Big changes, new and old faces

It's been all change since our last newsletter. In December 2014 the IOE merged with UCL to become a single-faculty School. For the Library & Archives this means we are now part of UCL's family of libraries. UCL Library Services comprises some 18 different sites providing support for the diverse work of UCL. We will be meeting with our new colleagues to align our work practices. As for the Friends, our work will continue unchanged, with regular meetings, study days and newsletters.

The Archives Team has been joined by some familiar faces. Kathryn Hannan, who catalogued the National Union of Women Teachers archive, is back to catalogue the administrative records of the Centre for Longitudinal Studies (CLS). She is working with Kathryn Meldrum, who has worked with us on and off for several years. We've also been joined by another member of staff, but we shall let him introduce himself....

Hello from Anthony, our new Archives Assistant

My name is Anthony, and I’m relatively new to the IOE, having started in October 2014. I’m here as part of an HLF-funded, year-long traineeship run by the National Archives. This programme is intended as a first step into a career in archives, so I’m working with the Archives team and participating in all aspects of the archive service. Beyond this, the primary focus of the traineeship is on the processes of digitisation and digital preservation. So far this has involved two digitisation projects. I began by working with an old academic journal, produced by the College of Preceptors, called The Educational Times, making searchable digital copies of each issue. I have also been working through the Archive’s collection of audio recordings, finding ways to make digital copies of them so that they will be more accessible (also rescuing the material from very old cassette tapes).

Previously, I worked in various roles within libraries such as the University of Brighton’s Queenwood Library and Manchester’s Central Library. While studying history at Manchester University, I volunteered in a university archive called the Ahmed Iqbal Ullah Race Relations Resource Centre. It was here that I gained experience working within an archive service, and was ultimately inspired to apply for this post at the IOE. It must have been a slow day for the interview panel, as they offered me the job! My interest in archives comes partly from studying history and working with primary sources and partly from a lifelong fascination with collections. I’ve always been keen on collecting books and records, as well as the surrounding ephemera, and have enjoyed writing about both online. I like collecting both so much, in fact, that I began to make my own records and write my own stories.

Hopefully, over my year here, I will get to learn a great deal about the IOE’s collections, and share some of what I learn with those interested in using the Archives.

Anthony
Digitisation Update

In the last year we’ve been working to improve online access to some of our most heavily requested collections relating to some of the most popular research areas for our visitors.

If you are interested in historical feminist campaigns…

Back in Autumn 2013, the archives began a digitisation project as part of our Heritage Lottery funded outreach project, New Perspectives. The main goal was to increase accessibility to our collections – whether in person (through school workshops, reminiscence sessions with older people and open days) or remotely downloadable (teaching resources, digitised archives).

As New Perspectives was based around the extensive archive collection of the National Union of Women Teachers (NUWT), we were keen to make their weekly journal, ‘The Woman Teacher’, available online.

We were fortunate enough to have a team of conscientious, tech-savvy volunteers, who worked together to complete all stages of the digitisation project, from scanning to quality checking to (finally!) uploading the journals to the online repository. The first seven volumes of the journal – from 1919 to 1926, are now available online. Head to: http://tinyurl.com/ozlkrq6

Each issue of the journal has been scanned as one PDF. We are working to fix a bug which is preventing a general search function. However, in the meantime, if you want to search within them, simply open each PDF, and hit Ctrl+F to bring up a find box. Or you can just read through the issues to gain an idea of what they contain.

Who were the NUWT and what did they do?

The Union was founded in 1904 as the Equal Pay League and part of the NUT. In 1920 they broke away to become the National Union of Women Teachers.

The Union’s primary aim was the achievement of parity between men and women teachers’ pay and conditions of service. In 1955 the phased introduction of equal pay meant the NUWT’s primary aim had been achieved, and the decision was taken to close the Union at Easter 1961, when the final instalment would be paid.

Anything else interesting?

Yes, plenty. Despite being principally a single issue campaign, the NUWT also interested itself in a wide range of issues relevant to the fight for equality;

• In conjunction with other feminist organisations, the NUWT campaigned for women to have the vote on equal terms with men, and the removal of restrictions on the employment of married women. They also fought against the practice of appointing men as Head Teachers in most cases where girls’ and boys’ schools were amalgamated

• They championed the extension of educational opportunities for girls, and their access to the professions

• They campaigned for the general establishment of nursery schools

• They opposed the use of corporal punishment

• They supported the introduction of sex education in schools

• In the 1930s links were developed with women’s organisations in other countries, and many NUWT members became involved in the peace movement

• In the post-war era attention was given to the radical changes brought about by the 1944 Education Act, and their professional and educational impact. It was concerned that girls should have the same access as boys to all technical subjects, and equal facilities for sports.

The journals currently available cover the period 1919-1926. In the near future we are hoping to continue with the digitisation – ultimately making all the journals, right up to 1961, available online.

If you are interested in Victorian education and/or family history...

Now that we have the procedure in place, we asked Anthony to look at how we could digitise another of our historical journal collections. Here’s an update …

The ‘Educational Times’ was the journal of the College of Preceptors, now the College of Teachers. It is a vast collection, beginning with the first issue, published in 1847, up to the 75th volume, published in 1923. This is a great resource as it documents changing attitudes to education and teacher training theory through scholarly articles, as well as containing copious lists of examination results for qualifying teachers and school pupils, which would offer invaluable research potential for both education historians and genealogists.

This project hopes to vastly improve access to these journals by hosting them online, and making the documents fully searchable. As such, researchers will soon be able to search all the volumes the archive holds without having to come and look through the physical copies. But don’t worry, the physical items will still be available to view in the archive, and hopefully this project will help preserve these rare issues, many of which are very fragile.

The first issues are now available online, and will be regularly updated until completion. If you have any queries about this project, or the collection in general, please contact arch.enquiries@ioe.ac.uk.

Alix, Jessica & Anthony
ENGLISH GRAMMAR.
1. State your ideas of the origin of words, sentences, and whatsoever constitutes Language, as characteristic of man.
2. Make a few comments on the English Alphabet, and its letters.
3. How would you represent to a pupil the proper purposes of English Grammar?
4. Give such definitions of the parts of speech as you would enlighten a learner.
5. As an exercise on the previous parts, show simply the difference between learning "Grammar," "the English Grammar," "an English Grammar." Explain.
6. Specify the properties and distinctions of English substantives; and state any desiderata which may occur to your mind concerning English nouns.
7. Do this likewise with English verbals; and exemplify their various accidents.
8. What are the forms and uses of English participles?
9. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?
10. Particularise any views of Grammarians on our subjunctive and potential modes; and elucidate your remarks by reference to the English language.
11. Expose some vulgar errors in the use of personal, adjectival, and relative pronouns; and rectify them.
12. To what scholastic neglects and defects would you point as causes of those ungrammatical habits of expression which are common to all classes of people?
13. Suggest precautionary means of improved English teaching, as it regards Grammar especially, both in and out of school hours and school discipline.
14. What languages do you regard as most useful aids to the correct acquisition of the English tongue; and why so, in each instance?
15. Prepare for a pupil's instruction a succinct explanation of the art of English Grammar; and give examples.
16. Distinguish the respective forces and use of each, either, every, all, any; and illustrate by instances.
17. How would you lay down the laws of English pronunciation, to guide native youth and foreigners?
18. Give concise rules, suitable to a juvenile class, for the study of English Grammar habitus of utterance.
19. Make a list of nouns whose plural is derived from the regular formation.
20. What general rules of punctuation would you give to a pupil?
21. In an Election-class what preliminaries would you use to maintain a strict regard to grammatical construction, as being essential to correct information?
22. Analyse the following sentence, as a test of your method of parsing with an English Grammar Class:
   "Have a man speak to you of a tender so truly modified, as to occasion in the lowest and shortest necessities of life to be lost, if he be alive, at something better?"
23. Allude to the high mental uses of such exercises.
24. Language is such a condition as you would be forced to learn the following phrased sentences:
   "Who is speaking to me? I guess it might have been me what is talking so much; she looks strange, as if she had been sick."
25. Specify peculiar grammatical figures in the following passage of poetry; and append any literary remarks that may occur to you:

POETRY.
26. State concisely the rules of English versification, and enumerate the metres most commonly used in Epic, Lyric, and Sacred Poetry.
27. Describe the construction of the stanzae of Spenser, and Beattie, and of the sonnets of Milton.
28. How does Dramatic differ from Epic versification?

THE ENGLISH LANGUAGE AND LITERATURE.
1. What was the language spoken in Great Britain at the time of Julius Caesar's invasion?
2. What language is now still found amongst the inhabitants of these Islands?
3. What influences from without successively modified or expelled (which) that original tongue; and at length formed the English language?
4. What relation do the dialects or provincialisms of England bear to our common speech? On what account are they worthy of the attention of the philosopher?
5. Who were the chief English writers before Chaucer?
6. Give some account of the life and times of Chaucer; and state the principal works; analyse his character as a poet; and compare him in this respect with Spenser and Shakespeare.
7. How do you account for the fact, that poetry, as a form of composition, is so easily suited to the ear, and more consistently found in the literature of a country than prose? Furnish illustrations from the history of our own literature.
8. Is it probable that Pope's prediction, Our country's corruptions rising language see,
   And such as Chaucer is, shall Dryden be,
   will be fulfilled? Why not? Compare the state of our language for 300 years before 1547, with the 300 years since.
9. Name the most eminent writers from the age of Chaucer to that of Shakespeare.
10. Enumerate and briefly discuss the causes which led to the revival of literature in the 15th century.
11. How sweet the moonlight sleeps upon this bank!
   Here will we sit, and let the sounds of music
   Deep in our ears dry the drops of sorrow;
   Become the sweetest of our music.
   Merchant of Venice, act IV. scene I.
   Wherein does the essential poetry of this passage consist? in the sentiment? in the diction? in the metre? or in the union of all these elements?
12. Show a historical use in the words sweet (in both places), sweet, sleep, sweet, soft, tastes, and trace them back to their primitive significations. Substitute words of a literal sense in their place, and observe the result.
13. What is known of Shakespeare's personal history? can particulars of it be gathered from his works? with what propriety does Coleridge characterise him as the "mythical-minded man?"
14. Name and briefly characterise the principal works of Milton.
15. Write a criticism on the conception and disposition of the following passage:

THE EDUCATIONAL TIMES.
One of the largest of the Special Collections in the UCL Institute of Education Library is the Historical Textbooks Collection. It has approximately 88,000 textbooks and classroom teaching materials dating from the 1890s onwards, coinciding with the introduction of state-funded education in England. The Collection represents all educational levels from nursery to sixth form and covers all aspects of the curriculum. Textbooks reveal a great deal about the social, political and cultural issues of the time. The textbook can tell us about the state of a discipline and how the subject was taught; provides a view of the attitudes of the society of the time; it reflects the technologies that existed when the book was produced; and it can tell us about the educational textbook market. As Norman Graves states, “the textbook is a cultural artefact which has embedded in it through its use in classrooms a range of issues to do with ideology, politics and values which in themselves function at a variety of different levels of power, status and influence.” (Graves, 2001).

**History of the Collection**
The collection has a long and chequered history. The idea of a textbook collection was first mooted by librarians but due to the lack of space, it was not possible. Instead, some textbooks were purchased and intermingled with the rest of the book stock until 1963, when the IOE received the complete collection of showroom textbooks from a leading education supplier, Educational Supply Association (ESA). This was known as the National Textbooks Reference Library (NTRL) and had its beginnings in the 1930s. The purpose of this collection was to enable teachers to examine all materials currently in-print in their field and to assist them in making informed decisions on purchasing these for their schools. As the name suggests, it was a reference (no loan) collection and it formed the basis of our Historical Textbooks Collection. The students at the Institute, however, wanted a working collection from which they could borrow items to use in schools – but this service was not possible until much later.

When the NTRL moved to larger premises in the early 1980s, it was renamed the National Reference Library of Schoolbooks and Classroom Teaching Materials to reflect that the collection also contained resources used by teachers in the classroom. This collection was added to again in 1990, when a large part of the library of the Inner London Education Authority (ILEA) at County Hall, was donated to the IOE. This included a large number of textbooks, so the collection grew from 12,000 to approximately 30,000 items almost overnight! Stock that was duplicated across both collections became a lending collection and this was the precursor of what is now our Curriculum Resources Collection. Today this working collection, used mainly by the PGCE students, has over 50,000 items and is added to in order to reflect current teaching practices.

However, not all of the Historic Textbooks and Classroom Teaching Materials are catalogued. Over the years, the uncatalogued materials have been augmented by items donated to the Library from various university libraries and by individuals. Some have been stored in boxes (hundreds of them) for a number of years in various locations until they were brought to the store at Emerald Street in 2013. So how does one even begin to address the question of what exactly is contained in these boxes and how best to manage a hidden collection such as this? As any librarian/archivist will know, tis is a daunting task. As the Special Collections Librarian, I was asked to manage this project and could, when possible, call on the help of my colleagues in the Collection Development Services (CDS) Team. Since last year, the CDS team, together with the retired library staff (our home-grown volunteers!) have worked on unpacking and sorting the contents of these boxes. Working sporadically throughout the year; we can finally see the light at the end of the tunnel. We were clear about one thing from the outset– it would not be possible to keep all the materials due to the lack of space; nor did we have funds to process and catalogue all the items. We would therefore need to be selective about...
what material we kept and our selection criteria had to be watertight. In other words, we would need a reason for keeping every single item.

When Sally Perry, our new Curriculum Resources Librarian, started in May 2014, I immediately asked her to work with me on this project. Sally’s background in book publishing and her previous work experience in school libraries was just what I needed to get this project off the ground. Also, since Sally is tasked to update the current Curriculum Resources and would be relegating stock to the historical collection, it seemed sensible to ensure that she was part of the decision-making process.

Our first task was to evaluate the materials and work through a process for sorting the materials by subject, decades and levels. Last summer we dedicated two whole days at the end of August to working out the process and work-flow on two different subjects - Physics and Music. Choosing two different disciplines allowed us to see what the similarities and differences were with respect to the type of materials and what we would retain. We found that there were more textbooks for Physics and more classroom teaching materials in Music. This reflects the pedagogies employed in the two subjects. Music tends to have more group activities and the collection reflects this.

Sorting the Collection
The task of sorting through thousands of Physics and then Music books is not to be underestimated. There were times when we wondered if we would ever finish the two subjects. Books kept appearing out of corners. Just when we thought we had finished a subject, we found more books tucked away or in a different pile! After separating the Physics from the Sciences, we separated the series and tried to match missing parts – this was an interesting exercise. When we found a complete set, we celebrated by opening a virtual bottle of champagne – just imagining hearing the cork popping was enough to get us going onto matching the next set!

We sorted items by decade (using a colour for each decade and inserting a bookmark in each item), by type, i.e., ‘classroom teaching materials’ (anything that would not be purchased in multiple copies by the school or students and / or those resources that were for general use in the classroom for project work) or ‘textbook’ and then by educational level, i.e. ‘primary’, ‘secondary’ and ‘upper secondary’. We pulled out duplicates, incomplete parts and sets, overseas curriculum materials (as well as materials that were specifically for the Scottish Curriculum) and curriculum projects by the Nuffield Foundation and the Schools Council (these have been set aside to be checked in order to avoid duplication and so that they can becatalogued as complete sets). We also pulled out biographies and general books that would, perhaps, be part of a school library.

Selection Criteria
Having sorted the stock, we then selected materials based on a number of criteria that were research-oriented based on my investigation into textbook research – and based on an analysis of the types of questions researchers had asked when they had used the existing historical textbooks for their work. The themes ranged from comparative studies of curricula, of pedagogies, various discourse analyses of historical events and periods such as the wars, peace and reconciliation, empire and imperialism/colonialism, studies showing bias in the representation of gender, race, control, power etc., studies on the implementation of government policies and guidance, and studies of publishers and publishing history, including economics. We had to ensure that the materials kept would enable this type of research. For example, we kept materials that represented the key publishers in all the decades and also items that had unusual formats and/or presentations for the textbook design researcher.

Creating a Browsable Collection
We were aware that the majority of textbook titles were very general and had thus far been unhelpful to the researcher. Wanting to make the collection browsable (both physically and from the online catalogue), we decided to test a colour coding scheme that would allow researchers to browse the collection by subject, type, decade, and level. Sally (with help from our colleagues in Acquisitions) created labels for the stock withdrawn from the current Curriculum Resources Collection. This provided us with an example of what the historical textbooks collection would look like when it is fully catalogued and processed. The idea of making the collection physically browsable had to be rethought because of the long-term plan to move the collection to closed stacks. However, the cataloguers have agreed to add analytics such as subject headings and investigate ways of including searchable TOCs (table of contents) to enhance the catalogue record. This, it is hoped, will allow the researcher to find the relevant textbooks and classroom teaching materials by subject, date, type and level from the online catalogue. Having agreed and tested the work process, we plan, this year, to embark on an exciting and, no doubt, intense journey down textbook memory lane!

Nazlin Bhimani
New ventures - encouraging students into the Archives
We have always provided teaching sessions for the IOE’s students, but in the past, these have primarily been a general introduction to using archives for Masters students. When the BA course was introduced, we made tentative steps to develop specific sessions for this new group of students. This is the third year we’ve been working with the programme – we’ve learned a lot and hope we now have a programme of sessions that will continue into the future.

We want students to gain hands-on experience of using archives from early on in their study. So they join us for a half-day session during their first term where they work in groups critically analysing a selection of sources from a range of our collections. The main aims of the afternoon are to increase awareness of the range of material in our collections, show they are all freely available onsite, and to dispel any myths that the Archives Reading Room is a scary place to visit.

After a quick introduction to what we mean by archives, we get them to question sources in groups. First they investigate the document by looking at the ‘what’, ‘who’, ‘when’, and ‘why’. Then they move on to understanding the source. We ask them to look at key words, arguments, values and attitudes recorded in the source; think about how the source relates to wider issues or events; and what they can infer from the source. Finally they assess the reliability of the source. On feeding back to the whole group, they begin to see the links between the sources we have chosen: the open air school and the industrial school (both c1914); or the school register and the school timetable from the schools of the Girls’ Day School Trust.

For the remainder of the time, we aim to enhance skills in questioning sources by using a specific archive collection as a case study. Using film, text and visual sources, we introduce skills in looking at an archive collection as a whole. We consider selection (either by the creator or the archivist) and the reasons why some collections are saved and others are not. By the end of the afternoon we’ve usually got a lively discussion going, and the students are critically assessing the full range of sources – the differences in reliability of different types of source or collections, the need to take an interrogatory approach to using sources, and the value of going back to the primary sources when doing any research.

We’ve since seen a significant increase in the number of first year students coming to the Archives to use primary sources when completing coursework. We’ve also started to learn what the students are interested in, helping us create relevant resource guides.

For those students who choose the History Pathway from their second year, regular visits to the Archives become a central part of their course. Since September we have been working with Dr Mark Freeman (Programme Leader) to help deliver seminars for the Researching Education module. Each week the students look at a different type of source such as photographs, diaries, oral histories, or children’s writing to discuss reliability. They’re a lively group who have really grasped the differences between sources, and the need to critically review every source they use – both secondary and primary. The students then come into the Archives to answer a research question they have devised themselves. Subjects they have chosen range from special educational needs, to the implementation of policy, to racism in schools.

In September the first cohort of students we’ve worked closely with will be starting their final year. They’re already talking about what archives they are going to use as the basis for their dissertation, and even planning to volunteer in the Archives over summer! Now we have a programme of seminars and workshops in place we hope to build on our work in the years to come.

Becky
New collections

Since our last update we’ve received a number of new archives, as well as some additions to our existing collections. Here’s a sample:

Membership and exchange cards of the League of Exchange for Commonwealth Teachers (LECT)
Founded in 1901, the League was based on the idea that people from across the Empire would benefit from direct interaction between themselves – and the best place to start was between children. The League funded the exchange of teachers from the UK with teachers from around the Empire (later the Commonwealth). Unfortunately government funding was withdrawn in 2011 and the League’s work stopped in the summer of 2013. The collection comprises record cards recording exchanges from 1906 until the early 2000s.

David Hicks archive
David Hicks is a geographer and proponent of fairness, and global peace. He worked at a number of schools and universities in the UK setting up courses and programmes with an emphasis on creating a more ecologically conscious, and fairer, world. He was Education Officer for the Minority Rights Group, and set up a Centre for Peace Studies at St Martin’s College, the World Studies 8-13 Project, and the Global Futures Project. He also taught modules on Education for Change, Education for the Future, Education for Sustainability and Radical Education. His collection covers all aspects of his career – and particularly his work on World Studies and Futures Education. For more information see: http://libguides.ioe.ac.uk/DavidHicks

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Children’s Rights Alliance for England (CRAE)
CRAE began in 1991 to monitor the UK government’s commitment to upholding the UN Convention on the Rights of the Child. CRAE aim to protect the human rights of children by: lobbying government and others who hold power; bringing or supporting test cases; and by using regional and international human rights mechanisms. The collection is currently unsorted but will be a fantastic resource for anyone interested in rights in education – a subject area we are finding is becoming increasingly popular with researchers.

Ken Jones archive
Ken currently works as a Professor of Education at Goldsmith’s University. From the 1970s until 1990, he taught in London secondary schools. Throughout his career he has been active in one way or another in the politics of education, as a writer and researcher, and as an activist around issues of curriculum & pedagogy and trade unionism. His collection includes papers of the Socialist Teachers Alliance, from the 1970s, and papers relating to an oral history project on the teachers’ boycott of SATs during 1993-1994.

ALPAG / Parents’ Initiative
This collection comprises the records of two voluntary parents’ organisations both created in 1986. Parents Initiative was a forum for national parent, teacher and governor organisations to establish working relationships between groups interested in promoting a well-resourced, publicly funded and accountable education system for all children. ALPAG was founded to campaign for better resources in schools. Its publication ‘Schoolwatch’, for London parents, was issued twice a term, and reported on developments in schools in the capital. You can read more about the collection online at http://libguides.ioe.ac.uk/alpag

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