



## Education and the Life Course

### History of Education Society (UK) Conference

Hosted by the International Centre for Historical Research in Education, UCL Institute of Education

University College London

8<sup>th</sup> – 10<sup>th</sup> November 2019

## Programme

#HES2019



history of  
education  
society

**Friday 8th November 2019**

Times		Venue
From 9.00	Registration - The desk will be open until 16.30.  Optional historical walking tour: 'The World of UCL' – led by Dr Georgina Brewis, meet by registration at 9.30.	North Cloisters
11.00 – 12.30	Parallel Papers – Session A	Main Quad Temporary Pop-Up
13.30 – 13.30	Lunch	North Cloisters
13.30 – 14.15	Conference Welcome  <b>Keynote One: 'Indian students in Britain: The Life Course, Mobility and National Identities before the Second World War'</b>  Dr Sumita Mukherjee (University of Bristol) Chair: Dr Mark Freeman (UCL)	Jeremy Bentham Room
14.45 – 15.15	Tea and coffee	North Cloisters
15.15 – 16.45	Parallel Papers – Session B	Main Quad Temporary Pop-Up
16.45 – 18.15	<b>Roundtable: New Developments in Academic Publishing</b>  Professor Margot Finn (Professor of History and President of the Royal Historical Society) Pat Gordon-Smith (Commissioning Editor, UCL Press) Hannah McClusky (Managing Editor, Education Journals, Taylor and Francis)  Chair: Dr Mark Freeman (UCL)	Jeremy Bentham Room  NB: This event is open to the public
18.30 - 19.30	Drinks Reception – sponsored by the International Centre for Historical Research in Education (ICHRE), with a welcome speech from Professor Gary McCulloch	North Cloisters

**Saturday 9<sup>th</sup> November 2019**

Times		Venue
9.00 – 12.00	Registration	North Cloisters
9.00 – 10.30	Parallel Papers – Session C	Main Quad Temporary Pop-Up
10.30 – 11.00	Tea and coffee	North Cloisters
11.00 – 12.00	<b>Keynote Two: ‘The Mysterious World of Child Prodigies in an Age of Wonder’</b>  Professor William J. Reese (University of Wisconsin-Madison, USA) Chair: Dr Georgina Brewis (UCL)	Jeremy Bentham Room
12.00 – 13.00	Lunch	North Cloisters
13.00 – 14.00	<b>Keynote Three - Presidential Address: Out of the classroom; ‘informal’ education and histories of education’</b>  Professor Stephanie Spencer (University of Winchester and President of the History of Education Society, UK) Chair: Professor Joyce Goodman (University of Winchester)	Jeremy Bentham Room
14.00 – 15.30	Parallel Papers – Session D	Main Quad Temporary Pop-Up
15.30 – 16.00	Tea and coffee	North Cloisters
16.00 – 17.30	Student presentations	Main Quad Temporary Pop-Up
17.45 – 18.45	History of Education Society (UK) Annual General Meeting – All welcome	Main Quad Temporary Pop-Up
17.45 – 18.45	Optional historical walking tour: ‘The World of UCL’ – led by Dr Georgina Brewis, meet at registration desk at 17.45.	Meet North Cloisters
19.00 – 19.30	Drinks Reception – sponsored by Routledge	North Cloisters
19.30 – 22.00	Conference Dinner [Please ensure you book via <a href="https://www.ucl.ac.uk/event-ticketing/booking?ev=19012">https://www.ucl.ac.uk/event-ticketing/booking?ev=19012</a> ]	Jeremy Bentham Room

**Sunday 10<sup>th</sup> November 2019**

Times		Venue
9.00 – 10.30	Parallel Papers – Session E	Main Quad Temporary Pop-Up
10.30 – 11.00	Tea and coffee	North Cloisters
11.00 – 12.30	Parallel Papers – Session F	Main Quad Temporary Pop-Up
12.30 – 13.30	<b>Keynote Four: ‘1919 and 2019: Adult Education and Two Crises of Democracy’</b>  Professor John Holford, University of Nottingham Chair: Professor Gary McCulloch	Jeremy Bentham Room
13.30	Light Lunch and close of conference	North Cloisters

## How to Book

Please book to attend the conference via the UCL ticketing pages: <https://www.ucl.ac.uk/event-ticketing/booking?ev=19012>. The early bird rates apply until 22 September 2019, thereafter fees will increase.

Whole conference, HES members Early bird = £145

Whole conference, HES non-members Early bird = £165

Day rate (Friday or Saturday only), HES members Early bird = £90

Day rate (Friday or Saturday only), HES non-members Early bird = £105

Student rate, whole conference, HES members only Early bird = £90.

Student membership of the History of Education Society is available for just £12 a year. You can join the Society [here](#). You can take advantage of the student rate as soon as you have confirmation of membership.

**Please note that the conference dinner on the Saturday night, for which there is limited availability, costs £40 and must be booked separately via the same ticketing site.**

## Further information

We aim to post programme updates and the book of abstracts on the ICHRE website when ready, see <https://ichre.ioe.ac.uk/>

Wifi: Eduroam is widely available on campus. We will also provide UCL Guest log-ons for those without access to Eduroam.

We are aiming to make this year's HES conference as sustainable as possible. To save paper, we will make the book of abstracts available as an online pdf only. In addition, we are not planning to provide conference bags. There are several water refill stations around the UCL campus, please bring a reusable bottle.

A special issue of the journal *History of Education* will be produced as a result of this conference. Details of how to submit your paper for inclusion will be circulated to speakers shortly after the conference.

Twitter: Follow us at @IOE\_ICHRE @HistEdSocUK, please use the #HES2019 to tweet about the event

Contact: Dr Mark Freeman, Chair of the Local Organising Committee [m.freeman@ucl.ac.uk](mailto:m.freeman@ucl.ac.uk)

## Getting here

London is well-served by transport links, both for travelling to and from London from the UK, Europe and the wider world, and for getting around the city. UCL is located in the Bloomsbury district at the very centre of London. There are easy connections to UCL from London's global hub airports at Heathrow, Gatwick and Stansted and you will find that London's extensive public transport system is convenient and easy to use.

To plan your journey to UCL, including walking and cycle routes, call Transport for London on 020 7222 1234 or check out their excellent Journey Planner at [www.tfl.gov.uk](http://www.tfl.gov.uk)

The closest tube stations to UCL's Gower Street site are Euston Square (Hammersmith and City, Metropolitan and Circle lines), Warren Street (Northern and Victoria lines), Euston (Northern and Victoria lines) and Russell Square (Piccadilly line). More information and a journey planner can be found at [www.tfl.gov.uk/tube](http://www.tfl.gov.uk/tube)

UCL's Gower Street site is served by many Transport for London bus routes. Buses travelling from north to south stop in Gower Street, immediately outside UCL's main gate, while those travelling from south to north stop outside Warren Street station, about five minutes' walk from UCL. Services to these stops include route numbers: 10, 14, 24, 29, 73, 134, 390. More information and a journey planner can be found at [www.tfl.gov.uk/buses](http://www.tfl.gov.uk/buses)

London has many mainline rail stations. Most of these are a short journey away from UCL, with the stations at Euston, King's Cross and St Pancras being within easy walking distance. Trains from London serve destinations across the UK. By being flexible and booking well in advance you will find rail travel offers excellent value for money. National Rail enquiries can be contacted on 08457 484950 or at [www.nationalrail.co.uk](http://www.nationalrail.co.uk)

For campus maps, see <https://www.ucl.ac.uk/maps> or these are available via the official UCL student app, UCLGO! (for Apple, Android and Blackberry). Search for 'UCL' within the app store.

## Keynote abstracts

### Professor John Holford: '1919 and 2019: Adult Education and Two Crises of Democracy'

As we approach the centenary of the Ministry of Reconstruction Adult Education committee's *Final Report*, published in November 1919, Britain is again mired in democratic and constitutional crisis. A hundred years ago, the country was laying the foundations of democracy and a welfare state. The *Final Report's* language has deep resonance today. "Adult education", it asserted, "is a permanent national necessity, an inseparable aspect of citizenship": it "should be both universal and lifelong" and "spread uniformly and systematically over the whole community". The report saw adult education as essential in building the attitudes, knowledge and practices needed for democracy: "The successful working of a democratic society implies ... the intelligent participation in public affairs by the rank and file of the population."

In contrast to the vacuous pseudo-vocationalism of today's "skills" and "social mobility" agendas, the 1919 report saw adult education as enriching the communities where men and women lived and worked. It provided a template for a deeply democratic and liberal system of adult education that played a vital, if often unacknowledged, part in the national social fabric through most of the 20th century. Its implications were profound: "We need to think out educational methods and possibilities from the new point of view ... of the adult learning to be a citizen". This keynote will outline the nature and key messages of the 1919 report, evaluate its contribution to British society, citizenship and democracy during the 20<sup>th</sup> century, and explore its meaning for today and the century ahead.

John Holford is Robert Peers Professor of Adult Education at the University of Nottingham – the world's oldest university chair in the field. He is currently joint secretary to the Centenary Commission on Adult Education, and chairs the #AdultEducation100 campaign, which aims to reassert the importance of "lifewide" adult education to society, the economy, and democracy. He is co-editor of the *International Journal of Lifelong Education*, and of the *Palgrave Studies in Adult Education and Lifelong Learning* book series, and President of the International Society for Comparative Adult Education. He is leading a major Horizon 2020 project (Encouraging Lifelong Learning for an Inclusive and Vibrant Europe: ENLIVEN). A sociologist and historian by background and inclination, he has worked in adult education throughout his career: with the Workers' Educational Association in the 1980s, at the University of Hong Kong in the 1990s, and then with the University of Surrey (where he was also founding head of the Department of Politics).

**Dr Sumita Mukherjee: 'Indian students in Britain: The Life Course, Mobility and National Identities before the Second World War'**

In the early twentieth century, thousands of Indians travelled to Britain to study at British schools or universities. They were travelling at formative ages in their life cycles, but also at a formative stage in the development of Indian nationalism. In this keynote I will discuss the ways in which education abroad, during the height of the British Empire, was a significant experience for young Indian men and women – allowing them to meet other like-minded students from different parts of the world, expand their understanding of what it meant to be Indian and a colonial subject, and learn how to effectively agitate for political change.

This conference marks the ten year anniversary of the release of my first book *Nationalism, Education and Migrant Identities* and I'd like to take the opportunity of this keynote to reflect upon some of the key arguments I made a decade ago about university students and how I am moving on from some of them in my current research on migrant Indian school children. In so doing, I will be drawing attention to the ways in which issues of travel and migration intersect with issues of life cycles and gender.

Sumita Mukherjee is senior lecturer in history at the University of Bristol. She is the author of *Nationalism, Education and Migrant Identities: The England-Returned* (Routledge, 2010) and *Indian Suffragettes: Female Identities and Transnational Networks* (Oxford University Press, 2018). Her first book discussed the experiences of Indian university students at British universities in the early twentieth century, and the social and political impacts these students had when they returned back to India following their education. She is currently researching the experiences of Indian school children in the UK, Africa and Caribbean in the early twentieth century.

**Professor William J. Reese: 'The Mysterious World of Child Prodigies in an Age of Wonder'**

This paper explores the mysterious world of child prodigies in the late eighteenth and early nineteenth centuries. It is part of a biography-in-progress of Zerah Colburn, who was born in the village of Cabot, Vermont, in 1804. In 1810, Colburn astonished his family and neighbors with his amazing ability to calculate numbers. Exhibited on the stage in the United States and in England, Ireland, Scotland, and France, Colburn became America's first child celebrity, one of the best known children of his age. After attending the Lycée Henri-IV in Paris and Westminster School in London, he became an actor, a teacher, and then a calculator at the Board of Longitude. After returning to the United States in 1824,

he became an itinerant Methodist minister and then a professor of classical and modern languages. This paper will explore how ideas about genius and prodigies changed during Colburn's lifetime.

William J. Reese is the Carl F. Kaestle W.A.R.F. and Vilas Research Professor of Educational Policy Studies and History at the University of Wisconsin-Madison, a member of the National Academy of Education, and a Fellow of the American Educational Research Association. A former editor of the *History of Education Quarterly*, he teaches courses on the undergraduate and graduate levels on the history of American education and the history of childhood and adolescence. His most recent book is entitled *Testing Wars in the Public Schools: A Forgotten History* (Harvard University Press). Books-in-progress include a history of the Washington, D.C., public schools, and a biography of Zerah Colburn.

### **Professor Stephanie Spencer: 'Out of the classroom; 'informal' education and histories of education'**

The term 'informal education' offers a convenient shorthand giving historians of education a free rein to use a range of sources and interpretations of the experience, and construction, of the young adolescent. Research has moved out of the classroom, enriching the original focus on traditional formal systems and settings, to provide a more holistic view of how young girls and boys are prepared for useful citizenship.

I discuss how the carte blanche that the concept of informal education provides might be further defined by paying closer attention to what is clearly *educational* about a source. In other words, can history of education offer something specific that contributes significantly to our broader understanding of the social, political and cultural histories of a period?

The paper draws on Sarah Mills and Peter Kraftl's identification of three features of informal education. It then presents a case study of the interwar Empire Annuals for Girls and Boys, published by Cassells, to examine their role as informal educators into the entanglements of gender, class and nation presented through fiction for a young readership.

Stephanie Spencer is Professor of History of Women's Education at the University of Winchester and convenes the Centre for the History of Women's Education at Winchester. Her research interests focus on informal education and the construction and experience of the teenager/young adult in the twentieth century. She has published widely in a range of academic journals; her most recent book is co-authored with Nancy G. Rosoff, *British and American School Stories, 1910-1960: fiction, femininity, and friendship* (Basingstoke: Palgrave MacMillan, 2019). Her term of office as President of the History of Education Society (UK) will end at this conference. Over the last three years the Society has seen the re-invigoration of the post graduate and Early Career membership, building and strengthening links across disciplinary and geographical boundaries.

Image credit: Take from cover of *UCL Union Magazine*, 1905. Courtesy of UCL Special Collections.