The professional teacher	156
	vii	Schools and colleges for women	159
	viii	The needs of industry	161
	ix	A ladder to civic colleges	163
	x	Teaching the physical sciences	165
IX	Col	lectivism and the County Councils 1889–1911	170
	i	The collectivist ethic	170

vii



CONTENTS

	ii	County councils	172
	iii	Fabian pressures	174
	iv	Ministerial stimulus	176
	v	Crisis in the voluntary schools	179
		A central authority	181
	vii		183
	viii	The Fabian-Clerical alliance	185
	ix	Civic universities	189
	\mathbf{x}	Raising the working men and boys	192
	xi	American pacemaking	195
	xii	'Progressive' schools	198
	xiii	Secular welfare	200
	xiv	Victory for local authorities	203
X	Cha	nge through Consultation 1911–1944	204
	i	The Consultative Committee	204
	ii	Psychological tests	205
	iii	Other types of secondary schools	207
	iv	The feats of Clay	209
	v	Youth movements	209
	vi	The rising threshold to employment	212
	vii	Mitigating unemployment	214
	viii	Technical colleges	217
	ix		219
	\mathbf{x}	Universities, the Treasury and the training	
		colleges	221
	xi	American munificence	224
	xii	The New Education	226
	xiii	The changing public school	23 I
	xiv	Sounding opinion for legislation	234
ΧI	Long-range Plans 1944–1964		237
	i	The need to plan	237
	ii	Operational research on buildings	239
	iii	The comprehensive principle	241
	iv	Manpower for science	243
	v	The tertiary sector and the state	246

viii



CONTENTS

	vi	Social geodesy and Robbins	249
	vii	Operational research on the curriculum	250
	viii	The Industrial Training Act	252
	ix	Staff colleges for business	255
	x	Electronics and education	256
	xi	National planning machinery	257
XII	Con	clusion. Co-ordination and Costing 1964-1969	259
	i	The Schools Council	259
	ii	Moves to secondary tiers	260
	iii	Co-ordination of tertiary and quarternary	
		fields	261
	iv	C.N.A.A. and N.U.S.	262
	v	American investment	264
	vi	Manpower forecasts	266
	vii	Libraries and T.V.	268
	viii	The tramp to the tech.	268
Notes			270
Index			325