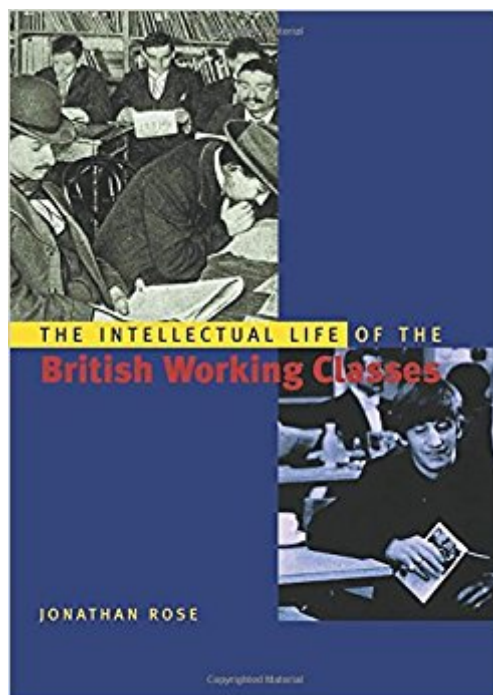


The book was found

The Intellectual Life Of The British Working Classes



Synopsis

Which books did the British working classes read - and how did they read them? How did they respond to canonical authors, penny dreadfuls, classical music, school stories, Shakespeare, Marx, Hollywood movies, imperialist propaganda, the Bible, the BBC, the Bloomsbury Group? What was the quality of their classroom education, as they experienced it? How did they educate themselves? What was their level of cultural literacy? How much did they know about politics, science, history, philosophy, poetry, and sexuality? Who were the proletarian intellectuals, and why did they pursue the life of the mind? These questions are addressed in this book.

Book Information

Hardcover: 544 pages

Publisher: Yale University Press; F First Edition edition (August 1, 2001)

Language: English

ISBN-10: 0300088868

ISBN-13: 978-0300088861

Product Dimensions: 9.5 x 6.7 x 1.8 inches

Shipping Weight: 2.6 pounds

Average Customer Review: 4.7 out of 5 stars [See all reviews](#) (3 customer reviews)

Best Sellers Rank: #1,412,824 in Books (See Top 100 in Books) #303 in [Books > Literature & Fiction > History & Criticism > Books & Reading > History of Books](#) #1737 in [Books > Literature & Fiction > History & Criticism > Books & Reading > General](#) #29809 in [Books > Politics & Social Sciences > Sociology](#)

Customer Reviews

Jonathan Rose has written a most enjoyable book looking at what British workers thought about the world, their schools, science, history, geography, literature, papers, films, plays, radio and music. He covers the period from the late 18th century to the mid-20th, using their memoirs, and also surveys, opinion polls, school records and library registers. A vast popular movement of voluntary collectivism created a hugely impressive working class culture - mutual improvement societies, Sunday schools, adult schools, libraries, reading circles, drama societies, musical groups, friendly societies, trade unions and mechanics' institutes. The London Corresponding Society, the world's first working class political organisation, met weekly; readings aloud provoked democratic discussion. Education's purpose is to teach us to think for ourselves. The working class's self-improving culture encouraged them to ask questions and voice their thoughts and feelings. The great classics, Shakespeare (often

described as the first Marxist), Handel's operas and Scott's novels, all stimulated thought, imagination and independence of mind. Rose writes well about Marxists' problem of relating to workers. The class described in these pages, complex, thoughtful, independent-minded, savvy, resent being told what to think or what it thinks. This alone explains why there is, as yet, no mass British Marxism, not external influences, or the efficacy of ruling class institutions, or, the ultra-left dogma, misleadership - get the right cutting-edge vanguard and the dim masses will at last play follow the leader. As Rose writes, "The trouble with Marx was Marxists, whom British workers generally found to be dogmatic, selfish, and antiliterary."

The spread of literacy to the masses is arguably the most far reaching cultural change of the last two centuries. One of the first countries where this took place was Great Britain. Jonathan Rose's *The Intellectual Life of the British Working Classes* uses much autobiographical material to tell us how the workers experienced their quest into written knowledge, roughly from 1760 to 1960. It is a historians' history, packed with information and references. It transforms our understanding of a driving force behind intellectual history. The urge to read literature did not come from the invisible hand of the market, from the pressure of government or even from education, but from the urge of working people themselves to understand where they stood in the world, and, most importantly, to become an individual. It started as an autodidact movement. Initially, individual workers, often wretchedly poor, had to make do with religious tracts, old newspapers and second hand books. First they had to develop an understanding of literary conventions, like the distinction between a factual and a fictional account. From about the middle of the nineteenth century mutual help became the norm. In clubs and production sites workers discussed often amazingly sophisticated literature, even when they also read what we now would call pulp fiction. The Education Act of 1870 was followed by universal compulsory education. In historiography schools often have been put down, but many children liked their heated and clean school buildings, a far cry from conditions at home. As teaching materials were out of date, being an autodidact continued to make sense. The highpoint of autodidact culture and the mutual help societies was in the years leading up to the first world war.

[Download to continue reading...](#)

The Intellectual Life of the British Working Classes Intellectual Property in the New Technology Age: 2016: Vol. I Perspectives, Trade Secrets and Patents (Intellectual Property in the New Technological Age) Intellectual Property: Supreme Court Contemporary Decisions (Intellectual Property Law Series) The Penland Book of Glass: Master Classes in Framework Techniques The

Penland Book of Handmade Books: Master Classes in Bookmaking Techniques C++: Classes and Data Structures Law School Insider: The Comprehensive 21st Century Guide to Success in Admissions, Classes, Law Review, Bar Exams and Job Searches, for Prospective Students and Their Loved Ones ISO 8573-1:2001, Compressed air -- Part 1: Contaminants and purity classes The Classroom Chef: Sharpen Your Lessons, Season Your Classes, Make Math Meaningful The End of Molasses Classes: Getting Our Kids Unstuck--101 Extraordinary Solutions for Parents and Teachers (Touchstone Book) The End of Molasses Classes: Getting Our Kids Unstuck - 101 Extraordinary Solutions for Parents and Teachers Yoga Sequencing: Designing Transformative Yoga Classes Heritage of the Conquistadors: Ruling Classes in Central America from Conquest to the Sandinistas The Piano Master Classes of Franz Liszt, 1884-1886: Diary Notes of August G  llerich AWOL: The Unexcused Absence of America's Upper Classes from Military Service -- and How It Hurts Our Country Characteristic Classes. (AM-76) The 1st Three Years of Acro, Gymnastics, & Tumbling: Teaching Tips, Monthly Lesson Plans, and Syllabi for Successful Gymnastics Classes Complete Adventurer: A Guide to Skillful Characters of All Classes (Dungeons & Dragons d20 3.5 Fantasy Roleplaying Supplement) The Pleasures of Antiquity: British Collections of Greece of Rome (The Paul Mellon Centre for Studies in British Art) Great British Bake Off: Celebrations (The Great British Bake Off)

[Dmca](#)