Welcome to the Autumn 2013 edition of the Friends’ newsletter! We have a bumper issue for you this time, featuring articles on a range of projects we are currently working on across our Archives and Special Collections.

Our regular contributor, Beverley, introduces you to the DVDs in our Literature Collection and one of our volunteers has written a piece about her time with us in the Archives before going on to work full time at the Parliamentary Archives. We have the usual update on our work to promote the collection of the National Union of Women Teachers. You will see from one of two articles written by Alix, our new Education Officer, that she is managing to take the collection into the classroom – something we could only dream about just three years ago. Jessica lets us in on the secret of how she goes about creating those fantastic exhibitions which are always on display in the Library entrance, and there is much more!

We hope you enjoy reading about all that we’ve been up to. If you have any comments or suggestions for future articles please let us know. You can send your thoughts to our Secretary, Becky Webster, at rebecca.webster@ioe.ac.uk.

**Our annual study day**

One of our Friends popped into the Archive Office recently and asked if we would be holding another of our Study Days. Well the good news is that we are already planning the next event, to be held in early February next year. As it will be 2014, we will be commemorating the 100th anniversary of the start of the First World War and the broad theme will be war and peace.

As usual there will be a wide range of speakers and a mixture of talks on current or recent research and the relevant collections held by the Library and Archives. We are currently finalising the programme and will be sending out further details nearer the day. We hope the event will be as lively as last year’s and that many of you will be able to join us. If you would like further information about the event please contact our Events Officer, Sean Curran, at scurran@ioe.ac.uk.
Putting on a show: Library and Archive exhibitions

It would be fantastic if archives were available for us all to rummage through. Unfortunately, the sheer mass of materials, along with their often, delicate nature, would prove this impractical. Added to which the archivist would be reduced to cowering in a corner wailing “the context, the context is lost forever!” Therefore, a display of material, with a small amount of interpretation, can help point out where seemingly disparate collections can be linked. The following will tell you a little about the process I go through when putting together exhibitions of archive material.

Once a year, we hold a team planning meeting, and this is where many ideas for exhibitions come from. Additional themes may crop up throughout the year, these have included specific projects, anniversaries, and events which I try to accommodate these where possible. For example, I recently worked with the Students’ Union to create an exhibition for their Centenary, which will be on display in the Library until February. We aim to have two to three exhibitions over the space of the academic year.

Once I have a theme or subject to explore, I begin to establish a narrative. I try to keep this as specific and simple as possible, a display can start to look disordered and confusing if the theme is too wide. Archives will always suffer from much of their material being visually unremarkable; it is often the content of the text in archives which is the most interesting. Therefore, I avoid using too many reproductions of documents, and instead quote from them, or paraphrase their content to form the “story”.

I also have to think carefully about my writing style. Although our audience is mainly post-graduate students, it is still important to make sure sentences are kept short. I like to attempt to tell the “story” through the materials selected and my text, rather than filling the boards with large paragraphs.

I try to include material that is visually interesting, as it is more likely to make someone stop and look. This might include photographs, drawings, posters, plans, and various kinds of ephemera. With my recent exhibition on protest, the images became an integral part of the interpretation when I used Photoshop to blank out areas that I then pasted my text into.

I am restricted by space and equipment (I have a set of four exhibition fair type boards and one extremely high spec museum exhibition cabinet), so I try to think creatively when designing what the display will look like, in order to match the design of the boards to the theme. Some examples are;

- Chalk boards for a display on collections relating to art in children’s education
- Corkboards and a mock up desk in the cabinet for a display on the IOE's Colonial Department
- Denim back panels for the current display

Establishing a narrative

Rough layout with annotations

Email us at arch.enquiries@ioe.ac.uk
All my exhibitions are created at a very low cost. My aim is to make them look individual, and if done simply, carefully and neatly, they need not be expensive.

If people walk away from my exhibitions having learned something, or having been alerted to the fact that the IOE has an archive, and that they can use it, then I feel my job is done. It is however difficult to measure the success of this.

You can see Jessica’s current exhibition on the history of the Institute’s Students’ Union in the Library until February 2014.

The Owl Sanctuary

Twenty three years after the Inner London Education Authority was abolished, The Newsam Library has started a project to save at least part of the ILEA’s heritage. A selection of the school-level and teacher publications produced by the ILEA Learning Resources Branch and its predecessors are being catalogued and indexed in a trial to assess the feasibility of preserving the print and audiovisual output for future educational research.

Over a period of twenty years, the ILEA produced the widest range of learning materials ever published by a local education authority. It ensured teachers were able to work on developing and writing materials relevant to London schools and colleges. Professional staff provided support for technical aspects of publishing and video production.

From the late 1960s, and the establishment of a cable television service to provide programmes to supplement national schools broadcasts from the BBC and IBA/ITV, the operation expanded to create accompanying and then independent publications in print and other media. This culminated in the Learning Materials Service, and ultimately, the Authority’s Learning Resources Branch, which also included the ILEA’s central library services.

As the output and reputation of the resources grew, requests began to be received from educational institutions outside the ILEA, and over time the authority both sold material directly to customers in the rest of the UK as well as forming co-publishing deals with educational publishers such as John Murray and Heinemann.

Both publishing and video production arms of the service were sold to management buy-outs in the run up to abolition in March 1990, but a changing climate in educational publishing and the introduction of the National Curriculum, meant that neither business survives today.

After this trial project, cataloguing a sample 200 videocassettes and a similar number of other materials, the Library plans to assess the input needed to complete the project.

Antony Daws, Media Librarian, and previously ILEA Education Librarian

Not yet a Friend?

The Friends support the future development of the Newsam Library and Archives as a unique resource for research in education, and especially its role in preserving the UK’s educational heritage by acting as a national centre for archives and special collections.

To join the Friends, contact Rebecca Webster, Archivist, at: Institute of Education, 20 Bedford Way, London WC1H 0AL
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www.ioe.ac.uk
New Archives and Special Collections

As usual, we have been offered some very important and interesting archives during the past year. The process by which we assess and take in archive collections can take some time to negotiate and complete, so we usually have 10 or more waiting in the wings at any one time! The new arrivals are as follows:

Papers of the Laboratories Investigation Unit (LIU), 1950s-1980s. The LIU was established in 1967 as a central government advisory and development group on laboratory design; it also supported the science accommodation component of A&B Branch’s development work on secondary schools. The papers relate to research and development projects in the UK and abroad.

Papers of Lesley Longley, a student undertaking PhD research on the inter-war education of girls. The papers, dating from 1865-1920, were donated by female students from that era and comprise handwritten correspondence, typescript accounts, original exercise books, text books and needlework samples as well as press cuttings and a file on the Burston School Strike.

Papers of Gabriel Goldstein, who worked as an HMI in the subject area of computer science and ICT from 1967-2001. His archive provides a detailed overview of the development of computer science in schools.

Records of the History in Education Project, 2009-2011, a major research project set up to look at the development of the teaching of history in English state schools from 1900 to the present day.

Records of the World Studies Trust, 1980s-2010. The Trust was established in 1988 to ‘develop and support work in the formal education sector which promotes the knowledge, attitudes and skills which young people need in order to practice social and environmental responsibility in a multicultural society and inter-dependent world’.

Records of the Advisory Centre for Education (ACE), 1960-2011, which provided independent advice on education in areas including racial equality, school closures, parent and community links and corporal punishment. The archive comprises its administrative and project papers.

We have also received a new Special Collection relating to the curriculum project Man: A Course of Study (MACOS). MACOS was an American humanities curriculum project based on the theories of Jerome Bruner who believed it was possible to teach children to be more humane and eliminate racism and ethnocentrism by studying another culture closely. The collection contains printed and audio-visual media. You can read more about the collection on our LibGuide: http://libguides.ioe.ac.uk/macos

Primary Schools & The Archives: An Education Outreach Update

In our last newsletter, Becky included an update on the Archives’ ongoing plans for the National Union of Women Teachers collection following Kathryn Hannan’s very successful cataloguing project. Having received a Heritage Lottery Fund grant, our new project focuses on education outreach, and our goals are simple: to get the archives out of their boxes and into the hands of new audiences – from researchers, to community members, to students from Key Stage 1 through to postgraduate level.

I joined the Archive team in July as the Education Outreach Officer, and have spent the past few months developing the learning offer in the archives. Having received a crash-course in all things archive-related, and with a background in teaching and heritage education, I am eager to introduce both the NUWT and archival study to new audiences.

Our focus for the autumn term is to work with local primary schools; the programme of activities includes a variety of free school workshops. Each workshop takes...
a hands-on approach, as students investigate historical primary resources and original documents, including photographs, newspaper clippings, cartoons, correspondence, and campaign propaganda. Active citizenship, art, stories, historical enquiry, and writing activities are employed to offer engaging sessions linked to the National Curriculum. Major themes revolve around social justice, equality, campaign tactics, and how these factors have changed over the past century.

This past week was our first foray into working with Key Stage 1; our ‘Clever Campaigners’ workshop was delivered over two days to a Year 2 class in Camden. The pupils have been learning about the civil rights movement as a part of Black History Month, so we linked the NUWT’s campaign for equal pay to extend their study of campaigning and equal rights. The students then got busy creating their own campaign; following a class vote, they decided to design an environmental campaign. The students designed ephemera encouraging their school to take care of their planet; with their badges and posters, they then went on an enthused environmental march around the school.

The students’ care, attention to detail and genuine curiosity about the archives reinforced the valuable role primary sources can play in early years learning. Upon investigating a newspaper clipping of Mrs. Bale, former NUWT president, speaking at an equal pay demonstration in Trafalgar Square, a pupil came up to me, pointed to the photo’s caption, and patiently explained: ‘this newspaper article said Mrs. Bale talked yesterday... but I know they mean yesterday a long time ago because on the back it says it came from 1940... plus they are all wearing silly hats!’

For more information about the project, including details on booking workshops, head over to our Education Blog: http://nuwtarchiveioe.wordpress.com/ and follow us on Twitter @NUWT_Archive.

Alix Hall, Education Outreach Officer

Featured New Collection: Jessie Frances Harrison née Knight

This small archive and book collection was donated by the family in summer 2013. The books comprise a library of teaching materials (and a selection of exam papers). The complimentary archive collection is listed on the Archives Online Catalogue (Advanced Search RefNo ‘JFH’).

Jessie Frances Harrison (née Knight) attended Avery Hill Training College in Eltham from 1931 to 1933. She completed her teaching practice at East Lane School, Bermondsey and Gordon Boys School, Eltham, teaching junior school children and older ones up to the age of about thirteen. She was subsequently invited to join the staff of Huyton School, a new show school near Liverpool, where she taught for over ten years including for the duration of World War II.

She stopped teaching in 1947 when her daughter was born and in 1948 went to live in Singapore with her husband. The local Forces school was short of teachers and asked her to join the Alexandra Grammar School at Gillman Barracks. She was a "locally engaged" teacher, which meant she was not required to travel to other Army bases and not entitled to a pension. She taught physics, maths, geography and Religious Instruction for a decade until she left Singapore for the UK in 1959. Her pupils came from Navy, Army and Air Force families.
Volunteering in the Archives

As my time as an archive volunteer at the Institute comes to an end, I’ve been reflecting on everything I’ve learnt from working here. I started volunteering back in January during my final year of university with the hopes of gaining some more insight into the archivist’s role.

I started by cataloguing a collection of speeches and reports written by and about the teacher, lecturer and school inspector Trevor Jagger and in doing so not only came to understand some basic archival principles but also learnt a great deal about the kind of challenges inner city London schools were facing in the 1970s. I’ve really enjoyed learning new things about a part of history I’d never really considered before, especially from the primary resources at the heart of this history.

Whilst repackaging some of the Institute’s photographic collections, I stumbled across many wonderful and often surprising images which really highlight the richness of education history and make it come alive again.

My most recent task has been to write descriptions for a collection of letter books containing the correspondence of past IOE Principals, which has given me a fascinating insight into the foundations of the Institute and how it came to be what it is today.

I’ve even had the opportunity to visit other archives with the team, such as the Parliamentary Archives, to see the work other professionals are undertaking and have been able to observe how archives can benefit from interacting with one another. I’ve had a great nine months working with the archivists at the Institute and have learnt a lot from the wealth of experience which they have so kindly shared with me. I’m looking forward to starting work as an archive assistant in the coming weeks and will definitely be drawing upon everything I’ve learnt here in the Institute of Education Archive!

Helen Wong
Archive Volunteer

Truffle Hunting in the Archives

When discussing archives, each reason and justification for their existence returns to the need to preserve the past – specifically, documents about the past which provide insight into the people, places, and organisations that have inhabited various periods of history.

In borrowing Ralph Waldo Emerson’s claim that, ‘There is properly no history, only biography’, the micro-history – and the significant role archives play in this approach to researching the past – comes to the fore.

As a historical research approach, microhistories are best known as the history of everyday life. Delving into the stories of events, places, and individuals often living on the margins of society, microhistories explore how these experiences provide insight into the broader macrohistory.

The beginnings of the microhistorical approach are credited to the political and cultural debates concerning the social sciences in the 1970s and 80s. The approach to historical research during this time shifted toward focusing on social factors, rather than economic or political ones. Historians began to acknowledge that history could not be sufficiently explained without accounting for ‘the experiences of all members of the event, society or culture being studied’ (Levi in University of Victoria). According to historian George G. Iggers, microhistories allow us to study history through individuals who may otherwise become lost ‘either within the historical processes or in anonymous crowds’ (Iggers, in University of Victoria).

French historian Emanuel Le Roy Ladurie once claimed that there are two distinct groups of historians: parachutists and truffle hunters. In the world of historical research, the microhistorians are the truffle hunters, exploring beneath unturned leaves, hunting for what is often left unseen. The parachuting macrohistorians, meanwhile, take an aerial view as they gather a broad, all-encompassing understanding of the past.

As an Education Outreach Officer in the Archives, I am particularly interested in the role of the microhistory, and its advantages in learning both about and from the past.

Taking into consideration the above tenets of the microhistory, archives are essentially the holy grail for the microhistorian. From letters and diaries, to wills and
deeds, archive stores are replete with the seemingly minute details of everyday life that provide a glimpse into the individual lives and experiences that can represent a particular period of history. While these aren’t necessarily the histories of Kings, Queens and political leaders, they can be used as a catalyst for exploring wider issues and themes of a given point in history.

An archive collection provides the perfect opportunity for school classes of Ladurie’s ‘truffle hunters’ to discover history via the documents, experiences, correspondence and images found within an individual or organisation’s collection. In terms of our focus at the moment, the NUWT collection allows archive users to explore twentieth century European history through the experiences of a very determined, active, group of women. While students investigate the letters, social invitations, leaflets, songs and photographs of the NUWT, they are also accessing material on subjects as wide ranging as Soviet Russia, Fascism and Germany, the plight of the Suffragettes and post-Second World War social policy.

There’s no arguing that the teaching of history is a contentious topic in UK education discourse at the moment. During the consultation period for the proposed new curriculum, many academics, educators and historians strongly opposed plans for the history curriculum, which proposed a chronological approach, which many argue is too strict and excessively focused on UK history.

Regardless of what the new (and likely ever-evolving) curriculum looks like, it is the pedagogy and approach to the teaching of history that matters – not at what age students learn about Victorians. Each article and debate on the topic of teaching history reminds me of Rudyard Kipling, who quite wisely pointed out: ‘If history were taught in the form of stories, it would never be forgotten.’

Alix Hall, Education Outreach Officer

The wonderful thing about archives – and what makes them unique to the average history textbook – is that there’s no neatly packaged narrative synthesising history in a handy timeline, with a beginning, middle and end. With using archives, it’s up to the discerning archive explorers (whether they are aged 5 to 105) to piece the individual stories together as they build their own understanding of a past event, individual, or place.

Suggested Reads For the Microhistorical Minded...

Microhistories tend to focus on the individual. While that ‘individual’ is often a person, place, or organisation, topics can range from a substance (Mark Kulransky’s *Salt: A World History*, 2002); an animal (Robert Sullivan’s *Rats: Observations on the History and Habitat of the City’s Most Unwanted Inhabitants*, 2004); or even hygiene (Katherine Ashenburg’s *The Dirt on Clean: An Unsanitized History*, 2007).

Finally (and perhaps most importantly!) for microhistories of individuals significant to the world of education, take a wander over to our LibGuides and explore the biographical collections held in the archive: [http://libguides.ioe.ac.uk/](http://libguides.ioe.ac.uk/) search “Voice and Memory”.

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Spotlight On: the Library’s DVD Collection

You may be surprised to learn that the Library’s Literature Collection contains feature films on DVD as well as the expected books, plays and even poetry. The remit of the Literature Collection is to represent the educational experience at all levels and from the viewpoint of both pupils and teachers. Films are an important part of modern culture. When watching a film you not only see the story but gain knowledge about the customs, fashion, home decoration, transport, music and language of the period the film was made in and also the time and the place it is set in.

The first films I chose were those I was familiar with, either because I had seen them or because I had read about them. Amongst the first purchases were, ‘If’, ‘Another Country’, ‘The Miracle Worker’, and ‘The Browning Version’. At first I concentrated on British films. Then I added depth to the collection by choosing films from around the world. I tried not to include too many films from the USA where the school/college film is a popular sub-genre. These later films included ‘Monsieur Lazhar’, ‘The Wave’ (Die Welle), ‘Twenty-four Eyes’ (Nijushi no hitomi), and ‘The 400 Blows’ (Les quatre cent coups).

I look on Moviemail.com, Google, and Amazon for inspiration and ask colleagues for recommendations. Before I buy a film it has to meet certain criteria:

- Does the film fall within the remit of the Literature Collection?
- Is it available on DVD?
- Is it available as a Region 2 DVD (can it be watched in Europe)?
- If it is a foreign film, does it have English subtitles?
- Is the price right? (my modest budget is more Wes Craven than Peter Jackson)

The hunt for new films is always an interesting experience. Sometimes it can be a frustrating one as illustrated by my hunt for the film ‘Il professore’. A colleague recommended this Italian film which sounded ideal. Unfortunately it is not available as a Region 2 DVD. I started to look for a film ‘Across the wide Water,’ only to discover that was the title of the book which the film ‘Conrack’ was based on. The DVD was not available so I bought the book.

Beverley Hinton
Library Assistant

Events in Archives

School Workshops available!

We are taking the archives on the road and into London schools! Free workshops are offered for classes from Key Stage 1-4 linked to the National Curriculum. Each workshop takes a hands-on approach to historical enquiry, as an Archive Education Officer delivers engaging sessions using the archives.

Email Alix Hall our Education Outreach Officer for more information: Alexandra.hall@ioe.ac.uk

ARCHIVE EXPLORED

Explore your Archives

On Wednesday, November 20th, drop in to the Archives at the Newsam Library & Archives and explore story boxes from our collection. Students can pick up teaching resources and discuss how to use original documents in the classroom. Email us at arch.enquiries@ioe.ac.uk for more information.