

International Centre for Historical Research in Education

Summer Conference 2016

@ioe_ichre

#ichre2016

Thursday 7 July 2016, 10am-6pm

Ramsay Lecture Theatre, G21, Christopher Ingold Building, University College
London, 20 Gordon Street, London WC1H OAJ

Welcome to our summer conference, an informal annual event that brings together academics, students and library and archives colleagues with an interest in the history of education. The International Centre for Historical Research in Education (ICHRE) at the UCL Institute of Education (IOE) is a leading centre for historical research into education. We aim to make a significant contribution to the development of research, scholarship and teaching on the history of education, broadly defined. ICHRE was formed in 2014 to build on the strong tradition of historical research at the Institute of Education.

Programme

10.00 Welcome

Panel 1: Post-war experiments in informal education (20 minute presentations)

Chair: Ed Whiffin

Mark Freeman, Adult education, the 'voluntary spirit' and the state in early post-war Britain

Shelly Newstead, Hidden treasures: Re-discovering historical playwork primary sources

Charlotte Clements, 'Street Mates'? Detached youth work in Liverpool in the 1970s and 1980s?

11.30 Tea and Coffee (Christopher Ingold Foyer)

12.00 **Keynote:** Gary McCulloch, Discovery and delight? Inside the Nuffield physics curriculum project, 1962-1966

1.00 Lunch [Please bring your own, or join us at one of UCL's catering outlets locally]

2.00 **Panel 2: Works in progress (10 minute presentations)**

Chair: Georgina Brewis

Michele Cohen, 'Whatever can be taught in conversation, is clear gain in instruction': Informal education in eighteenth century England

Yang Yan, Ideas of physical education in Renaissance English educational thoughts

Lucia Molnarova, Volunteers as transnational actors: the experience of British volunteers overseas, 1958-1979

Barry Blades, Schooling and the Great War

Jonathan Doney, Indoctrination, instrumentalization and ideology: The story of English Religious Education

4.00 Tea and Coffee (Nyholm Room, Christopher Ingold Building). IOE Press will be selling discounted copies of *John Dewey's Democracy & Education: A British Tribute*.

4.30 **Teaching the History of Education Roundtable**

Chair: Mark Freeman

Speakers: Georgina Brewis (UCL Institute of Education), Heather Ellis (University of Sheffield), Christan Francis (UCL Institute of Education), Manish Jain (Ambedkar University Delhi), Florence Sutcliffe-Braithwaite (UCL History) and undergraduate students.

6.00 Close. Informal drinks (Nyholm Room, Christopher Ingold Building)

Paper Abstracts
(In order of presentation)

Adult education, the ‘voluntary spirit’ and the state in early post-war Britain

Mark Freeman (UCL Institute of Education)

This paper considers some of the tensions within adult education in Britain in the period c.1945-65. Through a close examination of the Educational Centres Association (ECA), one of the ‘responsible bodies’ entitled to statutory support for non-vocational adult education, it explores the ways in which providers sought to maintain the ‘voluntary spirit’ in a period when provision seemed to be increasingly professionalised and bureaucratised. Although it was not always clear what was meant by the ‘voluntary spirit’, the ECA was insistent on the importance of voluntarism in the face of these tendencies, which were epitomised in university extra-mural teaching and in the Workers’ Educational Association. Yet at the same time there was a growing concern about the salaries and professional status of members of the paid staff of the educational centres which formed the bulk of the ECA’s membership, and which had occupied an important place in the planned expansion of further education after the Second World War. The paper will argue that the complex demands of the ECA’s relationship with local and central government undermined its distinctive vision of adult education and weakened its ‘message’. The paper contributes to the history of both ‘voluntary action’ and adult education, and is part of an ongoing project on the history of community education in modern Britain.

Hidden treasures – re-discovering historical playwork primary sources.

Shelly Newstead (UCL Institute of Education)

The contemporary playwork profession has its origins in the adventure playgrounds set up in the UK just after the Second World War. Over the last few decades the playwork field has lost touch with its own history, which has created difficulties in establishing a distinct identity for playwork within the wider children’s workforce. One reason for playwork’s loss of past has been the lack of easy access to literature written by the adventure playground pioneers. As part of a doctoral study, a systematic search for playwork literature was undertaken which resulted in the creation of a unique database of over 300 rare historical playwork primary sources. This paper describes a rich body of largely unknown literature relevant not only to the playwork profession, but also to scholars from any discipline interested in the histories of children and childhoods.

‘Street Mates’: Detached Youth Work in Liverpool in the 1970s and 1980s?

Charlotte Clements (UCL Institute of Education)

This paper will explore two youth workers in Liverpool and the Detached Youth Work (DYW) project to which they belonged. It draws on project reports, publications and the oral histories of the two workers to explore the concept of non-club based youth work which was promoted by the National Association of Youth Clubs in its’ three-year experiment published in 1965 as *The Unattached* by Mary Morse. Through exploring these documents and testimony it becomes clear that the labels ‘detached’ and ‘unattached’ were used and challenged by these workers (and their young people) on several fronts. This paper will elaborate on these and by so doing help to

add nuance to our understanding of youth work at this time. It will show how the project was embedded within emerging ideas about professionalized youth work, yet at the same time demonstrated a commitment to a local community and forms of activism which challenged these emerging discourses.

Discovery and delight?: Inside the Nuffield Physics curriculum project, 1962-1966

Gary McCulloch (UCL Institute of Education)

The Nuffield Physics curriculum project has a strong claim to have been the first national curriculum project held in the UK, with significant social and political implications and broad transnational connections. Yet there has been very little research on this project since its introduction over half a century ago. This seminar reviews the experience of the Ordinary level (O-level GCE) project in its development stage of 1962-1966, the dynamics of the project organisers, project links with the Ministry of Education, teachers' associations and examination boards, and the contribution of the teachers who took part in the first project trials. The project was based on the ideals of discovery learning, experimentation and guided heurism pioneered in the late nineteenth century by H.E. Armstrong and championed especially in independent schools such as Malvern College and Christ's Hospital. The revised introduction to Nuffield physics later asserted that its teachers had found a special 'Nuffield spirit', which encouraged 'wonder and delight' in pupils in their early years and intellectual satisfaction in older pupils. The lack of such an appeal in physics education has been much lamented by policy makers and practitioners in recent years. Does the first curriculum project hold clues to addressing our current dilemmas?

'Whatever can be taught in conversation, is clear gain in in instruction': Informal education in eighteenth-century England.

Michèle Cohen (UCL Institute of Education)

'Informal education refers to forms of learning that occur in and through everyday life', write Mills and Kraftl. The point their book makes is that despite the difficulty of defining and measuring the learning attained, informal education is education. The aim of my paper is to show that in eighteenth-century England, informal education was a highly valued pedagogy for both females and males. The historiography of eighteenth-century education presents middle and upper class males having a highly formal classical education and females an informal, unsystematic 'modern' one. Focusing on 'dialogue and conversation', one of the three key features of informal education according to Mills and Kraftl, I challenge that historiography and argue that informal social conversations were a valued instructional method because they were held to foster intellectual development and critical thinking. I argue further that one of the most important aspects of male education was the informal and mainly social learning youths obtained when travelling on the Grand Tour. One consequence of my analysis is that formally, eighteenth-century education can be considered to have been less gendered than has been assumed.

Ideas of physical education in Renaissance English educational thoughts

Yang Yan (UCL Institute of Education)

Many leading Renaissance English educationalists such as Thomas Elyot, Roger Ascham and Richard Mulcaster all mentioned the importance of sports in their treatises on education, but previous historiography were either individual studies or on princely education, while overlooking their views on physical education, especially that of the general public rather than men above. However, these ideas are important to Renaissance humanist educational scheme, because physical education was usually related to the acquisition of virtue and the maintenance of health, both of which were the key elements of education. Besides, since English humanism was largely influenced by its Continent counterpart, it is worthwhile to examine how European educational ideas, especially that of Erasmus and Vives, impacted their English followers. Furthermore, since these thinkers tended to appeal to ancient medical theory of Galen and Aristotle to justify the health benefits of sports and exercise, it is also meaningful to find out how English Renaissance thinkers inherited classical knowledge in this case. Apart from a text analysis on their major works, this essay also wants to exam how was the relationship between mind and body, as well as that between exercise and health were understand by using contemporary medical books.

Volunteers as transnational actors: the experience of British volunteers overseas, 1958-79.

Lucia Molnarova (UCL History Department)

The aim of my dissertation is to evaluate the impact of long-term overseas development and sustainability programs for teaching and education on British volunteers from 1958 to 1979. I consider volunteers who participated in these programs to be 'transnational actors' because of their cross-border interactions and global exchanges. Although volunteer programmes in the 1960s emerged in most industrial nations, the British volunteer schemes remain to be the most under-researched among them. My research has four main areas: the objectives of volunteer-sending agencies and their criteria for the recruitment of volunteers; the representation of voluntary action abroad in newspapers; volunteers' perceptions of the programmes; and the short-term impact on the British education and charity sector. I am using a set of textual sources such as correspondences, reports and specialist press to reflect on how the volunteers perceived their experiences. Were their experiences similar to the way that the agencies presented voluntary action, or did they differ and in what ways? What were the agencies' main principles and how did they define a 'right' type of a volunteer? I will also analyse the debate regarding the efficacy and appropriateness of international volunteering, mostly by looking at the media attention that the volunteers received.

Schooling and the Great War

Barry Blades

The history of British schooling during the First World War has traditionally received little attention from the academic or wider community of historians. In October 2015, however, the first in a trilogy of works investigating the impact of the war on British elementary and secondary education was published. Roll of Honour explores the varied wartime experiences of pupils and teachers in schools of all designations. It links home fronts with battle fronts, portrays the myriad faces of an all-encompassing national struggle, and challenges many of the

traditional stereotypes and myths which continue to inform our understanding of the conflict. This short session will outline the research structure and methodology of the second title in the 'Schooling and the Great War' trilogy, namely *Temporary Gentlemen & Other Ranks: Teacher-Soldiers and the Great War, 1914 to 1919*. This detailed case study focuses on teachers from four teacher-training institutions in Britain and the Dominions, namely the London Day Training College (now the IOE) and its contemporary counterparts in Perth, Auckland and Toronto. The session will briefly outline how narratives of individual educational histories and wartime experiences might inform more general analyses of vocational training, social class, national identity and personal agency.

Indoctrination, Instrumentalization, and Ideology: the story of English Religious Education.

Jonathan Doney (University of Exeter)

The introduction, and continued presence, of compulsory Religious Education (RE) in the English school curriculum following the 1944 Education Act is argued to have begun as the indoctrinatory promotion of Christianity, moving to the development of tolerance for the 'religious other' from the 1960s. Currently there is an emphasis on the development 'British Values' to combat religious fundamentalism and extremism, especially in the context of issues such as the development of Islamic State. Beneath these discussions there are wildly differing visions of the nature and purpose of RE, but the indoctrinatory (confessional/non-confessional) lens, through which deep seated ideological differences have hitherto been examined, fails to account for this. In this presentation, I will briefly outline work in progress on a project which examines this narrative. Through a novel method of policy analysis (Statement Archaeology), the study sets out to problematize existing characterizations of the subject's history, and explore the extent to which the story is one of Indoctrination, Instrumentalization, and Ideology.

Contact Us:

International Centre for Historical Research in Education (ICHRE)

UCL Institute of Education

University College London

Director: Professor Gary McCulloch

Website: <http://ichre.ioe.ac.uk/>

Twitter: @IOE_ICHRE

Email: ioe.ichre@ucl.ac.uk