History of Education

Paper Code: 2A

Course Overview:
The history of education paper is designed to develop historical understanding and technique by placing a major emphasis upon methodological and theoretical issues in engaging with a range of substantive themes in the history of education across the 'short twentieth century'. The course reflects a wide range of recent research in the field of history of education, centring particularly upon the British experience, but also drawing from European and North American cases. The course is split into four blocks:

- Block A: Contexts and Approaches
- Block B: Cultural Histories: representing the bodies of the school teacher and the school child
- Block C: 1919-59 ‘The Age of Extremes’; decline of empire; citizenship and rise of fascism; war and reconstruction.
- Block D: Oral History and Educational Lives

Teaching Team:

Paper Coordinator:
Dr Catherine Burke (cb552@cam.ac.uk)

Teaching Team:
Dr Catherine Burke (cb552@cam.ac.uk)
Dr Elizabeth Duignan (emsd100@cam.ac.uk)
Dr Melanie Keene (kajk2@cam.ac.uk)

Lecture Schedule:
All sessions are on THURSDAY 2-4pm

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**Supervision Information:**

**Block A**

**Session 1 – The Short Twentieth Century - Education And Social Change**

'Change is continuous, but it is not regular. Sometimes it is slow and we fail to perceive it; sometimes it is quick and we call it a revolution' [SCHILLER, 1955].

What do you consider to be the most significant changes that have occurred in the history of state provision of education in the ‘Short Twentieth Century’? Discuss at least two examples in your answer.

**Session 2 – The Short Twentieth Century: education and social change. Sources and interpretations.**

'Sight is shaped culturally and linguistically and there is far more to seeing than meets the eye' [BRENNAN, 1996].

Consider this statement with regard to the use of photographs in providing evidence of past educational experience.
Session 3 - ‘The Recovery of Meaning’: documentary interpretation and the history of education

Skinner’s criticisms about the analysis of historical texts are centred around two concerns: first, studying texts in isolation from the historical context in which they are located; and second, meaning can only be determined by examining an author’s intention in writing a text (HOWLETT & McDonald, 2011).

Discuss the contribution this statement makes to the ‘recovery of meaning’ in one aspect of the history of education during the short twentieth century.

Session 4 – ‘The Recovery of Meaning’: documentary interpretation and the history of education

List has been provided by Melanie (document uploaded)

Block B

Session 1 - Materialities and Spectacles of Schooling: sources and interpretations (1924-1951)

Exhibitions offer a rich opportunity for historians of education to consider education as a spectacle.

Consider this statement with reference to at least two examples from exhibitions that you have studied.

Session 2 - Radical Experiments in School Leadership: adventures in education, 1919-1950

Why did the Plowden Committee Report (1967) provoke such a determined political reaction against progressive practice? Discuss with reference to key features of progressive primary education as it had developed in England during the ‘Short Twentieth Century’.

Session 3 - The Role of International Networks in Twentieth Century School Reform

Explore by means of examples some of the tensions inherent in the international movement known as New Education that was active in the ‘Short Twentieth Century’.

Session 4 - Representation of Home, Street and Community as Social and Developmental Contexts for Education: 1950-1980

Do film and television have anything of academic value to offer the historian of education?

Illustrate your answer with reference to documentary film or television broadcast during the ‘Short Twentieth Century’.
Block C

**Session 1 - Oral History: democratic, empowering ... and problematic**

Oral history is an invaluable tool for the historian of education but it exists within a wider context of unreliable memory and competing narratives about the past.

Critically discuss this statement.

**Session 2 - Remembering Life in Classrooms**

With reference to a range of empirical studies, evaluate the usefulness of oral sources in the reconstruction of classroom life in the twentieth century.

**Session 3 - ‘The Self is Storied’: narrative identity, recollection and repetition**

‘Narrative identity ... this teeming, diverse, inevitably extraordinary kaleidoscope of experience’ (GARDNER, 2003).

Critically examine the extent to which narrative identity can help educational historians understand the experiences of classroom teachers in the twentieth century.

**Session 4 - Constructing Teacher Identity**

Identity is a continuing site of struggle for teachers ... it is something that they use, to justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate.

Using an appropriate range of empirical studies, critically discuss this statement with reference to professional practice in the twentieth century.

Block D

**Session 1 - Gender and Media Representation of Teachers**

With reference to three or more examples from education in film in the twentieth century, critically consider gender representation in education.

**Session 2 – Painting Lessons: Exploring School Through The Eye Of 20th Century Artists**

What is the value of the representation of education through art to the historian of twentieth-century education?

**Session 3 & 4 - Bodies, Minds and Landscapes I&II**
List has been provided by Melanie (document uploaded)
Programme & Readings

Table of contents


- **Block A - Contexts and Approaches**
- **Block B - 1919-59** 'The age of extremes'; of empire; citizenship and rise of fascism; war and reconstruction
- **Block C - Oral History, Memory and Educational Lives**
- **Block D - Cultural Histories: Representing the Body of the School Teacher and School Child**

**Block A - Contexts and Approaches**

- **1. The Short Twentieth Century - Education and Social Change**
- **2. The Short Twentieth Century: problems of periodisation in the history of education**
- **3. The Cultural Turn: from a social to a cultural history of education**
- **4. 'The Recovery of Meaning': documentary interpretation and the history of education**

**1. The Short Twentieth Century - Education and Social Change**

This session provides an initial historical context for the course by examining issues relating to the relationship between education and social change in the period 1914-91, with particular attention to social, cultural and political context.

**Reading:**

2. The Short Twentieth Century: education and social change. Sources and interpretations.

This session considers the impact of what has been called 'the visual turn' in the history of education on the construction of knowledge about the experience of schooling. We will explore the uses of photography in particular and will examine critical commentaries on their value or otherwise to the educational historian.
3. ‘The Recovery of Meaning’: documentary interpretation and the history of education

This session moves to consider the centrality of documentary interpretation in educational history and explores the strategies through which interpretations may be approached and validated. Of particular importance here is the distinction between analysis which focuses upon the author of a text and that which concentrates on the text itself. A second issue to be addressed concerns the difficulties in distinguishing meaning and intention in the analysis of educational texts from the past. The session will be organised around an exploration of the methodological approach of Quentin Skinner and its relevance for the history of education.

Reading:


4. The Cultural Turn: from a social to a cultural history of education

This session looks at shifting emphases and ongoing debates in historical scholarship in the movement from social history to cultural history. The session will be designed to develop critical awareness of strengths and weaknesses in each approach and to consider the application of each to the concerns of twentieth-century educational history.

Reading:

  - Check Faculty Library availability [here](#)
  - Check University Library availability [here](#)

  - Check Faculty Library availability [here](#)
  - Check University Library availability [here](#)

  - Available online
Block B - 1919-59 'The Age of Extremes'; Decline of Empire; Citizenship and rise of Fascism; War and reconstruction

1. Materialities and Spectacles of Schooling: sources and interpretations

This lecture will consider how knowledge about education was communicated across the 20th century, particularly through public exhibitions. It will examine the methods adopted by historians of education to research this important site of knowledge production and consumption.

Reading:

  Check Faculty Library availability here

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A variety of approaches to and definitions of democracy and citizenship will be explored through examples of schools which have been the subject of case studies in the history of education. A range of sources will be used to illuminate methodological possibilities and dilemmas including documentary film as propaganda, novels and biographies.

Reading:

  DVD - Check Faculty Library availability [here](#)


  Check University Library availability [here](#)

  Check University Library availability [here](#)

  Check University Library availability [here](#)

3. The Role of International Networks in Twentieth Century School Reform

This lecture will examine the case of the New Education Fellowship and consider its impact on the development of confidence in progressive pedagogical philosophies and practices across the world.
Reading:

  
  Available online

  
  Available online


This lecture examines changes in the notion of the role of parents, family and community in school and schooling and how these relationships were represented in popular culture during these years. The significance of film and television as a means of promoting ideas about the role of schools in developing citizenship and democracy

Reading:

- Douglas, J W B. (1964) The Home and the School
  
  Check Faculty Library availability [here](#)

  
  Available online

  
  Available online

  
  Please ask Cathy if you would like to view this

Block C - Oral History, Memory, and Educational Lives

- Session 1 - Oral History: democratic, empowering ... and problematic

- Session 2 - Remembering Life in Classrooms

- Session 3 - 'The Self is Storied': narrative identity, recollection and repetition
Session 4 - Constructing Teacher Identity

General Reading:

  [Read ebook online]

  [Read ebook online]

- Claus, P. & Marriott, J. (2012) History: An Introduction to the Theory, Method and Practice,  
  Harlow, Pearson Education  
  [Check University Library availability here]

  [Check Faculty Library availability here]  
  [Check University Library availability here]

- Hutton, P.H. (1993) History as an Art of Memory Hanover NH, University of Vermont Press  
  [Check Faculty Library availability here]  
  [Check University Library availability here]

  [Read ebook online]  
  [Check University Library availability here]

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Session 1: Oral History: democratic, empowering ... and problematic

This session introduces the methods of oral history and explores the benefits and problems of this approach for understanding the educational past. The session will also focus upon critical consideration of the distinction between personal memory in a Freudian perspective and collective memory as conceptualised by Maurice Halbwachs.

Core Readings
Session 2 - Remembering Life in Classrooms

This session critically considers a range of oral history studies devoted to educational activity and experiences in twentieth-century classrooms.

Readings

  Available online

  Available online

  Available online

Reading:

  Check University Library availability [here](#)

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  Check University Library availability [here](#)

  Read ebook online
  Check University Library availability [here](#)

  Available online

  Available online

  Check Faculty Library availability [here](#)
  Check University Library availability [here](#)
Session 3 - ‘The Self is Storied’: narrative identity, recollection and repetition

This session explores the concept of narrative identity: the internalised, integrated and constantly evolving stories that are told to ‘make sense of the self in time’. Particular attention is paid to the issue of the reliability of memory and to the relation between the factual and the fictive in the operation of memory for understanding the educational past. The distinction between patterns of memory that centre upon repetition in relation to past events will be contrasted with the operation of memory in the recollection of the past.

Readings

- Tosh, J. (2010) *The Pursuit of History* (5th Edn.) Harlow, Longman Pearson, Chp.6 [Check Faculty Library availability here](#) [Check University Library availability here](#)

Session 4 - Constructing Teacher Identity
This session draws on a range of empirical studies to examine perceptions of professional identity as recalled in relation to changing patterns of teacher training and professional practice in the twentieth century.

**Core Reading:**

  
  - Read ebook online
  - Check Faculty Library availability [here](#)

  
  - Available online

**Readings**

  
  - Available online

  
  - Available online

### Block D - Cultural Histories - Representing the Body of the School Teacher and School Child

- **1. Gender and Media Representation of Teachers**

- **2. Painting Lessons. Exploring school through the eye of 20th century artists**

- **3. & 4. Bodies, Minds and Landscapes**

### Session 1 - Gender and Media Representation of Teachers

This lecture will use a range of visual texts to explore the experience and representation of the school teacher with particular reference to gender. It will situate this cultural history within the context of changes in the role and experience of women during this period in Britain. Drawing from recently published scholarship by historians of education in the UK, the USA and Australia, students will be introduced to a range of methodological approaches that have been used to analyse the representation of women teachers in popular culture.

**Reading**

• Blount, J. Fit to Teach Same-sex Desire, Gender, and School Work in the Twentieth Century (USA)
  Check Faculty Library availability here
  Check University Library availability here

• Elder, C. (1993) 'The question of the unmarried: some meanings of being single in Australia in the 1920s and 1930s', Australian Feminist Studies, no. 18, p. 152. Please see Cathy if you would like to read this article

  Check Faculty Library availability here
  Check University Library availability here

  Chapter available here


• Spark, M. The Prime of Miss Jean Brodie. Available at University Library for reference use, and at College Libraries - check LibrarySearch for availability


  Available online

  Available online

Session 2 - Painting Lessons: Exploring School Through The Eye Of 20th Century Artists

How have artists represented school and schooling in the 20th century? How can historians of education use these visual sources critically to produce new knowledge about the experiences of teaching and learning? The lecture will examine these questions by means of examples. The role of artists in schools will also be examined as will the value attached to public art in the development of school buildings in the post-war era in Britain.

Reading

  Read ebook online

• Berger, J. About Looking

  Check Faculty Library availability here

  Check University Library availability here


  Check University Library availability here

  Available online

  Please see Cathy if you would like to read this article
Session 3. & 4. Bodies, Minds and Landscapes

These two sessions explore how embodied and situated histories of education can provide new insights into the twentieth-century school experience. We examine visual, textual, and film evidence to explore – in the first lecture – changing attitudes to and provision for the bodies of schoolchildren, and – in the second lecture – the physical and built environment of the school. Given the inter-related nature of these topics it is recommended that you attend both lectures and complete at least some readings from each list.

Reading


Readings for lecture 4:


- Stone, A. R. (1949) *Story of a School* (HMSO: Ministry of Education). [Check Faculty Library availability here](http://example.com)