

[To be included by the lecturer on every front page of exams]

Integrity code for students for remote testing

Radboud University wants to contribute to a healthy and free world with equal chances for everyone. To that end, we are training students to become conscientious, involved, critical and self-aware academics. This involves an attitude of reliability and integrity.

At Radboud University, we assume that you began your programme of studies because you sincerely want to gain knowledge and acquire insight and skills. It is essential for the structure of your programme (and thus for your further career) that you possess the knowledge, insight and skills that are tested. We therefore expect that you will take this exam on your own without using resources unless this is permitted by the examiner.

We trust that, when you take this exam, you will observe the applicable laws and regulations, that you will not commit identity fraud, plagiarism or another form of fraud and that you will not fraudulently assist other students.

Declaration of fraud and plagiarism exams Faculty of Arts

By making and handing in this examination I declare to have made this examination myself and without any help from others.

I also declare that for this examination I have not made use of paper and/or digital sources, notes, recordings or any other information carriers (unless expressly permitted by the examiner in advance) and have not consulted other persons.

I also declare that, even after handing in the examination, I have not been in contact with others about the contents of the examination before the maximum set time period (including half an hour after the examination for special provisions) had expired.

By adhering to these guidelines, I adhere to the rules of scientific integrity that apply to students in academic education. I am aware that I am committing fraud if I violate these guidelines when taking this examination.

All remote examinations are fully subject to the Radboud University Fraud Regulations as included in the Education and Examination Regulations:

<https://www.ru.nl/letteren/stip/regels-richtlijnen/onderwijs-examenregelingen-oer-0/@959750/onderwijss-examenregeling-oer-education-and/>

All exams will be checked for plagiarism after submission. If the answers to substantial parts of submitted examinations correspond to an examination of another student, the board of examiners will investigate possible plagiarism.

Radboud University, Faculty of Arts, 2 June 2020

ENGELSE TAAL EN CULTUUR

Teacher who will receive this document: Dr. C. Louttit

Title of document:

The Inevitable Connection Between Education and Class: A Comparative Analysis of the Possibility of Self-Improvement by means of Education and the Accessibility of Higher Education to the lower and middle layers of society in early-modern England and the Contemporary Netherlands

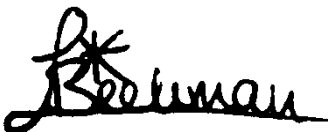
Name of course: BA werkstuk Engelse Letterkunde

Date of submission: 26-10-2020

Please read the Faculty's Declaration concerning Fraud and Plagiarism preceding this cover sheet. By signing this cover sheet, you also acknowledge your knowledge of and agreement with its terms.

The work submitted here is the sole responsibility of the undersigned, who has neither committed plagiarism nor colluded in its production.

Signed

A handwritten signature in black ink, appearing to read 'Liz Beekman', with a stylized flourish at the end.

Name of student: Liz Beekman

Student number: s4713885

The Inevitable Connection Between Education and Class

A Comparative Analysis of the Possibility of Self-Improvement by means of Education and the Accessibility of Higher Education to the lower and middle layers of society in early-modern England and the Contemporary Netherlands

BA Thesis English Language and Culture, 2020



Radboud Universiteit Nijmegen

Student: *Liz Beekman*
Student Number: *s4713885*
Document: *BA Thesis*
Supervisor: *Dr Chris Louttit*
Second Assessor: *Dr Usha Wilbers*
Date of Submission: *26 October 2020*

Table of Contents

<i>ABSTRACT</i>	1
1. Introduction	2
1.1 Overview of the General Structure.....	5
2. Theoretical Framework and Method	7
2.1 Theoretical Framework	7
2.2 Method	9
3. Description of Contemporary Educational Developments in the Netherlands	12
4. Description of Educational Developments in Early-Modern England.....	18
5. Education and Socio-Economic Improvement.....	28
6. The Accessibility of Education	33
7. Conclusion.....	39
8. Discussion	40
<i>Bibliography</i>	42

ABSTRACT

Early-modern times in England are often viewed as a period of educational revolution. Education became more available to the ‘masses’, but relatively catered much more to the upper and middle class than to the ‘lower class’. Additionally there was a great interest in the possibility of self-improvement by means of education. Recent changes in the current Dutch educational system aiming to improve the quality of education may have made the accessibility of education and thus the opportunity of self-improvement more susceptible to the influence of class and diversity, making equal accessibility of education a topic of major interest in the Netherlands. The purpose of this study is to gain insights with regards to this self-improvement by means of education, and the accessibility of education to the lower and middle class in comparison to the higher social class. To this end an analysis of the accessibility of education and the urge for self-improvement is conducted by both comparing and contrasting modern Dutch education to education in the Elizabethan era, focusing on opportunities for upward mobility, accessibility of education, and equality among different social groups. The study illustrates the similarities and differences in opportunities for prospective students and the accessibility of education to the different socio-economic groups within society. Written works by contemporaries provide insights into the early-modern views on education, class, and self-improvement. Comparing these views to the current views in the Netherlands that are deduced from newspaper articles, historical sources and legal documents, shows that though the ages and countries may be far apart, there are similarities to be found in the influence of class or socio-cultural status on the availability of education.

Keywords: education, class, Early Modern England, the Netherlands, diversity, socio-economic background, socio-cultural background, educational change, improvement

1. Introduction

Since the replacement of the general study grant in the Netherlands by study loans in 2015,¹ there has been a massive backlash among students and sympathisers who have taken to protest these changes.² Questions were raised regarding the availability of education to the lower and lower-middle class and the pressure put on students to perform well within a limited amount of time, making the accessibility of education a topic of great interest in the country. Despite its early popularity among politicians, members of the Dutch parliament are now starting to question the instatement of the study loan more and more.³

The recent developments in education in the Netherlands have motivated the current study, to gain insights with regards to the improvement of oneself and one's status by means of education, and the accessibility of higher education to the lower and lower-middle class. To this end the current study aims to answer the research question "How do the possibility of self-improvement by means of education and the accessibility of higher education to the lower and middle layers of society compare in early-modern England and the Contemporary Netherlands?" by comparing the accessibility of education in the contemporary Netherlands and Early Modern England with regards to socio-economic background.

The 1550's in England were a time with a great focus on education as a means of self-improvement, as well as a time of great educational change. A comparison between then and now could thus provide insights into our current social focus on self-improvement and the possible outcomes of educational change on the accessibility of education to differing socio-cultural groups.

¹ "Studiefinanciering Voor Studenten Op Een Hogeschool En Universiteit". 2019. *Rijksoverheid.Nl*. <https://www.rijksoverheid.nl/onderwerpen/studiefinanciering/studiefinanciering-hbo-universiteit>.

² Kaya Bouma and Remco Meijer. 2019. "Studentenorganisaties: Verhogen Rente Studieschuld Strijdig Met Internationaal Onderwijsrecht". *De Volkskrant*, 2019. & Victor Pak. 2018. "Protest Studenten Tegen Studiekosten". *NRC*, 2018.

³ Raoul du Pré. 2019. "Steeds Meer Studenten Lenen Steeds Hogere Bedragen: Nationale Studieschuld Stijgt Naar 19,3 Miljard Euro". *De Volkskrant*, 2019.

The improvement of oneself and one's status by means of education became a major subject of interest in early-modern times. The prominence of the sentiment that it is possible to improve one's moral or societal standing becomes evident from the subject's presence in essays written by contemporaries, as well as a large number of early-modern plays, such as *Nice Wanton*⁴, *Lusty Juventus*⁵, and *Ralph Roister Doister*⁶. The latter, for example, being one of the first English stage comedies, in its prologue refers to Plautus and Terence, dramatists of ancient times who were known to teach their audiences and morally instruct them. The topic of self-improvement by means of (self-) education and reading has continued to be explored in the centuries to follow, as exemplified by an 1856 article in *the R.I. Schoolmaster*,⁷ and the 1999 poem *Self Improvement* by William Scammell.⁸ The continuing influence of the notion of self-improvement through education manifests strongly in a great number of countries, among which the Netherlands, and it ties in closely with the accessibility of education. While it appears to be imperative to many people to gain the highest level of education, as becomes evident from the reaction of parents to their children's schooling prospects⁹ as well as the discussions surrounding the negative connotations of the phrase 'lower educated',¹⁰ there are great differences in the accessibility of this education. Self-improvement and the accessibility of education to differing layers of society have thus been widely discussed with regards to

⁴ *A Preaty Interlude Called, Nice Wanton*. Unknown. Imprinted at London: In Paules Church yearde at the sygne of the Swane by Iohn Kyng, 1560, Early English Books Online (EEBO).

⁵ Robert Wever. *An Enterlude Called Lusty Iuuentus: Liuely Describyng the Frailtie of Youth: Of Nature, Prone to Vyce: By Grace and Good Councell Traynable to Vertue*. Imprinted at London: In Paules church yeard, by Abraham Vele, at the sygne of the Lambe, 1550, EEBO.

⁶ Nicholas Udall and Edward Arber. *Roister Doister : Written, Probably Also Represented, Before 1553*. English Reprints, 8 : 2. London: Edward Arber, 1869.

⁷ "Self Improvement." *The R. I. Schoolmaster* 2, no. 3 (1856): 88. Accessed June 26, 2020. www.jstor.org/stable/44789068.

⁸ William Scammell. "Self Improvement." *Critical Survey* 11 (1999): 134–35.

⁹ AVS. "Ruim 11.000 Ouders Ontevreden Over Het Schooladvies Van Hun Kind". 2020. *Avs.nl*. <https://www.avs.nl/artikelen/ruim-11000-ouders-ontevreden-over-het-schooladvies-van-hun-kind>.

¹⁰ de Volkskrant. 2020. "Onvrede Over Het L-Woord: Welk Alternatief Is Geschikt Voor De Term 'Laagopgeleid'?". <https://www.volkskrant.nl/economie/onvrede-over-het-l-woord-welk-alternatief-is-geschikt-voor-de-term-laagopgeleid~b32006b8/>.

Early-Modern England, but in a contemporary time of great educational change (more specifically, within the Netherlands) the discussion is no less relevant.

While many attempts were made to create more equal opportunities for education both in early modern and in current times, it seems to be a difficult task. After all, education has been shown to improve socio-economic status, and parents' socio-economic status is in turn correlated with their children's level of education, creating a vicious cycle of educational opportunity.¹¹

In light of these developments in the Netherlands we can find a new relevance in an analysis and comparison of the accessibility of education and its relation to class in the Netherlands and early-modern England. In this thesis an analysis of the urge for self-improvement and the effects of educational changes on the accessibility of education will be conducted by both comparing and contrasting modern Dutch education to education in the Elizabethan era, with a focus on opportunities for upward mobility, accessibility of education, and equality among different social groups.

While these periods are similar in many ways, it is of course important to keep in mind that there were very different expectations and social values in these differing times, and the current study of these periods can only occur through the biased lens of today's perspective. However, early-modern developments in education in England can demonstrate the effects investments into education can have, being effective over all yet widening the gap between people with different socio-cultural and socio-economic backgrounds, and this is a danger the current Dutch system faces too.

¹¹ <https://www.apa.org>. (2020). *Education and Socioeconomic Status Factsheet*. [online] Available at: <https://www.apa.org/pi/ses/resources/publications/education> [Accessed 7 Jan. 2020].

1.1 Overview of the General Structure

Chapter 2 of this thesis will discuss the theoretical framework and the methods used in the current study. Chapter 3 will then give a general description of educational developments in the Dutch contemporary system. The discussion of these developments is necessary in order to provide a background of the current educational system and its workings. Subjects of importance for this chapter will be the general study grant, the replacement of the general study grant by study loans and a short introduction into the societal discussions surrounding these developments, and they will be explored by means of newspaper articles and legal documents. These developments are followed by a discussion of the developments in education in early-modern England in chapter 4, in order to be able compare both social systems in the later chapters. In this chapter the different forms of available education at the time play a major role, as well as who organised education and who were in the position to partake in education, and they will be explored by analysing popular literature from around 1550, the opinions and insights into early-modern education provided by early-modern thinkers and authors, and modern historians.

In chapters 5 I will then explicate the possibility of improvement in the early modern period, the possibility of it in current times through an analysis of existing data on education and social improvement, and in chapter 6 I will analyse the accessibility of education. How can education lead to social improvement, and how can class (implicit or explicit) lead to accessibility of education? What were the educational prospects of the high and middle class as opposed to those of the lower classes of society? And how can your parentage influence your odds of attending university or university of applied sciences in contemporary times? Answering these questions provides essential insights into the similarities and contrasts between our cultural and political attitudes towards education.

In chapter 7 the previous chapters will be shortly summarised, leading to a final conclusion on the state of the accessibility of education in early-modern England and the contemporary Netherlands. In chapter 8 the issues regarding education in early-modern England are used to reflect on current and future issues in the Netherlands, showing that the accessibility of education and possibility of self-improvement in both times and cultures are influenced by social status.

2. Theoretical Framework and Method

2.1 Theoretical Framework

The following concepts that are of importance to this study will be defined and explained in the current chapter: higher education, accessibility to higher education, early-modern England, educational change in the Netherlands, and lower and lower middle class or lower socio-economic status.

Higher education

In the Netherlands higher education consists of scientific education provided by universities and applied scientific education provided by universities of applied sciences. Scientific education is centred around research, whereas applied scientific education pertains more to the application of scientific knowledge within organisations.¹²

Since the Bologna declaration in 1999 higher education in Europe has been reformed into a unified twofold structure. Higher education consists of a bachelor's education of 3 or 4 years, followed by a master's education of 1 or 2 years.¹³

Accessibility of higher education

To define the concept of accessibility the definition provided in the study of accessibility in scientific education by Anja van den Broek, Kyra de Korte, José Mulder and Joyce Bendig-Jacobs will be used. Here the notion of accessibility is described as everyone with enough knowledge and skill to participate in education at the wanted level, having the opportunity to

¹² "Nederland". 2020. *Nvao.net*. Accessed October 25. <https://www.nvao.net/nl/nederland>.

¹³ Marijk C. van der Wende "The Bologna Declaration: Enhancing the Transparency and Competitiveness of European Higher Education." *Journal of Studies in International Education* 4, no. 2 (2000): 3–10. doi: <https://doi-org.ru.idm.oclc.org/10.1177/102831530000400202>.

take part in higher education regardless of origin or any other socio-cultural or socio-economic factors.¹⁴

Early-modern England

The current study focuses on the period of great educational change in early-modern England. This period is described by the Oxford English dictionary as [the period that] “follows the middle-English period towards the end of the fifteenth century and coincides closely with the Tudor (1485–1603) and Stuart (1603-1714) dynasties.” A further description of this period is given in chapter 4.

Educational change in the Netherlands (from 2015)

The reason for the selection the period of 2015 until now and recognizing it as a period of educational change is the replacement of monthly study allowances for students by a low-interest student loan starting September 2015. By having students finance a larger part of their own education by means of a loan more funding could go towards investing into the quality of the education.¹⁵

Nearly a year later, in October 2016, The Ministry of Education, Culture and Science in the Netherlands launched the ‘Gelijke Kansen Alliantie’ (Equal Opportunity Alliance). A programme that aims to guarantee that children with the same talents get equal opportunities and are able to develop themselves to their fullest potential, without the influence of cultural or financial background. This is relevant as it becomes increasingly difficult for children who did not get the chance to obtain a pre-university high school education (VWO) to proceed to a scientific educational programme.¹⁶

¹⁴ Anja van den Broek, Kyra de Korte, José Mulder, and Joyce Bendig-Jacobs. 2018. "Numerus Fixus, Selectie En Kansengelijkheid In Het Wetenschappelijk Onderwijs. Een Overzichtsstudie Naar Doelen, Criteria, Instrumenten En Effecten Van Selectie." Nijmegen: Nationaal Regieorgaan Onderwijsonderzoek: 9.

¹⁵ Tweede Kamer der Staten-Generaal. 2014. "Kamerstuk 34035". Den Haag.

¹⁶ "Beleid Kansengelijkheid". 2020. *Gelijke-Kansen.nl*. Accessed October 23. <https://www.gelijke-kansen.nl/over-gelijke-kansen/beleid>.

Lower and lower middle class or lower socio-economic status

Socio-economic status pertains to the home and background situation of families or individuals. The concept is measured in multiple ways. The current study uses the concept of socio-economic status or 'sociaal economische status' (SES) as is customary in the Netherlands. The socio-economic status represents the position of individuals on the societal ladder. That position is based on a combination of (1) material circumstances; (2) skills, capabilities and knowledge and (3) the social network and the status and power of the people in that network.¹⁷

Socio-economic status cannot be measured directly, but it can be approached by measuring the indicators income, level of education and professional status. Low 'SES' stands for a 'low socio-economic status'. In research conducted by the RIVM this refers to people with a lower level of education and/or a low income. This entails around 30% of people in the Netherlands.¹⁸

2.2 Method

In this thesis an analysis of the presence of the notion of self-improvement and the effects of educational changes on the accessibility of education will be conducted by comparing and contrasting modern Dutch education to education in the early-modern England, focusing on opportunities for upward mobility, accessibility of education, and equality among different social groups.

This study is carried out through qualitative research combining a case study and ethnographic research, as described in the book *'Basisboek kwalitatief onderzoek:*

¹⁷ Vickie L. Shavers. "Measurement of socioeconomic status in health disparities research." *Journal of the National Medical Association* vol. 99,9 (2007): 1013-23.

¹⁸ "Sociaaleconomische Status". 2020. *Volksgesondheidszorg.Info*.

Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek'.¹⁹ The cases concern the two situations: early-modern England (16th Century) and the Netherlands during and after 2015. For both of these periods an image is sketched of the accessibility of education and its relation to class, with the goal of gaining insights that can be generalised to both situations or 'cases'. The two cases are described with an ethnographic approach. The goal is to identify the cultural characteristics of both societies with regards to the accessibility of education in relation to class.

A limitation of investigating situations as research units is that a situation as such cannot be studied. The research can only take place at a later point in time, based on descriptions of the situation that can be found in data sources. It is thus important to have a clear image of the situational context when approaching these time periods, which is why chapters 3 and 4 of this thesis focus on this context by describing the contemporary educational developments in the Netherlands and the educational developments in early-modern England in greater detail.

The subject of educational opportunity and self-improvement exceeds the boundaries of a single field of research as it calls for an analysis of historical, demographic, cultural and literary sources as well as a social perspective. In this research, English and Dutch sources from differing time-periods are studied. The data will be collected through secondary (or desk) research. The principle of triangulation is applied by studying data sources of varying natures. An analysis of historical sources, laws, cultural sources, and opinions of contemporaries will provide insight into the perspectives on education, class and self-improvement that were common in early-modern England, especially as learning was in that time often the subject of plays, and plays and literature were considered a means of learning,

¹⁹ Ben Baarda, Esther Bakker, Tom Fischer, Mark Julsing, Vincent Peters, Thérèse van der Velden, and Martijn de Goede. 2013. *Basisboek kwalitatief onderzoek: Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek*. Noordhoff Uitgevers.

and popular culture can be used reflect on the socio-cultural context of the time. By exploring the visions on education expressed by contemporaries, a clear image can be formed of the state of education and the opportunity of self-improvement by means of education offered to people from differing social classes. A similar approach is taken to the exploration of educational opportunity in the Netherlands. Dutch newspaper articles and legal documents can provide insight into the current perspectives on these same subjects of education, class and self-improvement in the Netherlands. It is likely that great similarities will be found between the early modern connectedness of class to education and its current perhaps more implicitly present connectedness.

3. Description of Contemporary Educational Developments in the Netherlands

Issues with the equality of opportunity in education in the Netherlands have existed for a long time, and they have already been reported and addressed in 1975.²⁰ In the historical perspective on Dutch education provided by van Walstijn and his colleagues, the early fundamentals of the current system that lie in the 19th century are considered to be class-based. However, in these early times the widely held view in society was that social climbing should not be sought after and that everyone should remain in their own social class.²¹ Throughout the 19th century a middle class emerged in the Netherlands due to the increased industrial activity, where previously there had only been a lower and higher social class. When Dutch politician Johan Rudolph Thorbecke arranged for ‘middle’ education as an addition to the existing lower and higher education in 1862, he took this division in class into account. This can be concluded from the then created law on education, which states that lower education is there for all, higher education is there for the few that seek it to be employed in functions that require it, and the new ‘middle’ education is for the many that need to be prepared for industrial employment. At this time, moving on from middle education to higher education was not deemed possible. Questions about the clear divisions of class were posed at this time already, when the new law was discussed within the government.²²

In the 21st Century, the Dutch government is still occupied with trying to improve the overall quality and accessibility of education. In the recently published ‘Staat van het

²⁰ Wilbert van Walstijn, L.J. Th. van der Kamp, and Max van der Kamp. *Kansen Op Onderwijs: Een Literatuurstudie Over Ongelijkheid in Het Nederlandse Onderwijs*. 1975: 3.

²¹ Ibid: 8.

²² Ibid: 9.

Onderwijs'²³ (State of Education) four core tasks of education are described. These tasks are allocation, which pertains to preparing students for future employment, socialisation, which is focused on improving social and societal development, selection and equal opportunity, which concerns placing students in a fitting educational environment with regards to type and level of education and qualification, which pertains to teaching knowledge and skills.²⁴ It is described that especially allocation is going well in the current system. Out of all students (of any level), 85 percent find a job within a year after completing their studies.²⁵ While 'socialisation' is difficult to measure, it is clear this factor requires more attention from schools. Although 97 percent of students in primary and secondary education express that they feel safe in their school environment, the Ministry of Education expresses there are still issues with regards to students being bullied.²⁶

Compared to previous years the results obtained by fifteen-year-old students in differing subjects have mostly decreased since 2003, as is illustrated by figure 1²⁷. Despite this decrease, the results have maintained a level that is higher than average for the EU in each subject with the exception of reading. These developments, especially the steep decrease of the results in reading since 2015 is alarming to say the least. This decrease could be caused by a lack of motivation in students to read, a motivation and skill that have been shown to grow strongly under the influence of parental involvement, such as reading to children and

²³ Inspectie van het Onderwijs. 2020. "De Staat Van Het Onderwijs". Ministerie van Onderwijs, Cultuur en Wetenschap.

²⁴ Ibid: 11.

²⁵ Ibid.

²⁶ Ibid: 14-15.

²⁷ Ibid: 18, fig. 4.

encouraging them to read.²⁸

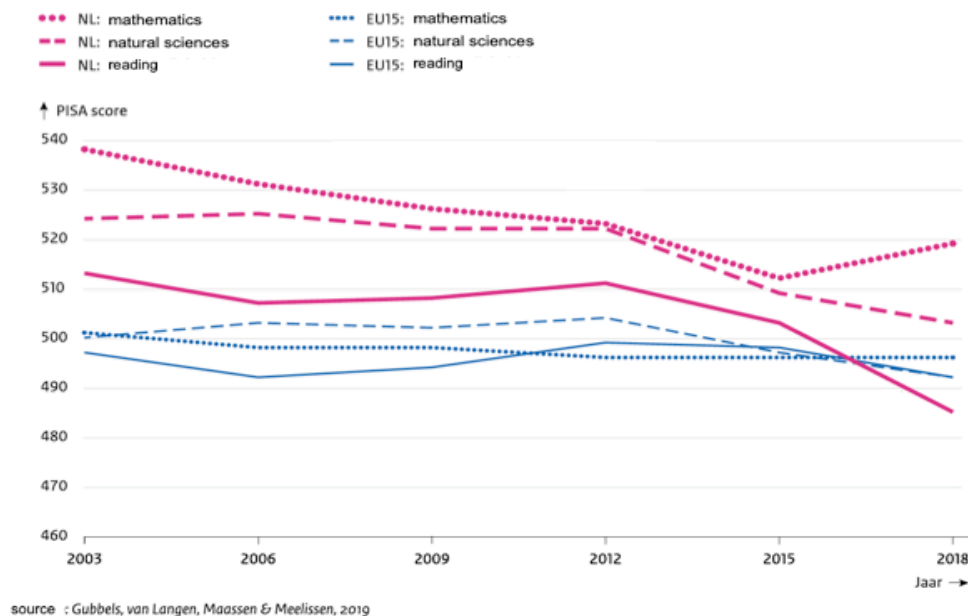


Figure 1: Average skill levels in the Netherlands and the EU

The largest concern, however, described in the report, is the selection and equal opportunity. In this section it is indicated that the educational level of a student's parents is a big predictor of their educational career. Pupils with parents who did not take part in higher education are shown to struggle more with the levels of secondary education required for attending a university or a university of applied sciences.²⁹

To fully understand the current issues in the area of selection and equal opportunity, and thus the equal accessibility of education, it is important to understand the workings of the Dutch educational system leading up to higher education. Since the instatement of the *Mammoetwet*³⁰ the educational system in the Netherlands has been working with three main 'levels' of secondary education, each of which is followed by different kinds of subsequent education. After primary school students are advised to attend one of these specific types of schooling; VMBO (preparatory secondary vocational education) which precedes an mbo

²⁸ Ibid: 18-20.

²⁹ Ibid: 15-17.

³⁰ C. Brand, P. van der Heiden, M. Jacobs "De Mammoetwet centraal." *The Radboud Repository of the Radboud University Nijmegen*.

(vocational) education, HAVO (higher general secondary education) or VWO (pre-university education). Needless to say, VWO is the only type of secondary education that will lead to a traditional university education, although it is possible to attend VWO after completing HAVO. Additionally, students who have completed HAVO can attend a university of applied sciences (hbo in Dutch) and pursue a ‘theoretical’ university education afterwards.

Though it is possible for students of the VMBO to move up through all levels of secondary education and eventually obtain a degree from university or a university of applied sciences, this is not a common occurrence. The increased selection applied in higher education admissions contributes to this issue, as there has been a decrease in influx of students from specific social groups.³¹ Social trends, statistics and newspaper articles in the Netherlands show that there is a great appreciation for higher education, especially in parents, and that these parents encourage their children to seek higher education. There have been increasing amounts of instances of parents arguing with primary school teachers about the type of secondary education that is suitable for their child,³² and the numbers of students attending university have steadily increased over the past 100 years.³³ It is important to note that this increase in students does not equally reflect students from all layers of society, as was previously established through the State of Education report.

Additionally the State of Education report states that parents’ educational level is an important predictor of repeating years in primary school or the opposite, expediting the education. This effect is again visible in secondary education. High school students with higher educated parents have to repeat years less frequently and are more commonly placed in higher levels of education. Students with parents whose highest educational level is mbo are

³¹ “31-10-2017, Homan 2017(5) Adequate Voorlichting En Gelijke Doorstroomkansen.” *Hoger Onderwijs Management* 5, no. 5 (2017).

³² AVS. "Ruim 11.000 Ouders Ontevreden Over Het Schooladvies Van Hun Kind". 2020. *Avs.nl*. <https://www.avs.nl/artikelen/ruim-11000-ouders-ontevreden-over-het-schooladvies-van-hun-kind>.

³³ CBS “Leerlingen, deelnemers en studenten; onderwijssoort, vanaf 1900”. CBS Statline. 2020.

also less likely to continue their education after attending mbo to pursue a degree at the university of applied sciences or any education beyond that.

The more recent changes in the Dutch educational system may have contributed to enforcing an implicit class system akin in structure to the more overt early modern English class system (largely enforced by education). However, the earlier developments of Dutch education have also created steep contrasts to early modern times. In the course of the last decade there have been discussions about Dutch education ‘feminising’, implying a bias to the kind of educational environment in which girls thrive more than boys do, as well as discussions about the small amounts of so called first generation students (the first of their family to attend university) and the general costs of a university education.

Until 2015 university education in the Netherlands was subsidised by the state. Students would receive a monthly study allowance that helped pay for their education. In 2015, following the law ‘Studievoorschot hoger onderwijs’³⁴ (study advance higher education), this monthly subsidy was replaced by a low-interest student loan. The response to the instatement of this student loan has varied. Those in favour of it point out that it saves the state a great amount of funds that can be invested into the universities’ educational programmes. However, throughout the first years after the instatement of the new law, evidence came to light that universities had been thoroughly neglecting to invest their new funds into education.³⁵ Those opposed to the new law, including the majority of the national student body, represented by the LSVb (the national student union), express serious concerns about the possibility of a decreasing influx of students in higher education and decreased student wellbeing due to increasing debts.³⁶

³⁴ *Wet Studievoorschot Hoger Onderwijs*. 2015. Ministerie van Onderwijs, Cultuur en Wetenschap.

³⁵ NOS Nieuws. 2019. "Het Leenstelsel Ontleed: Waar Is Het Geld Van Afschaffing Basisbeurs Gebleven?". <https://nos.nl/artikel/2301562-het-leenstelsel-ontleed-waar-is-het-geld-van-afschaffing-basisbeurs-gebleven.html>.

³⁶ "Lsvb | Studenten Komen In Actie Tegen Het Schuldenstelsel". 2018. *Landelijke Studentenvakbond*. <https://lsvb.nl/2018/10/29/actie-schuldenstelsel/>.

The educational programmes of universities in the Netherlands have been organised until 2002 as a two-phase structure. The first phase of this structure consisted of a first year followed by a propaedeutic exam, another three years referred to as the doctoral. The second phase consisted of another four years and could be compared to the current PhD structure. The propaedeutic exam had to be successfully completed within two years for students to be allowed to continue their studies (as a means to prevent endless studying). After 2002 a system quite similar to the longstanding English one was adopted. Students now take part in a 3-year BA programme followed by a MA programme of one or two years. This structure has been adopted throughout all of Europe to make it easier for students to go on exchange. In order to be allowed to continue their higher education, students must obtain a minimum amount of European study credits (known as EC). This minimum amount usually consists of approximately 75% of the obtainable credits.

A pupil's education thus starts with primary school, followed by 4, 5, or 6 years of secondary school depending on the chosen level. After completing HAVO students can apply to a university of applied sciences, and only after completing the VWO or complete a year at the university of applied sciences, students can apply to a university and start their education there. It has however become evident that although it is technically possible to move between these different levels of schooling, in practice it does not often occur.³⁷ The causes and results of this inequality of opportunity will be further explored in chapters 5 and 6.

³⁷ Inspectie van het Onderwijs. 2020. "De Staat Van Het Onderwijs". Ministerie van Onderwijs, Cultuur en Wetenschap: 145-149.

4. Description of Educational Developments in Early-Modern England

To fully understand the context and meaning of the early modern concept of improvement, it is imperative to be aware of its historical background. Overall, the early-modern period in England was a time marked by progress. In the Sixteenth Century education became a topic of great interest, and it became progressively more widespread. A number of reformers took specific interest in schooling as a means of combatting England's social and moral problems. Reformers such as Sir Thomas Elyot and Thomas Starkey were in favour of a formal, classical education for the governing classes, whereas Thomas Cromwell was fond of the radical idea of popular education: basic religious and vocational education made available for all children. Cromwell's interest lay with promoting good citizenship rather than creating opportunity or nurturing talent, however, undoubtedly with the underlying idea of promoting the faith and spreading the bible among the people. Nothing in the spirit of these plans became actualised, but the idea of using education as a means of (social) transformation remained.³⁸

Under the reign of Elizabeth I (1558-1603) England was much more stable than it had been before. After the War of the Roses and Henry VIII's protestant reformation, followed by Mary I's strict catholic rule, the country now thrived economically and knew a (temporary) religious peace due to the Elizabethan Religious Settlement.³⁹ The Protestant Reformation had already instilled the idea that children needed to receive Christian education,⁴⁰ and these relatively tranquil Elizabethan times provided a stage for the blossoming of education. The early modern times are therefore often considered to be a time of educational revolution. The

³⁸ David Cressy. "Educational Opportunity in Tudor and Stuart England." *History of Education Quarterly* 16, no. 3 (1976): 303.

³⁹ Carole Levin. *The Reign of Elizabeth I*. New York: Palgrave, 2002. Accessed December 8, 2019: 23. <https://link-springer-com.ru.idm.oclc.org/book/10.1007%2F978-1-4039-1939-7>.

⁴⁰ Anna French. "Raising Christian Children in Early Modern England: Salvation, Education and the Family." *Theology* 116, no. 2 (2013): 95.

increased interest in education is evident from the many family advice manuals that were spread in the late sixteenth century that were focused on the education of children and argued for example that education should start early on in life.⁴¹ Another way this increasing attention for education becomes apparent is through the popular culture of the time. Prior to the reign of Elizabeth I, around 1550, *Roister Doister* was first published, and during the Elizabethan era, around respectively 1660 and 1665 the plays *Nice Wanton* and *Lusty Juventus* were published too. One thing these plays have in common is the emphasis they place on learning, showing that education was a true topic of interest. These plays also illustrate on the reasoning behind the importance of education, namely that it is essential for a person to receive education in order to make a living, but also to be morally sound, and to learn about the word of God, an idea that was also commonly expressed in the previously mentioned family advice manuals.⁴² The popularity of this sentiment is well illustrated in the following quote from *Nice Wanton*⁴³.

Barnabas. Be ye not ashamed the treuandes to play?
Losing your time & learning, & that euery day
Lernyng bringeth knowledge of god, & honest
liuing to get

Thus, popular belief was that educating oneself not only can not only improve a person's status and employability, but that through their gained knowledge it can also improve their morality.

In his article on Educational Opportunity in Tudor and Stuart England David Cressy started by confirming that there was a great expansion of education in the Tudor and Stuart

⁴¹ Ibid: 96-97.

⁴² Ibid: 98.

⁴³ *A Preaty Interlude Called, Nice Wanton*. Unknown. Imprinted at London: In Paules Church yearde at the sygne of the Swane by Iohn Kyng, 1560, EEBO, Sig. B1v.

eras. However, he points out that authors have different opinions on what this educational growth consisted of and who benefited from it. Despite contradictory opinions on the matter, Cressy states that “It is widely agreed that there was a quickening of interest in education and an unprecedented expansion of educational facilities in sixteenth and seventeenth century England.”⁴⁴ In the introduction to her book *Education in Early Modern England* Helen Jewell also points out that it is important to consider that there were different forms of education. The education that is often spoken of with regards to early modern England is academic state education in the form of grammar and public schools, but other forms of education such as self-educating, practical education or private schooling were of course also present in this age.⁴⁵ Especially in urban areas of England middle-class private schooling was very prominent.⁴⁶

The responsibility for education was in the hands of civic authorities for a period of time, after which it was reassumed by the church in the mid-sixteenth century. Although the church resumed to provide education, due to the responsibility for education having been in the hands of civic authorities, citizens were more involved with its quality. Louis B. Wright describes how citizens were “beginning to discuss the shortcomings of the educational structure and means of remodeling it to meet the utilitarian needs of a practical world.”⁴⁷

Throughout the sixteenth century it slowly became more common to partake in education outside of home, as had long been the standard.⁴⁸ Primary education was offered in the form of grammar schools,⁴⁹ teaching pupils Latin grammar, and sometimes through

⁴⁴ David Cressy. “Educational Opportunity in Tudor and Stuart England.” *History of Education Quarterly* 16, no. 3 (1976): 301–20.

⁴⁵ Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD.

⁴⁶ W.B. Stephens. 1998. *Education In Britain 1750-1914*. 1st ed. New York: Palgrave Macmillan.

⁴⁷ Louis B. Wright. *Middle-Class Culture in Elizabethan England*. Folger Shakespeare Library Publications. Ithaca, N.Y.: Published for the Folger Shakespeare Library by Cornell University Press, 1958: 43.

⁴⁸ Rosemary O’Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 50.

⁴⁹ David Cressy. *Education in Tudor and Stuart England*. Documents of Modern History. London: Edward Arnold, 1975: 43.

private schools or teachers who worked under the patronage of wealthy individuals or institutes on a temporary basis. The grammar schools were widespread in the country, making them more available to the masses, but there were differences in how the schools were funded. In some towns the grammar school was established as a part of the chantry, whereas in other towns they had to be subsidised by the fees paid by their students.⁵⁰ By 1682 Edward Chamberlayne wrote that there were “grammar schools founded and endowed in almost every market town of England”,⁵¹ showing the progress of the spreading of education throughout the country during and after the reign of Elizabeth I.

Once a student could read and spell, which was either practiced at home with the father of the family, a house teacher, or taught by a local priest or monk, they would be accepted into the previously mentioned grammar schools. There they would study Latin which was considered mainly as preparatory education for university. After grammar school some students would continue their education at universities, whereas others used their knowledge of Latin for more ‘local’ posts that for instance needed the keeping of records. “It is evident that considerable pressures were placed upon the schools to provide an education in subjects which were more obviously useful for the non-professional, non-gentle classes.”⁵² However, the teaching of Latin continued as it was a prerequisite for attending university, despite some emphasising the usefulness of teaching in the vernacular.⁵³

The curriculum of schools and universities in Early Modern England had a focus on “memorising accepted thought” rather than the learning of free thinking, as the latter could be harmful to the religious standard. It was common for the oral method of study to be used, especially in the sixteenth century, so even those who had not learned how to read could

⁵⁰ Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD: 16.

⁵¹ Edward Chamberlayne. *The Second Part of the Present State of England: Together with Divers Reflections Upon the Ancient State Thereof*. 17th ed., London: Tho.Hodgskin, 1691: 320.

⁵² Rosemary O’Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 65.

⁵³ *Ibid*: 66.

enjoy some form of education, for example by reading aloud and memorising passages of the Bible or catechisms. O'Day states that "Learning and reading was much less a personal, private activity (an isolated and isolating activity) than it is for today's children."⁵⁴ By the early and mid-seventeenth century it had become common for all children under the age of 7 to learn how to read. Writing, however, was taught in the eighth year, which meant that the poorer children did not learn the skill due to them being needed for labour at home. She adds that "One of the most interesting developments in early modern education is the emergence of printed manuals of instruction for teachers in the mid sixteenth century."⁵⁵ This development indicates a more standardised form of education.

After grammar school this education could be continued at university, the earliest and most famous ones being Oxford and Cambridge, in existence since respectively the late twelfth and early thirteenth century. These universities were for a long time considered to be designed for the education of churchmen, rather than gentlemen,⁵⁶ and university teachers fell under the jurisdiction of the church authorities. However, in the centuries to follow the universities started to campaign for more freedom from ecclesiastical control. By the sixteenth and seventeenth centuries the relationship between the universities and the church had become rather uneasy due to their direct relationship with the Crown, which was uncommon for ecclesiastical institutions, and the "Church's hierarchy was unable to assert direct influence over the teaching institutions themselves", allowing the universities to introduce new incorporate elements into the curriculum that were not necessarily in the interest of the ecclesiastical state. This dual nature of the universities, being both ecclesiastical and secular institutions, explains the contradictory sentiments that universities

⁵⁴ Ibid: 44.

⁵⁵ Ibid: 50.

⁵⁶ Thomas Starkey, Dialogue, 1533-36, quoted in Rosemary O'Day. *Education and Society 1500-1800*: 88.

were intended as “seminaries for young ministers” or “nurseries for the gentry”.⁵⁷

In the period from 1540 to 1640 the universities thus seem to have undergone significantly large changes. Historians describe a great increase in the influx of undergraduate students during this period, especially of what O’Day describes as “well-born lay students”, due to the growing popularity of humanist education among the higher social class. The universities catered to this popularity by “providing personal and academic tuition for young gentlemen and young nobles within a congenial atmosphere and approved discipline”.⁵⁸ It is important to consider that in the period between 1570 and 1590 there was also a large number of ‘plebeian’ students attending university, which at the time was still affordable for the wealthier yeomen and artisans, although it seems certain that these lower-class students were studying to enter the service of the Church, rather than pursuing a stately career. By the early seventeenth century a career in the ministry became more closed to lower-class groups as such a career rose in status.

Even among the gentry there were differences in the education received dependent on things such as birth order. The heir would naturally gain more opportunities in comparison to the younger sons, who Patrick Wallis and Cliff Webb in their paper on the education and training of gentry sons in early modern England describe to be “expected to establish their own fortunes”.⁵⁹ Here it is also noteworthy that the gender divide in opportunity was thus so evident that focus on only the sons of the gentry is justified,⁶⁰ which is something that will be explored further in chapter 6. Wallis and Webb explain how birth-order played a big part in the course of the lives of the gentry. The common expectation was indeed such that the second or third son would go into law, the fourth would join the Church and the youngest

⁵⁷ Rosemary O’Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 78.

⁵⁸ Ibid: 81.

⁵⁹ Wallis, Patrick, and Cliff Webb. “The Education and Training of Gentry Sons in Early Modern England.” *Social History* 36, no. 1 (2011): 36.

⁶⁰ Ibid: 38.

would go into trade. However, this expectation did not always translate into reality, as parents appear to have made joint decisions about the future with their children in early modern times as well.⁶¹ What is perfectly clear is that there were three main career paths for the sons of the gentry beyond grammar school and home schooling, namely university, law or apprenticeship,⁶² career paths that as we have seen, were not common for the lower class.

The curriculum of a university education in the Arts in the Tudor and Stuart periods was made up out of a four year programme consisting of subjects (dependent on the attended university) such as rhetoric, grammar, dialects, arithmetic, music, logic and philosophy and a three year follow-up programme consisting of subjects such as natural, moral and metaphysical philosophy, geometry, astronomy, drawing, Greek and metaphysics. O'Day expresses in her chapter on the teaching and learning in the Tudor and Stuart Universities that it "has been said that much of the course simply repeated ground covered in the grammar school", she refutes this statement by pointing out the Cambridge statutes and Oxford regulations which indicate that the universities expected their matriculating students to have an acceptable standard in the course offered.⁶³

Of course there was also the possibility of pursuing a career in law, by attending the Inns of Chancery followed by an education at the Inns of Court in London rather than attending University. At these institutions young men were taught the law in order to become a barrister. One would first attend one of the eight Inns of Chancery also known as the lesser inns, and when found promising enough, could progress to one of the four Inns of Court or greater inns. The Inns of Court were also known as a great place to become well-connected within high society.⁶⁴ As previously described, this type of education was restricted to

⁶¹ Ibid: 37-38.

⁶² Ibid: 38.

⁶³ Rosemary O'Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 106-107.

⁶⁴ Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD: 120.

gentlemen or the sons of gentlemen, which is also illustrated by the following description of the costliness of the Inns of Court given by Sir John Fortescue in his *De Laudibus Legum Angliae*.⁶⁵

No student could be maintained on less than £13 6s 8d a year, and if he has servants to himself alone, as the majority have, then he will by so much more bear expenses. Because of this costliness there are not many who learn the laws except the sons of nobles. For poor and common people cannot bear so much cost for the maintenance of their sons.

In her book *Education and Society 1500-1800* Rosemary O'Day speaks of the link between schools and the Church. It was theoretically impossible to work as a teacher without obtaining a license from the Church during the reigns of Elizabeth I, James I and Charles I, making it possible for historians to attempt to estimate the number, distribution and types of schools available around the mid-sixteenth century based on ecclesiastical records.⁶⁶ A strict control of schoolmasters thus already existed, and it was strengthened by Elizabeth I to prevent further Catholic and Protestant threats to the regime, and continued to grow more strict throughout her reign.⁶⁷ However, O'Day deems this control system "deficient in several respects", as it was difficult to enforce the regulations, and thus certainly not impossible to teach without a license, especially in more remote parishes. Finally she states that "it is clear that the authorities were primarily interested in exercising a close control over the grammar schools of the land and displayed only spasmodic interests in the control of privately hired

⁶⁵ S. B. Chrimes, ed., *Sir John Fortescue: De Laudibus Legum Angliae*, Cambridge, 1949: 119.

⁶⁶ Rosemary O'Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 27.

⁶⁷ David Cressy. *Education in Tudor and Stuart England*. Documents of Modern History. London: Edward Arnold, 1975: 28.

teachers and private schools”.⁶⁸ However, Cressy states in his *Education in Tudor and Stuart England* that “The actual licenses granted to schoolmasters rarely survive. They were taken away by the individual teachers to be exhibited at ecclesiastical visitations.”⁶⁹ This makes it difficult to estimate the number of active teachers. Nevertheless O’Day’s estimate that a minimum of 200 schoolteachers were active at parishes within the Midland diocese of Coventry and Lichfield can be used, though with due caution, as an example of the schooling available in comparable dioceses. It is likely though, that private schools and schoolteachers are missing from this estimate.⁷⁰

The future of the parish schools was often uncertain as they were not institutionalised, and because of this, teachers did not always have a successor. The number of parishes with a continuing educational tradition is therefore estimated at the much lower 93 instances, and most schools were located in market towns, especially those with higher population counts. Studies of local education in these areas indicate that “only a small proportion of the rural population was geographically distant from access to any kind of formal educational provision”.⁷¹

In sum, schooling in early-modern England was often linked to religion, and geographical access to schools became increasingly common in the 16th Century, but there are differences to be found in socio-cultural access to education. A pupil’s education in would commonly start at a young age, with learning how to read and sometimes write, before attending grammar school. After grammar school some would cease the continuance of their education and find a function for which their previous education was of use, such as functions

⁶⁸ Rosemary O’Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 27-29.

⁶⁹ David Cressy. *Education in Tudor and Stuart England*. Documents of Modern History. London: Edward Arnold, 1975: 32.

⁷⁰ Rosemary O’Day. *Education and Society 1500-1800: The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982: 29.

⁷¹ *Ibid*: 31.

requiring the keeping of records. The children of wealthier citizens and the elite would commonly attend university after grammar school, where the higher societal classes largely outnumbered plebeian students, or attend the Inns of Court, which catered specifically to the noble and wealthy. It can be concluded from this that there are many differences to be found in types of education received among different socio-cultural groups that will be further explored in chapter 6.

5. Education and Socio-Economic Improvement

Education has contributed to socio-economic status in a large way in early-modern times, and continues to do so now. Currently, with our rapidly changing knowledge-intensive global economy, the significance of education in achieving a strong position in the labour market is growing ever greater. Education thus has helped and continues to help individuals climb the socio-economic ladder by providing better job prospects, as was already briefly established in the previous chapters.⁷² This influence of education on socio-economic improvement and the evident drive for such improvement will be further explored in the current chapter.

In chapter 4 it was described how in early-modern times citizens in England became more involved and interested in education. Part of the citizens' increased involvement and interest in education may have been due to the typically Elizabethan middle class' pride in their social position and accomplishments. They were eager to retain or improve their positions and equally eager to have their children take a suitable position in the Commonwealth.⁷³ In order to do so, education gained a new function and was more so geared towards social improvement.

The drive for social improvement came accompanied by a drive for personal improvement that could in turn lead to being regarded as higher class citizens. This urge for personal improvement was previously illustrated with the popularity of plays such as the mentioned *Nice Wanton*,⁷⁴ *Lusty Juventus*,⁷⁵ and *Ralph Roister Doister*,⁷⁶ as well as the family

⁷² *Educational Opportunity for All: Overcoming Inequality Throughout the Life Course*. Paris: OECD Publishing, 2017. doi: <https://doi-org.ru.idm.oclc.org/10.1787/9789264287457-en>.

⁷³ Louis B. Wright. *Middle-Class Culture in Elizabethan England*. Folger Shakespeare Library Publications. Ithaca, N.Y.: Published for the Folger Shakespeare Library by Cornell University Press, 1958: 19.

⁷⁴ *A Preaty Interlude Called, Nice Wanton*. Unknown. Imprinted at London: In Paules Church yearde at the sygne of the Swane by Iohn Kyng, 1560, EEBO, Sig. B1r.

⁷⁵ Robert Wever. *An Enterlude Called Lusty Iuuentus: Liuely Describyng the Frailtie of Youth: Of Nature, Prone to Vyce: By Grace and Good Councell Traynable to Vertue*. Imprinted at London: In Paules church yeard, by Abraham Vele, at the sygne of the Lambe, 1550, EEBO.

⁷⁶ Nicholas Udall and Edward Arber. *Roister Doister : Written, Probably Also Represented, Before 1553*. English Reprints, 8 : 2. London: Edward Arber, 1869.

advice manuals that were distributed to promote education and a certain way of life.⁷⁷ These plays also strongly connect to the topic of pedagogy. The sentiment that it is virtuous and good for youths to not waste away their time being idle, but rather to spend their time learning to become virtuous citizens is clearly portrayed.

While there was thus a clear possibility of becoming cultured through literature and plays, formal education could also contribute to both social and personal improvement. These forms of improvement are clearly tied closely together in the pursuit of education. Education works towards personal improvement by improving the mind, but in early-modern England it was also used as a precursor to prestigious positions, whether education was completed or not. Oftentimes these types of higher education were more of a social establishment for young men to make the right acquaintances after all, as was discussed in chapter 4. The influence of the type of education received is long lasting and as Wallis and Webb described “The content and structure of the education that is given to the next generation is also a central device through which social groups shape and reproduce themselves.”⁷⁸

This function of improvement is one that is still visible in education now. Higher education in the Netherlands has become increasingly popular, and it is common for parents with a background in higher education to strongly encourage their children to seek higher education.⁷⁹ There are many who believe higher education is in itself elitist, as universities are meant to contribute to society, but contradictory to this notion it is difficult to gain access to research conducted at universities, which in turn has sparked a movement of scientist openly publishing their work without the usual paywall.⁸⁰ The fact that being higher educated is

⁷⁷ Anna French. “Raising Christian Children in Early Modern England: Salvation, Education and the Family.” *Theology* 116, no. 2 (2013): 95-98.

⁷⁸ Wallis, Patrick, and Cliff Webb. “The Education and Training of Gentry Sons in Early Modern England.” *Social History* 36, no. 1 (2011): 52.

⁷⁹ Inspectie van het Onderwijs. 2020. “De Staat Van Het Onderwijs.” Ministerie van Onderwijs, Cultuur en Wetenschap: 17-18.

⁸⁰ Jason, Schmitt. 2018. *Paywall - The Business Of Scholarship*. Film. Jason Schmitt.

regarded as a status symbol in the Netherlands is illustrated by the recent movement coining the terms ‘theoretically educated’ and ‘practically educated’ instead of higher and lower education. The people spearheading this movement expressed their serious concern with the negative connotations of ‘lower education’ as a term, suggesting that it makes people with a ‘lower’ or ‘practical’ education feel less valued.⁸¹

A result of this notion of improvement, both in early-modern England and the 21st Century Netherlands, could be increasing the wedge between social classes. In early-modern England only those who could afford extensive (higher) education could use it to improve their social stance in society, whereas the poorer layers of society were unable to enjoy this privilege, they had to work from a young age to support their family.⁸² Parents from a higher social class would make sure their children got the right education for them to maintain status throughout their lives, keeping the division between higher and lower social class intact.⁸³

In the contemporary Netherlands this wedge between social classes is also strengthened through the encouragement from parents, as well as through a clear divide in educational opportunity between children from differing socio-cultural backgrounds,⁸⁴ an issue that will be explored further in chapter 6. Especially now that higher education has become more expensive for students, prospective students with parents who do not have a degree from higher education tend to not stimulate their children as much to pursue higher education, likely because they are not familiar with it themselves.⁸⁵ A result of this could be that social class (rather than solely aptitude) plays a role in a student’s choices in pursuing education, a notion that is supported by the numbers of first generation higher education

⁸¹ de Volkskrant. 2020. "Onvrede Over Het L-Woord: Welk Alternatief Is Geschikt Voor De Term 'Laagopgeleid'?". <https://www.volkskrant.nl/economie/onvrede-over-het-l-woord-welk-alternatief-is-geschikt-voor-de-term-laagopgeleid~b32006b8/>.

⁸² Rosemary O’Day. *Education and Society 1500-1800*: 44.

⁸³ Wallis, Patrick, and Cliff Webb. “The Education and Training of Gentry Sons in Early Modern England.” *Social History* 36, no. 1 (2011): 37-38.

⁸⁴ Inspectie van het Onderwijs. 2020. “De Staat Van Het Onderwijs.” Ministerie van Onderwijs, Cultuur en Wetenschap: 17-18.

⁸⁵ Ibid.

students in comparison to students from families in which previous generations have taken part in some form of higher education, although there are other factors at work here too.⁸⁶

Taking part in higher education can still significantly increase one's socio-economic status. As previously mentioned, the words 'higher' and 'lower' education carry such connotations that they have even sparked some protest. The same can be said for the word 'student' in the Netherlands. Until recently students of the mbo were addressed as 'participants' or 'pupils', rather than 'students'. While by law they were already largely considered the equivalent of students; they received a student public transportation card and access to student funding, not fully being considered students meant they were denied entry to student pubs and cafés, do not receive student discounts and could not join student associations such as student sport clubs. Despite the recent official change to 'students' rather than 'pupils' many of these disadvantages are still in effect. This already creates a strong divide between lower and higher education before the education is even completed, as the type of education strongly influences the access to certain social networks, creating two very separate social environments.⁸⁷

After completion of the education these differences in socio-cultural status only increase. The most obvious, direct difference is found in average income. Higher educated citizens earn about 24,000 euros more than lower educated citizens on average.⁸⁸ The average income of higher educated citizens being higher can also contribute to the difference in social networks. They are able to move to more expensive areas, join more expensive sport clubs,

⁸⁶ Ibid.

⁸⁷ Anna Pruis. 2018. "Mbo'ers Willen Officieel Studenten Heten". *Nos.nl*. <https://nos.nl/op3/artikel/2231314-mbo-ers-willen-officieel-studenten-heten.html>.

⁸⁸ CBS "Werkzame Beroepsbevolking; Gemiddeld Inkomen". 2020. CBS Statline. *Opendata.Cbs.nl*. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/83686NED/barh?ts=1603029953371>.

and the socio-economic separation between higher and lower educated citizens can thus be maintained.

6. The Accessibility of Education

In the previous chapters it has become evident that in both in early-modern England and in the Netherlands in the 21st Century, there can be great differences in the type of education a student participates in. In the current global educational systems there is a clear ideology that the type of education someone participates in should be dictated by aptitude and work-ethic. In early-modern England, more specifically the Elizabethan era, the participation in higher education was, however, strongly influenced by class or socio-cultural position, and in the current chapter this influence of class, as well as the possibility of socio-cultural position still playing a role in educational opportunity in the contemporary Netherlands will be explored.

There are multiple factors that influence a person's perceived and effective social class. However, the weight of these factors largely differs between early modern times and contemporary times. In early modern England class was largely dictated by birth. If you were of good descent, you were considered high class. Throughout the sixteenth century and seventeenth century this division in class became less rigid. With the rise of the yeoman class and the increasing trade (and thus traders), money started to play more of a role in class divisions. While tradesmen were not regarded by the entire society as gentlemen, due to their past in apprenticeship (a state representative of a servile station), this view was often disputed.⁸⁹ While it is not possible to buy a high descent, it did become possible for wealthy traders to rise in society and purchase their own land and titles. As Wright points out it was stated by William Harrison in 1577, that

⁸⁹ Louis B. Wright. *Middle-Class Culture in Elizabethan England*. Folger Shakespeare Library Publications. Ithaca, N.Y: Published for the Folger Shakespeare Library by Cornell University Press, 1958: 22-30

“Many yeomen and artificers by industry do come to great wealth, in somuch that manie of them are able and do buie the lands of vnthriftie gentlemen, and often setting their sonnes to the schools, to the vniuersities, and to the Ins of the court; or otherwise leauing them sufficient lands wherevpon they may liue without labour, doo make them by those means to become gentlemen.”⁹⁰

The opportunities a person is given in the beginning of their life play a major part in determining later life outcomes. Socio-economic and socio-cultural background can either increase or limit access to a high-quality learning environment, that can in turn lead to moving up the socio-economic ladder. The report ‘*Educational Opportunity for All: Overcoming Inequality Throughout the Life Course*’ states that “As a result, educational and skills gaps between individuals of different socio-economic status (SES) can exacerbate income and wealth inequality, perpetuating the vicious cycle”, illustrating again how essential education is for self-improvement and an increase in socio-economic status. This vicious cycle shows the continued current lack of opportunity given to children of parents with a lower level of income and/or education.⁹¹

The 21st Century Netherlands show signs of a class system that is much more implicit than that of early-modern England, and harder to define than a division based on birth or money alone. The increase in immigration throughout history has contributed to more mixed societies, and Dutch society is no exception. While birth-rights to titles have become near to non-existent and the influence of money on the availability of education decreases, the socio-

⁹⁰ F. J. Furnivall Pt. I, New Shakespeare Society, Ser. 6, I (1877), pp. 131-133. Cf. p. 128 in Wright: 23-24.

⁹¹ *Educational Opportunity for All: Overcoming Inequality Throughout the Life Course*. Paris: OECD Publishing, 2017: 28.

cultural and socio-economic background of a pupil do have a large influence on the quality and suitability of the education this pupil will receive. The Dutch Inspectorate of Education (onderwijsinspectie) describes that schools with large numbers of students with an average IQ, relatively many higher-educated parents and/or fewer children with a migration background get higher results than schools with students in more vulnerable positions in society, such as those with a migration background and/or lower-educated parents.⁹² The poorer outcomes in higher education for students with a non-native Dutch background were also previously reported in the 2010 report by Jeroen Ooijevaar for the Central Bureau of Statistics (CBS).⁹³

More indirect indicators of socio-cultural position, such as gender, of course also play a role in the amount of education received. Women in early modern England were viewed mostly as wives or as widows.⁹⁴ When it comes to education, female learners were greatly disadvantaged as opposed to their male counterparts, in the lower class as well as the upper class. In the lower class this translated into vocational education of girls being less systematic than that of boys. Mack states that “All girls below the upper classes learned how to work, but apprenticeships for girls were far more intermittent and haphazard than they were for boys”.⁹⁵ In addition to this, in Sunday schools frequented by the working class, girls were greatly outnumbered by boys.⁹⁶ Of the higher social classes it is for example known that “girls were nowhere institutionally offered the full rigour of the Latin curriculum” which (by means of comparison) was a part of the curriculum the lower classes usually did not progress into.⁹⁷ In

⁹² Inspectie van het Onderwijs. 2020. “De Staat Van Het Onderwijs.” Ministerie van Onderwijs, Cultuur en Wetenschap: 17-18.

⁹³ Jeroen Ooijevaar. “Allochtonen en autochtonen in het hoger onderwijs.” *Sociaaleconomische trends* (2010): 37-42.

⁹⁴ P. Mack. “Women and Gender in Early Modern England.” *The Journal of Modern History* 73, no. 2 (2001): 379-92.

⁹⁵ Ibid.

⁹⁶ W. B. Stephens. 1998. *Education In Britain 1750-1914*. 1st ed. New York: Palgrave Macmillan.

⁹⁷ Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD: 92-93.

contrast, women are more successful and more plentiful than men in higher education in the contemporary Netherlands.⁹⁸

In the beginning of the Tudor era education was not available to the lower class and lower middle class. Education was therefore a sign of belonging to the upper class, the wealthy and the noble. In the later Tudor (or Elizabethan) era this gap in education was addressed, and grammar schools became more available to the lower classes. David Cressy, in his *Educational Opportunity in Tudor and Stuart England* even stated that “It is widely agreed that there was a quickening of interest in education and an unprecedented expansion of educational facilities in sixteenth and seventeenth century England.” This availability of new grammar schools along with the increase in printing led to a huge increase in literacy among the lower classes.⁹⁹

While this increase of availability of education has been extensively reviewed by a multitude of authors, Cressy also focused on the social dimensions of these large-scale changes. Educational opportunity was much bigger for the middle and higher classes. The gentry were a great majority in the grammar schools and universities. The lower classes also gained access to education, but much less extensively. Lawrence Stone described this as the poor “now enjoying a substantially smaller share of a much larger cake”, stating that they are better off than they were before the educational changes in an absolute sense, but relatively greatly disadvantaged in comparison to the middle class and the gentry.¹⁰⁰ The very poor and unskilled had no opportunity for education at all, and the ‘ordinary poor’ only attended grammar schools and college, they rarely progressed into university. Helen M. Jewell in her

⁹⁸ Jeroen Ooijevaar. “Allochtonen en autochtonen in het hoger onderwijs.” *Socialeconomische trends* (2010): 37-42.

⁹⁹ David Cressy. 1976. “Educational Opportunity In Tudor And Stuart England”. *History Of Education Quarterly* 16 (3): 301-20. doi:10.2307/368112. & Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD: 92-93.

¹⁰⁰ Lawrence Stone, “The Educational Revolution in England, 1560-1640,” *Past and Present*, 28(1964) quoted in David Cressy. 1976. “Educational Opportunity In Tudor And Stuart England”. *History Of Education Quarterly* 16 (3): 301-20. doi:10.2307/368112.

book *Education In Early Modern England* references Margaret Spufford stating that “children beneath the yeomanry might have been at school long enough to learn to read, but by the age they should have progressed to writing they had been put to work.”¹⁰¹ Often commissioners of admission would admit no one but the sons of the gentry. The picture painted by these authors thus shows that the relative difference in available education, and through it the difference between the social classes, only became bigger. This comes as no surprise as the goal of the educational reform was never to reshape the social order or create opportunities for the less fortunate, but rather to create a more generally ‘well-mannered’ society. Cressy concludes in his paper that “At all levels of education, from the acquisition of basic literacy, through exposure to formal secondary schooling, to attendance at a university, privileged children made progress at the expense of their less privileged contemporaries.” Selection of pupils eventually depended more on financial means than on the youth’s wit. Despite the efforts to improve education throughout the country, only the middle and higher classes truly got to improve or solidify their place in society.¹⁰²

In the sixteenth century the emphasis of education was put on becoming a ‘whole man’, and this goal was approached by studying literary culture rather than practical skills. This type of education was “by definition elitist” firstly because it was aimed at obtaining higher offices and secondly because this type of education was always preceded by grammar school. In the beginning of the century English grammar schools taught Latin grammar rather than English. These grammar schools assumed a preliminary skill in reading, a skill that was not often learned by children in society’s lower classes. Cressy quotes Lawrence Stone in saying that the gentry “dominated grammar schools and universities, and may even have been improving their position”.¹⁰³

¹⁰¹ Helen Jewell. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD: 92-93.

¹⁰² David Cressy. 1976. "Educational Opportunity In Tudor And Stuart England". *History Of Education Quarterly* 16 (3): 301-20. doi:10.2307/368112.

¹⁰³ Ibid.

In contemporary times in both England and the Netherlands we see the influence of wealth on class, though decreased, still does exist on a greater scale, as opposed to the influence of birth right. Class assignment through descent only plays a role in royalty, and in the rest of society only in so much that you are considered wealthy and of a 'higher' class if your parents are wealthy. The contemporary Netherlands are often considered to not have much of a class-system left in place, at least not in comparison to class-distinctions as we know them in Britain, marked by manner and accent in speech, the area one lives in and schools, primary, secondary (such as Eton) and universities (Oxbridge), that cater specifically to the elite.

However, it can be argued that with the recent changes in the Dutch educational system, a slumbering, more implicit class-system does start to re-emerge. The reason some British schools are considered to cater mostly to the elite is due to the cost of their education programmes. The Netherlands have made an attempt to improve the quality of education in all Dutch universities by investing in the universities rather than (as previously done) in the students. By putting into place this new system, students will be required to pay more for their education, so the quality of the education might improve. In some ways this creates a situation largely similar to education in early-modern England. More and better education became available, but only to those who were in the right socio-cultural position to partake in it. The quality of university education in the Netherlands may improve, but only those who come from a beneficial socio-cultural and/or financial background will profit from this improvement.

7. Conclusion

In this study new insights were sought with regards to the improvement of oneself and one's status by means of education and the accessibility of education to the lower and lower-middle class. A comparison was thus made between the accessibility and availability of education in early-modern England and the contemporary Netherlands with regards to socio-economic background.

After a comprehensive description of the context of both cases in chapters 3 and 4, in chapters 5 and 6 an analysis of the central themes of 'education and social improvement' and 'the accessibility of education' was conducted. The research provided a number of new insights. In both societies there was a strong emphasis placed on the importance of education and the development of education. The analysis and comparison of early-modern and contemporary sources has shown that the importance given to self-improvement remains great, and education still contributes to self-improvement and socio-economic status.

The accessibility of education and possibility of self-improvement in both times and cultures are in turn influenced by the socio-cultural and socio-economic status, and the former education of a student's parents, showing that though the ages and countries may be far apart, there are similarities to be found in the influence of class or socio-cultural status on the availability of education.

8. Discussion

Socio-cultural background seems to influence the quality and degree of education a person received in early-modern England, but still seems to do so in a way in the contemporary Netherlands. Additionally, it becomes evident that education plays a large role in obtaining status both in early-modern England and the contemporary Netherlands. While these periods are similar in many ways, it is of course important to keep in mind that there were very different expectations and social values in these differing times, and the current study of these periods can only occur through the biased lens of today's perspective.

It appears from the comparison of the accessibility of education in early-modern England to that of the contemporary Netherlands that the manner in which privilege and status is acquired has changed in many ways, given that Dutch contemporary society does not have such a strong emphasis on birth right. However, early-modern developments in education in England can demonstrate the effects investments into education can have, being effective overall, yet widening the gap between people with different socio-cultural and socio-economic backgrounds, and this is a danger the current Dutch system faces too. The insights provided by this study may contribute to diminishing the influence of class or socio-cultural status on the availability of education in the Netherlands in years to come.

While these insights are indicative of an imbalance in the accessibility of education among people of differing socio-cultural backgrounds, the methods used to conduct the current research have only relied on secondary research. The evidence found in this study might be strengthened in future studies by conducting interviews with experts in the field and students who have been confronted with the recent educational developments in the Netherlands. In addition it could be interesting to broaden the scope from the current accessibility and chance for self-improvement by means of education in the Netherlands to a comparison with other countries. Further research with this broader scope may lead to the

discovery of good practices that may help future educational developments in the Netherlands.

Other suggestions for future research could be to conduct a more detailed study of the differences in opportunity among the upper-class society. The current research mostly compared the rather large groups that were defined as higher and lower educated. Further studies might apply a more stratified approach or zoom in on either the higher or the lower class. Paying closer attention to the lower social class could shed light on the likelihood of lower-class pupils using education as a means of self-improvement in order to permeate to a higher social position.

Bibliography

- “31-10-2017, Homan 2017(5) Adequate Voorlichting En Gelijke Doorstroomkansen.” *Hoger Onderwijs Management* 5, no. 5 (2017).
- <https://www.apa.org>. (2020). *Education and Socioeconomic Status Factsheet*. [online] Available at: <https://www.apa.org/pi/ses/resources/publications/education> [Accessed 7 Jan. 2020].
- AVS. "Ruim 11.000 Ouders Ontevreden Over Het Schooladvies Van Hun Kind." 2020. *Avs.nl*. <https://www.avs.nl/artikelen/ruim-11000-ouders-ontevreden-over-het-schooladvies-van-hun-kind>.
- Baarda, Ben, Esther Bakker, Tom Fischer, Mark Julsing, Vincent Peters, Thérèse van der Velden, and Martijn de Goede. 2013. *Basisboek kwalitatief onderzoek: Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek*. Noordhoff Uitgevers.
- BBC News. 2019. "Britain's First Black Community In Elizabethan London". <https://www.bbc.com/news/magazine-18903391>.
- "Beleid Kansengelijkheid". 2020. *Gelijke-Kansen.nl*. Accessed October 23. <https://www.gelijke-kansen.nl/over-gelijke-kansen/beleid>.
- Bouma, Kaya, and Remco Meijer. 2019. "Studentenorganisaties: Verhogen Rente Studieschuld Strijdig Met Internationaal Onderwijsrecht". *De Volkskrant*, 2019. <https://www.volkskrant.nl/nieuws-achtergrond/studentenorganisaties-verhogen-rente-studieschuld-strijdig-met-internationaal-onderwijsrecht~b60e51bd/>.
- CBS “Leerlingen, deelnemers en studenten; onderwijssoort, vanaf 1900”. 2020. CBS Statline. *Opendata.Cbs.nl*. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/37220/table?ts=1586098595892>.

CBS "Werkzame Beroepsbevolking; Gemiddeld Inkomen". 2020. CBS Statline.

Opendata.Cbs.nl.

<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/83686NED/barh?ts=1603029953371>.

Chamberlayne, Edward. *The Second Part of the Present State of England: Together with Divers Reflections Upon the Ancient State Thereof*. 17th ed., London: Tho. Hodgskin, 1691.

Chrimes, S. B., ed., *Sir John Fortescue: De Laudibus Legum Angliae*, Cambridge, 1949, p. 119.

Cressy, David. *Education in Tudor and Stuart England*. Documents of Modern History. London: Edward Arnold, 1975.

Cressy, David. "Educational Opportunity in Tudor and Stuart England." *History of Education Quarterly* 16, no. 3 (1976): 301–20.

de Volkskrant. 2020. "Onvrede Over Het L-Woord: Welk Alternatief Is Geschikt Voor De Term 'Laagopgeleid?'". <https://www.volkskrant.nl/economie/onvrede-over-het-l-woord-welk-alternatief-is-geschikt-voor-de-term-laagopgeleid~b32006b8/>.

Du Pré, Raoul. 2019. "Steeds Meer Studenten Lenen Steeds Hogere Bedragen: Nationale Studieschuld Stijgt Naar 19,3 Miljard Euro". *De Volkskrant*, 2019. <https://www.volkskrant.nl/nieuws-achtergrond/steeds-meer-studenten-lenen-steeds-hogere-bedragen-nationale-studieschuld-stijgt-naar-19-3-miljard-euro~b14e7fd9/>.

Educational Opportunity for All : Overcoming Inequality Throughout the Life Course. Paris: OECD Publishing, 2017. <https://doi-org.ru.idm.oclc.org/10.1787/9789264287457-en>.

French, Anna. "Raising Christian Children in Early Modern England: Salvation, Education and the Family." *Theology* 116, no. 2 (2013): 93–102. <https://doi-org.ru.idm.oclc.org/10.1177/0040571X12468990>.

- Furnivall, F. J., Pt. I, *New Shakespeare Society*, Ser. 6, I (1877), pp. 131-133. Cf. p. 128 in Wright, Louis B. *Middle-Class Culture in Elizabethan England*. Folger Shakespeare Library Publications. Ithaca, N.Y: Published for the Folger Shakespeare Library by Cornell University Press, 1958, pp. 23-24.
- Inspectie van het Onderwijs. 2020. "De Staat Van Het Onderwijs". Ministerie van Onderwijs, Cultuur en Wetenschap.
- Jewell, Helen. 1998. *Education In Early Modern England*. New York: Macmillan Press LTD.
- Levin, Carole. *The Reign of Elizabeth I*. New York: Palgrave, 2002. Accessed December 8, 2019. <https://link-springer-com.ru.idm.oclc.org/book/10.1007%2F978-1-4039-1939-7>.
- "Lsvb | Studenten Komen In Actie Tegen Het Schuldenstelsel". 2018. *Landelijke Studentenvakbond*. <https://lsvb.nl/2018/10/29/actie-schuldenstelsel/>.
- Mack, P. "Women and Gender in Early Modern England." *The Journal of Modern History* 73, no. 2 (2001): 379-92.
- "Nederland". 2020. *Nvao.net*. Accessed October 25. <https://www.nvao.net/nl/nederland>.
- NOS Nieuws. 2019. "Het Leenstelsel Ontleed: Waar Is Het Geld Van Afschaffing Basisbeurs Gebleven?". <https://nos.nl/artikel/2301562-het-leenstelsel-ontleed-waar-is-het-geld-van-afschaffing-basisbeurs-gebleven.html>.
- O'Day, Rosemary. *Education and Society 1500-1800 : The Social Foundations of Education in Early Modern Britain*. Themes in British Social History. London: Longman, 1982.
- Ooijevaar, Jeroen. "Allochtonen en autochtonen in het hoger onderwijs." *Sociaaleconomische trends* (2010): 37-42.
- Pak, Victor. 2018. "Protest Studenten Tegen Studiekosten". *NRC*, 2018. <https://www.nrc.nl/nieuws/2018/11/26/leenstelsel-protest-studenten-tegen-studiekosten-a2756510>.

Pruis, Anna. 2018. "Mbo'ers Willen Officieel Studenten Heten". *Nos.Nl*.

<https://nos.nl/op3/artikel/2231314-mbo-ers-willen-officieel-studenten-heten.html>.

Scammell, William. "Self Improvement." *Critical Survey* 11 (1999): 134–35.

Schmitt, Jason. 2018. *Paywall - The Business Of Scholarship*. Film. Jason Schmitt.

"Self Improvement." *The R. I. Schoolmaster* 2, no. 3 (1856): 88. Accessed June 26, 2020.

www.jstor.org/stable/44789068.

Shavers, Vickie L. "Measurement of socioeconomic status in health disparities research."

Journal of the National Medical Association vol. 99,9 (2007): 1013-23.

"Sociaaleconomische Status". 2020. *Volksgezondheidszorg.Info*.

[https://www.volksgezondheidszorg.info/onderwerp/sociaaleconomische-](https://www.volksgezondheidszorg.info/onderwerp/sociaaleconomische-status/cijfers-)
status/cijfers-

context/opleiding#:~:text=Een%20wat%20oudere%20definitie%20is,Mueller%20%26%20Parcel%2C%201981.

Stephens, W. B. 1998. *Education In Britain 1750-1914*. 1st ed. New York: Palgrave Macmillan.

Stone, Lawrence "The Educational Revolution in England, 1560-1640," *Past and Present*, 28(1964) quoted in David Cressy. 1976. "Educational Opportunity In Tudor And Stuart England". *History Of Education Quarterly* 16 (3): 301. doi:10.2307/368112.

"Studiefinanciering Voor Studenten Op Een Hogeschool En Universiteit". 2019.

Rijksoverheid.Nl. <https://www.rijksoverheid.nl/onderwerpen/studiefinanciering/studiefinanciering-hbo-universiteit>.

Tweede Kamer der Staten-Generaal. 2014. "Kamerstuk 34035". Den Haag.

Udall, Nicholas, and Edward Arber. *Roister Doister : Written, Probably Also Represented, Before 1553*. English Reprints, 8 : 2. London: Edward Arber, 1869, Early English Books Online (EEBO).

Unknown. *A Preaty Interlude Called, Nice Wanton*. Imprinted at London: In Paules Church
yearde at the sygne of the Swane by Iohn Kyng, 1560, EEBO.

Van den Broek, Anja, Kyra de Korte, José Mulder, and Joyce Bendig-Jacobs. 2018.

"Numerus Fixus, Selectie En Kansengelijkheid In Het Wetenschappelijk Onderwijs."
Nijmegen: Nationaal Regieorgaan Onderwijsonderzoek.

https://www.scienceguide.nl/wp-content/uploads/2019/01/Numerus-fixus-selectie-en-kansengelijkheid-wo_def.pdf.

Van der Wende, Marijk C. "The Bologna Declaration: Enhancing the Transparency and

Competitiveness of European Higher Education." *Journal of Studies in International
Education* 4, no. 2 (2000): 3–10. [https://doi-
org.ru.idm.oclc.org/10.1177/102831530000400202](https://doi-org.ru.idm.oclc.org/10.1177/102831530000400202).

Wallis, Patrick, and Cliff Webb. "The Education and Training of Gentry Sons in Early
Modern England." *Social History* 36, no. 1 (2011): 36–53.

Walstijn, Wilbert van, L.J. Th. van der Kamp, and Max van der Kamp. *Kansen Op Onderwijs
: Een Literatuurstudie Over Ongelijkheid in Het Nederlandse Onderwijs*. Voorstudies
En Achtergronden / Voorlopige Wetenschappelijke Raad Voor Het Regeringsbeleid,
1. 's-Gravenhage: Staatsuitgeverij, 1975.

Wet Studievoorschot Hoger Onderwijs. 2015. Ministerie van Onderwijs, Cultuur en
Wetenschap.

Wever, R. *An Enterlude Called Lusty Iuuentus : Liuely Describyng the Frailtie of Youth: Of
Nature, Prone to Vyce: By Grace and Good Councell Traynable to Vertue*. Imprinted
at London: In Paules churchyard, by Abraham Vele, at the sygne of the Lambe,
1550, EEBO.

Wright, Louis B. *Middle-Class Culture in Elizabethan England*. Folger Shakespeare Library Publications. Ithaca, N.Y: Published for the Folger Shakespeare Library by Cornell University Press, 1958.