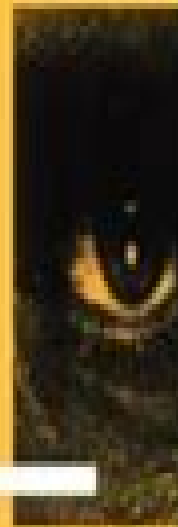


The Making of the 1944 Education Act

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EDUCATION



Michael Barker



Making Of The 1944 Education Act

**Rebecca Probert, Stephen
Gilmore, Jonathan Herring**



Making Of The 1944 Education Act:

Making of the 1944 Education Act Michael Barber, 2000-01-01 The 1944 Education Act was a crucial piece of British legislation one of the most important this century It was passed against a background of war and growing popular demand for social reform It provided a framework for the education service which remained largely intact for almost fifty years Since 1988 however with the introduction of a National Curriculum and competition between schools the workings of the Act have been largely dismantled In *The Making of the 1944 Education Act* Michael Barber presents a lively evaluation of the Act its background passage and effect fifty years after it was introduced He looks briefly at the frustrated attempts at reform between the wars and how the upheaval of World War II created the right conditions for successful legislation The book then follows the passage of reform and quotes liberally from contemporary sources such as the Times Educational Supplement and Hansard to illustrate its narrative It is a fascinating history of educational policy and of British culture and politics towards the end of the war

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research, 1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research

Educational Reconstruction Gary McCulloch, 2013-09-05 This book presents a clear overview of the debates that surrounded the making of the 1944 Act which affected every aspect of education in this country It gives a detailed account of the tripartite divisions into three types of child that were sanctioned in the reforms of the 1940s At the same time it also emphasises the idea of education as a civic project which underlay the reforms and which was such an important part of their lasting authority The education policies of the past decade and the current attempts to shape a new education settlement need to be interpreted in a long term historical framework and in particular in relation to the aims and problems of the last great cycle of reform in the 1940s This book makes an important contribution to the development of such a framework and the social history of education policy in this country

The TUC and Education Reform, 1926-1970 Dr Clive Griggs, Clive Griggs, 2013-09-05 This book covers a crucial period for the development of state education in Britain the advent of the comprehensive debate before and during the Second World War the War years themselves and the 1944 Education Act the post War Labour Government and Churchill's last government in a time of education expansion From the 1960s the focus shifted to questions of social deprivation and educational opportunities secondary school selection the debate on standards Robbins and higher education and the continuing theme of the dominance of public schools The book is divided into four sections which are then divided into chapters Each chapter takes as its main reference point a key issue within the chronological framework of the book e.g. resistance to secondary education for all politics and textbooks

multilateral and technical schools pressure groups and the 1944 Education Act Churchill and the Conservatives Much new light is thrown on the topics by the author's use of new material and he has made a valuable contribution to the politics of education

Educational Reform in Europe Richard R. Verdugo, 2014-10-01 Education is a contested terrain The symmetry of education reform among the seven countries examined in this volume is remarkable There is much commonality in the issues they raise in the competing groups battling over education policy their policy choices and the implementation of such policies Also all seven countries address the same issues equity global competition the performance of their students There are at least six important traits characterizing these battles the context the combatants the issues the process and the policies To begin with history culture and governance regime set the context for education policy and reform Second there is the process of how these battles are waged is compromise an outcome or is it a zero sum contest Third there appear to be four groups of combatants each with its own ideology representing a particular social class in society and their views about education and its uses Conservatives Socialists Neo Liberals and Elites Education is an important and valued resource that each status group tries to control and shape to its own views Fourth there are key issues that drive education reform how education can best flatten a social system how education train students for work and how education socializes students to be functioning citizens In recent years fifth issue has emerged student performance on international standardized tests Not only is a society's international reputation based on their students performance but nations see such performance as an indicator of the quality of their educational system and if it is good enough to secure its economic future Finally there are the policies themselves do they reduce or increase inequality who benefits and how The chapters in this volume clearly point out that education reform is not a homogeneous process as some scholars have conjectured Rather education reform involves heated battles over the control of the educational system because education is seen as a key factor in maintaining a society's vision and social structure

The Making of Modern English Society from 1850 Janet Roebuck, 2005-08-04 In the second half of the nineteenth century and the first half of the twentieth century a variety of forces emerged which changed society in many profound and subtle ways The Making of Modern English Society from 1850 uses the findings of recent historical and sociological research contemporary literature and a wide range of historical sources to form a clear picture of the main patterns of the social changes which took place in this turbulent period Jane Roebuck shows how in these hundred years the whole fabric of society altered more rapidly and radically than in any preceding century She gives an account of the dramatic change which occurred in all spheres of national life She demonstrates how the drift towards socialism which began in the nineteenth century gathered momentum in the twentieth and how massive social change was produced by the two world wars In the field of economics the author considers the development of the maturing but still primitive industrial economy of the mid nineteenth century into a modern economy based on mass production and mass consumption She also describes the change in emphasis from desire for world power to concern for domestic prosperity and welfare services

Making a Man of Him Christine Heward, 2017-06-26 Originally published in 1988 this book analyses the effect of public boarding school on those boys who grew to manhood under its influence With access to over 2000 letters written by parents to the Head Master and governors of Ellesmere College in the period 1929-50 it raises issues about the construction of masculinity in the mid twentieth century The author demonstrates from these candid letters the concerns of a small group of parents bringing up their sons their aspirations plans fears and problems She shows how parents plans changed sometimes very dramatically due to the Second World War and demonstrates the differences between social groups as diverse as clergy widows and farmers in bringing up their sons The author also presents fascinating and elusive evidence about the sons themselves and the effects of their schooling on their models of masculinity sexuality and attitudes to women This book places the particular concerns of a relatively small group within the much wider contexts of education social and gender structure

Christian Modernism in an Age of Totalitarianism Jonas Kurlberg, 2019-07-25 With fascism on the march in Europe and a second World War looming a group of Britain's leading intellectuals including T S Eliot Karl Mannheim John Middleton Murry J H Oldham and Michael Polanyi gathered together to explore ways of revitalising a culture that seemed to have lost its way The group called themselves the Moot Drawing on previously unpublished archival documents this is the first in depth study of the group's work writings and ideas in the decade of its existence from 1938-1947 Christian Modernism in an Age of Totalitarianism explores the ways in which an important and influential strand of Modernist thought in the interwar years turned back to Christian ideas to offer a blueprint for the revitalisation of European culture In this way the book challenges conceptions of Modernism as a secular movement and sheds new light on the culture of the late Modernist period

Women's Legal Landmarks Erika Rackley, Rosemary Auchmuty, 2018-12-27 Women's Legal Landmarks commemorates the centenary of women's admission in 1919 to the legal profession in the UK and Ireland by identifying key legal landmarks in women's legal history Over 80 authors write about landmarks that represent a significant achievement or turning point in women's engagement with law and law reform The landmarks cover a wide range of topics including matrimonial property the right to vote prostitution surrogacy and assisted reproduction rape domestic violence FGM equal pay abortion image based sexual abuse and the ordination of women bishops as well as the life stories of women who were the first to undertake key legal roles and positions Together the landmarks offer a scholarly intervention in the recovery of women's lost history and in the development of methodology of feminist legal history as well as a demonstration of women's agency and activism in the achievement of law reform and justice

The Public General Acts and General Synod Measures Great Britain, 1973 *The Public General Acts ... and the Church Assembly Measures* Great Britain, 1960

Responsible Parents and Parental Responsibility Rebecca Probert, Stephen Gilmore, Jonathan Herring, 2009-05-06 This book examines the idea of parental responsibility in English law and what is expected of a responsible parent The scope of parental responsibility a key concept in family law is undefined and often ambiguous Yet to date more attention has been

paid to how individuals acquire parental responsibility than to the question of the rights powers duties and responsibilities they have once they obtain it This book redresses the balance by providing the first sustained examination of the different elements of parental responsibility bringing together leading scholars to comment on specific aspects of its operation The book begins by exploring the conceptual underpinnings of parental responsibility in the context of parents and children s rights The analysis highlights the inherent constraints and limitations of parental responsibility and how its scope has deliberately been curtailed in certain contexts The book then considers what parental responsibility allows and requires in specific areas for example naming a child education religious upbringing medical treatment corporal punishment dealing with any contracts entered into or property owned by the child representing the child in legal proceedings consenting to a child s marriage or civil partnership and the law s response to the death of a child In the final section the idea of the responsible parent is considered in the contexts of child support contact tort and criminal law This title is included in Bloomsbury Professional s Family Law online service

Special Educational Needs Great Britain: Parliament: House of Commons: Education and Skills Committee,2006-07-06 This publication contains a range of oral and written evidence taken by the Committee in relation to its inquiry into special educational needs SEN provision including contributions from Baroness Warnock DfES officials and local authorities Ofsted the Audit Commission the Disability Rights Commission SEN advisors and organisations charities and trade unions

Statutory Instruments Great Britain,1970

The Special Educational Needs Co-ordinator's Handbook Garry Hornby,Gregan Davis,Geoff Taylor,2013-11-05 In September 1994 the Code of Practice on the Identification and Assessment of Special Educational Needs came into force and with it a major increase in the expectations placed on teachers in mainstream schools in particular on the SEN coordinators This handbook discusses the implications for schools and gives practical guidance on how to implement the code effectively Throughout the book provides Further information expanding upon that given in the Code Examples Ideas for dealing with SEN in schools Checklists Proformas for photocopying and direct use in schools The book begins by explaining and expanding on the Code of Practice setting it in the context of recent developments including the Education Reform Act and OFSTED criteria for evaluating policy and provision for children in SEN It then goes on to provide guidelines for implementing the Code of Practice at each of the five stages which it specifies and discusses issues which are raised by this Specific chapters cover Identifying and assessing SEN within the school Liaison with outside specialists Statementing Annual reviews Knowledge needed by classroom teachers of children with SEN Implications and issues at different stages of the education system Parental involvement Future challenges The book will be of particular interest to special needs coordinators but will also be of value to anyone else working with children with SEN including class teachers heads advisers governors educational psychologists and education welfare officers

Religion in Schools Russell Sandberg,2022-07-12 To what extent should religion be taught in classrooms Should lessons also cover non religious beliefs Should the teaching of religion be compulsory

or should it be a matter of choice by the parents or the child Should faith schools be allowed to teach their religious beliefs Should religious worship be compulsory for all pupils Questions of how religion operates within schools prove controversial and divisive This book explores radical changes that are being made in Wales and the lessons that can be learnt It examines the historical development of the law in this area the new Welsh law its potential shortcomings and areas that the new law leaves untouched namely the rules on religious worship The book is written by a leading authority on the interaction of law and religion whose work fed into Welsh parliament debates on the Curriculum and Assessment Wales Act 2021 **Having it So Good** Peter Hennessy, 2007-05-03 Winner of the Orwell Prize for Political Writing Peter Hennessy's *Having it So Good* Britain in the Fifties captures Britain in an extraordinary decade emerging from the shadow of war into growing affluence The 1950s was the decade in which Roger Bannister ran the four minute mile Bill Haley released *Rock Around the Clock* rationing ended and Britain embarked on the traumatic disastrous Suez War In this highly enjoyable original book Peter Hennessy takes his readers into front rooms classrooms cabinet rooms and the new high street coffee bars of Britain to recapture as no previous history has the feel the flavour and the politics of this extraordinary time of change Utterly engaging a treat It breathes exhilaration Libby Purves *The Times* If the Gods gossip this is how it would sound Philip Ziegler *Spectator* Books of the Year A particular treat fine wise and meticulously researched Andrew Marr *Stands clear of the field* as our best narrative history of this decisive decade Peter Clarke *Sunday Times* A compelling narrative Hennessy's love of the flesh and blood of politics breathes on every page Tim Gardam *Observer* The late Ben Pimlott once described Hennessy as something of a national institution You can forget the first two of those five words *Guardian* **Policy and Power in Education** Harold Heller, Peter Edwards, 2025-03-03 The fortunes of the education service in Britain have been intimately bound up with the vitality of the local education authorities particularly in the decades following the 1944 Education Act The passing of the 1988 Education Reform Act saw the LEAs in serious perhaps terminal decline First published in 1992 *Policy and Power in Education* sets out to map the contours of this decline in power It relates these changing fortunes not only to the social and political environment in Britain but also to wider developments in the industrialised world It argues that post colonial decline economic retreat and insular self satisfaction combined with basic structural flaws in the LEA system threaten its very existence in the last decade of the millennium The capacity of the system to reform itself into more responsive modes is left as an open question in the face of ever tightening constraints from the Thatcherite tendency in government The associated challenge to the curriculum is also explored with the suggestion that an over prescribed and specified curriculum will prove to be maladaptive against rapidly changing conditions for the twenty first century New paradigms of learning are described while the broadly irrelevant search for utopias on the left is also sceptically reviewed **The Making of Modern Children's Literature in Britain** Lucy Pearson, 2016-03-03 Lucy Pearson's lively and engaging book examines British children's literature during the period widely regarded as a second golden age Drawing

extensively on archival material Pearson investigates the practical and ideological factors that shaped ideas of good children's literature in Britain with particular attention to children's book publishing Pearson begins with a critical overview of the discourse surrounding children's literature during the 1960s and 1970s summarizing the main critical debates in the context of the broader social conversation that took place around children and childhood The contributions of publishing houses large and small to changing ideas about children's literature become apparent as Pearson explores the careers of two enormously influential children's editors Kaye Webb of Puffin Books and Aidan Chambers of Topliner Macmillan Brilliant as an innovator of highly successful marketing strategies Webb played a key role in defining what were in her words the best in children's books while Chambers work as an editor and critic illustrates the pioneering nature of children's publishing during this period Pearson shows that social investment was a central factor in the formation of this golden age and identifies its legacies in the modern publishing industry both positive and negative

Educational Conflict and the Law (1986) David Milman, 2017-12-22 Published in 1986 this book considers how relationships within the education system are growing more complicated as staff pupils and parents are increasingly aware of their legal rights and willing to assert them It discusses possibilities for conflict such as growing teacher militancy and an emphasis on staff development and appraisal causing tension The book also considers moves towards accountability and the increasing involvement of governors and teachers presenting further sources of conflict Finally it looks at truancy and other pupil difficulties involving legal issues Teachers headmasters and other concerned parties are frequently unaware of the precise nature of their rights and responsibilities However underlying and regulating all educational activities is educational law as set out in various Acts of Parliament This book provides a comprehensive overview of educational law from 1986 and discusses how it relates to controversies in education It covers all aspects of the topic including the administrative arrangements the independent sector multiracial education and teachers contractual obligations

Making Of The 1944 Education Act Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Making Of The 1944 Education Act**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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terms in this set 41 management has requested that the development team have a moderator review their newest module of code which type of review is being asked for an informal review of a module of code has been completed the development team has decided to evaluate the module from an end user perspective

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tick the best answer lots of things jumbled together which cannot be separated just one thing by itself lots of things jumbled together which can be separated one thing which can be split up into smaller bits 1 mark 2 katie has a cold her dad makes her a hot lemon drink using some yellow powder he mixes the powder with some hot water

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you re a member of a consortium wanting to create a new standard that will effectively end all spam after years of meeting the group has finally come across a solution and now wants to propose it the process of proposing a new standard or method on the internet is referred to by which acronym a rfc b x 509 c ieee d wbs

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the development team has decided to evaluate the module from an end user perspective which method should be used to determine if the code meets quality standards which action should a developer take after receiving an email from a qa tester

stating that the application under test is not working ask the qa team to provide the steps that

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 he wants to shoot lennie in the guts suggesting he enjoys inflicting pain however he reluctantly agrees to say the injury to his
 hand which was caused by lennie was in fact an accident which suggests he might

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 slim working man how is lennie described big broad shoulders walks like a bear no arm movement when he walks what does
 lennie do with the water that makes him proud of himself he creates ripples across the water

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 your first impressions of lennie and george did they turn out to be correct why or why not in the beginning of the story what
 kind of animal did lennie keep accidentally killing

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 calls the dog decrepit and useless and says that he wants to put the dog out of its misery 2 what does lennie do after curley

punches him in the face lennie runs away from curley lennie grabs curley s fist and crushes it
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