

Reading Victorian Schoolrooms Childhood And Educat

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Children and Cultural Memory in Texts of Childhood Heather Snell 2013-11-07 The essays in this collection address the relationship between children and cultural memory in texts both for and about young people. The collection overall is concerned with how cultural memory is shaped, contested, forgotten, recovered, and (re)circulated, sometimes in opposition to dominant national narratives, and often for the benefit of young readers who are assumed not to possess any prior cultural memory. From the innovative development of school libraries in the 1920s to the role of utopianism in fixing cultural memory for teen readers, it provides a critical look into children and ideologies of childhood as they are represented in a broad spectrum of texts, including film, poetry, literature, and architecture from Canada, the United States, Japan, Germany, Britain, India, and Spain. These cultural forms collaborate to shape ideas and values, in turn contributing to dominant discourses about national and global citizenship. The essays included in the collection imply that childhood is an oft-imagined idealist construction based in large part on participation, identity, and perception; childhood is invisible and tangible, exciting and

intriguing, and at times elusive even as cultural and literary artifacts recreate it. *Children and Cultural Memory in Texts of Childhood* is a valuable resource for scholars of children's literature and culture, readers interested in childhood and ideology, and those working in the fields of diaspora and postcolonial studies.

History and the Construction of the Child in Early British Children's Literature Jackie C. Horne 2016-04-22
How did the 'flat' characters of eighteenth-century children's literature become 'round' by the mid-nineteenth? While previous critics have pointed to literary Romanticism for an explanation, Jackie C. Horne argues that this shift can be better understood by looking to the discipline of history. Eighteenth-century humanism believed the purpose of history was to teach private and public virtue by creating idealized readers to emulate. Eighteenth-century children's literature, with its impossibly perfect protagonists (and its equally imperfect villains) echoes history's exemplar goals. Exemplar history, however, came under increasing pressure during the period, and the resulting changes in historiographical practice - an increased need for reader engagement and the widening of history's purview to include the morals, manners, and material lives of everyday people - find their mirror in changes in fiction for children. Horne situates hitherto neglected Robinsonades, historical novels, and fictionalized histories within the cultural, social, and political contexts of the period to trace the ways in which idealized characters gradually gave way to protagonists who fostered readers' sympathetic engagement. Horne's study will be of interest to specialists in children's literature, the history of education, and book history.

Re-visioning Historical Fiction for Young Readers Kim Wilson 2011-06-15 This study is concerned with how readers are positioned to interpret the past in historical fiction for children and young adults. Looking at literature published within the last thirty to forty years, Wilson identifies and explores a prevalent trend for re-visioning and rewriting the past according to modern social and political ideological assumptions. Fiction within this genre, while concerned with the past at the level of content, is additionally concerned with present views of that historical past because of the future to which it is moving. Specific areas of discussion include the identification of a new sub-genre: Living history fiction, stories of Joan of Arc, historical fiction featuring agentic females, the very popular Scholastic Press historical journal series, fictions of war, and historical fiction featuring multicultural discourses. Wilson observes specific traits in

historical fiction written for children – most notably how the notion of positive progress into the future is nuanced differently in this literature in which the concept of progress from the past is inextricably linked to the protagonist’s potential for agency and the realization of subjectivity. The genre consistently manifests a concern with identity construction that in turn informs and influences how a metanarrative of positive progress is played out. This book engages in a discussion of the functionality of the past within the genre and offers an interpretative frame for the sifting out of the present from the past in historical fiction for young readers.

Power, Voice and Subjectivity in Literature for Young Readers Maria Nikolajeva 2009-09-10 This book considers one of the most controversial aspects of children’s and young adult literature: its use as an instrument of power. Children in contemporary Western society are oppressed and powerless, yet they are allowed, in fiction written by adults for the enlightenment and enjoyment of children, to become strong, brave, rich, powerful, and independent -- on certain conditions and for a limited time. Though the best children’s literature offers readers the potential to challenge the authority of adults, many authors use artistic means such as the narrative voice and the subject position to manipulate the child reader. Looking at key works from the eighteenth century to the present, Nikolajeva explores topics such as genre, gender, crossvocalization, species, and picturebook images. Contemporary power theories including social and cultural studies, carnival theory, feminism, postcolonial and queer studies, and narratology are also considered, in order to demonstrate how a balance is maintained between the two opposite inherent goals of children’s literature: to empower and to educate the child.

Ethnic Literary Traditions in American Children's Literature M. Stewart 2009-11-23 Esteemed contributors expand the range of possibilities for reading, understanding, and teaching children's literature as ethnic literature rather than children's literature in this ambitious collection.

Russian Children's Literature and Culture Marina Balina 2013-02-01 Soviet literature in general and Soviet children’s literature in particular have often been labeled by Western and post-Soviet Russian scholars and critics as propaganda. Below the surface, however, Soviet children’s literature and culture allowed its creators greater experimental and creative freedom than did the socialist realist culture for adults. This

volume explores the importance of children's culture, from literature to comics to theater to film, in the formation of Soviet social identity and in connection with broader Russian culture, history, and society.

School Spaces for Student Wellbeing and Learning Hilary Hughes 2019-02-21 This book introduces a new wellbeing dimension to the theory and practice of learning space design for early childhood and school contexts. It highlights vital, yet generally overlooked relationships between the learning environment and student learning and wellbeing, and reveals the potential of participatory, values-based design approaches to create learning spaces that respond to contemporary learners' needs. Focusing on three main themes it explores conceptual understandings of learning spaces and wellbeing; students' lived experience and needs of learning spaces; and the development of a new theory and its practical application to the design of learning spaces that enhance student wellbeing. It examines these complex and interwoven topics through various theoretical lenses and provides an extensive, current literature review that connects learning environment design and learner wellbeing in a wide range of educational settings from early years to secondary school. Offering transferable approaches and a new theoretical model of wellbeing as flourishing to support the design of innovative learning environments, this book is of interest to researchers, tertiary educators and students in the education and design fields, as well as school administrators and facility managers, teachers, architects and designers.

Beyond Pippi Longstocking Bettina Kümmerling-Meibauer 2011-05-09 Astrid Lindgren, author of the famed Pippi Longstocking novels, is perhaps one of the most significant children's authors of the last half of the twentieth-century. In this collection contributors consider films, music, and picturebooks relating to Lindgren, in addition to the author's reception internationally. Touching on everything from the Astrid Lindgren theme park at Vimmerby, Sweden to the hidden folk songs in Lindgren's works to the use of nostalgia in film adaptations of Lindgren's novels, this collection is distinguished by its intermedial and international scope in the realm of Lindgren research.

Contemporary English-Language Indian Children's Literature Michelle Superle 2011-05-09 Concurrent with increasing scholarly attention toward national children's literatures, Contemporary English-language Indian Children's Literature explores an emerging body of work that has thus far garnered little serious critical

attention. Superle critically examines the ways Indian children's writers have represented childhood in relation to the Indian nation, Indian cultural identity, and Indian girlhood. From a framework of postcolonial and feminist theories, children's novels published between 1988 and 2008 in India are compared with those from the United Kingdom and North America from the same period, considering the differing ideologies and the current textual constructions of childhood at play in each. Broadly, Superle contends that over the past twenty years an aspirational view of childhood has developed in this literature—a view that positions children as powerful participants in the project of enabling positive social transformation. Her main argument, formed after recognizing several overarching thematic and structural patterns in more than one hundred texts, is that the novels comprise an aspirational literature with a transformative agenda: they imagine apparently empowered child characters who perform in diverse ways in the process of successfully creating and shaping the ideal Indian nation, their own well-adjusted bicultural identities in the diaspora, and/or their own empowered girlhoods. Michelle Superle is a Professor in the department of Communications at Okanagan College. She has taught children's literature, composition, and creative writing courses at various Canadian universities and has published articles in *Papers* and *IRCL*.

Reading Victorian Schoolrooms Elizabeth Gargano 2013-10-31 *Reading Victorian Schoolrooms* examines the numerous schoolroom scenes in nineteenth-century novels during the fraught era of the Victorian education debates. As Gargano argues, the fiction of mainstream and children's writers such as Dickens, Brontë, and Carroll reflected widespread Victorian anxieties about the rapid institutionalization of education and the shrinking realm of domestic instruction. As schools increasingly mapped out a schema of time schedules, standardized grades or forms, separate disciplines, and hierarchical architectural spaces, childhood development also came to be seen as regularized and standardized according to clear developmental categories. Yet, Dickens, Brontë, and others did not simply critique or satirize the standardization of school experience. Instead, most portrayed the schoolroom as an unstable site, incorporating both institutional and domestic space. Drawing on the bildungsroman's traditional celebration of an individualized, experiential education, numerous novels of school life strove to present the novel itself as a form of domestic education, in contrast to the rigors of institutional instruction. By positioning the novel as a form of domestic education currently under attack, these novelists sought to affirm its value as a form of protest within an increasingly institutionalized society. The figure of the child as an emblem of

beleaguered innocence thus became central to the Victorian fictive project.

Children's Literature and Capitalism C. Parkes 2012-09-10 After the first phase of industrialization in Britain, the child emerged as both a victim of and a threat to capitalism. This book explores the changing relationship between the child and capitalist society in the works of some of the most important writers of children's and young-adult texts in the Victorian and Edwardian periods.

Home Education in Historical Perspective Christina De Bellaigue 2018-02-02 This book is the first publication to devote serious attention to the history of home education from the late eighteenth to the early twentieth century. It brings together work by historians, literary scholars and current practitioners who shed new light on the history of home-schooling in the UK both as a practice and as a philosophy. The six historical case studies point to the significance of domestic instruction in the past, and uncover the ways in which changing family forms have affected understandings of the purpose, form and content of education. At the same time, they uncover the ways in which families and individuals adapted to the expansion of formalised schooling. The final article - by philosopher and Elective Home Education practitioner and theorist Richard Davies - uncovers the ways in which the historical analysis can illuminate our understanding of contemporary education. As a whole, the volume offers stimulating insights into the history of learning in the home, and into the relationship between families and educational practice, that raise new questions about the objectives, form and content of education in the past and today. This book was originally published as a special issue of the *Oxford Review of Education*.

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Imagining the Dead in British Literature and Culture, 1790–1848 David McAllister 2018-09-29 This book offers the first account of the dead as an imagined community in the early nineteenth-century. It examines why Romantic and Victorian writers (including Wordsworth, Dickens, De Quincey, Godwin, and D'Israeli) believed that influencing the imaginative conception of the dead was a way to either advance, or resist, social and political reform. This interdisciplinary study contributes to the burgeoning field of Death Studies by drawing on the work of both canonical and lesser-known writers, reformers, and educationalists to show how both literary representation of the dead, and the burial and display of their corpses in churchyards, dissecting-rooms, and garden cemeteries, responded to developments in literary aesthetics, psychology, ethics, and political philosophy. *Imagining the Dead in British Literature and Culture, 1790-1848* shows that whether they were lauded as exemplars or loathed as tyrants, rendered absent by burial, or made uncannily present through exhumation and display, the dead were central to debates about the shape and structure of British society as it underwent some of the most radical transformations in its history.

Reading the Adolescent Romance Amy Pattee 2011-01-25 *Reading the Adolescent Romance* provides an exhaustive study of the developments in young adult literature since the 1980s with a focus on Francine Pascal's "Sweet Valley High" series, which has become a cultural and literary touchstone for both fans and critics of the novels. Pattee carefully examines the series' content, structure, and readers, allowing her to investigate an influential marketing and literary phenomenon and to interrogate the intersecting influences of history, audience positioning, and readability that allowed "Sweet Valley" and other teen series to flourish. This book demonstrates that, as a series of generic romance novels, "Sweet Valley

"High" exhibits tropes associated with both adolescent and adult romance and, as a product of the early 1980s, has and continues to espouse the conservative romantic ideologies associated with the time period. While erstwhile readers of the series recall the novels with pleasure, re-readers of Pascal's novels – who remember reading the series as young people and have re-visited the books as adults – are more critical. Interestingly, both populations continue to value "Sweet Valley High" as an identity touchstone. Amy Pattee is an associate professor of library and information science at the Graduate School of Library and Information Science at Simmons College in Boston, Massachusetts. There, she teaches children's and young adult literature in both the library school and in a dual degree program affiliated with Simmons College's Center for the Study of Children's Literature.

The Children's Book Business Lissa Paul 2010-12-14 By focusing on the children's book business of the long eighteenth-century, [this book] argues that the thinking, knowing children of the Enlightenment are models for the technologically-connected, socially-conscious children of the twenty-first. The increasingly obsolete images of Romantic innocent and ignorant children are bracketed between the two periods.

Nineteenth-Century Verse and Technology Jason David Hall 2017-09-13 This book repositions thinking about rhythm, meter and versification during the "Mechanical Age." Cutting across disciplinary boundaries, the book examines the rhythmical workings of poems alongside not only Victorian theories of prosody and poetics but also contemporary thinking about labor practices, pedagogical procedures, scientific experiments, and technological innovations. By offering an exploded definition of meter—one that extends beyond conventional foot-based scansion—this book explicates the conceptual and, at times, material exchanges between poetic meter and machine culture. The machines of meter include mid-century theories of abstraction and technologies of smoothness and even spacing; a deeply influential, though rarely credited, system of metrical manufacture; verse produced by a Victorian automaton; the mechanics of the human body and mind and the meters that issued from them; and the promise of scientific machines to resolve metrical dilemmas once and for all.

Irish Children's Literature and Culture Keith O'Sullivan 2011-03-17 Irish Children's Literature and Culture looks critically at Irish writing for children from the 1980s to the present, examining the work of many

writers and illustrators and engaging with major genres, forms, and issues, including the gothic, the speculative, picturebooks, ethnicity, and globalization. It contextualizes modern Irish children's literature in relation to Irish mythology and earlier writings, as well as in relation to Irish writing for adults, thereby demonstrating the complexity of this fascinating area. What constitutes a "national literature" is rarely straightforward, and it is especially complex when discussing writing for young people in an Irish context. Until recently, there was only a slight body of work that could be classified as "Irish children's literature" in comparison with Ireland's contribution to adult literature in the twentieth century. The contributors to the volume examine a range of texts in relation to contemporary literary and cultural theory, and children's literature internationally, raising provocative questions about the future of the topic. *Irish Children's Literature and Culture* is essential reading for those interested in Irish literature, culture, sociology, childhood, and children's literature. Valerie Coghlan, Church of Ireland College of Education, Dublin, is a librarian and lecturer. She is a former co-editor of *Bookbird: An International Journal of Children's Literature*. She has published widely on Irish children's literature and co-edited several books on the topic. She is a former board member of the IRSCCL, and a founder member of the Irish Society for the Study of Children's Literature, Children's Books Ireland, and IBBY Ireland. Keith O'Sullivan lectures in English at the Church of Ireland College of Education, Dublin. He is a founder member of the Irish Society for the Study of Children's Literature, a former member of the board of directors of Children's Books Ireland, and past chair of the Children's Books Ireland/Bisto Book of the Year Awards. He has published on the works of Philip Pullman and Emily Brontë.

Innocence, Heterosexuality, and the Queerness of Children's Literature Tison Pugh 2010-12-14

Innocence, Heterosexuality, and the Queerness of Children's Literature examines distinguished classics of children's literature both old and new—including L. Frank Baum's Oz books, Laura Ingalls Wilder's Little House series, J. K. Rowling's Harry Potter novels, Lemony Snicket's *A Series of Unfortunate Events*, and Stephenie Meyer's Twilight series—to explore the queer tensions between innocence and heterosexuality within their pages. Pugh argues that children cannot retain their innocence of sexuality while learning about normative heterosexuality, yet this inherent paradox runs throughout many classic narratives of literature for young readers. Children's literature typically endorses heterosexuality through its invisible presence as the de facto sexual identity of countless protagonists and their families, yet heterosexuality's

ubiquity is counterbalanced by its occlusion when authors shield their readers from forthright considerations of one of humanity's most basic and primal instincts. The book demonstrates that tensions between innocence and sexuality render much of children's literature queer, especially when these texts disavow sexuality through celebrations of innocence. In this original study, Pugh develops interpretations of sexuality that few critics have yet ventured, paving the way for future scholarly engagement with larger questions about the ideological role of children's literature and representations of children's sexuality.

Tison Pugh is Associate Professor in the Department of English at the University of Central Florida. He is the author of *Queering Medieval Genres and Sexuality and Its Queer Discontents in Middle English Literature* and has published on children's literature in such journals as *Children's Literature*, *The Lion and the Unicorn*, and *Marvels and Tales*.

Why Garden in Schools? Lexi Earl 2020-12-31 This book delves into the complex history of the gardening movement in schools and examines the question why gardens should be built in schools. It offers practical guidance for teachers to begin thinking about how to approach educational gardening. A resurgence of interest in school gardens is linked to concerns about children's health, food knowledge, lack of outdoor play and contact with the natural world. This book warns against simplistic one-best approaches and makes a case about the complexity of gardening in schools. It is the first critical attempt to address the complex and conflicting notions about school gardens and to tackle the question 'what is the problem to which school gardens are the answer?' Examining the educational theory in which gardening has been explained and advocated, the book explores the way contemporary gardens research has been conducted with specific questions such as 'what works well in school gardens?' Based on case studies of a school establishing a garden and another one maintaining a garden, chapters look at the way in which schools come to frame their gardens. The authors suggest that there are four issues to consider when setting up a school garden or evaluating a pre-existing one – wider social context, public policy, the whole school, and the formal and informal curriculum. The book ends with a call for consideration of the ways in which school gardens can be built, the myriad practices that constitute an educational garden space and the challenges of maintaining a school garden over the long term. It will be of interest to teachers in primary schools, as well as a key point of reference for scholars, academics and students researching school gardens.

Charles Dickens and the Victorian Child Amberly Malkovich 2013-02-11 This book explores the ideas of children and childhood, and the construct of the 'ideal' Victorian child, that developed rapidly over the Victorian era along with literacy and reading material for the emerging mass reading public. Children's Literature was one of the developing areas for publishers and readers alike, yet this did not stop the reading public from bringing home works not expressly intended for children and reading to their family. Within the idealized middle class family circle, authors such as Charles Dickens were read and appreciated by members of all ages. By examining some of Dickens's works that contain the imperfect child, and placing them alongside works by Kingsley, MacDonald, Stretton, Rossetti, and Nesbit, Malkovich considers the construction, romanticization, and socialization of the Victorian child within work read by and for children during the Victorian Era and early Edwardian period. These authors use elements of religion, death, irony, fairy worlds, gender, and class to illustrate the need for the ideal child and yet the impossibility of such a construct. Malkovich contends that the 'imperfect' child more readily reflects reality, whereas the 'ideal' child reflects an unattainable fantasy and while debates rage over how to define children's literature, such children, though somewhat changed, can still be found in the most popular of literatures read by children contemporarily.

Dickens and the Business of Death Claire Wood 2015-03-05 First ever full-length study exploring how Dickens's fiction engaged with, responded to and even exploited Victorian attitudes to death.

Jews and Jewishness in British Children's Literature Madelyn Travis 2013-09-02 In a period of ongoing debate about faith, identity, migration and culture, this timely study explores the often politicised nature of constructions of one of Britain's longest standing minority communities. Representations in children's literature influenced by the impact of the Enlightenment, the Empire, the Holocaust and 9/11 reveal an ongoing concern with establishing, maintaining or problematising the boundaries between Jews and Gentiles. Chapters on gender, refugees, multiculturalism and historical fiction argue that literature for young people demonstrates that the position of Jews in Britain has been ambivalent, and that this ambivalence has persisted to a surprising degree in view of the dramatic socio-cultural changes that have taken place over two centuries. Wide-ranging in scope and interdisciplinary in approach, *Jews and Jewishness in British Children's Literature* discusses over one hundred texts ranging from picture books to

young adult fiction and realism to fantasy. Madelyn Travis examines rare eighteenth- and nineteenth-century material plus works by authors including Maria Edgeworth, E. Nesbit, Rudyard Kipling, Richmal Crompton, Lynne Reid Banks, Michael Rosen and others. The study also draws on Travis's previously unpublished interviews with authors including Adele Geras, Eva Ibbotson, Ann Jungman and Judith Kerr.

The Brontës in Context Marianne Thormählen 2012-11-01 Crammed with information, *The Brontës in Context* shows how the Brontës' fiction interacts with the spirit of the time.

Shakespeare in Children's Literature Erica Hateley 2010-12-21 *Shakespeare in Children's Literature* looks at the genre of Shakespeare-for-children, considering both adaptations of his plays and children's novels in which he appears as a character. Drawing on feminist theory and sociology, Hateley demonstrates how Shakespeare for children utilizes the ongoing cultural capital of "Shakespeare," and the pedagogical aspects of children's literature, to perpetuate anachronistic forms of identity and authority.

Colonial India in Children's Literature Supriya Goswami 2012-07-26 *Colonial India in Children's Literature* is the first book-length study to explore the intersections of children's literature and defining historical moments in colonial India. Engaging with important theoretical and critical literature that deals with colonialism, hegemony, and marginalization in children's literature, Goswami proposes that British, Anglo-Indian, and Bengali children's literature respond to five key historical events: the missionary debates preceding the Charter Act of 1813, the defeat of Tipu Sultan, the Mutiny of 1857, the birth of Indian nationalism, and the Swadeshi movement resulting from the Partition of Bengal in 1905. Through a study of works by Mary Sherwood (1775-1851), Barbara Hofland (1770-1844), Sara Jeanette Duncan (1861-1922), Rudyard Kipling (1865-1936), Upendrakishore Ray (1863-1915), and Sukumar Ray (1887-1923), Goswami examines how children's literature negotiates and represents these momentous historical forces that unsettled Britain's imperial ambitions in India. Goswami argues that nineteenth-century British and Anglo-Indian children's texts reflect two distinct moods in Britain's colonial enterprise in India. Sherwood and Hofland (writing before 1857) use the tropes of conversion and captivity as a means of awakening children to the dangers of India, whereas Duncan and Kipling shift the emphasis to martial prowess, adaptability, and empirical knowledge as defining qualities in British and Anglo-Indian children.

Furthermore, Goswami's analysis of early nineteenth-century children's texts written by women authors redresses the preoccupation with male authors and boys' adventure stories that have largely informed discussions of juvenility in the context of colonial India. This groundbreaking book also seeks to open up the canon by examining early twentieth-century Bengali children's texts that not only draw literary inspiration from nineteenth-century British children's literature, but whose themes are equally shaped by empire.

George Eliot in Context Margaret Harris 2013-05-30 Prodigiously learned, alive to the massive social changes of her time, defiant of many Victorian orthodoxies, George Eliot has always challenged her readers. She is at once chronicler and analyst, novelist of nostalgia and monumental thinker. In her great novel *Middlemarch* she writes of 'that tempting range of relevancies called the universe'. This volume identifies a range of 'relevancies' that inform both her fictional and her non-fictional writings. The range and scale of her achievement are brought into focus by cogent essays on the many contexts - historical, intellectual, political, social, cultural - to her work. In addition there are discussions of her critical history and legacy, as well as of the material conditions of production and distribution of her novels and her journalism. The volume enables fuller understanding and appreciation, from a twenty-first-century standpoint, of the life and work of one of the nineteenth century's major writers.

The Family in English Children's Literature Ann Alston 2008-06-03 From the trials of families experiencing divorce, as in Anne Fine's *Madame Doubtfire*, to the childcare problems highlighted in Jacqueline Wilson's *Tracy Beaker*, it might seem that the traditional family and the ideals that accompany it have long vanished. However, in *The Family in English Children's Literature*, Ann Alston argues that this is far from the case. She suggests that despite the tales of family woe portrayed in children's literature, the desire for the happy, contented nuclear family remains inherent within the ideological subtexts of children's literature. Using 1818 as a starting point, Alston investigates families in children's literature at their most intimate, focusing on how they share their spaces, their ideals of home, and even on what they eat for dinner. What emerges from Alston's study are not so much the contrasts that exist between periods, but rather the startling similarities of the ideology of family intrinsic to children's literature. *The Family in English Children's Literature* sheds light on who maintains control, who behaves, and how significant children's

literature is in shaping our ideas about what makes a family "good."

Representing Africa in Children's Literature Vivian Yenika-Agbaw 2007-12-13 Representing Africa in Children's Literature explores how African and Western authors portray youth in contemporary African societies, critically examining the dominant images of Africa and Africans in books published between 1960 and 2005. The book focuses on contemporary children's and young adult literature set in Africa, examining issues regarding colonialism, the politics of representation, and the challenges posed to both "insiders" and "outsiders" writing about Africa for children.

The Oxford Handbook of the Archaeology of Childhood Sally Crawford 2018-05-10 Real understanding of past societies is not possible without including children, and yet they have been strangely invisible in the archaeological record. Compelling explanation about past societies cannot be achieved without including and investigating children and childhood. However marginal the traces of children's bodies and bricolage may seem compared to adults, archaeological evidence of children and childhood can be found in the most astonishing places and spaces. The archaeology of childhood is one of the most exciting and challenging areas for new discovery about past societies. Children are part of every human society, but childhood is a cultural construct. Each society develops its own idea about what a childhood should be, what children can or should do, and how they are trained to take their place in the world. Children also play a part in creating the archaeological record itself. In this volume, experts from around the world ask questions about childhood - thresholds of age and growth, childhood in the material culture, the death of children, and the intersection of the childhood and the social, economic, religious, and political worlds of societies in the past.

The Role of Translators in Children's Literature Gillian Lathey 2010-09-13 This book offers a historical analysis of key classical translated works for children, such as writings by Hans Christian Andersen and Grimms' tales. Translations dominate the earliest history of texts written for children in English, and stories translated from other languages have continued to shape its course to the present day. Lathey traces the role of the translator and the impact of translations on the history of English-language children's literature from the ninth century onwards. Discussions of popular texts in each era reveal fluctuations in the

reception of translated children's texts, as well as instances of cultural mediation by translators and editors. Abridgement, adaptation, and alteration by translators have often been viewed in a negative light, yet a closer examination of historical translators' prefaces reveals a far more varied picture than that of faceless conduits or wilful censors. From William Caxton's dedication of his translated History of Jason to young Prince Edward in 1477 ('to thentent/he may begynne to lerne read Englissh'), to Edgar Taylor's justification of the first translation into English of Grimms' tales as a means of promoting children's imaginations in an age of reason, translators have recorded in prefaces and other writings their didactic, religious, aesthetic, financial, and even political purposes for translating children's texts.

Victorians and the Case for Charity Marilyn D. Button 2013-10-18 This collection of all new essays seeks to answer a series of questions surrounding the Victorian response to poverty in Britain. In short, what did various layers of society say the poor deserved and what did they do to help them? The work is organized against the backdrop of the 1834 New Poor Laws, recognizing that poverty garnered considerable attention in England because of its pervasive and painful presence. Each essay examines a different initiative to help the poor. Taking an historical tack, the essayists begin with the royal perspective and move into the responses of Church of England members, Evangelicals, and Roman Catholics; the social engagement of the literati is discussed as well. This collection reflects the real, monetary, spiritual and emotional investments of individuals, public institutions, private charities, and religious groups who struggled to address the needs of the poor.

Children's books, brain development, and language acquisition Ralf Thiede 2018-11-13 This book correlates English-speaking children's brain development and acquisition of language with the linguistic input that comes from children's books. Drawing from the most current research on the developing brain, the author demonstrates how language acquisition is exclusively interactive, and highlights the benefit that accrues when that interaction includes the exploratory language play found in early childhood literature. Through discussions of specific domains of grammar, the relation of these domains to children's literature through scaffolding, and the resultant linguistic and cognitive advantages for the child, this volume offers an innovative approach to early brain maturation.

Genocide in Contemporary Children's and Young Adult Literature Jane Gangi 2014-03-14 This book studies children's and young adult literature of genocide since 1945, considering issues of representation and using postcolonial theory to provide both literary analysis and implications for educating the young. Many of the authors visited accurately and authentically portray the genocide about which they write; others perpetuate stereotypes or otherwise distort, demean, or oversimplify. In this focus on young people's literature of specific genocides, Gangi profiles and critiques works on the Cambodian genocide (1975-1979); the Iraqi Kurds (1988); the Maya of Guatemala (1981-1983); Bosnia, Kosovo, and Srebrenica (1990s); Rwanda (1994); and Darfur (2003-present). In addition to critical analysis, each chapter also provides historical background based on the work of prominent genocide scholars. To conduct research for the book, Gangi traveled to Bosnia, engaged in conversation with young people from Rwanda, and spoke with scholars who had traveled to or lived in Guatemala and Cambodia. This book analyses the ways contemporary children, typically ages ten and up, are engaged in the study of genocide, and addresses the ways in which child survivors who have witnessed genocide are helped by literature that mirrors their experiences.

Landscape in Children's Literature Jane Suzanne Carroll 2012-08-06 This book provides a new critical methodology for the study of landscapes in children's literature. Treating landscape as the integration of unchanging and irreducible physical elements, or topoi, Carroll identifies and analyses four kinds of space – sacred spaces, green spaces, roadways, and lapsed spaces – that are the component elements of the physical environments of canonical British children's fantasy. Using Susan Cooper's *The Dark Is Rising Sequence* as the test-case for this methodology, the book traces the development of the physical features and symbolic functions of landscape topoi from their earliest inception in medieval vernacular texts through to contemporary children's literature. The identification and analysis of landscape topoi synthesizes recent theories about interstitial space together with earlier morphological and topoanalytical studies, enabling the study of fictional landscapes in terms of their physical characteristics as well as in terms of their relationship with contemporary texts and historical precedents. Ultimately, by providing topoanalytical studies of other children's texts, Carroll proposes topoanalysis as a rich critical method for the study and understanding of children's literature and indicates how the findings of this approach may be expanded upon. In offering both transferable methodologies and detailed case-studies, this book

outlines a new approach to literary landscapes as geographical places within socio-historical contexts.

Schooling Readers Allison Speicher 2016-07-15 "Investigates a hitherto-unexplored popular fiction genre that spanned the 1830s to the 1880s, that of the "common school" story. These stories, primarily published in periodicals and magazines, and typically told from teachers' perspectives, represent the experiences of students and teachers in common (free, unregulated) schools of the nineteenth century"--

Into the Closet: Gender and Cross-dressing in Children's Fiction Victoria Flanagan 2013-08-21 *Into the Closet* examines the representation of cross-dressing in a wide variety of children's fiction, ranging from picture books and junior fiction to teen films and novels for young adults. It provides a comprehensive analysis of the different types of cross-dressing found in children's narratives, raising a number of significant issues relating to the ideological construction of masculinity and femininity in books for younger readers. Many literary and cultural critics have studied the cultural significance of adult cross-dressing, yet although cross-dressing representations are plentiful in children's literature and film, very little critical attention has been paid to this subject to date. *Into the Closet* fills this critical gap. Cross-dressing demonstrates how gender is symbolically constructed through various items of clothing and apparel. It also has the ability to deconstruct notions of problematizing the relationship between sex and gender. *Into the Closet* is an important book for academics, teachers, and parents because it demonstrates how cross-dressing, rather than being taboo, is frequently used in children's literature and film as a strategy to educate (or enculturate) children about gender.

The Oxford Handbook of Children's Literature Julia Mickenberg 2012-11-29 Remarkably well researched, the essays consider a wide range of texts - from the U.S., Britain and Canada - and take a variety of theoretical approaches, including formalism and Marxism and those related to psychology, postcolonialism, reception, feminism, queer studies, and performance studies ... This collection pushes boundaries of genre, notions of childhood ... Choice. Back cover of book.

Education in Nineteenth-Century British Literature Sheila Cordner 2016-04-20 Sheila Cordner traces a tradition of literary resistance to dominant pedagogies in nineteenth-century Britain, recovering an

overlooked chapter in the history of thought about education. This book considers an influential group of writers - all excluded from Oxford and Cambridge because of their class or gender - who argue extensively for the value of learning outside of schools altogether. From just beyond the walls of elite universities, Jane Austen, Elizabeth Barrett Browning, Thomas Hardy, and George Gissing used their position as outsiders as well as their intimate knowledge of British universities through brothers, fathers, and friends, to satirize rote learning in schools for the working classes as well as the education offered by elite colleges. Corder analyzes how predominant educational rhetoric, intended to celebrate England's progress while simultaneously controlling the spread of knowledge to the masses, gets recast not only by the four primary authors in this book but also by insiders of universities, who fault schools for their emphasis on memorization. Drawing upon working-men's club reports, student guides, educational pamphlets, and materials from the National Home Reading Union, as well as recent work on nineteenth-century theories of reading, Corder unveils a broader cultural movement that embraced the freedom of learning on one's own.

The Outside Child, In and Out of the Book Christine Wilkie-Stibbs 2008-03-25 *The Outside Child, In and Out of the Book* is situated at the intersection between children's literature studies and childhood studies. In this provocative book, Christine Wilkie-Stibbs juxtaposes the narratives of literary and actual children/young adults to explore how Western culture has imagined, defined, and dealt with their outsider status – whether orphaned, homeless, refugee, victims of abuse, or exploited – and how processes of economic, social, or political impoverishment are sustained and naturalized in regimes of power, authority, and domination. In five chapters titled: "Outsider," "Displaced," "Erased," "Abject," "Unattached," and "Colonized," the book situates and repositions a range of pre- and post-millennium children's/young adult fictions, autobiographies, policy documents, and reports in the current climate of rabid globalization, new "out-group" definitions, and prescribed normativity. Children's/young adult fictions considered include: Malorie Blackman's *Noughts and Crosses* trilogy; Mark Haddon's *The Curious Incident of the Dog in the Night-Time*; Jacqueline Wilson's *The Illustrated Mum*; Shyam Selvadurai's *Funny Boy*; Ann Provoost's *Falling*; Meg Rosoff's, *How I Live Now*; Elizabeth Laird's *A Little Piece of Ground*. Autobiographical works include Zlata Filipovic's *Zlata's Diary*; Kevin Lewis's *The Kid*; Latifa's *My Forbidden Face*; and Valérie Zenatti's *When I Was a Soldier*.

