

## **International Centre for Historical Research in Education**

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### **Summer Conference 2017**

Wednesday 21 and Thursday 22 June 2017

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Cruciform Building, University College London,

Gower Street, London WC1H 0AJ

#### **ABSTRACTS OF TALKS AND PRESENTATIONS**

(in alphabetical order by surname of presenter)

Alex Beard, UCL IOE

#### **School certificates behind barbed wire: a study of the education activities organised by the internees of Lunghwa Civilian Assembly Centre, 1943-1945**

My study seeks to detail the educational activities of the prisoners of Lunghwa Civilian Assembly Centre 1943 – 1945. Lunghwa was a camp set up to imprison western civilians who had been living in Shanghai prior to the Japanese invasion. Inside the camp the mainly British internees set up a school to enable the camp's 350 children to continue with their education. The camp soon also hosted a thriving 'Polytechnic' adult college and even a medical school. Former internees have consistently recalled the high standards of education in the camp. Indeed, some of the examinations sat in the camp were upheld by exam boards in England after the war. Using a unique set of previously unseen primary documents, this study seeks to discover the successes and limitations of education in Lunghwa.

Antonio Canales, University of La Laguna, Spain

**The *Universidad de La Laguna* in the context of the history of Spanish higher education: the youngest of the Spanish old universities.**

This paper tries to place the most important milestones of the history of the University of La Laguna (ULL), whose 225 years are celebrated this year, in the broader context of the history of Spanish higher education. These milestones are:

- the university policy of Spanish Enlightened Despotism and the creation of the ULL at the end of the 18<sup>th</sup> Century
- the shaping of the modern national education system and the closure of the ULL in 1845
- the educational reformism of the first third of the 20<sup>th</sup> Century and the creation of the modern ULL (1913, 1927)
- the first Francoism in the ULL: purge and control
- the ULL as an example of the radical changes of Franco's developmentalism
- the ULL and the hidden face of the exemplary Spanish Transition to Democracy: the shooting of a student

This review of the 225 years of the ULL tries to stress the social dimension of its history.

Vincent Carpentier, UCL IOE

**A historical perspective on the expansion of higher education systems and institutional differentiation**

I propose to explore the connections and tensions between the processes of expansion, democratisation and institutional differentiation in higher education. A key question is whether institutional differentiation might not only reflect diversity but also channel inequalities. I will present the early findings from a quantitative history project funded by the Centre for Global Higher Education which compares and contrasts the historical trajectories of expansion and institutional differentiation of higher education systems in the UK, France and the USA since the Second World War. The historical lens shows that the expansion of higher education and its democratisation have been driven and at times constrained by key institutional transformations and identifies the economic crisis of the 1970s as a key turning point.

Subhadra Das, UCL

**UCL and the history of eugenics**

As a corporate body, University College London proudly proclaims the many historical advances its scholars have made to the practice of science, be it Nobel-prize winning chemistry experiments or pioneering research in physiology and electrical engineering (both became academic disciplines because of work done at UCL). Amongst this retinue, though, one subject is made distinct by its absence: eugenics. As with both physiology and electrical

engineering, eugenics was legitimised as a scientific discipline through work done at, and by merit of being part of, UCL. As Curator, I work to fill this void by teaching with and talking around objects from UCL's Science Collections. My practice is founded on the premise that while this history is in itself contentious, our inability to meaningfully engage with it is what is truly problematic.

Jonathan Doney, University of Exeter

### **'Leaders, Letters and Legislation': The role of the print media in establishing support for the introduction of compulsory religious education in the 1940s**

A leader in the *Times* newspaper in February 1940, published under the banner 'Religion in Public Life' details an apparent ignorance of the meaning of key Christian festivals amongst children that had been evacuated from the cities of England to 'reception areas'. On the basis of this, the leader argues strongly for state provided religious education, claiming that the state is failing in its responsibilities, and arguing that the subject of religion is marginalised in many schools. The leader writer emphatically states: 'religion must form the very basis of any education worth the name, and that education with religions omitted is not really education at all' (*The Times*, 17 Feb 1940). The initial column prompts a long correspondence through 'letters to the editor', and further columns are published on the issue over the following few months. This paper will trace these developments in relation to Parliamentary debates and discussions using Statement Archaeology, a novel method for interrogating policy development. Prompted by Joan Simon's 1989 paper 'Promoting educational reform on the home front: The TES and The Times 1940-1944' (*History of Education* 18:3, 195-211) the analysis shows that the print media played a significant role in the introduction of compulsory religious education through the 1944 Education Act.

Heather Ellis, University of Sheffield

### **Reconsidering Britain's Literary and Philosophical Societies as Centres of Academic Research, 1780-1840**

The literary and philosophical societies which flourished across Britain in the late eighteenth and early nineteenth centuries were often located in centres of industry like Manchester, Liverpool and Birmingham. As a result, they are frequently viewed by historians as crucial sites for the development of the natural and physical sciences, in particular, the practical application of scientific research to the needs of industry in the towns where they were based. Where attention has been paid to the 'literary' activities of the literary and philosophical societies, the focus has primarily been on their influence as popular educational institutions, diffusing knowledge and promoting 'improvement.' This paper, however, will consider their role as knowledge-making institutions within the fields of literary studies and historiography. A substantial proportion of papers read before these societies described themselves as seeking to contribute to the development of literary criticism and historical scholarship as fields of knowledge. Likewise, they were preoccupied

with analysing a wide range of literary texts (often adopting a comparative approach) from the ancient to modern worlds.

Man Miao, College of Education, Jiangsu Normal University, China

### **Give and Take: Institutionalized early childhood education and care history of China**

The institutionalization of early childhood education and care means, in a fundamental sense, that the rights of education for very young children are handed over partly from parents to social institutions. The institutions are usually set up or controlled directly or indirectly by governments, Churches, other social formations and so on.

In the light of this, a question then arises: Are these institutions really trusted or reliable enough? Would the institutions treat young children as parents do - to give all they can give according to children's need and take from children nothing but help them to grow and be healthy - which almost all parents are doing with their natural love for their children. 'Progressive education' has a very close relationship with child-centredness which means, to some extent, children's education should do the most on behalf of children's interests and the least for other additional expectations to be imposed on children especially when they are very young.

Chinese Institutionalized ECEC has only 114 years of history. In every period of the 114 years, what have the institutions which are usually controlled by governments of that time given to children and what have they taken from ECEC? We believe this perspective is worth examining and perhaps good ECEC can be judged by this set of criteria.

Caixia Peng, Soochong University, China

### **Maintaining the dialogue with professional forebears: Based on an analysis of historical approach of curriculum inquiry in America**

The thriving of historical approach in the curriculum field of America can be attributed to the insight, that is, curriculum studies tend to look for handy solutions to practical problems, to seek high practicability, prefer to emergency measures and expedients and have a passion for the replacement of the old by the new. Curriculum theorists and practitioners need to engage in dialogue with their professional forebears to avoid the isolation of curriculum studies and reforms, to be familiar with the traditions of curriculum so as to rid of some undesirable aspects or the unseen influence. The paths of dialogue have included literature method, oral history, biographical research, content analysis and so on. The dialogue has covered wide-ranging issues such as the growth of curriculum as a field of work and study, the evolution of school subjects, the development of curriculum organizations and institutions as well as central figures and professional debates. For the further efforts, firstly, as the paths of dialogue, case study needs to be strengthened; secondly, its objective should be to know, question, criticize and to understand while not for solutions to

problems; finally, the main interlocutors should better own the strengths of curriculum worker and educational historian.

Colin Penman, UCL

### **Redundant women: UCL's place in the history of women's higher education**

At the time of the 1851 census, more than a quarter of women of 'marriageable' age were single, and there were up to a million more women than men in the general population. The social panic that ensued is reflected in William Rathbone Greg's 1862 essay 'Why are women redundant?', which advocated shipping out this surplus to the colonies and the United States, for marriage to the many single men languishing for want of a wife. At the same time, University College London was busy opening higher education to female students, at first in the form of special classes for women, then the first mixed-sex classes and, ultimately, the first female graduates in the UK. This paper considers these developments in the context of Britain's demographic shifts in the 19th century, and asks why UCL, specifically, was the first UK university in which female students attained - almost - equal status with their male counterparts.

Richard Race, Roehampton University

### **The Three Duties of the Historian of Education**

In 2003, a special edition of the *History of Education Journal* was published (Volume 32, Issue 2) on the theory and methodology of the history of education. The basis of Aldrich's (2003) paper in that edition gives this presentation its structure i.e.: the duty to the people of the past; the duty to our own generation; and, the duty to search after the truth (Aldrich, 1981; Gordon et al, 1990; Aldrich, in Crook and Aldrich, 2000; Aldrich, 2002). The paper will be a personal reflection applied to this structure (Race, 2015; Race and Lander, 2016). The recommendation is for a new special edition of the *History of Education Journal* to again revisit the theory and methodology of historical research in education with voices underlining the continued historical and educational importance of what Richard Aldrich stood for.

Yaobin Tong, UCL IOE

### **Ideological and Political Education for Citizenship in China**

The Chinese National Outline for Medium and Long-Term Educational Reform and Development (2010-2020) includes enhancing education for citizenship. It aims to 'establish socialist concepts of democracy, the rule of law, freedom, equality, equity and justice for the students, and turn them into qualified socialist citizens.' Thus mandatory ideological and political education is part of the core curriculum in Chinese universities.

The aim of the research is to explore what teachers and students comprehend by “Socialist Core Values” (Freedom, Equality, Justice, Rule of Law); and what teachers and students understand as the function of ideological and political education about cultivating “Socialist Core Values” (Freedom, Equality, Justice, Rule of Law).

Andrew Watts, University of Cambridge

### **Schools, university examination boards and the School Certificate (SC) examination system, 1918-1950.**

When the Board of Education (BoE) was planning the first national examination system in England, it invited all the universities to take part, thus establishing seven English examination boards. This decision was influenced by a historic suspicion of central government involvement in secondary schooling, and was in line with the devolving intentions of the 1902 Education Act. The BoE left the oversight of the examinations to a Secondary Schools Examination Council (SSEC), which accepted that the universities would set their own matriculation requirements, based on the SC examinations for sixteen-year-olds. The involvement of the universities in the system was widely criticised because of the lack of teacher control and their perceived academic bias. However, during the SC period teachers were increasingly influential in the boards and by the late 1940s an alliance between secondary teachers and the universities could successfully challenge the policy decisions of the Board of Education.

Colin Waugh and Bill Bailey

### **The Liberal and General Studies Project**

Between 1950 and 1990, most students on vocational, especially technical, courses in UK further and public sector higher education had on their timetables a compulsory element called either Liberal or General Studies (LGS). This paper discusses the form and content of this course component with some reference to its origins. Most of these students were young workers on part-time day release from their jobs in industry or commerce. Whereas the other, technical components of the courses were taught by lecturers with industrial experience and externally examined by awarding bodies (for example the City and Guilds), LGS, for which there was no given curriculum or assessment, was taught mainly by humanities or social science graduates. These lecturers were required to engage with course development issues that the majority of educators rarely face. The paper will conclude with an outline of the LGS project, initiated and run by former LGS staff, which since 2013 has interviewed 50 practitioners about their work, and conducted an historical investigation into how LGS came to be introduced in the first place.

Ed Whiffin, UCL IOE, and Susannah Wright, Oxford Brookes University

### **The New Statesboy: Policy and politics in boys' school magazines in early twentieth century England**

School magazines were almost ubiquitous in early twentieth century secondary schools in England, but there has been limited discussion as to their benefits and limitations as a historical source. We will open up a discussion through case studies of content in magazines from two schools. The first looks 'inward' at policies relating to games and laundry at Harrow School in the early 1900s. The second looks 'outward' at international politics, through the reports on Solihull School's League of Nations Union Junior Branch in the early 1930s. School magazines, these case studies suggest, can provide insights into pupil attitudes on matters of policy and politics, and of teenage boys' political engagement and activism within and beyond the school. But the limitations imposed by editorial policy, genre of writing, authorship, and intended audience must be acknowledged.

Maria Patricia Williams, UCL IOE

### **Using the work of Margaret Archer on Religious Experience in History of Education Research**

I will demonstrate how I am using the work of Margaret Archer in interpreting archival sources and articulating my findings on religious practice in my doctoral thesis. My research looks at the educational practice of the Italian Catholic educationalist Francesca Cabrini (1850-1917). She founded a religious institute in 1880 and with her sisters in religion went on to found 59 schools and orphanages for Italian migrants in the United States, Latin America and Europe. Her religious practice, centred on the love of Christ, went hand in hand with her progressive, child-centred, educational practice. Archer shows that practice is central to Critical Realism and her work questions the assumption 'that religious experience is radically incomprehensible to the unbelieving social theorist'.<sup>1</sup> Her conceptual framework assists in providing a lens of faith to articulate my findings to a diverse 21<sup>st</sup> century audience.

Tom Woodin, UCL IOE (convenor of session)

### **Teaching history of education through primary sources**

The value of using primary sources in teaching is becoming more widely recognised, not least among members of the International Centre for Historical Research in Education. In recent years there have been a number of initiatives to introduce primary sources into work with undergraduate and postgraduate students. It ties into concerns at UCL to develop 'research based teaching' and highlights the ways in which diversifying sources and methods have been a feature of the history of education (McCulloch, *Struggle for the History of*

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<sup>1</sup> Archer, Margaret S., Collier, Andrew & Porpora, Douglas V. (eds.)(2004) *Transcendence: Critical Realism and God*. London: Routledge, p139.

*Education*, 2011), as represented in the 'sources and interpretations' section of the *History of Education* journal. Three short presentations will reflect on key issues as a means to stimulate a discussion around the role of primary sources in teaching.

Mark Freeman and Kathryn Hannan will outline developments on the undergraduate module Archival Research and Oral History in Education. They have been awarded a UCL Liberating the Curriculum grant to preserve and enhance the resources available to students on this module.

Georgina Brewis will outline her approach to object-based learning (OBL) on two undergraduate courses at UCL. She will discuss the motivations for and purpose of collecting everyday items from the twentieth-century history of charity and youth in Britain to compile a 'curated teaching collection' of objects, before discussing the successes and challenges of introducing an 'object report' as a form of assessment.

Tom Woodin will consider some advantages and drawbacks of using primary sources in online learning for an MA module, Debates in the History of Education, as well as the implications of this work with non-history students.