

Chapter 1 : Thomas Arnold – Wikipédia, a enciclopédia livre

Professor Terence Copley's new biography of Thomas Arnold combines a study of his life with an examination of Arnold's influence as an educator, a theologian and a churchman. Arnold was only a Victorian for five years (he died in) but he has been remembered as a major figure of the age, not.

The players then were more numerous: He treated his senior boys as gentlemen, increasing their power and duties so that they shared responsibility for moral tone and discipline with him. As Arnold put it: His pamphlet on the issue of Catholic Emancipation attracted widespread criticism, and though the storm of publicity had subsided by the late s, Rugby School and its remarkable Head Master were now national news and the School was growing rapidly. Not only did the boys Arnold inherited become by the time he died, but his disciples spread his ideas throughout the United Kingdom and Empire. No fewer than 23 of his assistant masters became Head Masters of other public schools between and This trend has continued ever since. By the time the novel was translated into French in , Arnold had become something of a legend. Inspired by what he had read, de Coubertin visited Rugby several times during the s and concluded that organised sport could be used to raise the aspirations and improve the behaviour of young people. This idea fuelled his vision for universal amateur athletics which culminated, in , in the first modern Olympic Games in Athens. Numbers further increased in the 20th century from under James to under WW Vaughan , passed under Sir Arthur fford and topped under Brian Rees in the early s. In , a new award-winning organ was inaugurated in the Chapel. Before even the first chapel was built, however, Old Quad was. A drainpipe proclaims the date of this oldest part of the School, designed by Henry Hakewill, who was also responsible for School House and the first chapel. Looking up one sees Upper Bench where Arnold taught Thucydides and looked down severely upon moral turpitude. On the town side, a splendid oriel window with stained glass portraits of successive Head Masters looks out over the main School gate and down the High Street to where the School began, yards away. Under him assistant masters first appeared - men who were curates of neighbouring villages. Numbers reached a new high of boys under Thomas James –94 , who administered a new constitution secured by Act of Parliament in The School moved from the middle of town to occupy a manor house on the present site of School House in Across the Close from School House stands a Bronze Age burial mound formerly known as the Island, surrounded until by a six-metre wide moat. Only when the local militia closed in with pikes and muskets did they yield. The Riot Act was read and some boys were expelled – some later to become renowned military leaders. If this was already the stuff of fiction, the 19th century saw publication of the first schoolboy novel a genre Harry Potter continues today by Thomas Hughes, now immortalised in a white marble statue in front of the Temple Reading Room. As Rugby entered the 20th century new building flourished. Oak-panelled walls boast the portraits of illustrious alumni, including Neville Chamberlain holding his piece of paper. Since then, all the accessories of a modern boarding school have been added. These include, a Media Studio, Sports Centre, Design Centre, astro-turf pitches and an art gallery, which has quickly become a major exhibition venue for professional artists in the Midlands. The three-storey Pugin-style building is home to the Economics, Business Studies, Art History, Politics, PE and Philosophy departments and also has a common room, central hall and sports hall. In three girls were admitted into the sixth form, based in Stanley and eating in Town House. Rugby preserves many traditions and plays infinite variations on them. We expect every pupil to own a laptop and parents rightly expect every classroom to be equipped with an interactive electronic whiteboard in a high-tech, wireless-networked, whole-School learning environment. Ask their children why they chose Rugby and you will hear about the old-fashioned virtues of house-dining and playing for the house, about belonging to a friendly extended family - about being part of a story that they themselves are still writing.

Chapter 2 : Tom Arnold and 9 related entities | Entities Finder

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He is perhaps the most famous of schoolmasters. What Arnold did for public schools was to alter and expand, to a degree which amounted to a revolution, the aims and objects which these institutions set before themselves. Before his time the avowed object of the public schools was to impart learning; system and discipline were subservient to this end, and though incidentally they had other effects, their main object was to render learning possible and effective; if this object was attained their work was done, and they were judged by their success or failure in this respect. Arnold took a much broader view of the objects of education; while deeply impressed with the importance of learning, he realized that it was only a part of education, and that the great end and aim of education was the formation of character. This was the great object which was to dominate all others: The ideal which he set before himself was to train boys to become not merely scholars but Christian gentlemen. But, like most men who have done great things for the world, Arnold was not only an idealist, but a most practical man as well. We may mention a few points to illustrate the way in which he worked. He accepted the two great features of English public schools, the liberty allowed to all, and the power exercised by the senior over the junior boys, but he bent all his energies to bring it about that the liberty should not be mere licence, and that the power should be exercised for good and not for than evil, as had too often been the case. The power he vested in the hands of the Sixth Form only, having, as Stanley says, "a strong belief in the general union of moral and intellectual excellence;" the liberty he curtailed but little, but, on the other hand, he freely exercised the right of sending away those who, even if they had not committed any flagrant evil, showed themselves unfit to make proper use of their privileges; on this point he was very emphatic, and his opinion is well worth notice at time when the justice of superannuation rules is called into question; "till a man learn that the first, second and third duty of a schoolmaster is to get great rid of unpromising subjects, a great public school," he said, "will never be what it might be, and what it ought to be. The practice, which owing to their lower salaries had before prevailed, of uniting some parochial cure with their school duties was entirely abolished and the boarding houses us they respectively became vacant he placed exclusively under their care. An increase in school fees had also enabled him to raise the salaries of his assistants, so that he felt himself justified in every way in making the demand energies to their school work, Thirdly, he laboured strenuously to make the direct religious teaching effective. This he did, not by multiplying services, nor by attempting to force young minds into a fixed mould of piety, but by using the opportunities which the pulpit afforded him for imparting something of the fiery zeal for right which consumed him, for presenting forcibly and directly to the minds of his hearers the practical effects which religion ought to have upon their daily life at school, and for stimulating in them the quality of moral thoughtfulness which he prized so much. Such were the main points of his system. In carrying it out he had to meet with the storm of abuse and opposition that so often is the lot of great reformers. Perhaps, had he been content to concern himself with the school only, people might have let him alone; had he done so, he would not have been Arnold. His heart and mind were too full of passionate desire for reforms in Church and State for him to stand aloof; the education of boys in the small society of school was successful to him only if they learned there how to play a true part in the larger societies wherein they were destined to move. And so it came about that the man whose great aim in life was to help to make English boys and men Christians in practice and not only in name, was accused of laxity of religion, and that his educational system was the object of bitter attack, But he was "ever a fighter," a magnificent fighter, with no arrogance and the broadest sympathies, but inflexible in the maintenance of what he thought right, and in the end he triumphed over all opposition. With the better sort of boys he soon succeeded; no boy worth anything could resist the influence of a man so transparently sincere, in whose zeal for religion there was such a complete and refreshing absence of humbug or of mere conventionality, a man who was not afraid of anybody. The trustees, in spite of the dislike with which many of them regarded his public views, did not fail to recognise the good work which he was

doing at the school; even in July, , when a resolution of censure was brought forward, which Stanley says "would probably have occasioned his resignation had it not been lost. Last of all the popular prejudice against him died away, and in , the year before his death, when he was elected Regius Professor of Modern History at Oxford, he was beginning to occupy in general estimation the place which he deserved.

Chapter 3 : Looking at History: Educating the middle-classes

Black Tom Arnold of Rugby The Myth and the Man. last year 0 views. Tanya Shevaun Follow. Black Tom Arnold of Rugby The Myth and the Man. Report. Report.

Wednesday, 2 February Educating the middle-classes Before , no one seriously argued the need for the state to provide schools for middle and upper-class children largely because it was thought the free market was functioning effectively. Certainly it seems there was considerable activity and formal schooling appears to have been becoming the norm for boys. This sense of activity had to remain an impressionistic one and is difficult to quantify. Home education was though to be more conducive to virtue than the public schools with their low standards of morality and harsh corporal discipline. Rising urban populations and living standards brought an increase in middle-class families able to afford modest fees for private day schooling in their home towns. It was these demands that were to revitalise the grammar schools and subsequently the public boarding schools. Durham University Library, ref Pam L The first half of the nineteenth century saw a process of change in three areas. Grammar schools began to change their curriculum, often including commercial subjects alongside the classics. The new curriculum enabled the schools to charge fees. There was a decisive shift to a fee-paying middle-class clientele and away from the poorer former free pupils. The Grammar Schools Act made it lawful to apply the income of grammar schools to purposes other than the teaching of classical languages, but this change still required the consent of the schoolmaster. Some schools pressed further along the road and turned themselves into boarding schools, Victorian public schools in embryo. A new breed of headmaster seemed to appear at this time, of high Victorian moral purpose and strength of personality. Such men often took over ailing or mediocre grammar schools and made them centres of academic excellence: Acland in Exeter started these as a private venture in but so great was demand that their administration was taken over by Oxford and Cambridge in and they became known as the Local examinations. For middle-class boys not intending to go to university they were a valuable school-leaving qualification and gave grammar schools something to aim for, and a perception of how they measured up to a common standard. The Higher Locals began at Cambridge in and at Oxford in The third factor was the Taunton Commission that investigated some endowed schools between and It also showed that there were only thirteen secondary schools for girls in the country. It addressed the problem of middle-class parents who could not afford to send their children to public schools but who wanted a local grammar school offering a curriculum that would provide entry to universities or to the professions for their sons. The Commissioners recommended the establishment of a national system of secondary education based on existing endowed schools. This solution led to the abolition of free education in grammar schools excluding free boys from the lower middle-class, artisan and tradesman classes who had no university or professional ambitions and enable the curriculum to be determined by the market demand of fee-payers. The Endowed Schools Act established three Commissioners who, by making schemes and regulations for some 3, endowments, created throughout the country the middle-class fee-paying academic grammar school. Public schools differed from grammar schools because they catered for the upper and upper-middle-classes and were boarding establishments. To these were added certain grammar schools that had changed their status like Sedburgh and Giggleswick. There were also waves of new foundations: Most were run as commercial ventures but many had wider purposes: Rugby school c Public schools also underwent a process of changing vitality after Increasing numbers of middle-class children survived infancy and they could no longer conveniently be taught at home. They had to be sent away to school. Improvements in transport facilities, fast road-coaches and then railways, made possible a national market in education. Newly founded schools or old town grammar schools could set out to attract a regional or even national catchment of clients who would reside as boarders. The growing empire meant that many more families lived abroad but for cultural and climatic reasons they preferred their children to be educated in England in institutions that provided a home environment. Public schools were sought by newly prospering social groups who wished to confirm their status by assimilation with existing landed and professional elites. Important changes took place in the content of education in public schools. Science was

accepted into the curriculum, especially in the s. Various factors changed this situation: Farrer at Harrow and Frederick Temple at Rugby. Almost as important as change in the formal curriculum was a change in the value systems of the public schools. These developments made public schools highly attractive to social groups of parents somewhat below the traditional clientele and there was a marked change in the social intake of such schools after In the first half of the century, the social class of parents at eight leading public schools showed that the gentry provided There was an expected and large predominance of the rural elites of gentry, titled and clerical families. At Winchester this rose from 7. These upward trends in businessmen sending their sons to public school and in public schoolboys entering business were to be of great importance. There was a link between class, public school, education and business leadership in the larger companies from the s. An extended public school network gradually replaced the older Nonconformist network that had characterised the early industrial entrepreneurs. The strong expansion of middle-class education both in grammar and public schools after was a response to the demands for education from parents. Clarendon was concerned that these newer schools were giving the middle-classes a better education that the upper-classes did not have and that this was socially dangerous. The problem of the decaying grammar schools led the government to concede another Royal Commission in , under Lord Taunton, to look at all schools not looked at by either Clarendon or Newcastle. The three grades were conceived as parallel, separate tracks, only the common study of Latin allowing mobility via scholarships from one track to another for the very bright. The three-grade division proved over elaborate. However, an increasingly clear distinction emerged between schools for gentlemen and schools for those who aimed at respectability not gentility. The problem was not the grading but the opportunities open to the educated. Too many public schoolboys were being produced between and when there were fewer opportunities in the Church, law and medicine and young men with middle-class aspirations also outstripped the availability of careers. The fastest growing occupations lay in lower middle-class employment such as clerks and shop assistants to which ex-public schoolboys would be unlikely to be attracted. The Empire provided a safety valve as products of these new schools sought in colonial lifestyles a status they would have been denied at home. Roworth , demonstrates the problems of turning a free school into a fee-paying one. Baldwin, Cradock and Joy , provides a detailed description of the development and state of grammar schools. English public schools, , Hutchinson , , Huggins, M. See, Money, Tony, Manly and muscular diversions: X, and Shrosbree, Colin, Public schools and private education:

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After taking a first class degree at University College, Oxford , Arnold grew discontented with Victorian Britain and attempted to take up farming in New Zealand. Failing to make a success of this career, in he moved to Tasmania , having been invited to take the job of Inspector of Schools by Governor William Denison. Soon after arriving in Hobart , he fell in love with and married Julia Sorell, granddaughter of former Governor William Sorell. They had nine children four of whom died young , among them Mary , who became a best-selling novelist under the name Mrs Humphry Ward, and Julia, who married Leonard Huxley , the son of Thomas , and gave birth to Julian and Aldous. After being widowed in , Arnold in married for a second time, to Josephine Benison. While in Tasmania Arnold converted from Anglicanism to Roman Catholicism , a move which angered his Protestant wife sufficiently to cause her to smash the windows of the chapel during his confirmation. At the time Tasmania would not employ Catholics in senior civil service positions, and so in the family moved back to England. Arnold took a job teaching English literature at the Catholic University in Dublin , and wrote *A Manual of English Literature* , which became a standard textbook. He resigned from the university in to become head of classics at the Oratory School in Birmingham. He left in , when a letter he had written insisting that he would need a higher salary to continue at the school was interpreted by Cardinal Newman as a tendering of resignation. Arnold opened a private tutoring establishment in Oxford, and began to attend Church of England services. He edited a number of important literary works, including *Beowulf*. In he stood for election to the Chair of Anglo-Saxon at Oxford. Finding that some supporters were campaigning for him as the "Anglican" candidate, he felt this put him in a false position; on the eve of the election he announced his intention of being reconciled to the Catholic Church. It is unlikely that this had much impact on the outcome of the election, but family tradition maintained that he had cast away a golden opportunity for a scruple. After a period of financial hardship, in which his main occupation was editorial work for the *Rolls Series* , Arnold returned to Dublin in as professor of English literature at University College , teaching to the end of his life in One of his last students was James Joyce. *Catholic Higher Education in Ireland. Passages in a Wandering Life. Henrici Archidiaconi Huntendunensis Historia Anglorum. English Poetry and Prose: Longmans, Green, and Co. Symeonis monachi opera omnia. Together with William E. Addis he compiled A Catholic Dictionary. Matthew and Brian Harrison. Oxford University Press, Available online to subscribers. Accessed 31 December Tasmanian Historical Research Association, James Bertram , ed. University of Auckland, Oxford University Press,*

Chapter 5 : Rugby School - History

Thomas Arnold (13 June - 12 June) was an English educator and historian. Arnold was an early supporter of the Broad Church Anglican movement. He was the headmaster of Rugby School from to , where he introduced a number of reforms that were widely copied by other prestigious public schools.

Thomas Arnold The English educator Thomas Arnold was a headmaster of Rugby School, and through his efforts it became the model for other English public schools and for boarding schools throughout the Western world. His father was the postmaster and customs agent for the Isle of Wight. Arnold received his early education from his mother and an aunt. He attended the preparatory schools Warminster and Winchester from to , prior to his admittance to Corpus Christi College of Oxford University. He graduated first class in classics in Through the influence of a friend he became a fellow of Oriel College, Oxford University , in a position he held until While there, he was ordained a deacon in the Church of England in Arnold married Mary Penrose in He taught in several preparatory schools until , when he became headmaster of Rugby School. He retained this post until his sudden death on June 12, Arnold also held a position in the senate of the University of London during and was appointed a lecturer in history at Oxford in Arnold was very much interested in Church reform. A radical in terms of religious thought of the day, he sought a simplified base on which to build a reunited Christian Church. He entered into a well-publicized dialogue with John Henry later Cardinal Newman over the nature of the Christian Church and what it ought to be. He assumed the duties of the chaplain when the post became vacant, and he was noted for his sermons to the student body, later published. He emphasized the "Christian scholar" and "good character. Although he maintained that the class structure of England was essentially natural and unchangeable, he actively sought to improve the lot of the lower and emerging middle classes. His convictions regarding the aristocracy centered on its responsibility and duty to do what was "right. It is as headmaster of Rugby that Arnold is primarily remembered, however. The whole tone of the school was improved during his tenure. Arnold of Rugby Additional Sources McCrum, Michael. Oxford University Press,

Chapter 6 : Thomas Arnold - The Full Wiki

Arnold was the celebrated headmaster of Rugby School and Hughes's Tom Brown's Schooldays () fixed him in the public mind. daydvl.com assesses both the uncritical Victorian versions of Arnold's life--including Hughes and Dean Stanley's original Life--and the sneering assessment of his influence, perpetuated by Strachey, to provide the.

Arnold was an early supporter of the Broad Church Anglican movement. He was the headmaster of Rugby School from 1793 to 1828, where he introduced a number of reforms that were widely copied by other prestigious public schools. His reforms redefined standards of masculinity and achievement. William Arnold was related to the Arnold family of gentry from Lowestoft. There he excelled at Classics and was made a fellow of Oriel in 1788. He was headmaster of a school in Laleham before moving to Rugby. His force of character and religious zeal enabled him to turn it into a model for other public schools and exercise a strong influence on the education system of England. Though he introduced history, mathematics and modern languages, he based his teaching on the classical languages. Surely the one thing needful for a Christian and an Englishman to study is Christian and moral and political philosophy". He described his educational aims as being the cure of souls first, moral development second, and intellectual development third. However, this did not prevent Baron de Coubertin from considering him the father of the organized sport he admired when he visited English public schools, including Rugby in 1891. The cause was quickly won. Playing fields sprang up all over England. As a churchman he was a decided Erastian, and strongly opposed to the High Church party. Far more often read were his five books of sermons, which were admired by a wide circle of pious readers including Queen Victoria. John Penrose of Penryn, Cornwall. They had five daughters and five sons, including the poet Matthew Arnold, the literary scholar Tom, the author William Delafield Arnold and Edward Penrose Arnold, an inspector of schools. On 12 June he died there suddenly of a heart attack "at the height of his powers", a day before his 47th birthday. Their sons were Julian and Aldous Huxley. A popular life of him by the novelist Emma Jane Guyton also appeared. The Times asserted that "As much as any who could be named, Arnold helped to form the standard of manly worth by which Englishmen judge and submit to be judged. He had briefly been a master at Rugby and was married to the daughter of another former headmaster. More recently, a biography entitled Black Tom was written by Terence Copley. Benson once observed of Arnold, "A man who could burst into tears at his own dinner-table on hearing a comparison made between St. John to the detriment of the latter, and beg that the subject might never be mentioned again in his presence, could never have been an easy companion. Fellowes, first edition, Principles of Church Reform, Oxford: History of Rome, London: Introductory Lectures on Modern History, London: Christian Life, its Course, London: The History of the Peloponnesian War by Thucydides, 3 vols. The Interpretation of Scripture, London: Notes Simon Heffer, High minds: Strachey, Lytton, Eminent Victorians, p. Cambridge University Press, 1914, p. Coubertin would be better known for promoting the first International Olympic Games of 1896. Lecture given at the Sorbonne, November 1896. Timothy Hands, Thomas Hardy: Macmillan Press, 1963, p. The Life of Thomas Arnold D. Gere and John Sparrow ed. Further reading This article incorporates text from a publication now in the public domain: Cousin, John William The Myth and the Man, New York: Continuum, Ellis, Heather. Thomas Arnold, Headmaster, Oxford: Oxford University Press, 1997. Thomas Arnold and Christian Friendship. The life and correspondence of Thomas Arnold, D. Arnold of Rugby Winn, William E. His school life and contributions to education online. External links Wikisource has original works written by or about: Wikiquote has quotations related to:

Chapter 7 : Terence Copley - Wikipedia

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Chapter 9 : Thomas Arnold's Rugby Reforms

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