



**EDUCATION FOR
DEMOCRACY IN ENGLAND IN
WORLD WAR II**

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Book Launch

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Research focuses and questions

- 1) examines the educational discourse and involvement in wartime educational reforms of five important figures: Fred Clarke (1880-1952), R. H. Tawney (1880-1962), Shena Simon (1883-1972), H. C. Dent (1894-1995) and Ernest Simon (1879-1960).
- 2) focuses on exploring the relationship between democratic ideals and reform proposals in each figure's arguments.
 - What is democracy for each figure?
 - What kind of issues concerned each figure most during wartime?
 - What reform proposals did each figure campaign for?
 - To what extent were each figure's arguments for various educational reforms based on his/her democratic ideals?

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Main findings (I)

- Whereas Clarke's, Dent's, and Ernest's democratic ideals were closer to liberal democracy, Tawney's and Shena's embodied social democracy.
 - Despite the difference, a common feature of their ideas was the acceptance of the role of the State in securing equality of educational opportunity.
 - There were various reform proposals as to controversial issues such as the raising of the school-leaving age, the public schools, the Direct Grant Schools, secondary organization, and citizenship education.
 - The differences among the five figures corresponded with their respective democratic ideals. More significantly, some tensions or contradictions in the reform arose from different assumptions towards the extent to which the State should extend its power in education, which reflected opposing interests among social classes.
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Main findings (II)

- Liberal democracy, especially protective democracy prevailed over social democracy in the 1944 Education Act.
- Brian Simon maintains that the Act was ‘the old order in a new disguise’.
- Even those conservative measures are ‘democratic’ for their supporters.
- The public discourse of the wartime shows a diversity of democratic ideals, which all attempted to provide good reasons for different reform proposals, either conservative or radical.