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The Story of the British Army by C. They were fought between two rival branches of the royal House of Plantagenet, the houses of Lancaster and York. They were fought in several sporadic episodes between and Because of a paucity of sources from blacks themselves, he had to rely on glimpses through white eyes, especially those of antislavery advocate Granville Sharp. This book was produced whilst Britain was in the thick of World War 2, and victory was by no means certain. The text is undoubtedly morale boosting propaganda, but it is a fascinating read. The northern part of Great Britain is now called Scotland, but it was not called so till the Scots came over from Ireland Beautiful illustrations and detailed information allow the reader to get a sense of the history and beauty of this university. Bowman - Cambridge University Press , Since, in the early stages of school work, it is more important to present some of the fundamental historic ideas than to give any outline of events, this collection of stories may provoke readers to discussion and further inquiry. Pollard - ManyBooks , A. Pollard was a major force in establishing history as an academic subject in Britain. This book traces the evolution of a great empire, which has often conquered others, out of a little island which was often conquered itself. Innes - The MacMillan Company , This work is intended to appeal to the general reader who finds less than he requires in the books written expressly for the use of schools. It ought to be of service to advanced pupils and their teachers, as well as to university and other students. Harrison gathered his facts from books, letters, and maps. This is not intended as a textbook, but should rather be regarded as a swiftly moving panorama. Gilbert Keith Chesterton is certainly one of the most entertaining, and important, authors in the English language. Full of sensational plots, high adventure and terrible tragedy, it will appeal to anyone who enjoys a good story. Edwards was a historian, who wrote a number of books on Welsh history. An educationalist and a prolific writer, in this book he intended to arouse interest among the people of Wales in their own language and history.

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Though his religious position was not entirely Protestant, this led to the Church of England breaking from the Roman Catholic Church. There followed a time of great religious and political troubles, and the English Reformation. The first to reign was Edward VI of England. Although he was intelligent, he was only a boy of ten when he took the throne in 1547. When Edward VI died of tuberculosis in 1553, Mary I took the throne when crowds cheered for her in London, which people at the time said was the largest show of affection for a Tudor monarch. This led to burnings of Protestants, and much hatred from her people. Mary lost Calais, the last English possession on the Continent, and became even more unpopular except among Catholics at the end of her reign. The reign of Elizabeth returned a sort of order to England in 1558. The religious question that had divided the country since Henry VIII was put to rest by the Elizabethan Religious Settlement, which set up the Church of England in much the same form it has today. The slave trade that made Britain a major economic power began with Elizabeth, who gave John Hawkins permission to start trading in 1562. Queen Elizabeth The government of Elizabeth was more peaceful, apart from the revolt of the northern earls in 1569, and she was able to lessen the power of the old nobility and expand the power of her government. One of the most famous events in English military history was in 1588 when the Spanish Armada lost against the English navy, commanded by Sir Francis Drake. In all, the Tudor period is seen as an important one, leading to many questions that would have to be answered in the next century during the English Civil War. These were questions of how much power the monarch and Parliament should have, and how much one should control the other. English Civil War Elizabeth died without children who could take the throne after her. Her closest male Protestant relative was the king of Scotland, James VI, of the house of Stuart, so he became James I of England, the first king of the entire island of Great Britain, although he ruled England and Scotland as separate countries. Maps of territory held by Royalists red and Parliamentarians green during the English Civil War – A republic was declared, and Oliver Cromwell became the Lord Protector in 1653. After he died, his son Richard Cromwell followed him in the office, but soon quit. In 1665, London was hit with the plague, and then, in 1666, the capital was burned for 5 days by the Great Fire, destroying around 10,000 buildings. However, in Scotland and Ireland, Catholics loyal to James II were not so happy, and a series of bloody revolts followed. These rebellions continued until the mid-18th century, when Charles Edward Stuart was defeated at the Battle of Culloden in 1746.

Chapter 3 : A school history of England (Book,) [blog.quintoapp.com]

Excerpt from A School History of England The object of this work is to supply to teachers and students a history of England containing the features of the author's popular school histories of the United States.

England, predominant constituent unit of the United Kingdom , occupying more than half of the island of Great Britain. Despite the political, economic, and cultural legacy that has secured the perpetuation of its name, England no longer officially exists as a governmental or political unit—unlike Scotland, Wales, and Northern Ireland , which all have varying degrees of self-government in domestic affairs. It is rare for institutions to operate for England alone. Notable exceptions are the Church of England Wales, Scotland, and Ireland, including Northern Ireland, have separate branches of the Anglican Communion and sports associations for cricket , rugby , and football soccer. In many ways England has seemingly been absorbed within the larger mass of Great Britain since the Act of Union of 1707. Laced by great rivers and small streams, England is a fertile land, and the generosity of its soil has supported a thriving agricultural economy for millennia. Today the metropolitan area of London encompasses much of southeastern England and continues to serve as the financial centre of Europe and to be a centre of innovation—particularly in popular culture. LondonTime-lapse video of London. Alex Silver One of the fundamental English characteristics is diversity within a small compass. Formed of the union of small Celtic and Anglo-Saxon kingdoms during the early medieval period, England has long comprised several distinct regions, each different in dialect , economy, religion, and disposition; indeed, even today many English people identify themselves by the regions or shires from which they come. Yet commonalities are more important than these differences, many of which began to disappear in the era after World War II , especially with the transformation of England from a rural into a highly urbanized society. While English culture draws on the cultures of the world, it is quite unlike any other, if difficult to identify and define. There is something distinctive and recognizable in English civilization. It has a flavour of its own. Moreover it is continuous, it stretches into the future and the past, there is something in it that persists, as in a living creature. Much of it consists of rolling hillsides, with the highest elevations found in the north, northwest, and southwest. The oldest sedimentary rocks and some igneous rocks in isolated hills of granite are in Cornwall and Devon on the southwestern peninsula, ancient volcanic rocks underlie parts of the Cumbrian Mountains, and the most recent alluvial soils cover the Fens of Cambridgeshire , Lincolnshire , and Norfolk. Between these regions lie bands of sandstones and limestones of different geologic periods, many of them relicts of primeval times when large parts of central and southern England were submerged below warm seas. Geologic forces lifted and folded some of these rocks to form the spine of northern England—the Pennines , which rise to 2, feet metres at Cross Fell. The Cumbrian Mountains , which include the famous Lake District , reach 3, feet metres at Scafell Pike, the highest point in England. Slate covers most of the northern portion of the mountains, and thick beds of lava are found in the southern part. Other sedimentary layers have yielded chains of hills ranging from feet metres in the North Downs to 1, feet metres in the Cotswolds. The hills known as the Chilterns , the North York Moors, and the Yorkshire and Lincolnshire Wolds were rounded into characteristic plateaus with west-facing escarpments during three successive glacial periods of the Pleistocene Epoch about 2,, to 11, years ago. When the last ice sheet melted, the sea level rose, submerging the land bridge that had connected Great Britain with the European mainland. Deep deposits of sand, gravel, and glacial mud left by the retreating glaciers further altered the landscape. Erosion by rain, river, and tides and subsidence in parts of eastern England subsequently shaped the hills and the coastline. Plateaus of limestone , gritstone, and carboniferous strata are associated with major coalfields, some existing as outcrops on the surface. The geologic complexity of England is strikingly illustrated in the cliff structure of its shoreline. A varied panorama of cliffs, bays, and river estuaries distinguishes the English coastline, which, with its many indentations, is some 2, miles 3, km long. The Welland river valley forms part of the rich agricultural land of Lincolnshire. The Thames , the longest river in England, also rises in the Cotswolds and drains a large part of southeastern England. All flow into the English Channel and in some instances help to form a pleasing landscape along the coast. Soils In journeys of only a few miles it is possible

to pass through a succession of different soil structures—such as from chalk down to alluvial river valley, from limestone to sandstone and acid heath, and from clay to sand—each type of soil bearing its own class of vegetation. The Cumbrian Mountains and most of the southwestern peninsula have acid brown soils. The eastern section of the Pennines has soils ranging from brown earths to podzols. Leached brown soils predominate in much of southern England. Acid soils and podzols occur in the southeast. Regional characteristics, however, are important. Black soil covers the Fens in Cambridgeshire and Norfolk; clay soil predominates in the hills of the Weald in East Sussex and West Sussex ; and the chalk downs, especially the North Downs of Kent, are covered by a variety of stiff, brown clay, with sharp angular flints. Fine-grained deposits of alluvium occur in the floodplains, and fine marine silt occurs around the Wash estuary. Climate Weather in England is as variable as the topography. England is known as a wet country, and this is certainly true in the northwest and southwest. However, the northeastern and central regions receive less than 30 inches mm of rainfall annually and frequently suffer from drought. In parts of the southeast the annual rainfall averages only 20 inches mm. Not for nothing has the bumbershoot been the stereotypical walking stick of the English gentleman. Plant and animal life England shares with the rest of Britain a diminished spectrum of vegetation and living creatures, partly because the island was separated from the mainland of Europe soon after much of it had been swept bare by the last glacial period and partly because the land has been so industriously worked by humans. For example, a drastic depletion of mature broad-leaved forests, especially oak , was a result of the overuse of timber in the iron and shipbuilding industries. Today only a small part of the English countryside is woodland. Broad-leaved oak, beech, ash, birch, and elm and conifer pine, fir, spruce, and larch trees dominate the landscapes of Kent, Surrey, East Sussex, West Sussex , Suffolk , and Hampshire. Vegetation patterns have been further modified through overgrazing, forest clearance, reclamation and drainage of marshlands, and the introduction of exotic plant species. Though there are fewer species of plants than in the European mainland, they nevertheless span a wide range and include some rarities. Certain Mediterranean species exist in the sheltered and almost subtropical valleys of the southwest, while tundra-like vegetation is found in parts of the moorland of the northeast. England has a profusion of summer wildflowers in its fields, lanes, and hedgerows, though in some areas these have been severely reduced by the use of herbicides on farms and roadside verges. Cultivated gardens, which contain many species of trees, shrubs, and flowering plants from around the world, account for much of the varied vegetation of the country. Mammal species such as the bear, wolf, and beaver were exterminated in historic times, but others such as the fallow deer , rabbit, and rat have been introduced. More recently birds of prey have suffered at the hands of farmers protecting their stock and their game birds. The bird life is unusually varied, mainly because England lies along the route of bird migrations. Some birds have found town gardens, where they are often fed, to be a favourable environment , and in London about different species are recorded annually. London also is a habitat conducive to foxes, which in small numbers have colonized woods and heaths within a short distance of the city centre. There are few kinds of reptiles and amphibians—about half a dozen species of each—but they are nearly all plentiful where conditions suit them. Freshwater fish are numerous; the char and allied species of the lakes of Cumbria probably represent an ancient group, related to the trout, that migrated to the sea before the tectonic changes that formed these lakes cut off their outlet. The marine fishes are abundant in species and in absolute numbers. The great diversity of shorelines produces habitats for numerous types of invertebrate animals. People Ethnic groups and languages The English language is polyglot, drawn from a variety of sources, and its vocabulary has been augmented by importations from throughout the world. The English language does not identify the English, for it is the main language of Wales, Scotland, Ireland, many Commonwealth countries, and the United States. The primary source of the language, however, is the main ethnic stem of the English: Their language provides the most commonly used words in the modern English vocabulary. During the Roman occupation England was inhabited by Celtic-speaking Brythons or Britons , but the Brythons yielded to the invading Teutonic Angles, Saxons, and Jutes from present northwestern Germany except in the mountainous areas of western and northern Great Britain. The Anglo-Saxons preserved and absorbed little of the Roman-British culture they found in the 5th century. The history of England before the Norman Conquest is poorly documented, but what stands out is the tenacity of the Anglo-Saxons in surviving

a succession of invasions. They united most of what is now England from the 9th to the mid-11th century, only to be overthrown by the Normans in 1066. For two centuries Norman French became the language of the court and the ruling nobility; yet English prevailed and by 1200 had reestablished itself as an official language. Church Latin, as well as a residue of Norman French, was incorporated into the language during this period. It was subsequently enriched by the Latin and Greek of the educated scholars of the Renaissance. The seafarers, explorers, and empire builders of modern history have imported foreign words, most copiously from Europe but also from Asia. These words have been so completely absorbed into the language that they pass unselfconsciously as English. The English, it might be said, are great Anglicizers. The English have also absorbed and Anglicized non-English peoples, from Scandinavian pillagers and Norman conquerors to Latin church leaders. Among royalty, a Welsh dynasty of monarchs, the Tudors, was succeeded by the Scottish Stuarts, to be followed by the Dutch William of Orange and the German Hanoverians. English became the main language for the Scots, Welsh, and Irish. England provided a haven for refugees from the time of the Huguenots in the 17th century to the totalitarian persecutions of the 20th century. Many Jews have settled in England. Since World War II there has been large-scale immigration from Asia, Africa, and the Caribbean, posing seemingly more difficult problems of assimilation, and restrictive immigration regulations have been imposed that are out of step with the open-door policy that had been an English tradition for many generations.

Religion Although the Church of England is formally established as the official church, with the monarch at its head, England is a highly secularized country. The Church of England has some 13,000 parishes and a similar number of clergy, but it solemnizes fewer than one-third of marriages and baptizes only one in four babies. The Nonconformist non-Anglican Protestant churches have nominally fewer members, but there is probably greater dedication among them, as with the Roman Catholic church. There is virtually complete religious tolerance in England and no longer any overt prejudice against Catholics. The decline in churchgoing has been thought to be an indicator of decline in religious belief, but opinion polls substantiate the view that belief in God and the central tenets of Christianity survives the flagging fortunes of the churches. Some churches—most notably those associated with the Evangelical movement—have small but growing memberships. There are also large communities of Muslims, Jews, Sikhs, and Hindus. Cathedral of Saint Mary, Chelmsford, England.

Allan Cash Photolibrary Settlement patterns The modern landscape of England has been so significantly changed by humans that there is virtually no genuine wilderness left. Only the remotest moorland and mountaintops have been untouched. Even the bleak Pennine moors of the north are crisscrossed by dry stone walls, and their vegetation is modified by the cropping of mountain sheep. The marks of centuries of exploitation and use dominate the contemporary landscape. The oldest traces are the antiquarian survivals, such as the Bronze Age forts studding the chalk downs of the southwest, and the corrugations left by the strip farming of medieval open fields. More significant is the structure of towns and villages, which was established in Roman-British and Anglo-Saxon times and has persisted as the basic pattern. The English live in scattered high-density groupings, whether in villages or towns or, in modern times, cities. Although the latter sprawled into conurbations during the 19th and early 20th centuries without careful planning, the government has since limited the encroachment of urban development, and England retains extensive tracts of farming countryside between its towns, its smaller villages often engulfed in the vegetation of trees, copses, hedgerows, and fields:

Chapter 4 : The History of Education in England - Introduction, Contents, Preface

Prehistory & Antiquity. England was settled by humans for at least , years. The first modern humans (homo sapiens) arrived during the Ice Age (about 35, to 10, years ago), when the sea levels were lower and Britain was connected to the European mainland.

The first modern humans homo sapiens arrived during the Ice Age about 35, to 10, years ago , when the sea levels were lower and Britain was connected to the European mainland. It is these people who built the ancient megalithic monuments of Stonehenge and Avebury. Between 1, and BCE, Celtic tribes migrated from Central Europe and France to Britain and mixed with the indigenous inhabitants, creating a new culture slightly distinct from the Continental Celtic one. This was the Bronze Age. The Romans controlled most of present-day England and Wales, and founded a large number of cities that still exist today. London , York , St Albans , Bath , Exeter , Lincoln , Leicester , Worcester , Gloucester , Chichester , Winchester , Colchester , Manchester , Chester , Lancaster , were all Roman towns, as in fact were all the cities with names now ending in -chester, -cester or -caster, which derive from Latin castrum "fortification". The Anglo-Saxons The Romans progressively abandoned Britannia in the 5th century as their Empire was falling apart and legions were needed to protect Rome. With the Romans gone, the Celtic tribes started fighting with each others again, and one of the local chieftain had the not so brilliant idea to request help from the some Germanic tribes from the North of present-day Germany and South of Denmark. These were the Angles, Saxons and Jutes, who arrived in the 5th and 6th centuries. However, things did not happen as the Celts had expected. The Germanic tribes did not go back home after the fight, and on the contrary felt strong enough to seize the whole of the country for themselves, which they did, pushing back all the Celtic tribes to Wales and Cornwall, and founding their respective kingdoms of Kent the Jutes , Essex, Sussex and Wessex the Saxons , and further north East Anglia, Mercia and Northumbria the Angles. These 7 kingdoms, which rules over all England from about to AD, were later known as the Anglo-Saxon heptarchy. The Vikings From the second half of the 9th century, the Norse from Scandinavia started invading Europe, the Swedes taking up Eastern Europe, Russia which they founded as a country and the Byzantine Empire, the Norwegians raiding Scotland and Ireland, discovering and settling in the Faroe Islands, Iceland and Greenland and were in fact the first Europeans to set foot in America in AD , while the Danes wrought havoc throughout Western Europe, as far as North Africa. Another group of Danes managed to take Paris, and obtain a grant of land from the King of France in The Normans After having settled in their newly acquired land, the Normans, adopted the French feudal system and French as official language. During that time, the Kings of Wessex had resisted and eventually vanquished the Danes in England in the 10th century. But the powerful Canute the Great , king of the newly unified Denmark and Norway and overlord of Schleswig and Pomerania, led two other invasions on England in and , and became king of England in , after crushing the Anglo-Saxon king, Edmund II. He nominated William, Duke of Normandy, as his successor, but upon his death, Harold Godwinson, the powerful Earl of Wessex, crowned himself king. William refused to acknowledge Harold as King and invaded England with 12, soldiers in King Harold was killed at the battle of Hastings by an arrow in the eye, as the legend as it , and William the Conqueror become William I of England. His descendants have sat on the throne of England to this day. William I ordered a nationwide survey of land property known as the Domesday Book, and redistributed land among his vassals. The Norman rulers kept their possessions in France, and even extended them to most of Western France Brittany, Aquitaine English nevertheless remained the language of the populace, and the fusion of English a mixture of Anglo-Saxon and Norse languages with French and Latin used by the clergy slowly evolved into modern English. Richard I "Lionheart" was hardly ever in England, too busy defending his French possessions or fighting the infidels in the Holy Land. During that time, his brother John "Lackland" usurped the throne and startled another civil war. He also happened to be gay, which led to his imprisonment and tragic murder by his wife and her lover see Gloucester. Escaping several assassination attempts, Henry also had to deal with the revolt of Owen Glendower, who declared himself Prince of Wales in , then with the rebellion of the Earl of Northumberland. Henry V , famously defeated the French at the Battle of Agincourt in , but his pious and

peace-loving son Henry VI , who inherited the throne at just one year old, was to have a much more troubled reign. The regent lost most of the English possessions in France to a year old girl Joan of Arc and in , the Wars of the Roses broke out. Except for getting married six times, desperate for a male heir, Henry changed the face of England, passing the Acts of Union with Wales , thus becoming the first English King of Wales, then changing his title of Lord of Ireland into that of also first King of Ireland To assure the control over the clergy, Henry dissolved all the monasteries in the country and nationalised them, becoming immensely rich in the process. Henry VIII was the last English king to claim the title of King of France, as he lost his last possession there, the port of Calais although he tried to recover it, taking Tournai for a few years, the only town in present-day Belgium to have been under English rule. It was also under Henry VIII that England started exploring the globe and trading outside Europe, although this would only develop to colonial proportions under his daughters, Mary I and especially Elizabeth I after whom Virginia was named. Mary I , a staunch Catholic, intended to restore Roman Catholicism to England, executing over religious dissenters in her 5-year reign which earned her the nickname of Bloody Mary. Mary died childless of ovarian cancer in , and her half-sister Elizabeth ascended the throne. It was an age of great navigators like Sir Francis Drake and Sir Walter Raleigh see Plymouth , an age of enlightenment with the philosopher Francis Bacon , and playwrights such as Christopher Marlowe and William Shakespeare Her reign was also marked by conflicts with France and Scotland bound by a common queen, Mary Stuart , then Spain and Ireland. Elizabeth was an undecisive and prudent ruler. She never married, and when Mary Stuart tried and failed to take over the throne of England, Elizabeth kept her imprisoned for 19 years most of the time in Chatsworth House under the guard of the Earl of Shrewsbury , before finally signing her act of execution. The divide between Catholics and Protestant worsened after this incident. Despite being an Anglican Protestant, his marriage with a French Roman Catholic combined with policies at odd with Calvinist ideals and his totalitarian handling of the Parliament eventually culminated in the English Civil War The country was torn between Royalist and Parliamentary troops, and most of the medieval castles still standing were destroyed during that period eg. Kenilworth , Corfe , Bodiam Charles was beheaded, and the puritan leader of the Parliamentarians, Oliver Cromwell , ruled the country as a dictator from to his death. The Restoration The "Merry Monarch", as Charles II was known, was better at handling Parliament than his father, although as ruthless with other matters. Charles II was the patron of the arts and sciences. Charles acquired Bombay and Tangiers through his Portuguese wife, thus laying the foundation for the British Empire. The couple was "invited" by the Protestant aristocracy to conduct an invasion from the Netherlands. James was allowed to escape to France, where he remained the rest of his life under the protection of Louis XIV. His son and grandson later attempted to come back to the throne, but without success. The new ruling couple became known as the "Grand Alliance". The parliament ratified that all kings or queens would have to be Protestant from then on. Anne died heirless in , and a distant German cousin, George of Hanover, was called to rule over the UK. This marked a turning point in British politics, as future monarchs were also to remain more passive figures, letting the reins of the government to the Prime Minister. He was a powerful ruler, and the last British monarch to personally lead his troops into battle. Handel was commissioned to compose his coronation anthem "Zadok the Priest" , which has been sung at every coronation since. The British Empire expanded considerably during his reign and the song "God Save the King" also developed during that period. Some other notable changes include the replacement of the Julian Calendar by the Gregorian Calendar in , and the New Year was officially moved from 25 March to 1 January. However, 13 years later, the American War of Independence started after the British government imposed a series of taxes on the colonies. The 13 American colonies were finally granted their independence in and formed the United States of America. George III suffered from an hereditary disease known as porphyria, and his mental health seriously deteriorated from By he was permanently insane see Regency below. During that time, Britain had to face the ambitions of Napoleon to conquer the whole of Europe. Great industrial cities such as Birmingham , Manchester , Liverpool , Leeds and Sheffield emerged as the new economic centres of the country, their population booming several fold. The gap between the rich and the poor increased considerably, as was poignantly described by Charles Dickens in such novels as David Copperfield or Oliver Twist. The Regent was known for his extravagance and liking for women. He was more often

diverting himself in his magnificent Oriental-style pavilion in Brighton than worrying about the affairs of state in London, leaving the power to the Prime Minister, Lord Liverpool, during most of his reign. George IV notoriously had poor relationships with his father, and especially his wife, Caroline of Brunswick, refusing to recognise her as Queen and seeking to divorce her. In 1801, the Whig party came back to power and Earl Grey, the new Prime Minister after whom the tea is named, reformed the electoral system. On the cultural scene, the early 19th century was highly prolific. In 1841, Albert died prematurely at the age of 42. Victoria was devastated and retired in a semi-permanent state of mourning. She nevertheless started a romantic relationship with her Scottish servant John Brown, and there were even talks of a secret marriage. The latter years of her reign were dominated by two influential Prime Ministers, Benjamin Disraeli and his rival William Ewart Gladstone. The former was the favourite of the Queen, and crowned her "Empress of India" in 1876, in return of which Victoria creating him Earl of Beaconsfield. Gladstone was a liberal, and often at odd with both Victoria and Disraeli, but the strong support he enjoyed from within his party kept him in power for a total of 14 years between 1868 and 1874. He legalised trade unions, advocated both universal education and universal suffrage well, at least for men. The First World War left over 9 million dead including nearly 1 million Britons throughout Europe, and financially ruined most of the countries involved. The monarchies in Germany, Austria, Russia and the Ottoman Empire all fell, and the map of central and eastern Europe was redesigned. The consequences in Britain were disillusionment with the government and monarchy, and the creation of the Labour Party. The General Strike of 1926 and the worsening economy led to radical political changes, and women were granted the same universal suffrage as men from age 21 instead of previously 30 in 1928. His brother then unexpectedly became George VI after the scandal. Nazi Germany was becoming more menacing as Hitler grew more powerful and aggressive. The charismatic Winston Churchill became the war-time Prime Minister in 1940 and his speeches encouraged the British to fight off the attempted German invasion. In one of his most patriotic speeches before the Battle of Britain, Churchill address the British people with "We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. Most of these ex-colonies formed the British Commonwealth, now known as the Commonwealth of Nations. In 1952, Elizabeth II b. Although she somewhat rehabilitated the image of the monarchy, her children did not, and their sentimental lives have made the headlines of the tabloid newspapers at least since the marriage of Charles, Prince of Wales, with Lady Diana Spencer see Althorp in 1981. The Hippie subculture also developed at that time. Conservative PM Margaret Thatcher b. She privatised the railways and shut down inefficient factories, but also increased the gap between the rich and the poor by cutting on the social security. Thatcher was succeeded in her party by the unpopular John Major, but in 1997, the "New Labour" more to the right than the "Old Labour" came back to power with Tony Blair b. Bush especially regarding the invasion of Iraq in 2003 disappointed many Leftists, who really saw in Blair but a Rightist in disguise. But Blair has also positively surprised many by his intelligence and remarkable skills as an orator and negotiator. Nowadays, the English economy relies heavily on services. The main industries are travel discount airlines and travel agencies, education apart from Oxford and Cambridge universities and textbooks, hundreds of language schools for learners of English, music EMI, HMV, Virgin

The history of education in England is documented from Saxon settlement of England, and the setting up of the first cathedral schools in and Education in England remained closely linked to religious institutions until the nineteenth century, although charity schools and "free grammar schools", which were open to children of any religious beliefs, became more common in the early.

Augustine as part of his mission to evangelise England when he was sent over from Rome by Pope Gregory the Great. Augustine arrived in Canterbury in AD to find an absence of both churches and schools. He set straight to work developing the Canterbury cathedral monastery, establishing grammar schools to educate monks and priests, teaching them Latin and English literature. There was also a need for choir boys to sing in the cathedral, so St. In AD St. Augustine, who was the 1st Archbishop of Canterbury, ordained two bishops who continued the development of these schools across England. He played a significant role in the development of boarding schools, introducing standards into the education curriculum including grammar, rhetoric the art of speaking and writing with the view to persuade , law, poetry, mathematics, geometry, music and the scriptures. After his death in AD and due to a Viking invasion in AD development throughout this period was not continuous. Progress was largely halted and again interrupted in AD by the Norman invasion. Between AD and AD most churches created associated schools as the demand was very high. Wider Availability of Education During the 12th the availability of education grew as all Cathedrals and collegiate churches across England had schools. Private tuition was also very popular with aristocratic families at this time. The monasteries tried to fight back, but were mainly unsuccessful. With increasing needs and change to focus on liberal education a focus on specific subjects like medicine or law the development of independent, fee paying schools and universities was high. The wealth favoured development of independent schools known as Chantries. As they were not restricted to taking local students, they took admissions from across the nation. There was a focus on converting church schools to, or creating new, free schools known as Charity or Blue Coat Schools. These boarding schools were established and maintained by voluntary contributions from locals for teaching the poorer children. This period of reformation and change made a massive difference to the structure of the English school system, which resulted in schools becoming more freely available to the laity. The Elizabethan Era During the rule of Elizabeth I to , Ascham and Comenius used their influence to stress the importance of correct teaching and the inclusion of play during the early years. Ascham was teacher to the Queen and was highly regarded by all. Comenius was invited to the House of Commons in and was requested to setup an agency for the promotion of learning, which facilitated the availability of universal books and the setup of further schools for both boys and girls. As a result, there was a substantial increase in the number and variety of schools available for younger children. Dissatisfaction of the Curriculum The 17th century brought general dissatisfaction with the traditional curriculum, and many grammar schools were found to not be meeting required needs of their students. Universities were also struggling and as a result many new academies were established with the aim of teaching a broader curriculum for all. By the beginning of the 18th century education was becoming more readily available and many new establishments were forming. Charity schools were also becoming more readily available to help meet the needs of poorer children in towns and cities. Towards the end of the 18th Century the state created an official national education system, mainly due to the Industrial Revolution as far greater skills were required by the general working force. The Clarendon Report In the Royal Commission for Public Schools was established to inquire into the financial management, teaching practices and education available at the leading UK schools. The Clarendon Report was released in and made recommendations to the government, management and curriculum of these schools and resulted in the passing of the Public Schools Act This Act removed the responsibility of these schools from the Crown and the Church, allowing each a separate board of governors, granting them independence. This change facilitated these schools to move away from the traditional curriculum and gave them the freedom to broaden their subject choices. Endowed Schools and Elementary Education The Taunton Commission was then established in to examine secondary schools, including the remaining grammar schools that the Clarendon

Report had not. It reported that the education standards were generally poor and that majority of English towns had no secondary school at all. The commissioners were particularly worried about the lack of schools available to girls. This led to the Elementary Education Act of 1870, making elementary education available to children between the ages of five and thirteen, and forming school boards to create a more universal system of education. The Education Act of 1902, also known as the Butler Act, was significant to the history of education and made many changes to the provision and governance of secondary schools in England and Wales. Local Education Authorities were to be commissioned for each area to govern the schools and ensure their wellbeing was being met. This provided new opportunities for all children by removing the requirement to pay fees. The Education Act also empowered independent schools by providing direct grants in exchange to education students from state schools, which resulted in the creation of the eleven plus exam to assess students prior to placing. This period was however, a time of change and during the period of recession the government wished to divide the independent and state schools further. In the direct grant was abolished and schools became fully independent. Many boarding schools as a result started admitting self funded day pupils. Further schools also began to accept girls, and some became co-educational due to ease the pressure during this time of financial strain. Direct grants were partially reinstated between 1944 and 1964 in the national Assisted Places scheme, which supported approximately 80, pupils attending Independent educational establishments. The Education Act repealed the final parts of the Education Act which had not already been removed or replaced. The Education Act is the legal basis for the education system as it is in Britain today. Summary This article shows that although not the founders of education in a global context, Britain has made a substantial contribution to developing the education system throughout the centuries. The original need to teach priests, monks and choir boys for the monasteries, the requirement for schooling that led to the first boarding schools has over time created a universal schooling system which has developed from strength-to-strength through the needs of society. It has been this consistent challenge from society that has been heard, accepted and acted upon which has developed one of the most versatile and leading education offerings available. We certainly owe a great deal to the many individuals, whether it be those in Government, Bishops, Monarchs or Scholars, who over time have played key roles to help make the British education system what it is today.

Chapter 6 : Brief History of England - Eupedia

Education in England: a history is my contribution to that process. It began life in , when I was invited by Hugh Turner, a fellow middle-school head, to give a lecture to a group of American teachers attending a summer school here in Oxford.

Since , there have been six main types of maintained state-funded school in England: Their start-up costs are typically funded by private means, such as entrepreneurs or NGOs, with running costs met by Central Government and, like Foundation schools, are administratively free from direct local authority control. The Conservative-Liberal Democrat coalition government expanded the role of Academies in the Academy Programme, in which a wide number of schools in non-deprived areas were also encouraged to become Academies, thereby essentially replacing the role of Foundation schools established by the previous Labour government. They are monitored directly by the Department for Education. Free schools , introduced by the Conservative-Liberal Democrat coalition following the general election, are newly established schools in England set up by parents, teachers, charities or businesses, where there is a perceived local need for more schools. They are funded by taxpayers, are academically non-selective and free to attend, and like Foundation schools and Academies, are not controlled by a local authority. They are ultimately accountable to the Secretary of State for Education. Free schools are an extension of the existing Academy Programme. The first 24 free schools opened in Autumn Foundation schools , in which the governing body employs the staff and has primary responsibility for admissions. School land and buildings are owned by the governing body or by a charitable foundation. The Foundation appoints a minority of governors. Many of these schools were formerly grant maintained schools. In the Labour government proposed allowing all schools to become Foundation schools if they wished. Voluntary Aided schools , linked to a variety of organisations. They can be faith schools about two thirds Church of England -affiliated; just under one third Roman Catholic Church , and a few another faith , or non-denominational schools, such as those linked to London Livery Companies. The governing body employs the staff and has primary responsibility for admissions. In addition, three of the fifteen City Technology Colleges established in the s still remain; the rest having converted to academies. These are state-funded all-ability secondary schools which charge no fees but which are independent of local authority control. There are also a small number of state-funded boarding schools. English state-funded primary schools are almost all local schools with a small catchment area. More than half are owned by the Local Authority, though many are nominally voluntary controlled and some are voluntary aided. Some schools just include infants aged 4 to 7 and some just juniors aged 7 to Some are linked, with automatic progression from the infant school to the junior school, and some are not. A few areas still have first schools for ages around 4 to 8 and middle schools for ages 8 or 9 to 12 or An example of a Grammar School - in Sutton, London English secondary schools are mostly comprehensive i. In a few areas children can enter a grammar school if they pass the eleven plus exam ; there are also a number of isolated fully selective grammar schools and a few dozen partially selective schools. All state-funded schools are regularly inspected by the Office for Standards in Education , often known simply as Ofsted. Ofsted publish reports on the quality of education at a particular school on a regular basis. Schools judged by Ofsted to be providing an inadequate standard of education may be subject to special measures , which could include replacing the governing body and senior staff. Some schools offer scholarships for those with particular skills or aptitudes, or bursaries to allow students from less financially well-off families to attend. Independent schools do not have to follow the National Curriculum, and their teachers are not required or regulated by law to have official teaching qualifications. Education Otherwise The Education Act Section 36 stated that parents are responsible for the education of their children, "by regular attendance at school or otherwise", which allows children to be educated at home. The legislation places no requirement for parents who choose not to send their children to school to follow the National Curriculum, or to give formal lessons, or to follow school hours and terms, and parents do not need to be qualified teachers. The state provides no financial support to parents who choose to educate their children outside of school. Post education[edit] Students at both state schools and independent schools typically take GCSE examinations, which mark the end of compulsory education in school. Above

school-leaving age, the independent and state sectors are similarly structured. In the 16–18 age group, sixth form education is not compulsory, but mandatory education or training until the age of 18 was phased in under the Education and Skills Act , with year-olds in and for year-olds in September While students may still leave school on the last Friday in June, they must remain in education of some form until their 18th birthday. Courses at FE colleges, referred to as further education courses, can also be studied by adults over Some 16–18 students will be encouraged to study Key Skills in Communication, Application of Number, and Information Technology at this time. Apprenticeships and traineeships[edit] The National Apprenticeship Service helps people 16 or more years of age enter apprenticeships in order to learn a skilled trade. Traineeships are also overseen by the National Apprenticeship Service, and are education and a training programmes that are combined with work experience to give trainees the skills needed to get an apprenticeship. Intermediate level 2 , Advanced level 3 , Higher level 4 – 7 and Degree level 6 – 7. The report also found that apprenticeships had a lower perceived value compared to degrees in Britain than in many other countries.

Chapter 7 : Education in England - Wikipedia

Education in England is overseen by the United Kingdom's Department for Education. Local government authorities are responsible for implementing policy for public education and state-funded schools at a local level.

Durham University was also established in the early nineteenth century. Towards the end of the century, the "redbrick" universities, new public universities, were founded. Since the establishment of Bedford College London, Girton College Cambridge and Somerville College Oxford in the 19th century, women also can obtain a university degree. National schools and British Schools[edit] Prior to the nineteenth century, there were few schools. Most of those that existed were run by church authorities and stressed religious education. The schools founded by the National Society were called National Schools. Most of the surviving schools were eventually absorbed into the state system under the Butler Act, and to this day many state schools, most of them primary schools, maintain a link to the Church of England, reflecting their historic origins. The Protestant non-conformist, non-denominational, or "British schools" were founded by Society for Promoting the Lancasterian System for the Education of the Poor, an organisation formed in by Joseph Fox, William Allen and Samuel Whitbread and supported by several evangelical and non-conformist Christians. As these schools preceded the first state funding of schools for the common public, they are sometimes seen as a forerunner to the current English school system. Ragged schools[edit] In , John Pounds, known as the crippled cobbler, set up a school and began teaching poor children reading, writing, and arithmetic without charging fees. The association proposed that non-denominational schools should be funded from local taxes. In the Grammar Schools Act expanded the Grammar School curriculum from classical studies to include science and literature. In the Royal Commission on the state of popular education in England, chaired by the Duke of Newcastle, reported "The number of children whose names ought [in summer in England and Wales] to have been on the school books, in order that all might receive some education, was 2,, The number we found to be actually on the books was 2,, thus leaving , children without any school instruction whatever. They redefined standards of masculinity, putting a heavy emphasis on sports and teamwork. He agreed with the consensus against too much centralization in English education, but wanted to improve educational standards, and prevent the waste of public money on inefficient teaching, especially in church schools. He introduced a revised code in ; future grants would be allocated not by the subjective judgment of inspectors but rather on the basis of the number of students passing an examination in reading, writing, and arithmetic. The code ended the favouritism often shown by inspectors; it came under attack by schoolteachers, inspectors, and Anglican and dissenting opponents of state activity. Board schools were managed by elected school boards. The schools remained fee-charging, but poor parents could be exempted. The previous government grant scheme established in ended on 31 December Other exceptions included illness, if children worked, or lived too far from a school. Firstly, nonconformists objected to their children being taught Anglican doctrine. As a compromise, Cowper-Temple pronounced "Cooper-Temple", a Liberal MP, proposed that religious teaching in the new state schools be non-denominational, in practice restricted to learning the Bible and a few hymns: Section 7 also gave parents the right to withdraw their children from any religious instruction provided in board schools, and to withdraw their children to attend any other religious instruction of their choice. A large conference was held at Manchester in to lead resistance to the section, and one of the campaigners was the Birmingham politician Joseph Chamberlain, who emerged as a national figure for the first time. The resulting splits some education campaigners, including Chamberlain, stood for Parliament as independent candidates helped to cost the Liberals the election. The Elementary Education Act the "Mundella Act" required school boards to enforce compulsory attendance from 5 to 10 years, and permitted them to set a standard which children were required to reach before they could be employed. Attendance officers often visited the homes of children who failed to attend school, which often proved to be ineffective. Children who were employed were required to have a certificate to show they had reached the educational standard. Employers of these children who were unable to show this were penalised. The Elementary Education Blind and Deaf Children Act of the same year extended compulsory education to blind and deaf children, and made

provision for the creation of special schools. Another act in raised the school leaving age up to 12 years of age; it was later raised to 14. Evans, "It gave powers to the County Councils and the Urban Sanitary Authorities to levy a penny tax to support technical and manual instruction. The curricula in technical institutions also had to be approved by the Science and Art Department. It weakened the divide between schools run by the school boards and the 14, church schools, administered primarily by the Church of England, which educated about a third of children. Local Education Authorities were established, which were able to set local tax rates, and the school boards were disbanded. Funds were provided for denominational religious instruction in voluntary elementary schools, owned primarily by the Church of England and Roman Catholics. The law was extended in to cover London. Searle, like nearly all historians, argues the Act was a short-term political disaster for the Conservative Party because it outraged Methodists, Baptists and other nonconformists. It subsidised the religions they rejected. However Searle argues it was a long-term success. The Church schools now had some financing from local ratepayers and had to meet uniform standards. It led to a rapid growth of secondary schools, with over opening by 1900, including for girls. Eventually in 1902, the Anglican schools were effectively nationalised. Grammar schools also became funded by the LEA. The act was of particular significance as it allowed for all schools, including denominational schools, to be funded through rates local taxation, and ended the role of locally elected school boards that often attracted women, non-conformists and labour union men. In the Methodists operated schools, but these rapidly declined throughout the 20th century. Only 28 remained in 1902. Under the Act, many higher elementary schools and endowed grammar schools sought to become state funded central schools or secondary schools. However, most children attended primary elementary school until age 14, rather than going to a separate school for secondary education. The year saw the introduction of the Education Act, commonly also known as the "Fisher Act" as it was devised by Herbert Fisher. The act enforced compulsory education from 5 to 14 years, but also included provision for compulsory part-time education for all to year-olds. There were also plans for expansion in tertiary education, by raising the participation age to 17. This was dropped because of the cuts in public spending after World War I. This is the first act which starting planning provisions for young people to remain in education until the age of 17. The concept of junior technical schools was introduced in the 1890s to provide vocational education at secondary level, but few were ever opened. Spens and Norwood reports[edit] In historian G. Lowndes identified a "Silent Social Revolution" in England and Wales since that could be credited to the expansion of public education: The contribution which a sound and universal system of public education can make to the sobriety, orderliness and stability of a population is perhaps the most patent of its benefits. What other gains can be placed to its credit? Can it be claimed that the widening of educational opportunity in the long run repays that cost to the community by a commensurate increase in the national wealth and prosperity? Or can it be claimed that it is making the population happier, better able to utilise its leisure, more adaptable? Anyone who knows how the schools have come to life in the past decade, anyone who is in a position to take a wide view of the social condition of the people and compare conditions to-day with those forty years ago, will have no hesitation in answering these questions in the affirmative. This was followed by the Norwood Report of which advocated the "Tripartite System" of secondary education which was introduced in the late 1900s. Education Act and Tripartite System The Education Act of 1902 was an answer to surging social and educational demands created by the war and the widespread demands for social reform. The Education Act, relating to England and Wales, was authored by Conservative Rab Butler and known as "the Butler Act", defined the modern split between primary education and secondary education at age 11. The Butler Act was also an historic compromise between church and state. Three new categories of schools were created. The first were Voluntary Controlled schools whose costs were met by the State, and would be controlled by the local education authority. The school kept the title deeds to the land, but taught an agreed religious education syllabus. These schools were favoured by the Anglicans: The second were Voluntary Aided schools, which retained greater influence over school admission policies, staffing and curriculum, and which were preferred by the Roman Catholics and by some Anglican schools. The state had little control on syllabus or admissions policy. The schools kept their title deeds. The Act also recommended compulsory part-time education for all young people until the age of 18, but this provision was dropped so as not to overburden the post-war spending budget as had happened

similarly with the Act of 1944. It was beginning to be seen as the worst age for a sudden switch from education to employment, with the additional year in schooling to only provide benefits for the children when they leave. Although there were concerns about the effects of having less labour from these children, it was hoped that the outcome of a larger quantity of more qualified, skilled workers would eliminate the deficit problem from the loss of unskilled labour. It rejected the comprehensive school proposals favoured by a few in the Labour Party as more equalitarian. Those who did not pass the selection test attended secondary modern schools or technical schools. The new law was widely praised by Conservatives because it honoured religion and social hierarchy, by Labour because it opened new opportunities for the working class, and by the general public because it ended the fees they had to pay. Critics on the left attacked grammar schools as elitist because a student had to pass a test at age 11 to get in. No changes were made. In some areas, notably that of the London County Council, comprehensive schools had been introduced. They had no entrance test and were open to all children living in the school catchment area. Comprehensive school England and Wales In the Labour government required all local education authorities to formulate proposals to move away from selection at eleven, replacing the tripartite system with comprehensive schools. This circular was vehemently opposed by the grammar school lobby. Some counties procrastinated and retained the Tripartite System in all but a few experimental areas. Those authorities have locally administered selection tests. The Circular also requested consultation between LEAs and the partially state-funded direct grant grammar schools on their participation in a comprehensive system, but little movement occurred. The report of the Public Schools Commission chaired by David Donnison recommended that the schools choose between becoming voluntary aided comprehensives and full independence. Some schools almost all Catholic became fully state-funded, while the majority became independent fee-paying schools. Raising of school leaving age in England and Wales In 1972, preparations had begun to raise the school leaving age to 16 to be enforced from 1 September onwards. This increased the legal leaving age from 15 to 16 and for one year, 1972-73, there were no 15 year old school leavers as the students, by law, had to complete an additional year of education. The ROSLA Buildings were delivered to schools in self assembly packs and were not intended to stand long-term, though some have proven to have stood much longer than was initially planned and were still in use in the 1980s. The higher Apprenticeship framework in the 1960s and 70s was designed to allow young people 16 years an alternative path to A Levels to achieve an academic qualification at level 4 or 5 NVQ. For advanced engineering apprenticeships "O" Levels had to include Mathematics, Physics, and English language. These apprenticeships were enabled by linking industry with local technical colleges and professional Engineering Institutions. This system was in place since the 1960s.

The History of England This is my retelling of that story of the English, in a regular, chronological podcast, from the cataclysmic end of Roman Britain, all the way through to the present day.

Using stone axes the farmers began clearing the forests that covered England. They grew crops of wheat and barley and they raised herds of cattle, pigs and sheep. However as well as farming they also hunted animals such as deer, horse, and wild boar and smaller animals such as beavers, badgers and hares. They also gathered fruit and nuts. At the same time the early farmers mined flint for making tools. They dug shafts, some of them 15 meters 50 feet deep. They used deer antlers as picks and oxen shoulder blades as shovels. They also made pottery vessels but they still wore clothes made from skins. They erected simple wooden huts to live in. Moreover the early farmers made elaborate tombs for their dead. They dug burial chambers then lined them with wood or stone. Over them they created mounds of earth called barrows. They also made mounds of stones called cairns. From about 2, BC in what is now England the Neolithic new stone age farmers made circular monuments called henges. At first they were simple ditches with stones or wooden poles erected in them. The most famous henge is, of course, Stonehenge. It began as a simple ditch with an internal bank of earth. Outside the entrance stood the Heel Stone. The famous circles of stones were erected hundreds of years later. Stonehenge was altered and added to over a thousand year period from BC to BC before it was finished. Metal artifacts appeared in England as early as 2, BC although it is believed they were imported. By about 2, BC bronze was being made in England. The Bronze Age people also rode horses and they were the first people in England to weave cloth. Bronze age women held their hair with bone pins and they wore crescent shaped necklaces. This may have been because the population was rising and fertile land was becoming harder to obtain. Meanwhile the Bronze Age people continued to build barrows. The dead were buried with useful artifacts. Presumably the living believed the dead would need these in the afterlife. Bronze Age people lived in round wooden huts with thatched roofs but nothing is known about their society or how it was organised. However there were almost certainly different classes by that time. Tin and copper were exported from Britain along with animal hides. Jet and amber were imported for the rich. Celtic England Then about BC iron was introduced into England by a people called the Celts and the first swords were made. Warfare was common during the Iron Age and many hill forts fortified settlements were built at that time. Although there were also many open villages and farms. The Celts fought from horses or light wooden chariots. They threw spears and fought with swords. The Celts had wooden shields and some wore chainmail. Most of the Celts were farmers although there were also many skilled craftsmen. Some Celts were blacksmiths working with iron, bronze smiths, carpenters, leather workers and potters. Celtic craftsmen also made elaborate jewelry of gold and precious stones. Furthermore objects like swords and shields were often finely decorated. The Celts decorated metal goods with enamel. The Celts also knew how to make glass and they made glass beads. The Celts grew crops in rectangular fields. They raised pigs, sheep and cattle. They stored grain in pits lined with stone or wicker and sealed with clay. The Celts also brewed beer from barley. Caesar returned in 54 BC. Both times he defeated the Celts but he did not stay. Both times the Romans withdrew after the Celts agreed to pay annual tribute. The Roman invasion force consisted of about 20, legionaries and about 20, auxiliary soldiers from the provinces of the Roman Empire. Aulus Plautius led them. The Romans landed somewhere in Southeast England the exact location is unknown and quickly prevailed against the Celtic army. The Celts could not match the discipline and training of the Roman army. A battle was fought on the River Medway, ending in Celtic defeat and withdrawal. The Romans chased them over the River Thames into Essex and within months of landing in England the Romans had captured the Celtic hill fort on the site of Colchester. Meanwhile other Roman forces marched into Sussex, where the local tribe, the Atrebates were friendly and offered no resistance. The Roman army then marched into the territory of another tribe, the Durotriges, in Dorset and southern Somerset. Everywhere the Romans prevailed and that year 11 Celtic kings surrendered to Claudius. Normally if a Celtic king surrendered the Romans allowed him to remain as a puppet ruler. However the war was not over. Fighting between the Welsh tribes and the Romans continued for years. Meanwhile the Iceni

tribe of East Anglia rebelled. At first the Romans allowed them to keep their kings and have some autonomy. However the Romans easily crushed it. In the ensuing years the Romans alienated the Iceni by imposing heavy taxes. Then, when the king of the Iceni died he left his kingdom partly to his wife, Boudicca and partly to Emperor Nero. Soon, however Nero wanted the kingdom all for himself. His men treated the Iceni very badly and they provoked rebellion. This time a large part of the Roman army was fighting in Wales and the rebellion was, at first, successful. However the Romans rushed forces to deal with the rebellion. Although the Romans were outnumbered their superior discipline and tactics secured total victory. After the rebellion was crushed the Celts of what is now southern and eastern England settled down and gradually accepted Roman rule. Then in AD the Romans conquered the north of what is now England. In the latter half of the 3rd century Saxons from Germany began raiding the east coast of Roman Britain. The Romans built a chain of forts along the coast, which they called the Saxon shore. The forts were commanded by an official called the Count of the Saxon shore and they contained both infantry and cavalry. Then in an admiral named Carausius seized power in Britain. For 7 years he ruled Britain as an emperor until Allectus, his finance minister, assassinated him. Britain was then taken back into the Roman fold. In the 4th century the Roman Empire in the west went into serious economic and political decline. The populations of towns fell. Public baths and amphitheaters went out of use. However the Romans sent a man named Theodosius with reinforcements to restore order. Yet the last Roman troops left Britain in In the leaders of the Romano-Celts sent a letter to the Roman Emperor Honorius, appealing for help. However he had no troops to spare and he told the Britons they must defend themselves. Roman Britain split into separate kingdoms but the Romano-Celts continued to fight the Saxon raiders. Roman civilization slowly broke down. People stopped using coins and returned to barter. Roman towns continued to be inhabited until the mid-5th century. Then town life came to an end. Roman civilization in the countryside also faded away. At that time and possibly earlier they were hiring Germanic peoples as mercenaries. According to tradition the Superbus tyrannus brought Jutes to protect his realm from Scots from northern Ireland and Picts from Scotland. He was also afraid the Romans might invade Britain and make it part of the Empire again. The Superbus tyrannus installed the Jutish leader, Hengist, as king of Kent. In return the Jutes were supposed to protect Britain.

Chapter 9 : History of England - Simple English Wikipedia, the free encyclopedia

Public school, also called independent school, in the United Kingdom, one of a relatively small group of institutions educating secondary-level students for a fee and independent of the state system as regards both endowment and administration.

See Article History Alternative Title: The term public school emerged in the 18th century when the reputation of certain grammar schools spread beyond their immediate environs. They began taking students whose parents could afford residential fees and thus became known as public, in contrast to local, schools. By the late 20th century the term independent school was increasingly preferred by the institutions themselves. The typical great public school—such as Eton, Harrow, Winchester, Westminster, Rugby, Shrewsbury, or Charterhouse—evolved from an institution founded by a single benefactor during the late Middle Ages or Renaissance. Such charitable foundations, almost invariably for males only, had usually been intended to educate local boys from relatively humble backgrounds. From about the 17th century the upper classes took increasing advantage of the tuition afforded by these foundations. As pupils paying the market rate became more numerous, the schools were increasingly transformed into boarding establishments. Some, however, such as St. G-Man The curriculum from the beginning placed heavy emphasis on the Greek and Roman classics and continued to do so until well into the 20th century. Organized games, in contrast, were a late development, and, before their introduction, disorderly conduct was intermittently considerable, particularly in the early 19th century. When the demand for men to administer the British Empire led to scores of new foundations during the 19th century, however, the schools tended to adopt the more disciplined, duty-bound, and athletic model established at Rugby by Dr. Thomas Arnold in the s. Institutions loosely termed public schools also sprang up overseas, predominantly in countries under British cultural influence. The impact of the public schools in Britain was historically immense. Perhaps in no other post-Renaissance country did an ethos directly and concentratedly inculcated in so few citizens exercise such influence nationally—and internationally, given the crucial role of the public school ethos in helping Britain build its empire. The ethos in question was less an academic one than a class-conscious code of behaviour, speech, and appearance. It set the standard for conduct in the life of officialdom in Britain from the early 19th century to the midth. Since the end of World War II, the style and content of education at the public schools have changed as the schools have become more consciously part of wider groupings of independent schools and have developed multifarious links with schools in the state sector. The following is a list of the nine best-known public schools, in the order of their founding. Winchester College, in Winchester, Hampshire, was chartered in by William of Wykeham, bishop of Winchester, and opened by him in Westminster School, also called St. It began rugby football In Charterhouse School was moved from London to Godalming. Learn More in these related Britannica articles: