



International Centre for Historical Research in Education (ICHRE)

**International Online Conference
9 July 2020**



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ABSTRACT BOOKLET

ICHRE Online Conference 9 July 2020

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1 Marisa Bittar and Amarilio Ferreira Jr.

Federal University of São Carlos UFSCar) / SP / Brasil

Material on Soviet Education in the IOE Archive

We decided to undertake this research study because there is a lack of any work in Portuguese on Soviet education and also on account of the fact that among the left-wing establishment in Brazil there is a prevailing view that it was based on the principles of Marxism and not on what it was really like as a system. The data were surveyed during the months of February and March 2019 at the IOE Library. On our return to Brazil, we wrote a book that is currently being reviewed by the publishers at our university. The sources consulted included the following: the Journal "Soviet Education" (1958-1991); the Brian Simon Collection with references to his visits to the Soviet Union where he was interested in investigating educational psychology; *"John Dewey's Impressions of Soviet Russia and the Revolutionary World: Mexico-China-Turkey"* (1928). Conclusions: 1. Until 1928, there was a coexistence between active teaching strategies and Marxism; 2. Soviet schools trained the workforce for industry as an ideological apparatus of the State; 3. The teaching system rejected the use of psychometric tests and covered everybody; however, it was based on hierarchical relationships, the control of the Communist Party which was responsible for designing the Curriculum and the direct intervention in schools of Komsomol [the Leninist Young Communist League]; 4. In 1984, a reform was introduced in which the teaching system was phased out since it had fallen short of the aims of the techno-scientific revolution. However, this reform ended in failure as a result of *perestroika* which put an end to the USSR.

2 Antonio Fco. Canales

Dpto. de Estudios Educativos, Universidad Complutense de Madrid

The Communist University of London in the 1970s: Ideological Renewal and Confluence of the British Left

The Communist University of London was held annually throughout the 1970s, usually in July. The event concentrated in a week a significant number of courses and seminars with leading scholars and had a notable impact and success in the mid-1970s, reaching an attendance of one thousand students.

The Communist University of London was linked to the Communist Party of Great Britain (CPGB) and it accounts for the great changes experienced by the party in the 1960s and the new actors that promoted them. In the first place, the communist student organization that organized the event, but also the National Cultural Committee, chaired by Brian Simon, who was sympathetic with the students and supported their renewal proposals.

The Communist University of London thus became an outstanding space for intellectual and ideological renewal, which addressed new issues such as feminism, ecology, sexuality and the gay movement, and for the confluence of the various groups of the British left that were suspicious of the party.

This paper aims to make a first approach to this institution from the documents located in the Communist Party Archive. It will present the origin of the event in 1969, the actors involved in its organization, the issues raised in the courses and other circumstances of its evolution.

Sources: National Cultural Committee, Communist Party of Great Britain, Labour History Archive and Study Centre (LHASC), Manchester.

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3 Linda Chisholm

University of Johannesburg

Education, Migration and Women's Life Histories

The role of education in migrants' lives is a well-researched topic covering many dimensions – from education as a factor in migration to the experiences of and rights in host education systems. Seldom however are the educational experiences on both sides of borders connected to enable a comparative perspective on neighbouring systems of education and how migrants navigate educational constraints and possibilities across and within each context. The experiences of Zimbabwean women migrants to South Africa enable such insight. Their experiences are important to consider within wider migrant experiences because of the silence and invisibility that generally attends the presence and histories of Zimbabwean migrants in South Africa and the region. This the paper aims to do through a discussion of the life history interview as a way into such histories. Using a portrait analysis of the life history of one woman, it illustrates the deeply gendered relationship not only between poverty and migration but also between poverty and education over time on both sides of the border.

4 Michèle Cohen

UCL Institute of Education

‘Curbed aspirations’? Girls’ Education in Children’s Literature 1790-1830.

Children’s books published between 1750 and 1830 have tended to be examined within frameworks which ignore their place in the history of pedagogy, and above all, in the history of female education. One of my main interests in this history is to question whether girls’ education was as bad, and boys’ education as good as has been presented in the historiography. As regards girls, one of the most problematic assumptions has been that because they did not have much access to formal schooling, they had no education. This conflation of schooling with education, together with the conviction that domestic education was inadequate, has served to distort the story of female education, especially from the 1790s to 1830.

In my survey of domestic fictions for children by mostly non-canonical, often anonymous authors published between 1790-1830, I found that female characters often received a surprisingly good education, and could, in a few instances, even claim intellectual superiority over their brothers. My paper will discuss a few of the implications of this evidence.

5 Tamara Colacicco

Scuola Normale Superiore, Pisa

Lamberto Borghi and the Impact of Anti-Semitism in Education

This paper focuses on the profile of Lamberto Borghi, a prominent Historian of Education (Livorno 1907-Florence 2000). Of Jewish origins and member of one of the major Italian Israelite community (Livorno, Tuscany), Borghi suffered the expatriation in the US a few years later after the Fascist regime's approval of the racial laws in 1938. He later developed his research/academic career in Italy from the early-1950s onwards, particularly at the University of Florence.

By analysing the poor secondary literature available and Borghi's own publications, recent research (Bellatalla, Corsi 2004; Cambi, Orefice 2005) have investigated several aspects of the original contribution he offered for the affirmation of the academic value/status of Education Studies in Italy and that of Pedagogy in diffusing democracy among Italian society during the post-Second World War period.

However, an investigation of Borghi's personality through archival sources is still completing missing. Subsequently, exploring his personal archive which has remained previously unexplored, this research aims to analyse Borghi's profile under fresh perspectives and topics. This includes a focus on the importance of the Israelite root in his academic biography and ideology. It also encompasses an analysis of the connections he established among anti-Semitism, its psychological impacts in children and adults and Jews' discrimination in the field of education.

6 Anne Collignon

PhD student UCL IOE

A Pioneer School of the International Baccalaureate: Copenhagen International School 1962-1973

The presentation is part of an historical work-in-progress research based on a case study: Copenhagen International School (CIS) during its first ten years of existence. It exemplifies how the small institution, created originally as an American high school, gradually evolved as one of the seven pioneer International Baccalaureate (IB) schools, trialling the IB examinations in 1968. The cross-examination of the school's unexplored archival materials, interviews from past actors and contextual analysis, unveil possible factors that made the school become international in character. It gives insight on how the school's origin was not due to random geographical reason as suggested in a previous research (Bunnell 2012), but due to the interplay and power games, at a local level, between multiple actors (educators, politicians and members of the international business community present in Copenhagen), which reflected tensions present at larger scale in the conflicted world of the mid-twentieth century. Finally, the research showcases how the development of the International Baccalaureate Organization (IBO) during its founding years, 1962-1973 (Tarc, 2009), and as experienced at a local level by one of its first trial schools, was intermingled with wider global issues.

7 Da Wanji

Qinghai Normal University, Visiting scholar of UCL Institute of Educatio

Tent Schools in Tibetan Areas: Towards a Teacher Oral History

In Tibetan history, as the only means of education, temple education has played a dominant role for four centuries in carrying forward and inheriting Tibetan culture in the form of meritocratic education. After the founding of new China in 1949, common Tibetan people were given the opportunity and right to receive education. So, tent schools appeared as a form of elementary education in Tibetan areas since the 1950s and reached an unprecedented level by 1966 to 1976 during the “Cultural Revolution” in terms of the speed of development and quantity. Though tent schools have gradually been replaced by boarding schools since the early 1980s, they had a significant meaning in Tibetan education in a specific historical period.

This study focuses on the oral history of 8 tent school teachers in Qinghai Tibetan area from the 1960s to the 1970s. Based on their oral testimony, the research shows that tent schools and the Tibetan life were closely intertwined, showing a distinct ethnic and local characteristics and representing the embryonic form of educational transition in the process of Tibetan social transformation.

8 Conan de Wilde

UCL Institute of Education

Alumni Surveys: A Historical Approach to Understanding Students' Experiences of the Curriculum

I have been researching the dynamics between curriculum reform and instructional practice at the level of the humanities teachers (philosophy, economics, history, geography, and world religions), within the International School of Geneva, from 1949 – 1973. My focus in this presentation is on the kind of impact which the creation of the International Baccalaureate at the International School of Geneva, during these years, had on students.

Archival research indicates that classroom talk between teachers and administrators changed significantly during this period, but that classroom practice changed very little as a result of the creation and adoption of the IB curriculum and its examinations. Teachers' personalities and interests, I would argue, did far more to influence classroom teaching and learning than decisions around curriculum content, even with respect to the most critical learning objective for the school: the teaching international understanding.

To better understand the student experience, I began surveying International School of Geneva alumni. I sent out a pilot survey (May 2020) to students who were in the graduating class of 1972 and 1973 and received 25 replies. Since then, I modified the pilot survey and sent the final survey to over 780 International School of Geneva alumni. This presentation will reflect on the data I have collected so far and on the links between the teaching of international understanding and what remains of this curriculum in the minds of the alumni over 40 years after they left the school.

9 Badegül Eren-Aydınlık

Istanbul, Turkey

Secondary Schools, Teacher Training Colleges and the Educational Discourse in a Non-Western Context

The reformation of educational institutions was one of the earliest attempts of the Ottoman Empire's modernization started in the late eighteenth century. This was a turning point for the Ottoman women as well: becoming more visible in the public sphere, they were soon accepted as a social class by the state which resulted in the inauguration of modern public schooling for girls in 1859. This paper aims to explore women's education in Turkey from the late Ottoman and early Republican periods. In the first part, I will briefly discuss the curriculum of the girls' secondary schools (*rüşdiyyes*) in comparison with the boys' *rüşdiyyes* through an analysis of curricula and women's magazines of the period. I argue that disciplinization of the Ottoman women is seen as a priority and women's education is perceived as a way of raising a moral generation, as well as keeping the family institution alive. In the second part, I will present some preliminary insights from a current project on Turkey's teacher training colleges from their inauguration in 1870 until the end of the single-party-state period in 1945 to trace the politics of women's education throughout the rapid Westernisation and nation-building process of the country.

10 Matthew Farrelly

University of Wisconsin-Madison

“John Muir as Educator: An Historical & Literary Sketch”

In his *The Story of My Boyhood and Youth* (1913), Scottish-born American immigrant, John Muir (1838-1914), offered the world a retrospective look at his childhood and adolescence. It would be the last book Muir saw published before his death. Esteemed the “father of the National Parks,” Muir is known widely as naturalist and defender of America’s wilderness places. Undoubtedly, Muir’s Sequoia-like shadow as naturalist, conservationist pioneer, and political activist looms large over historical annals. However, historians largely see him only as such. Another picture has been occluded. For this presentation, I offer a brief historical and literary survey that reveals Muir as an educator and educational philosopher. In addition to illuminating his past, I hope it provides fresh insights and applications for historians, educational philosophers and practitioners today. My goals are modest: I will provide historical external (educational journals, correspondence) and internal evidence to show how Muir was esteemed an “educator,” and that his *Boyhood* (and others) were regarded by his readership (particularly educators) as educational works that were utilized by American teachers of the Nature-Study Movement (c.1890s-1930s) in particular.

11 Angelo Gaudio

University of Udine, Italy

The Difficult Internationalisation of Italian Education Discourse 1974-1980.**The Case of Giovanni Gozzer**

Gaudio (2018) showed the importance of the figure of Giovanni Gozzer (1915-2006) to Italian knowledge of global public discourse on the relationship between education and economic development. In the last part of his life, after his retirement, he also had a relevant position as a freelance writer. The paper presents the Essays of Gozzer on international documents referring to the Italian context which saw the continuation of reforms of compulsory education but the impossibility of modifying the upper secondary school system. Quantitative transformations and the presence of new generations of teachers have led qualified scholars to define this period in the history of the Italian education system as a time of change without reform. In this phase, Gozzer continued to make the Italian public aware of the international education debate, while at the same time being one of the most authoritative opponents to the proposals of a comprehensive reform of high schools. It is, therefore, a case in which information transfer and political transfer do not coincide.

12 Professor Mazhar Hussain

Jawaharlal Nehru University, India

Modern Science, the Pursuit of English Education and Reimagining Islamic Tradition: a Preliminary Inquiry

English education and the consequential cultural advantages were at the core of Syed Ahmed's concern. The religion of Islam was the most powerful ideological-cultural system in the nineteenth century with its inherent capacity to inform and govern all the social aspects of human beings' lives. The pervasion of modern science into the well-informed groups and young scholars posed a formidable challenge to the educational endeavours and the received Islamic belief-system. Ahmed was thus faced with a double challenge: negotiating with the religion of Islam and the availability of scientific knowledge.

The English scholarship has mainly considered his writings surrounding religious issues as the theological undertaking, aimed at accomplishing a religious project, independent of his pivotal educational concern, and hence adopted a theological method and fragmentary approach. The proposed paper raises question as to why this scholarship adopted such an approach and proposes to examine Ahmed's and also his associates' writings as an integral part of the educational undertaking. It also attempts to situate them in their historical context and adopt a holistic approach in preference to a fragmentary method. It proposes to use the extant Urdu source material primarily available in the form of essays, speeches, religious treatises, and poems.

13 Manish Jain

Ambedkar University Delhi (AUD), India

Imagery of the White Man? 'Citizen', 'Ward', and the State in Bourinot's Civics

Several studies have examined the colonial roots of knowledge disciplines and the role of school textbooks in shaping "imperial mentalities". This paper aims to understand how the epistemology of the school subject called Civics and the contesting meanings and experiences of citizenship were shaped by the historical conditions and processes of colonialism in Canada in late nineteenth century. It asks what visions, priorities, images, forces, ideological roots and discourses of power shaped civics in its infant stage in Canada? How were the efforts to assert the 'essence' of Canada, and attempts to socialize the young into a 'citizen' role vis-à-vis the Canadian state and the British empire made in the textbooks of civics in Canada? In what ways were the textbooks of civics drawing upon the existing discourses and contestations around the 'citizen' figure in the Canadian society? For this enquiry, two editions (spanning 1895-1918) of the first textbook of civics in Canada, *How Canada is Governed*, authored by Sir John George Bourinot are used as a representative text of the colonial civics in Canada.

14 Bhuwan Kumar Jha

Satyawati College, University of Delhi, Delhi.

‘Malaviya’s Idea on Education: the Founding of the Banaras Hindu University’

The Hindu University, founded in Benaras in February 1916, the most sacred city for Hindus, was the outcome of Madan Mohan Malaviya’s untiring zeal to unite the community organically, preserve old traditions and suitably connect with the progress in the fields of science, technology and modern thought. He was a learned scholar in the Hindu shastric traditions and also trained in the field of law and was among the topmost leaders of the Indian national movement. Keen to preserve the Sanatani or eternal traditions of this land, he underlined that the Hindu society had inherited a culture and civilization of their own which had ‘the elements of social stability as well as the fundamental principles of physical, intellectual and spiritual progress and welfare.’ He clarified that the Hindu University would be a denominational and not a sectarian university promoting broad liberation of mind and religious spirit: ‘I believe that where the true religious spirit is inculcated there must be elevating feeling of humility. And where there is love of God there will be greater love and less hatred of man’:

The aim of the present paper is to delineate the crucial relationship between modern education and the liberating influence of the old religious spirit. The founding of the university would be situated in the context of a British colonial set up, with the rising popularity of modern English education and with a declining emphasis on teaching of Hindu scriptures. It was in this context that Malaviya while putting emphasis on the theology, Oriental learning and Ayurveda, also set up departments for teaching and research in frontier areas of science and technology, e.g. Industrial Chemistry, Mining & Metallurgy, Western Medicine, Engineering, etc. He was looking for a symbiosis between the two, so that the young minds while exploring the modern vistas of knowledge stayed rooted to their own traditions.

15 Marim Joice

Zakir Husain Centre for Educational Studies, SSS-II, Jawaharlal Nehru University, New Delhi

Serampore Press: The Rise of Print Culture in the Nineteenth Century India

The printing press was introduced to India by Portuguese Jesuit Christian missionaries. The first printing press was set up in Goa on September 6, 1556. It was initially meant for mission's enterprises. Unfortunately, before it could make any significant impact, printing activities were discontinued in Goa due to the narrow and short-sighted policies of the Portuguese rulers in Goa. It was the Serampore press that brought a momentous impact in the history of the printing press in India. Though printing press was already established in Calcutta in 1782 by Charles Wilkin also known as the 'Father of Bengali Press,' printing in Bengal achieved much improvement with the arrival of William Carey, a British Baptist missionary in 1793. The establishment of the Serampore Mission Press by William Carey, Joshua Marshman and William Ward in 1800 may be considered a watershed in the movement from scribal to the printed word. This centre later became one of the most famous missionary centres in India and one of the greatest influences in Indian education and culture.

This study attempts to explore the Serampore missionaries' activities as an integral part of modern educational historiography and to highlight the role of Serampore press and its impact on printing in India.

16 Shaan Kashyap

ZHCES, Jawaharlal Nehru University, Delhi

A Comparison Between Colonial and Post-colonial “Textbook Culture”

It has been argued by many that the colonial state introduced a rigid bureaucratic imposition of textbooks on Indian schools. This ‘textbook culture’ apart from encapsulating many common features of Indian school pedagogy, became a contentious issue as the teachers lost autonomy in determining ‘what to teach’. The concept-- ‘textbook culture’-- warrants a thorough engagement with the Indian nationalist historiography on education which begins by arguing that the colonial state attempted to construct the ‘colonial citizen’ by ‘emphasising the moral role of education’. The paper attempts to critically analyse a set of History school textbooks, written by colonial officials, missionaries, and Indians- both Hindus and Muslims, and written in English, Hindi, Bangla, and Odia, during the 1880s to 1930s, to problematise the preoccupations of ‘textbook culture’. The paper shows how History textbooks in colonial India were far divergent, and au courant to the complexities of historical narratives, and there were no strict guidelines on following some “prescribed textbooks” for the school teachers and students. The paper in the end explores how the History textbooks for schools in post-colonial India were strictly imposed on schools, while the same cannot be argued about colonial India.

17 Sarabjeet Kaur

Zakir Husain Centre for Educational Studies, School of Social Sciences-II, Jawaharlal Nehru University, New Delhi- 110067.

Teacher Education During the Colonial Rule: Establishment of Normal Schools for Primary School Teachers in Punjab in Nineteenth Century

Education was seen as a means to consolidate the British Empire in India and hence, schools and colleges were established. The *Charter Act of 1813* is aptly regarded as the foundation stone of the English educational system in India. It made it “lawful” for the Governor-General in Council to set apart a sum of not less than one lakh of rupees for education. The first giant leap in the direction of education in India came with the *Macaulay Minute of 1835*. Though the Minute was the first official declaration of the British government in the field of education, Wood’s Despatch of 1854 was a landmark in the history of India.

The institution of Normal schools for primary teachers was initiated by the Despatch of 1854. Normal schools were established for the better education and training of vernacular school masters. They were opened at Lahore and Rawalpindi in 1856 and 1857. Normal Schools was a boarding school, for students who received vernacular education, maintained by stipends in order to impart further general education with instruction in methods of teaching and practice in teaching under supervision.

The paper aims to explore the interesting journey of training institutions, the Normal schools in Punjab for primary school teachers.

18 Kirstin Kukard

Herzlia High School, Cape Town, South Africa

Case Study: A Thematic Analysis of Two History Textbooks That Resisted Apartheid Ideology in the 1980s.

During the 1980s in South Africa, a number of history textbooks were produced which sought to undermine the traditional apartheid history narrative. Some of these textbooks drew on liberal critiques of apartheid, which saw the racist ideologies as being in opposition to the proper functioning of a democratic and capitalist society. Others drew on radical approaches and argued that the subjugation of black people in South Africa was not only a function of apartheid legislation, but also of the capitalist structure of society. This tension was expressed in historiographical schools as well as in broader society. In addition to this radical/ liberal divide, influences within history education practice shaped the ways in which the textbooks were developed. Within the more radical camp, some textbooks drew on the disciplinary approaches pioneered by the Schools History Project and others focused on conscientising their readers through constructing a narrative of oppression and resistance. In this presentation, an analysis of two of the textbooks is presented as a case study to demonstrate the ways in which these themes of historiography and history educational thinking played themselves out in the context of resistance to apartheid education.

19 Helen Lowe

University of Edinburgh

Development of the Technical and Vocational Education Initiative in Scotland

The Technical and Vocational Education Initiative (TVEI) was introduced by the Thatcher government in 1982 and run by the Manpower Services Commission (MSC). Scholars have stressed the significance of TVEI's impact on the management and direction of secondary education within the United Kingdom. This paper will examine the introduction of this scheme in Scotland where five pilot TVEI projects were launched in 1984. Contemporary reform programmes in Scottish education influenced the development of the scheme. The paper will consider the direction taken by Scottish local authorities when preparing TVEI project proposals for submission to the MSC. It will build on the current literature through examining the development of initial schemes. This will shed light on the reasons for divergence in the approach of different local authorities, a feature that has been missing from scholarship. It will also demonstrate how official correspondence on TVEI in Scotland offers an insight into the power dynamics of the Scottish Education Department and their relationship with the MSC. Finally, it will reflect on commonalities in the project proposals and pose the question: was there a distinctly Scottish approach to the implementation of TVEI in secondary schools?

20 Ruth Lupton, Lorna Unwin, Stephanie Thompson, and Sanne Velthuis

University of Manchester

Constructing Thresholds for ‘Success’ and ‘Failure’: A Critical Policy History of Examinations for 16-Year-Olds in England

Using a critical policy history approach, this paper explores taken-for-granted thresholds for measuring successful educational attainment by 16-year-olds in England. Thresholds (and associated policy targets) continue to have a profound influence on young people’s educational experiences, employment and aspirations, and impact on curriculum, pedagogy and funding in schools and colleges of further education. Current thresholds focus on English and mathematics in the General Certificate of Secondary Education (GCSE) examinations. Pupils who miss these thresholds are labelled as ‘low attainers’, despite having achieved pass grades in a range of other subjects. Following McCulloch (1993), we examine the historical, social and political characteristics of thresholds, and draw on Gale’s (1999) concept of a ‘temporary settlement’ between different interests and ideologies, to understand why, in the contemporary moment, ‘success’ at age 16 is defined as it is. We locate current thresholds in the history of examination thresholds from the 1830s and employ four thematic lenses to probe the rationale behind them: a) modes of governance and control of schooling; b) debates about a ‘good’ education; c) social selection, reproduction and mobility/equality; and d) economic and labour market needs. This paper forms part of a wider project funded by the Nuffield Foundation.

21 Nandini Manjrekar

Professor, School of Education, Tata Institute of Social Sciences, Mumbai, India

Public Education in the Mill District of Bombay, 1900-1940

There is a large body of scholarship on colonial Bombay's working classes in the early twentieth century and their relation to the making of the industrial city. Focus on the area known as Girangaon, the 'Village of the Mills', covers a wide canvas of history, encompassing research on workers' social and political organisations, struggles over welfare and rights, and lives in their neighbourhoods around the many textile mills that came to define the city at this time.

In this paper, I draw on ongoing research on public education in the city's working-class areas, to turn the gaze on schooling in Girangaon. I examine debates around policies, planning and implementation for free and compulsory education in colonial Bombay in the first two decades of the twentieth century. Within this context, the two municipal wards representing Girangaon are of particular significance, since it is precisely in these wards, due to several factors I shall discuss in the paper, that free and compulsory education was first introduced by the colonial government. The period itself sets the template against which the idea of public schooling of the working class in Bombay takes a definite form, emerging against a backdrop of debates, deliberations and challenges between the city's municipal bureaucracy represented by the Bombay Municipal Corporation (BMC), elected representatives, the city's elites, millowners, and workers. The paper discusses some of these debates and their impact on planning for education for the children of the city's growing, and increasingly politicised, industrial workforce.

22 Andrea Mariuzzo

University of Modena and Reggio Emilia

Guido Calogero and the International Models for Italian Education Reforms (1955-1963)

Student of Benedetto Croce and Giovanni Gentile, Guido Calogero (1904-1986) was among the most influential Italian philosophers of his generation. In the late 1940's, he spent some years in the United States and Canada and found a way out of the crisis of political neo-idealism in John Dewey's pragmatism and 'philosophy of dialogue'.

After coming back to Italy, between the 1950's and the 1960's, Calogero elaborated a sound critic of traditional Italian educational and academic system according to Dewey's pedagogic models in his articles on the left-liberal weekly *Il Mondo*.

In my presentation, I will analyze Calogero's writings on school and education in the years of the most intense debate concerning education reforms in Italy, focusing my attention on three major themes:

- The struggle for a non-confessional state education for all.
- The promotion of the new compulsory and comprehensive junior high school.
- The reform of university programs in view of increasing the access to higher education.

I will especially highlight to what extent the concurrent US theoretical and institutional education models influenced Calogero's proposals, making him a major cultural intermediary within an attempted transfer of education policies.

23 Emma Papadacci,

Sciences Po, Paris – EHESS

“School Practices and School Life: The Impact Of War. United Kingdom – France, 1918 – 1939”

My thesis focuses on transnational and compared history of school practices and school life in secondary schools in the United Kingdom and France, the two victorious European countries of World War I, between 1918 and 1939. Secondary education consists of young people, between 11 and 18 years old, who made a choice to carry on schooling after the compulsory age. More specifically, I look into which impacts the war had on the elite youth during the decades following the war (1920s-1930s) and the experience of being a young person after the Lost Generation. The period from 1918 to 1939 combines schools homefront experience of the war, teachers return from service, as well as mass mourning. Although the history of World War I and the history of education are both very well studied historiographical fields, the impact of the First World War on school lives and teaching practices remain largely unstudied. Furthermore, I would like to develop an astute chronology of school cultural demobilization. The entry into the Second World War and the start of the school year in 1939 will also be an important issue.

24 Alexandra Pasqualone,

University of Wisconsin-Madison

From Schools to City Streets: Youth Activism in Philadelphia During the 1960s and 1970s

On November 17, 1967, nearly 3,500 predominantly Black high school students walked out of their Philadelphia schools to protest for their right to Afro-American history courses, better schools, and a better education. While this protest marked the significant role youths played in the push for education reform, emphasis on protests alone does little to address broader youth activism geared toward problems experienced by all residents within the city. Rather than passive soldiers following the lead of seasoned activists, students, and youth more broadly, carved out spaces of their own—spaces often impenetrable or at odds with the aims of adult activists. By examining reports of violence and crime in schools, uncensored youth newspapers and curriculum proposals, and youth participation in community organizations across the city, I argue that youth were active, and perhaps central, to debates faced by all Black residents within the city. Clippings from the *Philadelphia Evening Bulletin*, uncensored student newspapers, and interviews with former youth activists, highlight the broader issues students faced as residents within the city. Analyzing divergent methods of youth activism in Philadelphia may bridge the gap between education-based issues faced by students and broader civil rights issues youth encountered as residents within their city.

25 Tamson Pietsch

Associate Professor Social and Political Sciences, University of Technology Sydney

Comparing University Funding in The United Kingdom and Australia Across the 20th Century

Across the twentieth century university leaders in Australia saw comparison with the United Kingdom as a way of pursuing reforms in higher education. More recently educational researchers have used it as a way of understanding changes to funding models in both countries. Yet comparative analysis of historical data on university funding in the UK and Australia is wanting. Although there is excellent data available for the UK thanks to Vincent Carpenter's *Historical Statistics on the Funding and Development of the UK University System 1920-2002*, a longitudinal comparison has been hampered by, among other factors, the absence of a good time series for Australia. Collating data from a number of sources, this paper presents trends in university income from all sources from 1922-2017 for both the UK and Australia. It shows the fluctuations in public funding, the increasing reliance on international student fees, and the relative importance of endowments, investments and other sources. In the process it confirms some assumptions about the similarities and differences between the two countries and overturns others.

26 Kelly Power

King's College London

Changing Childhoods: Discursive Constructions of the Child in the Mid-Nineteenth Century

Historical discourses of childhood such as the Romantic innocent or Lockean *tabula rasa* are frequently discussed by sociologists of childhood, but their chronological focus tends, by necessity, to be very broad. This paper focuses in on the period from 1850 to 1870, immediately preceding the introduction of educational compulsion, and examines in detail the discursive constructions of childhood evident in published and official primary sources from this time. Notably, it illustrates that individuals could and did draw upon multiple discursive ideas in their writings about children and childhood, and it also highlights a few lesser-analysed discourses, locating them within historical and cultural context. These include the child of futurity, and the economically productive child. This paper emerges from the early stages of a doctoral research project investigating the educational experiences of working-class children during this time through the theoretical lens of discourses of childhood, connecting these newer theoretical developments with earlier scholarship on educational reform.

27 Fabio Pruneri

Department of History, Humanities and Education, University of Sassari.

Time Management at School: A Historical Perspective (from the Fifteenth to the Nineteenth centuries)

In this presentation I would like to approach the history of European education from the standpoint of the temporal organisation of pedagogical practices. While abundant literature exists on the spatial organisation of Western schools, little attention has been devoted to the temporal structures that have accompanied the development of education.

In this conference, I want to share a first result of a research that goes well beyond the scope of this meeting. My research questions could be summarized as follows: "How the relationship between education and time has changed? Is there a link between temporal devices and their use in relation to education?" I am aware that the answer would require a highly systematic study, but I would like to share reflections and collect suggestions from a qualified audience, also in light of investigations on individual case studies.

28 Parimala V. Rao

Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi

Scottish Radicalism and A.O. Hume's Educational Activities in India**1854-1867**

Of the twenty British officers who introduced modern education in the nineteenth century India seventeen of them happen to be Scotsmen. One of them was Allen Octavian Hume, the son of the radical Scottish member of the House of Commons Joseph Hume. Allen Hume was a collector of Etawah district during 1854-1867. Though born and raised in London, Hume openly claimed that he was influenced by Scottish radicalism, particularly that of his father. He established 181 primary schools and one high school which were highly appreciated by the local population. However, the elite British officials opposed Hume's educational activities and destroyed all of them. The political activities of Allan Octavian Hume are well known as he was one of the founders of the Indian National Congress. However, his educational activities as a young district officer at Etawah district have scarcely entered the pages of history.

This paper explores the process of the establishments of these schools, their inclusiveness, curriculum, and local involvement. It discusses the survival of these schools during the revolt of 1857, and how these schools were eventually closed down by the senior British officials.

29 Nancy Rosoff

Arcadia University, Pennsylvania, USA

How to Play the Game: Instructions for American Female Athletes in the Early 20th Century

This paper will offer a brief overview of instructions for learning and playing various sports that appeared in popular culture in the United States in the early twentieth century.

Drawing on articles in newspapers and magazines, instruction manuals, and rule books, and focusing on the sport of basketball, the paper will examine how potential athletes were taught to play the game.

These publications informed women and girls how to play various games and often suggested strategies that would bring success. Moreover, they emphasized the importance of consistent practice, which would lead to the development and refinement of the skills that marked the new athletic woman.

Authors served as a surrogate coach, describing the techniques needed to pursue various athletic activities and, simultaneously, encouraging young women to become more physically active. Readers learned not only about particular physical skills, but also discovered what personal qualities they would develop as a result of athletic activity. The expertise women could acquire from their readings of popular texts would have allowed them to pursue athletic activity with a degree of confidence and competence.

30 Monica Rude

UCL Institute of Education

"Yes, it is fair": How the late 1960s and Early 1970s Represented a Moment of Change in American University Admissions

The 1960s ushered in huge social changes in the United States. Specifically, the Women's Rights Movement and the Civil Rights Movement changed the organization of American society. During the late 1960s, elite American universities grappled with how to incorporate increasing numbers of minority students and admitting women for the first time. During this period admissions personnel also worked to improve the admissions process for all students by working together across university lines to create national mechanisms to facilitate applications.

Changes to the status quo on campuses created fierce debate. At Princeton University, expansion of the inclusion of minorities and women happened almost concurrently. My research evaluates the differences between the reaction to coeducation and diversification at Princeton with specific focus on how those changes derailed real attempts to enact systemic change on a national scale. Ultimately, the foundation created in the late 1960's laid the foundation for the Creation of the Common Application, but it was not as revolutionary as initially proposed. Research for this project is based on archival documentary sources located at Princeton University.

31 Chandra Lekha Singh

Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India

Compulsory Elementary Education for Girls: A Study of Debates in Colonial India

The year 1911 is a landmark year in the Indian History of Education. This was the year when Gopal Krishna Gokhale, the liberal leader of the Indian National Congress, introduced a Bill for compulsory elementary education in the Imperial Legislative Council. Though the Bill failed to be enacted it initiated intense debate on the issue. In this Bill Gokhale did not demand the compulsion for girls. Under the Clause 17 of the Bill he put the onus on local bodies to introduce compulsion in their area at a later date, if there was a demand for it. Gokhale explained that this concession was included as a measure of safeguard in view of the 'special difficulties likely to be experienced in extending the principle of compulsion at once to girls' (Gokhale 1911, 19). An analysis of the archival documents reveals that despite this safeguard, Clause 17 of the Bill was a highly debated clause and also it was one of the chief obstacles in the path of the Bill. A survey of literature shows that these debates have remained unexplored. This article attempts to undertake an analysis of these debates and the reasons behind the fierce opposition to compulsory education for girls.

32 Lajos Somogyvári

University of Pannonia, Hungary, Veszprém, Teacher Training Center

The Communist School Inside Out: Hungarian Emigrants' Reports in the Early 1950s

In Hungary, the contemporary discourses about communism and communist education has been highly influenced by the documents, which were written and published before the regime changed in 1989-1990. We have a plenty of official sources issued by the Party, used the Marxist-Leninist language – even now, we (in scholarly and public discourses) often express ourselves in the terminology of this propaganda, when we speak about ideological indoctrination and so on – but we still don't know much about the opinions, beliefs and perceptions of the everyday people those years. This presentation tries to show the latter aspect, based on unique sources, namely emigrant students' and teachers' reports, archived mostly in Austria, between 1952 and 1954, by the Peripheral Reporting Unit (US Department of State). A wide spectre of a counter-ideology (against the official one in the early 1950s Hungary) can be outlined, from the graffiti of a school closet, jokes about the system, to the western influence in the schools (dance, cowboy songs and novels) and different behaviours (collaboration, resistance, neglecting rules etc.), which changed contextually and personally. I would like to exceed the simplifying dichotomy of revolting society vs. repressive power with these examples, showing a more complex and dynamic environment.

33 Diana Vidal

University of São Paulo

Rafaela Rabelo

University of São Paulo

The New Education Fellowship in South America (the 1920s-1950s)

The connections the New Education Fellowship (NEF) established in South America is a subject barely discussed in the historiography of education. Although the exchanges seem not have been so intense, they existed and revealed both characteristics of South American education's and NEF's networks. We intend to highlight some of those connections and address how they were shaped and changed over the years. The analysis focus on documents surveyed mostly in the World Education Fellowship papers (Institute of Education/UCL) and a miscellaneous of documents concerning South American sections found in different archives in Brazil. Among preliminary results, it is possible to point to three distinct phases of the exchanges between NEF and South American educators. 1) The 1920s and early 1930s: Characterized by connections with Francophobic branches (Switzerland, Belgium, and France). Adolphe Ferrière plays the role of liaison. 2) The late 1930s and 1940s: the Progressive Education Association (PEA), the NEF's section in the USA, starts intermediating the connections. 3) The 1950s and onwards: both the NEF and PEA go through changes that affect the dynamic of exchanges with South America, although the USA keeps the role of mediator.

34 Maria Williams

ICHRE, UCL Institute of Education

The Contribution of 'A Sister of Notre Dame', Mother Mary Charles Magdalene Walker and Phyllis Wallbank to Montessorian Education in Scotland, Nigeria, England and beyond.

This presentation will introduce new research which aims to contribute to recent scholarship which is uncovering a hidden history of Montessorian education between the 1920s and 1960s in English-speaking countries (for example De Giorgi, 2018). Historians have argued that after significant initial interest, there was a failure of adoption of Montessorian education in this period. The three educators explored here were exceptions.

'A Sister of Notre Dame', was the anonymous author of *A Scottish Montessori School* (1932). The school was attached to the Teacher Training College of the Sisters of Notre Dame de Namur in Glasgow, Scotland. Mother Mary Charles Magdalene Walker (1881-1966) was an English member of the Irish Sisters of Charity who established Montessori schools in Nigeria. She founded the Handmaids of the Holy Child Jesus (HH CJ), in Calabar, in 1931. The first Handmaids were alumnae of her school, trained as Montessori teachers by Walker. Mrs Phyllis Wallbank MBE (1918-2020), founded the Gatehouse Montessori School in 1948, was a trainer, examiner and Vice President of the International Montessori Association and friend of Montessori.

Fulvio De Giorgi, ed. (2018) *Maria Montessori e le sue Reti di Relazioni, Annali di Storia dell'Educazione e delle Istituzioni Scolastiche*, 25, Brescia: Scholé. 27-73.

35 Tom Woodin

UCL Institute of Education

The Recent History of the (UCL) Institute of Education in Wider Perspective

I have updated Richard Aldrich's *The Institute of Education 1902-2002: A Centenary History* (2002) which will be published by UCL Press as *The Institute of Education: From Training College to Global Institution* which takes the story up to 2020.

In this presentation I will reflect on key themes that emerge from this work and connect with broader global shifts in higher education. A fundamental change, and initial motivation for updating the book, was the merger with UCL in December 2014, which marked both continuities and changes in the organisation's history. From 2002, the Institute witnessed very significant growth in research, teaching and consultancy. Facets of its work became aligned with the political interest in education and education research. Despite this expansion, there remained underlying financial issues which a monotechnic institution found difficult to address. Regular restructuring also highlighted the centrality of accountancy and financial processes which had variable consequences across the IOE. Effectively responding to the technology of league tables became essential for all higher education institutions and the Institute effectively capitalised on these while attempting to offer an expansive understanding of education.

36 Cuihong Wu,

Jiangsu University

Man Miao,

Jiangsu Normal University

Analysis of Educational History Research Status of China, 2015-2019

The theme of this paper is to discuss the development status of educational history research in China over the past five years. During the five years, there were frequent academic conference communications of Chinese educational history research. The main academic achievements in the five years clustered around the following fields: reflective research of educational history, theory and method of educational history research and multi-dimensional specific educational history research; reviewing the five-year course of development, the internationalization trend of Chinese educational history research was evident, the research team continued to grow, and the research targets and methods were diversified, which demonstrated a thriving and deepening development trend. There are some new trends of educational history research in China: 1. Study big problems through small things. 2. Call for moving from a single mainstream political tone to a true civilian vision on educational history research. 3. The research content has expanded from the study of explicit objective facts to the study of recessive subjective experiences. But some apparent problems still exist: insufficient connection between the theory of educational history research and specific educational problems and educational practice; imbalance of the content, time and region of educational history research; lack of fundamental transformation of the conventional paradigm of educational history research, etc.

37 Qi Yarui

Department of Education, East China Normal University

A Historical Investigation of the Transition from “Normal Education” to “Teacher Education” in China: A Foucauldian Perspective

Since the start of China’s “reform and opening-up” period in the late 1970s, it has gradually undergone the transition from “normal education” (“shifan” education in Chinese) to “teacher education” and the Chinese Modern Teacher Education System has been established. Foucault’s “discipline” perspective gives a historical explanation of how human society operates through the basic logic of “knowledge-power” and provides a critical perspective to study the issues and phenomena involved in education. Based on a policy text on the evolution of the Chinese teacher education system over the past 40 years, this article will explore why and how the teacher education system has changed, whether it is more open and how it can be beneficial to education, from the viewpoint of Foucault’s “discipline”.

38 Amy Zuberbueler

International Center for Ward Method Studies, Catholic University of America

Thomas Edward Shields: Instructional Scaffolding in 1917

Since Jerome Bruner utilized the metaphor of a scaffold in 1975, educators have analyzed its meaning and applied and re-envisioned it in their particular fields. Many may not be aware this metaphor had been employed in the field of education, nearly sixty years previously by the American priest, biologist and educator, Thomas Edward Shields. The purpose of this presentation is to introduce educators to Shields and to put forward his application of the scaffolding metaphor in the chapter "Balance of Development" from his text *Philosophy of Education*. Further research will be needed to determine if his theories originated from his own educational experiences (see his autobiography "The Making and Unmaking of a Dullard") and his studies as a biologist or, perhaps, if they were garnered from other prominent Christian educators of his time (see John Milton Gregory's "Seven Laws of Teaching" the Law of the Lesson). The pedagogy of Shields survives today in the Ward Method of Music Instruction primarily through the International Center for Ward Method Studies at The Catholic University of America, Washington, DC and the award winning SingPause program in Dusseldorf, Germany.

Book Launches

A Rosa Bruno-Jofré, Queen's University, Canada

1 Rosa Bruno-Jofré, *The Sisters of Our Lady of the Missions. From Ultramontane Origins to a New Cosmology* (Toronto, Canada: University of Toronto Press, 2020).

<https://utorontopress.com/ca/the-sisters-of-our-lady-of-the-missions-2>

2 Rosa Bruno-Jofré (Ed.), *Educationalization and its Complexities: Religion, Politics, and Technology* (Toronto: ON: University of Toronto Press, 2019).

<https://utorontopress.com/ca/educationalization-and-its-complexities-2>

B Mark Freeman, UCL Institute of Education

1 Angela Bartie, Linda Fleming, Mark Freeman, Tom Hulme, Alexander Hutton and Paul Readman (eds), *Historical Pageants Local History Study Guide* (St Albans: Regents Court Press, 2020). ISBN 978 1 916308 41 1 (paperback) 978 1 916308 42 8 (PDF). **ONLINE OPEN-ACCESS:**

http://www.historicalpageants.ac.uk/documents/17/Historical_Pageants_Local_History_Study_Guide_web_quality.pdf

2 Mark Freeman, *The Pageants of St Albans: An Illustrated History* (St Albans: Regents Court Press, 2020). ISBN 978 1 9163084 0 4 (paperback). **RRP £16**, available from:

<http://www.regentscourtpress.com/the-pageants-of-st-albans.html>

3 Angela Bartie, Linda Fleming, Mark Freeman, Alexander Hutton and Paul Readman (eds), *Restaging the Past: Historical Pageants, Culture and Society in Twentieth-Century Britain* (London: UCL Press, 2020). ISBN 978 1 787354 05 0. **FORTHCOMING, ONLINE OPEN-ACCESS, AND HARD COPIES AVAILABLE FOR PRE-ORDER:**

<https://www.uclpress.co.uk/products/123496>

C Hsiao-Yuh Ku, National Chung Cheng University, Taiwan

Hsiao-Yuh Ku, *Education for Democracy in England in World War II* (Routledge 2020) <https://www.routledge.com/Education-for-Democracy-in-England-in-World-War-II/Ku/p/book/9781138955615>

D Carmen M. Mangion, Birkbeck, University of London

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<https://manchesteruniversitypress.co.uk/9781526140463/>

E Gary McCulloch, UCL Institute of Education, **Ivor Goodson**, Education Research Centre, the University of Brighton, UK, and **Mariano González-Delgado**, Universidad de La Laguna, Spain, mgondel@ull.edu.es

Gary McCulloch, Ivor Goodson, and Mariano González-Delgado, *Transnational Perspectives on Curriculum History* (Routledge, 2019)

<https://www.routledge.com/Transnational-Perspectives-on-Curriculum-History/McCulloch-Goodson-Gonzalez-Delgado/p/book/9781138604780>

F Parimala V. Rao, Jawaharlal Nehru University, New Delhi, India.

Parimala V. Rao, *Beyond Macaulay: Education in India, 1780–1860* (Routledge UK and India, 2020)

<https://www.routledge.com/Beyond-Macaulay-Education-in-India-17801860-1st-Edition/Rao/p/book/9780367335526>

G Ann Marie Ryan, College of Education and Human Development, University of Texas at San Antonio, **Charles Tocci**, School of Education, Loyola University Chicago, **Seungho Moon**, School of Education, Loyola University Chicago

Ann Marie Ryan, Charles Tocci, & Seungho Moon, *The Curriculum Foundations Reader* (Palgrave Macmillan, 2020) <https://www.palgrave.com/gp/book/9783030344276>

H Tom Woodin, UCL Institute of Education

Tom Woodin and Linda Shaw, eds, *Learning for a Co-operative World: Education, Social Change and the Co-operative College* (Trentham Books, IOE/UCL Press, 2019)

<https://www.ucl-ioe-press.com/books/history-of-education/learning-for-a-co-operative-world/>