

New Horizons in the History of Education Abstracts

Changing perspectives: implications for secondary school music in Britain after the Second World War

Dr Pauline Adams

As Britain emerged from its post-war period of austerity with an overall optimism of a better future, missed opportunities still ensured some continuation of a 'backward-looking society', which remained class-bound, and which also continued to shape the cultural climate. This paper focuses on the changing and distinct cultural aspirations of young people from the 1950s onwards, which emerged alongside social, economic and demographic change within Britain. During the 1950s, with average weekly earnings on the increase and unemployment low, young people were gaining access to a consumer society in which they could exercise cultural choice. Sub-cultural and lifestyle identities, which began to threaten old established systems, are examined within the ensuing debate that began to preoccupy those responsible for providing music education experiences for young people. Consideration is given to the related discussion, and to the broader context, in order to frame educational developments within wider social and cultural parameters, and in order to observe cause and effect as key elements in shaping change.

Pupil Experiences of Progressive Education at King Alfred School 1930 to 1960

Katherina Grant

The research aims to explore the perspectives of pupils from a North West London progressive school. A school founded to provide an educational experience that would '...give practical expression to the best themes of education extant' (V. Hyett. 1948). Through the use of oral histories and archival documentary evidence, it is my intention to examine to what extent the pupil experience of what was essentially an experiment and one that was not guaranteed to succeed matched the experience the school hoped the pupils would have. The experiences will be examined through their recounting of; their feelings and routines, the people and debates surrounding their general experience and where possible surrounding particular events or practices such as the Dalton Plan. The longevity of the Dalton Plan is of interest, but more importantly the pupil's experiences of it, as there appears to be very little written about it from the pupil point of view. It is not my intention to try and argue for the progressive viewpoint, but simply to explore the experiences of the pupils who have attended this particular progressive school. I will attempt to do this by putting their words to paper to provide an insight into their school experience, in a way that does them justice, whilst placing that experience and the school into a much wider educational and social context.

Why there was 'no exact place' for international understanding in the shaping of England's National Curriculum

Don Harrison

From its foundation in 1945 the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has advocated education for international understanding (EIU), peace and fundamental freedoms. This was given concrete form in the 1974 *Recommendations*, which member states undertook to promote in their own education systems. United Kingdom education advisers played a significant role in the drawing up of the UNESCO *Recommendations* and continued to give support until the UK withdrawal from UNESCO in 1985. From Prime Minister Callaghan's speech at Ruskin College in 1976, a debate about what form a national curriculum in England should take developed. Ministry of Education documents, professional consultations and a change of government culminated in the Education Reform Act of 1988.

This study attempts to trace pressures for and against developing international understanding in state education in England. When Circular 9/76 was sent to all state schools, EIU was given official support. When the Standing Conference on EIU met with HMI officials in 1980 this support could be seen to be wavering. When an Education Minister led an attack on Peace Studies in schools from 1982-1984, support for the whole concept of EIU became more defensive. One result of this process was the emergence of a subject based National Curriculum in England which restricted debates about international learning to defined areas of Geography, History, Religious Education and the cross-curricular theme of Citizenship. It had been decided that EIU had 'no exact place' in the school curriculum.

Historical Geographies of Informal Education

Dr Sarah Mills

This paper explores the historical geographies of informal education. I use the term 'geographies' to refer to a range of perspectives on how informal educational practices operate in, through and as spaces. To demonstrate how spaces of informal education and citizenship training have been understood, experienced and practised over time, this paper draws on archival research examining British youth organisations including The Scout Movement, Woodcraft Folk, and Jewish Lads' Brigade. In doing so, the paper highlights the ways in which the philosophies of informal education 'take place' in a variety of sites and settings. Overall, I use these empirical examples to make a wider call for attending to the multiple and enlivened histories of informal education, as well as reflecting on the relationship between the history of education and geographical concepts of space, place and spatiality.

Women Teachers, Girls' Education and Empire in International Exhibitions

Professor Rebecca Rogers

International exhibitions offer a particularly stimulating way to think historically about how nations, groups and individuals have sought to position their educational initiatives within a broader framework. To this extent, they constitute a fruitful lens through which to explore issues of interest to "global" historians, as they offer information about how schools circulated within national, imperial and world contexts. Although historical studies exist on the topic, they have rarely looked at the place of women in these exhibitions or on the role of gender in structuring their presence. This paper offers a contribution to this discussion.

Micro-Nationalism: Public School histories and identity in the 20th Century

Edward Whiffin

The identity of each Public Schools and the, largely, boys who attended them has been recognised as a strong characteristic of the British Public School system. This paper intends to outline how each school's own history can be used to see how that was reinforced. School histories, as well as being used for recruiting, not only document the history of a school, but seek to cement the exclusive identities of Public Schools as well as the school and their pupils. The creation of a collective cultural identity of a school created what could be seen as a nation state writ small. The development of a heritage, with its own traditions, the physical place of the school and the role of founders all hold elements that are themes in the creation of a national identity. When combined with the exclusivity of having attended one of these schools many of the elements of nationalism can be identified. By examining school histories, usually written by former members of the school, we can see how these identities were formed as well as the important elements of them.