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**ADDENDA AND CORRIGENDA**

We regret that the following papers did not appear in the published book of abstracts.

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**Indoctrination and Propaganda in the Boko Haram Insurgency in North Eastern Nigeria**

The Boko Haram Insurgency in the North East Sub-region of Nigeria in West Africa has been declared a civil war by the International Criminal Court (ICC) and the International Committee for the Red Cross (ICRC). This study seeks to examine the role of indoctrination and propaganda in fuelling and sustaining the insurgency since its inception six years ago. The leadership of the insurgency fully understood the value of propaganda as a strong weapon in the mobilization and sensitization of the poverty-stricken population in the continuously depreciating Lake Chad Basin. The study will use the Case Study method in unraveling the role of Curriculum and Organized Propaganda utilized by the Clerics and Political Leadership of the insurgency in recruiting the youths to unleash violence on their population. Speeches, writings, sermons and other records used by the clerics and leadership of the insurgency will be analyzed as well as records of government and international agencies. The historical antecedent and the present subjugation of the region to a civil war as well as its impact on education will be examined. Suggestions aimed at curtailing the menace of Boko Haram using education as a tool will be proffered.

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**Converging Interests: Cold War Subjects and Desegregation in Prince George's County, Maryland 1947-1975**

The connection between the civil rights movement in the United States and the Cold War has been examined by educational scholars focused on “interest convergence”; how could Americans win the developing world in the name of democracy when they treated racial minorities so dismally? (Bell,

2005). Modernity, with its confusion positioned race in the United States as a “...means of ordering the newly enlarged meaning of America” (Hale, 1998, p.7) and now, the United States was forced to restructure this meaning. Public school desegregation was an example of white geopolitical interests fortuitously matching up with those of African Americans (Bell, 2005). While desegregation and the fight for equity come into relief at the level of national policy, what the “cold war convergence” actually looked like at the school and district level is less obvious and less studied.

This paper is about the intersection of the Cold War and desegregation processes from 1947-1975 in Prince George’s County, Maryland, a public school district located on the border of Washington, D.C. Looking at locally created, official speech, this paper traces how school officials refashioned discourse around concepts of the individual forged in reference to the Cold War. As words projected the image of the United States abroad, the individual-as-concept stood in for American values, and students found their world rocked by the 1954 United States Supreme Court decision, *Brown v. Board of Education*, which would begin the long process of dismantling segregation in schools. Through the post-*Brown* changes in their routes to school, physical surroundings, and depictions in the media, students were constructed in policy and in rhetoric as Cold War subjects.

Perhaps one of the most important motifs of the Cold War era is what Seiler (2003) calls the “crisis of the individual,” in which individualism became a vehicle for asserting Americanness. The spirit of individualism born in the post-war period, economically framed, mirrored the racial individualism that would dominate policy. While the citizens of the United States were waging a Cold War through exercising the freedom to consume, white privilege was maintained by the school district through the policy of giving individuals the “freedom” to choose their educational path, taking up what Omi and Winant (1994) would call a “color blind” concept of race. Prince George’s County, instituted a “freedom of choice” policy allowing individual African American students to apply for transfer, vesting the responsibility for integration in the individual. The same “American” value upheld as a tenet of democratic citizenship— individualism—was the same value that aided policymakers in upholding segregation and in effectively denying democratic citizenship.

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### **Higher Education for Workers in Spain between Peace and War: From the Institute of Scholar Selection to the Institutes for Workers 1930-1939**

At the turn from the nineteenth to the twentieth century, several innovative initiatives were undertaken in the field of Education in Spain. New conceptions, materialized in new centres, vitalized the stagnant Spanish educational landscape in the decades preceding the Civil War: *Institución Libre de Enseñanza* (*Free Institution for Teachings*), *Junta para Ampliación de Estudios* (*Board for Advanced Studies*), *Instituto-Escuela* (*School-Institute*), etc.

All those institutions had been created in a context and from a perspective that would be summarized by intellectual and diplomat Salvador de Madariaga in 1917, when he offered Spanish Society his view about the proposals advanced by *The Workers Educational Association* (UK): 1) Elementary School for the working class and the idle rich. 2) Secondary School for the middle classes not engaged in specialized professions. 3) Higher education for the professional, political, religious and cultural middle classes. He also suggested that a system of selection should be established for the access of the best working class minds into the directing class.

A few years later, in 1924, trade unionist and socialist politician Julián Besteiro brought to Spain the conclusions of the Congress of *The Workers Educational Association* held in Oxford, and the organizational innovations of Public Instruction in England under the Government of the Labour Party: in short, the extension of Secondary Education, then almost limited to the middle class, to the whole of English youth, independently of their class and whatever their means of fortune.

But in those years Spain still had to face an important challenge: to eradicate illiteracy. Thus, important efforts had to be undertaken in order to provide even Primary Education to every children, creating thousands of schools along both Primo de Rivera's Dictatorship (1923-1930, in small towns) and Spanish Second Republic (1931-1936, especially in remote villages).

In fact, by late 1930 almost only one private institution was ready to facilitate the access of the working class into Higher Education: the *Instituto de Selección Escolar Obrera (Institute of Scholar Selection for Workers)*, whose selective tests concluded in July 1931. The purpose of this *Institute*, which had been conceived in 1928 by its Director, María Laura Luque Garrido, was advertised in the Spanish Press: "to make available Secondary and Higher Education, in fact presently forbidden, to the children of the working class, among which are outstanding brains sentenced to intellectual death for lack of economic and social support".

But it would not be in peace times, but only in November 1936, after the outbreak of the Spanish Civil War, that the Republican Government, under the initiative of communist Minister Jesús Hernández, would undertake the specific program of the *Institutos para Obreros (Institutes for Workers)*. Through this program and along the War, children from the working classes, proposed from those trade unions and political parties gathered under the coalition of the *Frente Popular (Popular Front)*, would sit stringent capacity qualifying exams, lasting several days, through which "the best minds of the people" would be selected which could eventually form part of those ruling classes of the future, until then reserved for the middle and upper classes... only if the War was to be won.

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### **The Second World War and the Development of Higher Education in British West Africa**

British West African countries were under colonial rule during the Second World War (1939-1945) consequently, West Africans in this sub-region fought for the Allies. Later, the involvement of Americans and Russians in the war strengthened resentment to colonialism, because they provided a strong voice that openly criticised imperialism and ownership of empires. The war engendered a number of reforms which the colonial powers felt obliged to make, given the radically changed socio-political situation that eventually led to self-government and independence a decade and half later. By the 1940s, British Colonial Development and Welfare Acts influenced the development Higher Education in British West African colonies (Gambia, Ghana, Sierra-Lone and Nigeria) following the establishment of the Colonial Development and Welfare Fund. On 13<sup>th</sup> June 1943 a commission on Higher Education in West Africa, the first of its kind in any branch of education in West Africa was established with Sir Walter Elliot as its chairman. Similarly, in August, 1943 another Colonial Higher Education Commission was appointed under the chairmanship of The Honourable Mr. Justice Asquith, to consider the principles which should guide the promotion of higher education, learning and research and development of universities in the colonies among others. Both reports favoured the establishment of institutions for higher education in the colonies from the late 1940s to the period when the colonies became independent. Thus, the Second World War served as a catalyst for change in the higher education, universities in particular and in terms of their structure and curricula. The objectives were to produce men and women who would have the standards of public service and capacity for leadership as well as persons with requisite professional qualification for the colonies. The University Colleges established at Gold Coast (now Ghana) and Ibadan in Nigeria in 1948 were positive results of the Second World War. An inclination towards liberal arts and literary education than to vocational and practical training in these institutions for higher education contributed to the retrogression of British West Africa in science and technology education that has continued to dominate the academic space in

higher education provision. This discourse would lean heavily on secondary sources, even though few primary sources would be used.

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### **Propagation of nationalistic ideas in elementary schools in São Paulo, Brazil (1907-1937)**

In the first decades of the twentieth century, especially during World War I, the elementary schools were a major venue for the dissemination of nationalistic ideas. Through the curriculum, it was sought to form a national awareness to develop the love for the country, to strengthen the traditions and, thereby, to avoid the infiltration of foreign ideas that could be related to the war. Schooling began to be the main element to form the Brazilian republican citizen and to secure the foreigners in the country. Due to these aspects, the purpose of this abstract is to discuss the process of the dissemination of nationalistic ideas in elementary schools with emphasis on isolated schools in the state of São Paulo, Brazil. As data source the *Year Books of teaching in São Paulo* (1907-1937) are being used, which are official publications containing reviews of delegates and inspectors of education in the state of São Paulo. From the theoretical framework of cultural history, it has been possible to understand that as a way to prepare for the possibility of invasion and attacks during the First World War the Brazilian government has intensified nationalistic propaganda as a form of preventive measure. One of the main emphases employed by the Brazilian government was the dissemination of nationalistic ideas in elementary schools with the aim of strengthening the national spirit and preparing the future generations for ideological combat and, if necessary, for physical combat too. For this, one of the tools used by the Brazilian government was to make the teaching of the Portuguese language, History and Geography of Brazil mandatory in elementary schools, and, moreover began the practice of scouting in schools. It has been observed the relationship established between the curriculum in elementary schools in São Paulo and the historical moment of the Great First War, with the inclusion of specific disciplines which functioned as part of the strategy for the dissemination of nationalistic ideas. Thus, we highlight the relevance of questioning the impact that this historic moment with great global proportions had in the pedagogical organization of elementary schools in the state of São Paulo.

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We apologise for a typographical error that appeared in this abstract.

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### **Reading on the front: the value of books in the First World War**

On the eve of the First World War, D.H. Lawrence wrote to Arthur McLeod: 'One sheds one's sicknesses in books'. It was the autumn of 1913, a year which still reflected 'the world before the Great War' (Emmerson). Yet some of the pre-war values - the belief in the healing power of books - would not be shattered by the conflagration of war. Indeed, it was in 1916 that the word 'bibliotherapy' was first employed by Samuel Crothers, the man who defined the technique of prescribing books to heal patients.

Cultural historians have recently focused on the role that leisure and entertainment played amongst soldiers recuperating from battle, showing how musical entertainment, as well as cross-dressing pantomimes, were often an important part of the convalescing of the wounded (Carden-Coyne). My area of research focuses specifically on the role that books played during WW1 in the trenches, in military hospitals and amongst POWs, either by building up personal resilience or by boosting morale.

From the outbreak of the war, books were sought by soldiers in trenches and hospitals. They were supplied by the civilian population.

This paper concentrates on a specific episode: the soldiers' first appeal for books from the war front, and the response of civilians. The London Library, from which the primary sources here presented are mostly drawn, was put in charge of collecting, selecting, dispatching and distributing books for the establishment of 'war libraries'. 'In November 1914 the Admiralty asked the War Library organization to supply the sailors in the North Sea Fleet at the rate of a book a man' (Koch). Books for the sick were cabled for from Lemnos, Malta, Gallipoli, Egypt, East Africa and Mesopotamia. Mrs H.M. Gaskell, who coordinated the efforts of the British Red Cross Society and Order of St. John war library, led the operation from the first organisational response to the door to door collections and sorting of vanloads at Surrey House, Marble Arch.

What books did the soldiers read and how may their literary taste be connected with the legacy that the burgeoning adult education movement left on self-improving working men, as they experienced the transition from *citizen*/adult-learner to soldier at war? Students who had left the Workers' Educational Association (founded in 1903) to sign up for war strove to carry on their work of self-improvement by organising classes behind the lines, 'the weariness of long waiting in the trenches' being 'alleviated at times by debate and discussion on the old lines and steadily the demand for books such as scholars love coming fore' (Mansbridge). My paper will focus on the mobilization effort of librarians and volunteers who ensured that common soldiers - and 'common readers' - could draw some comfort from reading: the books, selected by the librarians of the London Library, would mix 'high culture' with so-called 'trash', popular novels, yet the power of reading as a means for healing the soul was unanimously affirmed.