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Awkward Geographies?
**An historical and cultural geography of the
journal *Contemporary Issues in Geography and
Education* (CIGE) (1983-1991)**

Joanne Norcup

Thesis submitted for award of PhD in Geography, School of
Geographical and Earth Sciences, College of Science and
Engineering, University of Glasgow: July 2015.

Abstract

This thesis concerns itself with the excavation of the historical and cultural geographies of the production, circulation, and reception of a grassroots-initiated geography education journal, and of the lives of the people and movement that contributed to its existence. *Contemporary Issues in Geography and Education* (CIGE) was the journal of the Association of Curriculum Development in Geography (ACDG): a pan-institutional collective of school geography teachers, authors, artists, activists and academics who desired a vision of school geography informed from the political Left, to enable the voices of those excluded from power to be explored and heard, and to offer up an alternative version of disciplinary geographical knowledge-making. Between the publication of its launch issue in 1983 and 1991 when it ceased publishing CIGE produced eight theme issues covering universally significant and highly contentious themes (racism, multinational trade, apartheid capitalism, war and peace, gender, ecological crisis and anarchism) from a humanist and critical perspective, offering critical analyses of the geographies therein and educational resources to utilise in educational training across schools, universities and staff education resource centres. CIGE questioned the spaces through which geographical education perpetuating social inequalities might be encountered (children's TV through to national press criticism, publishers, subject associations, examination boards and academia). Well enough known during its publishing life and subscribed to nationally and internationally across a range of organisations, many of its contributors subsequently forged significant careers as human geographers within the Anglo-American academy, yet limited reference has been made to the journal post-1991. Recovering the stories of the journal and the people whose lives made the series, brings forth controversies and in turn awkward geographies in recovering how and why the journal series ceased publishing and why there appears to be such omission in historiographic accounts. Employing conceptual ideas pertaining to themes of archival activism, activist archives, navigating the recent past, disciplinary identity-making and geobiography, the thesis illustrates the strengths of 'slow methodologies' and the adoption of longitudinal research methods to enable the recovery and corroboration of primary sources, while signposting how mechanisms of contemporary academia (giving seminar workshop and conference papers on national and international scales, writing papers and co-authoring book chapters) through can reactivate engagement with the recovered archives and agitate for further materials to be revealed.

Acknowledgements

Observing the dramatic action of a play from the wings of a stage offers behind-the-scenes insight into the collective and collaborative work and networks of people without whose interplay of knowledge and skills a production could not happen. With a thesis the acknowledgements provide the ‘behind-the-wings’ perspective where these vital and necessary ‘et als’ can be found¹. The ‘et als’ who have contributed to this thesis are in fact the principal players and as such giving them a roll call here gives a hint at the content in the chapters to follow. That it is a long acknowledgement bears testimony to the many lives who have given this thesis its form and life.

While not wishing for this page to read like the transcript of a long and gushy Oscars speech, it is necessary to acknowledge, as the anarcha-feminist Emma Goldman does at the outset of her two-volume autobiography *Living My Life* that “my life as I have lived it owes everything to those who have come into it, stayed long or little, and passed out. Their love, as well as their hate, has gone into making my life worthwhile” (Goldman 1931: vii). All I have encountered during this past decade whether encouraging, dismissive, disregarding or cheer-leading have made a significant impact in starting me off, keeping me going, and shaping this long-haul, slow-scholarship project and in turn my personal and professional self. Broadly however, this thesis would not exist were it not for the micro-acts of generosity, support, and encouragement. Of the numerous thoughtful acts of passing on materials “I thought might be of use to you”. Of the acts of academic civic-mindedness, gifts of time, patience, critical and sometimes candid intellectual feedback and reflection, wit, humanity and humility. Traits that can appear in limited supply but which this thesis has excavated by the bucket-load. A reminder of cultures of collegiality that serve to mobilise the processes of scholarship and enrich the subject.

To Dawn Gill and Ian G Cook for being open to this project and for keeping faith that despite my complex personal and professional geographies, I would get this done. There was never any doubt in my mind that I would not complete this, and I am so very privileged to have worked with you in beginning to recover, catalogue and record CIGE’s collective stories and archives. To those across the geography community in its fullest conception who helped to enrich and triangulate this archive by responding to emails and passing on leads (and in a handful of cases categorically ensuring me there was nothing to look for in the first place so making me more

¹ As underscored on the staff webpage for Ian J Cook who notes “He writes as Ian Cook et al to acknowledge the collaborative nature of all his work” (see http://geography.exeter.ac.uk/staff/index.php?web_id=Ian_Cook Last accessed 10/07/2015).

resolute in my research), agreeing to be interviewed and sharing their personal archives: Julian Agyeman, Liz Bondi, Sophie Bowlby, Steve Brace, Grahame Butt, Hugh Clout, Mona Domosh, Felix Driver, Roger Firth, Norman Graves, David Hicks, John Huckle, Don and Barbara Janelle, Peter Jackson, Ron Johnston, Peter Kennard, Ashley Kent, David Lambert, Roger Lee, Jo Little, Doreen Massey, Jan Monk, John Morgan, Phil O’Keefe, Dick Palfrey, Richard Peet, David Pepper, Linda Peake, Hugh Prince, Debby Potts, Eleanor Rawling, Europe Singh, Francis Slater, Peter Taylor, Jacqui Tivers, Sarah Whatmore, David and Jacqui Wright. To the memory of Rex Walford who was super supportive of this research and seeing how it progressed. To Peter Moss for facilitating access to the UCL/Institute of Education Geography Textbook archive and additionally the free reign to rummage through its “withdrawn” cupboards and to salvage and re-home duplicate or unwanted documents.

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Author Declaration of Originality

I declare that, except where indicated by referencing, this thesis is my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Signature: _____

Printed Name: Joanne Norcup

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Key Acronyms

ACDG	Association for Curriculum Development in Geography
ACD	Association for Curriculum Development
BASA	Black and Asian Studies Association
CIGE	<i>Contemporary Issues in Geography and Education</i>
CRE	Commission for Racial Equality
GA	Geographical Association
GLC	Greater London Council
GYSL	Geography for the Young School Leaver
ILEA	Inner London Education Authority
IBG	Institute of British Geographers
RGS	Royal Geographical Society
SAGT	Scottish Association of Geography Teachers
SC	Schools Council
USG	Union of Socialist Geographers
WGSG	Women and Geography Study Group
WHO	World Health Organisation

Chapter 1

Motivations

Radical geography education advocated a form of socially critical education that was less concerned for the defence of the subject *per se* than with the development of a broader social education ... The flavour of these alternatives can be seen in the issues of the journal *Contemporary Issues in Geography and Education* published between 1984 and 1987. The journal's concerns mirrored those of the geographical left ... in participating in these debates geography teachers were engaging in wider debates about the nature of schooling ... It is worth noting that these 'assertive' versions of geography teaching were limited in scope and influence. (Morgan and Lambert, 2005:35)

Sometimes to refute a single sentence it is necessary to tell a life story. (Berger, 1986: 23)

1.1 From throw-away comment to thesis enquiry: the beginnings

In 2002, I was a recently qualified secondary school geography teacher. I had gone to the Institute of Education, London, to discuss the possibility of undertaking research into a small selection of geography education materials that I had collected and some tales that I had heard regarding the people who made them. Not much. I had a pink booklet entitled *Gender and Geography* that my school geography teacher Jane Herrington had given me, and a book by John Huckle entitled *Geography Education: Reflection and Action* (1983) that I had picked up at a book sale in Goldsmiths College Library for 50p in 2000 while undertaking my PGCE in secondary geography education. The former, a themed issue of the journal, *Contemporary Issues in Geography and Education* (hereafter CIGE), had been given to me as a 16 year old, in passing between lessons as 'something you might be interested in' and in an effort to satiate a politically quizzical student wishing to pursue the subject to A-level and beyond. The latter was a text that helped to gird loins and encourage me while undertaking teaching practice, one which chimed with the ethos and perspectives embodied by the very same geography educators who had inspired me a decade earlier.

Within a matter of minutes, the meeting had ended. The professor of geography education who had agreed to meet with me had wafted his hands dismissively and shook his head at my opening enquiry when I showed him the first publication: 'It didn't matter'. While he attempted to redirect me towards other areas for curricular and pedagogic research, my head and ears became muffled with a rising anger of frustration both at being immediately dismissed and at the patronising manner in which I interpreted the words spoken. I attempted to enquire again: 'But why didn't it matter?' He repeated more slowly this time to ensure that I completely understood his words: 'It was nothing. They didn't achieve anything.' As he continued to discuss 'suitable' areas for further research in geography education, I resolved to get to the bottom not only of my initial questions (who were 'they'?) but more so now, why they 'didn't matter?' Given how I had

introduced my interests by discussing how these documents had been the very reason that I had taken up the subject, had found self-identification and validation as a way of making sense of the world ‘for the likes of me’, his instant dismissiveness of the materials, my questions and, in turn, me smarted. I resolved to find out more.

Opportunistic enquiries made between sessions at the Geographical Association’s (hereafter GA) annual conference later that year echoed his sentiments. A few drinks late after the final session on the penultimate evening afforded more colourful if unrepeatable candour at my enquiries of the like that revealed preferences and prejudices that made me uncomfortable, made me feel that I did not belong, reaffirming the privilege-blinded experience by some schools and some teachers over my own experience of working in state comprehensive schools with limited resources and non-specialist staff. What I came away with was a sense that there were differently accounted-for versions and experiences of the history of school geography education, and that the resources and materials that I had were not dismissible, but rather had never been given the time and print to be told fully. The publications I had just might tap into a vein of critical geography education created and produced in spaces beyond the edicts of official established subject associations from people, places and pasts too long overlooked. That there might be more to recover, and likely more that could be told, but few who were willing to go into any more detail beyond general gossip and myths, was a frustrating hurdle. It was all ‘too long ago’ and yet ‘not too far back enough’ that a palpable politics of discussion met my enquiries with hushed cautionary comment: ‘you don’t want to keep on about all that, you won’t be thanked for it’.

In 2004, I found myself employed working on a school textbook series¹. The team involved was given a copy of a forthcoming textbook by another publisher to get a sense of the kind of materials being produced for 11-14 year olds (UK Key Stage Three) at their final stage of compulsory school geography education. The book, published by Nelson Thornes², had a double page spread within it entitled ‘Migration: Salvation for the Nation?’ The poetry of the title suggested that the intention of the double-page would be noting the benefits of migration, except, of course, for the question mark at the end of the title. On scrutinising the content, however, I felt unsettled at what were at best narrow conceptual discussions about migration with even more problematic exemplars. The photographic images were solely focused on Black or Asian ‘migrants’ (with apparently no white migration or scales of migration discussed); and under closer scrutiny of the examples given, the individuals were not migrants at all. All cases were British born (Prince Nazeem, Ms Dynamite³) or else fictitious examples (*The Kumars at*

¹ Phillipson et al (including Norcup) (2005).

² Gardner et al (2004).

³ Niomi McLean-Daley. Hip-Hop artist born in North London in 1981. Taught Geography by Jane Herrington while she was a student at Acland Burley School in Kentish Town. London British. (Interview with Jane Beaumont nee Herrington 2010)

*Number 42*⁴). There were no contextual political explanations as to why people migrated in the first place, nor any detailed case study accounts of the benefits of migrants to the nation or to the contextual histories of migration, whether immigration or emigration. In my opinion the pages were generalised to the extent that presumptions and assumptions could be made in a fashion that enforced rather than challenge racist ideas. At the time I was working for the London Boroughs of Greenwich and Lewisham exclusion service, teaching students unable to attend mainstream schools from a base in Lewisham public library.

I had just been awarded a Fawcett Fellowship in the Department of Geography at University College London (hereafter UCL), which allowed my own explorations into current research for the enrichment of my teaching. Had I been given this textbook while teaching at the South East London comprehensive where I had been a year earlier, and where non-specialist staff were increasingly being asked to fill-in to teach Geography,⁵ the material given to students uncritically might well have served to fuel the racist ideas in an area where students navigated the British National Party fliering the school playground with their race-hate materials only a few streets away from where Stephen Lawrence had been murdered a decade earlier.⁶ I contacted the publishers to air my concerns and following what I felt was an unsatisfactory reply (**Fig 1.1**), requested a meeting.



Figure 1.1 Letter from Nelson Thornes replying to my complaint about book content (Author archive)

⁴ TV Comedy based around the fictitious Kumar family who had turned their suburban home in Wembley North London into a chat show for their aspiring TV chat-show son. Devised by Sanjeev Bhaskar and Meera Syal, it was originally commissioned by BBC and aired 2001-2006, with a recently revised format on Sky1 (2014).

⁵ Sometimes in what follows, I will write Geography, with an upper-case 'G', to indicate the formal academic discipline or subject of Geography.

⁶ Lawrence's murder has been racially motivated, and a mishandling of the inquiry and attempt to convict his murderers also revealed deep layers of institutional racism within the London Metropolitan police force.

I discussed the issue with Caroline Bressey⁷, who, in addition to her postdoctoral work at UCL, was also on the board of BASA⁸. She agreed to meet me with Simon Tanner-Tremaine, then head of secondary geography textbook publishing at Nelson Thornes, to discuss the problematic material. On our meeting, Tremaine offered up the observation that ‘we’ve never really had complaints from a teacher before’ - a statement which is refuted in the chapters that follow - before agreeing to alter the electronic materials to take on board our criticisms. I did not think it went far enough, but at least the CD rom resources – if teachers had access to such technologies, and used them in conjunction with the textbook - would take into account the British Isles’ long history of migration (coming and leaving) and the resulting mixture of ethnicities, languages and ideas. But it was far from ideal. I had come from a teaching situation where such technologies while increasingly accessible, were not readily available all the time. And if supply or non-specialist was taking a class, I worried at how such additional contextualising materials would actually be used. It helped having Caroline there: an academic voice and a meeting held in the Department of Geography on Bedford Way, London, gave me added geographical gravitas from my association with UCL and the very space in which we met. I questioned whether I would have been heard had I simply been a teacher making contact from my own unique teaching position or how such complaints would be followed up if I had still been employed by a school (whether I would have been told it was not my issue, that I was being ‘too academic, something that had been used as a pejorative term in discussions when working as an advisor for a school atlas a year earlier).

In recounting this series of events with a geography education researcher, I was told ‘you want to be careful; you’ll be compared to Dawn Gill’. To be potentially compared with Dawn Gill, the chief moving force behind the journal at the centre of my thesis, has a special poignancy for what follows. While I took the observation as a compliment, I knew from the non-verbal communication of the geography education researcher making the pronouncement that they had intended the comment to be quite the opposite. A warning. To tone down my criticisms. To keep my head down. I had been brought up being repeatedly told, through the micro-aggressions of everyday living, that it was not for me to put my head above the parapet, to speak out of time and place, and ‘what did I know, who was I to matter or to be listened to?’ All done, I am sure, in the name of protection. But whose? I had no doubt that there were good intentions behind the warning, that there were ways to be ‘deceptively radical’, but that all meant losing voice and I knew that, in addition to sublimating my own voice, such actions would lead to prevarications and time-lags, would mean making palatable harsher criticisms and a slow (at best) adaptation to a more quiescent position. Mitigate critics and maintain the *status quo*. The voices of certain people (like Gill), whose words had been published and sent forth, had a genuine impact on my life, and here they were, their names used as pejorative put-down, as slang short-hand for awkward, the implication also being somehow unprofessional. These were voices from the past that had helped me to find a place; they had made a stand in their own work, challenging what

⁷ At the time Bressey was completing postdoctoral writing from her PhD (Bressey, 2003).

⁸ Black and Asian Studies Association (www.blackandasianstudies.org).

they saw as the complacencies of tacit bullying and lazy prejudices, presumptions and hypocrisies.

While I held questions about some of the arguments and debates within the pages, hearing authentically alternative voices with different versions of the subject made it clear that their motivation was to make geography purposeful and more accessible from people-level, not to make people fit into well-trodden ‘fact’ grooves that the subject had repeatedly trodden to make itself: to tackle the big issues of power and resource access, to consider the multiple geographies of exclusion encountered by many; to find ways of challenging, transgressing and remaking the world in a differently arranged geography. The substance mattered. The integrity of the curricula mattered. The authors in these documents wanted the world to be more equitable, more socially and environmentally just, of a leftist flavour with a range of subtly different perspectives discussed. They had in turn given me permission to speak, to ask questions of everyday geographies of power and in turn connect with a subject, Geography, for which, until the age of fifteen, I held only a passing contempt.

Arguably all theses need – or are given – an origin story; that is to say, a point or place or person from which the narrative can spring. This thesis is no different. It must begin with a diversion into the early life and upbringing of me, its author, for it is in snatches of my autobiography that the subject of this thesis and the motivations for undertaking it can be seen.

1.2 In seeking out a geography ‘for the likes of me’⁹: the secret journals of Joanne Norcup, aged 9 ³/₄.



Figure 1.2: The journals of Joanne Norcup 1983 – 1991 and beyond (Author photo)

A lock-broken metal storage security box, purloined by my dad from the waste-bins outside his job as a bank clerk in North-West London, claimed by me as a 12-year old wishing to have

⁹ Echoing Michael Collin’s 2005 book *The Likes of Us: A Biography of the white working class*



Figure 1.4: Portrait of the author as a young woman (Author archive)

These journals are variously poignant and funny, excruciatingly embarrassing, naively endearing, and utterly random in their observations; recording world events alongside the mundane events of the family life of a young girl desperately trying to make sense of the world and her place in it. One randomly selected week in 1984 (**Figure 1.3**) gives a choice and standard example “Wednesday 8th February 1984: ‘In Netball team. Winter olimpics starting. Wake 5 past 7. Stella in grumpy mood. Salad and donut for school cold dinner’”. The first two years’ events are recorded in multi-coloured crayon pencil. My random observations feature alongside scraps of paper and cuttings, ephemera of ticket stubs and attempts and longer writing, scribbled quotes from family members, trying out longer writing styles: phrasing I found funny alongside shocking revelations as family members tried to adapt to my changing body:

Wednesday August 8th 1984: ‘Nanny asks me and Stella to go into her bedroom and starts telling us about having babies. I don’t want her to tell me and want to go swimming in the sea instead. She shows us mini mattress pad things that connects with tags onto a gurdle (!!!) ‘incase you need them. These I got on the ration after your dad was born’. She says her mum used to cut up sheets and make mini mattresses herself. Boil them up to reuse. She says being a woman is a curse and that one day we’ll understand and that we are not to swim in the sea or wash our hair or take a bath when the time comes otherwise we could die. Nanny is like tales of the unexpected¹⁰. I just want to go swimming in the sea. Finally get to Westbrook at 5:30pm. Tide out. Nanny says it is too late to go swimming. Rock-pooling near the sea-bathing outlet pipe instead.

By September 1985 a notable shift in tone and stationary use occurred as fountain pen and ink cartridge replaced colourful pencil when I started secondary school. My diary recorded the reason why I liked the school, which broadly centred on taking part in sport and being outdoors (**Figure 1.4**) (‘I don’t have to wear tie and the school is next to Cophthall swimming pool and athletics track’). Growing up in a highly political North West London in the ward of Colindale (the only repeatedly Labour voting ward in the London Borough of Barnet), I would witness the daily pushing of rubbish by road sweepers from the Thatcher realm of Barnet across the

¹⁰ A TV series created by the author Roald Dahl, *Tales of the Unexpected* aired on British TV between 1977 and 1988. It showcased short suspenseful, sinister, often grotesque and horror based stories. I loved them. (Dahl 1979)

Edgware Road to Ken Livingstone's Brent. My diaries note down observations by a girl from a white working class London background attempting to make sense of the world. Despite my mum's attempt to counter, life in a North West London suburban sitting room was Dad-driven and *Daily Mail* fed. Prior to 1989 my diary shows a complete disregard for the subject of school Geography ('Geography today, zzzZ, bor-ring!'). I recorded being asked to colour in maps and complete double-paged spreads from school textbook. My diary also reveals candid criticism of the teachers and the materials involved: 'this is baby stuff, they should teach at primary schools'. While my school reports blandly documented my very average academic abilities and other skills deemed worthy of note ("neat handwriting", "helpful"), the school subject of Geography at that time did not connect with me at all.

My first conscious encounters with a world beyond headlines that doted on the Royal family and Margaret Thatcher was in 1984. Aged 10, our ILEA Colindale Junior Mixed Infants' week-long school trip to the Inner London Education Authority (ILEA) field centre at How Caple, Ross-On-Wye in Wales, was my first week away from family-run holidays in caravans along the east-coast of England or the thrice-yearly holidays to my grandparents' bungalow in Margate. We were staying in an old building that had its own non-heated outdoor swimming pool which I used joyfully every morning. The trip led by my form teacher, the wonderful Wilfred Thorpe, was probably my first encounter with Geography before I recognised the subject. He gave us multi-coloured Banda-produced maps, led long walks along the Wye Valley ('we spot a peregrine falcon!') and we visited Usk agricultural college, which turned me vegetarian after seeing the veal calves being herded from their barn onto a caged truck and off to slaughter. We were one of the first school groups to visit and to take a tour down the recently closed Blenavon Coal Mine, now visitor attraction 'Big Pit', where we listened to Windsor Davies voice-over recordings about the Pit's history, went down in the cage and saw for ourselves the daily conditions of coal miners. The trip ended when we were each asked to pick up a piece of coal and told by the ex-miner now tour guide to "go back to your parents in London and tell them we still have coal in these mines". We later visited a school in Syngennydd and saw the poverty driven by the closure of the pits first hand, hosting a party for the school children and their parents.

Returning to North London, the *Daily Mail* headlines served to fuel the increasing verbal debates between myself and my Dad. On my 12th birthday, Chernobyl exploded and my diary recorded my countdown to post-nuclear Armageddon alongside, in the same sentence, the lyrics to pop songs. Music aficionados may well mock the efforts of Nik Kershaw, but his lyrics to 'I won't let the sun go down on me' made a profound impact, along with Frankie Goes to Hollywood's 'two tribes'. For a girl who was only allowed out to go to girl guides and choir practice, family gatherings, and do her paper round, this was profound stuff.

My pre-pubescent years equated to saying little and doing nothing. Repeated entries document personal frustration at not being allowed to join or do things deemed by my parents 'too expensive'. Being an identical twin meant double the cost (hence my diary recording my continual looking out for jobs to supplement the pocket monies that failed to materialise).

Beyond school, I sang in the local church choir (2p a practise, 10 p a service, 50p weddings and funerals), a community space that happened to be both a five minute walk and afforded my parents a Sunday morning without two of their charges cluttering the house. As ‘the twins’, we became acquainted with other people who lived in the local streets. Our choir master, Andrew Tait, was training at the Guildhall School of Music and was a brilliant: Dread-headed, six-foot young Black Mancunian politically active in campaigning for more black classically trained musicians. He taught me Baroque music and a love of the string section¹¹. We went to the local girl guides group based at the church (3rd Colindale St Matthias), which enabled me to go camping; and I loved the freedom that it gave, even though our campsite at Moat Mount on the edge of the M1 and A41 in Mill Hill near the white house which we were told had been recently brought by the pop star Paul Young. I was told off for interpreting the instructions of ‘survival camp’ by pooling together our patrol’s (the White Heathers) emergency 20ps and taking them to the nearest service station to buy chocolate rather than pick nettles. While I always made an effort to mumble serving the Queen, I preferred the ‘helping other people’ bit of girl guiding and what I realise now were the strong feminist principles of self-sufficiency and collective responsibility that it instilled.¹²

Life was buffered between TV and fanaticised dreams of theatrical stardom, reading books and play scripts and borrowing cassettes from Hendon Public Library. Whereas I had loved my junior school for the social interaction, I hated my all-girl secondary school for the psycho-bullying and mental games; for the mockery at what was clearly my lack of material wealth and for the increasing daily pressures on me to ‘be a good girl’. So I played up to it. Form Captain. Improved my grades. Puberty kicked in and I gave up all sport to avoid drawing attention to the body I lived in but no longer recognised. Study proved my salve. My diary recorded letters sent to the BBC enquiring about how to get into acting and television production, and in 1987 an acceptance on a two-year waiting list to attend the evening group of the Anna Scher Theatre School in Islington (just an hour away walking to Colindale Northern Line underground station direct via the City branch to Angel). I hid in books and resigned myself to make the most of my time. Body-hatred, friendship groups, family visits, activities at girl guides and the church all marked a ‘small’ spatial suburban existence, revealing in turn a girl trying on different attitudes, terms of expression, affectations in interests and even handwriting styles. A parochial existence, in spite of central London being only five miles down the Edgware Road, starting at Anna Scher’s in September 1989 was a revelation. Anna was full of the importance of being an autodidact, of teaching yourself, of taking responsibility, of making things happen in a way that engendered what she called ‘The Three Hums: Humanity, Humility and Humour’. Her book *Desperate to Act: Anna Scher’s All About Acting book* (**Figure 1.5**) became an instant and life-long favourite.

¹¹ In 2015 Andrew is musical Director of Koruso, Southwark Community Choir. See <http://www.koruso.org.uk/our-musical-director-accompanist/> [accessed September 2015]

¹² As corroborated through the research of Sarah Mills into citizenship and youth movements including the girl guides (2011)

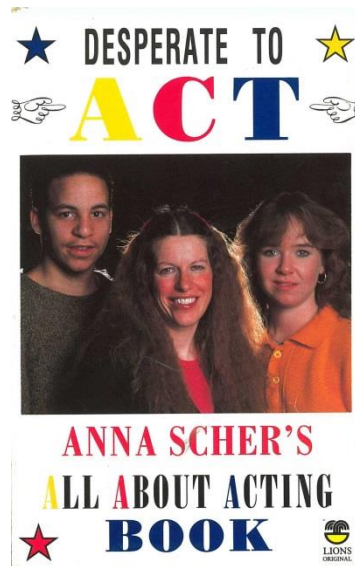


Figure 1.5 Desperate to Act: Anna Scher's All About Acting Book. A starting point in autodidactic learning and living in a critical, creative, and humane way (Author copy)

A few weeks later, in the first week of October 1989, I went on a week-long geography fieldtrip to Dorset. The tone of diary entries shifted dramatically, and my dreams of acting were put on hold. One statement covers the whole week (**Figure 1.6**):

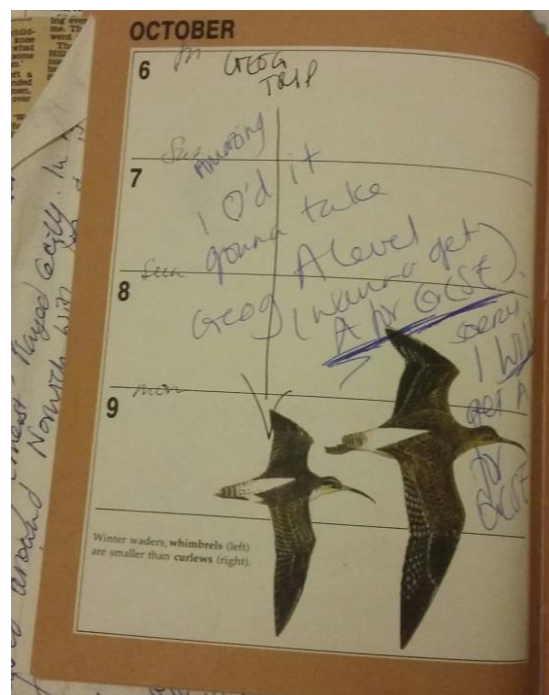


Figure 1.6: One transformative week in October 1989. Review of Copthall School GCSE Geography fieldtrip recorded in author's personal journal (author archive)

'Geog trip. Amazing. I heart it. Gonna take Geog A Level (wanna get A for GCSE) sorry I WILL get A for GCSE'. The next diary entry followed two weeks later on 25th October 1989: 'Don't remind me I KNOW I haven't written for ages. The Geog trip was Amazing. Unforgettable. Had a Brilliant time. Teachers really nice. Now I have to revise and do geography

project'. While I loved drama, I also knew of my need to be financially practical: in a matter of months I would need to find paid work. Up-coming GSCE exams and the prospect of educational qualifications and a possible teaching career offered a practical and professional option that would enable travel and continued learning. Mum and maternal grandparents provided voices of encouragement at this possible outlet.

At 15 ½, I found my place: it was the geography that my new Geography teachers offered up. The three teachers who had run the fieldtrip would go on to teach and feed me geography that connected my life with the world and lent space to ask questions of it. They were: my self-professed anarchist classroom teacher, Nick Monk, who had trained reluctantly after leaving school at 16 and relayed tales of travelling and teaching his way around France; Jane Herrington, newly qualified from the Institute of Education and her tutelage under Frances Slater; who had grown up on a working class council estate in Weston-Super-Mare and had gone to Oxford to study Geography at University; and Andrew Beaumont, new head of department who had studied under Margaret Roberts and Ron Johnston while at the University of Sheffield, who was replacing the retiring head, Chris Norman, GA member and friends with its ex-president Rex Walford. The Geography field trip had a profound impact because the fortunate coming together of these three teachers facilitated what I am now recognise as progressive pedagogic practices into the classroom and fieldtrip.

An evening study lecture organised by Monk during the fieldtrip to Dorset which set me on my path was the first of a number of creative approaches to teaching that enabled me as a student to think. After a day at Chesil Beach, he gave a lecture on a rock he had picked up from the beach. His lecture claimed said geological find had made its way, via longshore drift, from the Ganges to Dorset. Replete with logarithmic paper and fictitious data, he spent the following 40 minutes talking about this process. Everything he uttered I knew was total garbage. While other student's scribbled down all that was coming from his mouth, I stopped. 'Joanne, why are you not writing what I am telling you?' he asked; 'because I don't think what you are saying makes sense', came my tentative reply. Ignoring me, he continued for a further ten minutes before concluding to the assembled teachers (who were muffling their guffaws at the back of the room) and students: 'Now all of you hold up all your notes, I want to see all that you have noted down'. He asked us all to hold the papers high in the air: 'Now, the most important thing I want you to do with these notes is to rip them up. Go on. Tear the page in half. Only one person in this room saw this for what it was. Utter hokum. Never, ever think that, just because someone is at the front of a room talking, that they know what they are talking about. 'Think for yourselves'. It was the first and only time my 'gobbyness' – increasingly the bane of my dad's life – was given any validation by an adult. Herrington's lessons meanwhile were a joy. Our portacabins were rocked by ground staff half way through a lesson on earthquakes to simulate how we would all react in the case of a minor tremor. Population lessons were prefigured with questions about how the world's women were valued and treated. Herrington brought in broadsheet newspapers (a novelty for us mainly tabloid-fed students) and asked us to interpret the way the pictures and texts recorded the world. The subject came alive because it engaged with life. This was now the most life-changing, utterly

uplifting subject because it enabled questions to be asked. It gave permission to do so, and the teaching staff, through their own embodied practice, encouraged it. Evidence of my dedication to this can be seen in the detailed wording of my school report, documenting my “reading outside the confines of the subject” (**Figure 1.7**) and in the encouraging comment written on the back of my school geography exercise book at the end of the school year (**Figure 1.8**) as Mr Monk signed off teaching me and teaching at the school, echoing the environmental debates I increasingly had with him in our lessons.

NAME: JOANNE NORCUP FORM: 5T
 SUBJECT: GEOGRAPHY

TEACHER COMMENT

KNOWLEDGE AND UNDERSTANDING OF CONCEPTS AND SKILLS
 Joanne has displayed a good range of understanding of the main ideas and issues. Her readings outside the confines of the subject have all served to produce a clearer understanding of many world problems. Joanne works hard to get to improve her factual knowledge. She can lack confidence in her ability to explain and describe complex issues but I feel she has made progress in this area.

PERSONAL QUALITIES/ATTITUDES
 Joanne is extremely hardworking and displayed a pugnacious approach to her fieldwork investigation. All of this bodes well should she choose to take this subject to a more advanced level. She is beginning to have greater confidence in putting forward her views and her sense of humour is well appreciated by the geography staff.

EFFORT: A ATTAINMENT: A EXAMINATION: B
 Signed: N. Monk Date: 28/2/90

Figure 1.7: Joanne Norcup school report for Geography 1990 (author archive)

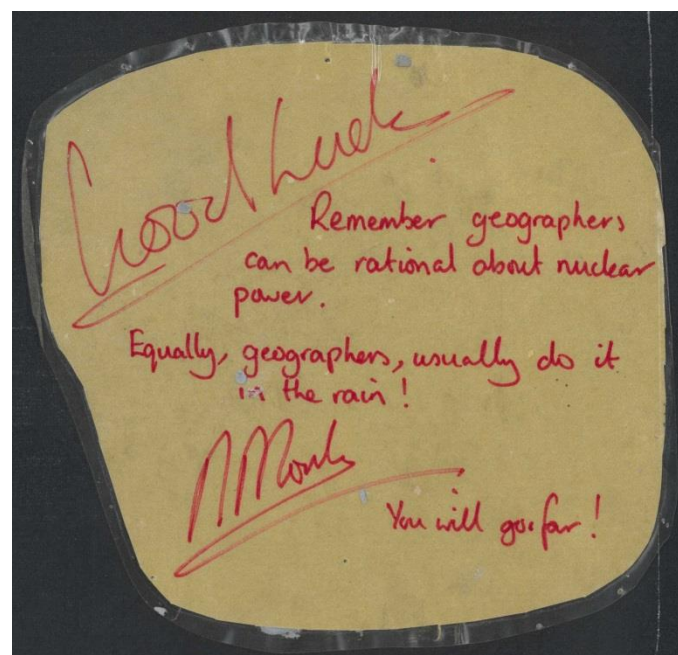


Figure 1.8: Inspiring ephemera: words of encouragement scribbled on the back of a green geography exercise book (author archive).

This mode of geographical education, has stuck with me ever since, energising everything to which I have aspired as a geography educator and, indeed, as a researcher into the history of recent geographical education. It has provided me with a compass, pointing me in the direction of approaches and evidence suggestive of attempts to craft a genuinely critical, empowering and also humane way of bringing the insights of geography into student life-worlds. Moreover, the Geography section at my secondary school gave me my first engagement, although I did not know it as such, with ideas and practices contained in the CIGE journal, even to the extent of being given a copy of one of the later themed issues (the *Gender and Geography* issue mentioned earlier). Jane Herrington had trained at the Institute of Education with Frances Slater while Slater was working on CIGE. Interviewing Jane Beaumont (Nee Herrington) in 2010, now head-teacher of the same secondary school, she recalled picking up such materials from Slater and sharing them with her new colleagues, because of the enabling and empowering potential of such resources by contrast with other materials at the time, indicating that alongside other similarly ascribed resource materials the CIGE articles and resources served to inspire and indirectly shape the classes in which I participated (Interview Jane Beaumont, 2010). That I began to write my own journal in 1983 continuing until and beyond 1991 echoes by chance my own parallel but differently scribed journals during the publishing life of CIGE. My own life-path has hence been interwoven with CIGE since very early in my biography; in a small way, then, both my school and my own life-path have been bound into the multiple geobiographies of CIGE that my thesis is designed to relate.

1.3 Telling a life story: Thesis aims.

By 2005, I was searching for somewhere to base my investigations into critical radical geography education, and specifically the journals and movement of which I had only held a passing secondary account. The quote beginning this chapter, from John Morgan and David Lambert, gave me the drive to recover the stories connected with the journal series of *Contemporary Issues in Geography and Education* (hereafter CIGE). Their remarks echoed those of the professor who I had met at the Institute of Education, the message basically being ‘nothing to see or learn here’, a byway, diversion or even dead-end in the recent history of geographical education, something not worth revisiting either by historian of geographical knowledge and practice or by contemporary geographical educator (or researcher) seeking inspiration for how to ‘do’ their subject in the present. Morgan and Lambert’s account of the journal series, here from their book *Teaching Geography 11-19* (Morgan and Lambert, 2005), echoes similar narrative framings of CIGE that they have discussed in other publications (see chapter 7), reprising particular judgements and in turn serving to raise many more questions beyond the journal series itself. Why are these versions of geography education more ‘assertive’ than any others? How many different ways might the term ‘assertive’ be read? Why should the endeavour defend the discipline? What does defense of the discipline constitute? Placing the word assertive in inverted commas implies awkwardness: grammatical raised eyebrows. What do such comments tell the reader about how mainstream geography education was politically constructed and endorsed over and against a

clearly ‘othered’ version of such education?

While this study has hence been born out of the questions raised at mainstream geography education’s limited and ambivalent treatment of the journal series, the intention of this thesis is to recover as fully as possible the life of the journal series in its entirety: in effect, returning to the John Berger quote also found at the start of the chapter, ‘to tell a life story’ in order ‘to refute a single sentence’, the latter of course being the Morgan and Lambert dismissal of CIGE. The intention is also to reconvene the various contextual cultural, historical and political geographies, people and lives that went into making the issues of CIGE and creating an alternative, reconstructed version of school geography education that brought to the forefront the values and power relations inherent not only in the geographical knowledge being practised and imparted in classrooms, but raised broader questions of the power relations that existed in the process of making both geographical knowledge and the resources and materials that supported a geography education curricula lacking in critical analysis of its own part in including and excluding particular versions of the world. Further, it is to inquire into CIGE’s own antecedents in progressive and radical education initiatives, and asking about how the journal series has variously lived in text and in body through the biobibliographic and geobiographical lives of the people and publications with which it has variously intersected.

This thesis research therefore transects a number of key areas of research within historical and cultural geography. Firstly approaching the recovery of this journal series serves to draw out questions concerning the place of the history of geographical education both historically and culturally inofitself, and more broadly how this interplays with the historiography of Geography in serving to construct disciplinary identities, knowledges and practices. It is telling that Lambert and Morgan’s partly argue for the dismissal of CIGE due to its “... lack of defense of the subject per se...” raising questions of a broader role of school geography more than itself, but in its role as both bolsterer and buffer in mediating populist conceptions of the subject and how geographical knowledges, practices, and ideas are engendered via school teachers and curricula content into the minds of young people through the practise of schooling. William Marsden (1996), Eleanor Rawling (2001), and Rex Walford (2001) exemplify key research into the role of school geography education in shaping geographical knowledge through the practices of school teaching, be they in the form of textbook construction (Marsden), Structural education policies and examination and curriculum design (Rawling), or through different organisations and institutions from a range of locations and scales that have served to shape school geography education since it was formalised as a school subject in Britain in the late Nineteenth Century (Walford). This thesis hones in specifically to areas beyond these more formal spaces of publishing and established institution to the porous spaces on the margins of institutions, utilising their resources to enable grass-roots, independent alternative versions of the subject to develop.

Such developments might be construed as both a part of and apart from mainstream versions of

the subject. Teasing out how established institutional spaces and resources were transgressed and utilised for the purposes of reconstructed versions of the discipline connects this research to historiographies of critical and dissenting geographies. This research is therefore situated in the often uncharted spaces that fall between historical accounts of established school geography and academic geography. Serving to recover accounts of these creative and critical edgelands enables in turn an opening up of activities that would otherwise be lost, pasts which offer up the potential to enrich not only disciplinary historiography, but insights into the way geographers operate in myriad 'public' geography spaces in the present. Exploring these hard to define, 'awkward' spaces enables broader questions to be asked concerning the shaping of disciplinary identity; questions regarding how accounts of the historiography of the discipline are written into or out of the discipline's pasts. Such recovery holds the potential to disrupt as it asks pointed questions of the historiographies of critical and radical geography which mirrors those questions posed by feminists such as Avril Maddrell (2009), Janice Monk (2003) and Karen Morin (2014): where are the women in these endeavours? It demands a presence of critical feminist historiography of geography that too often only features in a passing 'throw-in-and-stir' as an after-thought rather than as something more foundationally central to recovering and recreating geography as a discipline of justice and emancipation, tenets of the discipline numerous 'critical' geographers would state their work centres on.

This necessitates new ways of both undertaking research practise and in valuing historical materials, practices that embody a critical stance to established procedures of research in the contemporary academy. Chapter three concerns itself with the need for slow methodological research practices, in a timely fashion, to enable the recovery of such moments from the recent past, arguing for the valuing of memories and recollections of colleagues who might otherwise be looked-over, taking seriously material outputs that often fail to garner attention. While research into geographies of the book (Ogborn and Withers, 2009; Keighren, 2010) given renewed attention to the various geographies of knowledge circulation and disciplinary construction through the publication of monographs and formal journal publications, this research takes seriously those publications of a more ephemeral nature, in particular that of an independently initiated journal series. By giving time and space to value the aesthetics and content of 'grey literatures' produced by school educators in-situ: the worksheets and pamphlets, the newsletters and theme-issue journals published in their own time outwith the school but feeding into the work values the dedication and outputs of a swathe of geographers who would otherwise be forgotten. More than simply born of 'enthusiasm', such materials need to be examined in regard to the power relations of the time that necessitated the compulsion of the production of materials as well as power relations that have variously served to limit the inclusion of such materials from accounts of inclusion in the making of disciplinary publishing. This thesis therefore gives attention to the gaps and omissions of critical and dissenting Leftist versions and voices of geographers coming from what might be considered vernacular spaces of practise and publishing, enfolding professional geographers working beyond academia, opening up spaces and locations and considers those critical voices whose work has intersected and

served to shape the subject.

1.3.1 Historical context of the period of study: The 1980s.

This thesis attends to the specifics of the life of a journal series that was created, published and ceased publishing during the 1980s and early 1990s. While Chapter 4 gives contextual overview of significant events in preceding decades to give a broader educational context to the emergence of the journal series, it is necessary to have a general overview of how educational policies implemented immediately before and during the life of CIGE served to enable and in turn disable its publishing life. Understanding the landscapes of education in England and Wales and how it changed culturally, politically and socially can be seen to be directly affected by the shift in government policy from the late 1970s and throughout the 1980s. Understanding some and a broader sense of the cultural and political life in England during this decade and how this impacted on a range of educational geographies; in schools, at further education institutions, at universities and concerning teacher training and INSET (in staff training programmes) all variously factor into how a grassroots DIY journal functioning through the volunteering good will of its editorial group were able to exist as well as serving to signal its demise.

The election of Margaret Thatcher in 1979 as Prime Minister of the Conservative government gave her government a mandate to implement neoliberal policies. Throughout her three terms in office, Thatcher's government drove through radical right-wing changes with a focus on deregulation of markets and the privatization of state-held nationalised assets which had since 1945 been part of a broader social and cultural welfare state. Gillard (2011) observes that Margaret Thatcher's policies in the 1980s "were to convert the nation's school system from a public service into a market and to transfer power from local authorities to central government". In contrast to other Departments, Education was the one area of government which saw increasingly control from central government. Arguably this stance had been shaped to an extent from Thatcher's own experience as Education Secretary during the Heath government a decade earlier where, under pressure from Local Education Authorities and Teacher pressure groups she had been forced to oversee the large-scale construction and implementation of comprehensive schools, an education ideology introduced by the preceding Labour administration which she found an abhorrence.

Keith Joseph, long-time ally of Thatcher since they established the Centre for Policy studies in 1974, a think-tank promoting autonomous schools with a minimum of state intervention, he shared her commitment to free market education. Ironically, Joseph found himself implementing a vast number of legislations and regulations in effect taking control of education. For Joseph and Thatcher this meant confronting teachers, trade unions, training institutions and local and national inspectors, reducing their input and influence. Broadly three areas were focused upon: controlling the curriculum, controlling and training teachers and restricting their role in the development of curriculum materials and reducing the control of local education authorities "which Thatcher saw as her enemy" (Gillard 2011). The following **Table 1.9** illustrates the scale

of government intervention in restructuring how state education could be reconfigured in line with Thatcherite neo-liberal policy, in reducing state expenditure for schooling and offering up a 'market' of sorts for parents to be able to choose the kind of schooling and curricula they desired for their children. As the table illustrates, during the 1980s with the exceptions of 1982 and 1989, every year saw a number of significant Education Acts and reform Acts introduced reducing funding of state education provision generally while dismantling the infrastructure of education provision created under Labour in the mid-1960s: establishing a range of grant-maintained and specialist schools that were given greater choice in selection of pupils, reducing the influence of local education authorities and taking central control through the establishment in 1988 of a National Curriculum to control what was taught in schools while reconstructing professional identities for teachers and educators in line with market and business values. Reconceptualising what education was for was a central cultural and ideological tactic, its purpose to encourage greater competition and productivity for economic benefit over broader cultural and social equality of opportunity for the majority. The passing of the Further and Higher Education Act in 1992 saw John Major's government pursue the idea of mass higher education while reducing expenditure in provision of further education colleges and technical colleges. The closure of the Council for National Academic Awards (CNAA) and the demise of polytechnics meant as new universities, old polytechnics as further education corporations could award their own degrees how they funded and managed their institutions.. Introducing an audit culture of outputs and productivity in effect signalled the beginning of RAE and REF.

Figure 1.9: A table summarising key education policy in England and Wales during the 1980s and notable national and international events.

year	Education	Details of Education Acts and significant education initiatives in the life of CIGE	National and International events
1979	Education Act	Gives LEAs right to select pupils for secondary education aged 11	Margaret Thatcher becomes Prime Minister after the Conservative Party win the general elections
1980	Education Act	School governing bodies to have at least two parents Parents given right to choose schools and appeal Right to close schools and create new ones Assisted Places scheme to use public money to allow 30000 pupils to go to private schools Removal of obligation of local authorities to provide free milk and meals unless children were on benefits	Inquest into the death of Blair Peach a teacher who had died demonstrating against the National Front. Verdict of misadventure results in a public outcry. Announcement by Secretary of State for Defence that US nuclear cruise missiles would be located at RAF Greenham Common in Berkshire and RAF Molesworth in Cambridgeshire. First CND rally takes place at Greenham Common. Women's peace camp establishes at Greenham Common in September 1981
1981	Education Act	Published after 1978 Warnock report	Race Riots in Finsbury Park, Ealing,

		findings implementing assessment and provision for students with learning needs Rampton Report: findings of a report commissioned by Jim Callaghan's Labour Government into the education opportunities for Ethnic Minority groups with priority given to children of West Indian origin	Tottenham and Brixton in London; in Coventry and Birmingham and Liverpool. Enoch Powell talks of a "racial civil war". Government commission The Scarman Report published in November 1981 finding problems of racial disadvantage and inner city decline. The report dismissed ideas of institutional racism but rather there was a need for positive discrimination. Schools Council commission research into the role of curriculum in fostering multi-ethnic teaching in school subjects. In light of the Scarman and Rampton reports, the School Council is commissioned to look at how schools can improve their support for multicultural and multi-ethnic students. Dawn Gill gains commission to research school Geography curricula.
1982		October: Dawn Gill's School Council report <i>Geography in a Multicultural Society</i> refused publication	Closure of Mines announced. GLC's Women's Committee formed April – June: Falklands War
1983	Education (Fees and Awards) Act	Requiring Higher Education institutions to charge higher fees to students deemed to not be commented with the UK and to exclude them from discretionary awards. Launch of the journal Contemporary Issues in Geography and Education (CIGE)	Conservatives re-elected with a majority US Cruise Nuclear Missiles arrive at RAF Greenham Common in Berkshire
1984	Education (Grants and Awards) Act	Introduction of Education Support Grants given to LEAs only for the purposes of government specified courses, removing the power LEAs had in funding continuing training for teachers	National Miner's strike. Women Against Pit Closures set up to support striking communities. IRA bomb the Conservative Party conference in Brighton GLC year of Anti-Racism Band Aid release <i>Do they know its Christmas</i> achieving the highest sales of a single ever recorded in the UK.
1985	White Paper <i>Better Schools</i> published The Swann report	The Swann report found that education had a major role in changing the attitudes of the white majority population and the need for teacher training to be an ethnically diverse society	13 July 1985 Live Aid held as a global broadcast music event to raise funds for relief of the on-going famine experienced by Ethiopians since 1983
1986	1.Education	1Limited funds for education support	Announcement of the selling off of

	(Amendment) Act 2. Education Act 3. Education Act (no.2)	grant, excluded remuneration for teachers taking lunchtime or after school clubs 2 May 1986 – Kenneth Baker replaced Keith Joseph as Education Secretary – limiting further education grants and expenditure by LEAs 3 Most significant Act of the year Governors given greater powers to influence curriculum, discipline and staffing; Abolition of corporal punishment, power for head teacher to determine a secular curriculum. Point 44 determined “no political indoctrination” singling out peace studies which had been introduced in a number of schools	nationalised utilities and industries including British Aerospace, Cable and Wireless, Britoil, The National Bus Company, British Airways, Rolls Royce, , British Steel, British Telecom, the electricity generating company, and the water companies Chernobyl nuclear power reactor explodes in the USSR causing radiation to spread across large parts of mainland Europe. Of geopolitical significance with regard to Perestroika and President Gorbachev’s programme of liberal reform. Non-Stop Picket begins outside the South African Embassy in Trafalgar Square demanding the release of Nelson Mandela and an end to the Apartheid regime in South Africa.
1987	Specific Grants for INSET (In-Service Training)	Centralised funding removing any funds from LEAs	Margaret Thatcher wins a third term in office. Less a majority than previous election
1988	1 Education Reform Act 2 Local Government Act	1 ‘The Baker Act’: Giving central government powers over LEAs turning a public service into a market Establishment of a National Curriculum deciding what could and what could not be taught in schools (establishment of a curriculum and assessment councils [the National Curriculum Council (NCC) and School Examinations and Assessment Council (SEAC)] where members were appointed by the secretary of State, changes in further and higher education management, the abolition of the ILEA 2 Equal opportunities were attacked in this legislation. Clause 28 forbidding local authorities from “promoting teaching in any maintained school of the acceptability of homosexuality as a pretend family relationship” [eventually repealed by Labour in 2003]	Demonstrations against Clause 28 make headline news when lesbians abseil into the House of Lords and invade the studio of the live evening broadcast of the BBC 6 O’clock News.
1989			Hillsborough disaster: 95 Liverpool football fans die (four years later it rises to 96) at FA cup semi-final in Hillsborough Stadium, Sheffield. The Sun newspaper makes claims and allegations against the Liverpool fans.

			November – Fall of the Berlin Wall. December a meeting between Thatcher, George Bush and Mikhail Gorbachev declare the end of the Cold War after 40 years.
1990	Education (Student Loans) Act	Introduction of ‘top-up’ loans for HE students signalling the demise of student grants	Introduction of the poll tax provoking anti-poll tax rallies and acts of civil disobedience culminating in rioting in Trafalgar square. Contributes to the ousting of Thatcher as Party leader. John Major becomes Prime Minister. Release of Nelson Mandela

(Sources: Lowe, 1997; Rawling, 2001; Chitty, 2004; Gillard, 2011)

Recovering the publishing life of CIGE and the lives of the people who worked on the journal series gives insights into education in England with a vision for the subject of Geography and social education more broadly which sat in direct opposition to the structural changes being met out by the Conservative administration. It gives insight into a tumultuous decade and attempts by geographers spanning a range of education institutions to create an alternative version of the subject for more socially and environmentally just education through the promotion of critical and creative pedagogic ideals.

1.4 Thesis Structure

Divided into eight chapters, this first introductory chapter introduces the aims and motivations for the doctoral research and positions this research alongside current areas of geographical research in historical and cultural geography. Chapter 2 attends directly to the conceptual ideas and literatures that have informed, inspired and interplayed with the methodological practices of the project, exploring themes of archival activism, activist archives, navigating the recent past, disciplinary identity-making and exploring the way biographies and geography interweave in making disciplinary knowledges, ideas and practices. Chapter 3 reflects on the range of qualitative methodologies employed, drawing out the strengths that ‘slow methodologies’ of part-time research, enabling more longitudinal research methods to be deployed and patient detective work to take place. It reflects on the effort of piecing together and corroborating documentary records, of locating people, interviewing and transcribing material and triangulating information gathered and gleaned, and reflects on the ethics of undertaking this research.

Chapters 4, 5, 6 and 7 form the main empirical substance of the thesis, documenting firstly, in Chapter 4, the primary and secondary archival materials which, interplayed and cross-referenced, tell the story of the beginnings of the journal series and the ACDG. Chapter 5 offers a close textual discourse analysis of each of the themed journal issues that make up the entire series of CIGE, with background to the production of the journal illuminated through documents contained within Ian Cook’s CIGE correspondence archive, itself described in Chapter 3. Chapter 6 attends directly to the geobiographies of key Editorial Group members throughout the publishing life of the journal series, with accounts written here from interviews as well as

from corroborating biobibliographic and other primary and secondary archive sources. Chapter 7 attends to the ‘cites’ and ‘sites’ of CIGE’s geographies, where it was made, how the publication was circulated, where and who subscribed to it, and how it was variously received across multiple spaces of geographical knowledge-making. This thesis concludes in Chapter 8 by reflecting on the new materials that this thesis has recovered concerning the geographies of CIGE: on the anticipatory geographies contained within the pages of the theme issues; and on the emancipatory processes and encouragements enacted through the foresight, dynamism and dedication of a collective of leftist geographers spanning professional jobs, institutional spaces and specialisms who were drawn to the project through the educational activism of Dawn Gill and Ian Cook, and whose subsequent trajectories have served in part to inform Anglo-American academic geography in the decades since CIGE ceased publishing in 1991.

Chapter 2

Writing Geography's awkward histories: Literature and concepts

2.1 Introduction: past tense, tense pasts or the awkward geographies of Geography's historiography

You don't want to be stirring up trouble for yourself¹.

2.1.1 Gauche geographies? On being awkward

Awkwardness, it could be argued, is the perpetual status in and through which geographers engage and work. The 'gaucheries' of life are often the *raison d'être* for geographical research itself. From navigating questions regarding disciplinary identity through to explaining the complexities of a range of geographical phenomena, the working practices and outcomes for geographical researchers and writers is one that often has to contend with a range of intellectual, contextual, methodological and spatially transgressive modes of operation, at their heart confronting a range of powerful voices with other lesser-heard accounts and versions of the world. Undertaking research through processes and approaches that require tact and diplomacy can often prove challenging where the research being undertaken inevitably raises contentious debates. There is a tension at the core of geographical knowledge. The conceit at the heart of popular encounter with geography is that it is 'fact'-based affair; and yet, geographers, in making and remaking their knowledges, invariably cleave open spaces and debates that are far from straightforward, resembling messy, often controversial and difficult terrains of engagement. Exploding containable knowledges to reveal lesser-heard accounts from the margins, and advocating these alternative versions of the world by dint of exploring the themes and issues pertaining to an area of geographical enquiry, can bring the researcher into uncomfortable terrains of intellectual, ideological, pedagogic and methodological conflict. In some cases, such conflict can result in researchers themselves encountering personal and professional attack (Valentine 1998).

Awkwardness has, however, been utilised by a range of human geographers as a platform through which geographically entangled debates and discussions regarding power in the making of geographical knowledge have been more ably attempted (Paddison et al 1999; McDowell 2000; Jazeel 2007; Aitken 2012). Within the disciplinary subject of Geography itself, sometimes announced with an upper-case 'G' (Stoddart 1986, Driver, 2000), awkwardness has been utilised as a means through which to explore the complexities of sub-disciplinary boundary making. Highlighting 'the diversity, pluralism and multiplicity' of the un-unified sub-disciplinary field of social geography, Richard Howitt contends that navigating work across the 'awkward' spaces on

¹ Off-record informal 'advice' given after interviewing a professor of geography education in 2009.

the margins and edges of disciplinary boundaries enables an engagement ‘with the mechanisms of marginalisation and exclusion intellectually and practically, and to understand and challenge the economic, political and cultural dynamics of social change at various spaces and across various scales’ (Howitt 2011:132). Howitt continues, noting how such ‘messy complexities’ shape interactions between people and places, and how such ‘stickiness’ adheres to relationships as researcher and those being researched intermingle, demanding in turn what Howitt (2011:132) defines as a ‘radical contextualist approach’ wherein awkwardness is contextually scrutinised to enable the messy, sticky issues to be broken down and understood.

Sub-titling this section ‘Gauche geographies?’, with its attendant question mark of disputability, is both a play on words and a convenient phrase to introduce the ‘awkwardness’ that is often tacitly hinted at when considering the disciplinary subject of Geography. To be gauche in English is defined as being ill-at-ease, awkward in social situations; from the French, of course, it is to be Left. A conflation of both these definitions seems best to fit the situation to which this research attends: namely in seeking out what remains of Leftist Geographies engaged with by geographers, in particular for this research by school geography educators in the 1980s. Gaucheness in English is a pejorative term that can often be used to indicate a tactless manner or way of being. Conjoining all these meanings can arguably indicate why there has been a lack of research into approaches that unsettle established geographical knowledge-making and disciplinary identity. While the research noted in the previous paragraph attends to the complexities of socio-cultural and political geographical entanglements, there is a notable gap in utilising awkwardness to interrogate the practices of geographers themselves, notably the tacit ways of behaving ‘acceptably’ within geography: who and what is ‘accepted’, who and what is dismissed as unacceptable, who is welcomed into the discipline and who remains *undisciplined*.

In making an attempt at exploring materials that have been written out of the recent past of the subject’s history in the Anglo-American academy, and of British school geography education in particular, this research looks to the gaucheness of self-education, self-publishing and attempts made at creating an alternative geographical community and movement directly challenging those in powerful positions of knowledge-making. There is, however, an increasing engagement with the activities of geographers who transgress academia and school-based institutions through their own activism. Karen Morin (2012, 2014) has noted the civic spaces shaping North American geography and its cultural reproductions. Avril Maddrell (2009) cuts through simplistically aligned presumptions about where and how geographers work in the course of her exploration of the vibrant activities and many professional lives of women geographers throughout the late-19th and 20th centuries, charting geographies from beyond (rather than geographies from below) mainstream accounts of professional geography.

Enquiring into the absence from the conventional disciplinary historiographies of a ‘failed’ grassroots-initiated critical geography education journal, *Contemporary Issues in Geography and Education* is to trouble the well-trodden, much retold narratives of the subject’s recent historiography. It may question those in power, destabilising the vision and version that validates

their own sense of self both professionally and personally. Geographers are not averse to asking awkward questions, and certainly it could be argued that asking the ‘big’ as well as ‘small’ questions about life is at the subject’s core. Turning the same enquiry-based skills set onto the discipline itself though does not sit easy. The eternal existential angst of ‘what geography ought to be’ is, when closer scrutiny is taken, an exercise in contemporary cultural geopolitics in the making and remaking of knowledge, and the processes of legitimising and delegitimising where, who and how geographical ideas and knowledge is made. David Sibley (1999) observed such trends more broadly with regard to who held power and sway in the production and reproduction of knowledge, and certainly historical and cultural geographers have attended to the geographies of knowledge and power, including their reproduction and perpetuations across the landscapes of different media (Burgess and Gold 1985) and the various academic spaces and networks in and through which ‘legitimate’ and ‘professional’ knowledge is ratified (Jöns and Heffernan 2008; Jöns 2009). Researching versions of the subject that are beyond or transgress mainstream spaces, though, reveals the vitality and integral importance of vernacular, auto-didactic and grassroots knowledges.

Handling the silences and gaps in official archives, seeking out alternative locations of materials that might be stumbled upon and shared, is a challenge for anyone entertaining researching into historical geographies of ‘histories from below’. Navigating accounts of disciplinary knowledge-making ‘from below’ further exacerbates this awkwardness by simply raising the question. Proposed investigations might prove awkward to navigate for researchers as well as for those under scrutiny. Thus the literature review and the methodology chapters of this thesis can be read in a complementary fashion; the latter will go into the detailed procedures of undertaking the research for this study, while this chapter as literature review concentrates on the mutual interplay of concepts, ideas and practice. Excavating the margins and counter-narrative moments in Geography’s historiography helps to enrich and enliven the history and philosophies of Geography and indeed geography education, and to make readily visible that the processes at play in making geographical knowledge are far from being apolitical or benign.

The remainder of this chapter explores key conceptual ideas and literatures informing the thesis. It begins by taking seriously the benefits and challenges presented to the researcher of the recent past, and how what have recently been discussed as ‘archival activisms’ (see references below) underscore the purpose of excavating ‘hidden’ accounts that may reconfigure disciplinary identity. It then considers research into geographies of publishing, refocusing such work onto the recent past and alternative counter-hegemonic publishing spaces, and attending thereby to how ‘grey literatures’ may shape disciplinary identities. The chapter then addresses historiographies of school geography education, examining their valuing (or not) across broader narratives of the subject. The final conceptual area under discussion concerns the way biography is able to enrich understandings of geographical knowledge-making, notably in how geographers are able spatially to narrate lives across different temporal scales. This research conceives geobiographies as not just spatial biographies of people and materials, but as questioning the moments where thoughts become actions, and where internal visions of the world are carried

into tangible physical form.

2.2 The recent-past, archival activism and activist archives

2.2.1 The recent past and the cultural geopolitics of making contemporary history

But this is History. Distance yourselves. Our perspective on the past alters. Looking back, immediately in front of us is dead ground. We don't see it, and because we don't see it this means that there is no period as remote as the recent past. And one of the historian's jobs is to anticipate what our perspective of that period will be ... (Bennett 2005: Scene 18:105)

The epithet beginning this section is from a monologue made by Irwin, Alan Bennett's fictitious history teacher drafted in to hothouse sixth-form Sheffield grammar school boys through their 1980s Oxbridge examinations, from his 2005 play *The History Boys*. Rendering the recent past as 'dead ground', affording little temporal critical distance from with which to make pronouncements, problematises its study. There is also political potency in a not-quite-present-not-yet-past as those who would write about, record and curate it attempt to control how it will be pinned down, displayed and performed in the future. As categories, the recent past or contemporary history broadly attend to researching events within living memory, more specifically within three or four decades of the present. Accounting for the closeness of space as well as time, this section considers the potentials of working with the not-quite-present-not-yet-past, and navigating the complexities of recording, recalling, foraging, gleaning and gathering an archive of materials together. Moreover, it argues that, with a radically shifting technological civic landscape of shrinking publicly accessible archives, 'archival activism' can be renewed through looking to contemporary feminist and queer activists creating their own archives in order to protect, secure, and promote their own voices and versions of histories and herstories.

Yet verifying and making secure alternative versions of a recent past can be difficult to legitimise if it disrupts the dominantly held version of that past. Lack of formal archives and accounts render alternative versions somehow become mythical and, as a result, anecdotal accounts become a form of myth-information where one version of an event is readily dismissible by those in positions of academic, research or media power. Gathering and gleaning new information can take years, and, by then, those well-trodden versions of events are difficult to challenge or remove. With increasingly limited funding opportunities to enable such research to be undertaken, there is a risk that accounts of Leftist versions of the past will vanish. As Heather Ann Thompson (2013) notes, the reliance on anecdotal account is often precisely because official archives on the recent past remain inaccessible, either because time has insufficiently lapsed to open files or for fears of compromising the present: 'When it comes to our recent past there is a great deal still at stake for the many historical actors whose past we seek to illuminate more fully'.

Recovering the recent past is arguably an act of valuing objects, ephemera and materials that might be rendered rubbish or of no intrinsic or extrinsic value by the present. In an era of upcycling, revaluing and repurposing the 'vintage', there are new ways of seeing materials of cultural production. There are, fortunately, individuals, charities and organisations that remain

committed to excavating the hidden lives and pasts of activists and counter-cultural movements as illustrated through the work of Gavin Brown in archiving the Non-Stop Anti-Apartheid picket in Trafalgar Square between 1986 and 1990 (Brown 2015) and Diarmaid Kelliher's research into London Lesbians and Gays support the Miners during the British Miners' Strike of 1984-5 (Kelliher 2014). Such archived collections are often maintained by volunteers with an attachment and political commitment to accessibility. Certainly, the growth in excavating 'history from below' from the late-1960s through the 1970s saw, in the case of History Workshop (1966) and the establishment of the Feminist Library (1974), examples of record-collecting and archive-building that was mirrored provincially across a range of geographical and civic scales. While geographers such as Hillary Geoghegan (2014) have begun in the past decade to argue that such efforts can be conceived of as 'geographies of enthusiasm' because of how individuals have found the self-motivation to document and record vernacular histories and knowledges, the contextual nature of many archives mean that, for many, the term enthusiasm is not only inappropriate, but could be construed as pejorative and patronising, undermining and devaluing of the vernacular knowledges and histories, lives lived, told and recorded.

2.2.2. Archival activisms

It gives a power to the now when you know what has happened before. (Marsha Rowe 2013:3).

At the launch of the campaign to digitise the complete catalogue of the feminist magazine *Spare Rib*, undertaken through the collective efforts of the British Library (where the archive will remain and will be digitised for free online access) and the Shelia McKechnie Foundation, Marsha Rowe succinctly noted the vital empowerment to voices in the present through the archives of past activist campaigns. While the latter part of this section will attend specifically to activist archives, what Rowe observes is a broad truism for the intellectual and civic purpose of archiving and the vital role of archives as the stores of collective material memories. The significance of *Spare Rib* finding archival storage and the ability (certainly in the short term) for free digital online access to these materials comes at a time where the geopolitical spaces of archives and the processes and technologies of archiving are under multiple changes. Moving hard copies of magazines and less-utilised journal and periodical titles from the British Library in London to Boston Spa, or else providing online access only through pay-walls, limits who is able to undertake historical research, while accessing only discrete articles fails to allow the researcher to look at articles *in situ* within a particular publication. The inclusion of recorded oral histories from women involved in the production of *Spare Rib* provides instructive approaches for historians and archivists wishing to do something similar.

Piecing together the fragments of lives to create an archive may involve seeking out materials dispersed across a range of known, unknown and surprising locations. Hayden Lorimer (2010) has elaborated on the qualitative processes of working through archives, reflecting on how the different sources and artefacts could be located, on fusing the virtual and tangible worlds, on squashing up the local and the global scales, and on a compulsive bordering-on-obsessive drive to source key materials. Such detecting work necessitates a non-armchair (although often sat

hunched over a computer screen) but proactive engagement with the world, seeking out analogue technologies to solicit materials, and drawing on the vernacular technological knowledges of specialists. Practising the archive is hence a lively, lived and proactive affair, and arguably always was (Gagen et al 2008). The necessity of working across archives, gathering data, experimenting with narrative styles and curatorial collaborations are all ways of engaging the present with the past, being worked through by specific groups who own or who are connected with the preservation and circulation of archival materials. Geographers, such as those contributors to a special free-access online issue of the *Journal of Historical Geography*, have begun to engage with archival activism and activist archives, and this thesis seeks to extend such work (Bressey 2014; Cameron 2014; Driver 2014; DeLyser 2014).

2.2.3 Activist archives

Documenting is activism. (Alexis Pauline Gumbs 2012: ix)

One thing we know as Black feminists is how important it is for us to recognise our own lives as herstory. Also as Black women, as Lesbians and feminists, there is no guarantee that our lives will ever be looked at with the same kind of respect given to certain people from other races, sexes, or classes. There is similarly no guarantee that we or our movement will survive long enough to become safely historical. We must document ourselves now. (Barbara and Beverly Smith 1978, 2012:59)

As observed by Kye Askins et al (forthcoming: see chapter 8), ‘looking back is often wrongly equated as backward-looking’, itself a presentist political act of disregard in order to privilege those in contemporary positions of power whose own version of the past gives legitimacy to their own position in the present. Alexis Pauline Gumbs (2012) suggests that archiving practices produce a way in which communities and peoples marginalised and given no voice through mainstream educational, political or corporate media have been able to sustain their own accounts of events and activities. The recurring theme across differently subjugated groups is the need for self-voicing and self-management of the archiving process: a seemingly insurmountable challenge to maintain in the face of often very limited resources, in terms of gathering together the materials, ideas and inputs of a particular community which may itself distrust processes of accounting and documenting as a form of oppressive surveillance. The task of administering the procedural necessities in order to catalogue an archive for usability can try the patience of a spirit desiring immediate action and tangible outcome, and may appear a distraction in time and resources from contemporary struggles.

The edited collection of essays by Lyz Bly and Kelly Wooten (2012), of which Gumbs’s essay forms a chapter, collects together a range of vital grassroots initiated accounts of Do-it-Yourself (DiY) history. Entitled *Making Your Own History: Documenting Feminist and Queer Theory in the 21st Century*, this publication, alongside Anthony Iles and Tom Roberts’s *All Knees and Elbows of Susceptibility and Refusal: Reading History from Below* (2012), indicates a transatlantic space, audience and desire for recalling, sharing and passing on the counter-cultural intellectual approaches of leftist critical voices. Activist archiving often leads the researcher and archivist to DiY publishing generated through campaigning activities. Such publishable ephemera – newsletters, fliers to events, memos, occasional publications and posters – all serve to give depth and create textual

and material activist worlds. More than simply symbolic or representational, such ephemera serve to record and chart counter-narratives of vernacular knowledges about landscapes, people and ideologies that might otherwise fail to be recorded through more mainstream sources, as in the decade long publication *SchNews* produced by the Brighton-based anti-capitalist, anti-roads protest movement Justice? (Norcup 1997; McKay 1998).

While generating such documentation may seem easier to achieve in the contemporary technological climate of multi-media and instant messaging, in reality such groups may lack the required virtual networks and knowledges to enable both the sustenance of a blog, or any real, tangible space in and through which hard copy documents and archives might be physically housed. Presumptions are made about the internet and its many benefits by those who have access to and are enabled by it, but they are not ones that would be recognised by individuals who wait to access their fifteen minute free time internet use slot in the diminished services provided by local authority library services, or who cannot afford the running costs of a broadband connection let alone the technology and maintenance of necessary upgrades.

2.3 Geographies of publishing and ‘grey literatures’

Geographers have long interrogated texts of various kinds in order to understand, communicate and critically interpret representations of the world (Philo 1992; Livingstone 1992; Cosgrove and Daniels 1992; Kneale 1998), yet it has only been through the publication of key monographs by Charles Withers and Miles Ogborn (2009) and Innes Keighren (2006, 2010) that, in an era when slow monograph publishing and the bound text appears to be diminishing academically in favour of more multi-media forms of research communication, the sub-discipline concerned with the geographies of publishing – where historical geography meets ‘the history of the book’ – has begun to evolve. Contemporary practices of academic geographical publishing follow pressures to have publications ‘banked’ under Higher Education assessment procedures – in the UK set in train by periodic research assessment exercises, whose requirements are often misinterpreted by university research managers striving for simpler measures of ‘quality’ – leading to increased attention to writing journal articles for publications noted for their ‘impact factors’. As Keighren (2014) notes somewhat paradoxically in Royal Holloway’s Landscape Surgery online blog, the rapid demise of slow research and slow publishing at the hands of online instant publishing spaces arguably serves to undermine the writing practices and professional skillsets of scholars and academics.

The geographies of publishing have variously alighted on the sites of creation, transference, and reception of landmark scientific monographs (Livingstone 2003; Keighren 2006, 2010; Ogborn and Withers 2009), asking how the movement of publications and their authors through academic institutions reveal potent cultural geographies of knowledge production and power relations (Jöns 2008), through to the consideration of small presses and what their creation, composition and circulation reveal about regional cultural topographies (Neate 2009). While this thesis considers the values of all formats of publishing, it is most interested in the analogue and

‘grey’ spaces of DiY publishing that manage to imagine counter-cultural ways of being (Spencer 2005), and in turn in how such spaces form a crucial link to progressive yet marginalised voices and activities from the past, and may be taken into the digitised participatory publishing processes of the present and near-future.

So-called ‘grey literature’ – or formats of publishing beyond the traditionally conceived book as legitimised through recognisable publishing houses, issued with an ISBN and acknowledged through peer review or reference – has up until recently been given little credible recognition within the history of Geography, beyond specific titles which, through their longevity, have become notable and thus assimilated into broader disciplinary historiographies, as illustrated by the history of the journal *Antipode*. While such material has a long history through the publishing of ‘street literature formats such as chapbooks, catchpennies and broadside ballads (Shepard 1973), ‘grey literature’ began to increase post WW2 with the rise of affordable means of printing and reproduction. By the 1960s and 1970s libraries in Europe and North America were beginning to question how to process and adapt information classification systems to enable the handling of such rapidly expanding printed materials from ‘non-officially published sources’ (Farace and Schopfel 2010) as improved literacy rates in Western Europe and North America came together with the growth of sub-cultural groups, profound social and cultural changes, and a diversification in forms of writing. ‘Grey literature’ is now a well-known area of library studies, and international conferences on ‘grey literature’ since the 1990s have debated this highly malleable umbrella term, variously including and excluding a whole range of publishing formats, but potentially extending to mixed and multi-media as well as to small presses, independent publications and fanzines. In the realm of policy-makers, grey literature can also encompass policy reports written by academic researchers. ‘Grey literature’, broadly speaking, fails to have any recognisable ‘official’ library classification coding (such as ISBN or ISSN numbers), or consistent contact for publishers to enable libraries to subscribe to materials, with a changeable format and a range of connected but separately produced support or complementary materials. Within academic geography, such material was produced in high volumes in a pre-internet age, facilitating space in and through which students, researchers and lecturers were able to share information, as well as providing a safe ‘space’ in which to apprentice the craft of academic wordsmithery. The Institute of British Geographers (IBG) spawned various speciality groups, all producing regular newsletters that would also fall into the category of ‘grey publishing’: indeed, e-newsletters currently produced by research groups of the Royal Geographical Society (with the Institute of British Geographers) (RGS-IBG) would also fall into the ‘grey publishing’ category. These materials have not received much attention by geography academics, and as Hoggart observed in 1974 were arguably overlooked or undervalued when there was a prolific rise in such publication opportunity during the 1970s (See Chapter 4)².

² Published in 1974, Keith Hoggart observed with a focus on department research publications “.. geography departments have increasingly developed unpublished report series ... and annual reports listed in Geographical Analysis offer limited insight into this realm, but no real attempt has been made to collate, or maintain an up to date index of these reports” (1974:128).

Turning attention to what might be deemed ‘minor’ publications by geographers can create space through which to reflect more closely on the often overlooked hinterlands of geographical publishing. Hayden Lorimer (2003) has noted the value of ‘telling small stories’ and how such tales are able to illuminate and raise questions of more established, well-trodden narrative routes through the historiography of the subject’s pasts is told; themselves in turn connecting to broader contextual geographies of making – or unmaking – disciplinary canons. Attending to the wide scope of written output by geographers across sub-disciplinary specialisms reveals an academic discipline with diverse textual mediums through which research and scholarship is imparted. Jamie Peck (1999) has discussed the various implications of the involvement by social geographers in the writing of policy documents, coining the phrase ‘grey geographies’, while more recently Keighren (2014) has – along with broader discussions in *Times Higher Education* – raised concern at the reduced amount of academic monographs being produced in favour of journal publications. The exploration of a range of narrative formats through which to communicate the multisensory geographical possibilities of place and geographical phenomena has, however, arguably begun to reanimate how academic geographers themselves are looking to narrative forms and formats beyond traditional publishing avenues (DeSilvey et al 2011; Parr and Lorimer 2014; Matless 2015). While documents such as occasional papers and reports, which served as one of the main outlets for publishing within university departments (Lorimer and Philo 2009), have decreased in their production over recent years, excavating stories associated with such small and ‘presses’, as well as from less institutionally bound *samizdat* publications, gives insights into the cultures and politics of geographical practice and education.

An example of this can be found in the final edition of the University of Nottingham’s journal *The East Midland Geographer*, where David Matless (1999) highlights the interconnected geographical knowledges of academic, local enthusiast and autodidact accounts in the making of regional geography. Comparable work by Chris Philo revisits the beginnings of the journal *Antipode* (Philo 1998a) and the student geography journal *Drumlin* from the University of Glasgow (Philo 1998b). Both indicate the merit and scope of the micro-histories of geography journal-making by geographers written out of established discourses, or those who felt that contemporary journals failed to create space for the discussions and dialogues necessary. Moreover, such accounts broaden discussion beyond a disciplinary subject bound entirely by its mainstream academic space. The focus on how biographies, people’s personalities and individual agency interweave in a tangible experiential way with the making of the subject are in turn drawn out, spatially and temporally, into and across the broad sweep of public geographies. This is to acknowledge the personalities and particularities of moments, events and happenstance occurrences than can have repercussions across varied temporal episodes and spatial scales (Short and Godfry 2007; Naylor 2007; Monk 2007; Driver and Baigent 2007; Daniels and Nash 2004). The call is – to echo Simon Naylor (2007:2) – for ‘complex and evocative stories rather than neat and closed accounts of prime movers’. In the context of this research project, these issues will be measured in addition to the material composition of the journal ‘texts’ themselves; in the words of Hicks and Baudrey (2006: 6):

... folding together broader narratives (geographical or temporal) with rich and nuanced local stories, and exploring the permeabilities between human and material worlds.

Yet for many geography educators, what might be classified as vernacular geographical materials have always been made and remade on a class by class basis through the materials used in lessons, seminars and lectures. Such documents arguably serve litmus-like in reflecting the contemporary cultural contexts in and through which geography teaching is being negotiated, knowledge is being nuanced, made and remade, and in turn revealing what is deemed both of value and what - in its omission – is devalued at a given time.

While field notebooks and fieldwork has been of particular interest to academic geographers researching philosophy, pedagogies and embodiment of the subject (Lorimer 2003; Olwyn-Jones, 2008), teaching materials connected with curriculum design have been narrowly defined to one particular format of publication: the textbook (Marsden 1996; Hicks 1981; Ploszajska 1996), and little critical or rigorous examination has taken place regarding other sources or forms of geography education publishing in schools. While providing the most popularly known of textual forms through which geography education is imparted in lessons or lectures, so-called ‘supplementary texts’ are often utilised and referred to by both teachers and students of a subject that prides itself in developing skills to read and interpret different textual documents. Chapter 4 will discuss the role of such material in the late-20th history of geographical education, including the work of education resource centres provided by Local Education Authorities, before addressing the emergence of the ‘supplementary texts’ which are the principal focus of this thesis: namely, the quintessentially ‘grey literature’ comprising issues and supporting teachers’ resources collectively comprising the journal *Contemporary Issues in Geography and Education*.

2.4 The geographies of Geography: disciplinary historiographies and the absence/presence of geography education

In the last decade academic geography has seen the emergence of the sub-fields of geographical education, geographies of education and children’s geographies (Bernarz and Bernarz 2004; Holloway and Jöns 2012; Kraftl 2013; Mills and Kraftl 2014). Such specific disciplinary sub-fields potentially offer increased space across and through which academic geographers are able to engage with the myriad geographies connected with educational processes and places. However, the historiographies of school geography education and their attendant geo-philosophies remain a relatively underexplored area of research. Certainly, there is a wealth of compelling research undertaken by geography educators engaged in active research working in university education departments who are primarily concerned with theoretical and empirical debates regarding curriculum content, assessment and practice for specialist trainee geography teachers³. Such

³ In England and Wales, the majority of this published output is largely completed by or connected with the invite-only group GEReCo (Geography Education Research Collective) established around 2007 by professors of geography education instigated by David Lambert, then CEO of the Geographical Association (hereafter GA) and Professor of Geography Education at the Institute of Education, and connected closely with geography education professionals who have strong links with the GA. This invite-only group has been described by Professor Graham

research findings have predominantly found publishing outlet in specific geography education journals and textbooks for trainee geography teachers. However, while Felix Driver and Avril Maddrell (1996) acknowledged nearly two decades ago the “...particularly rich and unexplored avenues of enquiry for the historical geographer” (Driver and Maddrell 1996:371) into the cultural and historical geographies of geographical education, there remains, beyond a handful of doctorate studies (Pykett 2006; Jones 2008; Griffiths 2010) what William Marsden (1996) observed to be a gap in research into the historiography of school geography curricula⁴.

Orthodox accounts of Geography’s modern disciplinary identity often begin by noting the vital role played by its take-up in schools (notably, in the English system, in ‘public’ schools wherein ‘public’ means privately paid-for schools often with close Oxbridge affiliations). Historical and cultural geographers have made erratic use of school geography education in their research into geographical traditions and geographical disciplinary knowledge-making, primarily adopting a focus on that other element of the geographical canon: not the text but the fieldtrip. David Matless’s (1992) work on regional surveys and local knowledges draws on exemplars of school geography fieldtrips, while Simon Rycroft and Denis Cosgrove’s (2005) work on Dudley Stamp’s Land Utilisation Survey highlights the mapping exercises of school students in contributing to knowledge acquisition. Lorimer’s (2003) account of the fieldtrip experience of Margaret Jack has inspired increased research into the ‘small-stories’ that shape the experience of learning about the geography of places, identifying the role of a student’s field notebook as ‘archive’ in seeking out alternative textual spaces which give increased richness of insight into the teaching and learning of the subject.

Charged with instilling knowledge, understanding and skills about the world, the school geography teacher arguably performs an embodied political role, just like university lecturers, researchers and teachers. The ideas imparted, practised, taught and methods learned all factor in influencing generations in their relationship with particular knowledges and experiences of academic disciplines. Geography education in England and Wales has in some form been compulsory at school level since the Education Act of 1870. Currently, all students in schools are required to have some form of geographical education up to the age of fourteen (end of Key Stage Three of the National Curriculum). Thus in the geographical imagination of the majority of the contemporary population, compulsory school geography lessons and school geography teachers are the specific sites in and through which the pivotal empirical information, ideas and personification of a discipline is encountered. This experience holds the memory and imagination of students long after examinations have been sat and students have moved on into their adult lives. The identity of a subject as a discipline is often intimately connected with the individual teaching a class of students, whether in a school classroom or in a lecture hall. Hubbard’s (2012) contention that practice and pedagogies employed are canons in of themselves

Butt (Birmingham University and GERECo member) as ‘research-active geography education researchers’ (Butt 2011: ix).

⁴ See also Norcup, J. (2015a) Geography education, grey literature and the geographical canon. *Journal of Historical Geography*

reaffirms the case for the school geography educators being principal mediators of geography's popular canon. If this argument is accepted, then logic permits that for the majority of students, the geography texts that best illustrate the geographical canon are school geography textbooks. One only has to leaf through a random selection of more than 4,000 school geography textbooks held at the University College London's Institute of Education's geography textbook archive (see also Chapter 3) to see very clearly the 'geography' recognisable to the general public. David Hicks's working paper on the influence of geography textbooks (Hicks 1981), Teresa Ploszajska's work on geography education and the cultural materials of empire in the form of school geography textbooks (Ploszajska 1996), and Marsden's monograph considering explicitly and critically the role and purpose of school geography textbooks (Marsden 2001) all serve as exemplars that raise questions regarding the theoretical framing of geographical imagination through textbooks and class texts, their accompanying teacher guides, and additional resource media.

Yet there is sparse publishing regarding the cultural historiography of school geography education and the processes and policies that have assisted in shaping and framing its content and practice. One of the only publications to make an attempt at charting the history of British school geography education is Rex Walford's book *Geography in British Schools 1850–2000* (2001). In the preface, Walford notes – as this thesis also contends – that there is little published accounting for the history of school geography education in a similar vein to the books that cover the history of the development of the subject at academic level. This thesis shares Walford's concern to avoid misleading readers with the idea that the concerns and activities of school geography mirror those contemporaneous ideological and theoretical concerns in the academy; indeed, Walford (2001: ix) suggests that '... sometimes change has permeated from the bottom of the well rather than as a cascade downwards from the waters of academe'. There is hence a need both to recall and to record the tacit and undocumented exchange of ideas and energies that have come from school geography contexts.

School geography educators have worked alongside academic geographers at key moments when socio-cultural and political shifts in government policy have appeared to threaten the status of Geography in its disciplinary existence, and there have been and continue to be affiliations and collaborative works, albeit activities that often fail to be recorded in academic publications. Walford was notable working from his base in the Department of Education at the University of Cambridge University in editing books with fellow geography education practitioners as well as academic geographers at University of Cambridge and beyond (e.g. Gregory and Walford 1989). Researchers in school geography education have published extensively on the specific policy and contextual shifts in educational sociology that go into informing the daily practices of teaching the subject. Eleanor Rawling's publication concerning the policy impacts on geography education in the last two decades of the twentieth century show the ways in which geography education has been 'made' in formal structures of publically funded state schooling (Rawling 2001).

2.5 The ego of geo: Geography, biography and geobiographies

Geography's own historiography is arguably shaped by the interplay of particular narrative tropes depicting specific performances, practices and values that serve to construct a particular 'ego' for the subject, distinguishing it, contriving disciplinary boundaries in turn. Felix Driver (2000) has observed the form of geography's identity hewn in the era of empire expansion, one which has served to fuel popular and civic understandings of what a geographer is and does: the masculinities, the privilege, the derring-do and all the jingoistic xenophobia that remains abhorrent or aspirational depending upon one's version of the past and vision for the future. In a similar vein the writing of the history of critical geography can arguably be seen to return to well-trodden narratives of particular individuals such as Prince Peter Kropotkin and Elisee Reclus (Stoddart 1975). How geography has constructed its own ego: its sense of self, its personality and identity has largely therefore privileged particular biographical writing and narrative framings: a lone individual undertaking endeavour deemed vital to perpetuating those tropes that differentiate a geographer from any 'other', helping to shore up particular notions of who or what might be deemed as belonging. Such constructions can be seen most particularly when defining the disciplinary canon, itself a construct to separate the orthodox from the dissenting: the establishment from the masses. Briefly, this section considers what 'makes' a geographer: How biographies have been written, whose have been accounted serves on a very personal level to intimately indicate the kinds of behaviours, codes of practise, expectations that allow the reader to feel they either can or cannot be a part of the discipline in an academic context but also serves when considering the other civic and educative spaces (Walford (2001), Morin (2011), where the subject and its knowledges are made and perpetuated.

While specific collections of geographers' autobiographies and biographies exist (Gould and Pitts (2002), Tuan (2009), these tend to focus on established figures in the discipline. Biographies also exist illustrating the work of a particular individual who has contributed to the subject by their biobibliographical outputs and advancements of particular theories and ideas, for example Noel Castree and Derek Gregory's (2006) edited monograph *David Harvey: A Critical Reader*, and Veronica della Dora, Susan Ann Diby and Begum Basdas (2010) HGRG publication containing essays in honour of the then recently departed Denis E Cosgrove. Other avenues have been explored in appropriating the (auto)biography for methodological purpose. Ian J. Cook's doctoral thesis (1998) served not simply to salvage his own doctoral study, but through the process enabled reflections on the way biographical writing and working could open up ways of teaching the subject anew. Meanwhile the research of Pamela Moss (2001) serves to remind geographers that through the process of autobiographical writing one is able to read how the discipline has been made and remade, from a personal scale, and enabled a re-telling of the subject from an intimate and accessible scale. This in turn, enables alternative methodological avenues and research approaches to be considered.

Reflecting on how to enlargen and thus enliven Geography's biography, Hayden Lorimer and Charles Withers acting in their first editorial capacity for the Geographers Biobibliographical

Studies in 2006 acknowledged that since its inception in 1977 the narrow conception of who (being dead and never covered before in its pages as necessary requirements) had limited the make-up of entrants within its editions, heralding a necessary shake up in thinking about who might be included in future issues to reflect the diverse lives, works and activities that have served to generate and inform geographical practise and knowledge (2006:4):

We would, rather, See *Geographers* not as a resource destined for its own never-possible demise but as an on-going critical enquiry into the lives and works of persons who have contributed to what, at various times and places, has been taken to be geographical knowledge.

Attempts have been made to not just broaden but also recover geographers beyond the arguably 'mainstream privileged minority' to places, sites and spaces where people undertaking works affecting geographical knowledge-making can be revealed. Historical geographers have used and written biographies of geographers spanning different scales of activity and political outlook, from left-wing cartographers and cartoonists such as Horrabin (Hepple 1999) to students such as Margaret Jack (Lorimer 2003). Such excavations also need be closer to 'home', in revisiting institutional pasts and historiographies and looking for those absent voices as the avenues down which to recover, and by doing so, ask questions of how such disappearances and silencing occurred – an important activism to enable presentist reflection on the potential and plausible legacies of the way the subject is practised today.

This thesis therefore takes a geobiographical approach to the people involved with CIGE. Many of those who contributed to making the journal series, like those women geographers who Avril Maddrell studies, straddle a range of activities and spatial-temporal scales through which ideas, associations and networks developed. Exploring these geobiographies serves to enliven the content both of the journal and the otherwise ignored marginal spaces in and through which the subject is made. There is awkwardness in attempting to make sense of such 'complex locations' (Maddrell, 2009) in and through which individuals worked which does not lend itself readily to a brief summarising sentence. Thus, geobiographical research involves consulting archival resources, bibliographical materials and other ephemeral sources cutting across a range of established and 'grey literatures'. As Alison Blunt (2010) has observed, the way individual biographical accounts weave through wider contextual and analytical themes serves to raise larger questions regarding how biographical materials are able to challenge the limited ways in which histories of geography, and in turn historiographies, are conceptualised, thereby exposing processes through which disciplinary ideas and knowledge-making have been traditionally conceived. So, from a micro-scale of an individual's life, through triangulation of personal recollection and memories with contextual archival data, one may start to tease out further questions that might otherwise be lost through more traditional approaches to disciplinary documentation and the writing of historiography (see also Bressey 2013).

Geography as an academic discipline has, over recent decades, make increasing use of biographical accounts and oral histories in researching a range of human geographical subjects

(Daniels and Nash 2004). Life history, as Peter Jackson and Polly Russell (2010) have noted, is a methodological approach situated within a wider tradition of oral history studies that attempts to record and to assess an individual's life. Biographical accounts may reveal narrative identities bound up with the construction of a place or a moment, recording aspects of social interaction otherwise omitted from established or formalised written accounts. Deploying such approaches, it has been argued (Samuels 1996; Rowbotham 1999), affords the space in which to explore hidden events, moments or people. As noted above, reflections on recent pasts where official documentary archives might not be available may need to turn to the testimonies, memories and recollections of those who were involved with events. From a 'radical' perspective, such accounts allow spaces in which to reconnect and to re-engage, and perhaps to maintain links and connections as a form of activism, as can be seen through the work of Lucy Robinson at the University of Sussex's *Observing the Eighties* project⁵.

This thesis extends biographical approaches, such as that of Maddrell, aiming to include female lives in historical narratives, including those of critical and radical geography. The historiography of Geography had limited accounts of the impact of women until Maddrell's work. The charge of gender blindness in mainstream versions of critical geography, and the sometimes 'macho' nature of radical geography, has been repeatedly levelled over the decades (Tivers 1978; Domosh 1991; Massey 1994; Monk 2000). Tracing critical and radical feminist geography itself, however, means going beyond the academy into the margins. The UK Women and Geography Study Group's (WSGS's) own version of its beginnings, for example, shows only a partial archiving and record of events, people and material productions. The subject matter of this thesis indeed extends the story of feminist geography by examining previously overlooked figures and initiatives and, as Mona Domosh (2015) has recently emphasised in her discussion of 'everyday sexism', seeks to understand and explain how the small acts and interactions, understandings, misinterpretations, can, over time become transfer from the inner world of ideas through material objects and mobile trajectories of living life in the physical world serve to both shape geographical work and the subject more generally.

2.6 Concluding summary

Exploring awkward moments and entangled encounters in the history of the discipline is arguably vital in order to open up space for reflection, discussion and debate about how the subject is made. This chapter has introduced how the action of recovering moments previously poorly recorded or hidden presents tricky and difficult conceptual ways to approach thinking through both the research process and the ideas and questions that potentially present themselves. Working on a personal scale in recovering and recording biographies can mean awkwardnesses for the teller of their biography and for the listener, but such a scale allows a

⁵ Drawing on the Mass observation project and British Library oral history collections alongside ephemera collections held at the University of Sussex, the *Observing the eighties* project aims to disseminate historical archives through multi-media digitization to enable a wider range of source materials to be available to students and the general public in engaging with the recent past of the 1980s and draw out more nuanced and variegated versions of the recent past than polarized extremes often depicted by mainstream media.

starting point from which to gather and glean a range of archives to make fuller the archive and in turn the discipline. While arguing for the benefits and usefulness of biographical and autobiographical writing, it is also important to acknowledge that this writing craft is like all writing, a creative act. How I remember particular moments might not be how another would recall them, living as we do with internal monologues and multiple reference points within our own internal narratives. The importance I place on a particular event, moment or encounter may be wholly inconsequential to those sharing the same geographical location and moment. How I might be recalled and recorded is up not in my control. How I respond to, frame and proactively engage with discussions is. Biography opens up such reflections and discussions. Likewise memories from a recent past may of course *not* gain clarity or reliability from close temporal proximity to events. Shared experience also does not equate to shared recall. The multiple interplay of personality, positionality and ability (or desire) to communicate sensorial encounters is refracted through personal and professional affiliations, and shaped by the geographical factors that enable the placing of events in one's own autobiographical narrative. In all of these senses, the recentness of the recent past, and its continued personal and institutional resonance in the present, has implications not only for archival activism but also for geobiography. The extent to which a collection of geobiographical accounts are able to enlighten events from a recent past and be actively corroborated necessitates the gathering together of a range of materials: multiple accounts from a number of individuals wishing to discuss a particular moment that they shared, and an ability to step back and evaluate as author the elements that serve to enrich and inform (Barnes 2014). These matters will now be considered in more practical terms in the following chapter.

Chapter 3

Methodologies

3.1 Introduction

Answering the initial questions that I had about CIGE and the people and places whose synergistic geographies went into making its geographical knowledges and counter-hegemonic ideologies, it was necessary to pursue a range of qualitative methodological approaches flexible to the subject matter under scrutiny. Primarily, I had envisaged two main areas for qualitative research through which to recover the stories pertaining to the journal series. The first would be through the physical recovery of the complete journal series of CIGE, and for close textual analysis to examine in detail the contents of each one and how these contents then ‘gathered’ to create the character of the whole series. Specifically, I wished to examine the geographical contexts through which each of the journal issues were compiled, and to reconstruct how the journal issues as single publications, and collectively as an entire series, presented particular *counter*-narratives and *critical* geographical knowledges and pedagogies – exploring how these materials then sit in relation to the broader historiography of critical human geography research. The second main area of data recovery was to seek out and interview as many people who established, produced copy, maintained, contributed and edited the journal series throughout its publishing life, in an effort to collect together the memories of those working on the journal series, and the variously perceived impacts and geographies of production/reception of its short publishing life and in the subsequent years.

While I knew secondary accounts of the journal series had been published during the life of the journal series and throughout the 1990s, from reading accounts in geography education-specific publications, I anticipated that there might be a remote chance of recovering original documents from those individuals who were directly involved with the journal. I hoped that through the dual effort of gathering together original copies of the journal series and then locating and meeting with those who had been involved with the journal, I might be able to generate further materials as yet unknown – interview transcripts or stashes of other documentary sources – to create an overall ‘archive’ of the journal series. The hope was that this archive could then expand to become one ‘capturing’ a broader movement of people who shared counter-hegemonic ideas for geographical knowledge and education during the 1980s which, along with the journal issues themselves, would reveal further as yet unpublished accounts of the historiography of critical geography and critical geography education. This chapter therefore charts the various ways in which such materials were gathered and gleaned in order to assemble an archive of and for CIGE, made up of an array of voices and materials which have variously fed into this thesis, either directly or else as materials that have served to lead me to other nuanced details of which I might otherwise not have been aware. This has in itself taken much time. Before discussing the

detailed particulars of gathering the materials together which serve to form the original material substance of this thesis, however, it is necessary to acknowledge the importance of the personal and temporal dynamics at work in the overall methodological process.

3.2 Autobiography as methodology

It is important to reflect on the positionality and geobiographical context of the researcher in framing the investigation. As a part-time mature student whose own life-course variously changed its complex geographies throughout the lifespan of this research – from secondary school geography teacher to freelance geography educator to teaching assistant on part-time temporary minimum-wage contracts and then as part-time permanently contracted lecturer and new mum across three different relocations – my multiple and marginal roles across these working spaces of geographical education have provided an initial provocation for the kinds of research questions that I wished to pose and answer about the CIGE journal series. Arguably, this framing has played to my circumstantial strengths and personal and professional passions; and, while the thesis itself has had a clear set of methodological aims, there was also a need for flexibility, to work organically and opportunistically in salvaging and gathering materials in turn. What was able to be excavated and completed within the limited funding resources and time-span available, and the slow-burn tenacity over a longer time-scale than is contemporarily culturally acceptable by academic funding bodies for a professionally completed thesis, has held variously advantageous and problematic dynamics, most notably the seemingly paradoxical advantages of *timely slow research*, which will be discussed shortly.

From the beginning of this enquiry, there was little in my proposed research project that lent itself to either established funding bodies or academic institutions increasingly drawn to high funding-awarded, high-profile, market-led academia. Both the journal that I wished to research and myself, it appeared, were ‘out of time and place’. I had already been made aware of the disinterest as well as the concern some geography educators in education departments had expressed at my chosen area of study (Chapter 1). Gaining a part-time doctoral position, tuition fees funded, I accepted, like many others, that I would need pay my way taking on teaching and marking work, with the time drain of such commitments resulting in excellent higher education teaching experience but even less time for my own research.

The odds felt strongly stacked against me: mature woman part-time researching a little known (school) geography education journal? Who would take any of that seriously? Opportunities to attend training courses beyond those applied for through the Department (now School) of Geographical and Earth Sciences at the University of Glasgow diminished without the perks of sponsorship from a research funding body. Attending conferences needed to be cherry-picked for usefulness in the quest for gleaning information and encountering people who could help in the gathering of data connected with the journal series, juggled between teaching and other non-thesis specific work commitments. Stacking time and work to capitalise on the resources and networks available meant that research and my paid employment *beyond* the thesis had to be

mutually conducive. Undertaking research meant navigating presumptions and prejudices of researching 'school geography' in a space where discussing teaching and education was tacitly equated by a few with being both academically unambitious and un-academic in a 'research' department. Genuine enquiries unintentionally marked this: 'If you are researching education, shouldn't you be in an Education Department?' the implication being that I was somehow an imposter, a 'serious' researcher would not be concerning themselves with education and teaching. Such comment allowed reflection on the material I was researching: of how the people and materials I was looking into had themselves been viewed and valued at the time, of the ease of being overlooked and indicated what might be needed in order to give them value in the present.

Operating across differently calibrated working geographies is to be expected. Each thesis is differently arranged, with different pressures, and my experience exposes the highly idiosyncratic nature of all theses study; As a mature female part-time student I recognise the 'complex locations' that Maddrell (2009) has written about because I lived them as undergraduate and postgraduate, I live them now and will continue to do so; with all the awareness that, whatever transpires, unless I make my own archive and write my own words, my voice and the storying of my life will remain muted and invisible at best, or else I will be voiced by others for their own agenda. Taking time out to start a family during research, predictably I am reminded of the way others have 'cast' me: 'like making things difficult for yourself don't you' to those who would rather the research be done and dusted: time leach rather than living life ('what, you are *still* doing that research?'). Navigating motherhood is a gendered challenge at any-time, but, with a thesis in tow, it presented further daily micro-aggressions (Domosh 2015) in the complexities of negotiating time and space to undertake research while battling the prejudices and presumptions of those closest ('oh, we just thought you'd pack it in once you had the baby, I mean, a baby is more important than whatever it is you are studying, right? It's not like you're getting paid for it'). The invisibilities that such compounded dismissive encounters bring over time can only be played as a strength, because fighting them directly becomes a full-time job: an assault on the psyche. Rather than become brow-beaten, every obstacle has been used instead litmus-like to flag areas where transgressive geographies might be pioneered through the process.

Time can be cleaved because it has to be (late at night, in the wee early hours), demanding a crucial disciplining of writing to time a focusing and punishing act between potty training and toddler ailments; navigating other pressures on work time discussed and delegated; the repeated strain on personal relationships and continual reallocation of time and resources to enable life to continue and work commitments to be met; all skills necessary in designating research time as a professional academic. Certainly, the pressures on being part-time and mature student are different and no less pressurised than those working to the deadlines set by funding bodies and the hoop-jumping that is training for professional researchers working in British academia in the 21st century. Just a different kind of professional training ground. One less visible and less externally valued, lacking paper certification for Curriculum Vitae application, but no less significant. I would argue that, in addition to the task-stacking, time-intensive workloads, the

invisible, slower, part-time marginal players in doctoral research have other strengths to their bow: a tenacity and focused dedication. This especially benefits research into a recent-past and in keeping the traditions of scholarly academic research alive. Reflecting on the recently republished book by Umberto Eco on *How to Write a Thesis* (1977), it is clear that there are culturally and technologically seismic shifts in the expectations and processes through which researchers work and operate. This research into a recent-past at the cusp of typewriter and pen-and-ink publishing necessitates cultural methodologies of the era to value the materials: to seek out a whole and complete copy of a document to read and to see the adverts, the marginalia and not just a download of a PDF of one specific article: the need to prioritise ‘old school’ traditional qualitative research approaches towards archiving while drawing on contemporary technologies is vital. The strength of studying part-time, of having networks of friends and colleagues from working in part-time employment in locations where additional archives and materials can be accessed, has not just benefitted and enriched this thesis, but the going slow and time-taking has also served to extract and excavate resources and a collective archive of the recent past that, were I on a fully-funded three year course of study, I would have not have located.

3.3 Going slow: temporality in the research process

Like the ‘slow food’ movement, this thesis and the methodologies employed, I would argue, benefit from the humanising and humility of ‘slow research’: taking time to recover and source information, valuing and working with the people, sharing their knowledges, memories, insights, experiences and material resources. Time-taken with Emeritus colleagues, indeed, and picking the memories of departmental colleagues who make up the collegiate roll-call but who do not always get the acknowledgements they might (and yet who may well be the ones holding things together): the administrators, the reprographics folks, those who know department archives and manage the equipment stores, and the IT folks who recover lost files, who transfer old technologies to new. Excavating the stories that make up the rich and complex historical and cultural geographies of CIGE and the ACDG was always going to present a number of challenges, but that, for an endeavour to have seemingly vanished, it would particularly need time through which to coax and detect, glean and forage for artefacts.

The first of those time-taking tasks was a need – as speedily and as thoroughly as possible – to amass a legitimate and corroborated ‘archive’ before being able to analyse and write about it. Seeking out those involved with the CIGE journal series would only be possible once a complete set of the series journals was gathered together. In 2005, when the study began, the British Library’s cataloguing system claimed to have all copies of the journal, but in actuality it only then held four (out of eight). Gathering materials together as quickly as possible to ensure memories and materials remained ‘intact’ would hence be the first challenge. It would fundamentally rely on the collaboration, cooperation and patience of people who were involved with the journal being prepared to donate materials associated with CIGE which they had held in their own personal archives in order that I could assemble the archive.

As discussed in Chapter 2, one of the main challenges of undertaking research into the recent

past is the lack of comprehensive, accessible material data pertaining to the events under scrutiny. Official documents connected with the time are often inaccessible under the 'thirty year rule', so in gathering primary data it would be necessary to search across and through a diverse range of official and unofficial archival sources. Hayden Lorimer's (2010) reflections on undertaking archival research serve by way of recording the broad range of strategies, approaches and scope for navigating the world as archive, where formal and informal spaces are equally valued and where increasingly the questions and stumbling across of materials bring into effect the most vital element of research: what Mark Forsyth recalls in his book title *The Unknown Unknown: Bookshops and the Delight of Not Getting What You Wanted*. This is the 'art' of coming across something you never knew you needed or wanted, but which ends up pivotal in changing one's perspective and understanding.

The publication design and change in format of CIGE meant that for the most part there were no complete sets of the journal series readily accessible in formal archives. In order to locate original materials from the journal series and similar materials published and referenced in the journals themselves it was necessary to return to 'vintage' academic research methods: rummaging around second-hand book stalls and shops, snooping around in archival boxes that contained miscellaneous documents, gaining permission to take duplicate or other forms of geography education materials from newly forming archives that had no need of particular documents, and searching through library 'help yourself' book piles with 'WITHDRAWN' stamped over inside title pages. This would take time and not be a clearly straight-forward endeavour, with no easy blocking-off of a designated number of days to sift through one or two specific archives. This would mean following trails, following trails of trails from documents sourced and seeking out corroborating data that may or may not have been sourced. It needed obsession at locating documents that have vanished from official archives, cross-referencing and cross-checking, seeking out rare documents like purposefully going on honeymoon to Hay-on-Wye in order to sift and search through boxes of ephemera in a range of specialist second-hand bookshops, but being rewarded: when locating the anarchist journal *The Raven* (the issue with Pepper's CIGE article: see esp. Chapter 6) while staff in Booths bookshop cheered the TV while watching the Royal Wedding of Prince William and Katherine; and when locating a copy of *Black Papers* in the Philip Larkin section of the Poetry Bookshop (Larkin's anti-anti-nuclear war poem costing me ten times as much as another copy did from a second-hand bookshop in Keswick). My approach meant dovetailing information gleaned and recorded in interviews with those people involved with the journal series, navigating other 'donated' materials from the time that did not quite connect with the journal series but 'might be of some use'; all of which resulted in seemingly ever expanding store of files, with the folder originally allocated to holding such materials multiplying to an over-flowing four-draw office filing cabinet at the time of writing. Between 2006 and 2010 many of these documents had been collected by me, along with undertaking the interviews, and with Gill and Cook between them donating remaining copies of the journal series to enable a complete collection to be scanned for future researchers.

3.4 **If you hadn't come up today and interviewed me I would have put this lot in the recycling'**¹: making and expanding the CIGE archive.

Finding out how the journals and oral history accounts might dovetail only occurred in any contextual way with Ian Cook donating his archive of CIGE correspondence files that was the 'holy grail' for this researcher, found whilst clearing out his professorial office before becoming Emeritus professor in May 2010. I had arranged to interview Cook for a second time about the journal series: the first interview occurred while he was visiting Glasgow on a fieldtrip in 2006, but this time I travelling to Liverpool to conduct an informal interview over lunch with further off-record discussions continuing in his office. Interviewing Cook in his work environment paid dividends as he was sorting out his office prior to his move to Emeritus status, meaning less filing and storage space for books and documents from his own academic career archive at Liverpool Polytechnic, now Liverpool John Moores University. Not only was I able to return on the train with two foolscap folders stuffed with original letters, documents, memos and other ephemera bloating my rucksack, its rare haul hugged to my chest for three hours as I train travelled all the way back from Liverpool Lime Street to home, but I was also invited to assist in 'clearing out' other documents from the time. A near complete set of Union of Socialist Geographers journals, eight copies of *Antipodes* from the 1970s (dovetailing with others copies I had slowly amassed mainly from a collection pre-owned by Hugh Prince), were sent through Liverpool John Moore's post and arrived the following week.

Sorting through the papery contents of the folders to jigsaw-piece a chronological order of events, with each document, encased in a plastic pocket with its own unique catalogue code number (to enable the addition of other as-yet undiscovered documents in an unknown future time) took the remainder of the year. I elected to give each document – meeting minutes, letter, cutting or other item – a number comprised of its Year (e.g. 1983) and a distinctive identifier (e.g. 000001), and in the substantive chapters that follow repeated citations will be found to such documents from the Cook CIGE archive (e.g. 1985/000024). In total, the Cook CIGE archive contains approximately 171 separate items, all of which I have personally catalogued for ease of retrieval in producing this thesis. The overall 'shape' of the archive gave an archival skeleton which served to indicate the networks and connections held by the journal series across school and academic geography, crucial for many claims that follow later in my thesis. Yet, when interleaved with additional materials donated by other interviewees and from other sources, it has enabled me to create and curate a larger, more comprehensive culturally contextual archive, itself offering a unique compendium of critical counter-hegemonic geography education materials which conclusively illustrates the transgression of such activities beyond academic institutions. With Cook's archive as backbone, it was hence possible to fillet in other materials amassed in the previous and later years, and, in some cases, where possible, to revisit and ask further questions of those interviewed where versions of events were disrupted.

¹ Interview with Cook 2010.

Further documents needed to be sourced for corroboration. Gathering the archive together and assembling it made for a spiralling experience of writing up and re-writing, re-calibrating and re-focusing of events, the numbers of documents and contents spilling back in time in connections with historical and internationalist progressive education movements, thanks to the donations of archival materials from: David Hicks and the World Studies movement in which he played a role; John Huckle and connections across the history of environmental education; Sophie Bowlby of her personal archive of the establishment of the Women and Geography Studies Group; and Gill's own publications and donations of resources and materials which not only spanned her work specifically with CIGE, but her work on anti-racist training manuals, multi-media resources and books instigated through her work with Europe Singh, her colleague at ILEA/GLC and co-writer on resources written as the Association for Curriculum Development.

Until the donation of Cook's correspondence archive in 2010, the foraging and gleaning of original and copies of original documents was a mixture of focused collection work which broadly concerned those archival materials I knew that I needed: a complete set of the journal series, interviews with those people who I knew were involved with the journal series, interviews with geographers I knew had particular opinions and perspectives of the time from their own accounts of the era [and who I strongly suspected had subscribed to the series] and a wish-list of the ideal documents that I would like to locate/people to interview (international contributors such as John Fein, well-known non-geography contributors such as Colin Ward, Anne Simpson, Peter Kennard and Beverly Naidoo, and especially those school geography teachers and students who were involved with the journal series). Making an attempt to gather together as many of these resources as possible employed a range of 21st-century technologies (SKYPE interviews, use of online search engines and online auction sites and independent book shops [to seek out books, documents and articles where library collections held gaps]), as well as more traditional methods of research: getting in contact via word of mouth with different people who were able to put me in contact with other people who could give me leads to other people, sources and archives.

3.4.1 Might this be of any use?²

The first two years of thesis research were broadly focusing on a pitch of research that would provide the necessary scope to allow such a recovery of information. Utilising inter-library loans from British Library, which held issues of CIGE, enabled information to be gleaned to allow a rudimentary research project outline to be designed. Through access to these resources I was able to write up a list of ideal people to approach for interview (see below), and find ways variously to describe my research and its value in order to make appeals for information and/or assistance at academic geography-based conferences held by a range of professional geographical organisations: such as the Geographical Association (GA) conference in Derby (2006, 2010); the

² This quote alludes to the generous gifting to this research publications and documents from the private collection of a number of geography educators and academics interviewed during this research who in preparation for being interviewed had gathered together materials that were either duplicate or that they had no other use for and wished to pass it on for potential future reference and use.

Royal Geographical Society (with the Institute of British Geographers) (RGS-IBG) conferences (2007, 2008); and the International Conference of Critical Geographers IICCG) in Mumbai (2007). At the IICCG event an informal interview with Richard Peet, renowned radical geographer, confirmed both his awareness of the journal and his planned meeting with Gill and Anne Simpson to explore the possibilities of a CIGE/*Antipode* special issue. Similar possibilities arose from presenting/participating in specialist academic geography seminar series (ESRC 2010), departmental lunchtime seminar series (University of Glasgow [Human Geography Research Group: HGRG]; University College London, 2009), and RGS-IBG workshops (History and Philosophy of Geography Research Group (HPGRG), Oxford, 2012). Not only did attending such events pique recollections and memories, but people were very supportive with constructive critical comments and in proposing directions about where else to look for information. Not all seminars and conference attendance audiences were interested in the materials and that offered up the most notable leads in some ways. After being invited to give a paper by the Vice-President of the GA John Hopkins in a forum on ethnic minority access to geography at the GA's annual conference in 2010, my reflections on the work of CIGE concluded to a silent audience of tense smiles and no questions. Running a workshop in Leicester in November of the same year as part of the ESRC seminar series on Engaging Geographies was notable in that a few longstanding geography education lecturers in attendance in the workshop stayed quiet and said nothing while other groups of students and academics explored the materials. The silences proved instructive and upon directly enquiring about the lack of questions at the session, the lack of response was explained away echoing the same sentiment as expressed at the outset of this thesis. These resources had had their time. Bitterly ironic and a stark contrast in comparison to the sixth form students wanting to know what gender and feminism was. Some people attending my presentations and talks forwarded to me what they thought might be useful and interesting materials from the time, while others were able to put me in contact with materials of which I had been unaware. As such, the various networks and spaces of conference and workshop provided a fruitful ethnographic space.

Moving locations from Glasgow to London in 2007 afforded me greater geographical ease of access to London-based archives through which to explore specific geography education resources. Based as a lecturer of students with academic English as a second language at University College London's (UCL) Language Centre (Now Centre for Languages and International Education), sharing the Bedford Way building with UCL's Geography Department and, further down the road in the same Denys Lasdun Brutalist-designed building, the Institute of Education, I was able to attend talks at the Institute and to use its library to gather further information from their archives and holdings. I was also able more readily to access the British Library and the British Newspaper Library – then based in Colindale (and, after its relocation embargo, located mainly at the British Library's Kings Cross base, with other titles based at Boston Spas – to corroborate newspaper archives and coverage of debates about the journal series in Education sections of *The Guardian* and the *Times Educational Supplement* (TES). Additionally, attending lunchtime lectures held by the Department of Geography at UCL allowed contact and further discussions with Emeritus professors, who, after giving a lunchtime

talk about my research, were able to give pointers to particular relevant events within the UCL Geography Department's own history (Hugh Prince was interviewed formally; Hugh Clout was helpful with informal conversation, not-recorded). While some of these encounters do not explicitly concern themselves with the journal *per se*, they are nevertheless important in contextualising the different cultures of geographical knowledge and ideas during the 1980s and in reflections on the nature and shape of disciplinary identities during the latter part of the 20th-century from the academic institutional perspective.

Being based in the basement of No. 26 Bedford Way allowed me to have a space where, during working days, I could interview those who might be visiting London or travelling through London while on sabbatical or else based in London who were able to come into London at a time convenient to them where I could arrange a room to conduct interviews. I was able to interview Frances Slater, Rex Walford and Europe Singh, while going to the Institute of Education to interview David Lambert, John Morgan and Gill (third informal interview).

3.4.2 'Upcycling' geography education resources: on salvaging and recovery

Keeping in contact with geography education researchers working at the Institute of Education, it was David Lambert who told me, when I interviewed him in 2009 of a new archive being compiled by Ashley Kent with Frederick Soddy Trust funding. Something called the Geography Education Textbook Archive would be housed in the Special Collections store on Lambs Conduit Street in Bloomsbury and would hold over 4,000 documents donated by recently retired geography educators and geography education researchers. I had already been made aware from my interview with John Huckle in 2008 that, two weeks before I visited him in his home in Bedford, he had donated his archive of geography education materials to 'Ashley's archive' (Interview with Huckle). Interviewing Rex Walford in 2009, he said the same, relating that his collection of geography education books from his life spent as geography education lecturer at the University of Cambridge had been moved ready for cataloguing by Peter Moss, the part-time ex-Inner London Education Authority archivist, who had come out of retirement to undertake the job for a few hours a week.

Gaining permission from Kent and Lambert to contact Moss, I was able to have a look through the archive as it was being compiled. What fascinated me most were the cupboards of publications ranging in shape, format and style, destined 'for recycling'. Some were early-19th century books with broken spines, duplicates of more robust versions already catalogued and in store, while others were pamphlets produced by different teacher education centres, some lacking resources and pages, an example found being from Birmingham's Development Education Centre (now TIDE). These cupboards contained books from the 1950s with descriptive stories about people and places with subtle and not-so-subtle narratives of people, power and belonging. Moss said that, if there was anything I wanted, I could help myself: I was doing them a favour. While only a few documents surfaced directly connected with specific individuals who worked directly on the journal series (e.g. collecting duplicates of Huckle's *What*

We Consume teacher guides), it gave me a flavour of how CIGE would have culturally shaken mainstream ideas of the subject, as well as how vital these ‘othered’ documents were in illustrating the sheer diversity and enormous range of (type of) geography education material produced that simply failed to be included in the ‘official’ archive by nature of their material format. At the launch of the archive in 2010, I was honoured to be invited to speak about the archive alongside Walford. While he spoke entertainingly of the wealth and vibrancy of exemplars in the collection, I spoke of the wealth and vibrancy of the exemplars in the outwith cupboards.

The oxymoronic imperatives of slow/immediate research are amply illustrated through the methodological tales associated with gathering together CIGE’s archive, which itself spanned a diverse range of locations and sources in order to solicit tangible material evidence directly and indirectly connected with the journal from the 1980s, locating and recording the recollections of people involved with the journal, as well as the memories of those who might recall subscribing to the series and who were happy to share their recollections. Simultaneously, I was cross-referencing oral history information with other materials from a range of archives and archival spaces that might solidify areas contradicting key aspects of more well-trodden narratives about the journal series and the political and ideological energies that compelled its existence. In order to amass material data it would be necessary to make contact with people involved with the journal series, especially those from school geography education backgrounds.

3.5 Seeking out CIGE’s geobiographies

3.5.1 Biographical recoveries

As with researching the primary and secondary materials pertaining to CIGE, so people who were involved with the journal series, or knew of the journal series, were sought out. Since I knew of a few geography education researchers working at the Institute of Education who had made their critiques of the project known in print over the past couple of decades, I suspected that it would be possible to get people talking about why the publication had been deemed to have failed. Less easily locatable would be those who might have a different narrative tale of the journal, possibly those who were involved with its production. I began by listing everyone who was named as contributing to each of the eight issues, either as an author for a specific feature/letter or else those names that I could find listed as Editorial Group members. Flagging up multiple contributions from specific individuals and prioritising editorial group members listed, as well as seeking out illustrators and photographers who worked on the journal series, I was able to compile a comprehensive inventory of the 128 people who variously worked on the journal series throughout its publishing life. Drawing as much information as I could ascertain about specific individuals from the journals themselves, my next strategy was to concentrate on those who had been series editors for the journal or on the Board, followed by theme editors for specific issues and significant contributors, who had written long pieces of more than once for the journal, searching out people through internet search engines, bio-bibliographical references

and institutional staff listings.

Once an individual had been positively traced, cross-referenced and confirmed, I then contacted them either with an e-mail or by sending a standard covering letter with a standardised document containing the broad wish-list of questions that I hoped everyone would feel able to answer, with the caveat that questions could be returned as a *WORD* document, giving as many or as few answers to the questions as possible. It was stressed that any recollections and reflections of the time and individual involvement with CIGE would be gratefully received, adding that, should they prefer, I would arrange to visit them at a convenient time in their schedule (dovetailed with my own) to conduct an informal interview based around the attached questions (for a list of such interviews, see Appendices 9.3 and 9.4). If I only had a telephone number (often information given to me from other people who were involved with the journal series and still in contact with the person), then I would call, leaving a short statement (my name, institutional affiliation, research into journal series and contact number), requesting a return of call or else asking them to e-mail me with further particulars should they wish to continue to be involved with the research project.

Those who agreed to be interviewed were at liberty to request not having their interview audio-recorded, and these interviews have produced a wealth of words that on occasion I directly quote from my transcripts (with longer quotations indented and italicised to distinguish them clearly from all other quoted sources). For, those who requested *non*-recording, I noted down comments and key pieces of information in a 'field notebook', and in some cases I was able to get short quotes noted down (from which a few longer italicised quotations have been drawn further on). In all cases most people interviewed were encouraged to contact me should they have any further questions or reflections about the journal series, or if they wished to retract their involvement with the research which I thought a necessary option due to the close temporal proximity of the work being researched and that many interviewees were still, to varying degrees, involved with Geography whether full-time, part-time or else performing activist or lobbying roles in established academic geography departments, schools or charitably institutions. Very few people followed up or withdrew their comments. On the odd occasion I have had conversations where I have had to go back to interviewees to clarify particular names or date. Most significantly were those named as editorial group members who had been classroom teachers who were either untraceable or else declined involvement. As completest researcher I wanted to find out about the reticence or refusal to be involved. In some cases I was afforded candid insight. Ethnics of research and especially that of the recent past means that this thesis therefore contains contributions from those most notably keen to share their recollections of the time were those who were either instrumental in the establishment and sustenance of the journal, and who were broadly speaking working as independent education lecturers or else were working as academic geographers (or on their way to being formally employed in this capacity).

While there were a high number of people who published in CIGE's pages, the reality was that, for the most part, many people had simply submitted work that the journal either solicited

directly from them (often pieces of writing which failed to be published elsewhere or else were excerpts from articles published in other radical/progressive publications). From the 128 individual people listed as contributing to the journal series, in reality I was only able to interview 17 who were directly involved with the journal series in some way (see Appendix 9.1). The discovery of Cook's archive, complete with substantial correspondence, reveals sustained international communication between CIGE's editors (Gill and Cook) and the likes of William ('Bill') Bunge, and minutes held in the file corroborate such notions as Richard Peet's assertion that *Antipode* had planned to work with CIGE in developing a joint publication of some kind; but also reflect a very wide and sustained communication between CIGE and esteemed geography education lecturers and researchers.

I also attempted in numerous and different ways to get feedback from people who might have subscribed to or encountered the journal series, interviewing 10 geography education researchers about their own reflections on the times, the journal series and its significance (see Appendix 9.2). Some of these geography education researchers knew of my own particular 'critical' take on secondary geography education from my work on the GA's Education Standing Committee between 2001 and 2003 (David Lambert and John Morgan) and were prepared to share their observations and concerns about my research subject matter. Additional significant geography education lecturers and researchers agreed to share their reflections on the time, significantly both Rex Walford and Eleanor Rawling who, as ex-presidents of the Geographical Association (Walford 1983-1984; Rawling 1991 - 1992) were both centrally positioned and acutely aware of the debates surrounding the activities of Gill and CIGE. Asking them particular questions of the time proved insightful and led me to references and additional cultural contextual school geography education ephemera. A significant out-of-the-blue word document arrived in 2009 from Dick Palfrey, an ex-geography teacher and Her Majesty's Inspector (HMI) for education at Kirklees Council in Yorkshire who heard me talk about the journal series at a workshop on 'organic public geographies' organised by Kye Askins at Northumbria University. Palfrey had trained as a school teacher during the early-1980s and was happy to share his recollections.

Face-to-face interviews proved illuminating. I interviewed some academics in their offices with highly organised, specific materials to hand; while others with whom I spoke had moved offices and jettisoned materials pertaining to the time in question long ago. Others now based beyond the British Isles were interviewed via SKYPE. As many interviews were recorded. Time spent in interview depended upon the work commitments and what could be adequately recalled. The majority who agreed to be interviewed were encouraging and interested in the enterprise. From some, there were offers of help and generous suggestions of how to get the journal series online. Gill and Cook, meanwhile, have given repeated interviews: face-to-face meetings, email and telephone conversations, as well as both sifting through their own personal archives for snippets. Gill's peripatetic work and domestic life between 1990 and 2003, while returning to Doncaster to care for her mother, saw her throw out 'dozens' of copies of journals that her mother had stored for her. There remains the tantalising prospect of a cassette of interviews taped over the phone that she had with Bill Bunge to which Gill has repeatedly alluded, but has yet to locate.

Throughout this research individuals have had the opportunity at any time to contact me and remove their contributions had they so wished to. There is and remains an ethical issue in recording the lives and recollections of people concerning their own personal biographical reflections within a wider endeavour. Words and comments linger. While this thesis will be published as an e-thesis (a notable change in access to thesis research since the start of researching this thesis), there is an eye to ensuring materials are presented fairly to those who agreed to be included within the pages of this doctoral research.

Triangulating the involvement of individuals with what else they were undertaking during this life of the journal series, where they worked and the networks through which they operated, was also explored in textual terms. Citations from a range of contemporary publications were cross-referenced through bio-bibliographies and Curriculum Vitae; then cross-referenced again against the 'grey literatures' of newsletters and minutes held in the Cook's CIGE archive. Drawing out the spatial significance of textual receptions, individual activities and the networks with which individuals were professionally and politically aligned has served to illustrate not only the geobiographies of individual academics during the 1980s, but also allowed, from my analysis of these individual activities, some illumination to be thrown on the changing cultural and political landscapes in England (during the 1980s-1990s) through and across which critical and radical leftist geographical ideas were being shared and reconceptualised.

3.6 Have you turned that thing off? Ok, so let me tell you this ...

Still more tantalising than the prospect of the lost Bunge tape were the numerous occasions when, - after the digital voice recorder was turned off and the interview had 'ended' - I was given additional 'off-record' commentaries and insights on the journal series and the context of the times more generally. While many comments and insights shared this way have been discarded unless I was able to find hard secondary information to corroborate, I have used some comments anonymously to serve to introduce other similar comments echoed in on-record interview and corroborated elsewhere.

3.7 Concluding summary

The methodologies employed have given interweaving threads of information and a fulsome account of a recent past, and have facilitated the gathering of an archive of materials dispersed and isolated before this project began. This process of 'assemblage' means that the retelling and shaping of the story is as much a reflection of the processes undertaken by a doctoral researcher in recovering the materials and memories as a recounting of the materials themselves. In undertaking this research there has been attention given to the ethical aspect of working with personal biographical accounts from a recent past. To that end as with all research, the partial nature of data means that the following empirical chapters only render a partial retelling. Nevertheless, engagement with some previously undiscovered archives means that the remainder of this thesis gives a richer account of the life of the journal series and the lives of those who worked in making the publication, explores the broad and nuanced ways its publishing life

ended, and reflects on how the research and recovery of this archive acts as a starting point for further renderings and tales to be worked into salvaged accounts of academic and educational geography's multiple recent-pasts.

Chapter 4

The emergence of *Contemporary Issues in Geography and Education*

4.1 Introduction

Primarily concerned with the historical and cultural geographies of geographical education, this chapter explores the multiple contextual factors that converged to enable the formation of the Association for Curriculum Development in Geography (hereafter ACDG) and its journal *Contemporary Issues in Geography and Education* (hereafter CIGE). Divided into two main sections, this chapter begins contextually by drawing out the significant historical, political, and cultural policies and practices that indirectly created sub-cultural geographies of alternative education and counter-cultural presses and publications from 1945 until the early 1980s, enabling the possibility for CIGE to emerge. Consideration of the material, ideological and geographic spaces through which mainstream and counter ‘progressive’ education initiatives surfaced illustrates the variegated cultural and political discussions shaping the specifics of geography education, and educational geographies more generally, in what might be deemed as spaces of public geography knowledge-making (Morin 2011), while highlighting the vibrant histories and cultural traditions of dissenting education and progressive education journal publishing, of which CIGE could be seen to be one example. In particular, this section brings into focus the exchange and flow of ideas and practice between geographers based in schools, further education and higher education or university departments; and significantly brings into focus those that might be deemed to be working more broadly as ‘public’ geographers imparting and embodying particular geographical sensibilities in non-traditional educational spaces such as charitable non-government organisations (NGOs) or as social, environmental or peace activists or educationists working within a trans-disciplinary context such as world studies, environmental education or peace studies. This material leads to the second section of this chapter – the chief empirical focus of the chapter – which specifically attends to the minutiae of circumstances which directly led to the formation of the ACDG and CIGE. In summary, this chapter will introduce the historical-geographical context and then the crucible of events that conceived the journal series.

4.2 The historical and cultural geographies of geographical education in 20th-century England: an overview

In order to understand the unique geographical circumstances out of which the ACDG and CIGE arose, it is necessary to explore the historical and cultural geographies of education provision in 20th-century England. While the educational landscapes during this period of significant social, cultural, technological, economic and political change have been attended to

within the academic discipline of Education¹, this section looks at the consequences of governmental legislation during this period, attending both to the socio-economic and political contexts which shaped school geography education and those critical responses and discussions that enabled alternative educational initiatives to develop. Between such discussions it is possible to see a transgressive educational topography of possibility for autodidacts, educational campaign groups and non-governmental organisations to engage with education in schools and for grassroots geographical education initiatives to exist beyond educational narratives and visions presented by mainstream disciplinary subject associations. Understanding the cultural geopolitics affecting disciplinary pedagogic practice in school education alongside ideas and practices emerging from academic geography helps to navigate the emergence of ACDG and CIGE. The following sub-sections attend to specific time periods, considering key political ideologies and policy implementations that impacted on the educational landscapes of English society, and the role of alternative or counter voices.

4.2.1 English educational geographies before 1945: a brief history in the geographies of exclusion, dissent and transgression

4.2.1.1 Orthodoxy and alternatives

The formal educational landscape in England pre-1945 was both highly partisan and disparate with access and opportunity selective very much by the institution. For the majority of working-class children, education was provided through local county or parish councils, in the majority of cases with some form of Christian religious doctrine underwriting the moral education across primary or elementary schooling (between the ages of 5 and 11). For those fortunate to have the opportunity and means to afford school uniform and shoes necessary for attendance, some form of secondary education was provided at intermediary level, with some form of vocational training (highly gendered) and classes provided to enable girls leaving school at 14 the ability to become a home-maker or to work in service, while boys had various trades where they could practise skills into which they might find apprenticeship. For children from the workhouses or for orphans, institutions such as reform schools offered more direct routes into such professions or else to enable young persons for manual work in the colonies (Rose 2001; Ploszajska 1996a).

For the middle and upper-classes, a differently configured but no-less prescribed social and cultural class route was delineated, wherein education was not so much for the social mobility and betterment of the individual, but one where education served the moral and economic prosperity of the nation and its empire (Ploszajska 1996; Driver 2001). Thus the 1870 Education Act, far from straying from such paths, instead was concerned at the quality of education experienced by the nation's future subjects.

¹ For specific details, see Dunford and Chitty (1999), Lowe (1997), Rose (2001), Jones (2002), Howlett (2013); chapters on education during this period are also discussed in recent slew of popular histories of the 1970s and 1980s, offering up a range of different political perspectives published during this thesis: see Garnett (2008), Beckett (2009), Vinen (2010), McSmith (2011), Sandbrook (2013), and Turner (2013). For specifics on London see White (2008), and German and Rees (2012).

While there was a very clear narrative in the late-19th century towards education as a means for securing the might of the empire and its economic and physical strength, there were also alternative visions. Educational reformers during the early decades of the 20th century saw education as at the heart of redesigning social and cultural opportunities for the population. This is exemplified through the work of Beatrice Ensor. As a theosophist and educator, Ensor had been horrified at the atrocious wartime loss of young lives and, along with others, in 1921 organised an international conference in Calais entitled ‘Creative Self-Expression and the Child’, linking those connected with education in England and its empire with those in mainland Europe. This would later produce the New Education Fellowship (hereafter NEF), with Ensor as the founding editor of its journal *The New Era*.² Ensor organised biannual international conferences from 1921 that attracted globally significant thinkers on what later became classed as ‘progressive education’, including A S Neill, Annie Besant, Carl Jung, Maria Montessori, John Dewy, H G Wells, and Rabindranath Tagore. Through subscription to *The New Era*, ideas of practising and performing school geography differently began to develop. Such educational ideas were retained during the Second World War itself. The publication *Transformation Two* (1944) printed in ‘Book production war economy standard’ during the Second World War contained reflections from Scottish educationist A.S.Neill, American writer Henry Miller, the anarchist and poet Herbert Read and English novelist and essayist Stephen Spender eager to forge progressive education with the child at its centre, rallying against a return to the ‘old academic education ... the old intellectualism dressed up in new clothes’ (Neill 1944:19). With compulsory education on offer for all children post-war, there remained progressive and alternative voices demanding new ways of educating the young people of the country.

4.2.1.2 Geography and geographical education before 1945

... the early pioneers of geographical education such as Sir Archibald Geikie, Sir Halford Mackinder, and James Fairgrieve all saw themselves as academics and educators. They were as concerned to expand the subject in schools as well as in academia (Rawling 2001:22).

Charting the developments of mainstream school geography education knowledge-making, Rawling observes a close relationship between school geographical education and the research and writing of university geographers, where academic geographers were involved in the creation, writing and assessment of educational materials for schools as much as training school educators. Rawling notes a dialectical relationship between school and university geographers, with the establishment of the Geographical Association (hereafter GA) in 1893 being a prime example of such dialogue. Similarly, Steel notes for the early decades of the Institute of British Geographers (IBG), founded in 1933, that school geography educators were present in contributing ideas and attending conferences and fieldtrips and were clearly valued as equal to their academically based professional geographical counterparts. Steel’s account of the IBG (1983) hints at a disciplinary formation bringing together an assorted

² Archives of which are held at the Institute of Education, University of London. In 1966 the formation of UNESCO was said to be heavily influenced by NEF. Following the establishment of UNESCO, NEF became World Education Foundation.

body of educators, researchers and autodidacts crossing a range of professions. A further example of this can be seen in Les Hepple's 1999 account of socialist cartographer and cartoonist J F Horrabin, presenting a public geographer shaping dissenting geographical ideas of both empire and the purpose of geographical study through his books *A Socialist Geography* and, in 1940, *The Geography of War*. Horrabin's example signals that, far from being deferential to Mackinder's vision of the school subject, other voices were raised in the geographical educational landscape.

4.2.1.3 English educational geographies: 1945-1964

Changes to the education system in England with the passing of the 1944 'Butler' Education Act heralded a 'new' educational world of extended compulsory education for social and economic betterment. Structural changes facilitated 'universal' school education for all, with the introduction of a tripartite system of technical colleges, grammar schools and secondary modern schools. University geographers at this time maintained close links with school geography through their role on examination boards, with opportunities to both set and mark examination scripts. Hugh Prince recalled, as newly appointed lecturer at UCL after the war, teaching at a school in Pimlico to gain work experience as part of his apprenticeship as a university lecturer (Interview with Prince 2010). He recalled the active encouragement of colleagues to become involved with such practices in order to enrich teaching work undertaken at university. Post-war developments also encouraged a cultural drive for improved educational opportunities in more informal spaces with, in turn, the development of evening schools, art and craft colleges and agricultural schools, linking to wider movements to link education and citizenship (Matless 1998; Morgan 2003). Regional Workers Education Associations (hereafter WEAs) continued to foster ideas of self-improvement for the working classes (Woodhead 1997; Strangleman 2002; Lambert and Morgan 2010; Rowbotham 1999). Later decades saw parallel radical movements re-conceptualising subjects 'from below', with the establishment of journals such as *Radical Philosophy* and *History Workshop Journal*, and associated grassroots academic initiatives.

The Norwood Report, published in 1943, was concerned with the curriculum and examination system in secondary schools. It observed that the subject of geography's 'expansiveness' could be as much of a problem as a strength, given that it could allow for geography enthusiasts to 'widen the boundaries so vaguely that definition of purpose is lost' (Norwood Report 1943 in Rawling 2001:20). As a school subject, geography's place in the timetable at this time was far from guaranteed. As a 'field of knowledge' rather than a 'form of knowledge' (as 'core' subjects such as maths and English were defined), the content of geography education in schools remained much as it had been in the interwar period, with an emphasis on regional geographies, physical forms and a study of places as 'facts'. Social and cultural changes in England in the 1950s and 1960s raised questions concerning the relevance of the geography taught in the school timetable; in particular, the way in which spatial concepts, mapping and people-environment relationships were explored. By the end of the 1950s new demands were being placed on teaching the subject at university level, shifting

focus from regional geography teaching to new ways of systematic analysis of space that mirrored the social and cultural *zeitgeist* for progression and 'modernity'. School geography teaching, however, could still appear stuck in the past, with the content of textbooks little changed from the late-19th century (Marsden 1996; Ploszajska 1999).

4.2.1.4 Radicals, progressives and critical pedagogies: 1964-1979

Radical shifts in the geographies of education were experienced in England and Wales when a Labour Government was elected in 1964. The following fifteen years saw striking shifts in society and in turn demands were placed on education to be responsive to such changes. While debates concerning the practise and sociology of education remained as education activists spanning the political spectrum developed new ways with the advent of printing technologies to lobby and promote their particular perspectives. CIGE arises from the confluence and compounding of such complex changes and debates. In this following section a brief introduction will be made to the changes in state education introduced by the Labour administration before attending to how education came into popular reference through a range of publications and how specifically geographers and geography educators engaged with these social and cultural debates and publications.

Removing the tripartite education system, Labour's vision for school education was a comprehensive and fairer share of resources for all. This was instigated through structural changes to the state education apparatus. The introduction of comprehensive schooling removed the tripartite system of education that had existed since 1945 which the Labour party saw as perpetuating the class system favouring those who already had access to resources. Grammar schools and Secondary Modern schools were merged to create comprehensive schools, in theory affording a greater share of education resources for the majority of students and removing the social and cultural streaming of students. The establishment of the Schools Council in 1965 was to enable the development of new curriculum ideas and research into more progressive forms of teaching and learning. School subjects were critiqued as to their purposefulness. New studies were introduced and explored offering applied science over discreet specialist subjects. Funding was made available for teachers and teacher resource centres in local education authorities through which teachers were able to share resource ideas for teaching. In London, the creation in 1965 of the Inner London Education Authority (ILEA) in the Greater London Council (GLC) saw the establishment by Labour of a permanent authority responsible for the strategic control and management of education for inner London boroughs. ILEA would oversee curriculum developments through its various teacher resource centres and as such directly influenced the learning opportunities experienced by students in ILEA schools for the following two decades. The 1960s also saw a growth in popular publications and books. With the rise in a literate population benefitting from universal education so a broader sway of the population were engaging with ideas about what education could be and how it could be improved. By the early-1960s, new methods and ideas about space, place, location, modeling and measuring the world heralded a 'new' academic geography. For geography education, the lack of

perceived changes since the turn of the century in the content and nature of school geography textbooks prompted reflection and critique, in keeping with wider debates on the purpose and nature of education. Before attending to how geography educators explicitly responded to these times it is worth noting the broader cultural context for discussions about education in the British Isles in general publishing terms and in England and Wales with specifics to education provision directly.



Figure 4.1: A Selection of popular specialist education publications produced throughout the 1970s by Penguin and Pelican publishing companies (author archive)

Mainstream popular publishers such as Pelican and Penguin alongside smaller independent publishers began producing texts on educational subjects, covering a range of politically infused pedagogic themes from a range of voices, such as the Blishen publication of an Observer Newspaper study giving actual voice to students about how they would envisage school and education, questioning in some cases the very fabric of the school itself

(Goodman, 1962, Berg, 1968, Reimer, 1972). The Penguin Educational Specials series (**Figure 4.1**) edited by Willem Van der Eyken³ illustrate the range and scope of international and national discussions and perspectives brought into popular circulation. Smaller publishers followed suit, as in Richard Mabey's edited collection on class for Anthony Blond Ltd illustrates one of a series of published symposiums reflecting 'The Great Society'⁴ (Mabey 1967), discussing reflections on education from the perspectives of academics and social scientists with often radical content.

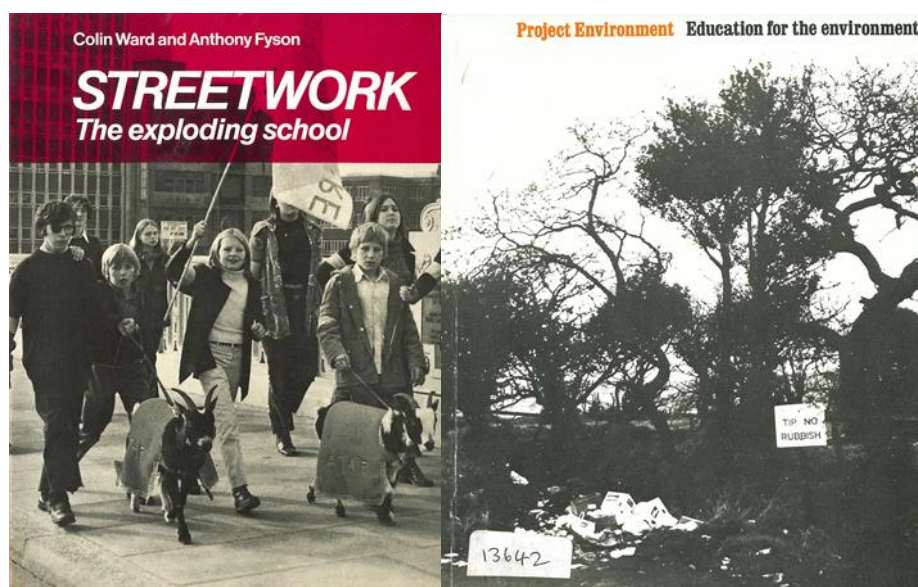


Figure 4.2: Early 1970s interdisciplinary resources: a) Colin Ward and Anthony Fyson's *Streetwork: The exploding school* and b) Schools Council environmental education resource *Project Environment: Education for the environment*.

With a change in the structure of education provision in England and Wales being heralded through the birth of the Comprehensive system (Dunford and Chitty 1999; Rawling 2001), increasingly diverse visions of education were being promoted and progressive ideas that had been gathering momentum and supporters since the 1870s education act were now given legislative freedom and commercial legitimacy to develop further. The Schools Council published a number of books to support the teaching of interdisciplinary subjects, which start as small projects with a specific theme such *Project Environment*, an environmental education project which was run between 1970 and 1973 by University of Newcastle upon Tyne (**Figure 4.2b**) but which served as a publication for schools wishing to introduce environmental education courses. Other Governmental departments, such as Town and

³ The Penguin Educational Specials signalled a globally significant publishing series for Penguin who published innovative ideas as well as case study accounts on educational policies and practices from around the globe, but with a particular focus on North America, Britain and Australia where their continental head offices were based. Further details can be found within the Penguin Archive, Special Collection, University of Bristol.

⁴ Other titles in this series included *The Left*, a symposium edited by Gerald Kaufman as cited inside sleeve of Mabey, R (1967).

Country Planning Department developed its own resources through its Education Department. In 1973 its Education officer, Colin Ward, and geographer Anthony Fyson published their seminal 1973 text *Streetwork* which, in contrast to the SC's projects ensured that nature could be drawn through work undertaken in urban areas and highlighting the industrial capitalist complex in the oft-promoted bucolic 'natural' surroundings of 'the countryside'. It encouraged teachers and students to see educative opportunities beyond the confines of institutional walls ideologically, conceptually, and physically (**Figure 4.2a**). Of note too was the pressing desire by educators to reconceptualise the way development education was being taught. Cross-party parliamentary talks argued a need for education which factored in the changing global geopolitical landscape and focused on understanding people and places, engaging with the links, connections and mobilities rather than continue using the colonial / imperial mindset long argued by progressives to be out of date in the early 1920s (Richardson and Hicks 1988). A direct link of personnel and progressive education activism from the New Era (which by the 1970s had changed its name to the World Education Fellowship) can be seen to directly influence these changes and successfully lobby for a discreet One World Trust curriculum to be funded. between 1973 and 1980, Robin Richardson was the sole educator charged to develop these resources. Networked into groups of educators interested in environmental education, peace studies and development studies⁵, Richardson whose connections with ACDG and CIGE are revealed in later chapters – was the key educator appointed to roll out these initiatives, and a crucial cheerleader for Gill in the year immediately prior to the launch of CIGE (see later in this chapter) succeeded in the 1980s by Simon Fisher and David Hicks (**Figure 4.3**)⁶ with the ACDG and CIGE is also referred.

⁵ such as Centre for World Development Education whose publication *The Development Puzzle* by Nancy Fyson proved hugely popular as a text that introduced teachers as well as students to reconceptualising and questioning the purpose and role of 'development' and development studies (Fyson 1984)

⁶ Both Ward and Hicks go on to contribute to CIGE. See Chapter 5.

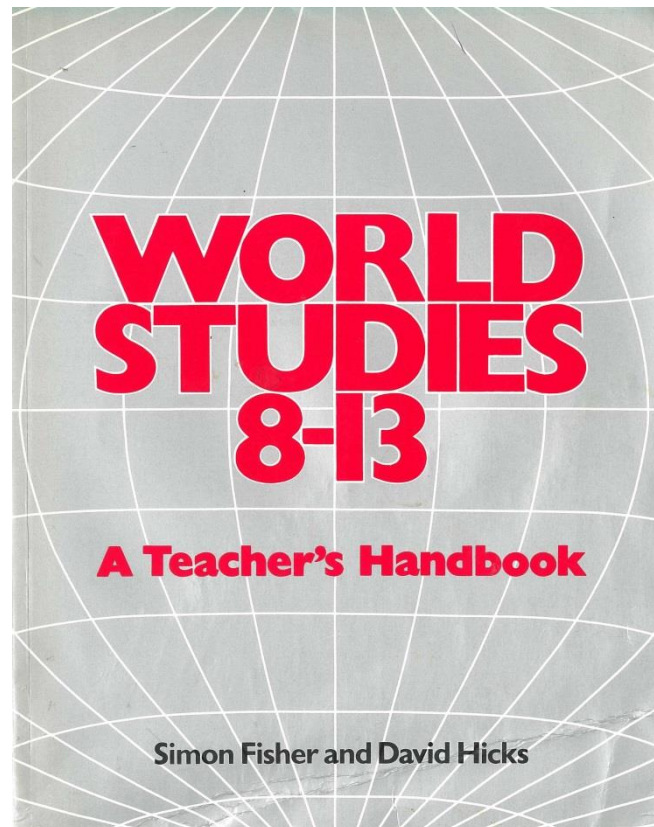


Figure 4.3: World Studies 8 – 13 by Simon Fisher and David Hicks

Returning to within the discipline of geography education, The Department of Education and Science (hereafter DES) noted in its Pamphlet 59 (1972) that Her Majesty's Inspectorate (hereafter HMI) had described 99% of secondary schools in England and Wales during the 1960s as offering geography as a distinct aspect of their school studies. In virtually all cases 'overwhelming emphasis was on relatively unchanging features of physical geography, on mainly static, deterministic view of human societies and on racing through regionally based coverage of world geography' (Rawling 2001:22). The political imperative underlying 'new' approaches to geographical enquiry and knowledge production connected to academic initiatives that brought together new forms of university geography and school education. For example in 1963 Richard Chorley and Peter Haggett sponsored a 'Summer School' at Madingley Hall near Cambridge, at which a team of academic geography lecturers introduced to assembled school geography educators new approaches to the study of the subject through spatial-scientific practices. With a heavy emphasis on models and statistical analysis, the 'new' geography promoted was positivistic, and more importantly lent itself to a legitimization of scientific method, which was considered less parochial and more in keeping with modern technological times. David Hall (1976) observes how this meeting had a revolutionary effect in re-enthusing those school geography teachers attending with new ideas for constructing the subject in the eyes of their school, pupils, colleagues and, in turn, their own professional standing. By the late 1960s and early 1970s school textbooks had begun to reflect this 'New Thinking in School Geography'. (Department of Education and Science 1972) wherein:

Teachers are beginning to realise that much of what was taught in our schools is purely repetitive and

lacks intellectual stimulus and challenge to the student. Basic to these changes ... is an ability on the part of the student to appreciate fundamental concepts in geography: those connected with space, location, and interactions through time. (Everson and Fitzgerald 1969:ix in Morgan 2005:28)

Depopulating the syllabus, that is to say removing regional characteristics and human idiosyncrasies, and instead replacing the studied form of the subject through measured science, was described by proponents of this positivist approach as an expression of grounded 'usefulness' making relevant the school subject of Geography to an increasingly technological and measured world. Such a reconstitution would in turn be perceived as of benefit to industry; the likes of town planners, engineers, economists would be able to utilise geographically produced statistics to project measured futures. Moreover, politically such a stance was seen to secure the subject's space within the school timetable. That school geography practitioners took up these ideas with such relish may be true, but it is also to be questioned.

Accounts by writers of the history of geography education during this period reveal a particular ideology and politics of geographical knowledge production that was perpetuated in the school textbooks produced during this time. These texts sat less easily with humanistic and 'radical' geographers also emerging during the late-1960s and early-1970s, perceived such approaches as being reductive and elitist. While it is notable that such positivistic trends affected the output of school geography textbooks in the late-1960s and early-1970s, these documents are only one part of the story. The teachers invited to attend Madingley Hall occupied positions of influence and educational power, because of their status as geography textbook authorship, and simply by being in a position to attend. John Huckle, Principal Geography lecturer at Bedford College of Higher Education, member of the ACDG and editorial board member of CIGE throughout its publishing life, has written about this dimension of 1960s/1970s geography education (1983, 1985). Far from being enthusiastically taken up by all school geography educators, Huckle saw this as a forelock-tugging exercise, and a political re-imagining of the co-operative working relationships between school educators and those in further or higher education institutions. Huckle (1983) suggested that such ideas benefited those academic geographers who could command increasing salary and promotion should their ideas be taken up by geography educators in schools and colleges, ready passively to 'take their orders' from those in academic geography. In addition, those attending the conference were seen to occupy privileged positions in independent schools, easily able to afford to adopt the new technologies needed to implement the 'new' curricular. Moreover, as Walford (2001) reveals while relaying an anecdote about John Rolfe, there were clear connections between government advisors, independent schools and geography education materials and resources in the kind of culture and versions of geography being reproduced:

Martin Cuss of Oxford University Press accosted John Rolfe, newly appointed Head of Geography at Haberdasher Aske's School for Boys, Elstree (formerly the base of Everson and Fitzgerald) one conference day in 1972 and guilelessly asked him 'Anything on the stocks John' as they sipped their coffee together. Rolfe happily acknowledged that he had a young department full of ideas. From this

chance conversation, the idea for a textbook series was born which would sell over half-a-million copies and be the best seller of its own times – the Oxford Geography Project (Walford 2001: 179 – 180)

While mainstream school geography textbooks and articles educational journals in England were dominated by what Walford observed to be the ‘New Model Army’, there were progressive small-scale endeavours which shaped broader curriculum development thinking in the 1970s and that had their own networks and provided both contrast and alternative progressive approaches. Sharing their inspiration with left-leaning radicals in higher education, radical schooling developed progressive pedagogic practices inspired by social justice campaigns and events – such as student protests across Europe in 1968, along with social justice and civil rights campaigns around issues of race and gender. Such ideas in large part dovetailed with interdisciplinary visions for education and learning. Moreover, there were increasing engagements with people beyond formal education concerning practices of teaching and learning, gaining inspiration from radical educationists such as Paulo Freire, with his *Pedagogy of the Oppressed* (1968), Paul Goodman *Miseducation* (1962) and Ivan Illich *Deschooling Society* (1970).

Pedagogic disciplinary initiatives were also being heralded. Through publishers such as Penguin, the presence of geography educators can be found on advisory panels devising populist series. Walford coauthored a book with John L Taylor on using simulations in the classroom (**Figure 4.1**), as well as being involved in more experimental forms of popular geography publishing, pioneering a more informally structured and conversational style of narrative to enable readers in and beyond schools to engage with contemporary and arguably universal geographical themes.

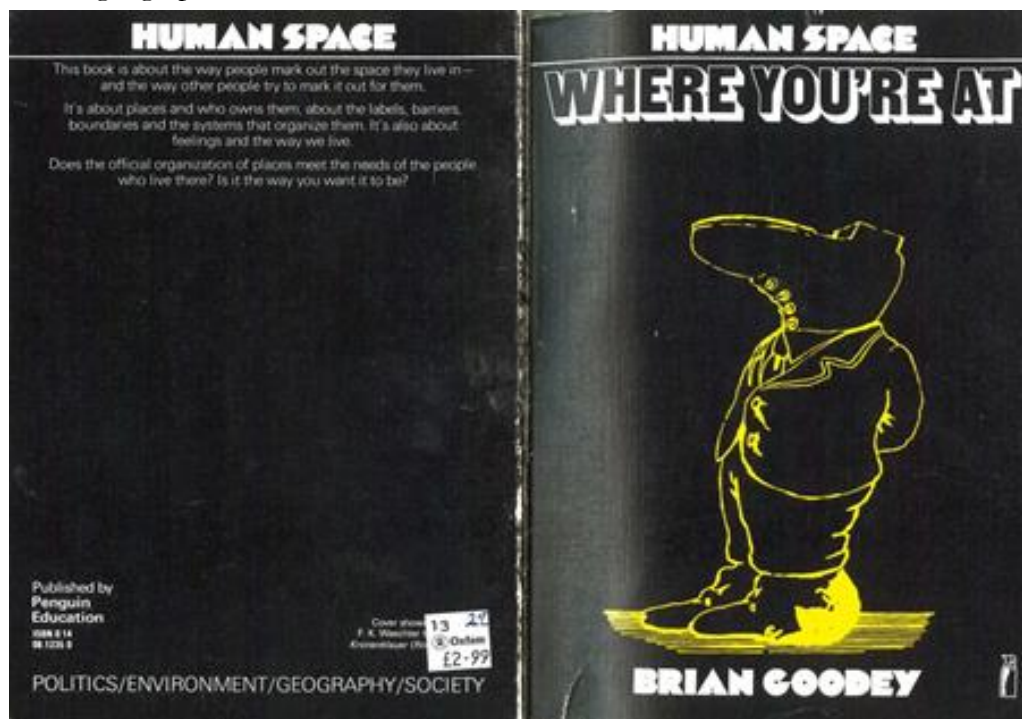


Figure 4.4 “The book may get stale, but I hope the world doesn’t” (Goodey 1974:5) Brian Goody’s Human Space series title *Where You’re At*.

Walford and Michael Storm both sat on the advisory panel of a series of titles edited by Richard Mabey for Penguin Education, an imprint of Penguin. Entitled *Human Space* the book series (commissioned by Kathy Henderson) was devised as informally conceptualised books that could be read as entire texts in of themselves, but could also be used by teachers in classrooms. This series aimed to introduce universal issues with a geographical flavour beginning with Brian Goodey (geographer, Oxford Polytechnic) book *Where You're At* (**Figure 4.4**) followed by Michael Storm's *Maps*, Margaret Robert's *Exploration*, David Wright's *Survival* book and lastly Colin Ward's book entitled *Utopia*. Mabey worked on the series, in particular on Colin Ward's title having met and known Ward from attending anarchist group meetings at Oxford while at university (Ward 2003). Reflecting on his book in the series *Utopia*, published in 1974 Ward notes:

Intended for reluctant readers aged fourteen to sixteen, in a series edited by Richard Mabey for Penguin Education. They were used in much wider ways and were reprinted continually throughout the 1970s. Ever since then I have met people who read them at school. Penguin education was a very innovative subsidy of Penguin Books and *Utopia* was written for their "Human Space" series, intended to transform the teaching of geography for children aged eleven to fourteen. But no sooner was it published, when the ownership of Penguin Books changed, and the new controllers closed the Education Department. So, I acquired about 2000 copies of the books and gave a parcel to every school I visited (Ward 2003: 76-77)

The series asked questions of the readers on the 'big questions' of life and living, and the popular format could reach beyond any conventional school classroom, and be read by children and adults.⁷ All contributors would variously work with and have to navigate the impact of CIGE in the following decade, but it is important to note that, a decade earlier, the likes of Storm and Wright were the pioneers of new methods of engaging and working with students.

Such publications occurred in parallel to investigations about the pedagogies of teaching and learning. Studies in the *Observer* in the late-1960s, also published by Penguin (the aforementioned Blishen title) as part of their education series⁸, began addressing social exclusions in the processes and practices of teaching in schools. Technological changes also initiated a shift in publishing materials to 'teacher technologists' (Walford 2001). The rise in access to the 'spirit duplicator', more popularly known as the *Banda* machine, made it easier for school geography educators, with no other curriculum remit beyond students passing examination board exams, to be creative and critical practitioners. Given limited departmental funds, the *Banda* gave freedom to create affordable and adaptable worksheets with a specificity and differentiation for students in a specific place. Teachers were free to design and arrange curricula and activities as they saw fit to complement and challenge the

⁷ Although larger in format, the content could be accessed by adult learners too. It resembled some of the conservation series of Ladybird books produced at the same time – in particular the book *What on Earth are We Doing?* (Series 727, 1979). Further details about the ecological titles in the Ladybird series can be found in The Ladybird book archive held at the University of Reading. Also see Johnson and Alderson (2014)

⁸ Examples of such texts include reproduction of Paul Goodman's *Miseducation* (first published 1962).

immediate geographies of the peoples in their classroom, school and wider community.

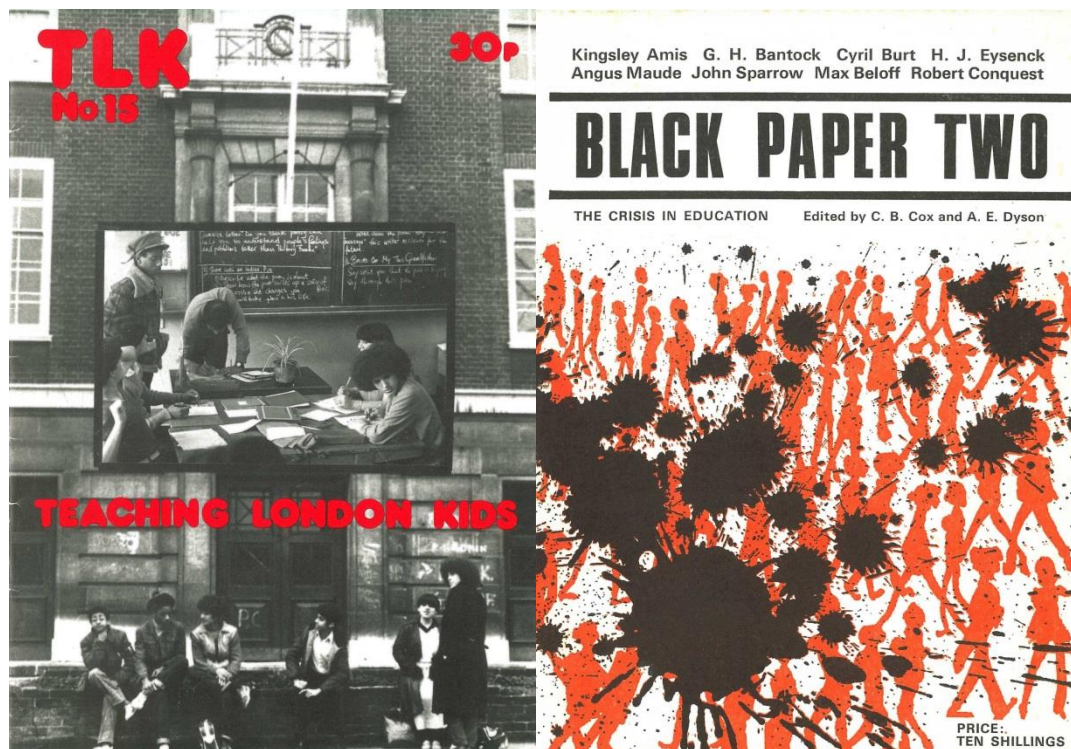


Figure 4.5: Education publications from the political Left and Right: (Left – **Figure 4.5a**) Teaching London Kids (TLK), (Right – **Figure 4.5b**) Black Paper 2.

Such ingenuity covered a range of political engagements (**Figure 4.5**) concerning education in general, schooling and its pivotal role within society. Thus what made ‘good’ education became a moral as well as a political quest for the hearts, minds and futures of the nation. Along with socialist and left-leaning publications of resource materials for schools, the 1970s also heralded conservative and right-leaning political pamphleteering. Rawling (2001) acknowledged the establishment of organisations such as the Salisbury Group (1971), the Hillgate Group (1970s) and the Conservative Philosophy Group (1975), whose conceptions of ‘cultural reconstitution’ called on subjects such as geography to return to its ‘facts’, engaging with clear representations of the world without what it saw to be ‘unnecessary’ political messages (Thatcher 1993; Rawling 2001). Many of these groups had individuals who were well connected in government institutions and were able to lobby effectively their message for a return to ‘traditional’ education values, distrusting the progressive messages and ideas proliferating society and being supported by Labour policies. ‘Grassroots’ activism it was not, but nevertheless, Black Papers (**Figure 4.5b**) named in direct opposition to educational white papers produced by government, was established by Brian Cox and A. E. Dyson to reveal as well as spread the fear and uncertainty about what agenda such progressive educative initiatives were being endorsed, with ‘celebrity’ writers such as Kingsley Amis, Iris Murdoch and a poem by Philip Larkin serving to provide the culture for the Black Paper subscriber. With its politics closely aligned to Conservative and right-leaning politics, Black Papers were produced in high publishing runs and circulated throughout government and sent to all schools.

In an attempt to counter Black Papers assertions and the tabloid-informed articles that served to spread their message to the popular press, Teachers themselves were able to develop their own publications. Most notable of these is Teaching London Kids (Figure 4.5a) a publications that was run from the home of “Ms Jenny Thewlis, 40 Hamilton Road, London SW19”. The publication enabled a space through which teachers following broadly leftist ideologies in what education should do for students, were able to air and share grievances, campaigns and practise. (Thewlis and Betterton 1991). It was through such materials that educators across educational spaces in London were able to share, meet and act, providing a literature which countered the arguments made by Cox and Dyson in Black Papers.⁹ More importantly, through the utilisation of Teachers Resource Centres, which all Local Education Authorities (LEAs) provided in a pre-national curriculum landscape where the teacher created their own lessons and syllabus in order to equip students for examinations, such spaces provided a crucible of networking and sharing of creative ideas and initiatives which educators from across institutions, from primary school through to university subject lecturers were able to go to share ideas and resources from a centrally located library of teaching and education resources¹⁰ Through networking across such spaces in ILEA, it was possible to find and work with a range of teachers and gain insights into

Radical critiques of geography in school education paralleled moves at university level. A notable North American example requires discussion here, not least as its key protagonists would go on to feature in CIGE, as discussed in a subsequent chapter. Developments in education pedagogies, with the publication of radical new ways of teaching by Paulo Freire (1968) were taken up by radical academic geographers. In 1968 William Bunge established the Society of Human Exploration. Previously a quantitative-theoretical geographer and known for his text *Theoretical Geography* (1962), Bunge established his Society for Human Exploration to reintroduce geographers to the skills of exploration in the contemporary city (Peet 1998). Bunge’s establishment of ‘expeditions’ alongside members of local communities was intended to equip people in the poorest areas to explore, investigate and engage with planning and development. Simultaneously, Bunge viewed the expeditions as a real and tangible way of giving students an education that would bring about social change from a radical and egalitarian perspective. One of the most notable expeditions was the Detroit Geographical Expedition, working alongside the black community in the shadow of expansion plans by Wayne State University, Bunge’s employer at the time (Detroit Geographical Expedition 1972). Richard Peet (1998:73) notes that by 1973 the Detroit Geographical Expedition had

⁹ In their 1991 paper reviewing TLK, Jenny Thewlis and High Betterton of the TLK Editorial group dedicate the paper “our friend and comrade Keith Kimberley who was a member of the TLK editorial group from issue 1 – 26 who died 31st January 1991, and without whose wit and wisdom the magazine will never be the same”. Kimberley was one of the founding editorial group members of CIGE and his memos facilitating ACDG and CIGE meetings from his work at the Institute of Education can be seen across the CIGE archive.

¹⁰ Such centres were closed after the introduction of the National Curriculum in 1988 removing the space through which teachers were able to share ideas and restructure ways of thinking about teaching as being a profession which took directives from central government and institutionally-appointed subject specialist associations rather than initiating resources from the ground. Such attempts to remove teacher created resources is given contemporary validation with comments by Ofsted chief Michael Wilshaw referring to “Scrappy worksheets” used in classrooms and for homework rather than library books (Ratcliffe, 15/06/2015) serving to devalue the form and content of such accessible and teacher-led classroom resources.

ceased, beset by problems such as the 'enforced mobility' (to Canada) of its founder and student members and the refusal of nearby universities to grant tenure to supportive faculty members. Expeditionary movements were diffused to Toronto (Canada), Sydney (Australia) and London (England), creating a radical-expeditionary 'diaspora' (Stephenson 1974), where they survived into the late-1970s.

Telling Bunge's tale is important not least because of the ripple effect it had across regional, national and international geographical communities. Contemporaneously, the establishment of *Antipode: A Radical Journal of Geography* in 1969, shortly followed by David Harvey's *Social justice and the City* (1973), heralded new ways in which academic geographers and geography educators in colleges and subsequently geographers training to teach conceptualised the subject and taught it, as such 'radical' publications circulated in libraries, departments and common rooms. The establishment of the Union of Socialist Geographers (hereafter USG) in 1974 furthered activities by geographers in universities, colleges and schools to take up Marxist and socialist ideals in revolutionising geography in and beyond the classroom. Such political activity was simultaneously personal and professional, geographers actively entangling their work with the political activism of their daily lives.

Attempts were made by a range of geographical organisations and specialist study groups to transgress divisions of school and university. Many university departments organised conferences in an attempt to gauge the contemporary climate of school geography teachers and engage with trends in education¹¹. Most notable of these was the Teachers Conference *Change and Tradition: Geography's New Frontiers*, a two day conference 'for teachers' held at Queen Mary and Westfield College, London between 30th June and 1st July 1977. Roger Lee, who edited the papers presented at the conference (Lee 1977) included not only papers on current research by colleagues in the Department, but contributed an essay himself entitled 'The Ivory Tower versus the Blackboard Jungle'; in an effort to raise questions of the shared political and educational imperatives of both 'sets' of geographers during this period. Lee himself noted that the conference made him more aware of:

... the energies and activities of school teachers in their efforts to develop more engaged, engaging and emancipatory geography. (Interview with Lee 2007)

The 1970s also saw increasing numbers of Local Education Authorities (hereafter LEAs) encouraging the development of networks for subject teachers to support one another in curriculum development. Walford (2001) is one of the few writers on the recent history of geography education to acknowledge the creativity of geography teachers independent of geography institutions, in part fostered through LEA initiatives. LEA teacher workshops were run to facilitate good practice and to pool ideas.

¹¹ Such 'boundary crossings' (Castree et al 2007) are far from 'new'; rather, they have not really been considered. More often than not, these events and encounters take place annually and at the good will of the participants and at the increasing discretion of department heads should the department have funding to organise such a gathering. Increasingly the GA and RGS-IBG have taken over fulfilment of this activity with the GA running Continuing professional development (CPD) sessions both at their annual conference and discreetly designed CPD sessions advertised on their website.

Such events were made apparent in the advertising spaces within a non-institutionally affiliated 'Geo-zine', *Classroom Geographer* (henceforth CG), a small press and fanzine style monthly publication established in 1973 by editors Neil and Yvonne Sealey, and *Banda*-produced from their garden shed in Luton, Bedfordshire. The publication had limited editorial specification and accepted and printed most submissions. CG ran adverts from university undergraduate courses, and GA publications and events. Publication space was made for geography educator practitioners whatever or wherever their institutional location to submit a range of article formats, to raise questions about new ideas in the subject, as well as creating space to introduce new ways of engaging students in the process of learning. In short, it was one of a number of publications by geography educators for geography educators wishing to share thoughts and ideas about teaching practice, resource designs, and theoretical concerns. Contemporaneously, there were other spin-off geography education magazines, many of which were advertising in *Classroom Geographer*, publications such as London Borough of Newham and Tower Hamlets *Geography Teacher Network*, with similar collective teacher networks establishing themselves in Brisbane and Melbourne, Australia, and Otago, New Zealand (Walford, 2001). Accounts of these marginal publications in formal accounts of the history of the school subject tend to be London-centric, but in interviews it was readily apparent that there were many occasional publications and DiY documents created by geography educators across the counties of England. That few regional archives exist in any formal space to corroborate these oral histories of geography education reflects an oversight in the way in which geography education has to date been archived.¹²

How such local initiatives dovetailed with regional and national discussions during the 1970s is illustrated through various curricula projects that grew out of changing demands on the cultures of schooling during this time. In collaboration with textbook publishers, the main examination boards took increasing interest in curriculum development and the provision of resources for classes, to assist educators and non-specialist subject teachers in 'delivering' the subject. 'The Bristol project' (14-18) was a series of resource materials and textbooks created by educators at both Bristol and Cambridge universities, intended to support students entered into the O/CSE¹³ examinations, devised by geographers and educationists at the University of Cambridge. Macmillan published their 'resources'. The Institute of Education in the 1980s devised an A-level course for schools examining under the London Schools exam board. The Oxford Geography project was aimed for 11-14/15 year olds and developed by Oxfordshire school teachers¹⁴, having its course materials ratified by a panel of geographers from the

¹² The first 'official' geography education archive was catalogued at the Institute of Education and launched in October 2010. Observing the process of its creation will be discussed in later chapters.

¹³ As Rawling (2001) discusses while there was increasing centralising control over examinations in the 1980s, during the 1970s and early 1980s public examinations were monitored by the Schools Council but local examining boards and teachers themselves were able to "exert considerable influence on the style and content of examinations and so on the curriculum enabling school-devised optional units and thus a flexibility on GCE (standard) O (ordinary) level examinations for students aged 16 The establishment of the General Certificate for Secondary Education (GCSE) by the secretary of State in effect ended such input, controlling general and subject specific criteria (Rawling 2001:107)

¹⁴ At the time Ashley Kent was Head of a secondary school in Abingdon with Eleanor Rawling as his classroom teacher. Latterly, both would be involved with developing the National Curriculum and instrumental in training

university and its course materials published by Oxford University Press (Rolfe et al 1980).

By far the most popular CSE/O level geography course subscribed by schools in England and Wales was the Geography for the Young School Leaver (hereafter GYSL) project devised by Avery Hill College of Education, South East London. Resource materials were published by Nelson¹⁵, and produced to support schools entering their students into the Southern Universities joint board and the Welsh joint education committee. A range of geography educators active in London and beyond were involved in small teams in the development of different aspects of the course. GYSL was created in the late-1970s as an effort to allow space for more 'student-centred' learning practices. Eleanor Rawling (2001:24) comments:

The emphasis was on moving school geography away from regional and descriptive work and focusing more on active learning styles and more relevant thematic content ... there was also a strong move into more humanistic, qualitative and issues-based approaches.

Teachers who adopted the GYSL curriculum resources were assisted in their teaching with teachers' books to accompany the specifically produced textbooks and materials for students. Initially producing three main course modules (*Man, Land and Leisure*; *Cities and People*; and *People, Places and Work*), the approaches adopted were thematic and framed by a welfarist approach to education, with a focus on people and their environments and who gets what, where and why. The case study materials aimed to equip students to enter the world as young adults (Walford 2001; Rawling 2001; Morgan and Lambert 2005). Led by Rex Beddis, an active member of the GA, GYSL was highly regarded as a pupil-centric approach to geography education and was contributed to by a range of practising geography teachers. Differentiated resource materials and worksheets were developed, along with teacher booklets, to aid and instruct non-subject specialists teaching 'less able' students. The teaching and learning materials became hugely popular in and beyond school geography classrooms, with reports fed back to authors that they were being used in broad humanities courses and as 'project' work for students in other closely related subjects¹⁶. GYSL was heralded as a new way of opening up a 'values' way of learning and supporting students (Walford, 2001). Moreover, its uptake in the majority of secondary schools in England signaled to the geography education establishment a firm success for the subject in retaining its relevance and potency in compulsory schooling.

4.3 Igniting sparks: the early-1980s and the emergence of the ACDG

4.3.1 Dawn Gill versus GYSL

GYSL had become a 'flagship' of the possibilities of geographical education within and beyond a defined 'subject', seen as a vindication of an 'enquiry' approach to studying regions

Geography teachers (Ashley Kent at the Institute of Education) and campaigning for geography education at the QCA (interview with Rawling, 2009).

¹⁵ Latterly Nelson Thorne, the publishers mentioned in chapter 1

¹⁶ Informal discussion with Jill Wright, Geography teacher and author of GYSL materials while visiting to interview David Wright. Comments backed up by Eleanor Rawling (Interview with Rawling 2009).

and concepts. When criticisms of the project were made, and made very publically, the geopolitics of making geography education was brought into the fore. At the centre of those criticisms was Dawn Gill. The debate that ensued led to the development of the ACDG. The medium through which those criticisms were turned into print in an effort to herald a new radical and critical geography education was CIGE. The geographies of education in London shaped the encounter between Gill and GYSL. Gill, whose career will be considered in full in Chapter 6, worked in London schools and operated through a range of social and professional networks, including teaching networks in ILEA and personal and political networks in Hackney. The ACDG and CIGE were thus formed through London networks, although also drew upon and involved figures from elsewhere in the UK and beyond, and sought a readership well beyond London.

In 1982 Gill wrote in *Classroom Geographer*:

I am currently undertaking research on the resources and curriculum materials geography teachers use in their classrooms and would be pleased to hear from anyone who would like to share their materials with me to include in this research – Yours Sincerely Dawn Gill. (Gill 1982:9)¹⁷

At the time of writing her letter, Gill was a classroom geography teacher at the ILEA Holloway School, London Borough of Islington. A recent graduate of the Institute of Education's Masters in Geography Education, Gill, along with Huckle, had been taught by Dr Frances Slater and had begun investigating questions of curricular development and critical pedagogy in geography lessons. Gill requested that fellow geography educators contact her to share the materials used in classrooms for a research inquiry into school geography curricula materials. It is here where the germinating seeds of ACDG and CIGE can really be said to lie. At some point after the completion of her Master's research¹⁸, in 1981, the Schools Council (hereafter SC)¹⁹ requested that she write up her masters findings more broadly by exploring as many geography curricula as possible to reflect on the relevance of resource materials used by ILEA secondary school geography teachers. By 1982 Gill had gained promotion as Head of Geography at Quinton Kynaston Secondary Modern School, St Johns Wood. Gill's new

¹⁷ The final edition of *Classroom Geographer* appeared in the spring of 1983. After Neil and Yvonne Sealy took up international teaching posts in Barbados in 1982, management of *Classroom Geographer* fell to two people at Brighton Polytechnic. The increasing workload demands placed on higher education institutions and the cutting of funds to maintain departments were reflected as the change of publication transferred from home-made to work-place constructed. The gender workload equation is something that can be explored further in this thesis, especially that of the female partner secretarial duties on the home-front and role of women in geography journal publications up to the 1970s (Tivers, 1978) The spaces in which the journal series were written and constructed in made an attempt to counter such gender divides (see chapter 5).

¹⁸ Entitled *Social inequality: spatial form - ideology in geography* (Gill 1981) Gill's thesis argued how social class could be witnessed spatially in access to particular locations and services. In interview Gill observed that she would have factored in gender more than she did, but that her priority was exploring the way social class had a bearing on who could and could not access resources across space, in particular in the urban landscape.

¹⁹ Established in 1964 by the Labour Government, the Schools Councils remit was to facilitate the development of school curricula design by funding subject specialist projects in developing resource materials. The focus was to enable practising teachers and local education authorities through their own resource centres in responding to the resources needed for teaching in situ rather than bestowing a curriculum on schools and teachers (see Plaskow, 1985 and Morris and Griggs 1988)

employer was head teacher and multicultural activist Peter Mitchell²⁰. Mitchell encouraged Gill to continue with her applied academic research, and to accept the SC's commission to extend her research into looking at progressive ways to enable wider engagements of students with the subject. Quinton Kynaston School was the first school in England and Wales actively to adopt an Anti-Racist policy²¹. Gill's readings of *Antipode* articles, Harvey's *Social Justice and the City* (1973) and Peet's text on *Radical Geography* (1977)²², coupled with anti-racist and multicultural writings by Robin Richardson²³ and his work with Berkshire Education Department, all fed into her critiques, which concluded that, while efforts and resources were available to make geography education more accessible, such efforts were racially blind. Well-meaning endeavours were not going far enough to change significantly extant structures within geography education.

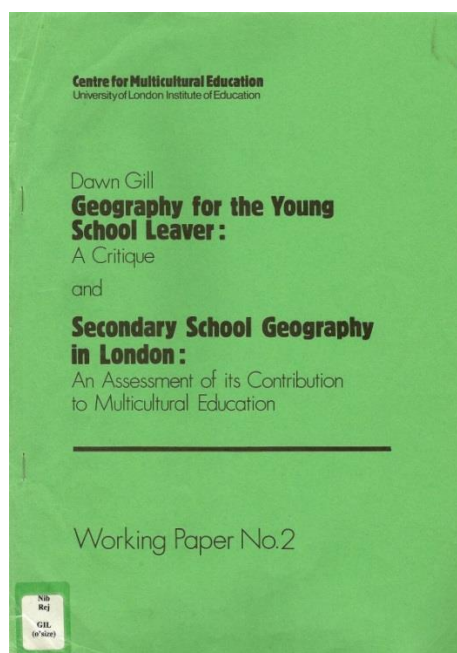


Figure 4.6: Gill D (1982) The working paper (based on Gill's 1979 Master's Thesis on which her Schools Council Report was based).

What Gill considered necessary was an overhaul of the education system, assessment, attitudes and ideologies. Moreover, Gill argued that it was geography education, particularly in the context of urban inequalities, which held the potential to play a positive role:

... in encouraging a recognition of forces which operate to the disadvantage of the least powerful participants in the urban system, black or white. (Gill 1982:2)

Gill's research into school children's popular imagined geographies of people and places

²⁰ Geographer and Advisor on Multicultural education. While at Quintin Kynaston school, Mitchell introduced the first anti-racist policy into any school in the UK. He has subsequently written on the subject, including a chapter in King and Reiss (1993) that also has contributions from Rex Walford reflecting on the work of the GA (see chapter 7).

²¹ The Rampton Report, published in 1981, highlighted the 'under achievement' of school students from West Indian families as part of its broader interim report into education of children from ethnic minority groups.

²² Cited as influential texts by Gill (Interview with Gill 2007).

²³ Robin Richardson (1981) *A checklist of objectives for multicultural education*. Berkshire County Council.[also see www.insted.co.uk Richardson's nod to his alternative-to-Ofsted, inclusive practices].

illustrated the disparity between government legislation claims purporting greater awareness of the 'complex, interdependent world, and [showed] that many of our problems require international solutions. The curriculum should therefore reflect our need to know about and understand other countries' (DES 1977 cited in Gill 1983:6). The latent and casual racism reflected through the learning outcomes of students interviewed underscored Gills assertions. Gill explained how geography resources such as the GYSL resources, while well-meaning, fell into a paternalistic and colonialist attitude, adding how images of black people from Africa observed by students watching *Blue Peter* or *John Craven's Newsround* presented a version of the world that failed to expose unequal conditions of development, trade and life opportunities. Such findings, when coupled with external changes of personnel at the SC, were a launch pad for Gill's own DiY journal series.

4.3.2 Dawn Gill versus the Schools Council

Work for the SC offered Gill an opportunity to undertake research into areas of school education that had previously been dismissed or ignored by mainstream geography academics²⁴. Inspired by her various encounters with radical pedagogies and writings from the margins of geography education, academic geography, social policy, research into multiculturalism and feminism enabled Gill to build a critique of GYSL in particular and school geography curricula in general. Gill recollects of her work at the time:

When I finished the course at the institute I was asked to do research by the Schools Council entitled 'Geography in a multicultural society'. What I did was analysed all the geography syllabuses and main textbooks and came up with conclusions. It began with the sentence:

"If the National Front wants a training course which will foster racist attitudes amongst its new recruits it need look no further than the geography curriculum in ILEA secondary schools"²⁵

Coverage of this intervention in the recent history of geography education is limited, but Walford has noted what he deemed to be the incendiary impact that the report had on the geography education establishment and the national press coverage that arose. Walford (1993:94) cites the project's lead officer, Geoff Bardell, as stating:

Miss Gill received detailed and critical comments on her work ... and was asked to take on board some/all of the criticisms ... [But] some two months later the steering group received a virtually unchanged report and reluctantly reached the decision not to recommend publication.

Walford comments: "The decision not to publish precipitated the report (and Gill herself) into national prominence" (Walford 1993:94). Gill's account of the events reveals further details:

At the presenting for the first findings the Schools Council committee said it was excellent work and I was given extra cash to photocopy and circulate it as widely as possible. Then the Schools Council wasn't a national body. Keith Joseph closed it down between that meeting, and the changes that occurred when it became a national body meant that the new body was afraid of the findings, so refused to publish it. There was a resignation from a high profile member of the Schools Council

²⁴ Though see contemporary writings by Harvey and increasing prominence in gender and feminist writings by the just breaking through Women and Geography Study Group (WGSG) of the IBG, which mirrored the radical leftist politics of Francis Morrell and the ILEA Education division.

²⁵ From page 1 of a report entitled *Secondary School Geography in ILEA: Its Contribution Towards the Creation of a Racist Society* (1982).

because of their refusal to publish it – Chris Power – because he had an OBE and it hit the newspapers. The Commission for Racial Equality decided to publish it and so did ILEA and, when CRE published it, they held a conference at the Institute of Education (1983). There were places for about 200 places and people tried to gatecrash it (it was jointly organized with Frances Slater) and with the funds for it the CIGE sprung from that initial conference. (Interview with Gill 2007)

Walford's account of the controversy reflects commentaries played out across the education sections of national broadsheet newspapers and supplements such as the *Times Educational Supplement* (hereafter TES) and *The Guardian*. (Figure 4.7) Between October 1982 and February 1983, Conservative government initiatives began altering educational structures under the close scrutiny of Education Secretary Keith Joseph. What goes unmentioned in Walford's recollection is the 'tit-for-tat' style that sustained discussion in the TES. Little mention is made of the strength of support that Gill received in letters to the press. Coverage of Gill and the notoriety to which Walford alludes came not because she was a lone voice, but rather the comments dismissing Gill heated the ire of parents, teachers and observers who saw in Gill's report – and its rejection – the undermining of people's educational opportunities and a casual dismissiveness by those in power who simply wanted the issues to go away. While charge and counter-charge were issued in the pages of the TES, in between articles highlighting concerns over the over-politicising of students and white school children attending Quintin Kynaston school wearing Nazi uniforms (and not in a naive punk way²⁶), parents and fellow teachers began weighing in on either side of the argument. Some of the names of those who sprang to Gill's defence would later contribute to the journal series (John Huckle, Brenda Spandler), while others, such as Michael Storm, would go on to become long-standing critics²⁷.



Figure 4.7: Examples of press reports of the GYSL debate (TES Oct 1982-1983)

The impression gained from reading these responses and comments is of a movement of sorts forming and a groundswell of activism. Buoyed by the interest shown and seeing the opportunity to get Gill's research wider known, Gerry German and the Commission for

²⁶ TES, 23/11/82:16.

²⁷ For further details, see Chapter 7.

Racial Equality (hereafter CRE), using funding from the Multicultural Research Unit of ILEA based at the Institute of Education, stepped in, making funds available to hold a one-day conference followed by the distribution of Gill's report, as well as publishing her report in their Working Paper series (**Figure 4.6**).

4.3.3 *Racist Society: Geography Curriculum*: the arrival of the ACDG and announcement of the forthcoming journal CIGE

The one-day conference on March 29th 1983, at the Institute of Education served multiple functions as a tangible space beyond the letters pages of newspapers in and through which a diverse range of interested delegates were able to network and to discuss broad themes connected with issues of geography education, curriculum design and racism. Through the experience of having her report rejected by the SC, then taken up by the CRE, Gill was able to draw upon a range of supporters from her multiple and 'complex' locations as a peripatetic geography educator. Still teaching full time in schools in ILEA, Gill had a network of people who came to her defence and/or supported her during the media confrontation over the refusal to publish. Gerry German at the CRE agreed to publish her research. To release the funds needed to have the report reproduced by the CRE, Gill had to be working for a larger organisation. Creating her own organisation - The ACDG – enabled this. Thus a bureaucratic necessity provided the impetus to establish the ACDG. Gill's personal network of colleagues within ILEA and the multicultural research unit coupled with contacts she had made as a result of her appearance in the national press afforded a collective of people who were sympathetic in joining her new association. The establishment of Racist Society Geography Curriculum conference, the first event co-organised by the ACDG alongside ILEA and the CRE would attract delegates who were keen to connect with the ideas of this newly formed Association.

Proposed programme
The conference will be participatory. Conference papers will be prepared for circulation before 29 March. The papers are to be used as a framework for small-group discussion. Issues raised in discussion and new ideas offered will be explored in the plenary sessions. Each group is asked to make a contribution to the plenary session and prepare a report for circulation among participants after the conference.

Registration for conference discussion groups and workshops: in the entrance hall. (Bedford Way entrance)

9.30-10.00 Refreshments will be served

10.00-12.30 **Morning Session, Elvin Hall**
Introduction to the conference by Frances Morrell (Chair: Schools Sub-Committee, ILEA)

10.15-11.45 Discussion groups to meet in the rooms to which they have been allocated. The focus of debate will be the practical implications of issues raised in the papers

11.45 **Plenary Session Panel** (Frances Morrell in the chair). Each group to present its questions, comments and practical suggestions

12.30- 1.30 Lunch

1.30- 2.30 Workshop 1

2.30- 3.00 Break

3.00- 4.00 Workshop 2

4.00- 4.30 Plenary Session

4.30 Tea: informal discussion

An exhibition and sale of books and materials
In the entrance hall of the building there will be an exhibition and sale of books and materials which may help teachers to explore the issues raised in the conference, and which may help in the preparation of classroom resources.
We hope that lunch will be served in the entrance hall, to enable people to meet informally while looking around the exhibition.

Morning Session
Discussion papers:


- 1 'Adopting an overall perspective'. A paper based on the Berkshire LEA discussion document.
- 2 The ILEA: Developments and priorities in terms of the school as an institution; the curriculum. Mike Hussey, ILEA Multiethnic Inspectorate.
- 3 The CRE and Antiracist Education. Gerry German, principal Education Officer of the CRE.
- 4 Multicultural or antiracist education. What are the issues?
- 5 An example of a school antiracist policy.
- 6 The Social and Political context: A long-term view of education for a multicultural society. Dr Jagdish Gundara, Co-ordinator Centre for Multicultural Education, London University Institute of Education.

Afternoon Session
The Workshops:

- ③ 'Geographical education: issues of peace and conflict'. Dr David Hicks, director, Centre for Peace Studies.
- ⑧ 'Antiracist teaching through geography: some principles for curriculum change'. John Huckle, head of geography, Bedford College of Higher Education.
- ② 'Urban education: towards political awareness and participation. The implications of antiracist teaching'. Liz Hurst, Streetwork.
- ⑦ 'Spatial form: social process. An analysis of the content of A-level geography courses'. Roger Lee, lecturer, Queen Mary College.
- ① 'Theoretical frameworks: an examination of ideological structures in geography'. Dr Derek Gregory, lecturer, University of Cambridge.
- ⑨ 'Sexism and racism: parallel issues in the geography curriculum'. Dr Frances Slater, senior lecturer, London University Institute of Education.
- ⑪ 'Development education and the geography curriculum: problems and priorities'. Hilary Strudwick, education officer, Centre for World Development Education and Don Harrison, education worker, Oxfam.
- ⑫ 'World studies and geographical education. Teaching in a multicultural society'. Dr David Selby, director, world studies teacher, Training Centre, University of York.
- ④ 'Geography teaching, political ideology and educational philosophy'. An examination of books and materials currently used in schools. John Bale, lecturer in geography and education, University of Keele.
- ⑤ 'Exploring the potential for antiracist teaching within the constraints of existing syllabuses'. Dawn Gill, geography teacher, Quintin Kynaston School (ILEA).
- ⑩ 'Invisible women in geographical education: discrimination in schooling'. Brekke Larsen, geography teacher, Cambridge.
- ⑥ 'They have no need of transport'... Attitudes to Southern Africa in geography textbooks. David R. Wright, lecturer, School of Education, University of East Anglia, Norwich.

Figure 4.8: "The conference will be participatory" Racist Society Geography Curriculum leaflet for delegates explaining the structure of the day and a list of names of contributors running workshops or giving discussion papers.

RACIST SOCIETY
Geography Curriculum



Geography and Education for a Multicultural Society:
A conference document which explores the political context and ideological content of geography teaching.
An exciting collection of discussion papers and practical suggestions by teachers in schools, colleges and universities.
"This conference draws together a number of people who are in a position to exert a profound influence on curriculum development, and it is our opinion that the conference marks an important milestone in the efforts of this society to eliminate racial discrimination, inequality and discord".
R. A. German Commission for racial Equality

Available from the Mailing Secretary (Frances Slater)
The Association for Curriculum Development in Geography
London University Institute of Education,
Bedford Way, London WC1

160 pages: £2.50 & 50p postage & packing
Cheques for £3 payable to The Association for Curriculum Development in Geography.

Figure 4.9: Flier advertising proceedings from the Racist Society Geography Curriculum conference

Racist Society: Geography Curriculum was the name for the one-day conference. Attended by over 200 people, it provided information and was participatory in conduct, with break-away workshops and feedback research activities envisaged after the event in order to gather opinions and ideas that could be further discussed in the already planned-for journal. Participants discussed racism as a multifarious condition of power relations, and its socio-economic, political and cultural manifestations with regard to gender, class and ethnic

identity. The conference flyer reveals those academic geographers, geography education lecturers, campaigners, school teachers and local authority workers who took part. Recognisable names from the world of academic geography presented their research, including Derek Gregory, then Lecturer in Geography at the University of Cambridge (**Figure 4.8**). Members of ILEA presented their insights into the current situation in schooling, including Frances Morrell, head of ILEA education. Frances Slater and Dawn Gill both recalled Doreen Massey, Lecturer in Geography at the Open University, attending. While Peter Jackson, then newly lecturing at University College London, did not attend the event itself, he did get a copy of the conference proceedings which were published shortly after the conference (**Figure 4.9**).

This gathering of like-minded peoples from a range of institutional, freelance and non-institutional settings was precisely the cross-section desired by Gill. Gathering people together and getting delegates to reflect and write down their ideas would form the basis for the content of the first two editions of CIGE, as it had become apparent by then that, to distribute the article and attendant commentaries and ancillary debates, the formation of a 'magazine' was possible. Such a publication would be timely and capitalise on shared envisioning of a more critical and radical geographical education as discussed in the then recently edited book by Huckle, *Geography Education: Reflection and Action* (1983), which contained writings by a number of academic and school geography educators, including a chapter on Radical Geography by the recent graduate of Nottingham University and member of the USG, Ian Cook. Gill's association with Huckle, and reading of his book, provided the link for widening her campaign. Thus the seeds of (the beginning of) the journal occurred in the weeks after the conference at the end of March through to the end of April 1983, when Gill wrote her first letter to Cook. The subsequent section will consider the coming together of people and ideas between April and November 1983, with the development and growth of the ACDG and then the launch of the inaugural issue of the association's publication, CIGE, on 14th November 1983.

The partially remaining documents held in Cook's archive of the journal series show the aims, objectives and structures of the printed journal; and each edition of the journal will be scrutinised in the following chapter. The letter below reveals the direct and informally friendly disposition of Gill in making an approach to people with whom she wanted to work.

29 Burnett's Grove
London N16.
25th April 1983

Dear Ian,

I'm interested in learning more about the Union of Socialist Geographers, mentioned in your chapter of John Huckle's book. Please will you send me details. Perhaps you'll be interested in some of the work which is going on in London at the moment. A group of teachers has set up an "Association for Curriculum Development in Geography" with the purpose of running a magazine entitled "Contemporary Issues in Geography and Education". I'll send you information about the magazine. You may like to make contributions, or to help with editorial work sometimes. The Association, which gained its name only in order to apply for a grant from the CRE, has begun to seem to other people (e.g. TES, April 1) like a rather more well-organised and impressive set up than it actually is. And we're making every effort to keep up the pretence. This involves helping to set up regional groups. Someone approached us recently and said he'd be the regional coordinator for West Yorkshire - Leeds, Bradford, Halifax, Wakefield, Dewsbury. He is in the process of initiating a teachers' conference, and a series of seminars. Someone else, from North London, offered to do the same thing. We recently held a conference jointly with the CRE in the London Univ. Institute of Education, which attracted over 200 applicants and a lot of gate crashers and which generated an interesting conference document - you could get a copy from Frances Seale. Details enclosed.

Perhaps you'd like to work with us in some way. I keep trying to telephone you at Liverpool Polytechnic, for a chat, but you're never in. Please could you contact me at school 7228141 or at home 2449 8818.

Yours sincerely, Dawn Gill.

Figure 4.10: "... Perhaps you'll be interested in some of the work which is going on in London at the moment". First letter sent to Cook from Gill inviting him to join CIGE

The first proper correspondence in the CIGE archive is, unsurprisingly the original letter Gill sent to Cook, introducing herself and the ACDG, but more importantly requesting further international networking details about the Union of Socialist Geographers in an effort to gather and glean as much radical geography information and discussions as she is able. The text from the letter (**Figure 4.10**) reads:

Dear Ian,

I'm interested in learning more about the Union of Socialist Geographers, mentioned in your chapter of John Huckle's book. Please will you send me details.

Perhaps you'll be interested in some of the work which is going on in London at the moment. A group²⁸ of teachers has set up an "Association for Curriculum Development in Geography" with the purpose of running a magazine entitled "Contemporary Issues in Geography and Education". I'll send you information about the magazine. You may like to make contributions, or to help with editorial work sometimes. The Association, which gained its name only in order to apply for a grant from the CRE, has begun to seem to other people (e.g. TES, April 1) like a rather more well-arranged and impressive set up than it actually is. And we're making every effort to keep up the pretence. This involves setting up regional groups ... We recently held a conference jointly with the CRE in the London University Institute of Education which attracted over 200 applicants and a lot of gate crashers and which generated an interesting conference document ... Perhaps you'd like to work with us in some way ...

Yours sincerely Dawn Gill. (1983/0000001)

Cook commented in interview on Gill's approach:

²⁸ This group mutates into the editorial group. In this thesis the terms 'editorial group' and 'editorial board' are interchanged through this thesis as primary sources use both terms as meaning the same thing, although 'group' was adopted as the ideal word to avoid the perpetuation of presumptions about how the editorial process might proceed.

She was the spirit, the energy behind it all. Dawn was The Association [for Curriculum Development in Geography]. The journal came into being in part to get Dawn's research published and out to a wider audience. If it wasn't for the Schools Council funding the research in the first place, and then refusing to publish it, the CRE stepping in to fund the conference [March 1983] and the publication, the journal and its broader engagements wouldn't have happened the way it did. It was all Dawn really. (Interview with Cook, 2006)

The fragmentary archive of Cook's files pertaining to the journal series²⁹ reveals the detritus of a DiY endeavour: scribbled notes, ripped pages, random telephone numbers, ideas for possible future editions and subscription data. Minutes of meetings, photocopied agendas with annotations and frank exchanges of opinion over the editing process reveal those whom Gill and other editorial board members did and did not want to publish, and also the breadth of discussion that went into consideration of submissions and the intricate geopolitics therein.

A more in-depth study of these personal positionalities will be discussed in later chapters. What is possible from looking at those partial accounts pertinent to the formation of the journal is indeed Gill as centrifugal force. Communication with those wishing to be involved was via telephone and letter. In sending out sometimes daily letters, calling people on the telephone *'for hours, she was on the phone talking with people for hours'* [Interview with Cook 2009], Gill's energy generated enough supporters and, through sheer determination, a coagulation of individuals to form an Association. The first meeting after the conference was an 'emergency meeting' for the 5th May 1983, to which Cook was invited down from Liverpool. Handwritten and photocopied, the minutes tell of a meeting held at 6:30pm at the Institute of Education ('enquire at desk for no. of room') to discuss the 'practical problems which must be solved before we can publish the first magazine' (1983/000002). This included discussion of pricing the magazine, publicity ('How can we reach every state and independent school, FE and HE college, university and library? This work needs to be shared, each of us taking responsibility for a section of the potential market'), and setting the agenda for a full-day meeting to follow which would cover 'AM: issues raised by the conference, discussion of the Association and the magazine; PM: first issue: layout, linking texts, advertising and proof reading'.

The next communication was dated the day after on the 6th May 1983 (1983/000003). It was the first written communication from Gill using what was likely 'new' headed note paper, with *Contemporary Issues in Geography and Education* as a bold typeset header at the top of the page and indicating Frances Slater as 'Secretary' with a generic reply address to her at the Geography Department, Institute of Education. The footer of the 'official' writing paper of the ACDG listed the sixteen names of an editorial collective. Under the header was a one line sentence that began: 'Please reply to...' This letter template allowed Editorial Board members of CIGE, wherever they were in the world, autonomy in the work that they were doing for the journal to facilitate direct replies and in turn to delegate responsibilities of the journal's production. The majority of letters from this time appear to have had replies directed to '29 Barretts Grove, London N16', then Gill's home address. Sent to all

²⁹ Salvaged in 2009 as Cook was being moved to a new office [*'if you had cancelled coming today, I'd have recycled these'*]. See also discussion in Chapter 3.

Association members and delegates of the *Racist Society: Geography Curriculum* conference, Gill photocopied a three-page letter requesting feedback, thoughts, ideas, and suggestions concerning the workshop activities, as well as critical personal reflections to gauge the wants, needs and desires from those who attended. The main content of the letter is revealing of Gills tenacity to speed up activity and keep generating interest. She attempted to initiate continued discussion by photocopying the critical feedback from a Geography Educator at the University of Birmingham, intended as much grist to the mill of their activities as flagging up the particular individual:

May 1st was the suggested deadline for collecting this feedback, as the following paragraph suggested and while groups 7, 11, 12 feedback from the morning session and 2 papers to the afternoon workshops. In addition I have received a personal comment from a participant who fears that that Association for Curriculum Development in Geography is 'at the mercy of a movement which will simply use Geography as a vehicle to carry social and political education into a well-established slot in the school timetable'.

I am sending you a copy of this contribution in the hope that it will stimulate further comment on the developments currently taking place in geography and on the conference. (1983/000003)

The letter ended by requesting feedback of reports (if these were in preparation) as soon as possible in order that they could be sent to people by 21st May:

Please excuse this photocopied letter, Yours Sincerely Dawn Gill. (1983/000003)

While more discussion on the feedback and criticism will be included in later chapters, it is important to note that such communication was filtering through geography educators, new geography lecturers, activists and artists. The provisional agenda for the first one-day meeting about the journal, held between 9:30am and 4:30pm on Saturday 21st May 1983 in the Geography department of Queen Mary and Westfield College (now QMUL) was wide-ranging:

MORNING: policies, priorities and practical implications of organising an association, 2, discussion of the practical aspects of publishing a journal.

AFTERNOON: the first issue: final decisions on content, proof, layout, linking texts, advertising copy, work sharing programme for distribution. (1983/000004)

'Additional information' was issued via two handwritten bullet-pointed sheets of A4 paper photocopied by Gill to feed into the day's discussion. The points covered a range of crucial aspects of Association and journal relevance. The information began with discussion of the development of regional co-ordinators, citing four areas already with named people in West Yorkshire ('to cover Leeds, Bradford, Halifax, Wakefield and the surrounding areas'), 'The North East' ('Don Harrison has moved to Newcastle, he will continue his editorial work for the magazine from there and act as regional co-ordinator'), Waltham Forest ('and possibly another London borough') and Manchester ('Bob Kirby has offered to help set up meetings and to contact teachers in connection with the magazine'). Additional questions were raised to do with editorial workloads, and it is in this paper that Gill suggested the development of 'theme' editions to be edited by different persons or small groups. Suggestions of an annual conference to piggyback from the success of the *Racist Society: Geography Curriculum* conference were discussed ('could next year's conference be held at Bedford or Queen Mary's colleges?

Date? 1 or 2 weeks before the GA': 1983:000004). 'A two year' timetable was mooted for further discussion in order that, by working backwards, theme editors could be found/allocated, and contributors identified.

Discussion of issue content was to be discussed with reference to theme editors and in conjunction with overall editors. As a letter from Cook to Dawn dated 13th July 1983 illustrates, this served to open up the journal from being a 'vanity project'. Cook stated:

I've been thinking about editorial responsibilities. Would it be a good idea for the 2 of us to act as 'joint Editorial Co-Ordinators'? It would establish the notion of a dual responsibility and ease the burden on any 1 person. Then if any 1 person left, the continuity would not be impaired. Also, between us we cover the spectrum of Geography at all levels.

On this basis, what I envisage is that the editorial collective would have ultimate veto or any plans but that 2 of us would assume responsibilities for co-ordination – we could split themes/'Open Spaces'/'talkback' responsibilities between us and day-to-day running. Each theme editor would then have specific responsibilities for assembling that issue.* (* plus the review editor)

We would also have the task of actively encouraging comment/dialogue with other organisations.

What do you think? Would others object? Let me know your views. (1983/000013)

Gill appears to have agreed to Cook's suggestion as it is this relationship which they both retained throughout the life of the journal.

4.4 Contemporary Issues in Geography and Education

4.4.1 The objectives of a critical radical geography education journal

What was to be included and how was of paramount importance for Gill and the ACDG collective who were increasing in number, especially after the 1983 conference. Editorial Board members were often the central unit of people attending the meetings from May 1983 onwards in the run up to the launch of the journal. Through the meetings and additional communications via private and collective letters (the archive shows Gill photocopying letters between herself, Cook and Lee to ensure transparency in their discussions during this time), as well as telephone conversations, the nine aims and objectives of the journal series were decided. These nine objectives of CIGE (**Figure 4.11**) remained the same throughout the entire series, and can be read in the box below:

Figure 4.11: The nine aims of CIGE

- To develop a critique of current curricula
- To explore the assumptions underlying much of geographical education and to make these assumptions explicit.
- To examine the ideological content of geographical education in relation to its political context
- To demonstrate the relevance and importance of humanist and radical ideas for teaching and research in geography
- To promote an interchange of ideas between researchers, students and educationalists in geography
- To encourage dialogues between geographers and the various groups and organizations concerned with major issues in education. We envisage that these would include groups involved in world studies, peace studies, human rights education, development education, multi-cultural and anti-racist education, anti-sexist education, urban studies and community

education, education for equality and education for political awareness and participation

- To facilitate the exchange of ideas on learning materials and classroom strategies
- To foster a geographical education which is more relevant to the present and future everyday lives of ordinary people and the communities in which they live
- To encourage the realization of the links between critical understanding and the active transformation of the world in which we live.

(CIGE 1983 1.1:1)

These objectives were at the core of all decisions made in the creation of the journal series, and were retained as the overarching framework to motivations for the series and activities of the ACDG. Everything that was published was vetted through the nine objectives above. Decisions were made by an Editorial Board collective from a range of different geography education contexts: students, educators in schools, researchers and university lecturers, policy advisers, local authority workers, artists and freelance film makers are all present in the listings of the first journal edition, but with final decisions made by co-series editors, Cook and Gill.

4.4.2 “I’d set my mind on something like the TLK”³⁰: The journal: general layout of an edition

Gill had very clear ideas about how she envisaged the journal in some ways and was very much open to comments and ideas beyond the framing of the political imperatives of the journal as set out in its aims. Cook recalls the meetings where they would both play to their strengths, Cook being more inclined to check the small things while she would bounce ideas about. “She’d bore you to tears on design”. It can be seen in the archive that Gill has a particular vision on the ‘look’ and impact the visual aesthetics of the journal would appear (**Figure 4.12**). Moreover, the journals were structured in a very specific way. All issues began with an *Editorial* written by the theme editor(s) introducing key themes specific to their endeavour. *Discussion* pieces followed the editorial, each raising questions and analysing concepts and ideas connected with the specific journal theme. In many cases, boxed terminology and key definitions were included to aid understanding or to offer clarification. The intention was to enable readers to understand. *Open Space* was comprised of unsolicited articles or pieces commissioned by the theme editor(s) to connect the issue with wider areas of consideration by educators and geographers. Both *Discussion* and *Open Space* sections contained complementary articles, running alongside, adaptable for use in learning activities with students as well as with colleagues undertaking in-house training and curriculum development. Where possible, all articles had reference lists to abide by academic standards of publication. Additionally, an extension resource section was often present containing articles and features that dovetailed with the theme edition.

³⁰ (1983/000007)

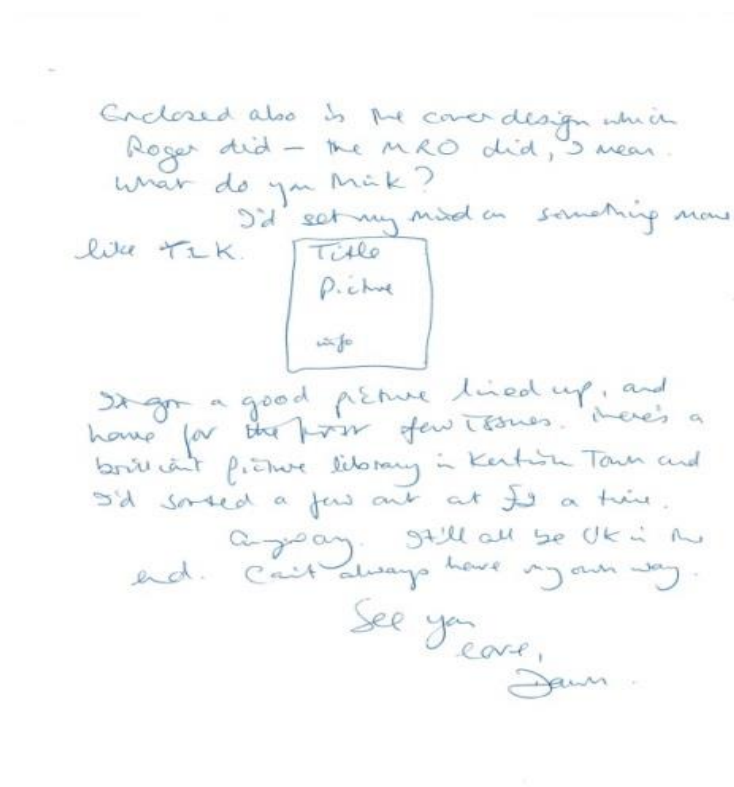


Figure 4.12 *Can't always get my own way*: discussing cover design and layout. Letter to Cook from Gill (1983/000007) echoing front cover design of Teaching London Kids (TLK)

The penultimate section of the journal content was the *Dialogue*. *Dialogue* made space for feedback and discussions from subscribers and the readership of the journal, often serving the purpose of a 'letters to the Editor' space. These pieces were broad in scope and ranged from exemplars of lessons, experiential and anecdotal accounts of using issues in classroom practice or letters that the editorial board received that they felt of pressing need for the readership to hear (concerning wider contemporary educational and geographical events). In sum, this section would be for miscellaneous content deemed pertinent by the Editorial Board, either to complement the specific journal theme or considered vital for the journal's readership to think about. The final nominated section of the journal was the *Review*, in which a range of written, visual and audio resources and materials that educators in schools, further education and universities might find of interest, ranging from specific academic monographs through to classroom materials and resources, were profiled and critiqued by a range of geography and educational practitioners. Reviewers hence evaluated a diverse range of materials and resource media made by a diversity of producers, publishers and sources from mainstream publishers, including 'grey' publications created by local authority education departments, as well as university departments, non-government organisations and campaign groups. Initially the *Review* section also extended its remit to news commentaries, some specifically concerning members of the ACDG and its activism and campaigning efforts, as well as (in the first couple of issues) other news items, boxed off and considered of particular note by the editors. Typesetting by hand left space for randomly scattered *News* features to be dispersed. Attempts in the first three editions to run *News* sections also spotlighted events and

items that might otherwise get overlooked by mainstream review sections in geography and education publishing. Such *News-biTES* were prominent in the first two editions of the journal, but became less so with later theme edition having no news features at all. The likelihood for this demise in short term news reporting was a change in rhythm of production of each edition (in short, growing lag-times in production: see later chapters). Running a 'rolling news' space would not therefore prove advantageous, reminding frustrated subscribers just how long the process of production had taken.

CIGE's editorial 'Notes for Contributors' were as follows:

Contribution may vary in length and format according to the objectives that they seek to fulfill and the section of the Journal to which they are directed. A normal maximum length of 4000 words would be desirable ... The style and content of contributions should reflect and seek to develop, extend and criticize the editorial objectives of the Journal.... Material of a practical nature will be particularly welcome, as would contributions from pupils and students of geography and materials produced jointly by both teachers and learners. Diagrams, cartoons, etc. would be welcome. Good artwork is preferable, about 50 per cent larger than printable size. All artwork should be numbered and supplied on separate sheets. Tables, too, should be typed on separate sheets and not ruled. The Journal is keen to publish appropriate photographs and original drawings. They may be considered for use with articles or as part of the cover design. Copyright of all published material will be held by the Association for Curriculum Development in Geography. (Extract from 'Notes for contributors' inside cover CIGE 1.1 (1983))

Remnant photocopies surviving in the CIGE archive serve to document the serious ambition of the quality of output for the journal series. Guidelines were produced by Cook, Gill and Lee mirroring the standards of academic publications for the process of reviewing and producing journal copy (CIGE Archive ADMIN/000001 – 000003) requesting high standards of copyediting, proof-reading and accessibly written articles produced along the lines of the aims for the journal series, the nine aims reproduced in leaflet form and sent to all editorial board members and article reviewers (ADMIN/000002

While standard formats for articles and features were promoted, the journal series editors and Editorial Board took a flexible approach to submissions deemed suitable for publication. Theme editors suggested adaptability, welcoming the use of creative narrative approaches, and the possibility of accepting articles which would likely be rejected by academic and education geography journals with a more prescribed format to their accepted papers. While there was a hint of similarity in format, there are also distinct visual differences between different themed editions. In marketing and publishing branding terms CIGE did not lend itself easily to a standardised library system, and nor was there a standardised 'look'. This flexibility of approach enabled original pieces of writing to become part of the series. Some accepted articles were autobiographical accounts; others relied on images and mixed graphics and diagrams. Such visuals, as with the structured headings, closely resembled the format of the education section of the broadsheet newspaper *The Guardian*, which offered to some degree a style guide for the DiY publishing of the journal, itself having *Discussion*, *Open Space* and *Review* sections. The *TES* also had its own *Dialogue* section.

Theme editors were likely to have specialist networks and knowledge of contributors. However, the first two editions were of particular importance, notably the inaugural issue in

terms of ‘pitching it’ to appeal to as wide a readership as possible. Archival records in the run up to the launch of the first edition are particularly revealing about the difficulty of negotiating personal politics in allowing particular pieces of writing – and persons – to contribute to the series. Discussions read genially even if they were ideologically fraught. This was especially true in discussions over the geopolitics of the inclusion/exclusion of particular geographers/geography educators. Copies of letters between Gill, Cook and Lee between May and July 1983 reveal very rigorous and thoughtful debate as to who should be ‘seen’ to be contributing, and how this might be useful in the immediate and longer term future for the journal. The remnants of written discussions from June 28th 1983 (Gill letter to Roger Lee, photocopied to IC for his reference: 1983/000006) reveal Gill’s desire to include a ‘household’ geography educator whose work contributed to the GYSL series, someone who had fought similar arguments

... in the GA which no one else has bothered to talk about. Racism for example ... We need to have our magazine brought to the attention of the GA members. There are 6000 of them. He has offered to help in whatever way he can ... I don’t want him to be a member of our group for all sorts of reasons, but I do think he’d be pleased to have an article in our magazine and I think it would encourage his support ... I do think we need to include things which would appeal to a wider readership ... if however the readers are critical, there’s something useful for the letter page, and perhaps articles which outline their criticisms. (Gill to Lee 28/06/83: 1983/000006)

The debate between Lee, Gill and Cook continued through July 1983 at what a ‘bad’ or ‘passé’ writer might do to the cachet and overarching ambitions of the journal; the ‘household’ name was in the end excluded from publication. Gill commented in the process about ‘... feeling deceitful, it’s not at all right’ (Gill to Cook 1983/000007), exposing the level of care and attention about pitching the inaugural edition to new discussions and debates, and the needs of the project over the feelings of a possible individual contributor (more of which in Chapter 6).

CIGE’s advertising policy stated:

OUR POLICY ON ADVERTISING

We intend to use advertising to encourage good practice.

We will advertise only those books and material which we feel can be recommended to the teacher and students, and which further the concerns of the association. (CIGE 1.2 (Spring 1984):41)

Advertising space was available in the journal, but those who were advertising in the journal had to meet with the aims of the journal as well as ones set by the Editorial Board and the Association. Anything that attempted to dilute the CIGE vision or compromise these standards of critical and radical engagement would be rejected or returned. Moreover, to encourage connections with like-minded organisations and groups, radical magazines and campaign groups the like of CIGE would exchange advertisements *gratis* as an act of solidarity. This practice was illustrated in ‘Additional points for consideration’ added to the agenda for 21st May 1983, where Gill suggested suitable publications for such an exchange:

* BEE [Bulletin of Environmental Education], *The world studies journal, * the s.t.a. journal, New internationalist, Links magazine, n.a.m.e [national association for multicultural education] journal - * these have agreed to do free advertising, in return for free advertising, and to take small articles which

would generate publicity. The other magazines have been approached, and in telephone conversations, people have expressed interest. (1983/000004)

Gill noted that such actions will need

... someone to take responsibility for organising this work. A 'reciprocal support coordinator' – also suggesting handy hints and tips regarding mail-shots to other magazines with illustrative material since they are often short of visual materials and it would be useful for us. (1983/000004)

Notable omissions were adverts for courses run by academic institutions and publications by the GA and similar geographical companies (for instance, Ordnance Survey, Geography textbook publishers).

4.4.3 Launching CIGE

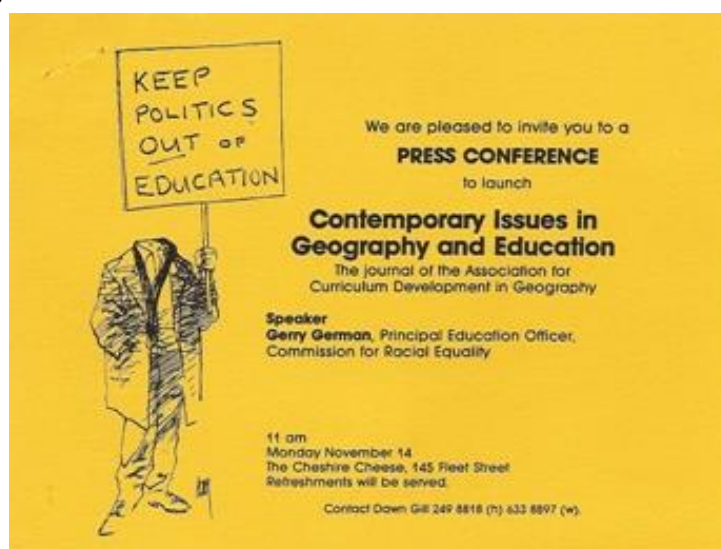


Figure 4.13: Yellow invitation card to launch of journal issued with press releases (CIGE archive)

The impending and upcoming arrival of the launch necessitated intense work-loads undertaken by the co-editors Gill and Cook. Letters and notes in the archive indicate increasing frustrations and then happenstance occurrences in 'just bumping into' someone who has been trained in printing for the past ten years: 'sometimes I think this project is blessed', wrote Gill to Cook in July 1983. Gill argued successfully for a range of articles to be included in the first edition that complemented calls for more emancipatory geographical education.

As the yellow invite card illustrates (**Figure 4.13**), the launch of the journal took place in the geographical centre of the national news media in England, the upstairs of Ye Olde Cheshire Cheese Pub, Fleet Street, London at 11am on 14th November 1983: the day US Trident missiles arrived at Greenham Common, in Newbury, Berkshire. All of the main newspapers were invited, with distribution of the first edition embargoed until the time of the launch³¹. The double-sided introductory green fliers revealed the range and scope of the new journal series as highly ambitious, covering 'big' issues making headline news, including themes of sexism, racism and peace studies as well as practical issues pertinent to educators. Green

³¹ This did not stop the *Daily Mail* running a piece about the journal two days before it was officially launched (also see chapter 7).

fliers were also produced containing information about the content of the first edition, potential future editions and, most importantly, the nine aims that framed the *raison d'être* for the journal's existence, made necessary by 'formal' educational publishing spaces being unwilling to produce and circulate Gill's findings.

The main intention of the Editorial Board was to create an informative and transformative periodical that would generate wider readerships and sympathetic subscribers so as to sustain its production and, in turn, the production of books and other resource materials already listed as things to do before the launch of the inaugural issue. Later chapters will investigate the extent to which these aims were achieved; but, in order fully to appreciate the substantive heart of what the journal series entailed, the following chapter will study in detail each of the eight journal editions that made up the complete journal series.

4.5 Concluding summary

In discussing the general historical geographies of education in England since 1945, it is possible to chart the spaces in and through which progressive leftist education pedagogies, ideas and initiatives were able to be increasingly discussed and debated as successive governments revisioned their political agendas through the state education apparatus. The rise in popular publications (paperback books, DiY publishing initiatives) enabled the general public as well as education activists from across political ideologies to discuss and debate aspects of educational policy and its purposefulness. Educators themselves were enabled through a diverse civic landscape of public libraries, local education authority teachers' centres and the rise in reprographic technologies to produce classroom resource materials as well as pamphlets and journals, to reflect their own aspirations for education in general and subject specific materials through their own teaching practices. Such cultural geographies of education enabled the possibilities for activists such as Gill through the establishment of the ACDG to emerge, embodied through the material publication of its journal, CIGE. The following chapter will give space in which to scrutinize the journal series as a whole.

Chapter 5

Lives I: Anatomy of *Contemporary Issues in Geography and Education*

The culmination of all that activity is the first issue of the Journal which we find stimulating and thought-provoking. It looks in a critical way at the specialist field of geography while placing that in its educational context, in turn relating that to the larger network of social, economic, and political relationships, nationally and globally ... We welcome the appearance of such a Journal and we congratulate the Editorial Board on the excellence of its first issue. We feel that people will benefit greatly from reading it... it will do a great deal to enable people. (R A German, Principal Education Officer, Commission for Racial Equality, 14th November 1983 (in CIGE 1984:43))

5.1 Introduction

At the launch of its journal *Contemporary Issues in Geography and Education* (CIGE), the ACDG were paid this complement by the Principal Education Officer of the CRE, galvanising the Editorial Board's claim to have founded an innovative purposeful and prescient publication. Peter Jackson (1989:6) noted there had been little published by geographers both in school and at university concerning anti-racist policy until Gill 'spearheaded' activities via the ACDG. Additionally, the launch of CIGE provided the opportunity to present the publication's broad scope for wider discussions and engagements across hitherto 'marginalised' areas of geographical research, teaching and learning. Primarily, CIGE gave space and permission for geographers to be critically engaging with geographies of inequality from a leftist¹ perspective.

This chapter intends to present the journal series in its entirety. In describing the contents in close detail and reflecting on the context in which it was produced, this chapter serves as the only place where CIGE has been given space to tell its publishing story. By introducing each issue, its content, and back story from the remaining archives a broader understanding of the materials can be accessed. There is no attempt to interpret or critically scrutinize arguments and debates. This has been a conscious decision in an effort to tell the life of the journal and as such any political discussions come from within the journals themselves or else are qualified through contextual archival materials.

The backbone of the political ideologies ascribed to in all issues of the journal series are broadly Leftist in politics following the aspirations of the ACDG to reflect alternatives to the Conservative politics of neo-liberalism and global capitalism which Gill and Cook saw as an extension of the colonial and racist framings of the disciplinary subject. As such the journal series can be seen to explore a range of political perspectives from the left, oppositional to dominant power structures. While Gramscian conceptions of hegemon and counter-hegemon were contemporaneously adopted for analysis by Marxists during the 1980s (and in

¹ Terminologies have been qualified in Chapter 1.

subsequent years²), it was the policy of the ACDG to not take any explicit political stance in order to avoid factional political debates that would only serve to destabilize the aspirations the ACDG collectively held for the journal series, but rather underscore the benefits of a humanist and critical stance in the way geographical knowledge and education was created, produced and performed. This can be read as underscored in the nine aims for the journal series (see page 79 in the previous chapter) and is exemplified in Gill's response to being labelled a Marxist (see Chapter 7). If any politics were being endorsed via the journal series it could arguably be seen as intersectional politics concerned with exposing, raising questions of and seeking alternative ways racism and sexism could be challenged. In describing and discussing the journals there is a conscious effort to not analyse or interpret content and as such, this chapter serves as a close-up discussion of each issue.

The focus of this chapter is the 'life' of one journal. A journal short in publication years, and few in issue; a publication which attempted to cater for a broad readership and contributor base, whose format variously shape-shifted, changing format from a multi-purpose *samizdat* DiY produced 'magazine' (1983:000001), interspersed with an array of additional resource materials and experimental visual and textual narrative forms, to a more conventional-looking academic journal reflecting leftist radical aspirations. This chapter seeks to explore, via basic discourse analysis, the *modus operandi* of the series as a whole. Close textual scrutiny of each journal issue in chronological order will allow a critical evaluation on how each issue as a component part interconnects with other theme issues to create a complete body of work epitomising critical leftist theoretical, ontological and pedagogic concerns.

Each of the eight issues which made up the complete journal series will come under close scrutiny. Questions are raised about production, content, editing procedure, more of which will be explored in the following chapters. However assiduous or loyal, it seems unlikely that very many geographers would have assembled the complete series. Certainly, given the sparse historiographic or critical consideration afforded the series to date, detailed study of each production is essential to introduce readers for the first time to each of the issues, and, by so doing, to gain an insight into the literary texture of the publications as simultaneously independent editions, and seeing as well as how they weave together to make a collective publication series. What this amounts to is a considered *and* critical appreciation, positioning one particular endeavour in the context of broader geographies of geographical education during the period of its production and latterly its demise.

As a series generally overlooked by contemporary researchers and educators alike, it is necessary to reintroduce the editions, to summarise their content, ideas, discussions, debates and visual style. Methodically, this chapter will dissect each edition in chronological order. By looking into each issue chronologically, further questions are raised about the production life of the journal, the geographical contexts in which the series was being created and the interpersonal relationships of those involved in the journal's production. An overview of each edition and its material will be presented (considering structure, contribution, layout, imagery,

² Ekers et al (2012)

graphics, discussions, advertising and debates). By drawing on the partial commentaries available in the archive of the journal series, as well as available minutes of editorial board meetings and written correspondences, broader contextual considerations will be made. Primarily this chapter is concerned to introduce each journal edition, and thus the series in totality. The conclusion will raise broader questions of contributors who will be discussed in greater depth in subsequent thesis chapters.

5.2 Overview of the journal series

... a new phase in the teaching and learning of geography (CIGE 1.1:1)

Figure 5.1: Tabulated overview of key features of individual journals

Journal	No pages	Edition title	Theme editor	No. non-features	Date published
1.1	42	Geography and education for a multicultural society:1	Dawn Gill	10	Autumn 1983
1.2	50	Geography and education for a multicultural society:2	Dawn Gill	7	Spring 1984
1.3	54	The Global Economy: trade, aid, and multinationals	Anne Simpson	6	1984
2.1	58	South Africa: apartheid capitalism	Dawn Gill	5	Spring 1985
2.2	114	Confronting the ecological crisis	John Huckle	3	1986 (cover states 1985)
2.3	95	War and peace	Ian Cook	3	1988/89 (cover states 1987)
3.1	106	Gender and geography	Jo Little / Sarah Whatmore WGSG collective	6	1989 (although no date given) ³
3.2	168	Anarchism and geography	Ian Cook and David Pepper	1	1990

The quote entitling this section illustrates the unapologetically revolutionary vision that the ACDG and CIGE's series co-editors, Dawn Gill and Ian Cook, strongly believed was necessary in order to engender the necessary counter to what they saw to be both the divisiveness in society that was being reproduced through small-scale revisions and reforming practices and the necessary moves needed to create a counter-voice – an alternative prospect for education that could transform the way the subject was envisaged, performed and perpetuated in text and through classroom practices.

What can be seen through a tabulated overview of the journal series (**Figure 5.1**) is the range of theme-editorial contributors to CIGE, and the variable quantities of material per issue (in terms of the number of articles in specific features sections, the number of adverts and the scope of thematic coverage). For example, there was a marked increase in the number of pages with each issue of the journal. This expansion afforded increased acceptance of article and paper submissions such as *Dialogue* features or specifically commissioned *Discussion* papers. From issue 2.2 ('Confronting the Ecological Crisis'), there was a reduced number of *Practical Suggestions* or classroom materials held within the journal. The peak in non-features in the 'Gender and Geography' issue says more about the number of adverts that the Association for Curriculum Development (ACD) wished to place between features planned

³ This date (1989) is corroborated by the WGSG archive of Sophie Bowlby (WGSG Newsletter 12). Further details about this archive can be found in footnote 65 in Chapter 6 under Sarah Whatmore's geobiography.

by the WGSJ theme edited issue to promote its new resource production venture. By the final issues, classified adverts were only promoting materials produced by Gill and her associates at the ACD. Such change is indicative of shifts in ambition in both quantity of submissions and a change to the type of article being published by the editors in later editions.

Nevertheless, the journal series held clear ideas concerning the kind of written contributions, and, one of the few consistencies across all journal issues was the strong adherence to the nine main aims of the journal as discussed in the previous chapter. While the complete series of CIGE discloses a very inconsistent aesthetic, it nevertheless remained doggedly principled in its adherence to these nine aims, and, while the format of submitted features was negotiable in terms of an article's structure, provided the aims of the journal were adhered to and it chimed with the aims of the theme editor and editorial board, in theory at least there would be scope for creative approaches to the writings and contents of each journal. There were general layout principles that persisted across the eight editions, as also discussed in the previous chapter, but to underline: most issues began with a Commentary or *Editorial* of varying length with theme editors summarising the aims and objectives of the specific theme of the publication, followed by *Discussion* articles wherein specific contributors (either as sole authors or as a joint authors) known for their expertise and research on the specific theme of the publication issue contributed thoughts, reflections and ideas. While these contributions often took the form of an essay, the articles submitted were not necessarily formatted as such: some were forms of personal reflection, others informal pieces written in informal prose. *Open Space* articles often followed *Discussion* articles, and these pieces related to the theme under discussion, but often also opened up and connected with interrelated themes. As such, *Open Space* articles held the potential to link across theme editions and in turn to weave across the leftist concerns of the journal series as a whole.

5.3 Inaugural Issue 1.1: 'Geography and Education for a Multicultural Society: Part 1'

Issue Summary Box Number 1 Geography and Education for a Multicultural Society: Part 1	
Date: Autumn 1983	Volume 1.1
Theme Editor: Dawn Gill	Number of pages: 41
Printer: Heffers Printers Ltd	
Page size: A4	
Production Format: Two columns of text in the style of newspaper / magazine reporting with cartoons and black and white photographic images and diagrams interspersed to support arguments in text	
Contributor	Institution / affiliation (if any/known)
Dawn Gill	Geography teacher, Quintin Kynaston School
Ian Cook	Lecturer in Geography, Liverpool Polytechnic
David R Wright	Lecturer, School of Education, University of East Anglia, Norwich.
John Wright	Advice worker, Advisory Centre for Education, and member of the 'Issues in Race and Education' editorial collective
Francis Slater	Senior Lecturer, Institute of Education (London University)
Women in History Group (ILEA)	History and Social Science Teachers Centre, ILEA
Roddy Megally	Graphic Designer and Film Maker, Freelance
John Whitelegg	Department of Geography, University of Lancaster
Laura Jotcham	
T.P. Jones	Department of Social Sciences, Liverpool Polytechnic

Bren[da ⁴] Spandler	Post-Graduate Student, University of Harvard, USA
Duncan Wrigley	Teacher, Leyton High School, Waltham Forest

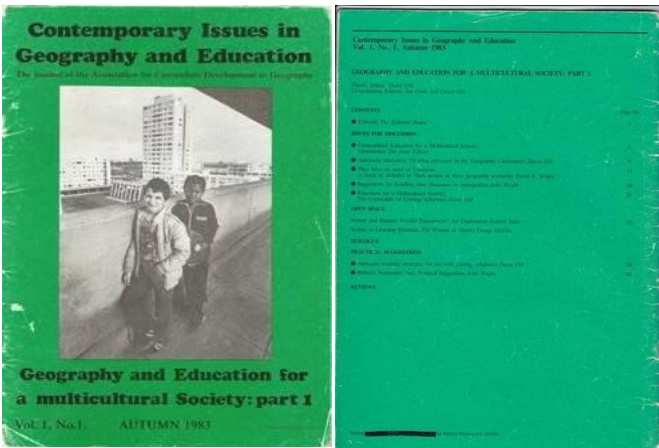


Figure 5.2 Issue 1.1: front cover and contents

The full printed title on the introductory edition of the journal reads: *Contemporary Issues in Geography and Education: The Journal of the Association for Curriculum Development in Geography*. Underneath the main black and white picture on a green background cover, the theme edition title is: ‘Geography and Education for a Multicultural Society: Part 1’. The front cover of the inaugural publication (**Figure 5.2**) provides other reference information: volume and edition number (‘Vol. 1, No. 1’) Autumn 1983, and in small print ‘Annual subscriptions £5’. The journal’s documentary archive⁵ provides evidence (1983:000006; 1983:000027) for extended debate about the style of design and desired impact of this first edition. The meetings mentioned in the previous chapter stand testament to the importance that ACDG affiliates and collective editorial board members gave to the production values of the journal, including the content, form and ‘feel’ of the inaugural edition. To the informed eye, the frontispieces of the journal resembles both in size and format other similar ‘left-leaning’ radical journals written, produced and distributed beyond formal institutional or commercial publishers at the time (see for example issues of *Radical Philosophy* dating from the late 1970s).

The cover photograph shows two children on a walkway on the Broadwater Farm Estate, Tottenham, North London⁶. Soon after its construction in 1967, the Broadwater Farm Estate was to become synonymous in right-wing national tabloid commentaries with urban deprivation in London and beyond, featuring in national media reports for its high crime rate

⁴ Various referred to as Bren or Brenda, Brenda Spandler was involved with CIGE throughout much of its production life in various guises as a Harvard student who then trained to become a geography teacher (teaching with Gill at Quintin Kynaston), before transferring to Holloway School. Her final contribution to the journal was working on the resource materials for issue 2.3 (1987).

⁵ The author has been given the fragmentary archive of over 300 paper documents held by co-editor of the series Ian Cook. Spanning from 1982 until 1990, the periods of heightened activity in the history are visually apparent with 1983-1986 holding the majority of this archival material. More information about this archive can be read about in chapter 2 and in following chapters.

⁶ Twenty three months after the launch of the journal, the estate made international news with a riot on the estate after the police stormed Cynthia Jarrett’s flat looking for her son, Floyd, who had given false data when stopped-and-search (SAS). Cynthia died of a heart attack and the ensuing riot culminated with the murder of PC Keith Blakelock. (Garnett 2008)

where casual racism often served as a problematic explanation⁷. The use of this image was intended to be positive and potent. The facial expressions of the children suggest a closed-up, reserved, neutral expression: the white boy smiling, tight of lip, squinting into the camera; the black boy staring past and through, his face neutral. The photograph's use for the launch edition was purposeful, asking questions of the reader and their 'gaze'. The image was taken by Barry Lewis, who at the time ran Network Photographers, a freelance photography company with leftist sympathies based in Kentish Town, and Lewis's photography featured throughout this journal edition. Interviews with Gill and the CIGE archive⁸ reveal that Lewis's photos were reproduced free of charge.

Inside, the same striking image is reproduced in black and white (**Figure 5.3**), but cropped to show only the children's faces. Below the image are printed the aims and objectives of the journal series. It is as if to appeal to the reader: 'see these children living on an estate too easily thought of in all manner of negative ways. They need you!'. The first line of text reads:

Contemporary Issues in Geography and Education seeks to open up or broaden areas of debate and to examine current controversies within the discipline at all levels. (1983:1)

The first four paragraphs of text set out the remit of the journal: primarily focused on human geography, it stated its aim to develop learning materials, building on debate which

seeks to promote an emancipatory geography; it seeks, in other words, to promote the idea that the future is ours to create – or to destroy – and to demonstrate that education bears some responsibility for building a better world responsive to human needs, diversities, and capabilities (1983:1)

The editorial acknowledges that, while there have been liberal progressive developments in conceptualising, practising and learning geography, especially human geography, this potential from progressive initiatives in the 1960s and 1970s was 'scarcely reflected in school curricula, and have not been adopted in syllabuses' (1983:1).

⁷ Discussed in Coleman (1985); also see Curran et al (2005).

⁸ Letter to Cook from Gill 2nd July 1983 (CIGE archive 1983/000008)

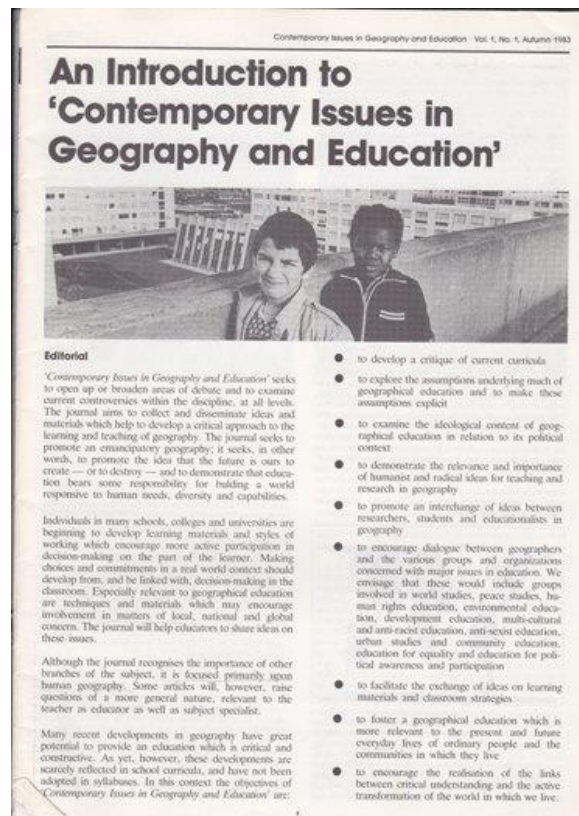


Figure 5.3: Issue 1.1, the first page of editorial

The editorial expands on the aims determining why the journal was felt necessary. The focus falls on the use of value-laden diagrams used in educational texts of the early-1970s (for example Mercator over Peters projections; the use of urban models) as problematic. The opposite page's reproduction of black and white photos of state school girls and photos of Eton public school boys highlights inequality, underscored with a caption which reads:

A man from social class one has seventy times as much chance of entering higher education than a woman from social class five' (1983:3).

The editorial clearly states its educational ideologies as being education for equality. This claim is reiterated through reference made to Ken Coates and Richard Silburn's 1973 text, *Poverty: The Forgotten Englishmen* (1973)⁹, and Paulo Freire's quote from *The Politics of Education* (1970) that by 'washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral' (in 1983:4). Other statements make explicit the interconnections between educational policies and practices of living:

Educational policies cannot be divorced from the policies concerned with health, housing, employment, income and planning – and from political decision-making that affects them. However, a pragmatic approach to the issue of social change sees in education a possibility of promoting popular awareness of social problems and their causes. Through this awareness may be generated a shared desire for change and joint effort towards its achievement. (1983:3)

The concluding section of the first editorial concerns 'The Contribution of the Journal' and situates its unique publication status:

⁹ Both Coates and Silburn were academics at Nottingham University and published this popular sociology/education text while co-series editor of CIGE, Ian Cook, was studying his doctorate (see Chapter 6).

The publication of this, the first issue of 'Contemporary Issues in Geography and Education', marks a new phase in the teaching and learning of geography. Major issues will be presented in a manner which is accessible to people engaged at all levels of geographical education. It is envisaged that each issue will include articles which raise questions and ideas for discussion, a selection of practical suggestions in the form of syllabus guidelines, lesson plans, resources, worksheets, pupil assignments and ideas for teaching techniques and organisational strategy. (1983:4)

The editorial sets out the multiple uses of the journal for staff in-service training (today referred to as Continuing Professional Development: hereafter CPD) as well as being of direct interest to students themselves:

We welcome the participation of readers in the design and achievement of the objectives stated above, and asks for your contributions in the form of materials for use in teaching, comment on existing materials, or involvement in the debate upon the question raised. Each issue will concentrate on a specific theme. However, there will be 'open space' and 'dialogue' sections to provide the forum for continuing discussion and the consideration of other concerns (1983:4)

As if to underscore this commitment to connecting pedagogy with everyday life and concerns, the remaining article on the page following the editorial is a 'News' section highlighting three different topical news items. The first concerns the activities of the CRE's anti-racist working group, specifically a survey of anti-racist teaching ideas in schools and colleges, with the remark that 'many teachers leave college without an understanding for important social and political issues' (1983:4). The second reports on the multicultural curriculum strategy, calling for a statement by the Further Education Unit. The third reads more like an advert as it promotes a 'Conference in Yorkshire' to take place in autumn 1983 called 'Racist society: geography curriculum'. The item details coordination by Peter Tate, regional coordinator of ACDG in Dewsbury, West Yorkshire.¹⁰

The textual layout of this page is worthy of remark. The news section has the three items on the page's left-hand column, while the right side of the page has a photo of a young white skinhead boy in a crowd of white males. Underneath the caption the annotation reads: 'National Front Demonstrator' The only other image on the page is diagonally above the photo and is a diagram reproduced from Oxfam material revealing the pyramid of human poverty used to underwrite the economically and resource-rich lives of the wealthy. Above it in large print is reproduced the Freire quote. This montage of text, image and diagram at the conclusion of the editorial speaks of particular and political designs. Such a design ethic is one to reiterate the needs for educational approaches in the study of geography to emancipate; to underscore that educators are never neutral in their performance of and embodiment of particular educational pedagogies; and that every effort matters, that new approaches need to be taken. In short, the message was that a critical revising of approach to geography education needed to be adopted, embracing those leftist libertarian radical encounters that had been overlooked, or not explored, by state educators or those following right libertarian political agendas in education endorsed by the mid-1970s Conservatives such as Margaret Thatcher (as Education Secretary in the Heath administration) and, following their election to

¹⁰ Capitalising on the success of the Institute of Education conference of the same name, discussed in the previous chapter, Pete Tate organised a similar conference in West Yorkshire. Commentary about this event continues in subsequent editions.

Government in 1979, Keith Joseph's efforts to eradicate the 'left wing ratchet' whose ideological stance in education was thought destructive to British economic productivity and society more generally (Chitty 1999). The introductory issue was the first of two themed editions concerned with 'Geography and Education for a Multicultural Society'. This format was chosen by Gill to print and distribute her report as funded by the CRE. With Cook as co-editor of the series and by establishing a cooperative publication, Gill was able to draw together the broader educational and social issues and, in turn, create a space for a radical new way of encouraging educational curricula to be created; and so to build a counterweight to incoming educational directives from the Department of Education led by Joseph.

The main article following the editorial introducing the series is by Gill herself. *Geographical Education for a multicultural society: an introduction* is a one page summary of key terminology adopted from the Berkshire Advisory Committee for Multi-cultural education, a report reproduced in the one-day conference report 'Racist Society: Geography Education' held earlier that year on 23rd March (see previous chapter). Immediately after the introduction, there follows extracts from Gill's report *Anti-racist Education: of what relevance in the geography curriculum?* By quoting the Rampton Report¹¹, the article, covering five pages of the journal, is substantial and broadly ranging in its references. It begins by citing Jim Blaut's 1969 paper 'Jingo Geography', one of the first articles in the first edition of *Antipode*¹². The report is strongly embedded in the educational literature on multicultural education initiatives, citing research papers produced by the Institute of Race Relations (hereafter IRR) and the CRE, with the Rampton report and the writings of Robin Richardson¹³. Work by William Marsden is also examined, as a means to consider the representation of people in school textbooks¹⁴. Sandwiched between these articles is John Wright's discussion paper *Suggestions for Handling class discussion on immigration*. An advice worker for the Advisory Centre for Education¹⁵, Wright situates constructions of race, racism and belonging alongside the ways politicians have utilised misconceptions of race and belonging in constructions of nation and nationalism. This casual scare-mongering in the rhetoric of politicians, perpetuated in mainstream right-leaning daily newspapers, is illustrated further to underscore Wright and

¹¹ Antony Rampton was appointed chairman of the committee of inquiry into the poor levels of educational achievement by children of ethnic minority groups, especially Afro-Caribbean and black British communities. Instigated by the secretary of state for education to quell wider social and cultural unrest and racial tensions. Rampton's findings blamed pervasive racism at large, citing low teacher expectations and racial prejudice of teachers and society more generally. the minister for education sacked Rampton replacing him with Lord Swann to undertake another report. Swann's report published in 1984 came to the same conclusions (Parekh 1994) The government and the media tried to discredit the report. When Lord Swann succeeded Rampton

¹² Other references used in the journal series cite and refer to articles and discussions in *Antipode*. The cross over and interconnections between these publications will be elaborated further in later chapters.

¹³ Richardson had connections with the development literature, as well as with the anti-racist school literature, and he worked and continues to work with CRE. At the time of writing, Richardson is also Co-Director of Instead, a consultancy company that researches and provides in-service professional development training for educators regarding issues of race, ethnicity, diversity and equality: see <http://www.insted.co.uk/insted.html>.

¹⁴ Something that is explored in greater depth later in the journal, firstly in the following article by David R Wright ('*They have not need of transport ...*' *A study of attitudes to black people in three geography textbooks*) and latterly by Gill again in her second article *Education for a multicultural society: the constraints of existing 'O' and CSE geography syllabuses*).

¹⁵ Wright continues to advise government select committees as he has done over the past three decades about immigration and asylum.

latterly Gill's arguments through a caricature of then Prime Minister Margaret Thatcher's comments taken from *The Daily Mail* (**Figure 5.4**).

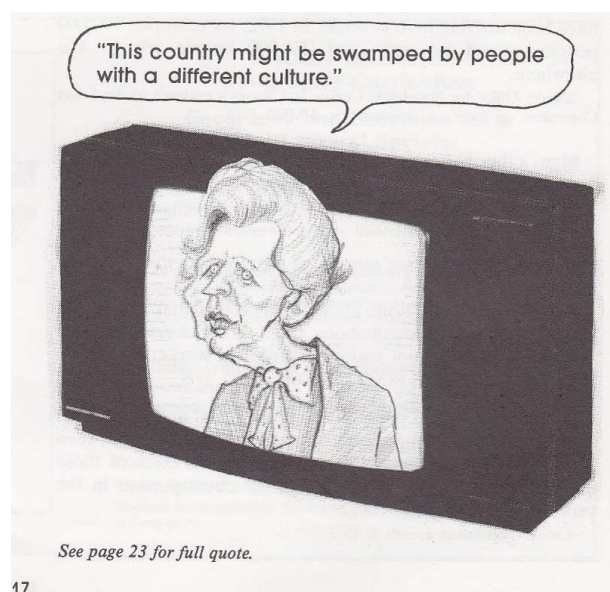


Figure 5.4: Issue 1.1: Margaret Thatcher TV cartoon

Gill's use of Thatcher's complete quote as reproduced by the *Daily Mail* is developed to facilitate a more detailed discussion concerning the influence of popular media, especially children's programmes, in the imagined geographies of the minds of young people. In this, Gill's second *Discussion* article entitled *Education for a multicultural society*, she situates the complete quote from the *Daily Mail* alongside cartoons by Roddy Megally (**Figure 5.5**) designed to get readers to think critically about such issues and to problematise the argument of keeping education, in this instance geography education, 'out of politics'¹⁶. The cartoons are captioned with statements that raise pointed questions for readers to consider. They state:

Many geographical textbooks convey a negative image of Third World countries and peoples. How useful is this in schools where some of the pupils have racist attitudes?' (1983: 23)

Many geography books are written from a colonialist perspective. They are unlikely to foster understanding or respect for third world peoples. (1983: 23).

These cartoons were specifically commissioned by Gill from fellow editorial board member and freelance artist and film maker Roddy Megally, whose artwork features prominently throughout the first two editions of the journal. First used on the conference poster and subsequently the cover of the proceedings of the conference as advertised on page 19 of the journal (**Figure 5.6**), Megally's involvement in the journal gave space for graphic satire to be utilised to underscore the political and ideological arguments the journal and the ACDG were making more broadly concerning attitudes in education that might not be readily found in print or covered in more formal accounts of geography education. As such, the first edition visually resembles a satirical publication such as *Private Eye*. Latterly, Megally's cartoon captioned 'Now skinhead, you would like to learn about the concentric zone theory of urban morphology and

¹⁶ This argument is made more explicitly in the editorial of the following journal issue.

rank size rule – *Wouldn't you?*' (Figure 5.7) became a journal cartoon staple, chosen to illustrate the subscription advert in the first three journal editions.



Figure 5.5: Issue 1.1: geographical knowledge cartoons

RACIST SOCIETY
Geography Curriculum

Geography and Education for a Multicultural Society:

A conference document which explores the political context and ideological content of geography teaching. An exciting collection of discussion papers and practical suggestions by teachers in schools, colleges and universities.

"This conference draws together a number of people who are in a position to exert a profound influence on curriculum development, and it is our opinion that the conference marks an important milestone in the efforts of this society to eliminate racial discrimination, inequality and discord".

R. A. German *Commission for racial Equality*

Available from the Mailing Secretary (Frances Slater)
The Association for Curriculum Development in Geography
London University Institute of Education,
Bedford Way, London WC1

160 pages: £2.50 & 50p postage & packing
Cheques for £3 payable to The Association for Curriculum Development in Geography.

Figure 5.6: Issue 1.1: self-advertising selling *Racist Society: Geography Curriculum* conference proceedings

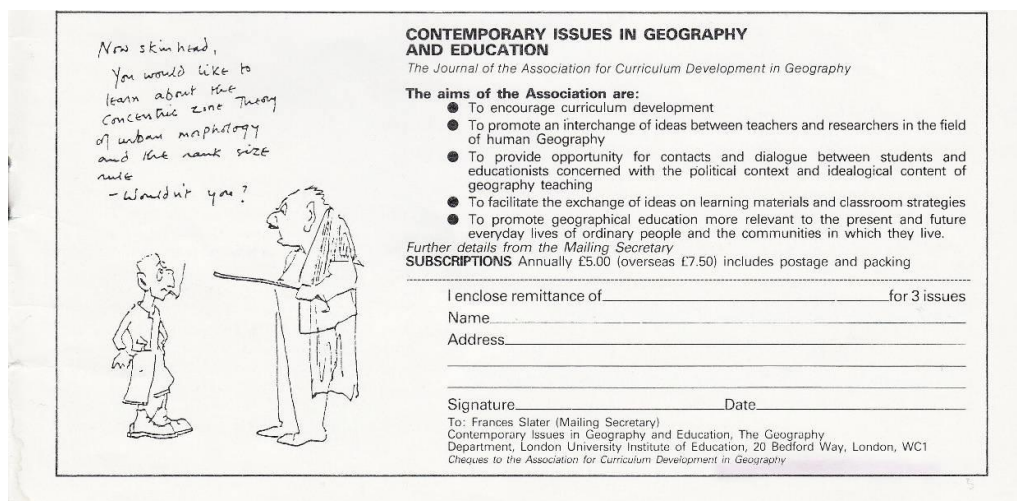


Figure 5.7: Issue 1.1: self-advertising – inside back cover of first journal: ‘Now Skinhead ...’

The *Open Space* section of the inaugural edition of the journal was written by Francis Slater, Senior Lecturer in Geography Education at the London University’s Institute of Education. Entitled *Sexism and racism: parallel experiences: an exploration*, the article (**Figure 5.8**) was based on the paper that she presented at ACDG’s *Racist Society: Geography Curriculum* conference earlier that year.

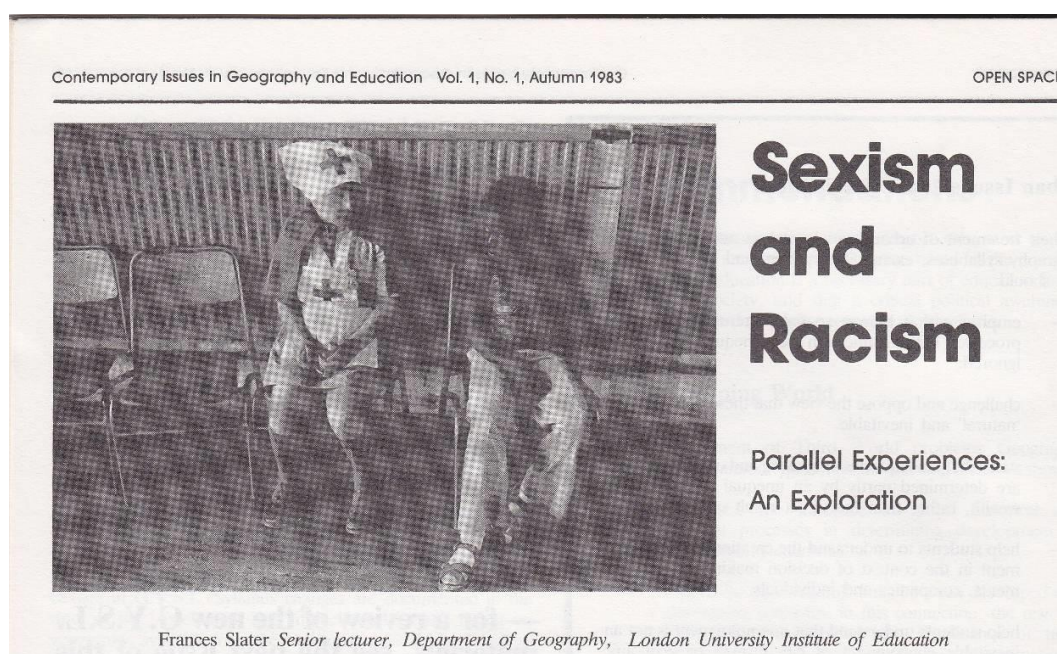


Figure 5.8: Issue 1.1: title and image from start of Francis Slater’s *Open Space* article

Slater was an instrumental member of the ACDG¹⁷. In this *Open Space* discussion, she

¹⁷ In the prologue and early edition of the journal series, Francis Slater was a key member as much for her ‘legitimate’ positionality as for her inspiration and pedagogic praxis. It was Slater who facilitated the geographical location for the Conference in March 1983, and ‘legitimised’ it in turn precisely because it was held in an ‘official’ academic/education establishment, and, most importantly, it gave her professional name and address as the ‘official’ correspondence address for the Association. Subsequent editions and the impact of the publication would see Slater’s role diminish as tensions over the use of the IoE’s address was explicitly made at Slater by

highlights the prevalent and unquestioned everyday sexist behaviour encountered by students, educators, adults, children across society. Slater considers here the shared experiences of racism and sexism in the invisibility (or rather the selective seeing and acknowledgement) of such treatment and a cultural climate of stereotyping, of jokes made, of pay inequalities and of unequal opportunities in the way educational assessments and higher education opportunities are made. The layout of Slater's article includes a box of reference terminology and another giving advice on how to spot sexism in the classroom, and how to counter and challenge sexism and racism in teaching. Slater refers to materials produced by the 'Women in History Group' of the 'History and Social Sciences Teachers Centre' of ILEA, and draws on a range of source materials including a 'working with girls' newsletter (July/August 1982) through to monographs such as Teresa Hayter's *The Creation of World Poverty* (1981) and Dale Spender's *Invisible Women: The Schooling Scandal* (1982), the latter published by Workers and Readers publishing society Ltd.¹⁸

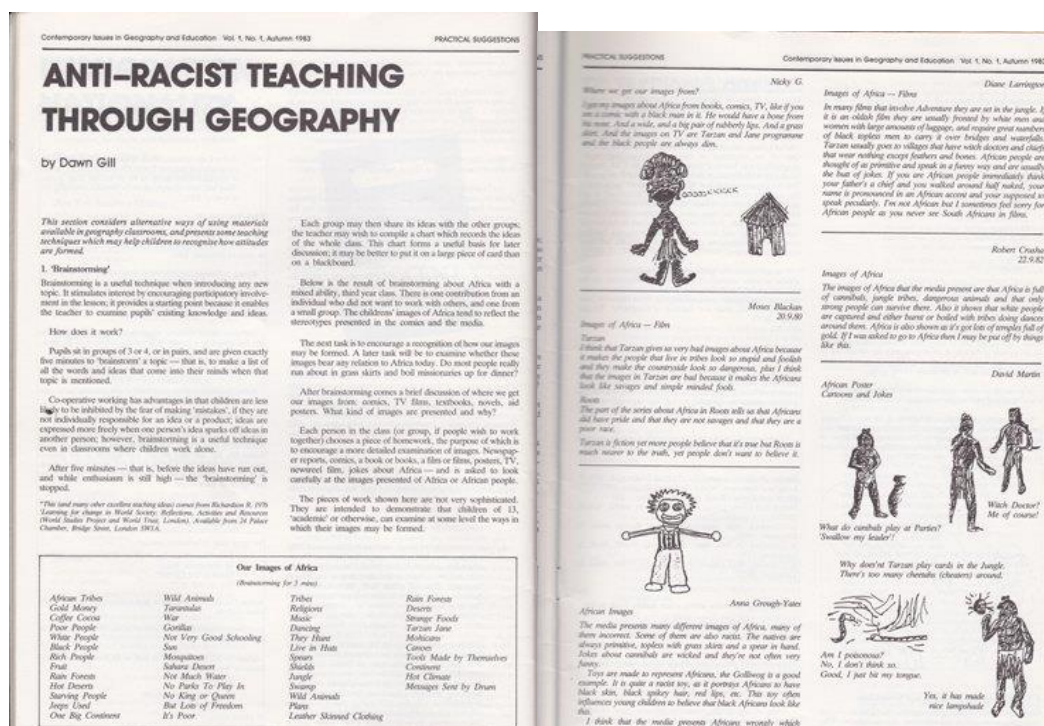


Figure 5.9: Issue 1.1: Gill anti-racist teaching through geography article

Gill's final contribution to this edition is in the *Practical Suggestions* section of the journal (Figure 5.9). Using the 'everyday' knowledge of students, she questions and explores where and how particular imagined geographical ideas come from. The article considers what cultural geographers would, today, consider to be popular material cultures, highlighting the images and imaginations of students, of jokes, popular filmic representations, geographical games and simulations. *Practical Suggestions* draws here on Gill's own research, encouraging teachers and students to analyse critically materials produced as part of the GYSL series. This

colleagues in the geography education department. Further discussion of the politics of this matter will occur in the following chapter.

¹⁸ Reference for this publisher is currently being sought via British Library archives and through following leads. Such independent presses will be considered more in Chapter 6.

was a shrewd move by Gill. She was not being personally explicitly critical of the GYSL materials, but rather encouraging of critical engagement with resources, ones of which it is highly likely secondary schools would have plentiful supplies!

Megally's heavily featured cartoon work appears for the final time in this feature (**Figure 5.10**), raising questions about historical representations of British identity in films, and in particular how histories and historiographies of events write out and remove British citizens from British colonial territories whose role in past events have been conveniently forgotten from presentist Conservative accounts.

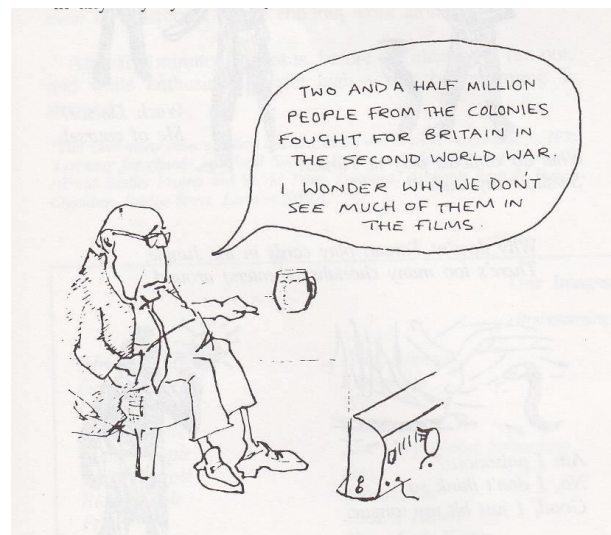


Figure 5.10: Issue 1.1: Second World War representations in films cartoon

The end of Gill's article contains two pages of activity for readers to undertake – the objectives of which were to consider the extent to which textbooks are able to affect attitudes to people and places and, in turn, the way contemporary decision-making about people and places may be influenced by such imaginative geographies. The tasks suggested raise questions by looking at extracts from textbooks and ask students to rewrite accounts from the situation of individuals. By setting tasks attached to a number of different scenarios, the activities variously raise – in some cases through positive discrimination – ways in which casual racism towards people and countries can be inculcated through oversights and benign neglects in 'everyday' cultures of media and, in turn, shape how ill-conceived conceptions can create a situation thorough which racist decisions can be made.

The final section of the journal contains *Reviews* of resources and texts in their broadest sense. In the bottom right-hand corner of the review page, the policy of reviewing is stated:

Our Policy on Reviews – The editorial board wishes to use the review section to encourage good practice. We intend to promote books and learning materials which we think may be helpful for teachers or students, or discourage the use of materials which work against the objectives of the Association for Curriculum Development in Geography (see editorial for details). (1983:39)

The first edition contains a review by John Whitelegg of the Society for Human Exploration

self-published text *The Nuclear War Atlas* (n.d.¹⁹), the product of research by William Bunge (see previous chapter) produced and distributed through his own organisation. Whitelegg is encouraging about the text, and the contact and close relationship of mutual respect between CIGE and Bunge would continue throughout the life of the journal, as is testament throughout notes accompanying Bunge contributions as well as the referencing and inclusion of his research via the essays written by Gill and Cook. School teacher and editorial board member Laura Jotcham reviews *The Right to Pollute*, a tape-slide set from educational audio-visual, Edward Arnold, Leeds office. The final review is by T.P. Jones of Liverpool Polytechnic, tackling the book *Living in South London: Perspectives on Battersea 1871-1981* (1982) published by Sandra Wallman and Associates. In a review entitled *A source of valuable lessons for the urban geographer*, Jones comments on the book's origins in a research study undertaken by the research unit on ethnic relations at the University of Bristol. Highlighting the academic research by social scientists, including geographers, into the historical geographies of a neighbourhood in London, Jones emphasises the vital internal and external geographical flows that go to make and remake the place, in turn drawing out some areas of geographical study that might be of interest to readers.

Bren(da) Spandler, trainee teacher²⁰, reviews the penultimate book, John Tierney's edited volume *Race, Migration and Schooling* (1982) as a text to consider broader pedagogic and educational practice and ideas/theories. The final book under inspection is a short piece by Jane Stewart called *The Unequal Third* (1977), reviewed by Duncan Wrigley, teacher at Leyton High School, Waltham Forest, Editorial Board member and London regional group coordinator. This first ever CIGE review section illustrates the range and scope of teaching materials available at the time and the culture which encouraged such scope, as well as the range of reviewers involved with the journal series. The final page of this edition is reserved for acknowledgements and adverts for forthcoming events and news items. It reveals the networks of organisations and individuals involved in the production of the journal series, as well as those to be involved in future editions and events organised by the ACDG. The organisations acknowledged for their assistance include the CRE, the Multi-Ethnic Inspectorate of ILEA, the Centre for Multicultural Education at London University's Institute of Education, the GA and 'The many individuals who have given their time so generously in helping to make possible the publication of this journal' (1983:41). The page also includes a promotional paragraph '1984 Conference' promoting a future conference organised by ACDG: 'The conference entitled 'Geographical education: a focus on work and the economy' will be opened by Professor Doreen Massey of the Open University. Further details and application forms will be printed in the next edition of this journal' (1983:41)²¹ Photo acknowledgements show all the photographic images provided by Network as

¹⁹ Bunge's *Nuclear War Atlas* is published 'officially' by Basil Blackwell in 1988 with a second edition printed the following year. It is likely that Bunge forwarded a self-published version from his own Human Exploration Society prior to finding a publisher, but there are no further details I could locate to give any more details on how Whitelegg was able to review the material some 5 years before the book was officially published.

²⁰ After her studies at Harvard, Spandler gained a work placement at Quintin Kynaston School, and was therefore based in the same department as Gill during the production of this issue.

²¹ For further details on Massey and CIGE see footnote 12, Chapter 7.

mentioned at the beginning of this journal review.

5.4 Issue 1.2: ‘Geography and Education for a Multicultural Society: Part 2’

The status quo in Britain is both racist and sexist. There can be no neutral stance on this (1984:1)

Issue Summary Box Number 2 <u>Geography and Education for a Multicultural Society: part 2.</u>	
Date: Spring 1984	Volume 1:2
Theme Editor: Dawn Gill	Number of pages: 56
Printer: Heffers (?) / Spider Web.	
Page Size: A4	
Production Format: A4 / two column	
Photographic images sourced from Network Photographers, Kentish Town	
Contributor	Institution / affiliation (if any/known)
Ian Cook	Lecturer, Department of Geography, Liverpool Polytechnic.
William Bunge	Society for Human Exploration, P.O. Box 532, Victoriaville, Quebec, Canada.
Gwendolyn Warren	Feminist and Folk Geographer, Santa Cruz
Anne Simpson	Education Worker, Oxfam (North London)
John Fein	Lecturer Geographical Education, Brisbane College of Advanced Education, Australia
Jane Hardy	Student, London University, Institute of Education
Roddy Megally	Graphic Designer and Film Maker, Freelance
Dawn Gill	Geography Teacher, Quintin Kynaston School St Johns Wood, NW6.
Chun Nok Fung	Student, Quintin Kynaston School, St Johns Wood, NW6.
ILEA Centre for Anti-Racist Education	ILEA Centre for Anti-Racist Education (GLC)

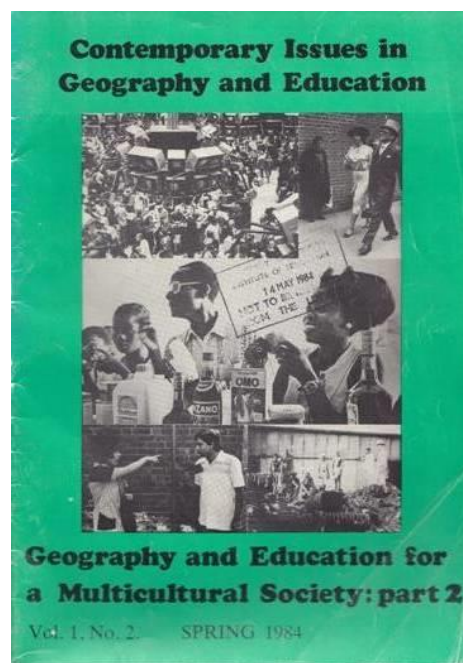


Figure 5.11 Issue 1.2: front cover

Theme edited by Dawn Gill, the second issue continues the focus of the launch issue as “part 2” of Geography and Education for a Multicultural Society, the inside cover reproduces two elements from the first edition: the aims and objectives of the journal series and a reproduction of a subscriber’s form. The editorial for ‘Part 2’ is illustrated with another pithy Megally cartoon (**Figure 5.12**). A headless body holds up a placard that reads ‘KEEP

POLITICS OUT OF EDUCATION'. While Issue 1.2 shared the same title as Issue 1.1, the editorial informs the reader that the main focus of this edition is indeed racism:

one of the greatest difficulties in approaching the topic of racism is that many people prefer not to acknowledge that there is a problem. "There's no racism here, we treat them all the same" and "I teach in an all-white school in an all-white area – anti-racist teaching isn't relevant to us." These remarks, familiar to those of us already engaged with the issue, indicate that in many ways teachers may be part of the problem; they must become part of the solution if education is to play a useful part in dismantling ideology and practice. (1984:1)

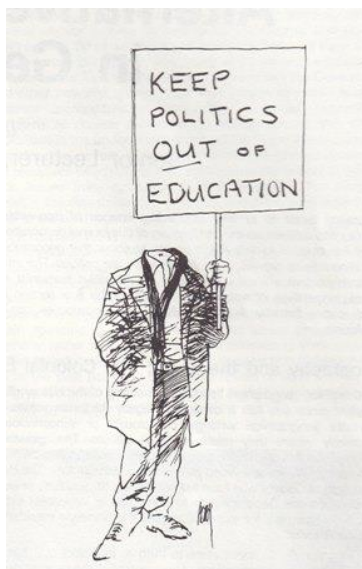


Figure 5.12: Issue 1.2: keep politics out of education

The main focus for this edition thereby centres on the different encounters with racism in geography education:

Most of the content is intended for direct classroom use or for in-service and initial teacher training ... These could be used as the basis for discussion in the classroom or the staffroom ... most of the content of this issue is intended to be of practical value to teacher and student, however a series of lesson plans make up the 'practical strategies' section. (1984:1)

The different narrative styles of articles in the *Discussion* and *Open Space* sections reveal a wide ranging and creative approach to engaging readerships on the geographies of racism, and geography and racism. Contributors came from a range of geographical backgrounds. In this issue the international dimension of the journal is revealed, with contributions from William ('Bill') Bunge and Gwendolyn Warren, the two key geographers involved in the Detroit expeditions²² in the USA. Both had so far failed to get their expeditionary work published in any 'mainstream' academic geography journals²³. Additional and notable international

²² For further details about Bunge and Warren's critical pedagogies and geographical philosophies, see Merrifield (1994) and Heyman (2007).

²³ After his move to Canada, Bunge was rarely published in mainstream academic journals. Warren never had any of her own personal writings reproduced in any Anglo-American geography journal up until this point despite her integral work with Bunge and as director of the Detroit expeditions since Bunge's departure. While Heyman (2007) has discussed the practical pedagogies of Warren, nevertheless her CIGE particular piece has been to this point wholly overlooked in commentary by Anglo-American geographers.

contributions came in the form of John Fein's writings about aboriginal racism and *Structural silences* from his efforts to teach about racism in Australia. Anne Simpson reflects on *The rich as a minority group*, arguing that race is a divisive and distracting issue. Simpson demands readers look at the rich as a way to explore minority groups, and thereby to seek access to power and economic and resources. As Gill summarises:

There is no point in problematising 'deprived groups'. We must examine the dynamics and power structures of the society as a whole and of the global economic system if we wish to understand poverty and deprivation. (1984:1)

Cook's article *Colonial past: postcolonial present: alternative perspectives in geography* begins the *Discussion* articles. The abstract effectively introduces the premise of the article:

Geography tends to present misleading images ... I hope to show that geographical education reflects prevailing ideologies and state policies. (1984:2)

Cook begins by introducing 'geographies of the state' and its administrative and structural interconnections with colonial rule and often invisible legacies. Cook acknowledges the role of geography education in the perpetuation of colonial ways of seeing the world, its people and places, and he highlights the need to acknowledge such positionality in order to stop the perpetuation of such 'myth-information'²⁴ in the practice and performance of geographical knowledge in the present. He states:

We need nevertheless to face such uncomfortable thoughts and to resolve the contradictions inherent in the position of ourselves and others in modern society ... not to move in this direction is to continue with the misguided ethnocentric geography ... Surely we can do better than that! (1984:9)

Cook draws on the writings of a range of humanistic and radical geographers, and the reading list at the end of the article must have proven instructive to readers, with a key for the kind of political ideologies internal to each text labeled 'H' along the margin for Humanistic and 'R' for Radical. Interestingly, none of the texts are labeled both H and R. Many academic geography texts are listed, with geographers cited including Ted Relph, Yi-Fu Tuan, Richard Peet and David Harvey, and going further back in time to note John Kirkland Wright and anarchist geographers by referring to Myrna Breitbart's writings on Peter Kropotkin and Gary Dunbar's biographical account of Elisee Reclus. Radical geography teachers and teaching practices can also be found in Cook's 'References and recommended reading' (1984:9).

Cook's article suggests a need to re-examine the frameworks by which geographers conceptualise the world. He does this by drawing on writings concerned with the teaching of world and development studies, by citing the work of David Hicks. Giving examples from J. S. Stewart's 1977 book *The Unequal Third* and reproducing a page of this text, the caption accompanying the image reads 'one of the few school textbooks which focus on colonialism and neocolonialism'. The book has already been reviewed in issue 1.1, linking to the resources reviewed in the previous edition and highlighting continuities between journal sections. Interspersed in Cook's article are three tables of important data: the first (page 4) is a 'fact's

²⁴ Ploszajska (1997) explores such 'myth-information' in her research on geography education and the geographical empire, while looking at the power of geographical story-telling in primary classrooms across Edwardian Britain and contemporaneous British colonies.

box' entitled 'Opportunity costs' and containing statement facts from Andrew Wilson's (1983) book *The Disarmer's Handbook* concerning war and weapons expenditure by the 'West'. This information connects with Table 2 (page 5) which discusses key concepts associated with humanistic geography, while a similar glossary box contextualises terminology 'associated with radical geography'. Cook concludes by appealing to the reader to think critically about practice. By establishing a framework for reader self-education on concepts of colonialism and racism, introducing resources where colonial discourse is questioned, and by finally providing a list of references for readers to seek out, Cook establishes a broad and rigorous opening *Discussion* through which the articles to follow are to be read.

There is also a notable cartoon satire in the middle of this article, and a nod to responses to the inaugural issue. While the majority of responses to and reception of the journal series will be discussed in later chapters of this thesis, it is worth noting that Gill made national news for critiquing BBC Children's Programming Department's flagship programmes *Blue Peter* and *John Craven's Newsround* for their representations of the people and geographies of Africa, in particular the situation in Sudan. Responses between author, ACDG members and Biddy Baxter (well-known producer of *Blue Peter*) and the producer of *John Craven's Newsround* were debated nationally, the specifics of which will be further elaborated in Chapter 7. Situating a Megally cartoon (**Figure 5.13**) in the middle of Cook's discussion paper on colonial and neocolonial representations of people and places provided an opportune space to continue such a debate, in effect critiquing *Blue Peter* for placating the situation rather than educating children about the world, with the cartoon below.

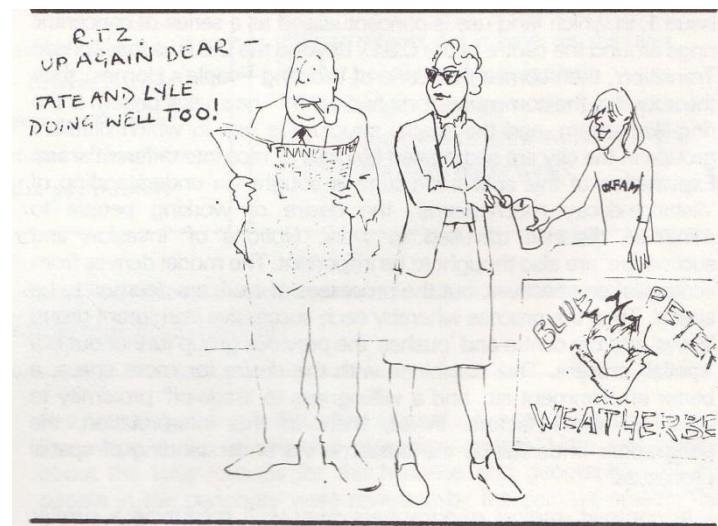


Figure 5.13: Issue 1.2: *Blue Peter* cartoon

The next consecutive *Discussion* articles are from Bunge and Warren. Bunge's piece (**Figure 5.14**) is a double-page spread entitled *Racism in geography*. Written in conversational and candid manner, Bunge exposes the arrogance of explorers' claims to 'discover' nations and the ease of creating 'others' through throw-away comments in a variety of ways. At the end of his article a short editorial statement appears:

This article was first published in 1965, in 'Crisis' journal volume 2:8. Sadly, there was no response to the article. Bunge feels that there has been little change in American geography teaching since that time. Eds (1984:11)

Bunge also contributes a double page of 'facts' about how unequal American society has become, with a *Practical Suggestions* of photo-copiable resources for in-class use and student and teacher reference.



Figure 5.14: Issue 1.2: first page of William Bunge's racism article

Thus, Bunge's article and suggestions serve to illuminate and build upon arguments that Cook makes in his earlier discussion piece. The shared intensity of commitment to the cause of emancipatory leftist education was something which indeed united both Cook and Bunge, as the archive of letters between Bunge and Cook attest (1983:000020; 1983:000033, 1983:000034, 1985:000001, 1986: 000015²⁵).

A further notable entry appears beneath the article. Entitled 'An appreciation', the editors offer a biographical synopsis and note in support and appreciation of the work and efforts of Bunge. After reviewing in a very positive light Bunge's contribution as those of an original and creative thinker, the appreciation concludes by informing the reader of Bunge's present predicament and employment situation:

He asks us to add to this appreciation of his work 'CIGE will be publishing more articles in the future by repressed American Humanist geographers for which they pay such a price.' We shall do our best to honour this commitment. Bunge's own work remains exciting and controversial; he deliberately blurs the distinction between emotion and academicism, arguing strongly (for example in the Nuclear War atlas: see page 39 Issue 1 of this journal) that to divorce academic work from sense and feeling is inhumane. (1984: 11)

²⁵ The correspondence letters between Bunge and Cook are available on request from the author but reproduction of these was not possible for this research.

The appreciation closes with Bunge's contact details at his organisation The Society for Humane Exploration in Quebec.

Gwendolyn Warren's article (**Figure 5.15**) immediately follows. Under her description as feminist and folk geographer, Santa Cruz, Warren's autobiographical account entitled *No Rats on Bewick* recounts her experience of growing up in different blocks in East Detroit, a neighbourhood in a city that was racist and exclusionary to those who were economically or socially disadvantaged, experienced by the black community of her youth. Her frank account of an overcrowded home of siblings and rat infestations reveals exclusionary geographies and attendant efforts to escape the problems of not having enough to eat and having nothing to lose. Efforts to stay alive are described and also the ease with which family members fell into a life of petty crime. Warren recounts physical ailments such as contracting ringworm and the problems of accessing treatment. The dented aspirations which result from a collusion of frustrated attempts to bypass societal bigotry is potently underscored by Warren, whose accounts of the demoralised social conditions and the narrowing of future prospects envisaged by black youth make effective criticisms of the vulnerability experienced by the black community in Detroit, constantly prey to casual racism in media coverage and presumptions and assumptions that are made. Warren's memoir closes with a more upbeat vision of the future, but the frankness of her commentary is a stark reminder of the realities integral to the unequal spatial experiences of childhood and adolescence formed as a direct result of how race and racism is negotiated by policy and decision-makers.



Figure 5.15: Issue 1.2: first page of Gwendolyn Warren's autobiographical piece

Read into the fabric of this issue, Warren's article does not exist in and of itself. Rather, it is blended inter-textually into the structure and arguments contained across the edition; and her account is especially pertinent where reference is made to her in Cook's *Discussion* piece.

Beneath boxes of terminology and definitions about humanistic and radical geographies, and below the Blue Peter cartoon aforementioned (**Figure 5.13**), is a footnote about the use of Warren's article. It states:

*Gwendolyn Warren's biography, p14-17 has been provided in this issue as an example of the kind of material which could be used. We stress that such material should not be used outside of an analytical framework. If misused it may merely foster negative images. (1984:5)

By such a statement, and by formatting page space in such a way, the editors could be seen to underscore the real, lived and personal existences of those who might otherwise be dismissed in passing by a teacher not critically engaged in practicing emancipatory teaching. The editors are attendant to contemporary contexts and how pedagogic practice unsympathetic to the aims of the journal could simply mean a perpetuation of what the journal series is being produced to counter. Such advice could equally apply to Chun Nok Fung's autobiographical account of racism (**Figure 5.16**), a piece that followed in this issue of CIGE. As a student at



Figure 5.16: Issue 1.2: Fung's *Practical Suggestions* article

Quintin Kynaston School, a secondary which had introduced pioneering anti-racist practices, Fung's piece is the final feature in a section of *Practical Suggestions*. As a British national, Fung reflects on encounters with racism in the learning spaces of a school building. Intimately written, Fung highlights the ways in which schools *could*, and moreover *should*, function to make life a more settling experience for students with multi-racial identities. Fung's account, along with classroom suggestions by Jane Hardy, Cook and three more *Practical Suggestions* pieces by Gill, proactively considers ideas and approaches expressed in feedback forms from those delegates who attended the *Racist Society: Geographical Curriculum* conference (discussed earlier). Each practical suggestion makes explicit the links between the excluding practices in classrooms that perpetuate inequality associated with race, ethnicity (Gill), gender (Hardy), and class (Cook).

Cook's *Developing cities: an alternative approach* reviews one of the recently produced 'new' series

of GYSL textbooks. Using the supplied checklist of pointers and guidelines to terminology at the beginning of the issue, Cook's closing article applies such guidelines to facilitate critique of this recent GYSL text, highlighting its attendant social, cultural and political geographies of exclusion. Cook's suggestions extend to a double-page feature of alternative suggestions for the use of the text, making clear the ACDG's ongoing critical discourse questioning the approaches and applicability of mainstream education resources. The *Dialogue* section of this issue, meanwhile, reveals a range of discussions and progressions since the launch of the first. Letters submitted to the *Dialogue* section, indicate the quick establishment of a sympathetic readership. Martyn Crabbe from Waltham Forest writes in a letter taking to task the sole focus so far on secondary education, enquiring supportively about resources for and discussion with primary geography educators. David R Wright, Lecturer in the School of Education, University of East Anglia, Norwich (and a contributor in the previous journal issue) writes a letter supporting the ACDG and Gill's ongoing campaign to remove offending racist materials from GYSL published resources. Wright complains about receiving a GYSL newsletter that was sent 'for the attention of the head of geography' to all schools in England and Wales. The newsletter, sent by Nelson publishing, appears from Wright's comments to have:

... used page one to defend itself from two items of criticism – This is understandable – but the amount of misrepresentation seem extraordinary... The second item on page one is even stranger. A largely favourable mention of GYSL in a TES article six months earlier was extracted, a criticism selectively quoted out of context and demolished. The misrepresentation is obvious if one looks at the original article – but how many people will look up a TES article from six months ago?' (1984:42).

Wright concludes by expressing disappointment at changes perceived in the responsiveness and openness of GYSL since the project began, and thus his letter chimes with the diverse criticisms discussed by members of the ACDG and raised in the first edition of CIGE.

The selectivity of the letters page reveals how 'battle lines' were being drawn. The facing page details the launch of the journal with the very instructive accompanying photo (**Figure 5.17**).



Figure 5.17: Issue 1.2: photo of launch of journal (taken by Roddy Megally)

l – r: Margot Nauer (*Daily Telegraph*), Rick Rogers (*Guardian* and *New Statesman*), Derek Leather (*The Geographical Magazine*), Amanda Milligan (*Oxfam News*), Rana Gauhar (*Third World Review*), Anne Simpson, Dawn Gill, Francis Slater (Editorial Board), Gerry German (CRE), Ian Cook (Editorial Board). Also in attendance but not in the photo: Liz Hurst (BEE/

Streetwork), *Daily Mail* journalist Chris Rowlands and *Daily Mail* photographer Malcolm Clarke, Diane Spencer (*TES*) and Vallabh Kaviras (*Asian Express*). (1984:52)

Adjacent to the photograph is a synopsis of German's opening speech as Principal Education Officer of CRE. His approval of the journal is eloquent and strategically situated, printed next to a shorter piece by the editors entitled 'Can you help?' explaining problems already being encountered in keeping the journal afloat. What is, in clearest terms, an appeal for people to recruit other subscribers to the journal series, also reveals the lived workings of creating a journal from scratch, with no prior knowledge or experience:

We've been meeting as a group since April 1981 when we first decided that since the existing geographical journals were not meeting our needs, we'd publish our own. We started with very little experience of writing, publishing, costing or marketing and have learned about these things as we have had to. The biggest problem has been a lack of time. We are all in full time work of some kind, and at certain times of the year it is difficult to meet each other, let alone spend time of writing, proof reading or responding to mail. (1984:43).

Reading these final pages of the second edition reveals a necessary and timely engagement with contemporary issues in radical and humanistic geographic that attracted contributions from international authors.

The final page of the *Dialogue* section contains a map of the UK (**Figure 5.18**). Entitled *Regional Coordinator* and subtitled *Association of Curriculum Development in Geography*, the feature begins by describing the ACDG before introducing its regional representatives and requesting readers involvement:

The Association for Curriculum Development in Geography is a network of teachers, students and others involved in education and research. It is relatively new and provides a forum for debate on the political context and ideological content of geographical education. (1984:44)

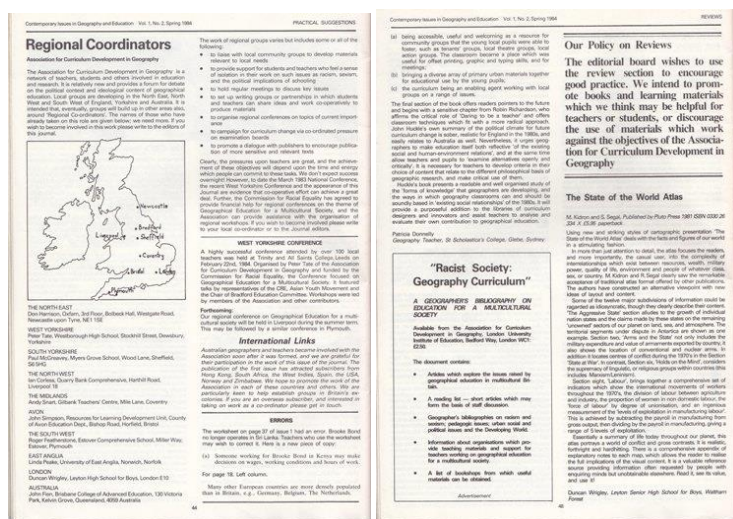
Listing the ten regions to have named coordinators the feature aims to recruit regionally stating:

The names of those who have already taken on this role are given below; we need more. If you wish to become involved in this work, please write to the editors of this journal. (1984:44).

Nine of the regions are in mainland Britain including the North East, West Yorkshire, South Yorkshire, The North West, The Midlands, Avon, The South West and London, with Linda Peake as contact for East Anglia. The tenth regional co-ordinator listed is John Fein, based in Brisbane, Australia, revealing an international aspect to the ACDG. It also illustrates the range of professions among those involved in geography and education, with seven of the regional contacts being school-based. The final contact who worked outwith schools, Don Harrison, was an Oxfam worker based in Newcastle. The impression of such an overview is that the ACDG was in the process of becoming – in the pages of its own publication at least – both nationally and (increasingly) internationally significant; and, just like the focus of the second issue, it expresses the global ideologies for emancipatory education and change which networked ACDG and CIGE across a global network of critical education voices. Publishing a list of regional coordinators reveals the desire for a strong national network of geography education activists to campaign for concerted change in school education, working for resources and dialogues that meet the needs of educators desiring progressive and left-leaning

The final part of this *Dialogue* section discusses a successful regional conference in Leeds organised by Peter Tate, with workshops attended by representatives of the Asian youth movement and the chair of the Bradford City Council's Education Committee. Additionally, with announcements of forthcoming summer conferences in Liverpool and the possibility of another to follow in Plymouth, the account of regional activities concludes with a final paragraph promoting the international dimension and future international collaborative possibilities for the ACGD:

Australian geographers and teachers became involved with the Association soon after it was formed, and we are grateful for their participation in the work of this issue of the journal. The publication of the first issue has attracted subscribers from Hong Kong, South Africa, the West Indies, Spain, and the USA, Norway and Zimbabwe. We hope to promote the work of the Association in each of these countries and others. We are particularly keen to help establish groups in Britain's ex-colonies. If you are an overseas subscriber, and interested in taking on work as a co-ordinator, please get in touch. (1984:44).



An addition to an errata section, reviews of the following resources make up the final section of the journal. Alan Power's response to Hicks's review of *Bias in Geography Textbooks: Images of Third World and Multi-Ethnic Britain* (1981); Guy Dickens of Homerton House school reviewing Paul Harrison's book *Inside the Inner City* (1983), Patricia Donnelley's on Huckle's book *Geographical Education: Reflection and Action* (1983), and Duncan Wrigley on Michael Kidron and Ronald Segal's *The State of the World Atlas* (1981). The back page of the journal reveals the same editorial board members in place. A couple of additional sentences highlight the workloads and responsibilities of theme editors as the individuals responsible for coordinating contributions to the edition: 'The coordinating co-editors will maintain continuity, collect news, and take responsibility for aspects of organization ...' (1984:49) As with the first edition, the front cover and inside publication photographs are once again provided by Network of Kentish Town, with additional cartoons by Megally.

5.5 Issue 1.3: ‘The Global Economy: Trade, Aid and Multinationals’

This task is urgent. The world is changing rapidly; we need to quickly update our conceptual structures in order to keep pace with the increasing complexity of interactions between people and places (1984:1)

Unlike the previous issues, the first change in the visual appearance of the third issue is that it has a graphically designed front cover (**Figure 5.19**): an outline drawing of a hand holding a globe tilted at odds with, and thus subverting the standard representations of the world²⁶. This was to be an experimental cover design for the journal used once on this cover, and later as a smaller short-lived ‘logo’ used on the following issue. The image as a logo never appears as a full front cover image on any other issue. Dated autumn 1984, this issue 1.3 was the first to hand over theme editorship, when Anne Simpson took the helm. Beginning her editorial by situating racism as part of a broader discourse of global capitalism and wider structures at work, Simpson connects her editorship with previous editions, but with her theme focused specifically on problematising conceptual ideas that frame and perpetuate inequalities through the material operations of trade and aid. As Simpson states:

This issue moves on from concern with racism per se to an examination of the wider processes and structures which perpetuate inequalities between people and places. We argue that Geography must concern itself with these global-scale activities in order to move towards an adequate understanding and explanation of spatial inequalities, at all levels. (1984:1)

Issue Summary Box Number 3 <u>The Global Economy: Trade, Aid and Multinationals</u>	
Date: Autumn 1984	Volume 1:3
Theme Editor: Anne Simpson	Number of pages:54
Printer: Spider Web, 14-16 Sussex Way, London N7	
Page Size: A4	
Production Format: two columns	
Contributor	Institution / affiliation (if any/known)
Anne Simpson	Oxfam Education Worker
Geoff Mulgan	Greater London Development Board (GLC). Errata stating Mulgan writing in a personal capacity
Hilary Scannell	Third World First
Krystina Stimakovits	WISER Links (international women’s information exchange).
John Huckle	Head of Geography, Bedford College of Higher Education
Dr Nancy Murray	Former lecturer at University of Kenya
Roddy Megally	Graphic Designer and Film Maker, Freelance.
Mike Morrissey	School of Education, University of the West Indies
Dawn Gill and Ian Cook	Geography teacher, Quintin Kynaston School, London and Geography Lecturer, Liverpool Polytechnic
Alan Sinclair	Writing in a personal capacity / Scottish Education and Action for Development (see Errata).
Linda Peake	School of Development Studies, University of East Anglia, Norwich
Bren Spander	Harvard University
Brian Roberts	PGCE Geography student
Paul McGreavy	Myers Grove School, Sheffield

Considering local and global scales of impact and exchange, Simpson continues her editorial, critiquing how geographers have grappled with the global capitalist economy:

Geographers have, in the past, merely looked at the spatial patterns of trade; the flow of materials from one country to another. They have largely assumed that the interchange of goods was fair and equitable, reflecting the contrasting resources of different areas ... They have less often considered

²⁶ Although the sketch of the map of the British Isles is not to scale.

the fact that World Trade is dominated by the powerful at the expense of the powerless. (1984:1)

Her editorial goes on to introduce the diverse features of the edition which discuss, through a range of case studies and scales, how geographers are able to raise questions both within and beyond classroom settings. This discussion is broadened further, pointedly highlighting the issue of sexism in 'underdevelopment':

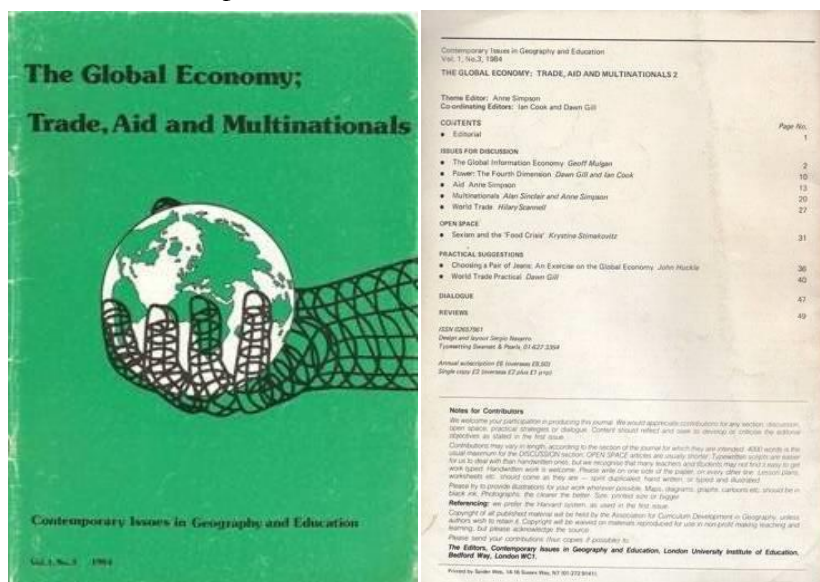


Figure 5.19 Issue 1.3: front cover and contents

Sexism is widespread in many societies and cultures. Geographers have been all-too-silent over this issue until the Women in Geography Study Group of the Institute of British Geographers recently placed it on the geographical agenda, as has our own Association. (1984:1)

Simpson's editorial concludes by introducing the

... recurrent theme ... power, ideology and control: we argue that power must become the 'Fourth Dimension' of geographical analysis, requiring geographers to understand and oppose the 'trans-spatial' operation of the forces which increasingly dominate the global economy. (1984:1)

Simpson's editorial then ends with an appeal:

For development, people need to have a fuller control of their own lives and a fairer share of global resources. This requires a redistribution of power within the world-system. Geography and other subjects should not shrink from the magnitude of this issue; it is one with which people throughout the globe are actively engaged. (1984:1)

Beneath the editorial appears a black and white photo of a mother and daughter, both holding a raised arm, the mother's hand in a fist, forming an iconic political stance for workers' rights. The image is captioned 'Salvadorian refugees: Nicaragua (sic)'. Freire's oft repeated quote on radical education appears, as it did at the end of the editorial of the first issue, to reaffirm both the focus of the theme issue and the journal series rationale:

'Washing ones hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral'. (1984:2).

The journal's simultaneous role as both journal and politicised publication is made transparent. Simpson introduces the theme issue with a discussion piece written by Geoff

Mulgan of the GLC board on *The global information economy* (**Figure 5.20**). Writing in a personal capacity (a point reiterated in the A4 letter headed errata inserted into every edition).²⁷ Mulgan discusses the vital technologies that a developing global information economy has as a means to consider a changing world, and access to power and resources therein.

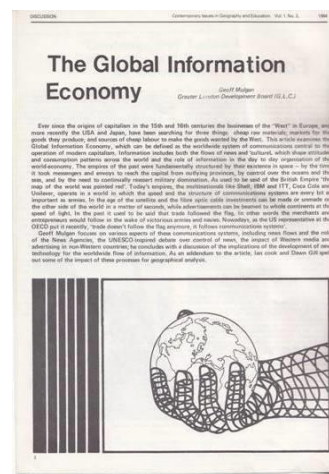


Figure 5.20: Issue 1.3: first page of Mulgan's global information technology piece

Mulgan's piece eloquently raises the global issues of cultural commodities and transference of ideas through the mass global media, stressing the power of news agencies, advertising and the communicative power of satellites, while anticipating the powers of computer technologies. In emboldened text, he prophetically raises a point about the potential (ab)uses of global technology:

Nowadays international banking systems can withdraw billions of dollars from a country in a matter of minutes ... it is not hard to imagine a newly elected government ... being utterly undermined in the course of its first hour of office by a financial crisis of unprecedented proportions. (1984:8)

Throughout his nine-page *Discussion* leader, Mulgan raises questions concerning the position of power that people with access to international media technology have in constructing the 'news': who is 'heard' and what is 'hidden'. He raises questions concerning the role of news agencies, how flows of information and in turn culture present specific geographical imaginations about people and places, and he postulates on the potential for new international cultures of technology to reconfigure how people conceptualise space, negotiate social relationships and make sense of the power structures at play. He concludes his article by raising questions about globalisation, notably the increasing influence and power of multinationals beyond national boundaries and resource ownership by nations and states in favour of international companies. He envisages a whole new geopolitical system wherein:

The developing global information order is changing the map of the human world ... changing systems of communication are radically changing the subjective distance between different parts of the

²⁷ Given Mulgan's employment in the GLC, the 'writing in a personal capacity' disclaimer was necessary as newspaper reports following the inaugural edition suggesting that those involved on the Editorial Board were being threatened with the sack for the comments they were appear to endorse. This was specifically felt by Oxfam employees Hilary Strudwick and Don Harrison whose were named in the press as contradicting their employment in their involvement on the journal's Editorial Board. They kept their jobs, but this example proved a cautionary tale for those involved in the journal and the potential repercussions in other parts of their lives.

world ... yet the development of a world without borders is one which is being determined largely by forces of the market place and the interests of the multinationals. (1984:9)

Mulgan's final sentence is a call to arms

Students and teachers need to think seriously about and debate possible alternative futures and to adopt strategies for moving positively towards a future which provides the greatest benefit for the greatest number of people – locally, nationally, and globally. (1984:9)

Key references in his discussion paper include Anthony Smith's *The Geopolitics of Information: How Western Culture Dominates the World* (1980) and Rosemary Righter *Whose News? Politics, the Press and the Third World* (1978).

The following *Discussion* article is jointly authored by Cook and Gill. Drawing on the writings of Bunge and Harvey, their paper *Power: the fourth dimension*, echoing the phrase in Simpson's editorial, analyses how geopolitics configures how people visualise and see the world. Starting with the geographically acceptable premise that space is experienced in three dimensions, the abstract-like introduction to the piece argues that:

Traditionally, the geographer's concern has been to explain spatial phenomena. If as geographers we wish to understand human spatial patterns we need to analyse the social processes which produce them. But this activity must have a point; it cannot be without rationale, for if it is then geography as a useless and irrelevant activity. This short article argues that an analysis of power and the interest which it serves is a rationale for the discipline of the 1980s ... (1984:10)

The main objectives of the paper are to make plain the implications and consequences of global communication systems by critically understanding how they are actively transforming the world and how it is experienced and envisaged, alongside raising critical questions concerning spatial theoretical frameworks and exposing their uselessness if concepts of power and freedom are not included in the framework. Their footnote states:

We rely heavily on the work of William Bunge (1966) and J.G.U Adams which was published in the early-1970s. We are grateful for their insights, and point out that their work has hitherto been largely ignored. (1984:11).

Reflecting on Harvey's 1972 *Antipode* article 'Revolutionary and counter revolutionary theory in geography and the problems of ghetto formation', Cook and Gill bring together vibrant pieces of writing and research which warrant a re-examination of spatial theories in light of unequal power relations across the world. The article thereby raises questions cutting across methodological and theoretical debates in contemporaneous geography: urging critical interrogation of cartographic measurements of space, of projection and ways of seeing, and asking how casual observations worked into the geographic imagination can lose sight of the human scale and, in turn, the everyday lived consequences of decision-making by bankers and international business at different geospatial scales. Assisting students and geography educators to become aware of such global networks, and the embedded ideologies that manipulate and control them, Cook and Gill suggest progressive action as if to assume the role of a problem page 'agony aunt'. Concluding their article, the authors offer critical examples of theories that fall short (their Table 1: Geographical theories which we need to question). Taking an insight from Adam's 1972 *Environment and Planning* paper which states 'in

order to sustain the self-esteem of the controller and minimize the alienation of the controlled, it is necessary to disguise large scale decision-making operations' (in 1984:12), they conclude that:

It is on this disguise that we must focus as educators if we are to become instrumental in preventing of fighting off the new kind of enslavement noted above ... what we can do as teachers and students is to encourage the realisation of the links between critical understanding and the active transformations of the world in which we live. (1984:12).

Anne Simpson's essay *AID* resembles in its format a piece that might have been found contemporaneously in the *New Internationalist* publication. Written reflectively, Simpson creates critical space in order to highlight the questionable ideologies and arguments made surrounding aid: in the constructions of need, of the processes of giving aid and the interwoven complexities of aid in perpetuating inequalities. Simpson concludes by raising critical questions of whom and how aid is given, and of consequences in shifts in scale and concept of aid from one of charity to one of justice. Further readings and references include Noam Chomsky and Edward Herman's book *The Washington Connection and Third World Fascism* (1979). A paper by Alan Sinclair follows, offering an introductory discussion on multinationals, highlighting the apparent advantages and disadvantages of multinational activities. Sinclair includes contact addresses for a range of organisations and campaign groups around the country (although mainly London-based), highlighting international labour reports, international trade union secretariats and transnational information centres as recommended sources of information. The article closes by emphasising how readers can engage personally through consumer power, voting and trade union membership.

Located between Simpson and Sinclair's article is another *Discussion* paper: by Hilary Scannell, it raises questions concerning the inequalities in *World Trade*, and within this article are reproduced the first of three adverts contained in this issue. Unlike the previous issues, which focused mainly on ACDG publications, the adverts in this journal edition reveal connections in networks of wider journal publication. This first, produced by the National Association for Asian Youth Magazine in Southall, West London, is for the organisation's journal *Shakti*. The remaining adverts, positioned at the end of Scannell's article, advertised the *Journal of Geography*, from the USA, and *Social Alternatives*, produced in Australia. Such adverts begin to reveal the increasing international circulation of the journal, while Scannell herself writes in her capacity as someone affiliated to *Third World First*²⁸. References used include Cook's earlier CIGE article on colonial pasts and Hayter's *Creation of World Poverty* (1981).

The *Open Space* feature of this edition was produced by Krystina Stimakovits of WIDER links, an international women's information exchange project 'set up by a group of western and third world women' aiming 'to establish mutually beneficial links between women and progressive organisations internationally' (1985:35). Their Women and Third World Library is

²⁸ Founded by a group of Oxford University students in 1969 as a student campaign group defending human rights, protecting the environment and alleviating poverty, it became the non-for-profit non-government-organisation People and Planet in 1997. For further details see <http://www.peopleandplanet.org/>

listed as being located at 173 Archway Road, London N6. Stimakovits's article *Sexism and the 'food crisis'* raises questions about the role of women in the production of world agriculture, the impact of a changing global agribusiness on women's lives and the questionability of any 'food crisis', highlighting instead problems with power structures and procedures. She writes:

The sexism of Western developers has played a major role in the transfer of land ownership from women to men, not traditionally concerned with food production, have sold the land to multinational companies, thus helping to create the 'food crisis' in the Third World. (1984:32)

A *Practical Suggestions* article by Huckle follows, entitled *A multi-national company at work*. The resource contains glossary terms necessary to understand the global textile industry and in particular the production of denim jeans. Huckle suggests background reading for teachers as accessible materials from *New Internationalist*, *The Guardian* and *War on Want*. There are also resource materials to enable students to have interactive learning experiences by taking on different roles in the global clothing industry. Gill attaches additional resources with a suggested essay on 'World Trade', associated tasks and a range of 'vox pop' questions to assist students with their learning.

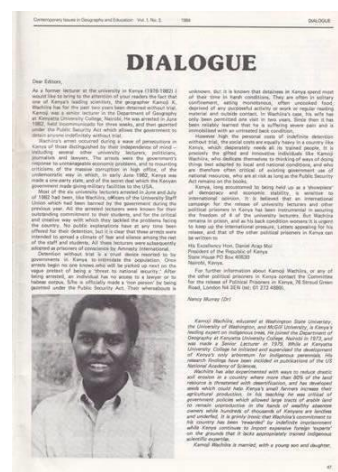


Figure 5.21: Issue 1.3: *Dialogue* letter appealing for assistance for Dr Kamoji K Wachira

Arguably the most telling contribution to this journal edition comes in the *Dialogue* section. The main feature is a full page letter (**Figure 5.21**) by Dr Nancy Murray, drawing attention to the plight of Kenyan geographer Dr Kamoji Wachira²⁹, something noted in *The New Scientist* the previous year³⁰. Missing since 7th June 1982, Wachira had been detained by the Kenyan government under the powers of a public security act due to his anti-government stance concerning agriculture and the way desertification was being politically created through patterns of land ownership and the decision-making of agricultural policy. As a renowned geographer studying indigenous land and agricultural practices, it had been reported in the

²⁹ From deeper research into this case, it becomes apparent that Wachira's surname is mis-spelt by the adding an additional 'i' into his surname. Kamoji Wachira is recorded as an environmental as well as civil rights activist having been interviewed about the Kenyan Greenbelt Movement in the film *Taking Root* filmed as part of the Public Broadcasting Service (PBS) (USA) series Independent Lens (2009) and a broader Independent Television Service Community project based in the USA (see www.-tc.pbs.org).

³⁰ *The New Scientist* 18th August 1983:457 ('Concern builds over Kenyan Scientist').

New Africa magazine that Wachiira had ‘run into trouble for advocating a road to development that [was] different from the one his government was planning’ (in 1984:47). Wachiira was not alone and his disappearance was ‘part of a broader wave of persecutions of those distinguished by their independence of mind’ (1984:47). The letter, with an accompanying departmental photo of Dr Wachiira, highlights his work on soil erosion and indigenous plants, part of a broader research plan to reduce desertification and assist small farmers with banking their seeds and teaching sustainable small farming techniques. It is notable that there was no coverage of Wachiira’s disappearance in any other geography journal or periodical of the time. That CIGE ran this piece as a full-page feature is testament to the ideological motivations of the editorial group. The *Dialogue* article includes an address for readers to write letters requesting that Wachiira and other political prisoners be released, and it also notes that Wachiira’s name appears on Amnesty International lists as a prisoner of conscience³¹. Other *Dialogue* features include feedback by Brian Roberts inspired by Gill’s research on the impact of media on the geographical imagination of students reporting findings about images associated by students with the term Third World. The final *Dialogue* piece is an advert by Huckle, requesting submissions for a planned theme issue of CIGE on environmental issues.

The books reviewed in this issue include Peet’s *Radical Geography: Alternative Viewpoints on Contemporary Issues* (1977) and Freire’s *Pedagogy of the Oppressed* (1968), both reviewed by Sheffield based ACDG member, Paul McGreavy. Bren Spandler of Harvard University reviews Anthony Smith’s book *The Geopolitics of Information* (1980). Mike Morrissey of the School of Education in the University of the West Indies reviews a film strip with accompanying cassette tapes entitled *Discovering Our Land: The Geography of North America*. Accompanied by a black and white image of Donald Duck, this full page review is worthy of note as it offers a damning indictment of the latent and blatant racisms within Disney films and franchised materials. Finally, Linda Peake reviews Christopher Husband’s book *Racial Exclusionism and the City: The Urban Support of the National Front* (1983).

The issue’s one *News* feature is a reduced duplicate copy of a *TES* article by Hilary Wilce (22nd June 1984) commenting on GYSL (1984:52) (**Figure 5.22**). The news item notes that many teachers have contacted CIGE requesting copies of the occasional papers critiquing GYSL resources produced in conjunction with Nelson, and in association with the SC and the Overseas Development Administration. Readers are advised to contact Francis Slater for further copies and to the CRE who were reproducing Gill’s 1981 report from their headquarters. The end page lists an additional member co-opted to the editorial collective, Neil Lakin, then a teacher at Forest Gate School, NE London.

Below the list of Editorial Board members are short paragraphs of text relating to various aspects of the production of the journal series. Forthcoming issues are listed, and the section begins: ‘We hope that readers will subscribe to Volume 2 of this journal’, summarising its

³¹ Wachiira, it appears, was released. Currently seeking out affirmation that the person I have traced is the same, but if so, he is currently lecturing connected with University of Northern Carolina concerning global environmental management and geopolitics.

following edition. Issue 4 (or 2.1) is given its working title as ‘South Africa and the Global Economy’. Underneath are listed six main aims for this theme issue centering on the interrogation of Apartheid, its relationship with the global capitalist system and consideration of exploring South Africa as an area of geographical study ‘in which sound geographical and anti-racist education can be combined in a way which may help illuminate global economic issues’. The titles of the remaining two Volume 2 issues are given: Issue 5 (or 2.2) as ‘The Global Ecosystem, Environment and Education’, and Issue 6 (or 2.3) as ‘The Geography of War and Peace’. Acknowledgements are printed on the inside leaf of the back cover. ILEA’s Multi Ethnic Inspectorate, ILEA’s Centre for Anti-Racist Education and Institute of Education’s Centre for Multicultural Education, CRE and Network photographers are all thanked for their ongoing support of the journal. The back cover also prints a paragraph encouraging readers to submit ideas for *Dialogue* sections of the journal. The final piece of boxed text contains two sentences revealing the political independence and non-affiliation of contributors. It states:

The views expressed in this journal are not to be taken as indicating the policy of organisations to which the members of the Editorial Board belong. Theme editors work in a personal capacity”. (1984:53)

Complementing the ‘disclaimer’ box is an insert: one A4 sized piece of CIGE-headed paper is added to but not bound within this journal edition. Below the headed details of the journal reads in photocopy typewriter typeset ‘ERRATA – VOLUME 1, NO. 3 1984’, below which ten ‘errata’ are printed. Some of these are to stress the personal capacity of authors, and begin citing Mulgan’s involvement as such (as discussed above). It also acknowledges the writings of contributors whose work has appeared elsewhere, such as Alan Sinclair, employed by the Scottish Education and Action for Development and the reproduction of his work for *Third World First*. A high number of the errata listed (**Figure 5.22**) are to qualify sources of materials – images and text – that had failed to be fully referenced in the issue itself. Such typos and production errors began increasingly to infuriate readership and contributors alike, and during the period between issue 1.3 and the second volume of the journal series being produced, feedback was solicited from subscribers (1985:000022b) through which ‘backroom’ changes to the management, production and decision-making would make themselves felt, in turn shortening the life of this journal series (as will be explored later).

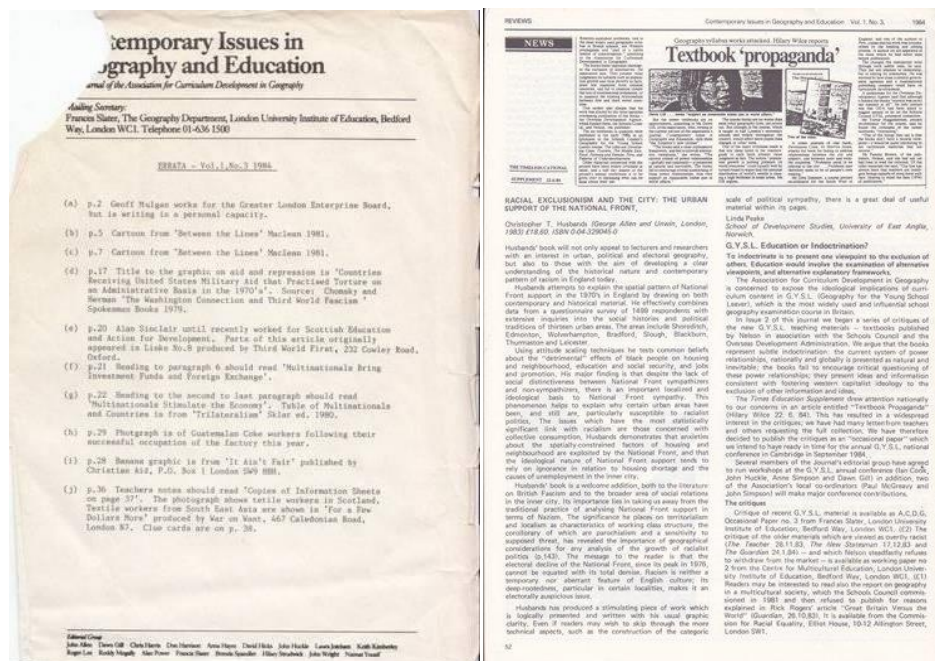


Figure 5.22: Issue 1.3: errata insert and News and Reviews page

5.6 Issue 2.1: 'South Africa: Apartheid Capitalism'

Human spatial form reflects social and political processes. Nowhere in the world is this more obvious than in South Africa, where state ideology and policy are major influences on human geographic patterns ... Many geography syllabuses currently use claim that the subject makes an important contribution to the understanding of contemporary economic social and political issues ... In view of this, and the claims made in syllabus statements, it is surprising that geography courses in schools and colleges rarely focus on South Africa (1985:1)

Issue Summary Box Number 4 <u>South Africa: Apartheid Capitalism</u>	
Date: Spring 1985	Volume 2.1
Theme Editor: Dawn Gill	Number of pages: 54
Printer: Spider Web, Sussex Way, N7.	
Page Size: A4	
Production Format: two columns	
Contributor	Institution / affiliation (if any/known)
Dawn Gill	Head of Geography, Quintin Kynaston School (ILEA)
Deborah Potts	Geography Department, School of Oriental and African Studies (SOAS)
Carol Brickley	Writing in a personal capacity (no affiliations given)
World Health Organisation	Reprint of a 1981 paper given at an international conference on Apartheid and Health, Brazzaville, People's Republic of Congo.
Phil O'Keefe	Not given
Barry Munslow	Not given
John Soussan	Not given
Barbara Rogers	Former British foreign office employee. Permission given to reprint extracts from her book
Beverly Naidoo	Author and Teacher, Schools Psychological Service, S.W. Herts.
Jora Sol	Personal account. Teacher in London but was active member of Teacher's League of South Africa.
Ali Uc,ar (spelling of name with grammatical marker as printed in the issue).	Institute for Intercultural Education, Free University, Berlin.
Martin Legassick	South African Labour Education Programme.
Chris Laidlaw	Diplomat based in London (1984) and Ex-Captain of

	New Zealand Rugby Team
Bience Gawaras	Law Student, University of Warwick
Freedom Mkhwanazi	Refugee and Member of ANC
Peter Kennard	Artist
Sue Adler, Alasdair Brown, Roger Disci, Ann Harries	Education Sub-Committee, British Defense and Aid Fund for Southern Africa.
Charles Rawding	Market Rasen, Lincolnshire
John Widdowson,	Geography Teacher, Newham, London
Michael Proctor	University of Witwaterstrand, Johannesburg
John Allen	SOAS, London University
Neil Larkin	Forest Gate School, Newham

The first edition of the second volume of CIGE heralds the introduction of Peter Kennard's iconic photomontage art as occasional illustration to accompany articles in two issues of the series. Described by John Berger as 'A master in the medium of montage' (in Kennard 2011), Kennard's work has been subsequently referenced by academic geographers (Daniels 1992, Ingram and Dodds 2009), yet his collaboration with CIGE appears to have bypassed academic geography's radar. Kennard's socio-political network in Stoke Newington transected those of Dawn Gill and as such Kennard gave ACDG free access to the ACDG and their reproduction of his material for educative purposes³².

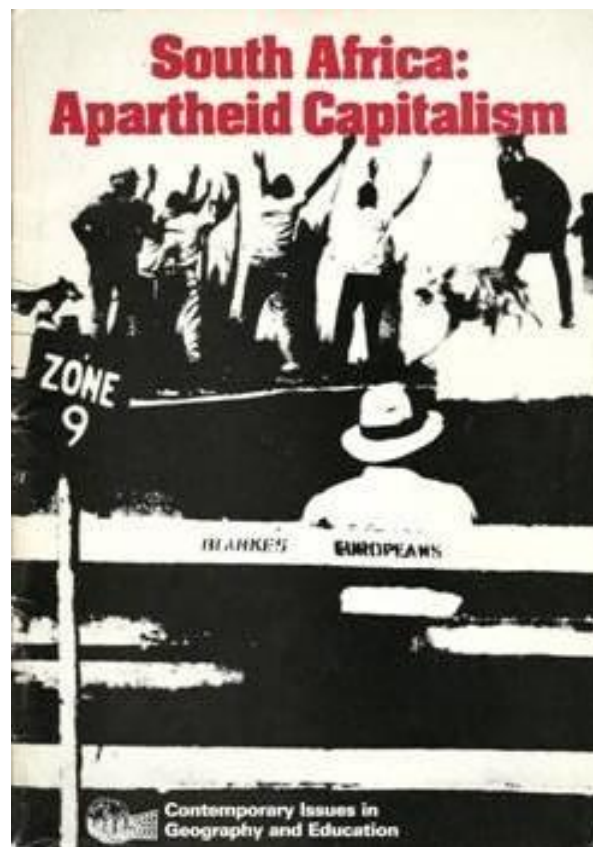


Figure 5.23 Issue 2.1: front cover

³² From informal unrecorded interview with Kennard during a pop-up Art instillation exhibition, Soho, London, April 2008.

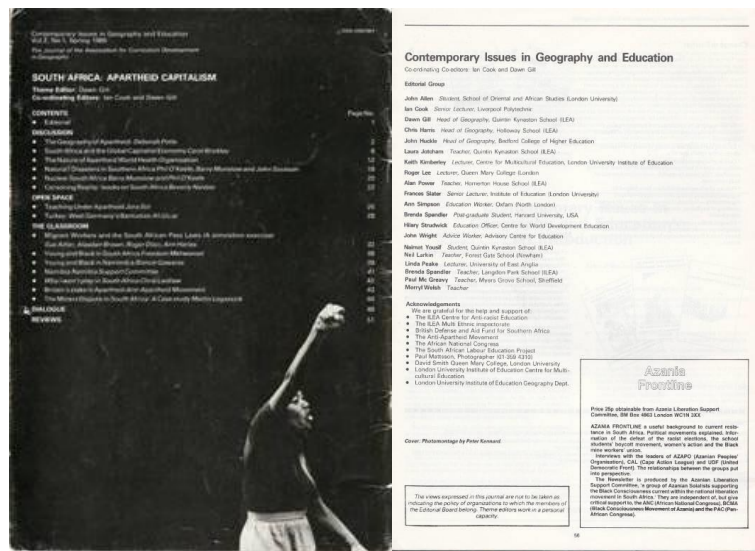


Figure 5.24: Issue 2.1: back cover and contents of issue 2.1 and editorial group for issue 2.1

The front cover (**Figure 5.23**) used on this issue is the only time Kennard's art features on a front cover, although issue 2.3 relies heavily on his work. A reproduction of his photomontage work from his 'Anti-Apartheid' collection, both untitled and unreferenced in this issue, depicts in the foreground the back of a seated man on the '*Europeans*' side of a '*Blabkes Europeans*' labeled bench. In the background are images of South African military (police and armed forces) depicted in various scenes subjugating black South African males with aggressive looking German Shepherd dogs ('Images for the end of a Century' 1999). The base of Kennard's image is branded with a white-on-black reproduction of the sketch image from the front of issue 1:3, and thus the image becomes a part of CIGE, as does Kennard's work and ideology in turn. This gave kudos to both parties, as Kennard remembers:

She was great. Dawn wanted to do something that actually mattered, so sure I let her group of geography teachers use my art. That was my contribution to geography education. I know a few geographers, but they never seen or heard about that. [shrugs] Shame, it was good. [Informal interview with Kennard 2008]

This was the final issue to be theme edited by Dawn Gill. A focus on South Africa enabled an exploration of race and racism at a crucial time in the contemporary making of the journal series, while simultaneously putting South Africa on the agenda for schools and colleges to develop critical case study material in understanding the multiple layers of entangled politics of access and power. Page 1 of the editorial summarises the content of the articles:

- To demonstrate the influence of power and ideology on spatial patterns;
- To show how apartheid capitalism operate as part of the global capitalist economy
- To aid understanding of structural violence through looking at the effects of apartheid capitalism on individuals and groups
- To show the importance of organized oppositional struggle
- To analyze the processes of migration in its political and economic context
- To expose the inter-relationships between racism, the class structure and the economic system
- To explore the political underpinnings of ‘natural disasters and potential environmental destruction in South Africa
- To review ideological conditioning which attempts to legitimize inequality
- To examine South Africa as an imperialist power

(1985:1)

Thus, the 'Apartheid capitalism' issue would allow for an historical, political, economic, social and cultural exploration into state-enforced racism and how ex-colonial countries had been able (legitimately) to support, even to perpetuate, such racism since the National Party Government officially introduced the system of racial segregation in 1948. In doing so, this issue simultaneously explored how an inherently geographical matter, that of segregation, could be overlooked, ignored and thus validated through the way geographical education was practised and perpetuated in schools and FE institutions.

The volume opens with Deborah Potts's discussion paper entitled *The geography of Apartheid: the relationship between space and ideology in South Africa*. Drawing on the work of Michael Legassick (1974), Potts highlights connections between economic wealth, resource access and legally protected State racism. Potts considers experience of access and engagement with different geographies of life in South Africa: how transport patterns, urbanisation and a financial and employment sector that favours some over others causes unsustainable and undesirable outcomes due to imposed segregation. Carol Brickley's *Discussion* article *South Africa and the global capitalist economy* continues Potts's arguments on a global scale, highlighting how political relations, economic exchange and trading systems legitimate the apartheid regime, revealing a global capitalist system that vindicates apartheid in economic terms while effectively refraining from comment on the social, cultural and environmental exploitation that such a system inculcates. Brickley, an active member of the City of London Anti-Apartheid group and Revolutionary Communist Group (RCG)³³, debates a diverse range of tactics to generate press coverage and practical engagement to engender greater awareness about trade and personal politics of decision-making in terms of the products and services one consumes³⁴. At the time of publication, political boycott reflected a legitimate form of non-violent personal protest against the apartheid regime, and Brickley's article concludes by encouraging readers to consider this as a course of action³⁵.

The *Discussion* section of this edition is thorough in its range of contacts from extra-institutional spaces of geographical learning. An article *Nature of racism* from the World Health Organisation (WHO) is reprinted in its entirety, as well as two co-written discussion pieces by Phil O'Keefe (Senior Research Fellow, Royal Swedish Academy of Sciences) and Barry Munslow (Lecturer in Political Theory, University of Liverpool). The first, *Natural (?) disaster in Southern Africa*, additionally co-written by John Soussan (Department of Geography,

³³ Note the organising of events, protests and day-to-day publication of leaflets and booklets, all connected with the RCG and ANC centred on Stoke Newington and the London Borough of Hackney. *Hackney: That Red Rose Empire* (Sinclair 2009) is Iain Sinclair's own reflections on living for 40 years in a borough of London stigmatised by successive Tory governments, the area's recent erasure wholesale in time for the 2012 Olympics being revelatory of attempts to redevelop the area in favour of gentrifying North East London (so close in proximity to The City and Central London). The borough is well-known for its radical and liberal traditions, and it housed a high number of refugees from the apartheid regime from the 1960s onwards. Anti-capitalist activities, resource centres and squats hang on as the borough's rents spiral upwards and communities are moved on, such as those on the Ocean Estate (Hibbert 2010).

³⁴ For further details, see Fieldhouse (2005).

³⁵ Solidarity between ANC and communist groups was considerable and Raphael Samuel's posthumous (2006) third in his series of texts on *The Lost world of British Communism* reveals the various socio-spatial efforts of communist groups in and beyond London post WW2.

University of Reading), considers how ‘natural’ was the 1984 famine in Southern Africa in light of political treatment of refugees. The authors identify two different landscapes of apartheid: one of accumulation and the other of poverty, the latter having knock-on effects for neighbouring countries due to economic instability and military activity. The second contribution considers South African attempts to become independent in energy resources, and the more likely prospect of an emerging nuclear military arsenal with the development of the country’s first commercial-sized nuclear power reactor at Koeberg. A third article, entitled *South Africa gets nuclear weapons – thanks to the West*, considers just such a prospect and its repercussions. The final contribution to the *Discussion* section, by children’s author Beverly Naidoo, considers how the contents of easily accessible books on South Africa can create the imagined geographies of a child. Naidoo’s research was undertaken as part of the South West Hertfordshire ‘Anti-Apartheid Book Campaigns’, interweaving with her own work as an author of books based around anti-apartheid and her exile from Johannesburg³⁶. A selection of materials designed for use by educators and students is reproduced. Of particular note is comment on the third edition of Gladys Hickman’s book *The New Africa* (1980), which was the subject of criticism in the national press in 1981 when David R Wright objected to her reference to a mine hostel with all its amenities as being ‘a sort of Holiday Camp on the Rand’³⁷. Naidoo engages directly with the critiques made in the first edition of CIGE, fully embracing the dialogic practices endorsed by the journal. Critique is also pointed at Reginald Honeybone and Bernard Robertson’s text *The Southern Continents* (1975). As well-known geography educators, Honeybone and Robertson’s textbooks were popular in classroom settings, referenced on teacher training courses during the 1970s and 1980s (and lingering in School Geography Department resource stores well into the 1990s). Naidoo’s critique of their work serves political notice and was likely to upset ‘traditionalists’ within the mainstream of geographical education³⁸. Her article closes with a one-page overview to assist educators entitled *Criteria for assessing bias in non-fiction books on South Africa*, which uses headings such as ‘Historical Information’, ‘Geographical and Contemporary Information’, ‘Biological Information’, ‘Cultural Information’, ‘References and Sources’, ‘Visual Information’, and ‘Statistics’ for a checklist providing a critical framework to both qualitative and quantitative information for readers to utilise.

The *Open Space* section opens with an article entitled *Teaching under Apartheid* by Jora Sol. Writing autobiographically, Sol reflects on time as a member of the Teacher’s League of South Africa and the struggle against teaching apartheid indoctrination through schooling. The idea of apartheid capitalism is explored further in the second article by Ali Uc’ar³⁹ from the Free University of Berlin. Uc’ar’s article *Turkey: West Germany’s Bantustan?* is based on the

³⁶ Beverley Naidoo’s account of growing up as a white South African who fled Johannesburg for speaking out against apartheid was written up in an account reflecting on her childhood. *Journey to Jo’burg* was published to widespread international acclaim in 1985. For her to contribute to the journal was a significant accomplishment for CIGE. Further details can be found at <http://www.beverleynaidoo.com/index2.html>.

³⁷ Interview with David Wright, (2008)

³⁸ E-mail comment from Norman Graves (2008), influential Geography Educator at Institute of Education from late-1940s and currently Emeritus Professor.

³⁹ Uc’ar’s surname, as with other contributors, changes in its spelling with typo/typesetting errors. Sometimes it is written Uc’ar, but for reference in this text the spelling of the surname as it is in the contents will be Uc’ar.

paper that he presented at the Second International Intercultural Conference held at the Institute of Education in September 1984, wherein he considers the prevalence of racist discourses about migrant workers. Inequalities in pay, opportunities, social and cultural engagement and discrimination in schooling reflects the dehumanising status of the *Gastarbeiter*. Recommended readings include J Berger and J Mohr *A Seventh Man* (1978), H Castles, S Booth and T Wallace *Here for Good: Western Europe's New Ethnic Minorities* (1984) and A Sivanandan *Race, Class and the State: The Black Experience in Britain* (1978). Additional to the *Open Space* articles are a range of resources for classroom use: Alasdair Brown, Ann Harries, Sue Adler and Roger Diski of the British Defense and Aid Fund for Southern Africa devise a simulation exercise entitled *Migrant workers and the South African Pass Laws*. There follows three interviews with people campaigning against apartheid: the first two are with students: Nkululeko Mkhwanazi (whose name we are told means Freedom), who is from South Africa and an ANC member, and Bience Gawanas, a student at Warwick University and a Namibian citizen member of SWAPO, the Namibian liberation movement. The final interview is with ex-New Zealand rugby captain and London-based diplomat Chris Laidlaw, who explains why he will not condone sporting tours in South Africa, elaborating the politics of a boycott and rehearsing anti-apartheid movement materials on Britain's role in supporting the South African Apartheid regime.

The final classroom article by Professor Martin Legassick is entitled *The Miners dispute in South Africa: a case study for classroom use*. Writing as a contributor to The South African Labour Education Project, Legassick⁴⁰ provides a range of resources and discussion points for educational engagement with the geopolitics of mining and apartheid. A full-page reprint follows, of *The Freedom Charter*, adopted at the Congress of the People, Kliptown, South Africa on the 26th June 1955. The Freedom Charter formed the core principals of the African National Congress (hereafter ANC). As a document demanding the overthrow of the apartheid regime, its impact was explosive, and those found circulating it were imprisoned as insurgents. The decision to reproduce it in the journal was a bold statement of solidarity with the ANC, which would have likely intensely upset a more conservative readership, especially those concerned with the overt politicising and campaigning of school geography education.

The *Dialogue* section includes a letter from Charles Rawding about the usefulness of the resources in the previous edition. He observes:

... the creeping awareness by pupils of their own perceptual shortcomings was most rewarding, and certainly had the desired effect of making them think twice before accepting any one version of anything as the 'truth'⁴¹. (1985:50)

A letter from John Widdowson, a geography teacher in Newham, reflects on his simulation exercise getting students to think about the apartheid system. There are cartoons reproduced at the base of this page, to be used by readers and by teachers in class as a thinking point about the role of global capitalism and its attendant inequalities. The cartoons are poorly reproduced and of questionable use for such purpose, although certainly provide potential

⁴⁰ An eminent professor of historical and political writing about South Africa and Apartheid.

discussion by educators. The review section considers campaign materials produced by a range of groups tackling apartheid issues: Leuan.L.L.Griffiths's publication *An Atlas of African Affairs* (1984) is reviewed by John Allen (School of Oriental and Asian Studies), and Neil Lakin reviews Barbara Dinham and Colin Hines' *Agribusiness in Africa* (1983). At the end of this issue David Smith, Lecturer in Geography at Queen Mary College with a long-standing radical-geographical stance on apartheid South Africa, is acknowledged, along with a range of anti-apartheid campaigning groups including the ANC, the Anti-Apartheid Movement, and the British Defense and Aid Fund for Southern Africa. Inside the back cover is a reproduction of an iconic image reproduced globally to illustrate the brutality of the apartheid regime (**Figure 5.25**).

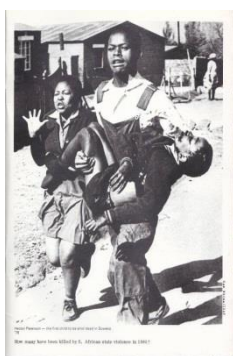


Figure 5.25: Issue 2.1: inside back page issue 2.1 captioned 'Hector Pieterse – the first child to be shot dead in Soweto'. An additional caption below reads 'How many have been killed by S. African state violence in 1985?'

The photo is of Hector Pieterse, the first child shot dead in Soweto on the 16th June 1976, and it shows Pieterse's body being carried by peers during student protests. The photographer was Sam Nzima and his image was reproduced by the world's newspaper and TV media⁴². The back cover (**Figure 5.24**) is coloured black with a reproduced photo image of a woman holding up her left fist in political defiance. The edition hence stands resolute in solidarity with the anti-apartheid movement and, as such, remains a rare and valuable document, demonstrating the emancipatory and liberatory potentials of critical leftist geography education.

The absence of cartoons by Megally is notable in this issue, and changes in the composition of the editorial board were occurring at the time this issue went to press. New names are squeezed in amateurishly below existing editorial board group members. These new members included Linda Peake, newly appointed lecturer at University of East Anglia, who had been regional coordinator for ACDG in the 'East of England' since the journal began, while Brenda Spandler, Paul McGreavy and Merryl Welsh were the new school geography educators appointed to the board. All new appointees had contributed in some way to previous editions or were involved with the coordination of regional groups and the promotion of ACDG and CIGE publications and activities. This point connects with

⁴² The Hector Pieterse Museum is now a part of the heritage and history of South Africa. See <http://www.southafrica.info/about/history/hector-pieterse.htm> for further details.

decisions made on 20th April 1985 at an Editorial Board meeting at Queen Mary College, London, Department of Geography. The first point on the minutes of the agenda (1985:000004) concerned the actual usefulness and productivity of Board members. While ‘professional’ academic journals were accepting of ‘sleeping’ or dormant members in order to retain the kudos of specific individuals and their academic networks, more was expected from Board members of CIGE. Association members had to be proactive in refereeing, proof reading and copy-editing, typesetting, liaising with publishers and advertisers, and making new contacts to encourage submissions. Anything that was not known about the process of publishing had to be learned in the process. In short, demands were high on those involved with the ACDG. The long Board meetings and regular workloads for the journal ‘staff’ occurred in addition to full-time employment in an education sector that was contemporaneously being redesigned by Keith Joseph’s Ministry of Education. Those who were involved were in their early stages of their careers, and a number had recently become parents for the first time. There were inevitable delays and apologies for absence at Editorial Board Meetings, and the evidence reveal a core group of three or four individuals keeping the journal production going (see also Chapter 6).

As the ‘Announcement’ at the top of page 54 states, in an effort to outsource the time-intensive administrative chores of producing a journal, the decision was made to hand over production of the journal to Arkglow, a subsidiary company of Charles Landry’s Comedia publishing house. Renowned for its handling of leftist publications such as the *New Statesman*, *Social Alternatives* and *Living Marxism*, Comedia were considered to be a small enough company

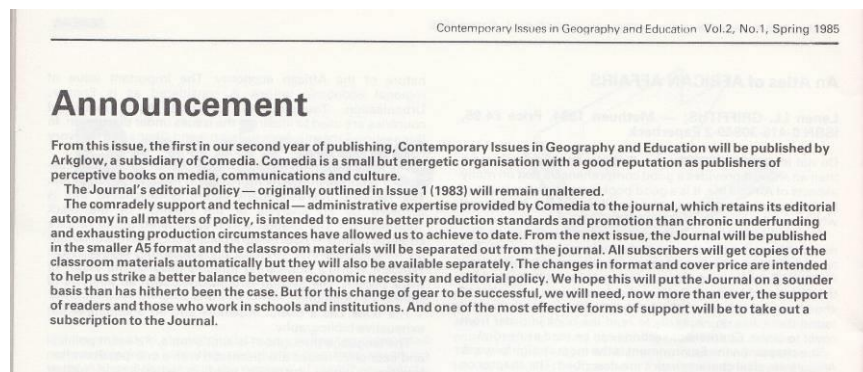


Figure 5.26: Issue 2.1: announcement of changes to format, layout, etc.

who would support the publicising of the journal and the handling of subscribers, as well as the typesetting, reproduction and distribution of the journal, so as to allow Editorial Board members time to spend on refereeing, writing and creating. In surviving letters from Comedia to CIGE editors, it is made clear that the teaching resources should be made separate from the main journal to expand the economic potential of the production. Given the wish to offer materials of particular use, such as worksheets for reproduction on the increasingly present photocopier technologies in schools, teaching resources would take the form of a folded A3 document in A4 format. This would be sent as matter of course to subscribers, but could equally be brought separately by classroom practitioners, the intention being to build up and diversify the activities and involvement of those educators and researchers sympathetic to the

aims of ACDG, and so increasing the likelihood of such material to achieving lasting change. Perhaps in order to reassure the readership, the journal's aim and objectives are reproduced on the remainder of the relevant page, with a list of forthcoming titles beneath: 'Forthcoming issues: Confronting the ecological crisis; the geopolitics of war and peace; Cities; Gender and Geography' (1985:54). Page 44 (**Figure 5.27**) is a whole page explaining the journal's new format, justifying the decisions taken, framed by changes in copyright laws favouring education publishers over the use of 'home-made', teacher-created teaching materials.



Figure 5.27: Issue 1.2: change in format and layout; new marketing and resource provision strategy

By the time the subsequent journal issue was published, significant structural changes have occurred. Volume 2.2 heralds the end of the ACDG as the organising movement, replaced instead by the ACD – The Association for Curriculum Development. The term 'Geography' was dropped in order to standardise the production output, at the same time as Gill broadened out emancipatory education initiative to encompass school and university educators *beyond* the subject of Geography who were working in anti-racist education. Cook retains overall editorial control and became the 'representative' for Geography in the new, broadened ACD, with both Gill and Cook still holding joint editorial responsibility for the series. In reality, it was now Cook who came to oversee the day-to-day administration of the successful (if erratic) production run of the remaining journal editions (again, to be elaborated in Chapter 6).

5.7 Issue 2.2: 'Confronting the Ecological Crisis'

Schools and University geography has long served to instill particular benefits and values regarding society and nature, and the challenge of radical environmentalism is therefore one which teachers should not ignore. The way in which the environmental crisis develops, and the nature of the policies which are adopted to alleviate or solve it, will have a profound impact on the people of the future. That they and their teachers are a part of the unfolding history of society and nature, with some capacity to shape their destiny is the theme ... (1985:2)

Date: intended 1985, circulated end 1986 Volume 2:2 Number of pages (including back cover): 114		
Theme editor: John Huckle		
Printer: Comedia/Arkglow		
Typesetting and Copyediting: Merryl Welsh		
Page Size: A5		
Contributor	Institution / affiliation (if any/known)	
John Huckle	Head of Geography, Bedford College of Higher Education.	
Paul Keleman	Teachers at Manchester University and member of Tigray Solidarity Campaign	
Barbara Dinham	Transnational information centre, London	
Charles Naylor	Geography Teacher, Harlington Upper School, Bedfordshire	
Julian Agyeman	Taught at St Aiden ~School, Carlisle and Streetwork	
David Pepper	Teacher of Geography, Oxford Polytechnic	
Greg Richards	Teacher of General studies, Southwark College, ILfA	
Andrew Sayer	School of Social Science, Sussex University	
Miriam Boyle	Senior lecturer in geography, De La Salle College of Higher Education, Manchester	
Michael Robinson	Lecturer in Geography, University of Manchester	
Stephen Sterling	Assistant Director of the Council for Environmental Education	
David Hicks and Ruth Davis	Centre for Peace Studies, University of Lancaster	
Gill Rutter	Barnstable School, Basildon, Essex	
Timothy O'Riordan	School of Environmental Sciences, University of East Anglia, Norwich	

The arresting image on the front cover of issue 2.2 of CIGE journal (**Figure 5.28**) is a whole cover photographic image of a black and white 'DANGER' sign taken from a notice on a beach near Windscale Nuclear Fuel Reprocessing Plant. The sign lists instructions to humans concerning radioactive nuclear waste on the beach at Seascale, Cumbria. In green lettering overlaying these instructions reads, albeit unclearly at first glance, the title for this issue. 'Confronting the Ecological Crisis', continued the tradition (from the previous issue at least) of using visually arresting cover imagery while establishing a new direction for the journal series in terms of aligning its 'look' with more academic journal formatting. This is first issue of CIGE to be published in A5 size, and the first to split out teaching resource materials from within the journal bindings to separate 'teaching resource packs', which also meant that the contents on the back cover list a diverse authorship but with articles and sections more redolent of an academic journal publication. As this is the first issue separately to publish its related classroom resource materials, there is more space within the journal itself for an extended editorial essay, *Discussion* papers, *Open Space* articles and *Reviews*.

Although dated 1985, the surviving archive of minutes from meetings leading up to its production suggest that delays occurred in its scheduled publication, and that, while Huckle sent out calls for submissions for the issue in June 1984 (1984:000022), problems with funding and publication distribution, alongside confusion over work accountability (who was doing what), meant that no issue was produced or circulated to subscribers from the distribution of the 'Apartheid Capitalism' issue in spring 1985 until the end of 1986⁴³. Minutes from meetings and letters respectively to Gill and increasingly to Cook from Huckle and Pepper (1985:000007; 1985:000010; 1986:000003, 1986:000004) suggest uncertainty in terms

⁴³ The presence of a photocopied letter to subscribers signed by Gill reveals the personal and professional delays to the scheduled output to have arisen due to changes in the production and personnel of the journal. Apologetic in tone, it requests the patience of subscribers with a promise of specific deadlines for future issues (more about which in Chapter 6).

of the organisational role of the Editorial Board and tensions felt by theme editors, alongside misunderstanding regarding submissions of work, copyright ownership and severe delays in getting back to would-be authors and contributors. The impact of these production confusions and changes to the funding, production and organisation of the ACDG was felt strongly by this issue. Nevertheless, despite Huckle's openly expressed post-production concerns and disappointments (1986:000003), this issue remains one of the few that has been remembered and acknowledged by geography educators (Morgan 2005, Morgan 2012) for its ground-breaking collection of thought-pieces, short essays and case study materials – for pioneering a radical-geographical treatment of environmental issues.

Prior to this issue, very little school or university geography educational materials existed which explicitly questioned the role of capitalism in constructing particular relationships between people, modes of production and how 'nature' and the environment are conceptualised or utilised. Recently produced publications at the time, such as David Pepper's *The Roots of Modern Environmentalism* (1984) had just entered the literature, and the humanities approach adopted by Oxford Brookes geographers promised to inspire other ways of discussing 'man (sic) and the environment' beyond those then familiar in a school education context. In schools, the 1970s saw school curricular split in the treatment of 'the environment'. There were publications concerning the built environment and encouraging educators and students to explore in a radically new way human interactions with the urban landscape (Ward and Fyson 1973), while there was an SC project concerning the urban environment through initiatives such as Art and the Built Environment spearheaded by Colin Ward (Ward and Goodway, 2003). Yet the SC focus on the 'natural' environment tended to be situated firmly in rural studies (e.g. Project Environment: Education for the Environment 1974⁴⁴). School geography textbooks still replicated the same diagrams and 'facts' about ecological systems and physical geomorphology as they had done twenty years earlier, with no mention of human activity and its impact⁴⁵. There lacked any critical synthesis between the way societies and their ideological practices impacted upon and affected the non-human worlds. Additionally, there had been little by way of connecting the activities of urban populations to environmental issues, nor exploring in an environmental context questions about national industrial output or multinational/industrial accountability and the 'ecological' consequences of their activities at international levels and beyond state boundaries⁴⁶.

⁴⁴ See Chapter 4

⁴⁵ This character can be seen when looking through general geography textbooks in the recently opened Secondary School Geography Textbook Archive at the Institute of Education. While individual school teachers might have created particular resources for their school students, maybe in collaboration with fellow teachers in their local authority's teacher resource centre, such DiY publications have been excluded from this archive.

⁴⁶ Popular non-school texts and campaigning groups had already been producing materials, and certainly the influence of Rachel Carson and James Lovelock was galvanising an environmental consciousness that had not existed previously. The 1970s saw increasing numbers of publications such as the children's Ladybird series *What on Earth are We Doing?* which, for a children's text, has adult-reading levels. The Penguin series *Human Space* held a number of short texts by geographers and cognate scholars such as David R Wright, Margaret Roberts, Brian Goodey and Colin Ward that touched on, but did not explicitly state, the links between political ideology, practice and impacts on human and non-human landscapes.



Figure 5.28: Issue 2.2: front cover and back cover

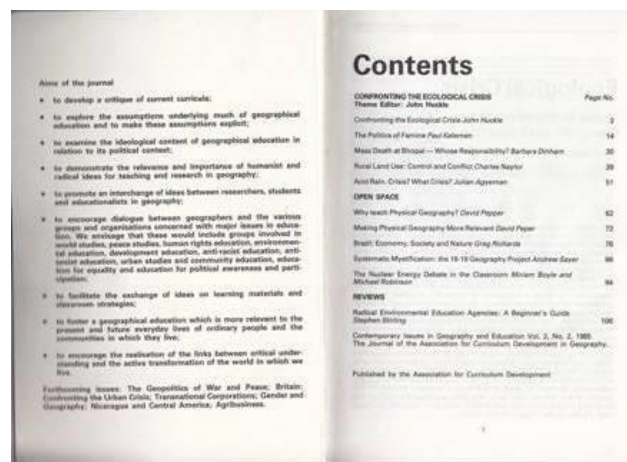


Figure 5.29: Issue 2.2: inside leaf of front cover and contents

Huckle begins his editorial by framing environmental geography education within a Marxist and socialist tradition of learning, critiquing the 'disposable' attitude to environmental habitats, systems and animals as symptomatic of capitalist ideologies. The quote introducing this journal issue comes directly from Huckle's editorial, clearly encapsulating the motivations for this issue: to raise questions about and to alter how school and university geography education inculcates particular notions of 'nature' and human relationships therewith. His editorial draws out the inescapable geopolitics in society through which these relationships are presented, discussed and in turn managed. The relationship between the powerful, decision-makers and the fate of life on earth, Huckle contends, is one which cannot be ignored, stating:

In a society where natural and human resources are controlled by a minority, in its own interests, people and groups will vary in their gains from past and recent environmental exploitation, will be exposed to varying amounts of pollution, and will share unequally the costs of environmental protection efforts. It is these inequalities and their origins in the economic and political structures of different societies, which school geography lessons all too frequently neglect. (1985:4)

Huckle's editorial, the longest of all in the whole journal series, continues to explore the politics of environmental education under a sub-heading entitled 'Red vs. Green', making a clear link between capitalist modes of production and exploitation of humans as natural resources

as much as the environment. The full page 'fig 3' that he reproduces entitled 'Ecological problems: socialist solutions' (Figure 5.30) succinctly nails Huckle's, and the journal's, environmental politics. The penultimate sub-heading of Huckle's editorial/*Discussion* article is entitled *School geography as environmental education*. Up until this point, there had been little in SC projects to suggest, as Huckle does, that:

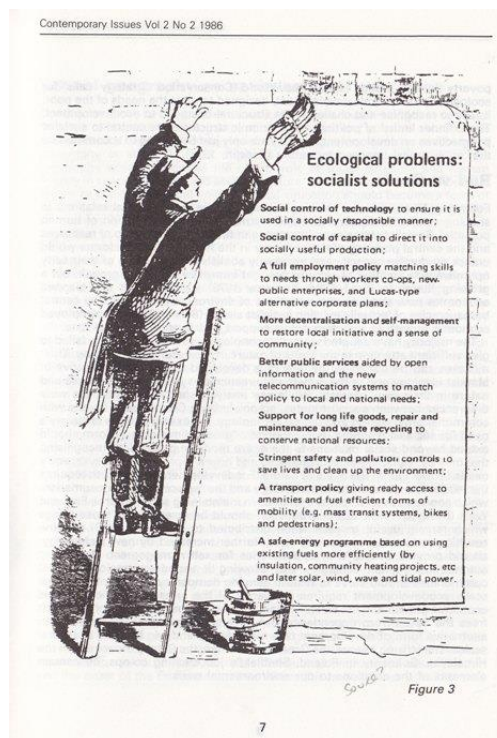


Figure 5.30: Issue 2.2: 'ecological problems: socialist solutions'

... an integrated physical and human geography which recognizes the central role of social structure and human agency in shaping the use and abuse of nature. Environmental issues should be taught as social issues and environmental education should become a form of radical political education. That fails to happen in the majority of geography classrooms is largely a product of the continuing strength of the ideology of capitalism as it is reflected in learning materials, explanatory frameworks and teacher attitudes. (1985:9)

Huckle then gives an historical account of the purpose of geography as an academic discipline taught in schools, arguing against a reductive notion of the subject taught in discreetly constituent parts, be it in terms of scale (regional studies) or thematically, and chastising the treatment of political or 'controversial' issues at best in a superficial manner and often in a way that is 'free of conflict, racism, sexism or class struggle' (1985:9). Huckle duly promotes a case for '*School geography as radical environmental education*'⁴⁷ which develops political literacy (a development being encouraged from the late-1970s by Bernard Crick and Alex Porter in their edited 1978 publication of papers and report submitted to the Hansard Society⁴⁸'s programme for Political education, *Political Education and Political Literacy*), noting that:

⁴⁷ This piece reprises a number of issues central to Huckle's ethos and ideologies which first came to print in his 1983 Oxford University edited text *Geography Education and Action*.

⁴⁸ Established in 1944, the Hansard Society is concerned to promote non-partisan political research and education for the promotion of democratic understanding to enable young people to be able to engage with different political perspectives to enable them "informed and engaged citizenry" See <http://www.hansardsociety.org.uk/about-us/> Last accessed 10/07/2015.

Those who support the aims of the Association for Curriculum Development in Geography should be alert to such distortions of political literacy and should argue for more honest interpretations which allow a consideration of the causes and possible solutions to environmental issues outlined above. (1985:11)

Huckle proposes that, with new technologies being introduced into schools and workplaces, rather than being utilised to 'enable', these new technologies are being adapted by capitalist industrialisation to obscure:

The replacement of such public services as health care and education by computer-aided private services, and the exploitation of people's increased leisure time by such commodities as cable television and computer games provide new sources of profit. The seeds of alternative futures are already to be seen around us. Our work as geography teachers will play a small, but not insignificant, part in shaping the future of both society and the natural world on which we depend. (1985:13)

By covering such broad ideological scope in his editorial/*Discussion* article, the remaining *Discussion* articles in this issue concern specific case study issues that go some way to provide gist to his arguments.

In *The politics of famine*, Keleman raises questions about famine and the geopolitics of its definition, contexts and existence, while Barbara Dinham follows with an article that focuses on the geographies of corporate (ir)responsibility, focusing on the leak at Union Carbicide's chemical plant in Bhopal, India at the beginning of December 1984. Raising questions around reporting of the incident, press releases from the company and creative use of terms such as 'accident', Dinham, whose specialist professional interest centred on transnational information and international worker's organisations, reveals alternative strategies to agricultural resource management which depend upon worker's organising themselves in safer, less environmentally and social exploitative ways. She highlights the work of new participatory research groups in Delhi in campaigning for accessible and less opaque information regarding multinational companies and their activities in the processing of toxic substances in 'developing' nations.

Questions of resource access and management are raised in a UK context in the following *Discussion* article by Charles Naylor. Entitled *Rural land-use: control and conflict – a critique of teaching attitudes*, Naylor focuses specifically on the attitudes in teaching about the countryside, and begins with bold-typed statements concerning who controls and owns the land and how such politics of land ownership, management and acquisition are often overlooked in favour of re-telling an establishment-supporting historiography of technological advancement and industrial revolution. Using official data from the Ministry of Agriculture, Forestry and Fisheries (MAFF), Naylor takes pains to show that those ministers in government who hold the power to decide land access are the same minority who already own land, making explicit their conflict of interest – as powerful figures making decisions on who and how the countryside is managed – arising from links to colleagues in business and politics with vested interests in the kind of rural activity and conservation that occurs. At the end of Naylor's article are a number of references and a reproduced cartoon from *Punch*, the satirical magazine, the first of two cartoons that play on particular stereotyped tropes of land

ownership in the UK (**Figure 5.31**).

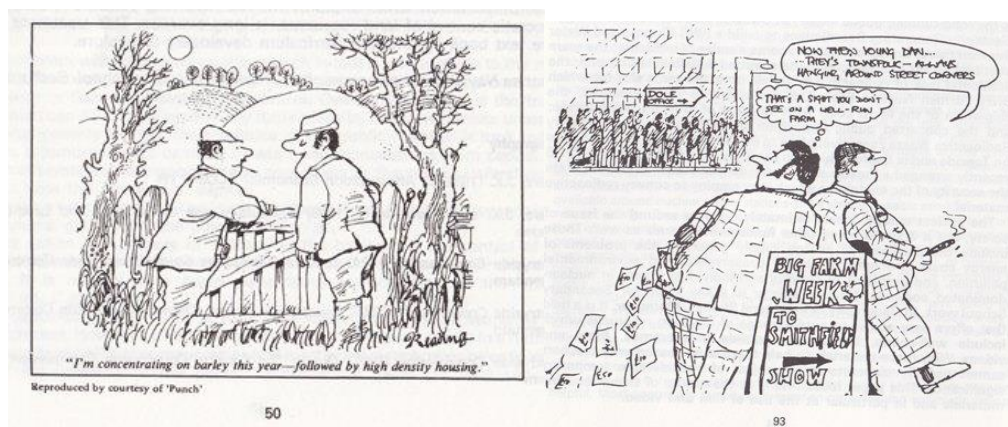


Figure 5.31: Issue 2.2: problematising the countryside: (l) sourced from Punch and (r) cartoon by Roddy Megally raise questions not simply about simplistic representations of ‘countryfolk’ but in turn reflect those stereotypes on the journal

The final contribution to *Discussion* papers in this issue is entitled *Acid rain: crisis? What crisis?* by Julian Agyeman. Agyeman, drawing on his experiences of teaching geography in St Aiden’s School, Cumbria, had moved to London to work as an environmental educator for Southwark Council and was involved in preparing the *Bulletin of Environmental Education* (hereafter BEE). His first published journal article was, as minutes suggest, at Gill’s insistence, replacing an already solicited article by Huckle on acid rain, then a highly discussed environmental issue. Agyeman’s article also accompanies a teacher’s resource on acid rain (**Figure 5.32**) which was produced in conjunction with the Institute of Terrestrial Ecology, the Field Studies Council’s WATCH acid drops project which ran for one month (January–February 1985). Huckle’s own teaching resource pack *The dirty dozen* (**Figure 5.32**) uses various quotes and data facts reproduced from a variety of sources (newspaper cuttings, NGO materials) that raise different moral and ethical questions around the use of pesticides. Taking inspiration from Oxfam’s campaign of the same name, the end of the resource sheet recommends to readers, which would likely include students, that ‘you might like to find out more about the real Dirty Dozen Campaign from ...’ (1985:4), and gives addresses of Friends of the Earth and Oxfam.

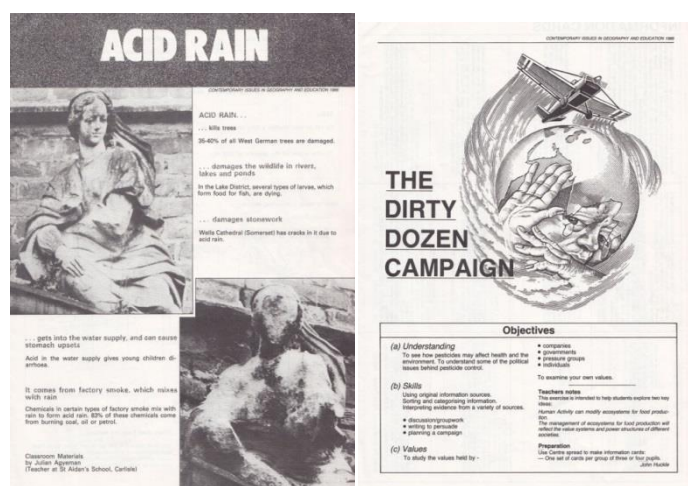


Figure 5.32 & 5.33 Issue 2.2: *Acid Rain* and *The Dirty Dozen Campaign*; also the first two teaching resource activity sheets to be produced outwith but to be used in companion to a CIGE issue

Five *Open Space* features follow, raising practical teaching issues around a range of pedagogic and philosophical questions. David Pepper⁴⁹ contributes two articles. The first, entitled *Why teach physical geography?* considers the vitality of physical geography when taught in connection to the cultural and political contexts. The second, *Making physical geography more relevant* draws on collaborative work with Denis Cosgrove and Alan Jenkins at Oxford Brookes in developing cross-curricular approaches to course design⁵⁰. Greg Richards's contribution considers how nature, society and economic imperatives are negotiated in Brazil, and Andrew Sayer's article critically reviews the Institute of Education's Geography project for A-level (devised by Michael Naish, Eleanor Rawling and Ashley Kent). In *Systematic mystification: the 16-19 Geography Project*, Sayer attack the syllabus as poorly conceived, containing a 'naïve view of political phenomena' (1985:90) with politically contentious terminology ('mankind', 'developing'). Most importantly, Sayer notes a lack of engagement with academics in the construction of this syllabus:

In the 1960s and 1970s there was an exchange between geography in the secondary and tertiary sectors of education which resulted in the former taking on board, with considerable upheaval, the innovations of the quantitative 'revolution' in the subject. I do not believe that these ideas of radical geography are any more difficult – on the contrary. Precisely because the latter deals directly with social relations in which people live and the way they make their living, and with class and power, it can relate more directly to student's experience ... There will inevitably be resistance in the secondary sector to an infusion of radical geography, but if through journals such as this, it can be shown that it can promise a non-alienating kind of geographical education and a lively student response, then it will be difficult to hold it back any longer. (1985:93)

Beneath Sayer's article is a Megally cartoon (**Figure 5.31**), commissioned while he was still part of the editorial collective. Similar in tone to the reproduced *Punch* cartoon at the end of Naylor's article, the images illustrate a repetitive theme of the issue: that those who control the land control the future state of the environment and, in turn, the prospects and opportunities to access resources necessary for human survival.

The final *Open Space* contribution is by Miriam Boyle and Michael Robinson⁵¹. Entitled *The nuclear energy debate in the classroom*, it sources information and companies who produce school education/marketing information. The authors discuss how Third Mile Island in 1979 and the Sizewell public enquiry (coupled with data from Sellafield and NIREX⁵²) can be explored critically in Geography and General Studies lessons. Evaluating the range of available

⁴⁹ Also mistyped as 'Peper' and 'Poper', much to his chagrin. Pepper's irritation at the typos and the way such grammatical errors could be construed by wider readership was satirised in archived letters from him to the Editorial Board, with his signing off 'Yours David Pepper/Peper/Popr' (1986:000004).

⁵⁰ Interview with Pepper 2008, also referenced in Jenkins et al paper ('Oral history of Oxford Brookes Geography Department').

⁵¹ Boyle, a Lecturer at de La Salle Higher Education College, Manchester; Robinson, a lecturer at Manchester University at time of writing.

⁵² NIREX (Nuclear Industry Radioactive Waste Executive) was a body established in 1982 to examine the safe, environmental and economic aspects of research into the deep geological disposal of intermediate and low level radioactive waste. Originally managed by the nuclear industry, its management was transferred to UK Government departments

materials (leaflets, videos, badges, adverts), Boyle and Robinson also provide an extensive reference list of campaign groups, governmental and non-governmental reports and organisations for educators to have at their disposal to create critical and thought-provoking lessons. The *Review* section similarly covers a range of resources and reference materials, beginning with Hicks's review of Rudolph Bahro's book *Socialism and Survival* (1982). Ruth Davis reviews Jonathan Porritt's book *The Politics of Ecology* (1984), praising the author for his accessible writing style yet critiquing the author for his gender blindness with regard to the geographies of gender exclusion in ecological politics. Gill Rutter of Barnstaple School, Basildon in Essex strongly criticises *Live Aid* school resource material for being at best fundamentally ignorant and at worst perpetuating colonial and racist attitudes. Rutter quotes her experience of her students encountering the resource and comments from assembled cast members of BBC TV Children's drama *Grange Hill* who head up the video:

Not a single child with whom I spoke could remember what the *Grange Hill* Boys said – which may not have been a bad thing, as some of the comments were racist and inaccurate, for example: 'We've got to educate them to teach them how to use their own materials', 'Most governments are as bent as a 9 bob-note' – Reply: 'most countries have only been independent for 20 years'. The Band Aid video... is patronising, racist and lacking in analysis. (1985:104).

The final individual review by Tim O'Riordan of the School of Environmental Sciences, University of East Anglia, complements Sayer's earlier critique of the 16-19 Geography Project. Representations of 'the countryside' are challenged, as are the way reviews of Marion Shoard's book are utilised by the resource designers. O'Riordan summarises:

It provides little basis for pushing its readers into thinking why we should care about losing our landscapes and our wildlife heritage, and why it is so difficult to bring agriculture and forestry round to a principle of more sustainable utilisation of our countryside. (1985:105)

The final collective review is entitled *Radical environmental education agencies: a beginners guide*. Compiled by Stephen Sterling, Assistant Director of the Council for Environmental Education, the review consists of three pages of contact details of organisations, directories and networks that may assist readers in the development of their own leftist radical environmental education materials as well as in their own personal activism.

The remaining pages contain a one-page advert for John Fein and Rod Gerber's edited education textbook *Teaching Geography for a Better World* (contact address given: Australian Geography Teacher's Association, Brisbane: 1986), followed by two pages containing information about editorial policy and details for new subscribers and new subscription rates. These details reveal another change to the subscription process, with Alan Wells International Ltd, based in Market Harborough, now managing the processing administration to do with subscribers⁵³. Additionally, these final pages inform subscribers of a change in contact address, and archival accounts reveal a necessary moving away from the Institute of

⁵³ National Press coverage and debate relating to the first two issues of the journal series saw an increase in subscribers, reported in Chris Harris's financial report in minutes of the ACDG meeting on 2nd February 1985 as being in the order of 1500 with "£3000 in the bank" (1985/0000007). Such buoyancy and volume of work meant outsourcing the subscription as well as marketing and printing management. An agreement for this work to be undertaken by Arkglow, an imprint of the Comedia group was announced in the previous issue. This had profound effects on the subsequent life of the journal series (see Chapter 7 (7.3.1) for further particulars.

Education due to the increasing harassment that Slater was experiencing (receiving unsolicited calls and queries, especially from irate subscribers waiting on their missing issues). Instead, Roger Lee arranged for there to be a space where CIGE can retain an 'official' academic address to which enquiries can be made, noted here as: 'The Editors, CIGE, Queen Mary College, London University' (1985:113). It is notable from studying the Editorial group listings in this issue (**Figure 5.34**) that there had been a number of changes, with an increasing number of academics and FE employed geographers now present in the editorial group.⁵⁴ This preponderance increases in the remaining issues of the journal series, and related shifts in personnel focus by Gill and vision for the journal's future will be explored in later chapters of the thesis.

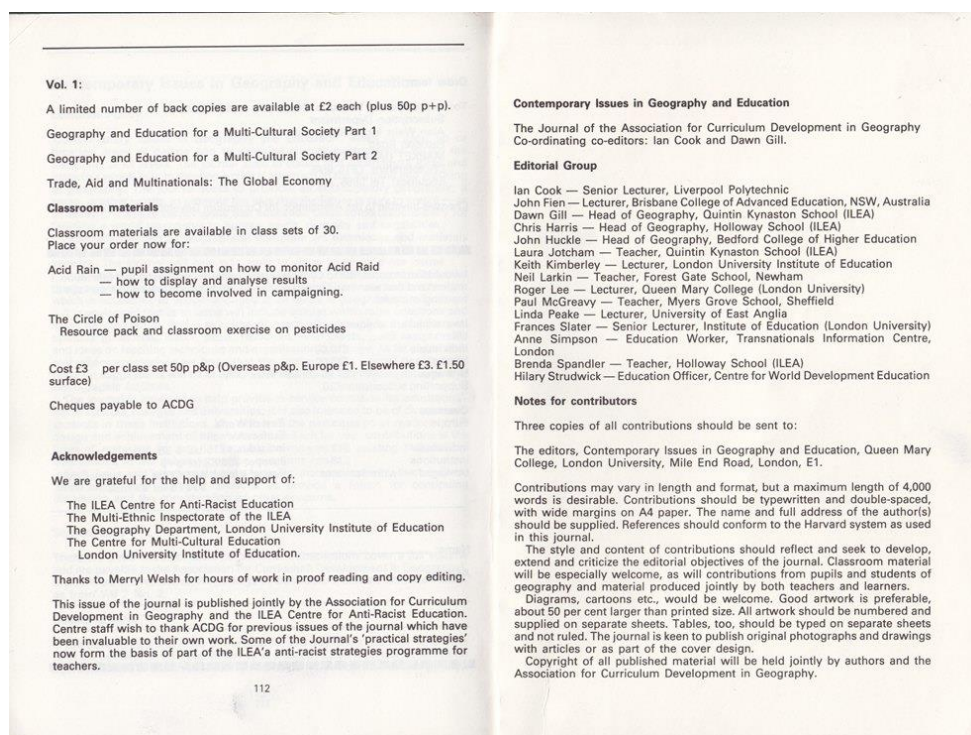


Figure 5.34: Issue 2.2: the two 'back pages'

5.8 Issue 2.3: 'War and Peace'

There is no need to exaggerate the effects of nuclear weapons. The DOOMSDAY estimates are deliberately low. They do not include starvation, disease, shock, injuries or lack of shelter. There would also be effects on the climate and ecosystem. This exercise uses information from Dr Stan Openshaw's predictions ... The death and destruction are the MINIMUM we could expect if there were a Third World War. It may be much worse ... (from DOOMSDAY resource worksheet produced by ACD to complement the journal edition 1987)

⁵⁴ Archival papers reveal a multi-layered overhaul of the journal and ACDG between Spring 1985 and the following year. The breakdown in working relationship between Comedia and CIGE, coupled with a move to turn the ACDG into a broader National Association of Curriculum Development (ACD), all meant that Gill's attentions had turned toward 'national' activities. Discussions clearly took place between CIGE board members about retaining the 'Geography' focus of the journal rather than turning it into the publication of a wider organisation. More consideration of these matters will occur later in the thesis.

Issue Summary Box Number 6 War and Peace	
Date: 1987	Volume 2:3
Number of pages: 93	
Theme Editors: Ian Cook and David Pepper	
Printer: Spider Web Workers Co-operative	
Designed: Sue Dransfield	
Page Size: A5	
Contributor	Institution / affiliation (if any/known)
John Boaler	Teacher for Peace
Robin Hall	Lecturer of geography and Education, Mitchell College of Advanced Education, New South Wales, Australia
P.M.(Mike)Kelly and J.H.W. Karas	Climate Research Unit, School of Environmental Sciences, University of East Anglia
Andrew McCauley	Research assistant, Department of geography, University of Lancaster
Martin Rosenbaum	Education Secretary, Society of Teachers Opposed to Physical Punishment (STOPP).
David Pepper	Principal Lecturer in Geography, Department of Social Studies, Oxford Polytechnic
Arnold Westing	Senior research Fellow, Stockholm International Peace Research Institute and Adjunct Professor of Ecology, Hampshire College, U.S.A.
Stephen Wyn Williams	Lecturer of Geography, University of Keele
Sandra Winn	Lecturer in geography, Cambridge College of Art and Technology
Bill Bunge	Society for Human Exploration, Canada
Jackie Lewis	Teacher, King David's School, Liverpool
Ian Cook	Senior Lecturer in Geography, Department of Social Studies, Liverpool Polytechnic
Andrew P Hull	Senior Lecturer in Geography, Department of Social Studies, Liverpool Polytechnic
George Wallace	Teacher consultant for the Humanities, Hounslow
Brenda Spandler	Teacher, Holloway School, ILEA
Stan Openshaw	Geography Lecturer, University of Newcastle (not referenced in journal, but his research materials heavily relied on in the DOOMSDAY teaching resource pack accompanying this issue)
Peter Kennard	Artist

The striking element of this the sixth edition of the journal is its visual impact. Taking the form of a loose photo-montage essay, it makes liberal use of Kennard's photomontage work previously encountered as the front of the 'Apartheid Capitalism' issue of CIGE. Kennard, who lived around the corner from Gill, was aware of her activism and activities in creating the journal series and offered his images gratis for the ACD to use for the production of school classroom resource materials, as well as for illustrative purpose in its journal to facilitate the cause and aims of the journal series⁵⁵. The front cover image (**Figure 5.35**) of a nuclear war head morphing over four repeated images into an ear of wheat, clearly marks out this issue as one that will be tackling head on the geopolitics of nuclear war and its geographical repercussions. The inside cover of this issue (**Figure 5.36**) replicates this ethos, showing Kennard's photomontage image of a bayonet lodged in a slice of bread, starkly indicating the anti-war stance of the journal. Dated as being produced in 1987, the contents page lists four main *Discussion* papers, three *Open Space* articles, one *Dialogue* piece and *Reviews* with one particularly singled out, entitled *A geography without geographers* by Bill Bunge. Liberally placed between the features throughout the edition are Kennard's photomontage art works connected with his CND work.

⁵⁵ This arrangement was corroborated by both Peter Kennard and Dawn Gill in off-record comments in April 2009 and January 2007 respectively.

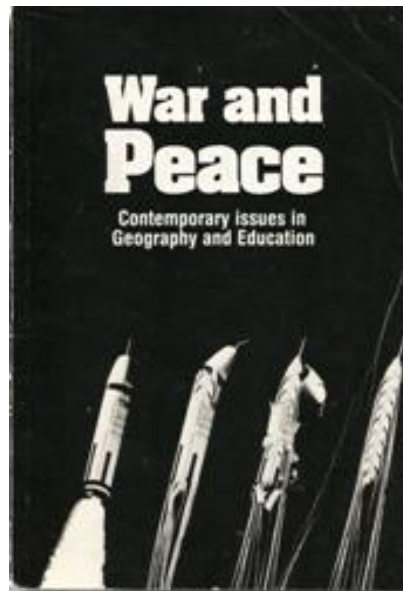


Figure 5.35: Issue 2.3: front cover

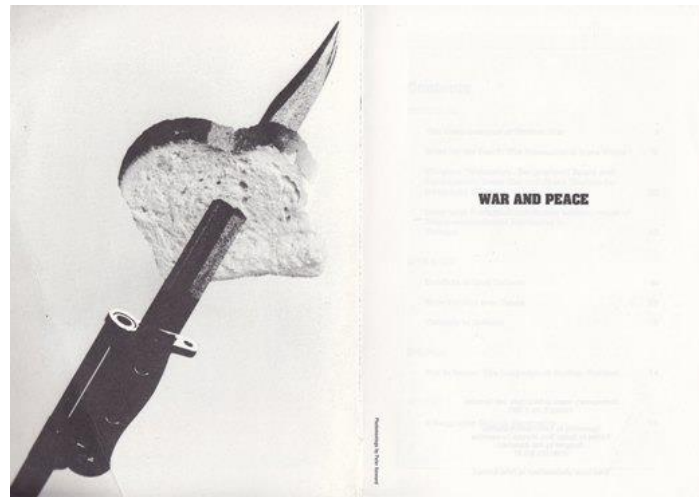


Figure 5.36: Issue 2.3: inside front cover and first page

No theme editor is listed for this particular edition, although, from interviews and archival research (see chapter 6), and from the implication as one reads through the issue, the likelihood is that it was effectively edited by Cook and Pepper. It is the only journal issue that lacks any explicit editorial, beginning immediately with a discussion paper by P M Kelly and J H W Karas of the University of East Anglia. Entitled *The consequences of nuclear war*, this first *Discussion* paper begins by discussing the impact of a nuclear winter or the aftermath of a major nuclear war. Using projected data from a study commissioned by the Royal Swedish Academy of Sciences as its starting point, the paper presents stark data relating to the likely social and environmental consequences, with a range of graphic figures throughout the paper showing projected data for the impact on populations, environmental quality and consequences of direct and indirect attack. The paper concludes by reflecting on how such findings might add a different dimension to nuclear debates, ending with a quote from Geoff

Dyer (1985):

... in the face of such [nuclear winter] evidence, it is clear that the institute of war is running on empty. It is simply no longer possible for the major powers to achieve anything against each other by means of war. Indeed, even to try is to risk obliterating not only their own futures, but everyone else's too. (1987:14)

It is acknowledged at the end of the paper that it been presented before, although it does not state where, and a number of people are thanked for their helpful comments prior to its publication. The extended reference list reveals the researchers as co-authors of a popular Earthscan publication from the previous year entitled *No Place to Hide: Nuclear Winter and the Third World* (1986), alongside and a range of sources from the USA, Soviet Scientific reports and Dyer's popular book *War* (1985). After this the remainder of page 15 contains a reproduced image of Kennard's work depicting a burnt and battered 'Welcome too Greenham Common' sign amidst a nuclear desert landscape.

Stephen Wynn William's *Discussion* follows, entitled *Arms for the poor? the international arms trade*. The paper explores the extent to which the international arms trade is interwoven with aid terms and the postcolonial situation of relatively recent countries with ostensible independence from European colonial rule. The paper considers the recipients and suppliers, and debates how a global capitalist system engenders particular terms of trade and a justification for the sale of component technologies and raw resources, alongside the importing of skills and knowledges from primarily 'First' and 'Second World' countries. Wynn Williams concludes by referencing Noam Chomsky, Jonathan Steele and John Gittings text *Superpowers in Collision* (1984) that, without attempts to restrict the arms trade that is ever present, the potential arises for a 'hotting up' of the Cold War. This would entail an increased desire for countries in the 'Third World' to engage with international arms trade, linked to the rise in armed wars in the world over recent decades and the multiple and unilateral relationships between 'Third World' countries and 'developed' nations in the production, reception and supply of military arms. As with the first discussion paper, so Wyn William's piece is interspersed with Kennard imagery, concluding bleakly that current Cold War tensions between the USA and USSR are likely to escalate confrontations.

The third discussion paper by Pepper is entitled *Weapons technology, geographical space, and environment: some war and peace themes for geography classes*. Pepper's introduction could read as an alternative editorial for the issue as his introduction sets out:

Geography and the study of war and peace go naturally together. This is so self-evident that it is surprising that the geography curriculum in schools and higher education has not featured war and peace issues strongly and centrally, indeed, they have hardly featured at all. (1987:28).

In his discussion, Pepper highlights the geographical themes he sees as being neglected by the geography profession, suggesting:

Geography teachers may be able to devise exercises for class, group, or individual work which will allow pupils of various ages to explore and discuss those themes ... By examining them, pupils will come to see how modern developments in war technology have transformed traditional spatial-political relationships between nations, and will continue to do so ... for pupils, the extreme relevance of geography to peace and war issues will be demonstrated, and the usefulness of 'geographical'

knowledge (for example, about planetary wind circulation, or distance decay relationships) will be established ... I believe that such 'cognitive' studies will lead pupils on to want to discuss and reflect on the 'affective' (i.e. value-laden) issues which may have been more difficult to introduce head on. (1987:28).

Pepper goes on to do this by presenting the spatial impacts bound into the effects of nuclear weapons, drawing on case study material such as the impact of the atom bomb in Hiroshima to the film *Threads*. Citing the work of geographers Stan Openshaw et al, he utilises the example of their work in projecting the geographies of Britain during and after a nuclear attack. This data is used in the teaching resource pack 'Doomsday' that accompanies this issue (Figure 5.37).⁵⁶

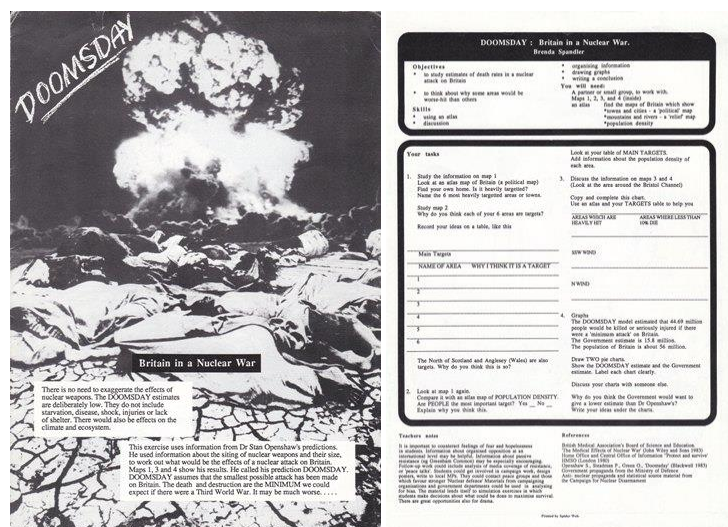


Figure 5.37: Issue 2.3: from the *Doomsday: Britain in a Nuclear War* resource worksheets produced as classroom exercises to accompany this issue. The front page image (5.36) uses Kennard imagery on the front of the activity resource sheet. Inside are reproduced maps and statistics by Stan Openshaw (not shown). The back cover shows activities devised by Editorial Board member Bren Spender.

The references at the end of this paper reveal the material to come from Pepper's co-edited book *The Geography of Peace and War* (1985), itself reviewed later in the issue.

The final discussion paper is a reproduced paper, initially given at the international conference on 'Responsibility for Peace: Scientists Warn Against Chemical and Biological weapons' held at the University of Mainz in November 1984, from the internationally esteemed academic Arthur Westing⁵⁷. Entitled *Long-term ecological and human consequences of dioxin-contaminated*

⁵⁶ This 'Doomsday' project work also takes a play on words with the Domesday Project that Openshaw and his colleagues at University of Newcastle worked on in data-inputting land use surveys undertaken by junior school students throughout England during the mid-1980s. The idea was to survey and map how land-use had changed in local areas and to upload the resulting data onto the new BBC computers which were increasingly present within junior schools during this time (even if it was only one computer for the whole school!). A specific goal was to illustrate the importance of large dataset work and quantitative geography. That both projects optimise the work of Openshaw reflects the significance of statistical analysis and mapping within the syllabus of primary and junior schools. For further details on the Domesday Project and how it has recently been revisited, see 'Domesday Project reborn online after 25 years' <http://www.bbc.co.uk/news/technology-13367398>. Also see Openshaw (1986).

⁵⁷ An esteemed senior researcher at the Stockholm International Peace Research Institute (SIPRI) and forest ecologist, Westing went on to found his own institute, Westing Associates in Environmental Security and

herbicides in Vietnam, Westing's paper demonstrates, through the case study of the Vietnam War, the long-term consequences of chemical warfare. This paper, based on first-hand observations from working in agro-forestry in Vietnam, serves as a reminder of the actual consequences of chemical and biological warfare in its impact on flora, fauna and human life. Immediately following Westing's paper is the first *Open Space* article. Written by Sandra Wyn and Andrew McAuley, then geography students at the University of Nottingham and active members of CND in Nottingham, their article considers conflicts in civil defence. They examine Home Office materials relating to civil defence policy, describing the confusion over information presented by local authorities in creating public awareness of how to 'survive' in the case of a nuclear attack. Citing the government's *Protect and Survive* pamphlets, and using the popular anti-nuclear book by Raymond Briggs *When the Wind Blows* (1982), Wyn and McAuley expose the confused presumptions made about British society, and also the deep unease generated in the public mind about nuclear weaponry and plausibility (or otherwise) of the government's civil defence policy. In addition to using selected illustrations from the aforementioned publications, the beginning of this Open Space feature contains another potent Kennard image (**Figure 5.38**).

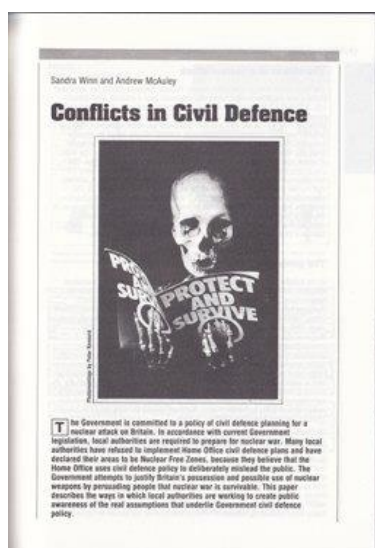


Figure 5.38: Issue 2.3: first page of piece by Wyn and McAuley

Education, and acted as consultant to a number of international organisations, including the World Bank and the Red Cross. For this work, Westing was subsequently appointed to the United Nations Global 500 Roll of Honor. Westing, A.H. (2013) *Pioneer on the Environmental Impact of War*. New York. Springer.

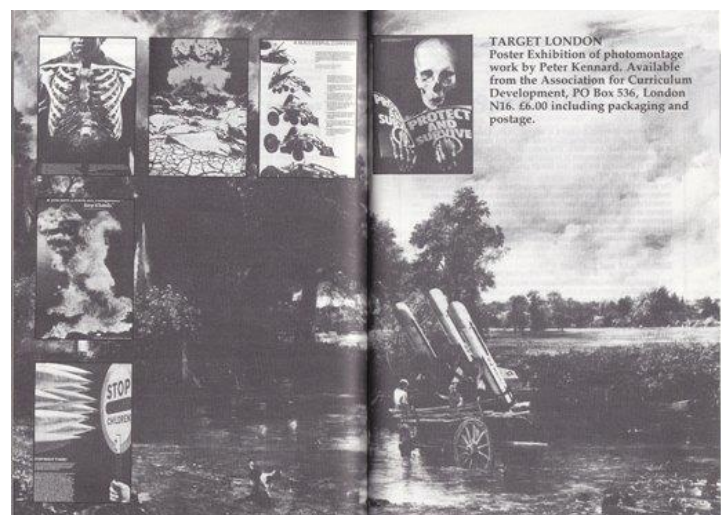


Figure 5.39: Issue 2.3: double-page advert for ‘Target London’: a range of Peter Kennard photomontage artwork reproduced as posters for classrooms by the ACD

Between this feature and the following piece by Robin Hill is a double-page spread illustrating teaching poster materials (**Figure 5.39**), the main image, a Kennard production, cleverly superimposing nuclear missiles into Constable’s iconic ‘Haywain’ an image later discussed by Stephen Daniels in his 1994 book *Field of Vision*. Kennard’s ‘Target London’ poster pack contained seven classroom posters reproducing his photomontage work originally created and used as part of the work he undertook for the Campaign for Nuclear Disarmament (CND) London in 1982⁵⁸. The contact details on this advert reveal a P.O. Box address that was being rented out by Gill and the ACD, something corroborated in the only other advert in this issue, situated between papers by Pepper and Westing, which is a whole-page advert for another ACD resource entitled ‘A History of Racism’, ‘a video about the development of British racism’ (1987:41).

The penultimate *Open Space* piece for this issue is written by Robin Hall. Entitled *More conflicts over peace*, Hall’s article is a commentary on attempting to teach about nuclear war in Britain to students in class. As a part-time school teacher, Hall’s piece is in essence a personal reflection on making attempts to engage students with peace studies while teaching geography ‘... in a middle school in a rural, politically conservative part of Britain’ (1987:60), whereupon he came up against requests from other staff members to have work completed by a class on peace removed. Peace studies was an area of academic study and research that had rapidly grown, first in universities then as a school subject during the 1970s and early 1980s, and Hall references the David Hicks and Simon Fisher text *World Studies 8-13 Project* (1982) and Richardson’s text *Learning for Change* (1982)⁵⁹ as the motivational sources that inspired his work with 12-13 year olds. The arguments presented to Hall by colleagues at his school are listed and dissected, and, while Hall is at pains to stress in the notes accompanying his writing

⁵⁸ See Kennard and Sissons (1982).

⁵⁹ Richardson had been of profound influence on Gill and other ACDG members in the early-1980s and his writings are referenced as being so in interviews with contributors to the journal series. David Hicks was on the Editorial Board of the journal at the beginning, and had taught peace studies at the University of Bradford and Lancaster. The University of Bradford’s Peace Studies Department is the largest such department in the UK today and is renowned internationally for its courses.

that he was never victimised and that all discussions had been carried out in a calm and polite manner, his *Open Space* feature highlights the alarm felt in raising such issues in a class. His paper is one that warrants attention because of his broader enquiry as to the likelihood that his experience not being isolated. His paper concludes by reflecting on the benefits of introducing participatory approaches not just in the teaching and learning of students, but also in working with colleagues in developing curriculum approaches that enable and create space for engagement about such pressing contemporary issues.

The final *Open Space* piece brings issues of violence closer to the classroom. In *Violence in schools: corporal punishment*, Martin Rosenbaum, Educational Secretary of the STOPP (Society of Teachers Opposed to Physical Punishment) campaign, argues the case against corporal punishment. With a one-page photo of Rosenbaum sat at a desk with an array of 'weapons' used against students – he holds a cane and various objects used against students are on the table in front of him: a table tennis bat, a cricket bat, a training shoe, blackboard rulers and a hard-backed book – Rosenbaum explains how corporal punishment is still allowed by 93 of the 125 LEAs in England; revealing that, while data existed for secondary schools, less information was available for primary schools in which 'most of their primary school teachers smack the children' (1987:70). Rosenbaum's article recognises the physical and emotional damage felt by students, spotlighting alarming cases where in one instance a child took their own life. His article ends by exposing the sexual problems and sado-masochistic tendencies that had been raised as concerns by psychiatrists, and at the end of this article is what appears as a hastily added box stating:

In July 1986, MPs voted for the abolition of corporal punishment for all school children educated at public expense. The victory – by just one vote – followed several weeks of intensive lobbying by STOPP of MPs of all parties. Abolition Day: 15th August 1987! (1987:73).

The final paragraph records who voted against the abolition, noting that all were Conservative politicians.

The one *Dialogue* piece in this issue is written by geography teacher John Boaler. Entitled *War is peace, the language of nuclear warfare*, Boaler unpacks the confusing 'Nukespeak' circulated in popular press and by ministers, separating different terminology for ease of understanding by readers of the journal. These fall under five main headings: 'the naming of bombs', 'nuclear acronyms and abbreviations', 'officialese – technical jargon', 'euphemism (and the homely touch)', and 'the confidence and complacency of government statements'. Boaler's argument is that, by demystifying the language, more people would be able to make a political stand against government nuclear policy, signing off '... if we cannot stop the nuclear arms race NOW, I think it improbable that many of my generation will live to grow old' (1987:77).

The *Review* section begins with a notable book review by William Bunge. Archival letters between Bunge and Cook reveal a continued written correspondence between 1983 and 1987, with Bunge buoyed at finding an outlet for his writings at a time when he felt limited and hounded in North America. His correspondence in 1986 (1986:000015) to Cook shows him as gratified at being approached to offer some contribution to this issue, and in return he

forwarded a review that he had written for *The Professional Geographer* of Norman Myer's edited book *GALA: An Atlas of Planetary Management* (1984). His letter reveals frustration at being asked to do a heavy edit of his review for that journal:

I have agreed to have only three of sixteen pages published by Raitz in the *Professional Geographer* under the condition that there is no censorship and how he can accomplish that by throwing out thirteen-sixteenths of the work beats me! So perhaps he has a fuller review up his sleeve, so in any case write to him directly. Clearly I am eager that my fellow Americans get busy trying to save the world instead of blowing it up further, but I am also eager for the fuller argument to be published. (letter of 17/06/1986: 1986/000015)

Cook clearly contacted the *The Professional Geography* as the NOTE above Bunge's review in CIGE states:

The author of this review article was solicited by Karl Raitz, to review this atlas for *The Professional Geographer*, but just could not write the review in the limited space required. He is nonetheless submitting the review. Important books like this one take more space than trivial ones, and therefore cannot be fitted into some mechanically predetermined format. (1987:78).

The following review entitled *A geography without Geographers: a book review by William Bunge* stretches an impressive six pages in length. Written in informal prose, Bunge praises the book and chastens geographers in equal measure, beginning:

Gaia: An Atlas of Planet Management, is essential reading for all geographers, yet bitterly, not one geographer among the nearly one hundred contributors can be identified as such. What a devastating indictment of us. Let us follow the logic and exemplary detail of this stunning book as seen through our incompetent and increasingly amateurish 'professional' eyes. (1987:78)

Following Bunge's review are reviews of atlases prepared by geographers. Jackie Lewis is charged with reviewing two atlases by Michael Kidron and Ronald Segal, beginning with *The New State of the World Atlas* (1981) and following immediately afterwards with *The War Atlas: Armed Conflict – Armed Peace* (1983). Both publications are positively reviewed by Lewis, who describes the latter as '... an atlas on an area of the curriculum which has been under resourced for too long' (1987:86)⁶⁰. Cook then reviews David Pepper and Alan Jenkins's edited collection *The Geography of Peace and War* (1985), in which are a number of chapters by contributors to this CIGE journal issue (Openshaw and Steadman on Doomsday scenarios; Wyn and McAuley on civil defence), highlighting Jenkins's chapter on the geography curriculum and noting the declaration made in 1984 by the National Committee of Soviet Geographers calling on 'geographers of all countries to join the movement 'Geographers for Peace, Against the Arms Race and the Nuclear War Threat' to use their professional knowledge and potential for strengthening peace among nations' (in 1987:88). Cook concludes that, 'perhaps if we, as geographers, heed some of the lessons of this timely text and act on them, we *can* do something to safeguard our future and that of those yet to be born' (1987:88)

⁶⁰ The significance of both these publications was underscored in Michael Kidron's obituary in *The Guardian* in 2003 stating "Both books transformed the way people looked at maps and the realities they reveal and conceal" (*The Guardian* 27/03/2003. <http://www.theguardian.com/news/2003/mar/27/guardianobituaries.books1>. Last accessed July 11 2015.

The penultimate book for review, by Andrew Hull, is John Ball's *An Atlas of Nuclear Energy: a Nontechnical World Portrait of Commercial Nuclear Energy* (1984), which is critiqued strongly for being a North American-based and -biased exercise in cartography, with limited geographical consideration and being even more limited conceptually. Hull dismisses the publication for not being relevant, especially after the Chernobyl events the previous April. The final book, reviewed by George Wallace, is a novel. Written by William Clark, the novel, *Cataclysm: The North-South Conflict of 1987* imagines a global economic collapse of monetary systems and a new economic order being proposed by leaders of Japan and China. 'Clark believes that these events have already started ... This excellent book can only serve to enhance the consciousness of the geographer. But be aware, since this book is fiction ... Nevertheless this is a superb read' (1987:90) are Wallace's final comments.

The three remaining pages of this issue concern themselves with the journal. The first is a page for new subscribers, with the subscription address changing again, this time to 'Subscription Department, 25 Downham Road, London N1' with an enquiries number as that of Gill. The final double page consists of contributors to this issue, but also a newly set out Editorial Group, with names under specific areas of responsibility. It is notable that Julian Agyeman was now in charge of Publicity and Sales, while Gill becomes Learning Materials editor and four of the Editorial Group are given specific charge of 'editorial support', with Chris Harris retaining his role as Treasurer of CIGE. The back pages contain Kennard's final photomontage art for this issue, stretched across two pages, including the inside back cover showing a pile of rubble and a sign for a hospital partially buried in bricks and broken plaster with quotes from the 'Implications for Nursing' report from 1983 on nuclear war civil defense planning.

5.9 Issue 3.1: 'Gender and Geography'

This issue was put together by members of the Women and Geography Study Group (WGSG) at the request of the editorial board of the CIGE. The two general aims of this issue were therefore agreed by both groups, and are closely aligned to those of the WGSG itself. The WGSG seeks, through the use of feminist perspectives, to demonstrate the importance of gender to the study and teaching of geography and in so doing to promote the development of a geography in which women's experiences, values, and needs are treated as legitimate areas of enquiry and curriculum development. (n.d.: 1)

Issue Summary Box Number 7 <u>Gender and Geography</u>	
Date of publication: n.d estimated 1989	Volume 3.1
Theme Editors: Jo Little and Sarah Whatmore	Number of pages: 105
Printed by Spider Web / Layout Sue Dransfield, Typesetting: London Manhattan	
Page Size: A5	
Production Format: A5	
Contributor	Institution / affiliation (if any/known)
Sarah Whatmore	Lecturer in Geography, University of Leeds
Jo Little	Lecturer in Planning, Bristol Polytechnic
Sophie Bowlby	Lecturer in Human Geography, University of Reading
Liz Bondi	Lecturer in Geography University of Edinburgh
Rachael Dixey	Lecturer in Geography, Trinity and All Saints College of Education, Leeds
Jo Foord	Southwark Borough Council

Nicola Franchi	Teacher in Walthamstow
Brekke Larson	Teacher in Sheffield
Kate Oliver	Camden Borough Council
Linda Peake	Lecturer in Geography, Kingston Polytechnic
Maggie Pearson	Lecturer in Medical Sociology, Liverpool University
Jill Rutter (not listed in 'notes on contributors' section)	Possibly the same Gill Rutter (spelt with a G) who reviewed <i>BandAid</i> video in previous issue, name misspelt and no institutional affiliation listed in this edition, although the previous suggests Barnstaple School, Basildon, Essex

As the introductory quote from the editorial to this issue states, the penultimate journal of the series, 'Gender and Geography', was compiled and edited primarily through the efforts of members of the Women and Geography Studies Group (WGSJ) of the Institute of British Geographers at the request of the CIGE editorial board. Having recently been ratified as a legitimate research group in 1982, the WGSJ's official 'beginnings' had their inception around the time CIGE was launched. From its inception, the ACDG was keen to have a specific CIGE theme issue dedicated to gender, geography and issues of gender inequality experienced by women⁶¹. Linda Peake, as a member involved with both CIGE and WGSJ, proved mutually beneficial to Gill and Slater, since they were able – through Peake, who had been Newsletter Coordinator for the Women and Geography Working Group (WGJG), the precursor to the WGSJ⁶² – to link with other WGSJ members, in particular Sarah Whatmore, then a PhD student at University College London. Archival materials held in both the WGSJ and CIGE archives attest to the shared goal of producing a 'political pamphlet'⁶³ to promote the aims and academic activism of WGSJ members, while simultaneously promoting those shared aims of CIGE and ACDG.

The partial archives of the WGSJ (WGJG) reveal close mutual promotion. WGSJ Newsletter No.12 (March 1984:4) dedicated a whole page promoting a '*new journal.....new journal*' in which all nine aims of CIGE are reproduced and Slater is named as main contact should anyone wish to subscribe. The production of the WGSE edited issue is equally promoted in a later WGSJ Newsletter in the Autumn of 1989 (Newsletter No.25) where, under 'Members publications', the theme edition is academically referenced 'Whatmore S and Little J (eds)', with the publication summarised as: 'This issue demonstrates the importance of gender to the teaching of geography' (1989:9). The organisation of the issue was undertaken by members of the WGSJ, and minutes from the meetings of CIGE Editorial Board from 1986 allude to the enthusiasm of WGSJ members, with Whatmore attending a meeting on 3rd May 1986 with a clear idea of contributors and how the issue would take shape (1986:000005). Photocopies of four pages of her handwritten notes also exist attached to this meeting, containing information of who was to contribute and how it would be compiled exist in record (1986:000005), with Whatmore reporting at a meeting on 26th September 1986 that 'most articles have been received in their first draft. Final drafts and additional papers will be collected at a Gender and Geography conference at the Institute of Education at which

⁶¹ Newspaper archival clippings in the CIGE archive from 1982 reveal articles from *THE S* and the *Guardian's* Education Section following press coverage of research by Sophie Bowlby presented at conferences in 1982.

⁶² The Women in Geography Studies Group or WGSJ formed in 1982

⁶³ As described by Bondi in interview (2009).

both Francis Slater and Sarah Whatmore are presenting papers' (1986:000022). By the CIGE Editorial Board meeting on 7th February 1987, all papers were complete. Attending the meeting from the WGSG were Sophie Bowlby, Jo Little and Whatmore, who stated that the issue was 'virtually complete', with Pepper offering his copy-editing services. The WGSG was keen to ensure quality of production, stressing "[i]t will be handed over in its final format and require only proof reading when it has been typeset. We hope to get this work done professionally' (1987/000002).



Figure 5.40: Issue 3.1: front and back covers

As with previous issues, the 'Gender and Geography' issue has an eye-catching cover. Startlingly (subversively?) pink in colour both on its back cover and in the front of the publication's title (Figure 5.40), this issue finally saw publication in 1989, three years after materials had been submitted. The image on the front cover intended to raise questions about the 'overlooked' everyday geographies of exclusion experienced by women in 'everyday' landscapes: in this instance, a woman is attempting to get onto a Routemaster bus accompanied by her toddler child and holding a baby and a folded up push chair, suggesting the complex juggling in order to make simple access to a public service.

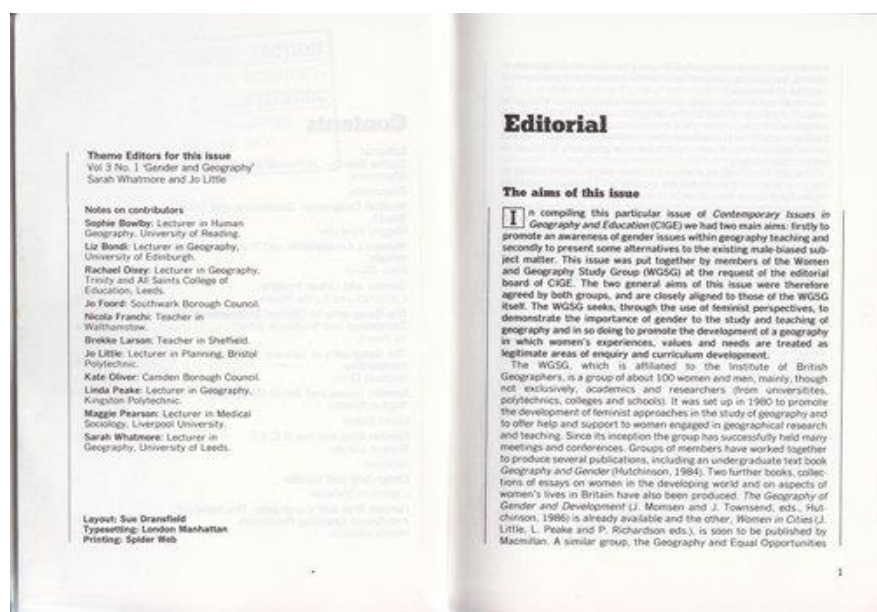


Figure 5.41: Issue 3.1: contributors and first page of the editorial

Using such an image is intended to provoke response from the viewer, a response if not forthcoming, then reiterated thought the words of the editorial. Collaboratively written by Whatmore, Little and Bowlby, the editorial (**Figure 5.41**) clarifies the aims of the journal to dovetail with the shared aims and ambitions of the WGSOG: to profile feminist geographical approaches and, in turn, raise awareness of gender inequality as played out in the everyday geographical negotiations of women in and beyond the urban landscape. It aims to make women's lives visible within geography and draws on Wilbur Zelinsky, Janice Monk and Susan Hanson's 1982 *Progress in Human Geography* article, as well as citing earlier seminal pieces by Jacqueline Tivers (1978) and geographers writing about women's negotiation of gendered spaces in the work place. The authors cite the research of Linda McDowell and Doreen Massey, raising in turn broader questions about the workings of capitalist state mechanisms, constructions of spaces of leisure and work, private and public terrains, and the power relationships therein. The conclusion of the editorial sets out 'the future of feminist geography' by highlighting three inter-related issues that concern: firstly, to insist that ways in which the geography of society gets written need to look beyond conventional presumptions; secondly, to reveal the way material and methods used in teaching often work against women and girls; and, finally, to consider how to make people aware of the marginalisation of women within geographical subject matter as a political act:

The future of feminist geography is to broaden its relevance of its challenge by developing its explanatory basis ... Geography has played a part in the maintenance and particular form of class and racial divisions and patriarchal gender relations a central part of their construction. Explanations of the changing geography of Britain and the world must therefore address how these social divisions intersect at any one time and place. (1989:7)

The editorial also sets out in clear terms the political activism of the WGSOG:

The WGSOG, which is affiliated to the Institute of British Geographers, is a group of about 100 women and men, mainly, though not exclusively, academics and researchers (from universities, polytechnics, colleges and schools). It was set up in 1980 to promote the development of feminist approaches in the study of geography and to offer help and support to women engaged in geographical research and teaching. (1989:1)

The editorial acknowledges the range and scope of collaboratively produced academic publications, citing the undergraduate textbook *Geography and Gender* (1984), lists of two further book publications⁶⁴, collections of essays and forthcoming publications, all underscoring the motivations of WGSOG members to validate their work, efforts and activism and to engage with wider readerships. The editorial also explains the process and labour of production, which it felt necessary in order that rightful work and production efforts of individuals should be acknowledged, while simultaneously situating WGSOG ideals alongside those of CIGS:

Although the WGSOG as a whole endorses this issue and shares in the general aims outlined here, the specific tasks involved in producing this publication have fallen to particular people. Sarah Whatmore carried out the editorial tasks of soliciting articles and managing the long re-writing process. Sophie Bowlby, Jo Ford, and Sarah Whatmore collectively wrote the editorial and share responsibility for the views expressed in it. Similarly the views expressed in each article are those of the individual author

⁶⁴ Momsen and Townsend (1986); Little, Peake and Richardson (then forthcoming, eventually 1990).

and may not be representative of the WGSG or of its members. However, on behalf of the whole group, many thanks are due to each individual for her labour. (1989:2)

In interview, Whatmore, Little and Liz Bondi revealed that it was Gill who located the teacher contributors for the edition; however, Whatmore's handwritten notes in the CIGE archive suggest she did the 'suggesting', with the majority of contributors involved in the WGSG and reflecting their recent and forthcoming research on feminist geographies and gender geographies.

The structure of and focus of the majority of articles submitted in this edition is much altered from the first issue. The first *Discussion* paper, by Maggie Pearson,⁶⁵ addresses issues of access to medical care and the gendered and radicalised experiences of exclusion therein. Questions of spatial access are also considered by Sophie Bowlby⁶⁶, who explains how women are encouraged through the retail industry to adopt particular patterns of behaviour based around the rhythms of domestic work. Kate Oliver,⁶⁷ drawing on GLC research reports on accessibility, explores the contested geographies of transport and the different needs of women for different types of public transportation as connected to questions of unequal accesses. At the end of her piece, Oliver includes a comprehensive list of multimedia resources that could be followed up by researchers and by educationists wishing to develop their own bespoke teaching materials. Bondi⁶⁸ and Peake⁶⁹ co-author the *Discussion* feature entitled *Gender and urban politics*. Studying diverse interdisciplinary research in urban studies, Bondi and Peake offer a feminist critique of the male-centric⁷⁰ ways in which urban politics were being defined. Jo Foord's *Discussion* piece explores her research into the gendered geographies of clerical employment and the impact of new technologies and women's employment opportunities, while Rachael Dixey's contribution is concerned with the gendered nature of leisure, explaining conceptions of and relationally gendered experiences of both leisure time and leisure space. The final piece, by Bowlby, expands on research about 'gender issues and retail geography', using a range of case study examples and data to raise questions of how gender is entangled within the spatial design and practice of the retail industry⁷¹.

Primarily, this issue of the journal is made up of *Discussion* papers, standing as little different from more conventional academic journal papers. There are only two other pieces of commissioned writing, one *Open Space* article (*Gender bias and the GCSE* by Brekke Larsen) and a feature on suggested classroom materials (*Gender bias and geography: the need for anti-sexist*

⁶⁵ Lecturer in Medical Sociology, Liverpool University, subsequently Professor at Leeds and latterly Regional Director of Research and Development of NHS NW regional office.

⁶⁶ University of Reading.

⁶⁷ Camden Borough Council.

⁶⁸ Lecturer in Geography, University of Edinburgh, currently Professor of Counselling, University of Edinburgh.

⁶⁹ Lecturer in Geography, Kingston Polytechnic, currently Professor in Social Science and Women's studies, York University, Canada.

⁷⁰ In their text Bondi and Peake define this as 'androcentric'.

⁷¹ Further details regarding how articles were gathered for this issue through the early years of the formation of the WGSG are revealed in Chapters 6 and 7 through interviews with a number of those WGSG members who contributed to the journal series, ones who are now notable professorial feminist geographers writing about geography and gender.

presenting an overview of the struggle in the late-1970s and early-1980s to get the issues taken seriously, and indeed, Peake notes, it is a relevant read in the continued and ongoing concern in the 'real world of social struggle' (1989:90).

Adverts in this edition are few: GEON (Geography and Equal Opportunities Network), a network of school educators wishing to raise question about the incoming GCSE National Curriculum (contact Brekke Larsen in Sheffield); the WGSG itself, encouraging readers to contact Nicky Gregson for further details; and three final adverts for classroom materials produced by the ACD. The first of the latter is *Sweet or Sour? Case study of Tate and Lyle* by Neil Larkin and John Widdowson, followed immediately by an advert for a video 'about the development of British racism' (1989:92) entitled 'A history of racism: we are here because you were there' produced and distributed by the ACD, with Gill's telephone number and P.O. Box address details as contact information. The final advert sits at the end of the classroom resources and is for another ACD video production entitled 'The black image', for use by 'teachers and students of art and history' (1989:101). The advert is dated 1988, and it is this date that gives an indication of when the whole issue was produced and eventually circulated.

Pages 102-103 are a double page of adverts for new subscribers and a repetition of the journal's nine aims, while the final pages consist of a one page subscription form with 'forthcoming' issues listed as 'Anarchism and Geography; The Urban Crisis; Transnational Corporations; Australia and the South Pacific; Nicaragua and Central America' (1989:104). The final page lists the Editorial Board members. By this issue, the Board had shrunk in number since the first issues, and those listed here include Julian Agyeman, Cook, Gill, Huckle and Larkin, alongside Pepper, Brenda Tucker (nee Spandler), Whatmore, Peter Jackson, John Fein and Chris Harris. The back cover has an image of a woman waiting to get on presumably the same bus as those appearing on the front cover. In a white text box is another advert, this time a summary of what the ACD entails:

... a voluntary organisation formed by the affiliation of several teacher's self-education groups which have been working on anti-racist education since 1982. It is independent of local education authorities and the DES. The ACD is working to combat racism and sexism in education, challenge indoctrination, and produce learning materials which promote equality. We have set up ACD Productions Ltd, to produce resources for teacher in-service education and classroom use" (n.d back cover). (1989:back cover)

The ACD clearly had personnel overlapping with those working on the journal and in the new Association whose critical educational remit stretched *beyond* a conception of just teaching Geography in a way that might delimit the subject's disciplinary boundaries. Rather, the ACD indicated the complementary way geographers were now working alongside critical educators across schooling and official education institutions more generally, sharing together in challenging normative notions of who, how and why particular presumed and accepted practices within education existed.

There were clearly factors affecting the smooth publishing of this issue in spite of the organised nature of the authors and theme editors, as indicated in the minutes of the archive.

The issue had at least two different print runs and saw delay to the planned publishing schedule by at least three years⁷³, and it is clear that such typesetting and production problems with formatting were replicating the kinds of complaints politely leveled at the Editorial Board by previous contributors and theme editors. These matters will be discussed in greater detail across the following chapters (6 and 7). The following issue, while improved upon in terms of its production copy, would prove to be the final issue of CIGE.

5.10 Issue 3.2: ‘Anarchism and Geography’

This issue of CIGE will dispel the myths surrounding anarchism. And we hope that it will show anarchism’s exciting potential as an area of study in the classroom, to stimulate critical and lively discussion about the nature of existing hierarchical power relations in our society – and to encourage the imagination of young people to think about radically different ways of social organisation which might eliminate such relationships. (1990:5)

Issue Summary Box Number 8 <u>Anarchism and Geography</u>	
Date: Spring n.d estimated 1990 Volume 3:2 Number of Pages 168	
Theme Editor: Ian Cook and David Pepper	
Printed by ACD	
Page Size: A5	
Production Format: A5	
Contributor	Institution / affiliation (if any/known)
Ian Cook	Principal Lecturer in Geography, Liverpool Polytechnic
Janis Newman	Liverpool Polytechnic
Dennis Hardy	Head of geography Department, Middlesex Polytechnic
Andrew Ward	Lecturer in Peace studies, Bradford University
Colin Ward	Former editor, <i>Bulletin of Environmental Education</i> , Freedom, and writer on anarchism
Myrna Breitbart	Professor of Geography and Environmental Education, Hampshire College, Amherst.
Michael Duane	Teacher and writer on anarchism, former Head teacher, Risinghill Comprehensive School.
Penny Newsome	Writer and Campaigner, Oxford Green Party.
Nickie Hallam	Part-time lecturer in Geography, Oxford Polytechnic and postgraduate student in Peace Studies, Bradford University.
Jackie Lewis	Geography teacher, King David’s School, Liverpool.
David Pepper	Principal Lecturer in Geography, Oxford Polytechnic

The ‘Anarchism and Geography’ issue was the final production of the journal series, and served as both a labour of love and a swansong to CIGE. It was theme-edited by Cook (Liverpool Polytechnic / subsequently Liverpool John Moore) and, newly appointed to the co-editing of the CIGE journal series, David Pepper (Oxford Polytechnic /subsequently Oxford Brookes). Very much behind schedule, the envisaged publication schedule for this issue was 1988. Certainly, iterations of at least one article in this issue (by Pepper) appeared in the anarchist journal *The Raven* as early as March 1988, which indicates that co-theme editor Pepper had been preparing work for this theme issue at least two years prior to its

⁷³ I am in possession of two *different* versions of this issue, one with blank pages and the other without, suggesting a problematic processing of printed copy.

CIGE/ACD publication⁷⁴. It is likely to have finally been compiled and published in the autumn of 1989/early-1990 given references that Cook makes in the Editorial to events in Tiananmen Square in June 1989.

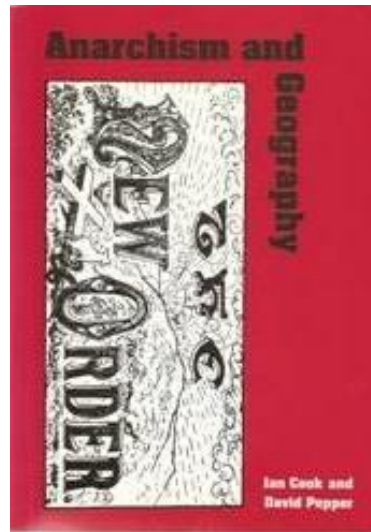


Figure 5.43: Issue 3.2: front cover

The front cover of the issue (**Figure 5.43**) shows a striking red colour and a copy from the front of a nineteenth-century anarchist brochure announcing ‘the new order’ in black and white. The title of the publication, ‘Anarchism and Geography’, is typeset around the illustration. The final issue of the journal series is motivated to dispel not just popular confusions about terminology and understanding regarding anarchism as a political ideology, but also introduces and encourages reader engagement with anarchistic traditions which have been present on the margins of (historiographies of) academic geography in Europe and North America; and to explore the potentials for introducing and engaging with the geographies of anarchist ideas ideologically, pedagogically and ontologically. As the editorial states, one of the central aims of the issue is to inspire geography teachers with teaching about non-capitalist modes of envisaging ways of living, and to equip educators with case study materials to introduce students to the positives of anarchist ideology and practices.

Contributors to the issue (**Figure 5.44**) reveal an impressive range of anarchist writers, including prominent academic geographers who had written about anarchism (Dennis Hardy, Myrna Breitbart) and anarchists with specific interests in anarchist and geography education (Andrew Rigby, Colin Ward, Michael Duane). Those who contributed educational materials and reviewed pieces show a geographical shift northwards, away from ILEA and Gill’s London-based networks, and were sourced either through Cook’s contacts, geographically based in and around Liverpool Polytechnic (Jackie Lewis, Janis Newman), or Pepper’s contacts at Oxford Polytechnic (Nickie Hallam, Penny Newsome) and the Association’s

⁷⁴ This is underscored at the end of the draft version of Pepper’s article which is first published in *The Raven*. The end statement of this article, ‘The geography of an anarchist Britain’, reads: ‘[This is] A draft version of an article in a forthcoming issue devoted to Geography and Anarchism of the Teacher’s journal Contemporary Issues in Geography and Education (published by the Association for Curriculum Development, c/o 29 Barratt’s Grove, London N16’ (Pepper 1988:350).

connections with Peace Studies at Bradford University (Andrew Ward).

The accompanying list of Editorial Board/Group members at this stage in the production's life (**Figure 5.45**) similarly reveal a greater number of active members involved in academic geography research or higher education teaching, based in university departments or further education colleges or university departments, or set in advisory educational contexts rather than 'chalk face' school teaching. Only Brenda Spandler (listed under her marital surname of Tucker) and Neil Larkin are listed as school teachers. Gill's name is on the Editorial Board, but by 1990 she had taken a post at the Open University and her involvement in the practical work of the journal had reduced drastically from its launch issues. This reduction might also go some way to explaining why there is an addition to the coordinating editors of this final issue, with Pepper added to take on the work that Gill once undertook, but with Gill's name being retained for continuity and in her capacity as overseer of the ACD (in which she was now more heavily involved). New Editorial Board members included Whatmore, by then a lecturer at Bristol University, and Jackson, in his role as Lecturer in Geography Department at University College London. Agyeman is also listed as Editorial Group member for his work in environmental education at the London Borough of Lambeth.

<p>NOTES ON CONTRIBUTORS</p> <p>Ian Cook: Principal Lecturer in Geography, Liverpool Polytechnic</p> <p>Janis Newmann: Liverpool Polytechnic</p> <p>Dennis Hardy: Head of Geography Department, Middlesex Polytechnic</p> <p>Andrew Ward: Lecturer in Peace Studies, Bradford University</p> <p>Colin Ward: Former Editor, <i>Bulletin of Environmental Education</i>, <i>Freedom</i> and writer on anarchism</p> <p>Myra Breitbart: Professor of Geography and Environmental Education, Hampshire College, Amherst</p> <p>Michael Duane: Teacher and writer on anarchism; former Headteacher, Risinghill Comprehensive School</p> <p>Penny Newsome: Writer and campaigner, Oxford Green Party</p> <p>Nickie Hallam: Part-time Lecturer in Geography, Oxford Polytechnic and postgraduate student in Peace Studies, Bradford University</p> <p>Jackie Lewis: Geography teacher, King David's School, Liverpool</p> <p>David Pepper: Principal Lecturer in Geography, Oxford Polytechnic</p> <p>ISSN: 02657961</p>	<p>Contents</p> <p>EDITORIAL Ian Cook and David Pepper</p> <p>DISCUSSION Anarchistic Alternatives: an Introduction Ian Cook</p> <p>Portraits of some Anarchists 1 Kropotkin, Prince of Geographers (Ian Cook) 2 Emma Goldman, anarcho-feminist (Janis Newmann) 3 Colin Ward, on his life as a writer and publisher</p> <p>The Anarchist Alternative: a History of Community Experiments in Britain Dennis Hardy</p> <p>Lessons from Anarchist Communes Andrew Rigby</p> <p>Geography and Landscapes of Anarchist Visions of Britain David Pepper</p> <p>An Anarchist Looks at Urban Life Colin Ward</p> <p>Calling Up the Community: Exploring the Subversive Terrain of Urban Environmental Education Myra Breitbart</p> <p>Education For What? A Guide to the Dartington Experiment Michael Duane</p> <p>Reviews: P. Kropotkin, <i>The State: Its Historic Role</i>; Green Books; J. Fien and R. Gerber, <i>Teaching Geography for a Better World</i></p> <p>Open Space: Feminism, Anarchism and Ecology: Some Connections Nickie Hallam and David Pepper</p> <p>Theme Editors for the Issue Volume 3, No. 2 Anarchism and Geography Ian Cook and David Pepper</p>
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Figure 5.44: Issue 3.2: list of contributors and contents

Contemporary Issues in Geography and Education
The Journal of the Association for Curriculum Development in Geography
Co-ordinating Editors: Ian Cook, Dawn Gill and David Pepper

Editorial Group
Julian Agyeman: Environmental Education Worker, Lambeth
Ian Cook: Principal Lecturer in Geography, Liverpool Polytechnic
Dawn Gill: Lecturer, Open University
John Huckle: Head of Geography, Bedford College of Higher Education
Neil Larkin: Teacher, Plashet School, Newham
David Pepper: Principal Lecturer in Geography, Oxford Polytechnic
Brenda Tucker: Head of Geography, Holloway School (ILEA)
Sarah Whatmore: Lecturer in Geography, Bristol University
Peter Jackson: Lecturer in Geography, University College, London
John Fien: Lecturer in Geography, College of Advanced Education, Brisbane
Chris Harris: Advisory Teacher ILEA

Figure 5.45: Issue 3.2: Editorial Board as of this issue

The structure of this issue mirrors previous issues of the journal, with an editorial essay similar to that of Huckle's 'Ecological Crisis' issue and the WGSF 'Gender and Geography' issue, expanding ideas, introducing conceptual terms and the contents of the issue. Beginning by reflecting on news reports of the 1989 students uprising in Tiananmen Square, Peking (now Beijing), the editorial considers the misuse of the term 'anarchy' and popular misconceptions of 'anarchism'. These confusions then form to motivating focus for the issue, stating:

This issue of CIGE will dispel the myths surrounding anarchism. And we hope it will show anarchism's exciting potential as an area of study in the classroom, to stimulate critical and lively discussion about the nature of existing hierarchical power relationships in our society – and to encourage the imagination of young people to think about radically different ways of social organisation which might eliminate such relationships. (1990:5)

Thus the issue collects together a range of articles and papers, the majority of which are defined as *Discussion* papers, variously reflecting on the meaning, practice, histories and utopic envisioning of anarchisms, as well as considering the different roles of various anarchistic approaches in the underpinning of the academic discipline, and in educating and informing people living life more generally. The editorial introduces each contribution, reading, unlike previous editorials, more like the introduction from an edited book containing a collection of submissions.

The first *Discussion* article comes from Cook, and is entitled *Anarchistic alternatives: an introduction*. In this, Cook begins with a preamble, reflecting in autobiographical style on his discussion with a student (Rachel Dixey⁷⁵) who had written an essay extolling the merits of anarchism. He recalls his detailed critique of her idealism and her correction of his dismissiveness, arguing thereby a need for greater understanding of what is understood to be 'anarchistic' by popular media *versus* a need in education for students and teachers to know of the different approaches and ideologies themselves. Hence, what follows is an introductory account, written by Cook but taking inspiration from Dixey's arguments, in which he draws on the academic writings of anarchist historian and academic George Woodcock⁷⁶. Through this, Cook introduces briefly the varieties of anarchism, considering individualist anarchism (right-libertarianism, 'everyone for themselves'), through to mutualism (stressing mutuality and social cooperation), collectivism, anarchist communism, anarcho-syndicalism and pacifist anarchism. Cook argues that, however different in their ideologies, all left-leaning forms of anarchism oppose seven general concepts of:

1, capitalism, 2, giantism, 3, hierarchy, 4, centralism, 5, urbanism, 6, specialism, 7, competitiveness. (1990:14)

Without going into any critical description or discussion of the terms that he defines, Cook surmises that such a dislike of the seven listed concepts delineates right-wing libertarians from the left- wing libertarians, and it is the left which would, in Cook's opinion, serve to facilitate

⁷⁵ The same Rachel Dixey (whose name is spelt differently between issues) who contributed the essay on gendered geographies of leisure for the WGSF issue of CIGE (3.1).

⁷⁶ Specifically, drawing upon Woodcock's book *Anarchism* (1975), a Woodcock edited book *The Anarchist Reader* (1977), and Woodcock's biography of Kropotkin *The Anarchist Prince* (with I Avakumovic: 1971).

a truly egalitarian existence. While Cook highlights the spatial consequences of giantism citing motorway construction and monolithic tower blocks, he draws on previous discussions in the journal series to illustrate a consistency of ideological perspective:

In this journal, we have consistently highlighted the dangers in this remoteness and the need for the powerless to act to overcome this problem (Gill and Cook, 1984, Sinclair and Simpson, 1984). (1990:15)

Cook then declares what anarchism stands *for* and what left-leaning anarchism favours (as the inverse of the seven previously-mentioned detested concepts):

Those features of social life which anarchists favour include: 1, individualism or collectivism; 2, egalitarianism; 3, voluntarism; 4, federalism; 5, decentralism; 6 ruralism; 7 altruism/mutual aid (1990: 15-16)

He summarises the benefits and envisages the ways in which spaces would be altered, with cities being dismantled and becoming a ‘federation of neighbourhoods’ (1990:xx) rather than only a minority having the power to manage resources and spaces. Cook concludes his paper by highlighting the ‘strengths and weaknesses’ of anarchism, discussing briefly the ideas of a range of anarchists and citing William Morris, Joseph Proudhon, Michael Bakunin and Peter Kropotkin, and charting their various attempts at setting up communities. While many of these communities were deemed to have ‘failed’, Cook argues that anarchism still remains popular because of the appeal that it holds to those who are disenfranchised and remote from decision-making spaces of power; and adds that, while the media would no doubt continue to vilify and misuse the term anarchism, it would nevertheless hold interest while inequalities existed in society.

Drawing on the writings by geographers about the radical traditions of geography’s history, Cook cites Breitbart’s chapter on Kropotkin from David Stoddart’s edited book *Geography, Ideology and Social Concern* (1981)⁷⁷, as well as writings by Peet (1975) from *Antipode*. While there is a to-be-expected reference to quotations by and the life of anarchist geographer Kropotkin, there are other, more obscure textual sources and anarchists consulted by Cook in his editorial. Cook cites Tony Fielding’s 1983 research paper from the geography department in the University of Sussex ‘What Geographers Ought to do: the relationship between thought and action in the life and works of P. Kropotkin’, and also Dennis Hardy’s monograph *Alternative Communities in Nineteenth-Century England* (1979). Some of these authors contributed articles to the issue, as can be seen from the range of names in the list of contributors (**Figure 5.44**).

The next *Discussion* paper is entitled *Portraits of some anarchists* and is a collectedly written piece, beginning with Cook’s summary of the life and work of ‘Kropotkin: Prince of Geographers’. Janis Newman’s *Discussion* articles follows, consisting of a brief biography of one of the few

⁷⁷ This chapter is also referenced in the writings of Ward in his 1990 essay ‘Four easy pieces and a hard one’ in *The Raven*, where he encourages readers interested in Kropotkin and Reclus to ‘... consult the excellent essays by Myrna Breitbart on Kropotkin and G. S. Dunbar on Reclus in *Geography, Ideology, and Social Concern*, edited by D.R. Stoddart (Blackwell 1981)’ (Ward 1990: 157-158).

anarchist women ever discussed in the historiographies of anarchism⁷⁸, Emma Goldman. In her short discussion paper, *Emma Goldman; Anarchist Feminist 1869-1940*, Newman attempts to highlight the gender imbalance in published biography concerning not simply a female anarchist, but also ideas that formed the beginnings of anarcha-feminism⁷⁹. Ward's article *The anarchist lifestyle* is the next *Discussion* paper; and, mirroring autobiographical accounts published in previous issues of the journal series⁸⁰, Ward offers a succinct autobiographical summary of why he is an anarchist⁸¹. He ruminates on the interconnectivity of personal politics as a living anarchist and his life as a writer and DiY publisher with the Freedom Press⁸² and then doing subsequent paid work in the 1970s writing for BEE. Ward reflects:

I am a typical anarchist in that I have had a life-long interest in printing, and consequently in publishing ... and I am typical in that I drifted into a series of interesting (and conceivably socially useful) jobs, each of them a 'learning experience' ... I am regarded as an authority on topics like architecture, housing and planning with not the slightest qualification in these fields, simply because I insist on looking at them through anarchist eyes, and observing that the emperor hasn't actually got any clothes. And needless to say, like everyone else, I have opinions about schooling. My last employed work was as director of the School's Council curriculum development project 'Art and the built environment', which was concerned with the role of art as a school subject in environmental education, and which brought some fruitful links between art and geography teachers.⁸³ (1990:32)

The *Discussion* section of the issue continues with the writing of one-time Ward collaborator⁸⁴, the geographer Dennis Hardy. In Hardy's article *The anarchistic alternative: a history of community experiments in Britain*, he considers the different experiments in utopic communal living based on anarchist ideologies, borrowing historical moments from Gerard Winstanley's Diggers community at St George's Hill, Surrey, and the inspiration such an experiment had with colonies setting up across England. He cites the influence of Kropotkin's observations and influences as he observed life and recorded his ideas in 'fields, factories and workshops'. Hardy then goes on to consider communities which set themselves up in the late-19th century in England as an alternative to excessive urbanisation and industrialisation, giving examples such as that of Clousden Hill Free communist and co-operative colony at Forest Hall, Newcastle, and following influences from the writings of Tolstoy, spiritualist communes establishing themselves as colonies (such as the Purleigh, Ashington, and Wickford colonies

⁷⁸ There are many anarchist women throughout the history of anarchism who rarely get acknowledged, such as Charlotte Wilson, Louise Michel, Marie-Louise Baneri and Voltairine De Cleyre. Many more are mentioned through the pages of Goldman's two volume autobiography 'Living my life' and her writings (in Shulman 1972). Many **many** more radical leftist women activists have existed in the history of creating spaces of left-libertarian education, writing and pamphleteering. Writers such as Sheila Rowbotham (2010) touch on some of these women in their writings, but too often they are omitted from accounts. It is equally telling that in this issue of CIGE few references are made to women anarchists or indeed any explicit exploration offered of their activities, yet there are repetitive refrains and commentaries about Kropotkin. The *Open Space* feature in this issue could be debated very much for attempting to begin such a discussion as a final piece in the issue, and conflating feminist anarchism and ecology could be further critiqued by anarcha-feminists (see Dark Star Collective 2002).

⁷⁹ Further details about anarcha-feminism can be read in publications such as Dark Star Collective (2002).

⁸⁰ Such as by Warren and Fung from issue CIGE 1.2.

⁸¹ Ward's autobiographical reflections on his life and work as a British anarchist involved in urban planning, education and writing are illuminated further in a DVD interview by Roger Deakin entitled 'Personally speaking: Colin Ward in Conversation with Roger Deakin' (2009).

⁸² Established in the 1870s by Charlotte Wilson, Freedom Press was the first anarchist press, based in Angel Alley, Whitechapel, London, through which anarchist writers such as Kropotkin contributed (Walter 2000).

⁸³ See Fyson and Ward (1973); also see Adams and Ward (1982).

⁸⁴ See Hardy and Ward (1984), and Ward and Hardy (1986).

in the county of Essex), Brotherhood workshop in Leeds and, in particular, the Whiteways community in the Cotswolds. Hardy considers the flow of commune members between communes/ colonies, highlighting how newer groups formed when experiments resulted in attempts by other commune members to subjugate other members. Hardy cites Whiteways as being more successful than others due to its consideration of women in the communities – something less explored by the Russian anarchists in their ideologies of anarchist living – and put into practice when Nellie Shaw, one of the founding members of Whiteways, implemented what could be considered feminist practices in order that the women of the community be treated as equals, and to work as equals, to their male anarchist counterparts. Hardy considers the legacy of such communities and concludes by suggesting ways in which geography teachers could use and explore such utopic visions and utopic endeavours, providing short biographies of key anarchists and communities with additional notes and references for further reading.

Following Hardy's article is a paper by the author of *Alternative Realities* (1974), Andrew Rigby. In his paper *Lessons from anarchistic communes*, Rigby sets out the practical problems encountered when people attempt to establish their own utopic community, asking how one goes about practising participatory decision-making. He takes seriously people as individuals within these experiments and is alert to how people interact socially as 'new spaces' confront every social relationship: from how lovers negotiate their personal relationships, through to familial relationships and roles of fathers and mothers. Rigby stresses the tensions and problems with sexual jealousy and the debilitating fallout in a community when people are working through notions of sexual norms, tracing how this fallout is then played out across the broader community and its day-to-day running and interactions. Rigby continues to recognise problems with ideas of personal space and personal privacy, personal property and the 'free-riders', but, more importantly, the problems encountered in negotiating 'everyday life'. In this latter respect, he concludes that there are always problems in everyday life, but that in the creation of one's own community, these appear to be more real because one is having to face up to these as active decisions everyday with no societal structures at play to hide behind. Looking to the life of William Morris, Rigby recommends that an open and honest relationship and kinship needs to be constructed though a space in which one has already looked critically at oneself:

None of us enjoy being criticised, enjoined to mend our ways, and confronted with the harsh truth about ourselves – it is a painful and fundamentally threatening experience. But we can cope with it if we are confident in our belief that our critics are, despite occasional appearances to the contrary, fundamentally 'for' us. What this means is that each member of a commune recognizes themselves in each other, feels a part of each other, recognises the deep affinity that exists between them. What I am trying to describe is a sense of kinship, an experience of friendship – a bonding that goes beyond ties of blood and nuclear family networks. (1990:59-60)

Rigby's article considers, albeit briefly, the geographies of sexual, familial and in turn societal relationships, how these make spaces in which people are able to live freely and the tensions that can occur. He touches on how communities are able to attempt to work through ideologies, deciding what is considered acceptable and what is not; thus, the geographies of inclusion and exclusion are also notionally highlighted for readers to ponder further.

Pepper's *Discussion* article (1990a) is the final version of the paper produced in draft in *The Raven* in 1988. In *Geography and landscapes of anarchistic visions of Britain; the examples of Morris and Kropotkin*, Pepper repeats and builds upon case studies and arguments made by Hardy from the previous paper and, indeed, Hardy's own book (Hardy 1977) from which his CIGE paper draws heavily. Pepper refers to the lives of two anarchists to consider teaching about anarchism, concluding his paper with four pages of terminology and concepts through which teachers could begin to think about engaging their students in critically thinking through the suggestions promoted by Morris and Kropotkin. The first two pages of additional materials for teachers to read are concepts and terminology, while the final two pages include classroom suggestions for discussing aspects of landscape design. Arguing the need to consider historical contexts, Pepper suggests that teachers are best able to engage students with anarchist ideas by looking at the formation of landscapes, asking how landscapes can be interpreted and in turn positing how questions can be raised about their degree of 'utopian' design: for whom and by who? Entitled *Imagining an anarchist Britain: some principles which influenced the geography and landscape*, Pepper here prompts teachers and students to think through and envision different landscape designs in relation to notions of self-reliance, decentralisation and smallness of scale, as just a handful of concepts through which to start discussion and potential project work in class.

Ward's second *Discussion* paper (1990b) is entitled *An anarchist looks at urban life*. In this piece Ward draws on his work for BEE, working through anarchist praxis within the built environments of cities, in the course of which he extols the virtues of Scottish geographer, architect and visionary, Patrick Geddes⁸⁵, in addition to those of geographers Kropotkin and Reclus. Citing the writings of Keith Wheeler and quoting his 1972 lecture, Ward urges geographers to:

Trace a line of descent from the morphological thinking of Goethe through Humbolt, Reclus and Haeckel to Geddes, which represents an alternative tradition in Western European thought deriving inspiration from the paradigm of plant geography and ecology. It also provided a holistic insight into the relationship between man [*sic*] and his environment. (1990:82).

Through this lineage, Ward looks at the ways in which environmental education and town and country planning initiatives were able to develop an anarchist approach to education and critical engagements with 'the built' urban environment. Ward writes autobiographically and informally as he reflects on his work with Anthony Fyson in the early-1970s and their *Streetwork: The Exploding School* (1973), a project that shifted students 'out' into the urban environment to ask questions of building legislation and county planning departments. Ward also explores international case study examples of communities developing living spaces for themselves, citing the vibrancy of 'shanty towns' as autonomous spaces in which people are able to discuss and debate resource access – in a manner which centralised legislation would neither condone nor consider – regarding the specificity of people and the places in which

⁸⁵ Note the writings of Wheeler and in particular the paper he gave as part of the 4th C C Fagg Memorial lecture entitled 'From Goethe to Geddes and the search for environmental understanding' (1972 pamphlet from Croydon Natural History Society).

they live their daily lives. Considering the writings of American anarchist Murray Bookchin⁸⁶ Ward goes on to consider the decline in autonomy when legislation hailing from beyond the local scale inhibits decision-making and resource management. Ward continues to raise the questions of cities as autonomous spaces, concluding the need for anarchist geographers to be engaging critically with cultural constructions of the 'inner city' and the problems associated with the poverty in cities, and ending: 'If I were an anarchist geographer I'd be writing a book called *Welcome Thinner City!*'⁸⁷ (1990:91).

Following Ward's article calling for greater engagement with socially excluded urban communities is Breitbart's article *Calling up the community: exploring the subversive terrain of urban environmental education*. Neatly illustrating Ward's call and highlighting the activities of anarchist geographers, Breitbart begins by quoting an advertising campaign for the Fresh Air Fund, a charity established in New York at the end of the nineteenth century to facilitate urban children with access to the moralising benefits of 'the countryside' and open spaces⁸⁸. Breitbart's article raises critical questions of Ward's conceptualisation of city space as landscapes to be 'overcome', noting:

Several efforts are under way to devise innovative approaches to urban environmental education that give children a chance to think and act critically. This article explores some of these examples and explores a theoretical context for interpreting them as potentially liberating forms of education. (1990:95).

Starting with reference to the writings of Kropotkin, Breitbart considers how decentralising decision-making in the workplace and community might shift things. Coupling this material with ideas expressed by anarchist educationalists such as Henry Giroux, she argues the need to situate learning *beyond* specific spaces of education, getting students to learn in the street, within the community and in the home (1990:99), using Fyson and Ward's examples as embodied practice of such claims. Breitbart recounts similar projects in Belgium (Foundation Roi Baudouin), Bunge's Detroit Expedition and a housing project in New York where school children took over decision-making as examples wherein children lead the way in deciding what to investigate, how and for what purpose, developing trails via photography or via heavy descriptive prose to characterise sensory trails⁸⁹. Breitbart finishes her paper reflecting on the challenges that such teaching can bring to educator, student and community more broadly; but asserting that the effort and attempt must be taken if people are to become actively engaged with the world of which they are a part:

⁸⁶ Murray Bookchin, American anarchist who published on libertarian municipalism and social ecology See Biehl, J (1997) *The Murray Bookchin Reader*.

⁸⁷ Clearly Ward *does* consider himself as such, as his book *Welcome, Thinner City: Urban Survival in the 1990s* was published by Bedford Square Press in 1989. This is another indicator of the length of time it took between gathering materials for this issue and its final publication: Ward's book came out before the issue!

⁸⁸ Similar arguments were made in the UK at the same time, with the Open Air Society (now National Trust) beginning as a campaigning organisation to create green spaces in the city for those in economic poverty to have access to park spaces.

⁸⁹ Earlier iterations by the likes of Rimbaud and Debord might have described academic geographers working/walking across cultural and historical geography as being 'psychogeography'. Certainly it is clear that such narratives of walking, traveling and sensing urban routes date back to nineteenth-century school educators whose accounts in the *Geographical Teacher* (1901) connect through to pioneering progressive radical educators of earlier decades (see Chapter 4 for brief overview).

Actively searching one's environment and becoming involved in personal experiences of choice and action at home, in the street, or in school may reduce feelings of powerlessness and stimulate reflection and encourage feelings of self-worth ultimately contributing to personal liberation. Certainly these are some of the hopes and expectations of proponents of urban environmental education. (1990:110)

Michael Duane's *Education for what? a guide to the Dartington experiment* follows from Breitbart's theme, being specifically concerned with the development of progressive anarchistic education. Citing research began in the 1920s concerning children's developmental psychology, Duane, as ex-head teacher of Risinghill School, Islington⁹⁰, promotes their ideas of progressive education as necessary to the development of self-reliant, capable and community-engaged people. He looks specifically at the case of The Terrace, an anarchistic state school established in 1973 in Coinsborough, Yorkshire, as a joint project between the head of Dartington Hall School and Sir Alec Clegg, Education Officer of West Riding, Yorkshire. The intention was to work with students disaffected and excluded from the 'normal' schooling system, getting the fifteen boys who were the first cohort of the school involved in the creation, building, maintenance and management of the school building a year before the school opened. The self-belief of the boys involved in the project, and the constructive and positive comments from the local building contractors with whom they had been working, resulted in greater community cohesion for the new school and in turn successes for the educational practices being advocating. Duane's comments are corroborated with quotes from his interview with the students as transcribed in the latter part of his paper. His paper concludes with a selection of boxed quotes from a range of sources, all of which advocate progressive education free from domination and restrictions. Beginning with a famous quote from Albert Einstein, such quotes and case study examples are supposed to pique the minds of the reader to think critically think through how educational practices are made and to promote alternative geographies of education.

The final *Discussion* papers are, in fact, *Reviews*. T.P.Jones (1990) reviews Kropotkin's publication *The State: Its Historic Role*, translated into English by Freedom Press in 1946 but then recently republished by Green Books. Following is a collected review by Pepper (1990b) concerning 'green living' and 'green ideology' reprinted from Pepper's submission in *Greenline* (1987/1988), a magazine for the green movement. Under the heading *The New Age: is it green anarchism?*, Pepper reviews Maurice Ash's book *The New Renaissance: Essays in Search of Wholeness, People and Planet* (1986), a pamphlet edited by Tom Woodhouse entitled *Alternative Nobel Rose Speeches* (1987); and Walter and Dorothy Schwartz's text *Breaking Through: Theory and Practice of Wholistic Living* (1987). The final review, by Jackie Lewis, is of John Fein and Rod Gerber's edited publication *Teaching Geography for a Better World* (1986). In this publication Lewis identifies a number of recognisable names from the list of CIGE Editorial Group, not

⁹⁰ Duane was well known for his professional commitment to progressive and emancipatory education. As ex-head teacher of the comprehensive school, Risinghill in Islington North London, he became known for his informal manner and was opposed to corporal punishment at a comprehensive school that had been formed in the 1960s by the amalgamation of four pre-existing schools. His anti-authoritarian stance made Duane a target for criticism and the HMI closed Risinghill in 1965. His account of the vilification of himself and those at Risinghill, and what they had attempted, was published in a Penguin Education Special *Risinghill: The Death of a School* (1967). From the mid-1960s, Duane lectured and advocated progressive anarchistic education.

least that Fein himself had been an member since CIGE issue 1.2. The text includes a chapter by fellow ex-Editorial Group member Hicks concerning peace studies and one by Huckle concerning political literacy through environmental studies, while other chapters have reference lists which cross-reference articles featured previously in the pages of CIGE alongside specific publications sole or co-authored by Editorial Group members of CIGE.

The final piece of writing in this issue is the only *Open Space* feature. Written by Nickie Hallam and David Pepper (1990), *Feminism, anarchism and ecology: some connections*, their article draws out the tensions and silences concerning anarchism and gendered politics. Explicitly considering how gender, feminism, ecology and anarchism overlay, it is nonetheless important, they argue, to acknowledge differences between these conceptual-political positions before considering their shared agendas. The article ends by appealing to teachers about the value in making the attempt to see links and correlations between these different movements, declaring that:

... the true nature and extent of contemporary pressure for social change ... may go unappreciated, without conscious attempts by teachers to links apparently discrete pressure groups. If this is allowed to happen then the illusion created by a minority of Thatcherites – that their world view is a majority – will continue to be successfully transposed from the wider society to the classroom. (1990:161)

This feature ends with six pages containing further readings pertaining to specific aspects of politics discussed in the piece, with four subsequent pages of definitions to assist the reader in making sense of terminology and language used. Thus, different kinds of feminisms, environmentalisms and anarchisms are all summarized, appending at the end of the featured materials a promotion of the London Ecology Centre's membership scheme for schools in the run-up to World Environment Day 1989. The only advert of sorts exists at the close of the issue with a half-page promotion of 'Acid Rain' teacher packs produced in the Environmental and Geographical Studies Department of Manchester Polytechnic. It is notable there are no adverts for ACD publications or resources.

This journal issue works as a 'stand-alone' text which, of all of the issues, has arguably gained the most subsequent academic attention, notably from academics interested in anarchism (such as Blunt and Wills 2000) and sought after by a number of academic geographers on an international level wishing to engage with this specific journal edition today (White and Wilbert (2011), Springer, Ince, Pickerill, Brown and Barker (2012⁹¹)). Nevertheless, the lateness of its publication hindered any subscribers wishing to take part in events listed, since it was so late that some of those events listed, such as that of the London Ecology Centre, were out of date by the time it was circulated to remaining subscribers. Moreover, the highly

⁹¹ The author was approached and invited to contribute to this special issue in light of editors being made aware of this issue of CIGE at conferences and workshops, but regretfully had the submitted paper rejected. Critical constructive feedback from anonymous referees suggested that the history of past efforts of publishing and teaching anarchism in geography had been "done" and as such the framing was not appropriate for the issue. While the author acknowledges her own failings at wordsmithery into account, such a comment from 'the' critical / radical geography education journal that Antipode represents concerning engagement with the historical geographies of radical efforts that have been under-recorded begs further questions on how histories of critical and radical engagements that have failed to be recorded in the historiography of critical geography might be folded into the more well-trodden narratives. Inclusion of CIGE's efforts in the UK chapter of Berg and Best (Eds) *Placing Critical Geography* (forthcoming) goes a small way in redressing this issue and will be discussed in detail in Chapter 8.

text-based content, limited use of images and lack of any classroom production materials signalled a clear shift away from earlier issues of the journal.

5.11 Concluding Summary

While the publishing life of the entire series of CIGE is quantitatively limited: short in publishing years and with only eight issues comprising its publishing run, small in volume, this chapter has endeavoured to illustrate the significance of the series as a case of quality over quantity. The quality of the series is in its ambition. Of its tenacity to hold fast to the aims of the Association it materially represented. Of drawing out voices, approaches, discussions and debates that were anticipatory of discussions being worked through by the mainstream of British Geography education publishing, but which chimed with the concerns and debates about the world being had in popular media and across British cultural life more generally. Through its aims, a vision and scope is recorded in calling its readership to reversion their understanding of what geography education should be, and who might be included in the making and writing of the subject. Expanding its contributors to geographers in their widest conception illustrates an emancipatory and inclusive vision of the subject, one that is not concerned to defend a subject's disciplinary identity but to remake it anew.

The following chapter will introduce some of those people whose efforts not only proved instrumental in the creation of the journal series, but whose ideas, thoughts and work have enabled the way human geography has been conceptualised and engaged with in subsequent years.

Chapter 6

Lives II: The Geobiographies of *Contemporary Issues in Geography and Education*

6.1 Introduction

At the beginning of a play, the *dramatis personae* or cast list of characters is presented. A few words in summary provide clues to the social, cultural and political status of individual players, warranting speculation from audience members as to how moments and encounters between players at particular times and places will shape the story about to unfold and the people therein. The focus of this chapter concerns the *dramatis personae* of people who played their part in making the journal series. Reading the list of 128¹ names that feature throughout the journal, whether as series editors, members of the editorial group and contributors or as additional names of people and organisations held in correspondences and minuted meetings, suggests that, within the pages of the journal and beyond it, CIGE provided both publishing and ideological space for a fluid and diverse network of people and places. This network spanned regional and international scales, identifying a movement of diverse professional geographers holding ambitions towards a more critically reconstructed version of geography curricula design and geographical education more generally.

Exploring individual biographical accounts of the people whose efforts went into making the journal series as a whole, how they ‘entered’ and ‘exited’ the stage of the journal and ‘played’ while involved with the journal, gives insights into how the journal series itself came to life/live. Delving more geographically into the geobiographies of individuals and triangulating these with contextual accounts and other geobiographies brings forward from the background the spaces and places in and through which people were meeting, sharing ideas and creating the journal series. Writing a biography of the journal through the people who wrote, edited and compiled the issues is not, however, as straightforward as a drama scripted. Hermione Lee (2009) has observed the complexities of navigating the various sources of information about an individual: their lives, personalities and work variously jostle to be made visible or to vanish. Alan Baker (1997:231) observed that ‘the dead don’t answer questionnaires’, but this statement does not mean that living interviewees are necessarily compliant or will answer the questions fully or beyond their own situated knowledge. This becomes more politically prescient when interviewees in the present are still connected with their various geographical professions, and where such ‘past’ activities hence remain as meaningful (maybe complex, maybe disconcerting) memories in the present, with active traces of the ‘past’ in question perhaps still germane to proceedings, relationships and opportunities (or lack of) in the intervening period (between

¹ See Chapter 5

‘then’ and ‘now’).

Trevor Barnes (2014) has reflected on the challenges and pitfalls of writing the collective biography of academic geography’s quantitative revolution of the 1950s and 1960s. His negotiations when interpreting interview transcripts and ephemera, and in responding to interviewees’ subsequent assessment of his own account of the era, serve as a reminder that the following pages are the author’s (my) own take on events. Resounding silences too can lead to more questions being asked than answered. Memories and recollections on record as well as tantalising ‘off record’ accounts (rumoured or otherwise) and partly recalled events can and need to be treated with caution, followed up to avoid or else to expose repetition of collective false memory, to side-step implied insinuations, half-truths and obfuscation that can serve to confuse the documented evidence collected. It was clear at the outset that undertaking biographical research on the people and the journal series should be neither hagiographic nor hatchet-job. Writing up the story of CIGE has meant not taking anything at face value, but following up what has been discussed in interviews and corroborating versions of events through a range of other sources to enable a vivid contextual picture to be rendered of the life of the journal series (and the lives of its enablers).

Writing about the people who shaped the journal series over CIGE’s publishing life comprises an attempt to repopulate spaces of geographical disciplinary knowledge-making and practice that have been largely disregarded by both geography educators and geography academics. Detailed accounts for the geobiographies of every member of the Editorial Board were not possible, even if time had afforded it. Responses to my enquiries covered the spectrum of possibilities: from genuine enthusiasm and openness to share individuals’ documents and resources, to complete lack of response. At least one member told me in no uncertain terms where to go. For many, memories were at best ‘hazy’; in the words of Julian Agyeman, ‘This is going to be like dredging, dredging sludge’ (Interview with Agyeman 2009). Looking at the lives of the people who contributed to the making of the journal series further illuminates lives that might otherwise fail to garner attention from more traditional accounts of the subject’s historiography. As Avril Maddrell (2009) exemplifies through her research into the hidden historiographies of women in geography, many of those who contributed to making the journal series straddle a range of activities and spatial and temporal scales through which ideas, associations and networks developed. Exploring these geobiographies serves to enliven the content both of the journal and the otherwise ignored marginal spaces in and through which the subject is made. There is awkwardness in attempting to make sense of such ‘complex locations’ (Maddrell 2009) in and through which individuals worked which does not lend itself readily to a brief summarising sentence. Thus, archival resources, bibliographical materials and other ephemeral sources cutting across a range of established and grey literatures have necessarily been consulted in order to provide, as fully as possible, an account of the existence of the journal’s life and the people who found themselves named and associated with it. As Alison Blunt (2010) has observed, the way individual biographical accounts weave through wider contextual and analytical themes serve to raise larger questions regarding how biographical materials are able to challenge the limited ways

in which histories of geography, and in turn historiographies are conceptualised, thereby exposing processes through which disciplinary ideas and knowledge-making have been traditionally conceived.

Thus, from a micro-scale of an individual's life, through triangulation of personal recollection and memories with contextual archival data, one is able to tease out further questions that might otherwise be lost through more traditional approaches to disciplinary documentation and the writing of historiography, and, in doing so, revisit how accounts of the past are populated in writings of the present. This chapter therefore, explores the biographical accounts of those whose various efforts went into the making of the journal series, beginning with the series editors, then Editorial Board members. Consideration of the individual's background, their temporal and spatial movements in and through institutions, and how they came to be associated with the journal series helps to focus motivations and, in turn, offers insights into various contextual factors: the 'geo' of their personal and professional biographical identities. Drawing out the practices and processes through which individuals worked out their different locational contexts, utilising the resources and opportunities therein, enables geobiographical moments to surface, and in turn reveals the critical cultural geography of how the journal series was able to find its voice, its publishing space and its potential readership.

6.2. Journal series editors

6.2.1 'It was all Dawn really ...'²: Dawn Gill

6.2.1.1 Background: finding a radical geography

Where written accounts in geography education books and journal articles have acknowledged the work and publishing life of the ACDG and CIGE (Walford 2001; Rawling 2001; Morgan and Lambert 2005), a shared narrative is deployed. CIGE is documented primarily as a *solo* enterprise, centring Dawn Gill as a single individual whose apparent lone efforts make readily dismissible the endeavour and the ideological and political curriculum debates within the journal and movement more generally. Eleanor Rawling (GA President in 1991 and Geography Inspector for the Qualification Curriculum Authority) describes the ACDG as 'launched by a disenchanted London teacher, Dawn Gill, and its journal *Contemporary Issues in Geography and Education* promoted, for a few years, radical perspectives on geography and education' (Rawling 2001:37-38). Rex Walford (himself GA President in 1983-1984) has referred to the ACDG and CIGE in a similar vein as 'Dawn and Co' (Interview with Walford 2009), overlooking any detailed reference to the people who made up the ACDG beyond 'Gill and her colleagues' (Walford 2001:192). Such a description serves not simply only to depopulate the 'and Co', but, where mention is made of fellow series editor, Ian Cook, a notable distancing of narrative is deployed. Thus, writing about the criticisms which Gill and Cook levelled at GYSL, Cook is described in brackets as '(an academic geographer who had been drawn into the argument)' (Walford

² Interview with Cook 2010.

2001:190), presenting him as passive rather than acknowledging his active co-editorship of the journal series or membership of the ACDG. The emphasis placed, whether as 'Dawn and Co' or simply as Gill, serves to record a partial and in turn limiting account of the number of people who worked with Gill in giving life to a 'shoe-string' (Interview with Agyeman 2009) enterprise. Such reporting will be paid greater attention and critical scrutiny in chapter 7. Certainly, such depiction has some validity; as Cook's quote beginning this section modestly suggests – he himself said 'It was all Dawn really ...' (Interview with Cook 2010) – the energies and efforts in maintaining and sustaining the journal series were viewed, even by people working on the journal, as being primarily the result of Gill's hard work. It is clear that without her, the endeavour would simply not have happened, and therefore exploring the extent to which Gill was the personification of the journal and its Association is important in wider discussions.

Dawn Gill's own political education developed during her formative years. Born in Doncaster on 16th February 1949, her father died when she was nine months old leaving Gill and her mum – who was 21 years old and six months pregnant with Gill's younger sister – growing up in a council flat in a single-parent household. Gill recalls her 'very strong and very remarkable'³ self-reliant mother working hard to support her young family, firstly running a coat stall on Doncaster Market before selling up when Gill was older to run a fish and chip shop where she worked until she was 70. She never remarried. Instead, Gill's mother provided a practical role model for her daughters to be self-reliant and, as Gill recalls, 'to never rely on a man'. Encouraging both daughters to aspire to become teachers in order to provide income and to be about during school holidays for children, Gill reflects that she was given no practical guidance to how to achieve this goal, because her own mother had not known the benefits of education herself. Gill recalls few books in her family home, and she learned to read via words on the labels of tins or in advertisements. When she finally did read a book, aged nine, she read Anna Sewell's *Black Beauty* followed by the Susan Coolidge's children's classics *What Katie Did* and *What Katie Did Next*, and became 'an avid reader'.

Attending the local secondary modern school did little to foster Gill's burgeoning academic abilities. She experienced school in a negative way, not feeling that she was ever able to catch up, 'so I went through school thinking I wasn't very bright'. Aged 13, Gill remembers working on her mother's coat stall in Doncaster Market. When it came to sitting school examinations, she describes her younger self as being an 'accidental geographer', surprising herself and her teachers by gaining four grade A's at O-level, one of them being in Geography. Gill puts this down to the school subject being 'easy, learning by rote', and, despite staying on at school to study it at A-level, she remembers 'not having much respect' for it as a subject. Going on to study the subject at university was more by chance than conscious choice. Gill recalls not being aware of what university was until Jenny, a friend of Gill's from a middle class family who attended the local grammar school, informed her she was going to university to study Home Economics at

³ All quotes which follow where Gill is talking about her life and work derive from an interview with her in 2007 and in 2010.

Elizabeth Gaskell College in Manchester⁴. Gill decided to apply to the same course and institution as her friend. She recollects hating the course the first week she was there: ‘the only other subject on offer was Geography, so I studied for a BEd [Bachelors in Education] in Geography and Sociology at Manchester’. Reflecting on her course, it was the sociology rather than the geography that held most appeal, as she had the opportunity to read critically, citing Marx. The geography itself Gill recalls as being ‘very badly taught, totally boring and uninspiring’.

After qualifying with her BEd in 1971, aged 22, Gill moved to London and her first teaching post as geography teacher at Holloway Boys School, Islington; a post where she stayed for four years. She described herself as being a ‘dreadful’ teacher, because ‘I hadn’t been taught properly’. She recollects being given a pile of textbooks on the first day and instructed to teach a double-page of the textbook per lesson. She describes teaching geography at the time as being ‘hard work’ and the material in the textbooks as being ‘terrible’, but incorporating drama to ‘spice it up and entertain the kids’. Recalling teaching A-level, Gill remembers the materials having ‘no cultural perspective ... Looking back I was appalled but at the time I wasn’t aware’.

In 1975, Gill was seconded part-time from her position at Holloway Boys School to complete a postgraduate diploma in Modern Social and Cultural Studies at London University’s Chelsea College. It was here that she had the opportunity to read, discovering that she enjoyed academic work. Later that year, she gained promotion to become Head of Geography at Quintin Kynaston (hereafter QK) Comprehensive School in St John’s Wood, ILEA London Borough of Camden. It was here that Gill was employed by an ‘inspirational’ head teacher – and geographer – Peter Mitchell⁵. Gill acknowledges Mitchell and QK as the place where she ‘really felt cheated’ by the paucity of her BEd training because ‘they didn’t equip to teach, the pedagogy was no good’. Gill remembers QK being ‘the first school in Britain to have an anti-racist policy’ and, through Mitchell, Gill was encouraged to improve and develop her knowledge of teaching practice through the application for a secondment, funded by ILEA, to study for a Masters degree in Geography Education at the Institute of Education, University of London.

Beginning this degree in 1979, Gill recalls having ‘the opportunity to read and think and reflect and it was really useful. I think it was the first time I was aware of racism in geography through reading Bill Marsden⁶. Although, as Gill relates (and Frances Slater corroborates later in this chapter), there was little by way of formal discussion on radical geography in the Masters course taught by Ashley Kent and Slater, Gill acknowledges the importance of informal discussions that she had with Mitchell, alongside extra-curricular discussions with John Huckle and an ‘off duty’ Frances Slater concerning radical geography ideas of social and environmental justice coming from academic geography and critical pedagogy from educationalists. Informed and inspired by

⁴ The Elizabeth Gaskell College of Education was named after the nineteenth-century novelist and social reformer who during her lifetime had lived near the site of the campus. The college was merged with other Manchester-based technical and training colleges in 2007 into Manchester Metropolitan University.

⁵ Peter Mitchell was head teacher of QK 1972-1983, overseeing the school turning from an all-boys secondary modern school into a co-educational comprehensive school: see <http://www.qkacademy.org.uk/schoolhistory>.

⁶ See Marsden (1979a, 1979b). Marsden has also written on the historical geography of schooling in Britain (1996, 2000, and 2001).

both the readings and discussions, Gill took the opportunity to undertake research on social and spatial inequalities, feeding into her recently acquired canon of radical thoughts and ideas. The bibliography from her 1980 dissertation *Social inequality: spatial form – ideology in geography, an examination of some of the implications of the radical movement* acknowledges those writers who Gill recalls as being ‘an inspiration’, including Richard Peet’s *Radical Geography* (1977), David Harvey’s *Social Justice and the City* (1973) and Peter Kropotkin’s *Mutual Aid* (1939), as well as being encouraged to think critically about pedagogy through reading works by Paulo Freire and Ivan Illich.

Although Gill remembers some discussions with Slater, it was arguably Gill’s encounter with Huckle that, along with Gill’s own following up of ideas and leads, widened her awareness of more critical and radical avenues of geographical enquiry and practice. Never one to pass up an opportunity to find out more and to connect with like-minded individuals, Gill saw these readings as a way to approach academic researchers and writers in the pursuit of her own ideas. After completing her Masters research and compiling a working paper for the Institute of Education based on her findings regarding the state of geography curricula and resource materials accessed by ILEA London schools, Gill would later draw on the academics and educators encountered for collegiate support when meeting critics and overturning barriers in getting her own findings published.

6.2.1.2 The Schools Council report, the ACDG, the ACD and CIGE

As detailed in Chapter 4, the first major report published by Gill based on her Masters research was met with press coverage and notoriety, the positive outcome of which secured both funds and, in effect, free advertising for Gill to reproduce and circulate her own research. Establishing the ACDG (recalled in interview by Peter Jackson as ‘Dawn Gill Enterprises’⁷) at this juncture served to enlarge her publishing ambition beyond the circulation of her own report, enabling an enfolding of other dissenting voices who shared sympathetic political visions for geographical education, thereby situating Gill’s own ideas across a broader landscape of leftist education ideas and initiatives. Establishing the ACDG was, as Roger Lee observed, a ‘canny move’ (Interview with Lee 2007). In a letter discussing the tone and content for the launch issue of the journal sent to Lee on the 25th June 1983, Gill revealed the underlying motivation in establishing the journal and in turn the *modus operandi* of the ACDG as:

... more a work of evangelism or something. It’s part of a process by which people are brought towards a critical position, not something for those who have already reached it – although of course, it’ll have something for those people as well. (Letter from Gill to Lee: 1983/000006)

Simultaneously, it was serving to expose and undermine the GYSL syllabus, holding:

... a commitment to work in relation to changing the most influential and most insidious syllabus I’ve ever come across. (Letter from Gill to Lee: 1983/000006).

Gill recalls not simply the need to challenge the offending GYSL school materials, resources and

⁷ Interview with Jackson 2008.

in turn those who would defend them, but the need to create both a movement of people and the space in and through which alternative and counter-voices could be heard.

The seemingly boundless energy, prolific output and drive that Gill had during this time is acknowledged by those involved with CIGE in the following pages of this chapter, but Gill's own writing output during this time was not simply limited to the pages of CIGE itself. Complementing her vision of the ACDG, Gill wrote resources and occasional papers to continue with her campaign to counter the resources within the GYSL syllabus (OC/000002a; OC/000002d). She wrote an overview dossier of the debates entitled *GYSL: A Case Study of Institutional Racism* (OC/000002a) alongside three separate and specific critiques accompanying alternative approaches and classroom strategies that could be used to replace three of the GYSL resources which she deemed 'most horrid' (OC/000002b; OC/000002d), critiques which she co-wrote with Cook and Anne Simpson. These resources were prepared for the GYSL conferences which both Gill and Cook attended (see below). Complementing these resources, Gill wrote further resource materials and discussion pieces published in a number of issues of ILEA's *Geography Bulletin*⁸, featuring in the two special issues that the publication produced in 1984 and in 1987 on 'anti-racist resources for teaching geography'⁹. In addition to her day job as head of geography at QK, and alongside her work as series editor for CIGE, Gill was approached at the end of 1983¹⁰ by ILEA to be seconded to a three-year post working for the ILEA Centre for Anti-Racist Education which worked alongside the GLC as part of its Multi-Ethnic Inspectorate based at the disused Mawbey School, Cooper's Road, London SE1. This was a timely move by ILEA with the GLC announcing 1984/1985 as a year of 'Anti-Racism'¹¹. Alongside Europe Singh, Olive Moore and Dharampal K Malhotra, Gill was tasked to oversee and produce suitable resources, documents and workshop training for school teachers, librarians, classroom support teachers and education psychologists in ILEAs employ. This opportunity not only afforded Gill yet another institutional address and correspondence resources from which to write letters on behalf of CIGE, but gave her contact with a wider network of teachers and writers who were

⁸ As illustrated through the exchange of letters in the CIGE archive between Cook and Westaway explored in David Pepper's geobiography below. Westaway acknowledges that the ILEA *Geography Bulletin* was distributed to every ILEA school. As such, Gill publishing in this enabled her CIGE discussions and her own radical vision for geography education to be dispersed beyond those who would subscribe to CIGE.

⁹ There is a note in issue 25 (1987) by Michael Storm, writing as HMI for the ILEA *Geography Bulletin* a five-page reflection piece entitled *Geography and anti-racism*. Storm had written in his capacity as HMI to the letters page in *The Guardian Education* making a point of critiquing what he saw as an attack on the profession of geography teaching by Gill and Huckle during the debate surrounding Gill's GYSL report. It is hence significant, given the notoriety of Gill's work, that there is no reference in the 1984 or 1987 pieces to Gill or CIGE, the authors opting here to refer readers to Walford's GA report from the Multicultural Working Party and John Bale's GA published book *The Third World: Issues and Approaches* (1983). Instead, Gill's published input (1987:22-25) is as a resource writer for middle school lesson ideas with a focused role play discussion based around an Asian Corner Shop set at Kingsgate Road, Kilburn, NW6 – anticipating Massey's (1990) article on the Kilburn High Road and a global sense of place by about three years. Gill's work is referenced to ILEA as she also worked at the ILEA Centre for Anti-racist Education. The teacher's notes accompanying her resources (published on page 28) state that she was based at QK School, and it is only in these notes that she references the launch issue of the CIGE as a space for further reading, noting the wider curricular ethos of the ACDG: 'Anti-racist work isn't easy and individual lessons can't be presented in a one-off way. They have to be part of a coherent long-term strategy which takes into count the whole curriculum over a number of years' (1987:28).

¹⁰ Gill's Curriculum Vitae (2011). No specific dates are mentioned, but three years 1983 – 1986 are documented.

¹¹ Curren et al (2005:120).

committed to endorsing and promoting anti-racist education as a radical revisioning of educational ideology and practice more broadly¹².

Interviewing Europe Singh in 2011, he acknowledged the purposeful politics in labelling their education ‘anti-racist’, precisely because, for many students, the curriculum was inherently racist as it stood. It was a conscious political act, signalling to the partisan right-leaning tabloids and conservative education establishment that the ‘anti-racist’ materials which they were producing offered a counter-position to the one being adopted by Whitehall. Singh also notes: ‘plus, we wouldn’t have got any press coverage if we said we were practising a critical curriculum’ (Interview with Singh 2011). The anti-racist label instantly gained press attention and, in turn, afforded debate to take place rather than sweeping discussions about racism in education to one side. Through this work, Gill was positioned to see close-hand the political demonising of anyone espousing anti-racist rhetoric in local authority institutions. Slater (Interview with Slater 2008) recalls Gill strongly suspecting her home phone being tapped during this time, and the presence of tabloid press attempting to ‘dig up dirt’ on her. In this political climate, she was able to foresee both the immediate funding cuts and the imminent closure of both the GLC and ILEA. Thus, when a funding opportunity arose in 1985, despite her already overworked schedule, Gill decided, along with Singh and other teachers’ organisations who met at the ILEA anti-racist centre, to establish an education-wide independent radical resource production company: the Association for Curriculum Development (ACD).

The ACD moniker developed, like ACDG, as an organisation induced out of bureaucratic funding necessity. A generic letter, sent to Cook dated 19th June 1985, marketed this new publishing development. Sending a discussion paper, Gill proposed the establishment of the ACD, a publishing company ‘... to publish anti-racist and radical resources for in-service teacher education and classroom use’ (1985/000014). Gill wrote to apologise for the ‘short notice’ of the meeting to take place in less than a week of the letter’s date on the 25th June 1985, ‘but yesterday an opportunity arose for an advanced payment of £2500 on a future publication – but we need a company bank account by the end of term in order to take advantage of the offer’. Gill’s establishment of the ACD marks her wider independent publishing ambitions for educational materials. From her situated knowledge of ILEA and the GLC, she saw the necessity of applying for what would be the last few funding opportunities afforded these soon-to-be closed organisations in order to establish an independent publishing company through which to produce anti-racist training and resource materials.

Gill’s letter was not just sent to Cook as representative of the ACDG, but to a list of other anti-racist disciplinary educational groups to whom Gill was networked through her work for ILEA, including anti-racist mathematics, anti-racist science, the home economics group, anti-racist education through history group, the advisory committee on police in schools, the radical statistics group, changing the economics curriculum working group, and ALTARF (All London

¹² Alastair Bonnett has written about such networks, see Bonnett (1993).

Teachers Against Racism and Fascism¹³). Establishing the ACD as an ‘independent teachers network’ (ACD/000004) enabled Gill to revitalise her educational work across and beyond the subject of geography during a time where all subjects were being reconfigured through the introduction of the National Curriculum in 1986, but also to absorb the ACDG and its increasing precarious funding position into a wider organisation where the longevity of its activities might be secured. This move can be read in the leaflet produced to promote the work of the ACD on the back of a four-sided A4 flier produced to promote the new publishing venture. In miniature, images from issues 1.3 and 2.1 of CIGE are reproduced, the caption underneath the pictures claiming that: ‘The ACD publishes a termly journal ‘Contemporary issues in Geography and Education’ (ACD/000002). One of their first publications, a collaboration with the Multi-Ethnic Inspectorate (which, in essence, was Singh and Gill!) was a binder-sized in-service training manual entitled *No Racism Here! (We Treat Them all the Same)* (n.d.) comprising a facilitators’ guide at 125 pages and an additional resources document of 252 pages, in which Gill recycled some of the debates made in the first two issues of CIGE, while broadening discussions to a countrywide debate concerning anti-racism and countering the ‘anti anti-racism’ politics of the right-leaning partisan tabloid press (Curran 2005).

In 1988, the ACD produced the book *Sweet or Sour* (**Figure 6.1**), the first publication the ACD publish for the new GCSE geography curriculum.

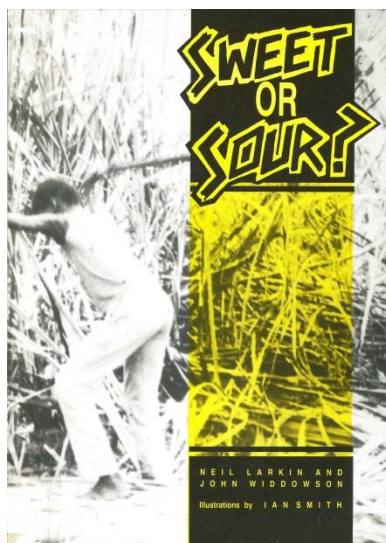


Figure 6.1 The ACD publication *Sweet or Sour*

Written by Neil Larkin, geography teacher and a later member of the CIGE editorial group from 1986, and John Widdowson¹⁴, *Sweet or Sour* ‘is a study of one transnational company, Tate and Lyle, and its activities in two countries, Jamaica and Britain. The book focuses on one product – sugar’ (ACD 1988:1). The authors acknowledged Gill, Singh and Carol Brickley, among others, for their comments and suggestions. On the inside cover page, a few paragraphs introduce how the book might be used, the echoes of CIGE are evident:

¹³ See Troyna and Williams (2012).

¹⁴ Widdowson is a member of the GA and a prolific geography textbook writer, recently receiving a silver award from the Scottish Association of Geography Teachers (SAGT) for his co-authored publication (with Alan Parkinson) *Fieldwork through Enquiry* (2013).

An important aim of this book is to help students to see the relevance of transnational companies to their own lives. This material is activity-based and encourages group learning, role-play, creative skills, and, in addition, it provides ideas and information for further research. The material also has potential to challenge racism, sexism and inequalities based on class difference. (ACD 1988: inside cover)

At the back of the book, a description of the ACD is given, stating:

The Association for Curriculum Development is a voluntary organisation formed by the affiliation of several teachers' self-education groups, which has been working on anti-racist education materials since 1982. It is independent of local education authorities and the DES. The ACD is working to combat racism and sexism in education, challenge indoctrination, and produce learning materials which promote equality. We have recently set up ACD productions ltd to produce resources for teachers' in-service education and classroom use. 'Sweet and Sour?' is the first publication in our learning materials series. We have several teacher in-service manuals and videos. For further information/subscription details, write to ACD, PO Box 563, London N16 8XD.

The ACD also produced a video *A history of racism: we are here because you were there* that was directed by Roddy Megelly (see Chapter 5) and narrated by Moira Stuart, a well-known BBC presenter.

After ILEA was closed down at the end of 1986, Gill left her job at QK, taking on more freelance commissions on behalf of the ACD as well as in her capacity as an independent author. In 1987 she co-edited, with Les Levidow, the Free Association Books publication *Anti-Racist Science Teaching*. Between 1988 and 1989, she was employed to write and edit a series of Department of Education and Employment (hereafter DfEE) training materials for professional development in further education entitled *Staff Development for a Multicultural Society*, published by the DfEE in 1989. This work led Gill to a one-year full time role as consultant to the Open University School of Education where she planned and wrote Open University Course material to Masters level concerning race and education, which then led to a jointly edited Open University Reader published in 1992 entitled *Racism and Education: Structures and Strategies* alongside Barbara Mayor and Maud Blair. She was also employed as an academic consultant for the Open University/BBC programme *Anti-Racist Mathematics*.

In her own recollections of CIGE published in a chapter on 'Geography' nearly a decade after CIGE ceased publication in 1999, Gill misremembered the publishing dates of the journal series as well as, arguably, geographical education in the intervening time period. Gill stated:

This 'radical' debate was reflected in the British educational press through the pages of *Contemporary Issues in Geography and Education* between 1984 and 1988, when the journal's publication ceased. Such debate, which is fundamental to the equalities discourse, continues to be largely neglected in geographical education. (Gill 1999:162)

While the final sentence is arguably a provocation by Gill at the writing out of her efforts and those of the ACDG and CIGE from broader discussions by the geography education and academic geography establishment¹⁵, her own omission of the length of the journal's publishing life may itself have given legitimacy to future misrepresentations of the CIGE and the ACDG,

¹⁵ See chapter 7 for further particulars. As such, it is arguably likely that her comments in 1999 reflect her response to that sleight. For a detailed discussion of this incident, see Chapter 7.

enabling critics of the enterprise to legitimately claim the journal series ran for a shorter time and thus be even more “limited in its scope and influence” as Morgan and Lambert are able to repeat and claim in their statement from the opening chapter of this thesis.

Gill’s geobiography and that of the life of the journal series are *both* at once a story of her own efforts and the efforts of others in maintaining the energies and efforts that she held in establishing the series. Gill turned her own ‘complex locations’ of employment and the geographical location of the ACDG and CIGE Editorial Board members to the betterment of her educative aims. Between 1984 and 1986, Gill utilised a range of corresponding addresses for CIGE. Utilising the permanent academic institutional addresses of complying Editorial Board members was a highly transgressive and subversive act. Using Frances Slater’s work address at the Geography Department of the Institute of Education for subscriptions and Roger Lee’s academic address for journal article submissions, as indicated in issue 2.2 on ecological crisis (1986:113), made a strategic geographical attempt to confer CIGE with legitimate establishment allegiances across formal spaces of teacher training and academic disciplinary knowledge-making, while simultaneously apportioning workload for the journal and having particular correspondence tasks (subscriptions, editorial readers) sent directly to those working on and for the journal. Such use capitalised on the postal, stationary, reprographic and material resources accessible to those with permanent contracts who saw their labour for the journal as work which they would undertake for any other journal advancing their work on and for the disciplinary subject. For Gill, such spatial associations conferred CIGE, and in turn herself, with associates and alliances as an attempt to counter those critics who had, since the very launch of the journal, attempted to portray CIGE as a vanity project by one female school teacher with delusions¹⁶.

While individual theme editors were requested to use their own work base addresses for contact on a generic CIGE headed notepaper, it was Gill herself who appeared to be ‘spectrally’ all over London, utilising a range of work-based addresses from which to reply to subscribers, continue communications or when completing funding applications. During the journal’s life, Gill utilised a range of addresses for her own direct CIGE communication. Initially, she used her home address of 29 Barratts Grove in Hackney as her contact address, but after the launch of the journal she used other contact addresses. Her full-time job at QK was utilised, shortly followed by the address of the ILEA Centre for Anti-Racist Education and Mawby School, Cooper’s Road, London SE1 5DA once she was seconded there at the end of 1983. She used the headed paper of both organisations for CIGE correspondences, the photocopies of which are contained within the remaining archive. By the end of 1985, after requests by Slater to stop using the Institute of Education address for subscribers, correspondence for CIGE was diverted through Gill’s P.O. Box address ‘P.O. Box 563, London N16 8SD’ which was acquired for the ACD in June 1985. Although there was fleetingly an actual ACD site comprising a room and a computer on the first floor of buildings on Downham Road in Hackney (see Pepper’s geobiography for corroboration) that Gill recalled securing for a peppercorn rent, it was more stable to retain and

¹⁶ For further particulars, see Chapter 7.

use the P.O. Box address attached to Gill's own home. As the final issues for CIGE were produced between 1987 and 1989, it is this address which takes over as the main correspondence address for CIGE, even as Gill herself was probably taking much less direct involvement in CIGE proceedings.

The multiple professional roles that Gill undertook during the 1980s while working on CIGE significantly interweave the personal and professional. Her lives entrained and interwove a range of leftist radical political ideas, connecting her, and in turn those working on CIGE, to an internationalist and global vision; one where case studies, writings and ideas from geographers and educators desiring social justice and emancipatory education are followed up. Utilising resources available to her and to others involved with the journal series, having the *nous* to see the imminent changes to the educational landscape in England and Wales during the mid-1980s, Gill was arguably in a transgressive geographical position beyond and between permanent employment contracts, but able to garner the loyalty and support of those who were to ensure some kind of longevity and stability for the journal beyond the publication of her report and its fall out.

6.2.2 Ian G Cook

6.2.2.1 Background

Born in Alloa, Scotland in 1949, the same year as Gill was born, Ian Gillespie Cook recalls the progressive pedagogic practices of his Geography and English teachers at Alloa Academy as being 'inspiring'. Leaving school in 1967, Cook went on to study for a BSc degree in Geography at Aberdeen University, majoring in Geology. Cook recalls the geography becoming more important as his studies progressed: 'For some reason the physical geography teachers were better, but I decided I was more interested in the people side of it, so even though I came out with a BSc, I did more urban geography and took geomorph so far'.¹⁷

After graduating in 1971, Cook was 'all set to do a PhD in Aberdeen', but then, during the summer of 1971, he recalls: 'three things happened ... firstly I read some Marx, because I could hardly remember Marx being mentioned, and the second thing I read Keith Buchanan's *Transformation of China's Earth*¹⁸, and for a radical geographer that was really influential'. Cook remembers the final influential event being that '[a] professor of the department was keen to support students with scholarships', and, 'being married, they asked me where I wanted to study, so I got funding to go to Nottingham [University] to study under John Cole and Dick Osborne and did my PhD on 'Selected aspects of environmental perception in the East Midlands coal area'. While at Nottingham, Cook recalls a number of small-scale radical conferences held in the department and being involved with the establishment of *Geographical Contact*, which became the

¹⁷ All quotes which follow where Cook is talking about his life and work derive from an interview with him in 2010.

¹⁸ See Buchanan (1970). Buchanan was an early writer reflecting on Marxist ideas. As a radical, socialist geographer his books and numerous articles argued for the disenfranchised and excluded and was a vocal critic of orthodoxy. Further details see Watters, R (1998).

department's postgraduate forum. By the time that had materialised, Cook had moved from Nottingham and gained his first lectureship at Liverpool Polytechnic, 'so I didn't feel like I could get too involved with that'. Starting at Liverpool, Cook recalls meeting with Richard Reiser¹⁹ and Phil O'Keefe, among others, in establishing 'the British branch of the Union of Socialist Geographers [USG] and a student of mine did an essay on Kropotkin, that was Rachel Dixey over at Leeds Met, and that really influenced me'²⁰. Getting involved with radical geography and critical pedagogy had hence resulted from 'a combination of things'.

Cook's own involvement with CIGE resulted after he had 'come across John Huckle' (possibly through the *Journal of Geography in Higher Education* [hereafter JGHE]) and Huckle had asked Cook to write a chapter on radical geography for his book *Geographical Education: Reflection and Action* (1983). Cook's chapter is notable for its call to arms, unequivocally demanding that geography teachers educate critically and radically in challenging the established norms of society. He concludes his chapter:

Adoption of a radical type of curriculum will not be easy, and the reader will find further consideration of the issues raised in this chapter elsewhere in the book. It requires teachers to have a wider and deeper knowledge of social processes than is customary to have at present; it requires much of the pupil; it will provoke considerable reaction from the establishment. Nevertheless to me it seems imperative that geographers attempt to deal with some of the issues raised here. The alternative is for the subject to wither in its refusal to face the deep and real issues of modern society. (Cook 1983:81)

Cook's employment position as a full-time member of permanent staff of Liverpool Polytechnic afforded him a legitimate professional position to engage with the practical need for critical education, and as such it was simply an extension of how he saw his role as a lecturer in a city where inequalities were rife and social and economic problems were being misrepresented in the mainstream media. Coming from 'the periphery' and beyond the metropolis of London gave the journal a series editor who had his own network of critical and radical voices from the polytechnic and margins of universities. Cook therefore had affinities with Huckle, based at Bedford College of Higher Education, and David Pepper, working at Oxford Polytechnic. Receiving Gill's invite to join the ACDG complemented his own work aspirations, and the opportunity to join a group of progressive geography educators eager for a change to the *status quo* was something which offered exciting possibilities for Cook, who had already formed a good working relationship with Huckle.

6.2.2.2 Involvement with CIGE

Cook's correspondence archive serves to record how he became co-series editor. Although he joined as a new member in May 1983, it was not until he wrote to Gill on 13th July that he made

¹⁹ Reiser was a geography graduate from London School of Economics who went on to teach school geography in Hackney, London. His 1973 Antipode paper 'The territorial illusion and the behavioural sink' was latterly reprinted in Peet's book *Radical Geography* (also see Walford 2001:200). Reiser would later work on the ILEA Learning Resource Centre on the Disability Curriculum project and later as an advisory teacher. Currently he works as an adviser for London Education Associates Foundation <http://londoneducation.uk.com/associates/richard-reiser>.

²⁰ Cook being influenced by Dixey has been discussed in Chapter 5, when considering his contributions to the final ('Geography and Anarchism' CIGE issue).

a suggestion and commitment to the journal that affected its publishing life. In his photocopied letter to Gill (1983/000013), noted in Chapter 4, Cook writes suggesting they work as co-editors, listing the advantages that such a joint endeavour could have in terms of resource management in sharing workloads, but also bringing to it the breadth of their respective geographical knowledges and networks. Gill replied by return of post, writing on 14th July 1983 on QK headed letter paper: 'Dear Ian ... Your letter came today. Good idea to share the editorship – and a good precedent to set for similar journals, not just ours' (1983/000014). Cook recalls the need for them to be playing to their strengths:

It was a time when the Thatcher Government was in power and we became increasingly strident in influencing education and we were sure that the journal would be set up to be anti-racist and anti-sexist. Dawn was the guiding force, very much the driving force, she pulled people in, people working for Oxfam, academics, people like Roger Lee, Peter Jackson, people of that ilk came in and it was hard to pin down who the editorial board was, but me and Dawn, Dawn and I, we were the constants until the end ... Dawn wasn't as good on the detail, but she would bore you on design and hand-outs and what they looked like, and I used to get annoyed because I would proof read and then they would get sent off and then they'd be typesetting errors, oh god, the number of typos!

The remaining archive of correspondence materials, corroborated by the recollections of other editorial board members (e.g. Interview with Slater, 2008), reveals the hours of work that Cook put into the journal alongside Gill. Cook himself remembers the time as spent mostly on a train from Liverpool on either a Friday evening or a Saturday morning to go to Dawn's house or else an ACDG meeting at Queen Mary College in London to work on journal issues. Cook's remaining CIGE correspondence documents show how Cook, alongside Gill, strove to promote and endorse the journal, seek out new contributors, manage subscriptions and other publishing issues, as well as to write or promote occasional papers and to attend conferences to promote and support their vision for a reconstructed version of the school geography education curriculum. Cook drew on his network of connections 'through the Union of Socialist Geographers' and from sympathetic academic geographers in gaining submissions of articles for the journal, reviewers and advertisements, alongside seeking out theme editors for possible future issues.

Cook was hence a bedrock figure throughout the life of CIGE. His permanent post at Liverpool Polytechnic gave access to technical and administrative resources, and he recalls that, far from being alienated or ostracised for his involvement with the journal, his regional situation in Liverpool, the politics of the city in the early-1980s and working in a polytechnic setting all enabled, compelled and vindicated his efforts to situate himself in a position entirely oppositional to the politics from Westminster. Arguably, it was Cook's employment as a Polytechnic-based academic which best served the purposes of ACDG and CIGE in providing a space in and through which Cook was able to support Gill, in providing the aforementioned administrative contact as well as offering a repository for the remaining archive of the journal which proved elusive for Gill to sustain despite her best efforts (with short-term multiple job posts meaning a peripatetic professional existence and in turn a spectral presence within institutional archives and records). It must additionally be noted that Cook was not the only member of the Cook family

to be involved with the journal. On the reverse of an IBG/AREA flier for placing advertisements, Gill scribbled a note to Cook's wife, Delia, inviting her down in January 1987 to use the computer that they now possessed for typing up copy for them (1986/000023). The invisible support of academic 'other halves' in sustaining journal copies is often hinted at in the margins. That Delia Cook supported Cook and Gill indicates the crucial domestic support networks which sustained such activities and activism on behalf of the journal and its production.

The establishment of the ACD in 1985 saw Gill's efforts diversify, but both Gill and Cook continued to share the responsibilities for the journal. Gill forwarded to Cook some of the letters from subscribers disgruntled at lack of copy, and on the top of one such letter, sent from the Sydney Institute of Education, Australia (1986/000017), Gill annotated: 'Ian, this is one of a hundred such letters, Dx'. Gill's photocopied reply to one disgruntled librarian was used as a guide by Cook to mirror comment and standardise reply (1986/000012). Cook worked with Pepper on the specifics of the final issues, but, as Pepper's following account attests, these issues were still very much overseen by Gill. In effect, Gill and Cook were evidently jointly working on the journal throughout its life-span, producing and making it.

Discussing his own analysis of working on the journal, while acutely aware of its shortcomings in terms of hitting publication deadlines and typographic errors, Cook remains evidently proud of the work he did. He recalls using the materials in a number of seminars, and how the materials supported his own teaching of the subject in subsequent years. For Cook, his work and involvement with CIGE was indeed part of his remit as a geography lecturer at a polytechnic in a city where the adversities of the Thatcher administration were felt hard, and where anti-Thatcher politics were seen as legitimate discourse in order to engage with broader issues of social inequalities across urban space and the human geography of both Britain and wider global geopolitics.

6.2.2.3 Bio-bibliography

Cook's bio-bibliography during the production life of the journal series marks his commitment to the publishing enterprise and the aims of the ACDG. Beyond the radical academic connections that Cook was able to exploit for the purposes of procuring copy or promotion of CIGE, his own commitment to the educative aims of the journal series chimed with the policy research and teaching practice in which he was actively part at Liverpool Polytechnic during the 1980s. During the life of the journal series, Cook's publishing output was primarily focused on CIGE, through which he wrote, in the capacity of author in issue 1.2, the article *Colonial pasts: post-colonial present: alternative perspectives in geography*, bringing to the fore critical discussions surrounding the concept of 'post-colonialism', a term not readily found in contemporaneous academic geographical publications. He also wrote the editorial for the 'War and Peace' issue and, with Pepper, theme-edited and contributed to the 'Anarchism and Geography' issue. His Curriculum Vitae during the years in which CIGE was in production reveals the extent to which

his activities were focused on the journal, with only two papers²¹ written collectively outwith the conference papers and publication work he undertook as co-editor, theme editor, Editorial Board member and contributor to the journal series. Cook can be seen to have been heavily involved with giving papers at conferences, and during 1984, he attended and presented four papers concerned with the GYSL project, which directly situated his own work within the main aims of the journal series in sharing Gill's critique of mainstream teaching materials (information from Cook's 2010 CV). Cook's position as an academic geographer served in part to dissipate criticism by the geography education community that might cast Gill as a solo, critical voice, something particularly pointed when Cook attended conferences to discuss GYSL materials to which Gill's report had brought so much attention in the press in 1982-1983.

Following press coverage by Mary Castle in *The Teacher* (25/11/1983) in light of CIGE's launch and Gill and the ACDG's criticism of GYSL materials, both Cook and Gill, as representatives of the ACDG, were invited by John Tresadern and Trevor Higginbottom as GYSL national coordinators to support GYSL in making changes to their curriculum. After attending regional GYSL meetings and the national conference in 1983, both Cook and Gill made an attempt to rewrite three different course units of the GYSL syllabus, published as occasional papers by CIGE (ADMIN/000002) for school teachers wishing to adapt their teaching accordingly. Invited to give a workshop at the 1984 GYSL conference based on the resources produced, both Cook and Gill were angered to find that, while they are giving their workshop, Tresadern and Higginbottom were making claims that their criticisms had already been taken on board in the new materials on sale at the Nelson exhibition stand at the conference, measures which, as far as Cook and Gill were aware, had not happened (1984/000025). It becomes apparent from reading their jointly-signed letter that, despite their promise of 'working together' to take on board ACDG critiques and alternative resources, Higginbottom and Tresadern had reneged on their agreement and, as far as both Cook and Gill were concerned, they had been 'simply ignored' (CIGE archive 1984/000025). They reiterate this point in a letter sent to GYSL and their GYSL workshop delegates, Cook and Gill signal they would do no more and, indeed, would make public that the national project had not only failed to honour their promise in the press but had misrepresented their new materials. 'Given this lack of fulfilment of joint agreements, combined with continued sales of these materials, we feel that we have no alternative but to withdraw from all co-operation with the project', setting out their terms of reconsideration before signing off (1984/000025). While arguably unsuccessful in their attempt to steer the GYSL project into a more critical *praxis*, Cook's presence nevertheless enabled and empowered Gill beyond being the 'lone voice' that she was subsequently portrayed as being.

Cook's work immediately after the demise of CIGE indicates how his involvement with the

²¹ In 1986 writing *Consciencia y Novela : Realidad o Ficción en las obras de D. H. Lawrence* in Ramon M.D.G. (ed), *Teoría y Método en la Geografía Humana Anglosajonas*, (Theory and Method of Anglo Saxon Human Geography), Ariel Geografía, Barcelona, 254-270. And the following year in 1987 publishing a paper in Liverpool polytechnic (Theorising Regions, Report to John Moores Jr., Europe of Regions Project (with S Kenny (Source, Cook's personal CV)).

journal series underscored his own academic ideas and practices (exemplified in a paper jointly written in 1995 with Peter Jackson and Avril Maddrell-Mander discussing education for all and the importance of anti-racist, anti-sexist education. Complementing his pedagogically and politically informed teaching, Cook's research centred on policy and practicalities for local provision access, urban planning and accountability; Cook was not only able to draw on his own research work in Liverpool, but through CIGE had garnered greater insight into practising and teaching as well as working with local communities and interest groups, skills dovetailing with his commitments at Liverpool Polytechnic.

6.2.3 David Pepper

6.2.3.1 Background

Born in the late 1940s, David Pepper grew up in North West London to questioning and intelligent musician parents. Pepper's father was a professional violinist who played for the London Philharmonic and the BBC, recording with Vaughan Williams at the Maida Vale studios. In the 1950s, Pepper's father went to Russia to play behind the 'Iron Curtain'. His mother had also played professionally, and coming from a socialist background, encouraged Pepper always to question conventional 'wisdom' and not simply to accept the 'crap' projected about a 'wicked' Russia.²² Attending Queen Elizabeth Boys Grammar School in Finchley, Pepper recalls being 'fairly straight-laced and line-toeing', even if his parents would always question some of the more conservative arguments about the world with which he came in contact studying at school. Describing himself as being a pretty 'marginal' student, although he loved English literature, he was advised by academically-focused schools career advisers that he would be more likely to gain a university place by applying to study Geography instead. This led to him applying and 'scraping into a place at an unfashionable university', the University of Liverpool, to read Geography, something that Pepper describes as 'given a dim view by those at his grammar school who held pretensions of being a public school'. While his grammar school might have had misgivings about his choice of higher education institution because of their own priorities, Pepper recalls the Department of Geography at Liverpool being one of the best departments at the time: 'Robert Steel was the Professor, Richard Lawton, lecturer in historical geography, Terry Driscoll, lecturer in geomorphology, and Stan Gregory did the stats [statistics]'. While at university, Pepper recalls reading Neil Shute's nuclear apocalyptic novel *On the Beach* (1957), which made him think critically about the uses of nuclear power and the environment in a way that proved pivotal in heightening his awareness of human activities and the global environment.

After his undergraduate studies at Liverpool, Pepper continued his studies in agriculture at Oxford, before taking his PhD in physical geography at Kings College, London. After completing his PhD and taking a year's post as a soil surveyor in the Midlands, Pepper decided that he wanted to get back into academia, so applied and gained a job advertised at Oxford

²² All quotes which follow where Pepper is talking about his life and work derive from an interview with him in 2008.

Polytechnic in 1969. It was there that Pepper initially worked with ‘a very old guy who was about to retire and wasn’t very interested in geography. Not long after, I came across Denis [Cosgrove], and we became a geography department of two, and we designed our degree course’. Pepper credits his friendship and discussions with Cosgrove²³ as making him more critical in his thoughts about environmental politics:

He and I were close friends, and had lots and lots of discussions about geography and the world, about politics and the ecological crisis, and the first wave of environmental wave hitting and I was completely taken by it in a fairly uncritical way ... Denis taught me to be critical about it. He and I ran a course on this area, and I was soaking up the message that we were on the brink of disaster and we needed to change our attitudes and Denis went ‘wait a minute’ so there was that influence.

Working with other teaching colleagues such as Alan Jenkins²⁴ assisted Pepper further in following a particular pedagogic approach to running seminars and lectures, which then led to broader informal discussions at conferences connecting across to his increasingly critical approach to teaching geography. It was ‘probably at some such conference gathering’ where Pepper first encountered the work of Huckle and Cook.

6.2.3.2 Involvement with CIGE

Pepper has dim recall of where and how he encountered other CIGE contributors, but it is apparent that he shared similar professional networks though conferences with Cook and Huckle. Pepper recalls meeting Cook ‘vaguely through the conference circuit most probably’, and it is likely both met through their membership of the Union of Socialist Geographers British group. Pepper published an article on uniting human and physical geography in *Society and Nature: Socialist Perspectives on the Relationship between Human and Physical Geography*, a collection edited and produced in 1983 by The London Group of The Union of Socialist Geographers. While Huckle was aware of Pepper’s work, Pepper himself remembers coming into contact with Huckle through Jenkins and the JGHE. That both Cook and Huckle knew of Pepper, it makes sense then that the CIGE editorial group would have pursued Pepper for a contribution to Huckle’s theme issue ‘Confronting the ecological crisis’. Pepper concurs that this route must have been how he ended up initially getting involved with CIGE. Maintaining that he had little contact with school teachers *per se* and describing secondary school education as ‘foreign’ to him, he does acknowledge that at the time

... there was a kind of interface between school teachers and higher ed[ucation] educators, but as I saw it I never really knew it but I saw it as producing ideas and materials, because they produced that Tate and

²³ Before his untimely death in 2008, Denis Cosgrove was “one of the world’s foremost cultural geographers (The Times 2008) whose Area paper in 1987 (New directions in cultural geography, written with Peter Jackson) marked a “coherent rationale for geography as a humanities discipline”, and “a believer in the interdependence of scholarship and pedagogy” worked at Loughborough, Royal Holloway before holding the Alexander von Humbolt Chair of Geography at UCLA (ibid) Cosgrove was also hugely influential to the author whose Master’s degree he supervised and whom she worked closely with as RA on his co-founded journal *Ecumene* / latterly the journal *Cultural Geographies* to part fund her Master’s degree (1995-1996). See also Driver (2008) and Dora et al (2010).

²⁴ Alan Jenkins played a significant role in developing the pedagogic teaching strategies at Oxford Polytechnic and was a key figure in the formation of the Journal of Geography in Higher Education (interview, Pepper 2008)

Lyle thing²⁵ which was fantastic and it was about pushing a radical curriculum which there was space to do at the time before the national curriculum.

For his own part, Pepper recollects his own contribution as being marginal, but he does acknowledge that, while working on his articles for Huckle's theme issue, he was also working with Jenkins on their jointly edited book *The Geography of Peace and War* (1985). Seeing a connection between his academic work and a possible outlet for further discussion and promotion connected to his co-edited book, shortly after completing his article for Huckle, Pepper began working with Cook in compiling the 'War and Peace' theme issue for CIGE. Gradually, therefore, Pepper became involved with the journal series, being welcomed formally as an Editorial Board member in May 1986 (1986/000012), initially working with Cook attending to proof-reading and copy-editing of the journal in addition to his general Editorial Board work of reading and reviewing submissions. He recalls:

I attended 3 or 4 meetings. I remember going to Dawn's house and to their [ACD] office the first floor of some workshop type buildings [Downham Road, Hackney], one meeting in Bradford – Ian, I and Dawn there or thereabouts, doing things, yeah, that's all I remember.

Finding himself increasingly lending his academic eye to other production matters connected with the journal series more broadly is how Pepper presumes he ended up as a series editor in the latter stages of the journal's life:

They were a group of people who seemed to know themselves very well and I felt always very peripheral. Dawn brought new people in and I never really knew their relationship with each other or the journal. As I recall it – all very dimly, that [the final issue] was Ian [Cook] and myself – largely. I think we pushed it towards being an academic journal and Dawn all the time always wanted to pull it back, and I think that she did that with all the work we did, it was always 'well, what can teachers in the classroom [do]? how can they use it', there was always that tension there.

While Pepper's memory of events might be dim, evidence in the correspondence archive serve in part to hint at why Pepper fails to acknowledge his CIGE work in his subsequent CV. Much of this silence may have stemmed from frustrations at the time delays in getting publications out, the procedures that factored into such delays, and the quality of copy-editing and typesetting which affected in no small part the production of his final pieces of work published in the journal's pages. The first example of this can be seen in a letter written on Oxford Polytechnic headed paper to Gill (photocopied in Cook's archive) dated 27th April 1986 (1986/000004). In his one-page, two-paragraphed letter, Pepper expressed 'a further thought. Something must be done about the standard of editing'. Pepper's letter went on to highlight the poor copyediting standards of the journal, illustrating as a case in point his own article in the 'ecological crisis' issue where text had been pasted up incorrectly, out of order from his original copy and affecting the flow of the article, as well as technical terms being mistyped (in this instance substituting the correct word 'isolation' with 'insulation'). Pepper concluded his first paragraph:

My experience is that, trivial as this seems, this kind of thing really gets up the nose of authors. More

²⁵ This was the Lakin and Westaway 1988 *Sugar and Spice* project, discussed at various points in Chapter 5.

seriously,' Pepper continued in the final paragraph of the letter'– and I'd like an answer to this for referencing – which of the two dates for the journal issue is correct? The one on the title-less cover 1985, or the running head, 1986? Thank you David Pepper nee Peper. (1986/000004)

Singing off his letter with the two spellings of his surname printed in the contents page of the offending issue serves both light-heartedly but nevertheless pointedly to underscore the many printing and copy-editing mistakes experienced in putting the journal issues together. These were far from rare and certainly did not only affect Pepper. Given that the people who ended up being responsible for copy-editing and sending the documents to the printers were Gill and Cook, the criticisms sit squarely at their feet. Whether coordinated between the pair or a sheer coincidence, Huckle wrote a similarly detailed critique of the theme issue that he put together which was written on the same day as Pepper: most likely both saw the final published copy and discussed matters in order to stress the severity of their concerns (1986/000003) as a two-page agenda document for the upcoming May editorial board meeting noted under the heading 'Lessons to be learned'.²⁶

Such frustrations were not simply 'trivial'. For authors, who gave their time and efforts for free in agreeing to work for the journal, seeing their work jumbled up and mistyped not only likely discouraged further involvement, but the date issue highlighted by Pepper headlined a fundamentally important issue for authors and especially academics writing for the journal. If there were confusions over referencing the date and issue of journals, how would anyone read their work? Locating materials would prove problematic and in turn the journal series would not be taken up nor valued as significant, since it could not be easily found by a potential future readership. Moreover, it then becomes unlikely that those authors, who have had their work denuded and altered, would even want to cite that work in their subsequent resumes. A significant time lag between the submission of another article to the journal and its (eventual) publication served further to frustrate Pepper. Although he was working on the editorial board by 1986, with little seemingly happening to the upcoming 'War and Peace' issue of the journal (something Pepper was interested in seeing published quickly to coincide with the launch of the Pepper and Jenkins collection *The Geographies of Peace and War*), Pepper gave permission for the article that he had submitted to CIGE to be published instead in the ILEA *Geography Bulletin*, edited by John Westaway²⁷, Warden of the ILEA Geography and Environmental Studies resource centre.

The frank exchange of letters between Westaway and Cook held in the CIGE archive written during May 1986 (1986/000007; 1986/000008) begins with a letter from Cook dated 7th May enquiring how an article destined for their journal

... ended up in your hands? Did you know that it was a paper submitted to CIGE? If you did, why did you not contact us for permission to use the article? As I understand it, you already have permission to

²⁶ See comments in Huckle's geobiography in the following section of this chapter.

²⁷ John Westaway later became a consultant for geography at the Qualifications and Curriculum Authority after the closure of ILEA in the 1990s. He has written a number of school geography textbooks and became president of the GA in 2007-2008.

use our material but after publication. (1986/00007)

Westaway's reply, dated 22nd May, explained in detail that he received a copy of the typewritten material

... quite by chance from a person at the ILEA Learning Resource Branch at a meeting about some possible future geography video material. It appeared to be an article that was worth bringing to geography teachers' attention so I approached the author for permission to publish it in the *Geography Bulletin*. David Pepper told me that he had submitted it for publication in CIGE **six months before, but had heard nothing from you, despite prompting**. He, therefore, had no knowledge about whether or not you were intending to accept the article for publication. Naturally, he was keen for the article to be made available to teachers as soon as possible because of its topicality. He also stated that he had not assigned to you the rights over this article. As a result, he suggested that we print the article – a suggestion I did not feel inclined to turn down. (1986/000008: emphasis in original)

After reassuring Cook that they would accede to Gill's request to acknowledge the article 'as a trailer for your future 'War and Peace' issue', Westaway ends by stating that, as every ILEA school receives their publication, it would be good publicity for the journal. Westaway published Pepper's article in the Summer Term 1986 (issue no. 24) of the ILEA *Geography Bulletin*. In his 'Editor's notes', Westaway challenged teachers with the article, stating:

David Pepper of Oxford Polytechnic provides a very thought provoking article on a theme of obvious topical significance. Finding syllabus slots for topics, which, while obviously of great importance, are not 'mainstream' geography is always a problem, but some GCSE courses offer the opportunity for a school designed module. Is anyone brave enough?! (Westaway 1986:2).

Pepper's article, 'Weapons technology, geographical space and environment: some war and peace themes for geography classes' (Pepper 1986) ends with the editor's note: 'This article will appear, in modified form, in the forthcoming 'War and Peace' issue of Contemporary Issues in Geography and Education' (Westaway 1986:15). Comparing this version of Pepper's paper with the 'modification' indicated in the editor's note, it appears that the main change was that CIGE merely *misordered* the publishing of the maps to two pages after where it should have been positioned in the text. It is therefore perhaps unsurprising that Pepper's efforts in writing for the journal are not self-referenced in any of his subsequent publications.

Pepper illustrated this matter in his own writings around the time. While signing off his 1988 article 'The geography and landscape of anarchist Britain' from the anarchist quarterly *The Raven* as being '[a] draft version of an article in a forthcoming issue devoted to 'Geography and Anarchism' of the teachers' journal *Contemporary Issues in Geography and Education* (published by the Association for Curriculum Development, c/o 29 Barratt's Grove, London N16)', when it comes to citing this article in his book *Eco-Socialism: From Deep Ecology to Social Justice* (1993), Pepper cited it as being found in *The Raven*, bypassing his written account in CIGE completely. Although he cited Cook's article from the 'Anarchism and Geography' issue in the bibliography of *Eco-Socialism*, he does not acknowledge his own work found in the journal pages anywhere in his subsequent writing. There is a side-stepping of this avoidance. Labelling the journal a 'teachers' journal' (Pepper 1988:350) arguably affords Pepper as an academic writer (for whom school education was 'foreign'), a polite 'space' through which to avoid citational

acknowledgement²⁸. Given the time lag and quality of publication, it is hardly remarkable that Pepper attended to working with other educational publications and citing them instead. Unlike Cook, Pepper was not a member of the ACDG and, while broadly supportive of the ideological aims of the journal, he attributed greater priority to following more specific socialist and green political educative aims that chimed more readily with Huckle than with the ACDG.

6.2.3.3 Bio-bibliography

Pepper acknowledges that he ‘didn’t publish much in journals’. During his involvement with CIGE, beyond his contribution to *The Raven* he published a number of influential sole and co-authored monographs. *The Roots of Modern Environmentalism* was published in 1984 but given a wider print remit as a paperback in 1986. This was shortly followed by the 1986 publication of the aforementioned *The Geography of Peace and War*, co-edited with Jenkins. In between writing for CIGE, Pepper was also writing for *Green Teacher* (1987) and working with educationalists at the Centre for Alternative Technology. Both Huckle and Pepper contributed a chapter each to Colin Lacey and Roy Williams’s jointly-edited book *Education, Ecology and Development: The Case for an Education Network*, co-published by the World Wildlife Fund and Kogan Paul in 1987²⁹. Thus, Pepper was already working within a committed environmental political network through which he was beginning his research into anarchist traditions and communes (which he partly wrote about in his contribution to the ‘Anarchism and Geography’ CIGE issue published in 1990, and a year later when authoring *Communes and the Green Vision* (1991) with Nikki Hallam). This authorship was followed in 1993 with his aforementioned book on *Eco-Socialism*. While CIGE might have claimed a cachet from having Pepper on its Editorial Board, in reality he gained little recompense through repeated publishing mishaps of his work in its pages.

Pepper recalls:

... in terms of radical teaching which tried to make students active learners and you know approach things critically, the biggest influence on me was Alan (Jenkins), so he and I did a lot of work on teaching methods, which in of themselves weren’t peddling a socialist message, but they pushed them towards, away from right-wing Daily Mail spectrum, with a few notable successes, one of whom went on to teach at Milton Keynes whose school went on to be known as radical and had used ideas learnt at the Poly, so as far as the revolution is concerned, forget it mate.

For Pepper, his involvement with *Capitalism, Nature, Socialism: A Journal of Socialist Ecology* replaced his efforts at working on CIGE:

It came from America and developed a British cell and has grown since 1990. I was secretary of the British group and editor so that took a lot of my time for a few years.

Pepper’s main involvement with CIGE, as he saw it, was utilising his network of anarchist researchers and writers in gathering together materials for that final journal issue ‘Anarchism and Geography’. Pepper, having greater control over the quality of publication copy, recalls

²⁸ A stance similarly adopted by contributors to the WGSG ‘Gender and Geography’ issue.

²⁹ It is interesting to note that in the short biographies of contributors at the front of this book, while Huckle acknowledges his membership as Editorial Board member of CIGE, Pepper omits his involvement with the journal.

approaching possible contributors such as Dennis Hardy, Colin Ward and Myrna Breitbart:

... the normal way that you would do in an academic issue which was to contact them and asking them to contribute. It was largely asking people who we thought would do it.

His input to this issue is strongly felt as it is far more in keeping with an academic journal than is true of most if not all of the earlier issues. Pepper remembers particular tensions during the process of gathering content:

We did have a problem with Colin Ward who, being an anarchist, didn't want anyone to referee – imposing their ideas. When I submitted pieces for *The Raven* they were never peer reviewed, because that was your thought. When he submitted his piece, we were very careful and gave some tactful feedback, but he was bloody furious and not at all pleased. He wrote us a letter expressing this³⁰.

Asking Pepper his recollections of the journal series spearheading a broader movement, he acknowledges:

I had the impression that it was held together and impelled – pushed forward – by Dawn. Dawn was very energetic and full of ideas and had a big network of friends and colleagues and was right on the button, so to some extent it was a one woman show, and probably had it not been for that it wouldn't have survived and been as effective as it was ... I just thought 'this is great, She knows what she is doing, so let her get on with it' although there might have been tensions between her and teachers, especially concerning direction and policies.

Of his lasting recollections, Pepper recalls:

I've kept in touch with Ian, but not with Dawn, I'm not sure how or why not. I think there might have been a period when neither Ian nor I heard much from her, I don't think she was particularly active in getting in touch. I don't even know when it stopped ... I wasn't really aware of it stopping ... I remember one month I was doing it and the next I wasn't. I think it felt as if ... all radical things have bursts of energy and then there was a downturn ... I imagined that the Tories bringing in the national curriculum was a real stranglehold sometime during the early-1980s when the Cabinet [were] scribbling on the back of fag packets how to limit teachers ... I was trying to teach radically a bunch of middle-class kids from the south of England whose intellectual horizons didn't stretch beyond the *Daily Mail* learnt at second-hand from their parents, and ... I was fully engaged at that as well as writing stuff that was challenging the kind of conventional wisdoms of the Green movement and engaging critically.

While Pepper became more broadly involved with the journal's production after his criticism of the production of his work within the pages of the journal itself, the increasing involvement of academics with the journal series proved significant in terms of their professional geographies, and the way in which the journal series itself and the ACDG were variously envisaged

6.3 The CIGE Editorial Group

6.3.1 '... largely a fiction'?³¹

³⁰ Unfortunately there is no trace in the remaining correspondence file of Ward's letter to corroborate Pepper's account.

³¹ Comment made in a letter addressed to Gill as points raised after the publication of this theme issue on the 'ecological crisis' which listed a number of critical complaints about the way in which production of the journal was completed (1986/000003). Further details are given in Huckle's geobiography.

The eight years of CIGE's production life saw at least 22 people named as members of its Editorial group, but as hinted at by the number of people named repeatedly as sending apologies for absence of both ACDG and CIGE specific meetings, as Cook recalled:

it was hard to pin down who the editorial board was, but me and Dawn, Dawn and I, we were the constants until the end. (Interview, Cook 2010)

The impressive array of names and affiliations indicate the ambition held by Gill in gathering together a diverse and ultimately supportive group of people of the kind that she envisaged the ACDG embracing. As such, the launch issue's Editorial group consisted of school students, artists, academics, activists and educators working for non-government organisations working across an array of institutions and locations, in addition to school geography teachers, teacher educators and academics in the state sector. While efforts were made to trace and interview as many editorial group members as possible, in reality this following section explores the recollections of teachers, teacher educators, lecturers and postgraduate students who have subsequently followed academic careers and are still working in academia at the time of writing or, in the case of Slater and Huckle, have retired and are working as consultants respectively³².

The remaining archive records how the Editorial Board performed the standard function of editorial group members for a journal: they read and discussed submitted articles, future theme issues to be commissioned and the contemporary state of publications in production, as well as debating marketing, publicity, subscription rates and funds as necessary³³ for a voluntarily organised grassroots publishing concern. As with all editorial groups, those named were not all able to attend every meeting, and arguably some names were listed in what David Hicks euphemistically observes as an 'honorary' capacity³⁴. That people were listed on CIGE's editorial groups in order to signify the remit, interests and cachet of a publication is not something CIGE was or is alone in practising. Yet, despite this consideration, there are disconnects between how the Editorial Board is represented in the journal and how it was recalled by group members and in the archive records. While a high number of people were variously named on the journal issues as being members of this group, Huckle's comment in his letter to Gill dated 27th April 1986 that 'the editorial group is largely a fiction' points simultaneously to the large numbers of editorial group members listed and to the reality of a small core group of individuals who were, including Huckle himself, the practical mainstay of the editorial group. The 'fiction' to which Huckle alludes is complex, indicative of the changing political and working landscapes as well as of personal lives affecting members beyond the journal, compounded, as hinted at in the archives, by internal tensions regarding how the few who actually worked on the editorial group envisaged, recorded and reported the personal politics of individual members and their

³² For further details discussing attempts to gather people for interview, see methodological points in Chapter 3.

³³ Chris Harris, who performed the role of Treasurer for the ACDG throughout its publishing life, declined to be part of the research.

³⁴ In seeking out interviews for this research, it indeed became apparent that a significant number of editorial group members were indeed largely 'honorary', Hicks recalling that: 'I was aware of the journal, but I was never involved *with* [his spoken emphasis] the journal. Maybe they conferred me as an honorary member' (Interview with Hicks 2010).

discussions as part of the group.

This section is broadly structured in a chronological order of those Editorial Board members whose attendance at meetings at different times during the life of CIGE is traceable through the archives, and who were in agreement with being involved with this research. As with the series editors, retelling the biographical lives of Board members sheds light on to the spaces and moments that might get overlooked in more conventional accounts of an editorial group, but, through these accounts, a more nuanced record arises of how people came to be involved and to work through the journal series. The realities of working as an editorial group member also become more apparent. Beginning with those CIGE editorial group members who were working as such at the journal's launch in 1983 (Roger Lee, Huckle, Slater), this section goes on to record the recollections of later Board members who, in addition to Pepper, include Linda Peake, Julian Agyeman, Sarah Whatmore and Peter Jackson.

In the run-up to the launch issue, Editorial Board members were themselves very much situated as a part of the ACDG and were actively committed to seeing the journal produced as much as for the tangible content of teacher resources as for the ideologies and aims of the ACDG (which the journal itself embodied). Consequently, a number of Board members, such as Huckle and Slater, were variously active in publicly defending Gill's name in the press, as noted in Chapters 4 and 7, while Lee saw his role as one that was predominantly 'behind the scenes', commenting on proposals for the launch issue (CIGE archive 1983/000008) and seeking out meeting spaces where editorial group meetings could be held (a task for both Lee and Slater). Additionally, Slater took on the unenviable role as initial point of contact for submissions and enquiries through her role as Lecturer in Geography Education at the Institute of Education. This section begins with brief geobiographies of these three Editorial Board members, before considering those academics who became involved with the editorial group in the latter years of the journal's production.

6.3.2 Roger Lee

6.3.2.1 Background

Lee's active involvement and facilitation of the journal at its embryonic stage is a crucial one that needs acknowledgement and consideration. Born in working-class Manchester, a stone's-throw from his beloved Manchester United stadium in Old Trafford, Lee passed the 11-plus,³⁵ much to his surprise, the only boy in his cohort of football-loving working-class friends to go off to a grammar school where he markedly felt an outsider. Although he had a place on an agriculture

³⁵ The 11-plus was the examination introduced by the Education Act of 1944 which streamed students aged 11 into a tripartite secondary education sector. How well you did in your examination depended upon what school you were allocated to attend: either a grammar school for those who performed academically well, a technical school or a secondary modern. In reality many local education authorities lacked technical schools so clear educational divisions established between secondary moderns and grammar schools, this ended in 1964 when the Labour Government heralded in the comprehensive school system, merging grammar and secondary modern schools to ideologically remove any social and class divides (Jones 1983)

course awaiting him after his O-levels, a career he very much wanted, to his further surprise he passed his O-Levels and so stayed on to A-level because he 'had the opportunity to be able to do so'.³⁶ Informed by the school he could not take his chosen A-level subjects of Geography, French and English, he swapped the French for Geology and so had his university subject in effect assigned to him. As such, Lee describes himself as a 'geographer by accident'.

Gaining a place to study Geography at the University of Nottingham, Lee recalls hating his first few months. Had it not been for a chance encounter on a bus with a football-loving chemistry student who became one of Lee's lifelong friends, he reflects he would not have met his wife nor had the career he had. Upon completing his undergraduate geography degree, the head of the geography department at Nottingham, K C Edwards, offered him work at Lindsey Council in Lincolnshire, who commissioned a survey on access to recreational services. Lee oversaw the surveys, employing undergraduate students to assist with the surveys, including Philip Ogden³⁷. Shortly after, Lee applied for a lectureship post at Queen Mary College (hereafter QMC), University of London: he was accepted without a doctorate, and was expected to create and teach a course within two weeks of starting in his new job. He recollects:

I was asked to get my courses together and I was an economic geographer insofar as I was anything, and that's what I ended up teaching, but I'd been taught in very good old-fashioned geography [by] K C Edwards, who also did the nature and methods of geographical enquiry, which I really enjoyed as it was a scholarly solid scholarly thing to do; and, although the regional geography was quite boringly done, the intellectual debates were fascinating.

Lee was also aware of the significant paradigm shifts then occurring in the way that geography was both being reconceptualised and taught with the advent of the quantitative revolution. While Lee notes that he started his job at QMC in September 1967, he also acknowledges that this 'new geography' heralded by Peter Haggett's publication *Locational Analysis in Human Geography* (1965)³⁸ had 'turned human geography upside down ... and ... I brought the book because I knew that human geography wouldn't be the same again'. Although Lee taught his new students 'Haggett' 'as much for myself as for them', he recalls that:

... it didn't fire me, so I trod water and I wasn't very inspired or inspiring. Then in 1973 came the publication of [David Harvey's] *Social Justice and the City* and that was when I became fired up with geography because that connected to all the other subsequent work, because it just made sense to me.

During the 1970s, Lee made attempts at working through ideas of urbanisation economics and social justice issues, working alongside David Smith, senior scholar at QMC, in discussing notions of welfare approaches to geography.

By the late-1970s, Lee was concerning himself more with how teachers and educators were able to access new ways of exploring geography. As organiser of the QMC Department of Geography's teacher's conferences 1977-1981, Lee took the opportunity, along with colleagues, to share with teachers current ideas within geography research, and also to discuss the issues

³⁶ All quotes which follow where Lee is talking about his life and work derive from an interview with him in 2007.

³⁷ Ogden would later become a colleague with him at Queen Mary College.

³⁸ Haggett P (1965) *Locational Analysis in Human Geography*. Edward Arnold. London

facing all of them as educators of the subject. The 1977 conference and proceedings edited by Lee were entitled *Change and Tradition: Geography's new Frontiers*. Lee's own paper 'The ivory tower, the blackboard jungle and the corporate state: a provocation on teaching progress in geography' saw Lee discussing the importance of attending to teaching about the realities of the world rather than the abstractions of the curriculum: 'I didn't do it self-consciously, I just thought it was interesting and important, so I gave this talk and I published the proceedings and circulated those quite widely'. He recalls his paper stimulating useful discussions³⁹, and it was at this conference when Lee loosely recalls encountering Huckle. Lee was open to the ideas coming from school teachers and acknowledges that Huckle's work 'seemed ahead of the game', a sentiment conferred on Lee himself by Huckle. Clearly, both were energised intellectually and pedagogically by their meeting. Both Lee and Huckle recall encountering each other through reading issues of the JGHE after it was launched in 1977 where Lee was on the Editorial Board alongside Alan Jenkins who was series editor (see David Pepper geobiography) and John Silk (see Peake's geobiography in this chapter)⁴⁰, and they were aware of each other sharing a deep commitment to discussing, in practical and engaging ways, the everyday geographies of social and environmental inequality experienced by their students. It would therefore prove an exciting prospect for both Huckle and Lee to be working together on CIGE.

6.3.2.2 Involvement with CIGE

Lee has dim recollection of how he became a member of the ACDG, but strongly suspects it was Huckle who showed his *Change and Tradition* conference paper to Gill, who subsequently contacted him to share her ideas for a new Association and publication that she was planning. Lee agreed to help out, and soon found himself co-opted onto the ACDG and the Editorial Board ahead of CIGE's launch issue. Primarily, Lee saw his involvement as being that of facilitator. He recalls organising space in the Department of Geography's common room at QMC on Saturdays where editorial group meetings could take place:

I had to convince College it was a legitimate academic meeting and that we didn't need a porter so we didn't have to pay them, and we used to bring in cups of tea and coffee and sandwiches and talk policy and the next issue.

Yet archival documents reveal that Lee was more active than he remembers. The document entitled *Conference April '84: Geography Education: A Focus on Work and the Economy* details suggestions made at an ACDG meeting held on the 21st May 1983, where Lee is noted as being the Conference Co-ordinator (1983/000005) and tasked with inviting Doreen Massey as the conference's opening speaker. Archival letters (1983/000006; 1983/000008) and minutes of meetings held at QMC record his attendance, as well as the allocating him with specific jobs such as in drafting the journal's editorial style notes (1983/000011). After the journal series was

³⁹ It remains a significant piece of 'grey literature' from geography's past which continues to be cited by contemporary geography education researchers: see Morgan (2014).

⁴⁰ Lee is listed as a member of the Editorial board of the Journal of Geography in Higher Education (JGHE) at the time of CIGE's launch (see JGHE 1983 7:2 end papers). For Huckle's articles, see Huckle's geobiography in the following section.

launched in November 1983, there was a notable silence with regard to Lee, and the planned work and employment conference, despite being taken up by Cook to push forward and having Massey already assigned to give the opening address, failed to take place due to a lack of personnel resources (1984/000003).

While Lee remained involved with refereeing and discussing materials, he was also juggling his workloads at QMC with having a young family. He remembers:

I think it was about being more than purposefully awkward, I think it was about something bigger and a necessity, it was partly due to my own personality when it comes down to it ... I thought it was a project that wanted to do more to open up spaces of thinking, to be connected with students and their lives, which seemed absolutely right and I was engaged with it, but also wanting to be slightly separate from it because I didn't like it being deliberately disrupting for its own sake. I felt it wanted to change minds and if you sustain it over a length of time then you could be successful.

Recalling the meetings, Lee observed what other editorial group members acknowledge: the limited amount of personnel resources, as well as publishing resources, needed in order to have realised more fully the production and resource ambitions of Gill specifically and the political aims of the ACDG more generally:

I think one of the problems ... was that there was maybe five/six people at most at the meetings and you knew that it was important but there wasn't enough critical mass to keep it going, and Dawn was a great ball of energy, there was her and John Huckle, Frances Slater ... but I suppose, because it never got to the point of being self-sustaining, it relied on the energy of Dawn above all ... the meetings here were incredibly stimulating because of the energy and ideas Dawn brought, but also doom-laden because institutionally there wasn't enough time and resources to put into it. I would regard myself as being marginal in all this. I just felt it was important and I believed what they were doing was important, so my input was supporting them as much as I could, which meant facilitating the meetings here, but they were also disturbing meetings; they were also depressing because it [was]n't going to last because it didn't have enough time, people or resources ...

The impression is that Lee anticipated, early on, that difficulties lay ahead for CIGE because it simply did not command sufficient resources, human or otherwise, to be sustainable in the longer term – perhaps because it was seeking to be *too* 'disruptive', too unwilling to compromise in ways that might have released more resources and support. That said, Lee's intellectual and political leanings were broadly synchronised with those of his early CIGE comrades:

Social justice in the City made things so much more desirable, made me think through the role of education and the world more generally and contemporary issues convinced me that I was 'right' ... that there were interesting people like Dawn and John Huckle showing me how valid that way of thinking could be transferred into a programme of education was very influential and showed me my mind was in the same place, but maybe not as public as they were. It seemed to me that the publication was necessary and the depressing thing was that such a publication could not be sustained.

Lee's involvement was therefore as someone working from a position employed as a lecturer with an increasingly highly-regarded reputation, who enabled, through his own position of privilege within QMC, the ability to carve out time and space through which the meetings of the ACDG, and later the editorial board of CIGE, were able to meet regularly in an 'official' education institution. Occupying or 'squatting' (albeit at the weekends or out-of-hours evenings) such spaces conferred a legitimate critical academic space and gave solidarity to Gill and those

working for the journal, confirming that there were academics sympathetic to their aspirations. In this case specifically, conferring such space and the limited resources that those employed in academic departments were able to solicit served as a tacit acknowledgement of, and value for, the exchange of professional geographical knowledges that editorial group members had with each other.

Lee acknowledges Gill's ideas as being ahead of the time in how the journal series was conceived as a radical enterprise adopting a very clear alternative political approach to its creation:

I do remember discussions about the ethics of advertising, and, while today that is the norm, then it wasn't and I hadn't made that connection then, and it came from Dawn and came from those people [with] whom she immediately associated.

What stood out for Lee was the cultural geopolitics central to the development of geography curriculum:

... the journal, you can take it or leave it, it's a journal, you can do with it as you want, but if you feel someone is trying to undermine the way you have unproblematically accepted the way you have developed your materials, that is a different matter altogether and I think that is where people felt challenged; not the journal ... the ACDG became the most important aspect of it. It was an association, it wasn't a curriculum board. It appeared to me to be a very clever strategy. It never claimed to write a new curriculum, and yet through the journal it made the political point that curriculum development isn't God-given to the developers: anyone can develop a curriculum. What it equates to is, I don't need to rely on you, I can create my own resources. That is a very powerful politics.

In summary of his involvement with the ACDG and CIGE, Lee records:

Yes the project was important, it chimed with what we did here, it was a good thing to do, it gave one legitimacy, so the project was critically important, but I felt my role in it was not, so I felt that I didn't have anything to defend or promote, I just wanted to facilitate.

6.3.2.3 Bio-bibliography

Although minutes from early meetings of the CIGE Editorial Board suggest that Lee was working as a theme editor on a proposed forthcoming issue with the working title '*The Urban Crisis*' (1984/00002), it never saw completion despite notes contained within the minutes alluding to Lee working alongside both Cook and his colleague at QMC David Smith. Instead, Lee's writing reflecting on educational themes found more academically-acknowledged routes of publishing output within the pages of the GA's journal *Geography* (Lee 1985), as well as in the JGHE (Lee 1988), which he joined as an editorial board member after leaving CIGE in 1986. Although Lee recognised the importance of the CIGE in its pedagogic ambitions, his own work was focused more directly in research, teaching and writing for an academic audience. As he repeated in interview, Lee saw his role as primarily one of facilitator and supporter of ACDG/CIGE aims; but he kept himself at a distance and, after a few years, he evidently felt he had done all he could to support the endeavour, at which moment he left the ACDG/CIGE compass to concentrate on other projects in other pastures.

6.3.3 John Huckle

6.3.3.1 Background

John Huckle was one of the few individuals who remained on CIGE's Editorial Board for the majority of its publishing life. More than simply a name on a list, Huckle's own active involvement in promoting the ACDG and being a theme editor of the CIGE fifth issue on the 'ecological crisis' built upon a radical pedagogic trajectory that he has since developed further working across the educational spaces of geography education and environmentally sustainable development education. As both his biography and bio-bibliography confirm, Huckle was, and remains, one if not the only writer involved with geography education who has maintained a critical leftist environmental position throughout his professional career, the unequivocal critical tone of which has seen him, in his own words, be 'wheeled out whenever the geography educational establishment want a 'radical' voice', but also ostracised at various times by both groups of educators⁴¹. In a recent publication John Morgan (2012:65 - 66) vindicates Huckle's critical credentials, and discusses more broadly how both Huckle and Pepper's discussions found within the journal CIGE are able to inform discussions about ecology and capitalism in contemporary 21st century classrooms⁴². In charting his own educationist path, Huckle has maintained a questioning stance of a perceived 'norm' in how geographical knowledges and understanding are taught and practised, and his own position and trajectory through geography educational pedagogy and practice can be read through his published writings before and within CIGE.

Huckle studied geography at O-level and was 'quite interested'⁴³ in geography because, as he states:

I always had quite a love of place and landscapes. I went to St. Mark and St. Johns in Chelsea, and I did a BSc alongside a teacher's certificate] and did maths, physics and geography, and I had some good geography tutors including Bob Clayton.⁴⁴

After completing his teaching certificate, Huckle moved to Yorkshire to teach geography and then, 'remarkably', secured a job at Bedford College of Education in 1969 to teach biogeography, which quickly became environmental geography in an era where the dominance of traditional school subjects was being challenged through the development of courses such as World Studies and development education. Through encounters with educators working beyond traditional disciplinary subjects and encountering new ideas in the sociology of education during his Master's in Education at the Institute of Education, supervised by Mick Naish, Huckle focused his dissertation on environmental education and literacy, specifically exploring the importance of

⁴¹ Interview with John Morgan 2009; Interview with Roger Firth 2010; Interview with Grahame Butt 2009.

⁴² Morgan does this without ever contextualising that Pepper and Huckle's papers are *in* CIGE and it is only by looking to the reference list does the reader realise they are found in the same publication. Neither does Morgan take a sentence to discuss the wider context of their role in the journal, perpetuating his own partial accounting of the journal series nor limiting its scope and influence in turn (see introductory chapter and conclusion to this thesis).

⁴³ All quotes which follow where Huckle is talking about his life and work derive from an interview with him in 2008.

⁴⁴ Bob Clayton published a number of key regional geography textbooks during the 1970s, including the Harper Collins *Finding out about Geography* book series.

moral and ‘political literacy’ in how environmental ethics might be adopted as part of geographical education. He began investigating radical ideas of curricular design, and his first article, published in *Classroom Geographer* in 1975, arguing that disciplinary subject associations with a vested interest in education, would rather defend their discipline and place in the curriculum rather than adopting forms of integrated curricula (such as social studies or environmental education) that offered students a more complete and emancipatory view of the world⁴⁵

After his Master’s degree, Huckle gained a secondment from his teaching post to stay on at the Institute in the late-1970s, beginning a PhD with Slater. Huckle acknowledges the teachers’ conferences at QMC organised by Lee as being important: ‘I think [they] were ahead of CIGE – there was *Change and Traditions*, so Roger Lee was ahead of all of us. It was going to meetings with Roger Lee that sparked *Reflections and Actions*’. Huckle notes his edited book *Geographical Education: Reflections and Action* (1983) ‘took over the PhD, which I don’t regret. I think *Reflection and Action* did as much as a PhD would have done for me at the time, and sadly I haven’t gone back to the PhD’. Huckle’s own overt political stance in discussing and approaching the teaching of geography and environmental education came from his own understanding of social science, which he acknowledges

... has been largely self-taught. You probably realise I came out of the values education and came out of GYSL and worked with Frances Slater on values. My Masters dissertation begins that transition that starts from values to politicisation and radicalisation, and I think it came from Ian Cook, and how idealised I’d been about values education in the JGHE⁴⁶, and we all come from it from our different perspectives. I once attended a lecture at Cambridge with Ron Johnston and he drew a cube on the board with geography, history and sociology on the cube, but he never mentioned what was inside the cube. I would argue it was political economy, but so few teachers ever asked about the shape and content.

Discussing how he would interpret political economy and issues of teaching it in geography, Huckle alludes to his own socialist perspectives which he has, as observed by David Hicks (Interview with Hicks 2010), ‘always stuck to his guns about, which I always admired him for’. Huckle’s edited book *Geographical Education: Reflection and Action* (1983) explores his vision for a more critical, political, socialist and Green radical education. He declared the intention of the publication to ‘... introduce the emerging humanistic and radical forms of geographical education which, it is argued, will allow geography teachers to make a constructive contribution to human development and social justice’ (Huckle 1983: back cover). The book provided inspiration as well as a compendium of writers and a network of people upon which Gill herself was able to draw for reference materials as well as possible contributors. It was through reading Huckle’s book that Gill encountered Cook’s article which Gill cites when initially writing to Cook to invite him to work on the journal series (1983/000001). Huckle’s book, completed in 1982, was the outcome of his doctoral research at the Institute of Education, where he first encountered Gill, and it was published before the launch of CIGE.

⁴⁵ Also see Huckle’s biography found at <http://john.huckle.org.uk/consultancy.jsp>. Last accessed 2 December 2014.

⁴⁶ Huckle wrote two articles in the late-1970s discussing the benefits and pitfalls of adopting a ‘values education approach’ to teaching geography (Huckle, 1978, 1979).

6.3.3.2 Involvement with CIGE

As both Gill and Slater corroborate, Huckle and Gill knew each other from informal reading groups and discussions enjoyed as postgraduate students based at the Institute of Education. Gaining employment as a geography education lecturer at Bedford College of Higher Education in the early-1980s afforded Huckle both a critical distance and vantage-point where he was able to be involved with the ACDG and CIGE, a position which afforded Gill an ally beyond the metropolis from which letters of support could be published in the national press. Huckle vaguely remembers Editorial Board meetings as being:

... fairly informal and that they weren't very well attended and a lot depended upon Dawn and Ian's networks of contacts, particularly in terms of who was going to contribute and what subsequent issues were going to be about, although there was a notion that issues would be shared around the Editorial Board. The meetings were usually on a Saturday. How many I attended, I can't remember ... I think we shared articles around and commented on them and that used to lead to some useful and sharp debates at times.

Asked to recall other people who attended meetings, Huckle remembers 'John Fein had been doing his Masters when Dawn's conference happened so he had a geography conference in 1986 back in Australia which led to the book *Teaching Geography for a Better World*'.⁴⁷ While Huckle acknowledges that his memory of CIGE is 'mostly lost', the remaining archive serves as a record of his active involvement with the journal, regularly attending editorial group meetings throughout 1984 while working as theme editor for the 'ecological crisis' issue (1984/000020; 1984/000023). Minutes of the meeting dated 20th April 1985 reveal that, far from being ready with copy for the planned publication of this issue for Spring 1985, there were still discussions taking place with regard to submissions for the issue, noting submissions being revised as well as alternatives being sought to submissions that had been rejected (1985/000010⁴⁸). It took another full year before the issue was finally published. Despite all his efforts to ensure quality of copy, and as mentioned previously, Huckle wrote a two-page agenda point to bring to the Editorial Board meeting on 27th April 1986 (1986/000003). Entitled 'Lessons to be learned', Huckle listed the numerous problems that he has observed through the process of getting the copy together, opening with his statement which partially contributes to this section's subtitle. It is worth quoting the complete content of his agenda point letter as the problems raised serve to underscore the internal issues, and their causes, which factored into the eventual demise of the journal series. He states:

My experience suggests the editorial group is largely a fiction – beyond Dawn, Ian and Anne there were few if any attempts to write, find contributors, share work. I was let down by many promises; the relationship between the theme editor and the co-editors was not clear re: agreeing aims early before articles were invited, editorial policy – decisions taken, some writers felt they had to please many referees, especially unhappy experience ... [A]rticles and materials from teachers / members especially hard to get. Proof reading is poor. There are too many mistakes ... delays, why did it take so long between delivery of

⁴⁷ Hicks, Huckle and Slater all recall this point. Despite Fein's stated membership as 'Australian Representative' of CIGE and having his article *Structural silence: Aborigines in Australian geography textbooks* published in issue 1.2 of CIGE, Fein does not acknowledge either the *Racist Society: Geographical Curriculum* conference or CIGE in his book edited with Rod Gerber (Fein and Gerber 1987).

⁴⁸ Including acknowledgement of receipt of 'material from Tony Benn which was unsuitable'.

final text and printing. Should the design/ layout/proof reading be contracted out? In summary, I think it's still a useful and relevant issue, but it could and should have been better. Sorry I can't be with you, John. (1986/000003)

Whether a coincidence or not, Huckle's letter was dated the same as Pepper's letter of complaint also referenced earlier (1986/000004). Aside from attending a final Editorial Board meeting in September later that year, Huckle does not appear again in the remaining archive.

In Gill's handwritten comments on Huckle's original document, which survives as a photocopy in Cook's CIGE archive, she explained and discussed Huckle's criticisms, acknowledging the outsourcing of typesetting to ILEA: 'we had the chance of publishing the journal jointly with the ILEA Centre for Anti-Racist Education, ILEA meeting the typesetting costs. Unfortunately typesetting took three months! (GLC wind-up meant that the service was under heavy pressure)' (1986/000003:2). Gill also inadvertently acknowledged that the work was primarily down to Cook and herself, both of whom had experienced extended periods of absence from CIGE work, and noting that:

Anne has not been involved in the journal for the past year but intends to return to active work. Ian has had two absences due to illness in the past year. Dawn was incapable of working for the journal most of November, the whole of December and was in Tigray until February. Clearly we need to be able to rely on more people. (1986/000003:2)

Gill acted immediately in contacting all Editorial Board members to ascertain whether they wished to remain on the Board and, if so, what job roles they would be prepared to undertake. A copy of a generic letter sent from Gill to Board members dated 12th May 1986 (1986/000012) then announced a shake-up of the Board, beginning:

I am happy to welcome two new people to the editorial board, Sarah Whatmore (University College) and David Pepper (Oxford Polytechnic). Sarah will provide a formal link between the journal and the Women in Geography Study Group.

Gill's letter went on to signal the departure of a number the Board who had been active ACDG members of the editorial group during the early months of the journal's formation, but who had increasingly acquired a more elusive role on its board. Anne Simpson, Hilary Strudwick, Merryl Welsh and Roger Lee did not reply to Gill's request to reconfirm their roles as members of the Board, in effect resigning in absentia, while Slater had tendered her resignation, which warranted acknowledgement by Gill (see below). As indicated, Huckle himself did attend one more Editorial Board meeting, in September 1986, but this was to be his last formal contribution to CIGE (even if, in part, his prior correspondence had actually hastened the key changes just detailed).

Asking Huckle to reflect on the strengths of the ACDG and CIGE, he observed:

I don't think the anti-racist policy would have happened without Dawn. I think CIGE and the Association (ACDG) set out with, not an enemy, but a counterforce in mind, and there was an establishment to be challenged.

As a notable voice for challenges to that 'counterforce', Huckle's involvement with the journal

series – and as an early-published member of the ACDG in the editorial pages of *The Guardian* (see Chapter 7) – Huckle lent gravitas to the ACDG and, as an Editorial Board member, served as a crucially networked individual. He possessed links across the globe, spanning progressive education groups (environmental education, global education, peace studies) as well as geography cohorts, having an extensive list of contacts through schools and school educator networks, non-government networks and higher education more generally (Morgan 2011).

6.3.3.3 Bio-bibliography

Huckle recalls that ‘Ron Johnston noticed *Reflection and Action* and gave me a chapter – ‘Geography and schooling’ – in [his] 1985 publication *Geography Futures*⁴⁹’. Similarly, ‘Peter Martin of the World Wildlife Fund (WWF) rang the Institute looking for someone working in environmental education and that led to the *What We Consume* project’. Huckle’s work on the WWF Module was part of the NGO’s Global Environmental Education Programme, while he also devised and wrote a teachers’ handbook and ten curriculum units for use as part of the new British National Curriculum. The latter project ran 1988-1993, during which time Huckle contributed a chapter alongside Pepper in Colin Lacey and Roy Williams’s jointly edited book *Education, Ecology and Development: The Case for an Education Network* (1987), co-published by the World Wildlife Fund and Kogan Paul. The following year, he contributed a chapter entitled ‘Geography and world citizenship’ in Fein and Gerber’s edited book *Teaching Geography for a Better World* (1988). Huckle continued to write more specifically on environmental education and sustainability, and it is through this work that he is now most specifically known. On his personal website, Huckle sums up his involvement with CIGE:

I was invited to join the editorial collective of the short lived but influential journal *Contemporary Issues in Geography and Education*. Discussions with David Pepper, Ian Cook and others served to further radicalise me and this is reflected in the issue on the environmental crisis that I edited⁵⁰.

It is notable that in his summary of this time, it is Gill’s name that drops off the list of people with whom he worked.

6.3.4 Frances Slater

6.3.4.1 Background

A New Zealander by birth, Frances Slater qualified as a teacher in New Zealand after gaining A-levels in English, History and Geography. On completing a Masters course in Education, she gained her PhD in Education from Iowa University in the United States and, after a chance discussion with Norman Graves at the International Geographical Union congress in Ottawa, 1970, she was contacted by him a few years later to invite her to apply for the post of geography education lecturer at the Institute of Education. Slater recalls⁵¹:

⁴⁹ The actual title is *The Future of Geography* (Johnston 1985).

⁵⁰ Huckle’s biography page on his personal website: <http://john.huckle.org.uk/consultancy.jsp>

⁵¹ All quotes which follow where Slater is talking about her life and work derive from an interview with her in 2008.

I almost wish I'd kept the telegram because it was kind of totally magical and totally unexpected and gave me all these opportunities to develop myself and meet all these interesting people. My PhD was connected with children's thinking and geography education ... So I came to the Institute in the mid-1970s and thoroughly enjoyed it. That's not to say there weren't difficulties, maybe it was my own personality, maybe it was because I was a woman, maybe it was because I was a New Zealander, whether it was that I was a woman with a PhD and a threat to people who didn't have PhD, who knows, but on the whole it was a very good experience.

6.3.4.2 Involvement with CIGE

Slater developed her pedagogic ideas for teaching school geography with a specific focus on language, linguistics and what developed as child-centred 'values education' through the 1970s. This was a trend that she extrapolated from her links with educationalists in America who were writing about how students were best able to address 'real life' situations through which to learn. Slater recalls discussing these ideas and how her discussions began to include more radical ideas through critically engaged postgraduate students such as Huckle and then Gill. Slater recalls with glee Gill beginning the Masters at the Institute:

Dawn came along to do the MA, and I mean her terrific energy, and her terrific commitment to the kids at Quintin Kynaston ... and a very sharp mind, trying to grapple with this geography she was having to teach ... I was so impressed with a young woman at that stage with all the enthusiasm and drive and she wasn't going to be sat upon, she'd bring up the points and I suppose, [because] I was the only woman in the department at the time, I got a rapport with the more feisty woman, and we became friends. John Huckle had been a student before Dawn, and he was a very significant student friend ... I was single and I didn't have children so I probably had a bit more time to go for a meal after class. I'm no drinker, but maybe it was having a wee bit more time.

Reflecting then on the make-up of the ACDG, Slater recalls that, while a number of key academic voices were involved with the production of the journal, by and large it was Gill who made it happen:

Dawn and John weren't lone voices. Then there was Ian Cook and others like me and David Pepper too. He's a key figure in giving credibility to the movement and activities and those who worked around it. Then there's Peter Jackson who came in. They worked closely together. He always asks about Dawn if ever I see him. I can never remember having an Editorial Board meeting when we were all there.

Slater's recollections centre squarely on the ideas and efforts of Gill herself as the centripetal force behind the ACDG and the journal series:

Dawn did all the work, she saw to the printing of it, I was really only involved with the mailing, but her and Ian, he would come down from Liverpool, they would work all weekends, work like Trojans ... In a way the GA people who were conservative, they saw her as a one woman band, and in some ways it was true. She did the work of half a dozen people and she had Ian and a few others backing her up; and you see she did a full-time teaching job and then she came home and did this – I mean I'm energetic, but she was 20 times as energetic – she could have been a multimillionaire if she'd gone into business because it was entrepreneurship on a grand scale.

Although Slater acknowledges helping Gill out on some Saturdays, 'going around to her house to help her with the enormous workload', her involvement with CIGE was viewed less charitably

by her Institute colleagues, who felt that her association as Editorial Board member of CIGE – in addition to her co-opting her work address on behalf of the ACDG for correspondence – compromised her *and* the Department of Geography’s credentials.

This disapproval led to Slater ‘experiencing a cold shoulder’ through to more explicit comment reflected in the memo from Chris Harris to Dawn regarding Frances’s work situation (1985/000020). Dated 22nd July 1985, Harris writes:

Dear Dawn,

I have had a word with Frances regarding using the Institute’s address. I am afraid that she has told me to write and let you know that under no circumstances is the Institute’s address to be used on any headed paper, etc., etc., Yours Sincerely, Chris. (1985/000020, also see Chapter 7)

It is clear that during the broader political debates surrounding the envisaged role for geography in what would be the new incoming National Curriculum, any individual from a highly regarded education department seen to reflect critical or dissenting perspectives would sit awkwardly. Slater recalls the increasing bureaucracy taking up more of her time and resources. Less than a year later, Slater was minuted as formally resigning from the Editorial Board (1986/000012). It is a kind acknowledgement that Gill wrote, stating:

Frances Slater has decided to resign from the editorial board. I take this opportunity to thank her on our behalf for all the hard work she has done for the journal over the past three years. It would have been almost impossible to have got CIGE off the ground without Frances’ practical help and encouragement. (1986/000012)

Reflecting on this time, Slater recollects how an increasingly centrally administered, centrally managed systematic structure to education provision, curriculum resources and resource production signalled removal of the limited niches of time and space through which teacher-led DiY initiatives such as CIGE could find habitable spaces through which to adapt, exist and engage with grassroots political ideas. Indeed:

Not being aware of how people might see my involvement with [ACDG/CIGE], I suppose these people were seen as Marxists. I mean Dawn reckons she had her telephone bugged and things like that at times, and John [Huckle] certainly suffered professionally as a result of his continual and never ending critiques of whatever that may be, and he had a position at a college that Dawn didn’t have but then she had the ACDG. At least there were a group of people who would entertain these radical thoughts. I think the National Curriculum absolutely smashed us all up, but what it did for me personally, it put an extra layer of work on you and dealing with [a] university-wide evaluation movement, marking, HMI tripping around inspecting you, there was this whole evaluation movement that coincides with the new work of National Curriculum.

6.3.4.3 Bio-bibliography

Slater was a prolific textbook writer during the 1970s and 1980s. Her particular interest in geographical education focused on the methods and approaches that were broadly described, as Huckle notes in the 1970s, as ‘values education’, a term defined by Slater as something co-opted from American education which

... gave strategies for looking at controversial issues ... I mean if you’re saying geography has to engage with issues, then I mean, you can’t say to a class ‘go away and discuss this’, you need a set of structured

exercises, because it is anti-educational in my view to just ask someone to go away and think – it is about considering the different perspectives and vested interests; so ... it was a very general movement that encompassed many subjects, and we took the strategies so my book *Learning Through Geography* had resources to help bring out different views that could be looked and considered.

Slater further developed her ideas in values education through the 1980s, exploring the ways in which people culturally communicate through various applications of language: how people speak, write and listen in order to communicate their ideas about the world. This thematic can be read in her book *Language and Learning in the Teaching of Geography* (1989). In 1991, Slater synthesised her ideas in a practical school textbook for A-level students entitled *Societies, Choices and Environments: Issues and Enquiries*, wherein twenty enquiry-based case studies formed as chapters introduced the complexities of geographical issues, covering a range of different scales, geographical contexts and themes⁵². Rather than shying away from controversial or complex issues, Slater's text encouraged students to think critically and laterally around the values attributed to different geographical issues. While not explicitly referencing her encounter with CIGE, this textbook serves as a reminder of how far the ideas that had been discussed by the Editorial Board had, by the early 1990s begun to filter into mainstream textbooks.

6.3.5 Other Editorial Group Members

After Huckle and Pepper's coordinated letters to the editorial board flagging up the need for more personnel to facilitate the work of the journal, Gill and Cook sought people from whom they were able to both gain submissions for the journal as well as additional support in maintaining the day-to-day running of the journal series. Gill's attempt to assign job titles to Editorial group members singularly failed, not least because, with only a handful of people actually attending meetings, it was difficult to nominate someone for a job that they were not aware they had been allocated. As mentioned, Gill's positive response to Huckle and Pepper's critiques was to have an immediate audit of Editorial group members, writing a generic letter to each group member requesting their confirmation to retain their role, and, if yes, how they would propose to undertake work for the journal. Unsurprisingly, as Gill's letter of 12th May 1986 reflected, most of the new editorial group only wanted to perform the central role of this group: namely, acting as academic referees or reader of articles submitted for publication. In effect, Gill's stock-take of the Board hastened the departure of the majority of geography educators and educators working with NGOs who had been part of the ACDG since its inception.

This singular moment serves to mark the personnel of CIGE as being increasingly academic-led, as Whatmore and Pepper were officially welcomed as new members of the group, with Whatmore additionally 'providing a formal link between the journal and the Women in Geography Study Group', and Pepper increasing his editorial responsibilities beyond refereeing, attending along with Cook to the proof-reading and copy-editing about he had been so aggrieved

⁵² This was my own 'set' A-level textbook in 1991 which I purchased at Dillon's (now Waterstones) on Malet Street, Bloomsbury, when it was first published.

about in previous issues. The complexities of the Board were heightened, as handwritten minutes by Gill served more as a 'wish list' than what might have been happening in actuality. Peake, for example, had no recollection of being nominated the 'East of England' regional coordinator during the short time after she completed her PhD when she worked at the University of East Anglia. Agyeman likewise laughed heartily during his interview at the thought of being in charge of CIGE's 'Press and Marketing' or 'Sales', as listed variously at the back of Huckle's 'ecological crisis' issue (in which Agyeman published his first journal article) and in surviving archival documents. Both Peake and Agyeman recall Gill with a huge amount of affection and regard, and in the following geobiographical accounts of broadly academic Editorial Board members, it is important to keep in mind that, when they joined the journal series, their main point of contact was Gill. Therefore, for Peake, Agyeman, Whatmore and Jackson, although they were aware of the broader aims and ambitions of the journal series, CIGE becomes synonymous with Gill rather than connecting across a range of other individuals, simply because, for the most part, their main contact throughout their working time on the journal series was Gill. Thus, from 1986 CIGE indeed became a more academically-flavoured radical geography publication. While school geography teachers such as Laura Jotcham and Neil Larkin⁵³ remained on the Board, for the most part their work was attending to developing critical resources for the new National Curriculum and assessment courses therein. Larkin became the ACDG representative at ACD meetings where activism in school geography education became, by 1986, discussed in broader educational terms, campaigning about the lack of anti-racist resource materials in the proposed new GCSE courses (1986/000005:9) and supporting campaigns to rid schools of corporal punishment⁵⁴.

6.3.6 Linda Peake

6.3.6.1 Background and involvement with CIGE

Growing up in Middlesbrough, Peake studied A-level geography before attending the University of Reading to study Social Science, Politics and Geography 'at the tail-end of the quantitative revolution'⁵⁵ in 1975, ending up with a BA in Geography after focusing her final year dissertation on electoral geography and the boundary commission and studying the changes between Teeside and gerrymandering. An active member of the local Labour Party, Peake decided to remain at the University of Reading and began her PhD in 1978 looking at electoral geography. Peake recalls the empowering shift in her conception of politics when she encountered the beginnings of what would become the WGSG:

⁵³ Both Jotcham and Larkin were working in school education in 2007, Jotcham as a history and special education needs teacher at the Sir John Colfox School in Bridport, Dorset (<http://www.colfox.org/category/school-information/page/3/> last accessed 29/11/2007). Larkin remains in North East London and is Deputy Head teacher at Frederick Bremer School in the London Borough of Waltham Forest. (<http://www.bremer.org.uk/about-us/who-s-who-at-frederick-bremer/>).

⁵⁴ As seen with CIGE, reproducing an article by Martin Rosenbaum in issue 2:3 about the state of corporal punishment (see Chapter 5).

⁵⁵ All quotes which follow where Peake is talking about her life and work derive from an interview with her in 2008.

It was only when I was at Reading and Sophie Bowlby told me about Women and Geography ... I think I added on another year of my PhD by coming across feminism, and ... at the time we didn't realise the impact that feminist geography would have on the discipline as a whole. We were just a small group of postgraduate and women lecturers who were active in Labour Party ... and it was really life-changing because it made me aware that I could have a career in academia, and other people assumed that I would finish my PhD and apply for lectureships, but it wasn't clear to me.

It was through her attendance at reading weekend gatherings that Peake first encountered Gill. Here Peake, discovered Gill's networking abilities as much as her nose for sympathetic political allies in writing critically engaging materials, coupled to her ability to 'read' the London leftist grassroots political landscape of which she was a part:

We started having our own reading weekends – this was around 1980 – and these meetings of the women [they were not officially the WGSG at that time] were held in London ... around people's houses and flats. I do remember going to Jo Foord's flat and that was where I met Suzanne for the first time, and, as far as I remember, it was at one of those meetings [that I met] with Dawn, who was active at that time with teachers and geographic education, and I have memories of her doing issues around race ... It was probably around 1981/82 when I met Dawn ... [S]he was well ahead of the game because she was into race as well, and what was significant was that women were socialist and Marxist and it was class and gender, but Dawn was way ahead taking about race as well. It was also around the time of GLC experiments with women getting involved in planning issues and linking academia and radicals in the GLC ... It was a combination of things, and it was in that mix that I met Dawn, and I remember being very impressed with her because she was very active and got things done, and she was getting this journal up and running and wanted up to do a Gender and Geography issue and it was the first publishing avenue we had, for getting our ideas published.

Although Peake was briefly involved with the journal in the run-up to the launch issue, by 1983 she had moved to Norwich where she was nominated a regional coordinator (although she cannot recall contributing to this role). Her brief interregnum in Norwich ended in 1985 when she returned to living in South London, which was when she became more active in CIGE's editorial group. Peake's Curriculum Vitae corroborates archival documents that note her joining as a new Editorial Board member along with school teachers Paul McGreavy, Merryl Welsh, John Simpson and Australian Geography education lecturer John Fein on 20th April 1985 (1985/000010). Peake was an Editorial Board member between 1985 and 1987, and, although she has no recollection of ever attending a meeting, minutes from 2nd February 1985 (1985:000007) record Peake as being the first named person to theme edit the 'Gender and Geography' issue of the journal on behalf of the 'Women in Geography Group'⁵⁶. Slater recalls meeting her at more than one of their Editorial Board meetings (Interview with Slater, 2008). While Peake only recalls vaguely performing the role as a reader of work submitted to the journal, she contributed a jointly-authored article with Liz Bondi in the WGSG theme issue on 'Gender and Geography' edited by Whatmore and Little.

Peake's main recollection of her brief time involved with the journal series is tied up with crediting Gill for being a mentor of sorts. Echoing remarks cited above, she comments:

⁵⁶ Other titles suggested include 'Transnationals' (Anne Simpson as theme editor) and 'Central America' (Doreen Massey). 'Women in Geography Group' was the loose name for the collective of postgraduate and young women lecturers who were developing a clear critical feminist trajectory regarding academic and disciplinary geography. It is notable, as discussed by Whatmore later in this chapter, that Gill offered them their first outlet for publication.

I was very impressed by her, she was extremely energetic and connected and got things done and she was a great role model ... I'm sure I wouldn't have had the confidence if it wasn't for the experience with Dawn; it was about being taken seriously as a feminist academic by Dawn that allowed me to go back into the academy. It was a reaffirming circle that gave me the idea that I could sit on editorial boards and do this work.

6.3.6.2 Bio-bibliography

Peake's burgeoning academic career coincides with her work on CIGE, and there is coalescence between the WGSF and CIGE editorial group members in some publications which surfaced during the mid-1980s. By 1988, Peake was on the editorial board of JHGE (alongside Lee), and it is in this journal where Peake and Jackson (1988) published 'The restless analyst: an interview with David Harvey'. In addition to her jointly writing with Bondi in CIGE, she wrote another co-authored article for JHGE, again with Bondi, where attention was paid to the feminist politics of women teaching geography in higher education institutions (Bondi and Peake 1988) as well as a sole-authored article for the same journal entitled 'Teaching feminist geography: another Perspective' (Peake 1985). She also wrote an article 'Guyana A country in Crisis' for the GA's journal *Geography* (Peake 1987)

6.3.7 Julian Agyeman

6.3.7.1 Background and involvement with CIGE

Growing up just outside Hull in Cottingham in East Yorkshire during the 1960s and 1970s, Julian Agyeman recalled that as a child he was 'always fascinated by people, places, and processes'.⁵⁷ Describing himself as a 'straight A kid', he also describes his childhood in these terms:

... as a biracial kid, being into nature, hiking, going bird-watching at Spurn Point in the Humber Estuary, has given me a slant on these and other issues which differs from the mainstream. This has been my *raison d'être* ever since.⁵⁸

He studied for a BSc in Geography and Botany at the University of Durham before completing a PGCE in Geographical Education at the University of Newcastle-on-Tyne in 1982. Teaching geography in the early-1980s at a secondary school in the Lake District served to politicise him, since he was simultaneously angered and frustrated at the landscape of geography education, both with the limiting resources available within schools and with those contemporaneously being produced by the GA during his short career as a school teacher:

In the mid-80s, when I'd come down from teaching geography in Carlisle, they were days when I started thinking more about race and the countryside, and I'd been at a couple of meetings at the GA and I was really concerned. I'd found a couple of textbooks in a school in Carlisle and they were from the 1960s and they had pictures of savages and then school boys and 'pictures of homes around the world' [which had supposedly] evolved from huts to an English suburban semi-detached as the pinnacle, so I was very

⁵⁷ All quotes which follow where Agyeman is talking about his life and work derive, unless otherwise indicated, from an interview with him in 2009.

⁵⁸ This quote taken from Agyeman's personal website: <http://sites.tufts.edu/julianagyeman/bio/>.

politicised. The GA at the time had two publications, *Teaching Geography*, a glossy coffee table, quite jolly hockey sticks, nothing controversial, no gender or racialised discussions, and also *Geography*, the pseudo-academic journal. I met Dawn at the GA conference; she thought I was wonderful and mentioned me to Streetwork, and that was how I got the job⁵⁹ ... Contemporary Issues seemed exactly the kind of thing that I was wanting at the time, and then I was interested in acid rain, I mean who talks about that today? It was Dawn Gill that got me involved. Is John [Huckle] still active? He was a big part of it all.

Gill proved an instrumental supporter for Agyeman, as well as Peake, assisting Agyeman with finding employment in London after leaving his teaching position and later offering him space within Huckle's theme issue on the 'ecological crisis' for his first published journal article. Asking Agyeman to recall what he did as an Editorial Board member, he states:

It's really hard to think about other than working on that one particular. As a budding academic it was really useful, and summed up why I left teaching, because I wanted to do more, so that was my first journal article, and now I write books. The other person I remember who was involved in it was Peter Jackson. It was mainly editorial feedback rather than referee[ing]. Remember CIGE was intensely practical, so there was the worksheet that was a very important aspect. I ran an acid rain project in Lambeth, and I was probably the first environmental offices along with Mike Morina, a friend in Haringey, and we were trying to convince Labour that environmentalism wasn't just for white middle-class people but was about access, space, and belonging.

In addition to his work on CIGE, Agyeman was associated with BEE, with which he had been involved with while working for Streetwork. After completing his Masters in Conservation Policy at Middlesex University in 1987, he immediately followed up his research through the establishment in 1988 of the Black Environment Network (BEN). While Agyeman had a very clear academic trajectory that he was following, completing his PhD in Environmental Education in 1996 before moving to Tufts in 1998, he reflects:

I don't know much about the politics at the time, but ... within ... the CIGE there was a synergy, and those conferences began to discuss issues of race, and geographers' key role in discussing this, I'm not sure if it can be seen as anything heading up, maybe a synergy.

6.3.7.2 Bio-bibliography

Agyeman published in a wide range of journals and other outlets throughout the publishing life of CIGE, but his first two publications – his article entitled *Acid rain: crisis? what crisis?* and the accompanying teaching materials – were both for CIGE. On his Curriculum Vitae, Agyeman dates the article when he wrote it in 1985 while citing the classroom materials as produced in 1986⁶⁰. His written work followed quickly as he published three different articles in 1986, in *Review of Environmental Education Developments*, in *Bulletin of Environmental Education* and in *Town and Country Planning* (Agyeman 1986a, 1986b, 1986c), signalling his connections with both Streetwork

⁵⁹ Gill knew Liz Hurst who ran Streetwork, which has been name-checked already on several occasions in this thesis. Hurst was involved with the *Racist Society: Geography Curriculum* event in 1983. Streetwork was the brainchild of Colin Ward and Anthony Fyson. Ward established it as part of the Town and Country Planning Association, where he was based as its Education Officer. Ward, as discussed in Chapter 5, contributed to the journal series as an author. See <http://infed.org/mobi/colin-ward-the-gentle-anarchist-and-informal-education> last accessed 2 December 2014.

⁶⁰ <http://sites.tufts.edu/julianagyeman/publications/#journals>.

and BEE. He authored a short generic article about resources in the GA's *Teaching Geography* (Agyeman 1987), and from 1988 onwards published in a wide range of publications and magazines including *ILEA Science News* (Agyeman 1988), *New Statesman and Society* and *New Ground*, *Countryside Commission News*, while simultaneously writing for newspapers such as *The Times Educational Supplement* (Agyeman 1986, 1991), *The Voice* (Agyeman 1988) and *The Socialist* (Agyeman 1991). In 1991 he also co-authored a report for the national Council for Voluntary Organisations entitled *The Black Environment Network Report: Working for Ethnic Minority Participation in the Environment* (Agyeman et al 1991). While Agyeman was clearly on a professional and personal trajectory for his work, his reflections about his time teaching and the space created by the ACDG in establishing CIGE vindicates the efforts of Gill, mitigating some of the more direct criticism that she endured as the production of the journal experienced a downturn in the latter part of the 1980s.

6.3.8 Sarah Whatmore: 'Dawn, Oh wonderful, she was fantastic ...'

6.3.8.1 Background and Involvement with CIGE

Whatmore was living in Stoke Newington, London, and doing her part-time PhD based at University College London when she became involved with CIGE. Although her memory is vague regarding the journal series of CIGE and the ACDG, recalling the name of Dawn Gill vividly animates Whatmore,⁶¹ as the subtitle to her mini-geobiography here attests. While the specifics of the context in which she first met Gill are hazy, Whatmore believes it was her geographical proximity to Gill that was crucial in their being able easily to interact, and hence in exploring shared visions and her own deriving of inspiration for making a career as a politicised academic scholar. Whatmore was then living in a shared house with Little a few streets North West of Gill's Barretts Grove home, Carysfort Road, on the Stoke Newington/Hackney borders (1986/000006⁶²). Sharing a political stance with Gill regarding local politics and activism across the GLC is how Whatmore believes she would have become aware of Gill's links with geography and geographical education, stating:

I'm sure it was in that capacity I met her, not academically, something like a demo or some kind of activist or anti-racist aspect to it; then the kind of geography thing followed from that.

Whatmore gained her undergraduate degree in Geography from UCL in 1981 before completing an MPhil in Town Planning in 1983. She began working on the gender dimensions of planning while employed by the GLC⁶³, before leaving it shortly before its abolition in 1985. She recalls:

I went back to UCL to work on a research project for three years ... around 1985. I think by that time I decided that I probably wanted an academic career, so I signed up as a part-time and did my PhD ... on

⁶¹ All quotes which follow where Whatmore is talking about her life and work derive from an interview with her in 2008.

⁶² Recorded as 29 Carysfort Road, N16 written on a scrap of paper that has been stapled to the photocopy of handwritten notes by Whatmore charting the suggested outline of issue 3.1 (1986/000006).

⁶³ Corroborating Peake's recollection of early WGSG activism and work with Norwegian feminist planners and the commitment to planning initiatives instigated by the GLC. Material found within the 'Gender and Geography' CIGE issue document such progressive initiatives.

the gender dimension of the project I was researching on. I was a part of the WGSG and got more involved when Jo [Little] moved to London from Lampeter. She came as a researcher on the same project I was working on which was on [laughs] agricultural restructuring, I remember being on lots of farms in Dorset and the greenbelt, and Jo was already working on gender at that time, and we got more involved in WGSG ... Yes, I remember we went off and did a lot of weekend reading groups and went to Sussex and the Lake District, and I'm sure that Dawn came to one of those reading groups or there was an intermediary that invited her along.

Charting Whatmore's involvement with CIGE through the journal's archive turns up records of her first attending an editorial group meeting on the 3rd May 1986 (1986/000005), her handwritten notes for the 'Gender and Geography' issue (1986/000006) and her being made an Editorial group member nine days later (1986/000012) at the meeting (referenced earlier) where the first – and only – triennial Editorial group membership change was formally announced. As the likes of Lee and Slater left, so Whatmore's arrival, along with Pepper, was announced, the precise wording of which has already been quoted. Whatmore's arrival came at a time when, as also mentioned previously, there was an increasing shift in personnel from teachers and school-based educators to an academically populated editorial group. Whatmore saw her involvement alongside Little in theme-editing the 'Gender and Geography' issue as part of her academic apprenticeship, but also a necessary political act in editing a journal with practical political intentions as a vehicle to promote the aims and political aspirations of feminist geographers. Both the CIGE and WGSG archives record an early synergy between the two organisations, and Peake recalls – again as already noted in this chapter – that Gill was the first external person from a publishing organisation to commission work by the WGSG⁶⁴. The intended publication of a 'Gender and Geography' theme issue was flagged in the WGSG newsletter of 1985⁶⁵ while the WGSG also provided inspiration and support for CIGE, running advertisements heralding the launch of the journal in autumn 1983⁶⁶.

6.3.8.2 Bio-bibliography

Reflecting on the process of getting the 'Gender and Geography' CIGE issue published, Whatmore notes:

It really was all Dawn, she was the person who set us on it, kept us going, she was a complete dynamo, she was one of those people who cropped up everywhere, she was in all networks, very engaged and active and passionate in all she was doing. Dawn was uncompromising in the way that you have to be if you are going to generate all the things she generated, so she was a person who had the energy to set things off, [but] couldn't possibly deliver them all, so her knack was to involve people and then delegate the work ... She was very committed politically and had a strong sense of keeping a project on the rails, and I can imagine that, if you were not with her, she wouldn't have encouraged direct involvement, but it wasn't just a political stance, it was a combination of politics and a canny eye for doing work with people

⁶⁴ Although the WGSG publication *Geography and Gender: An Introduction to Feminist Geography* was published by Hutchinson in September 1984, Mark Cohen only commissioned this book *after* Gill had secured a commitment from Peake in early-1983 to work on a CIGE theme issue.

⁶⁵ WGSG Newsletter No.12 (Bowlby WGSG archive. Since being given it in 2009, I have only cross-referenced for specific citations toward CIGE and the Gender and Geography issue of the journal series. The material given in a large plastic bag from clearing out Bowlby's Reading University office contains numerous WGSG newsletters and newsletters from before the group gave itself its WGSG name. I hope to work through these materials in the near future).

⁶⁶ WGSG Newsletter No.3 (Bowlby WGSG archive).

who do the work and not those that talk a lot.

Although the issue was jointly theme-edited, it was Whatmore rather than Little who attended Editorial group meetings, although, as remaining archives of Whatmore's notes on the guidelines for the issue (1986/000006) disclose, those contributing to the issue had a very strong and clear sense of the information that they wanted to impart and how to express their politics. After the final copy of text was submitted to CIGE in the summer 1986, Whatmore remained on the editorial group, but thereafter, completing her PhD in 1988, Whatmore and Little sold up the house in Hackney as they both left London for their first academic appointments, leaving the journal behind: Little to Chelmsford and Whatmore to Leeds. Increasingly Peter Jackson was drawn into the background of assisting with the issue's publication through his role as lecturer at University College London, as a member of the WGSJ and as Whatmore's partner at this time.

In summarising her recollections of the journal series, Whatmore notes:

Dawn got under people's skin for sure, that was her mission, a mission of one she was a force of nature ... Of course I've never been in schools education establishment, and I can imagine she wouldn't take any prisoners. There was a real Romeo⁶⁷ in the back garden, coming out with Banda machines, and they were wonderful and it was all down to them making it and sending it off, it was totally a labour of love. It was very much, we delivered the material and the rest of it was in the hands of the Association ... For sure, this was a series and initiative with a very decided political agenda, so, as always with these things, you are going to preach to the converted and might get a few people either way, but there's going to be a whole set of teachers who are going to say 'I'm not going to touch that'.

6.3.9 Peter Jackson

6.3.9.1 Background and involvement with CIGE

Having benefitted from a very good secondary school geography teacher who had inspired him to take up the subject at university, Jackson was encouraged by the teaching staff of his secondary school, Glyn Grammar School in Epsom, Surrey, to follow their tradition of sending students to Oxbridge. Jackson applied for an undergraduate Geography degree course at the University of Oxford and remembers being interviewed by John Patten, who directed him to apply to Keble College, Oxford, where he was accepted to read Geography. Jackson remembers his Oxford undergraduate course as being 'very old fashioned and badly taught',⁶⁸ with the exception of Ceri Peach, who inspired him in his studies. After completing his undergraduate degree, Jackson remained a further year to complete studies in Social Anthropology, before beginning his doctorate at Oxford under the supervision of Ceri Peach. Spending a year of his doctoral studies investigating the racial and ethnic demographics in East Harlem, New York,

⁶⁷ Using the phrase "Romeo in the back garden" arguably illustrates Whatmore's own romantic recollections of the publishing process, hinting at her subsequent writing on Actor Network Theory discussed in her classic 2002 geography text *Hybrid Geographies*. As much a labour of political conviction as love, this quote also indicates that Whatmore's involvement was as editorial board member rather than consciously being a member of the ACDG which, beyond those who were Editorial board members at the journal's launch, few new members connected with. In part this also serves to disconnect the conscious connection later editorial board members had with the journal series, viewing it as just that rather than a broader educational initiative. For further details see Chapter 7.

⁶⁸ All quotes which follow where Jackson is talking about his life and work derive from an interview with him in 2008.

Jackson began both his political and theoretical awakening with regard to how social geographers had overlooked progressive ways of engaging with race and racism in mapping and documenting social diversity across space. Upon returning to Oxford, Jackson switched colleges, basing himself at Nuffield College, which he recalls having greater outreach and interdisciplinary connections:

It had a lot of links to MPs and trade unions and links like that, was quite switched on. There were very few geographers there, although Susan Smith⁶⁹ was a contemporary of the college, which gave you a good sense of geography and how it fitted across the social sciences.

Influenced by Bunge and the Union of Socialist Geographers' British branches, Jackson recalls:

Susan Smith and I tried to do 'The Oxford Expedition' for about 10 minutes. We organised a couple of little visits to mosques; and John House was the Halford Mackinder professor, and he tried to warn us off ... Bunge, but we didn't need it as it was going nowhere, it was more of a thought rather than anything else.

Much of this endeavour was, for Jackson, the early stages in his own effort at trying to reconceptualise more meaningful ways by which to engage with issues of race and ethnicity beyond simply the application and mapping of social data sets. After completing his doctorate, Jackson gained his first lectureship appointment in the Department of Geography at University College London (hereafter UCL) in 1980. It was during his decade based at UCL when Jackson developed his ideas on re-theorising race as a social construct shaped by geographies of racism and anti-racism (Dwyer 2009).

Jackson's awareness of the 'excellent resources regarding race and anti-racism produced by the GLC' were likely introduced to him via Whatmore, who, through her previous work with the GLC, would have been aware of the scope of educative projects and publications emanating out of the GLC in their self-professed 'Year of Anti-Racism (1984-1985)' which ran the year before the GLC was finally closed down and Whatmore began her PhD. As indicated in Whatmore's geobiography, her network within the recently formed WGSG not only complemented the work she was undertaking on CIGE, but sharing such work gave a greater sense that changes were occurring in how younger academics in and around London were proactively voicing a reconceptualising of human geography along egalitarian lines chiming perfectly with those aspired to by CIGE.

In a similar vein to Lee and Cook, Jackson qualifies his own political activism during the 1980s as being what he was able to facilitate, complementing the work he was performing as a fully-paid member of the lectureship staff at UCL, utilising resources available in the department to carve out space to enable the research activities and projects of others to gain a footing. While he describes his own involvement in ACDG/CIGE activities as 'marginal', he nevertheless claims to have felt 'proud' at being part of the collective effort for a more egalitarian conceptualisation of geographical ideas and praxis. He recalls, reflecting more broadly on how his early 'London'

⁶⁹ Susan Smith is an eminent geography academic who co-authored *Exploring Social Geography* with Jackson in 1984

academic activism, of which ACDG/CIGE was a small part, fed through into his later contributions:

I tried to be a ‘normal’ lecturer in suit and tie and then I would scurry off to AUT meetings and doing things along the side, so I wasn’t involved in political activities outside academia whereas Sarah [Whatmore] and Jo [Little] were ... Certainly there was a whole group of us who thought we were onto something, something was happening, and for a little while I was involved in the WGSG ... I have always felt quite proud to be involved both with the WGSG and the Sexuality and Space Network, as it was called back then, and it needed a patron with a proper job and that was where I could make a contribution in a way, and the first ‘Sex and Space’ ... meeting [was held] at UCL ... There was definitely a period when a patron was needed to make it happen ... I felt I could write references, ... things I could do to nurture such developments and create spaces for people to continue with their research and a whole bunch of issues around equal opportunities at the IBG, and there were huge fights to get those discussions happening⁷⁰.

While Jackson notes that he was a ‘user of their materials’, his own involvement with CIGE and the ACDG appears very marginal and primarily focused on ensuring that the ‘Gender and Geography’ issue was actually published. This is not to say that the CIGE Editorial Board was unaware of him or his work. In an undated typed agenda for a meeting likely in 1985 (1985/000022b), there are bullet points noting down the aims of the journal series, one of which states ‘Setting up a publishing Compnay [sic]’. Prior to Gill establishing the ACD, she had been pursuing the possibility of getting the ideas that CIGE had been publishing with regard to racism and anti-racism into a book, seeking out possible publishers to undertake this project. The agenda points reassert this ambition, as she types: ‘We must do this quickly. The Careerists are onto the bandwagon, and Blackwell have offered a contract to someone to write a book on racism in geography’. In Cook’s blue inked marginalia hand, he had written ‘Peter Jackson, ed’, suggesting that Jackson’s influential edited collection *Race and Racism: Essays in Social Geography* (1987) was the reference here. While Gill was never able to secure such a publishing deal⁷¹, their awareness of Jackson as someone who might be sympathetic to their ideas – albeit also with the hint of a critical take on his (‘careerist’) motivations – would have been made known to them from working with Whatmore and Little, who by that time had begun theme-editing the ‘Gender and Geography’ issue.

Jackson is only directly linked in the archives in one set of minutes from a meeting held on 7th February 1987 (1987:000002) which acknowledge Jackson working with CIGE. At this meeting, Jackson is mentioned twice: firstly as a possible source to assist in completing a future (incomplete and therefore unpublished) issue on ‘The Urban Crisis’ (‘Dawn to ask Peter Jackson for suggestions/help with this issue’); and later, under the heading ‘Editorial work’, there is a statement ‘Peter Jackson to be asked to act as occasional referee’. Unlike others who were

⁷⁰ Jackson continues here: ‘Nicky Gregson did the motion at the IBG for equal opps [opportunities], and Doreen [Massey] led the boycott for South Africa. At the Coventry IBG [January 1989], there was a real fission and a massive crowd turns up to the AGM so that there were the old guard and our mates who turned up to make sure it passed, similar to the Shell AGM’. See Askins et al (forthcoming) in Berg, L and Best, U (eds) (forthcoming) *Placing Critical Geography*. London. Ashgate.

⁷¹ Recalled by Ian Stevenson who working for Longman at the time due to Longman having a ‘good working relationship’ with the GA which they didn’t want to scupper by publishing work by Gill Interview with Ian Stevenson, discussed further in Chapter 7.

formally acknowledged as joining the Editorial Group for the journal, Jackson is only listed in print as an editorial group member of CIGE on the back of the 'Gender and Geography' issue. Although Jackson remembers 'going around to Dawn's for a couple of meetings', nevertheless the impact of those meetings, and of participating 'on the fringes', clearly enabled the issue itself to be published with his input (including evidently a role in getting the issue finally printed).

In remembering the *Gender and Geography* issue and then widening the optic to the broader question of how CIGE ran, Jackson reflects:

... it took ages, forever, and maybe it was because there was little funding and resources ... I know that this [issue] nearly didn't happen from when it was written until when it went out. I didn't feel like an outsider, though, even though I was a university lecturer, and the majority of people involved were hard-pressed teachers, but they were really inclusive. I thought and I really did feel they were a movement rather than just an editorial group or something like that. I had boxes and boxes of them [the 'Gender and Geography' issue] as I reproduced them at UCL.

Jackson remembers becoming aware of Gill's work when trying to teach about race and racism in the 'London' course that he was teaching to undergraduate students at UCL, and being aware that 'the GLC had some good resources about slavery and racism, and then I got to these resources', meaning Gill's and CIGE publications. Jackson echoes some of Lee's observations in acknowledging the pioneering ideas and initiatives coming from outwith the university structure from school educators such as Gill:

It should have been the other way round. There is definitely a status thing, but then there was immediacy about schools and being direct and diverse, and they were able to do this, whereas the university departments were predominantly white and middle class.

While Jackson 'didn't get involved until 'Geography and Gender' issue', his time associated with CIGE was clearly influential for his own career. He considers:

It wasn't really a series, I must have subscribed, but it ha[d] all the perils of shoestring publishing without the professional publisher, but that was also its strength too in trying to experiment. Although I was very marginal, it was a place to go as an antidote to the tiring and awful aspects of academia. Being in London at UCL helped to allow me to be a part of these things: it was more than a resource, it was an intellectual and political space where interesting things could happen. It was international in some respects, but it was also very London, connected to themes about Brixton and policing, so it was local in a rooted in something real and not in a restrictive way.

Specifically remembering the journal series, Jackson summarises, including too an intriguing speculation about CIGE's relative uniqueness in happily conjoining the 'critical' credentials of *both* radical/Marxist *and* humanistic geographies between two covers:

I saw CIGE as a radical critique of mainstream geography and linking schools and universities ... with wider social campaigns. There were nine aims of the journal but I remember them being more diffuse. 'Critique' wasn't a word used around then, that was them being very cutting edge. I remember Maps of Meaning out in 1989 ending with 'resistance is always possible'. Look, there was Marxism and humanism, that's critical too ... When you think of humanistic geographies that Ley and Samuel⁷² did and then the huge bust up between Ley and Harvey, there certainly wasn't a difference within this publication. This bit

⁷² The reference is to Ley and Samuels (1978); also see debates in *Progress in Human Geography* and Ley's papers on cultural/humanistic geography (Ley 1983, 1985).

is important too, the interchange between students, teachers and lecturers, that they cut across the sectors.

6.3.9.2 Bio-bibliography

Recalling the journal as being more like a movement than an Editorial Board can be explained in part by Jackson's own personal and professional geobiography during this time. Holding a privileged academic position based at a central London University base gave Jackson a vantage-point to see a variety of networks developing through which he was able to observe the critical reconceptualisation of the discipline both from within his professional network of academic human geographers writing at the time⁷³ and from radical debates taking place beyond geography with the likes of work by Stuart Hall and the Centre for Cultural Studies based at the University of Birmingham. Jackson recalls his own book *Maps of Meaning* (Jackson 1989) being part of a series of books devised by Derek Gregory called 'Contours', of which, in the end *Maps of Meaning* was the only book to be published. He remembers:

A whole bunch of us met up paid for by Hutchinson, [who had] just done the WGSJ book, and just published Paul Gilroy's *Ain't no Black in the Union Jack*. Mark Cohen, [the commissioning publisher at Hutchinson] gave us lunch and we sat us upstairs in Bloomsbury square ... We critiqued each other's chapters and shared drafts, and Roger Lee's *Geographies of Economies* [1997] began its life there as did David Livingstone's *Geographical Tradition* [1992] and Derek Gregory came along with another line-up for another fantastic book: he must have 500 drafts of book ideas somewhere around, all brilliant.

As Claire Dwyer notes in her study of Jackson (2009:97): 'Galvanised by the contested racial politics of Britain in the early-1980s, Jackson mapped an agenda for social geography which prioritised understanding of geographies of racism and the dynamic of cultural politics of race', empirically exploring representations of 'race' in the media/advertising and wider constructions of whiteness in the geographical imagination. Dwyer (2009:1) acknowledges how such theoretical research influenced and informed Jackson's commitment to the production of anti-racist geographies, 'marked by collaborations with school teachers and a focus on the teaching of geography through his role as a founder member of the Equal Opportunities Working Group at the Institute of British Geography'.

Jackson's involvement with CIGE, while brief, was hence significant for his use of their resources when discussing his own research findings and drawing them through into teaching about anti-racism in his lectures and seminars. His 1989 published article in *JGHE* entitled 'Challenging racism through geography teaching' specifically singled out the work of Gill, while at the same time implying limits to its outreach, stating:

The Association for Curriculum Development has produced a range of anti-racist teaching materials for use in schools, including a video on the history of British racism. Within geography, its activities have been spearheaded by Dawn Gill who organised a conference on 'Geography and Education for a Multicultural Society' at the University of London's Institute of Education (Gill 1983) and launched a journal *Contemporary Issues in Geography and Education* in 1983. The Inner London Education Authority has also taken some positive initiatives, devoting an issue of its geographical bulletin to resources for anti-

⁷³ For instance, in the influential piece on 'New Directions in Cultural Geography' (Cosgrove and Jackson, 1987).

racist teaching (Padayachee, 1987). (Jackson 1989:6)⁷⁴

While adding footnote [3] enticing the reader to procure the resources (“The video and journal are available from ACD, P.O. Box 563, London N16, 8XD, United Kingdom”) Jackson arguably fails to clarify through these three examples is that Gill was at the heart of *all* these initiatives in her role as the founder of the ACD, as well as contributing significantly to the *Geography Bulletin* special issue. Although later in the paragraph Jackson goes on to discuss the limited way in which higher education has been active in such initiatives, citing the WGSG work on anti-sexism, he fails to acknowledge the ‘Gender and Geography’ issue of CIGE in a reference list of output by WGSG (perhaps because it had not been published by when his article had been submitted for publication, albeit the issue itself was definitely ‘forthcoming’). He also reduces the remit of resources produced by CIGE and Gill by casting them as ‘school resources’ rather than, potentially, resources to be used by all across diverse educational establishments as was CIGE’s wide-ranging remit. It is hence telling when he concludes the paragraph by saying: ‘But few of these initiatives have been directed towards the teaching of geography in higher education’ (Jackson 1989b:6). There was possibly a narrative need for Jackson to position CIGE’s remit in such a way. Not only did it enable him to frame his paper in a call for more direct work to be undertaken within undergraduate and academic institutions in developing anti-racist teaching strategies at higher education institutions, it also allowed him to position his own theoretical discussions regarding race and geographies of racism ‘in terms of a broader educational and political agenda’ (Jackson 1989:11). His 1989 paper is therefore a promoter of Gill and CIGE, but also serving to limit their broader ambition, instead moving forward their arguments through his own academic research agenda.

By the time that Jackson published his 1989 JGHE paper, he had already built his academic reputation, cemented through an advanced co-authored text on social geography (Jackson and Smith 1984), the *Race and Racism* edited collection of 1987 mentioned earlier, the *Maps of Meaning* book also appearing in 1989, and numerous other papers now regarded as ‘classics’. While Jackson’s subsequent work after being awarded a Chair in Human Geography at the University of Sheffield has turned increasingly to geographies and cultures of consumption, and how such practices inform the construction of myriad identities, Jackson has also retained an interest in geography education. Interviewing Jackson in 2008 at the time when the GA’s *Geography* journal was being re-launched, his involvement and input reminds him of his encounter with Gill and CIGE (suggesting here a potent ‘afterlife’ to CIGE):

I insisted we an editorial collective. I think it harks back to those days. In a recent theme issue of *Geography* I edited I invited John Huckle to write for us, so there are strong connections between what the GA and *Geography* journal looks like now and what CIGE was like then⁷⁵.

⁷⁴ This happens to be the issue of the ILEA *Geography Bulletin* where Gill was alluded to and in which her resource work is contained, but she does not gain the reference for it from Jackson in this instance. Further discussions regarding Gill’s various omissions will be covered in greater depth in Chapter 7.

⁷⁵ Huckle has written for the GA *Geography* journal on which Jackson is an Editorial collective member and in which the journal is theme edited by an editorial collective member taking it in turns to lead on pressing themes and inviting academic and teacher input (so far so legacy of CIGE!). Recently Huckle has provided a critical counterpoint discussion piece for the GA’s *Teaching Geography* Journal in response to claims by Mary Biddulph in the

6.4. Concluding summary

In attending to the geobiographies of those series editors and editorial group members whose work shaped and enlivened the production, and in turn the life, of the journal series, this chapter has considered the spaces and networks in and through which resources might be gleaned to sustain a project high on ideas and ambition but sorely lacking the personnel and financial resources to sustain it. Fundamental to resourcing the journal's life were the numerable efforts and energies undertaken by Gill herself, using her 'complex locations' between educational institutions and organisations that she herself established to tap into the resources available, be they people, networks or funding opportunities. Her own home address (informally for editorial group members at Barretts Grove in Hackney or formally for others at P.O. Box 563) remained a central hub of work for and of the journal, primarily occupied at weekends by Gill and Cook working on the journal. Alternatively, there was the attending of Editorial Board meetings in 'official' geographical education spaces such as the regular monthly Saturday meetings in the Common Room of the geography department of QMC, facilitated by Lee.

What is thereby revealed are the small and collective acts of spatial and professional opportunism wherein the 'day jobs' of those involved with this voluntary publication variously enabled the journal to have material life and physically *to take place*. Lee and Jackson both whole-heartedly supported the aspirations of CIGE; and, while there might have been a differing of opinion about how to enact and enable such curricula aims, that Gill created the opportunity for such discussions gave a sense of liberty to the academic editorial group members in a manner that they might not have experienced through more official research channels. Trading such intellectual and ideological discussions for facilitating space within university departments for meetings, or in the printing of journal copies through geography department reprographic departments, arguably served a *quid pro quo* in cultural and intellectual exchange. For Slater and Huckle, working at the time in government-funded spaces of higher education for the training of geography teachers, utilising their own work addresses held more of a politically subversive edge and thus more vulnerability professionally and personally.

The cast of players alluded to at the start of this chapter shape-shifted throughout the life of the journal series, from what it purported to be within the journal issues themselves to those recalled in interviews and documented in archived minutes of editorial group meetings. CIGE relied, fundamentally on an ideological conviction that geography education needed to have an emancipatory ideology at its core, critically aware pedagogically to equip teachers and students with global issues responding to and engaging with a world that was ever-changing, and within which sustained understanding and engagement with historical and cultural politics of media and resources would be necessary. The anticipatory participatory geographies promoted through the

spring issue. Huckle arguing that Biddulph's claims 'to promote pupil's engagements with current arguments "should be more realistic about the big questions that education for sustainable development argues" arguing for interdisciplinary in engaging with themes that are bigger than the discipline of geography and for the need for dissenting geography teachers to have political literacy as well as developing moral autonomy (Huckle 2011:118-119).

journal would indeed not have found material realisation had it not been creatively conceived or sustained by the notable efforts, energies and charisma of Gill – acknowledged by all interviewed for this study. Yet, she did not achieve this on her own. The ‘and Co’ has never seriously been looked at by any author. As noted at the start of this chapter, researchers writing about the history of school geography education have only ever focused specifically on those spaces in and through which school geography teachers would have engaged with the journal series. This has arguably been because the journal was conceived by a school geography teacher. However, as this chapter illustrates, it would not have found its footing without the hard work and practical supportive engagements of key ‘company’ players, who, as the production of the journal continued, would become more academically constitutive than teacher-led. Gill was ably matched throughout the life of the journal by the steadfast practical support of Cook, whose own network of critical and radical geographers based across a range of academic institutions sympathetic to the journal dovetailed with Gill’s own network of London leftist activists with an interest in critical education pedagogy. Gill and Cook, as series editors, enabled a conjoining of networks within geography education and academic geography, reaching both nationally and internationally. Through the involvement of Huckle and Slater, Gill was able to find supportive voices from lecturers of school geography educators, utilising their work addresses within London – Slater, Lee and, latterly, Jackson’s office at UCL to store journal issues of ‘Gender and Geography’ – to lend legitimacy to the journal and the ACDG as much as for those human resources which could be gleaned: from Huckle, his time; from Slater, her connections and networks at the Institute of Education as well as spaces to hire for last-minute emergency meetings. Similar resources of personnel and place were gathered through those academics who became involved with the journal, resulting – in theory at least – in the increased circulation of the journal as well as a broadening of its content and ideas.

Gill’s specific strength was also in her genuine encouragement and support of publishing ideas from postgraduate students researching and seeking publishing outlets to discuss their new ideas. Such individuals as ‘the future’ of the discipline were given little external validation or publishing space to try out more experimental ideas or the discussion of ideologies that appeared beyond the remit of traditional academic journals. Very significantly, Gill, as a feminist, gave space and support to young women geographers who themselves were attempting to find publishing outlets through which to circulate and discuss their ideas. Peake, Whatmore and Agyeman all note the supportive presence of Gill as a person. The ‘synergy’ which Agyeman notes of Gill in establishing CIGE was shared by him, keen to pursue academic research and materials that were more rigorous and critical than those he had encountered as a school teacher in Cumbria, and by those early members of the WGSG who were finishing their graduate studies and working out how to create academic space in and through which they could work supportively. CIGE offered that initial space of encouragement. While the geobiographies in this chapter also reveal the unpredictable ways in which personnel contributed or attended to the work of the journal, in the end the longevity remained dependent on the sustained energies of Gill and Cook. The following chapter will explore the complex geographies of reception that tied in with what might be

considered the 'half-life' or 'lingering death' of the journal series.

Chapter 7

Cites and Sites of *Contemporary Issues in Geography and Education*

7.1 Introduction

We regret particularly that we have to discontinue publication at a time when the need for a radical educational journal in Geography is especially acute ... we will continue to work as individuals towards the aims which we held as a collective and hope that you feel that the work which we have done over the past few years has not been entirely wasted (Letter from CIGE Co-Series Editors to subscribers, February 1991 in Walford 2001:193)¹

The final letter sent out to CIGE's subscribers in February 1991 signalled the end of the publishing life of the journal. The remorseful tone at ceasing publication is simultaneously met with a resolute intention that the efforts and ideologies mutually shared by the people who had worked on the journal series would remain a longer term project – albeit one attended to from conscious individual activism rather than through a collective publishing endeavour. The final sentence of the letter, serving as a particular epithet for this chapter, addressed the individual subscriber in a humble and hopeful style, trusting that the broader publishing effort over the previous eight years of the journal's life had 'not been entirely wasted'. Concerned therefore with investigating the impact of both specific theme issues of CIGE and the journal series more generally, this chapter examines how CIGE as a project was valued, seeking out the various and in some cases highly complex geographies of reception that the journal series, and members of CIGE's Editorial Group/ACDG, encountered both during the publishing life of the journal and in the subsequent years after the journal ceased.

This chapter takes a geographies of publication 'tour' through various spaces where CIGE was 'received', in terms of the tone and nature with which it received citational reference (as 'cites') as well as considering the spaces (or 'sites') in and through which the journal was produced, ones integral to linking (or failing to link) editors, printers, subscribers and readers. In terms of the 'cites', recollections from informal interviews carried out between 2007 and 2014, as well as accounts from the CIGE archive, will help to raise questions of citational records, disrupting popularly held narratives and versions of the life of the journal found in historiographical accounts, and reflecting on how these sources reveal the complexities and highly subjective processes at play in the legitimising or undermining of particular constructions of geographical knowledge-making and practices of geographical education. In terms of the 'sites', these physical locations include the internal transitory spaces used for editorial meetings as well as for processing and production of the journal and its teaching resources, to an extent as already

¹ Quote corroborated by Gill and Cook (Interviews with Gill and Cook, 2011 and 2014 respectively). No material letter beyond Walford's reference survives in the archive held by myself.

discussed in chapters 5 and 6, alongside external spaces such as conferences and training workshops, meetings and agreements with third-party organisations. A specific theme will be the manner in which such sites, variable, with a sense of temporality about them stemming from the organic and grassroots nature of emergence and limited resources also makes their geographies vulnerable, at times a touch chaotic and often poorly connected, and decisions taken therein served to *shorten* the publishing life of the journal (thereby hastening its demise).

The variable treatment of editorial group members and co-series editors in records and accounts of the time will also be considered, with particular focus on how Gill herself has fared. This penultimate section of the chapter will look at the seemingly random occurrences that have served to compound the presences and absences of particular individual members and narratives of the journal. The final section will look at how the journal was depicted during its publishing life and in the intervening years since it ceased publication, and to reflect on the extent to which members of CIGE's Editorial Board have been able to continue working on the anticipatory and emancipatory geographies aspired to by the journal when it was launched, assessing what might be construed as the spectral afterlife of CIGE in geography education today.

7.2 Cites of reception: or, is it better to be talked about than ignored?

The starting point for such investigations begins by teasing out the geographies of CIGE's reception. This takes into consideration the readership or audiences of particular forms of media to which discussions and debates regarding CIGE were reported. How the ACDG's journal was valued both in terms of content within it and extrapolated questions and ideas surrounding its content can be read in the narratives written concerning CIGE and its membership. As much as there is empirical information, such reporting also serves to expose the editorial moral and political stance adopted by these 'cites' of publishing. To provide comprehensive coverage, three broad publication 'fields' will be explored. Beginning with popular publishing spaces of national newspapers and specialist broadcast media and associated presses, this section will then consider the different citations spaces afforded CIGE and the ACDG through geography education publications, before lastly looking to academic geography journals to see how CIGE's aims of transgressing geographical education across all formal spaces of learning were achieved, and, if so, how higher education publications and authors apportioned value (or non-value) to the journal series.

How the journal itself and its eight issues were received in print reveals the 'spaces' through which geographical ideas are made manifest in the minds, and in turn the actions, of the people and community involved in the cultural production of geographical knowledge-making. Who wrote and discussed the journal, where it has been cited and where it has not, reveals a tapestry of geographical knowledge-making in terms of the various geographies of inclusion and exclusion, which in turn reveals the cultural geopolitics of making 'legitimate' or culturally accepted knowledge. Moreover, the presence of reviews in geographical journals and magazines, where and when reviews were allotted to be published (and the absence of reviews), highlights a

network of people, politics and ideas that are not temporally static. Reviews of reviews, marginalia, comments from correspondences in the archives of the journal all signify an intricate and subtle shifting of agendas and representations of both specific individuals, as well as of their connectivity with wider geographical communities spanning geographical education, academic geography and education across British and international societies more generally.

Concerned with the spaces of reception of CIGE's issues, this section deals directly with the citations of its reception in the printed text; notably in reviews as well as in bibliographies, themselves the sites or locations through which the publication was circulated. The visibility and accessibility of reviews is uneven, in some cases sparse, for specific issues of the journal series. Much of this can be explained by the irregularity of publishing process, which plagued the journal from its fourth issue, coupled with decisions made by CIGE's editors in their efforts to hold fast to the aims of the journal series while navigating the changing landscapes of geographical education and publishing during this time. Moreover, how the journal series organised itself is both a challenge and a hindrance to the researcher, as theme issues are often lost amongst accounts and reviews within specialist publications pertaining to the theme in question. Thus, the far-reaching content of the journal series as a whole affords a somewhat dispersed array of small reviews or else limited repeated refrains.

7.2.1 Popular media: newspaper and multi-media coverage

Newspapers along with daily broadcast news programmes were of immeasurable influence over the relevant time period. As the key communicators of current affairs, such popular forms of media held wide circulations of readers in public libraries, staff rooms and individuals. Publications that were able to give more immediate coverage at the launch of the journal give a clear indication as to the cultural geopolitics of news editing, and in particular they disclose how leftist school educators critiquing governmental policies were portrayed (Curran et al 2005). How such narratives converge and compound particular representations can be further read by looking at reports across the geography education presses and publications, both during the life of the journal series and across intervening times and across various sites of reception. How such reports impact upon spaces of geographical education can be observed by exploring the way CIGE was written about in geography education publications at the time, for example through publications produced by the GA, teacher education publications such as the *ILEA Geographical Bulletin*, the *Geographical Magazine* of the Royal Geographical Society (now *The Geographical*) and other international geography and education publications. Finally, looking through academic publications as final publishing arena for CIGE citations, this section will reflect on the nuanced ways through which CIGE was able to simultaneously shape-shift to exist while at the same time appear invisible.

7.2.1.1 The launch of the journal and the first issue

Reviews of the journal were leaked by the national tabloid newspaper *The Daily Mail* on Thursday 10th November 1983, breeching the embargoed press release that Gill and Cook had written and

distributed on behalf of the ACDG to a range of tabloid and broadsheet national newspapers, magazines, charities and radio broadcasters along with an invite to attend the launch at the Cheshire Cheese pub on Fleet Street the following Monday, 14th November 1983 (1983/00003). Written by an unnamed journalist, the focus of the *Daily Mail* article centred its attention on Gill's article about how school pupils interpret images of the Global South and of the residual understanding lent to interpretations of 'distant' peoples and places. Citing *John Craven's Newsround* and *Blue Peter* fundraising campaigns as examples of media representation to which school students were likely to be exposed gave focus to the *Daily Mail's* review.

What the Special Branch knew on Waldron
Daily Mail Reporter

MURDERER Ronald Waldron was not known to police as a terrorist, his wife told the court today as a Special Branch officer said yesterday.

At last time, in the mid Seventies, for men who had often claimed to have carried out 18 killings as a terrorist, his wife told the court today as a Special Branch officer said yesterday.

With most a suspected member, the officer said a close knowledge of special branch was a mystery, and when Waldron was arrested last April for his involvement in the murder of a woman, he was not a member.

Waldron, said the officer, began giving information about colleagues at a time of a close relationship in London, and it was then reasonable for police to have dealings with him.

Waldron has not been arrested, Waldron's name after causing much concern, suggesting that he has a history of terrorism.

Convinced

I am convinced that the officer, who missed the trial, in the Commission day that he was convinced that a Liverpool radio programme on Waldron was true.

The officer said he was convinced that the programme was true, and that he was convinced that the programme was true.

New star

JAMES MASON is taking over Paul Robeson's role in the film 'The Long Walk Home'.

Paul Robeson was a famous actor, and James Mason is a famous actor.

Third World bias' attack on Blue Peter

TELEVISION programmes such as *Blue Peter* and *John Craven's Newsround* are being blamed for creating a biased image of the Third World among children.

The criticism comes from a new magazine for geography teachers, *Contemporary Issues in Geography and Education*, which says it wants to introduce politics into geography teaching.

Dawn Gill, head of geography at Inner London's Quintin Kynaston School, writes that a group of 14 year olds were asked to list their 'image words' of the Third World. They replied with words such as 'poor', 'dirty', 'backward', 'backward', 'backward'.

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Figure 7.1: Daily Mail article November 10th 1983: p17

Positioned beneath a feature about Sue Scadding, an aggrieved Debbie Harry lookalike successfully suing a magazine for defamation of her 'alike' abilities reads the headline "Third World bias' attack on *Blue Peter*", the complete article is repeated below. It is necessary to repeat the piece in its entirety as it became a popular narrative for framing both Gill and the journal. It reads:

Television programmes such as *Blue Peter* and *John Craven's Newsround* are being blamed for creating biased images of the third world among children. The criticism comes from a new magazine for geography teachers, *Contemporary Issues in Geography and Education*, which says it wants to introduce politics into geography teaching. Dawn Gill, head of geography at Inner London's Quintin Kynaston School, writes that a group of 14 year olds were asked to list their 'image words' of the Third World. They replied with

poverty, babies dying, monsoons, war, devastated crops, starvation, disease, drought, refugees, flies, death, mud-huts, dirty water and curry. The class said their ideas came from *Blue Peter* appeals to help people in poor countries and *John Craven's Newsround* often shows pot-bellied children. Miss Gill argues that geography teachers should correct such 'distorted' images and exposes the unequal divisions in the world's wealth. Last night a BBC spokesman said '*Blue Peter* and *Newsround* are concerned with all aspects of the Third world and not just the negative aspect'. (Anon. 1983:17/also see **Figure 7.1** newspaper clipping CIGE 1983/000028a)

While loosely framed as a review of the journal, the tone and focus of the *Daily Mail* article implicitly questioned the motives of Gill.

Archival documents containing a photocopy of handwritten guidelines by Gill for those editorial board members attending the journal launch to be on their guard against any leading questions, the main one being to avoid questions regarding the financing of the journal (which were made at the conference in March of that year) and underscoring that 'people in the group give their time and efforts for nothing, and often subsidise the work of the group' (1983/000031). Gill ends her memo: 'There is no reason why we should answer questions in detail ...' (1983/000031). A handwritten list from the press launch, and notes made on minutes from a meeting immediately after the launch (1983/000032 and 1983/000032b respectively) by Cook, record the press attendance. Twelve 'extra' people were listed as having attended the launch (see **Figure 5.17** in previous chapter), representing local London radio [*LBC*], national newspaper press (*The Guardian*, *The Daily Mail*, *The Daily Telegraph*), educational press (*The Teacher* and *Times Educational Supplement*) and specific audience publications (*New Statesman*, *Third World Review*, *The Asian Express*, *Bulletin for Environmental Education*, *The Geography Magazine* [latterly the *Geographical*]). It is worth noting the absence of anyone from the GA as either invited or in attendance at the launch itself².

Cook's notes made at the launch (1983/000032) and typed-up minutes on Liverpool Polytechnic print out paper (1983/000032b) of the Editorial Board meeting held at the Institute of Education immediately after the press launch reveal that, overall, those Board members in attendance – Ian Cook, Dawn Gill, Francis Slater, Alan Power, Liz Sutton and Duncan Wrigley – felt:

... that the press conference had been successful. Gerry German (CRE) had opened it, referring in glowing terms to the March conference, the conference document and the journal itself... in general it was agreed the only awkward moments of the press conference came from the Daily Mail reporter being early, from the Mail insisting on Dawn and Ian being taken outside for photos³ and from Syd Burke⁴[London

² CIGE archive 1983/000032 – 1983/000033.

³ The photographer in question appears, from Cook's handwritten notes of the launch, to have been Malcolm Clarke (1983/000032b), a photographer renowned for taking the photo of Lady Diana Spencer before her engagement to HRH Prince Charles at her kindergarten wearing a semi-see-through skirt. Clarke, now a semi-retired portrait photographer remains attentive to the portraits of young females betrothed to royalty wearing sheer clothing as the photographer responsible for a similar photograph of Kate Middleton at a St Andrews fashion show wearing a sheer dress. In my telephone conversation with Clarke (05/11/2013), he recalled absolutely nothing of the occasion, it being one of numerous 'jobs' he would have been sent to cover. He no longer claimed to have access to the negatives of such photographs.

⁴ Syd Burke was a well-known voice for the London Afro-Caribbean community whose radio show 'Rice and Peas' had a strong following. He was more recognisable as one of the first Afro-Caribbean continuity announcers of

Broadcasting Company LBC radio] interviewing Dawn and Ian at the end of the session when we were all beginning to relax! Apart from that, Dawn, Anne, Frances, Ian and Gerry appeared to deal competently with the questions asked. Roddy took photos of the occasion and it may be worth inserting some details in our next issue. (1983/000032b)

By the end of the launch week reviews of the launch of the journal were filtering through to readers. Diane Spence, longstanding education journalist of the *Times Educational Supplement* (TES) authored the first substantial article to review the new journal and cite its aims and objectives. Entitled 'Political stand urged in geography', her piece begins 'Geography teaching should be more political and committed to educating children for life in modern society according to a group of radical teachers. They accuse geography textbooks and school syllabuses of sexism, racism and bias towards the capitalist system' (18/11/1983:no page number. Cutting CIGE archive 1983/000035). Repeating tranches of text from the press release itself, Spence broadly played a 'straight bat', repeating the oft-quoted phrase from the editorial of issue 1.1 arguing that 'the attempt to avoid political issues is itself a highly political act ... The avoidance of political issues is not only highly political, it is also an example of sloppy and unprofessional teaching'. Spence gave a general overview of the kind of contents that each issue of the new journal would contain, enticing the teacher reader with the promise of curriculum guidelines, lesson plans, worksheets and assignments, and ending her article with details for potential subscribers to contact Francis Slater at the Geography Department of the Institute of Education, Bedford Way. As an education journalist, Spence's piece lays out the material from CIGE in its widest terms, affording the journal to have its voice heard rather than having it mediated. Launching the journal with its clear radicalising message, with its critical stance towards popular television programmes and their impact on a child's geographical imagination, briefly propelled the issue into the popular media consciousness, as can be read in the example below.

7.2.1.1.1 CIGE and more on the *Blue Peter*/Newsround fallout

Meanwhile, *The Daily Mail* article was having its ripple effects, and critiques of *John Craven's Newsround* and *Blue Peter* would not be brooked. Off the back of this article, the broadcasting weekly *Broadcast* followed up a piece about the journal on the 18th November, entitled 'Blue Peter Not Biased, says Beeb' (**Figure 7.2**). The article was a thinly veiled reprise of the same piece that

Channel 4 when it launched in 1983 (www.black-history-month.co.uk/Sitea/people/men/Syd_Burke/Syd-Burke.html accessed 12/11/2013).



BLUE PETER: NOT RACIALLY BIASED

BLUE PETER IS NOT BIASED, SAYS BEEB

BBC's head of children's programmes Edward Barnes hit out at an article published in a new magazine accusing Blue Peter and John Craven's Newsround of creating biased images of the Third World among children. Barnes dismissed the article as "purely Marxist propaganda".

The article by Dawn Gill appeared in *Contemporary Issues In Geography and Education*, recently launched as a magazine for geography teachers. Gill, who was until recently head of geography at Inner London's Quintin Kynaston Comprehensive School, wrote that a group of 14-year-olds were asked to list their "image words" of the Third World.

Poverty, babies dying, monsoons, war, devastated crops, starvation, disease, drought, refugees, flies, death, mud huts, dirty water and curry were the answers. The class claimed that their ideas were formed by Blue Peter appeals to help people in poor countries, and John Craven's Newsround often showed pot-bellied children. Gill argued in her article that geography should correct these "distorted images and expose the unequal division of the world's wealth".

Barnes disagrees that either of the

programmes set out to create false images, and says that John Craven's Newsround reports on all kinds of news. He also pointed out that recently Blue Peter made six 10-minute films on Sri Lanka which showed all aspects of Sri Lankan lives. He defended Blue Peter's appeal for Cambodia as one which attracted a great deal of help from the viewers.

"I don't think appealing for tools and seeds is being Uncle Tom. That is an extremely left-wing attitude. You can help people without having a revolution."

Barnes added that the claims made in the article "were absolutely spurious and did not stand up".

Eric Rowan, editor of Newsround, said that the article interviewed 14-year-olds, whereas the programme was aimed at up to 12 years. He also felt that to take one group in one school was not a fair representation.

He and his team toured the country each year to gauge opinions from various age groups and schools, and found a different reaction.

"The examples cited in the article are not typical, and our programmes do not all deal with disaster stories." BB■

BROOKSIDE FACES £7,000 AWARD

Brookside Productions has been ordered to pay £7,000 to independent drama producer Susi Hush following a long contractual dispute.

The ACTT won on her behalf a binding decision from ACAS, the arbitration and conciliation service, on Phil Redmond's company which produces the Channel 4

Figure 7.2: *Blue Peter* is not biased, says Beeb (*Broadcast* article 18th November 1983: 25)

had appeared in the *Daily Mail* over a week before. The first paragraph was wholly dismissive, quoting the head of children's programming, Edward Barnes, as describing the material as 'purely Marxist propaganda' (18/11/83:25). Within the article itself factually incorrect information was printed (Gill was still working as Head of Geography at the time of the journal's launch), while broad claims were repeated by Barnes and *Newsround's* editor Eric Rowan about how they gauge their output, suggesting that their target audience was two years younger than those students canvassed by Gill. A picture of smiling *Blue Peter* presenters Simon Groom and Sarah Green, holding iconic *Blue Peter* pets in the *Blue Peter* Studio at BBC TV Centre, presented an idea that anyone who would question the moral virtues of Biddy Baxter and company were not very nice people. Chris Rowlands – the journalist named as attending the launch (but not named in the *Broadcast* article itself) – is linked in red ink on Cook's typed minutes of the launch as the possible source. Cook's handwritten words next to the arrow with two question marks above it marked next to Rowland's name state: 'Blue Peter – article in Broadcast, letter, reply, Dragon's teeth' (1983/00032b).

This marginalia note written over the typed minutes of their meeting held immediately after the launch of the journal suggests that Cook and Gill were making their own investigations into networks in the media who might present adverse coverage of their work in light of the *Broadcast* article. On 23rd November, Cook received a hurried letter from Gill (1983/000039) with photocopies of the *Broadcast* article, stating:

Please can you get someone from Liverpool to respond to this. I think it's a matter of urgency to slap down the 'Marxist' label. We don't want our credibility destroyed. Love Dawn. P.s I'm sending two copies. If you can get more people to respond so much the better (PTO) could you get support for the view that kids actually do hold the attitudes describe, and that they come from the sources listed. Copies please to *Blue Peter* and *J Craven* as well as 'Broadcasting' [sic]. Could we also keep copies? Address 'Broadcast' 32 – 34 Great Marlborough Street, London W1, *John Craven, Blue Peter*, BBC Villiers House, the Broadway, London WC1.

Replies to this article in defence of both Gill and the journal appeared in the Letters section of *Broadcast* on 2nd December 1983 (Figure 7.3 CIGE archive 1984/000009b). The first letter printed immediately under the 'Letters' headline came from Robin Richardson, adviser for multicultural education from the Department of Education in Berkshire, who had backed Gill when her report looked like it would not be published a year earlier⁵.



Figure 7.3: Letters in defence of CIGE and Gill, Broadcast, 02/12/83: 6, CIGE 1984/000009b)

Subtitled 'Criticism not Marxist', Richardson observed:

... one does not have to be a Marxist to be anxious about the role of the media and about the role even of normally excellent children's TV programmes, in their treatment of the third world and of race relations. *Contemporary issues in Geography and Education* is in my view responsible and thoughtful, not propaganda. (2/12/83: 6)

A second letter defending Gill and the journal came from Paul McGreavy, a school geography teacher from Sheffield. McGreavy would later become an Editorial Board member of the

⁵ See chapter 4

journal⁶. His letter, headed 'Distorted images', accused Barnes of 'a tacit admission of guilt' by his use of defensiveness and 'Reganesque use of anti-socialist slogans', such as where Barnes described the article as 'purely Marxist propaganda' (in 2/12/83:6). McGreavy continued:

A great deal of work has been done on unintentional bias in text books and I am sure that if we looked closely at children's TV we would find that a similar impact bias existed. Mr Barnes should take constructive criticism offered in Dawn Gill's article as exactly that. The publication *Contemporary Issues in Geography and Education* seeks to explore the political nature of the subject and makes no attempt to hide the fact. Though you can help people without having a revolution Mr Barnes, you can do a lot more to help the South by creating a revolution in the way people view problems of the world. (2/12/83:6)

The following year, a letter from Gerry German, Principal Education Officer at the Commission for Racial Equality to Dawn, dated 13th January 1984 (**Figure 7.4**), revealed that German had been keeping up the pressure on Barnes and the BBC. Giving Gill an update on progress, he wrote:

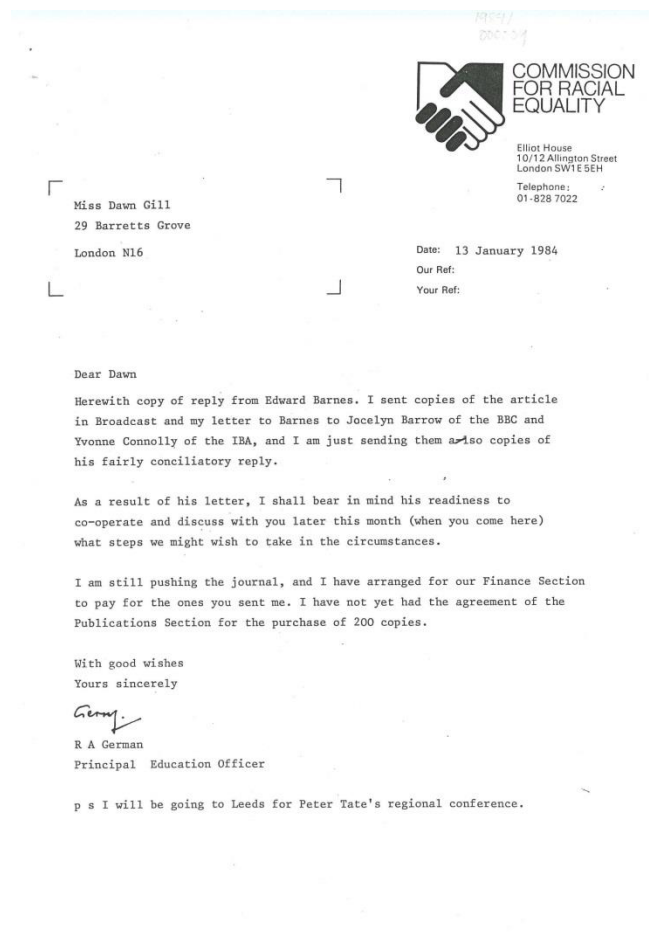


Figure 7.4: Letter to Gill from German regarding Broadcast debate (CIGE archive 1984: 000009)

Herewith copy reply from Edward Barnes [not in archive]. I sent copies of the article in *Broadcast* and my letter to Barnes to Jocelyn Barrow of the BBC and Yvonne Connolly of the IBA [Independent Broadcasting Authority], and I am just sending them also copies of his fairly conciliatory reply. As a result of his letter, I shall bear in mind his readiness to co-operate and discuss with you later this month (when you come here) what steps we might wish to take in the circumstances. I am still pushing the journal, and

⁶ See chapter 6 for additional information about McGreavy.

I have arranged for our Finance Section to pay for the ones you sent me. I have not yet had the agreement of the Publications Section for the purchase of 200 copies. (1984/000009).

Included in the archive is the final example from the letters page of *Broadcast* (Figure 7.5, 1984/000009a). In the Letters section, under a sub-heading entitled 'Peter's Pence', Barnes issued an apology of sorts. He stated:

I accept that 'purely Marxist propaganda' as an isolated quote describing Dawn Gill's article in the *Contemporary Issues in Geography and Education* magazine was something of an over-statement. I responded with some warmth because I saw the achievements of 20 years of real educational values contained in the *Blue Peter* appeals being written off by the opinions of one form of third year pupils. (CIGE archive 1984/000009c, photocopy cutting from CIGE archive only)

W SOLO FORM

om of joint ventures." Goldburg refused to comment on on's departure but Philip Keane, an director of Henz and already an important role in Videoform's son plans, is likely to increase his co. Laurence Rorison (Gerald's ri already plays a decisive role as nd marketing manager

son's new interests are likely to a film and music production and ide distribution activities in all which could bring him into direct ion with the expanding Videoform i which is moving into more ion and an expanding multi-media ion in the States. Levinson is at the nt in the States firming up plans to ounded on his return ing Videoform as MD of the newly 3 music division is Mike Heap, y MD of WEA Records UK and ting director for WEA Europe. The del has already secured a sizeable of the growing music video market, ew months it has been in operation ew's appointment further tulates Videoform's keen interest expanding market. BCM

CHANNEL GETS BBC LE RIGHTS

e has been selected for the merged ntertainment Channel and ARTS, will exclusively offer to US cable s product from the BBC from ary. The new basic cable channel e called The Arts and aiment Network (A&E).

s new channel was formed after the se of The Entertainment Channel, a enture of RCA Cable and Rockefeller s Cable, in March. It held the live cable rights for BBC rmmes in America in return for ous funding for co-productions, then Hearst/ABC Video Services' channel has been sniffing around product, and it was announced in er that the acquisition of The aiment Channel's programming i go through.

dition to BBC programmes, the channel will offer Broadway stage s, US and internationally produced stic and comedy show, classic films eforming arts programmes.

sides advertising, A&E will charge operators a fee of five cents per riber per month during 1985 and i cents during 1986.

ident is to be named shortly. SPM

LETTERS

PETER'S PENCE...

I accept that 'purely Marxist propaganda' as an isolated quote describing Dawn Gill's article in the *Contemporary Issues in Geography and Education* magazine was an over-statement. I responded with some warmth because I saw the achievements of 20 years of real educational values contained in the *Blue Peter* Appeals being written off by the opinion of one class of third form pupils.

The motives behind the *Blue Peter* Appeals are to make children aware of the problems of poor, under-privileged and sick people throughout the world. Thirteen of *Blue Peter*'s 22 Appeals have been made for charities in Britain. Those in aid of the Third World have enabled the victims of war and natural disasters to help themselves by providing seeds, tools, tractors, fishing nets and fresh water pumps, etc. If it was not for programmes like *Blue Peter* many children would have only the converse picture of a Third World consisting of smiling picturesque people living in a land of perpetual sunshine. I also firmly believe that children should be taught to make a positive response to help the poor and under-privileged. If we do not encourage the eight year old to be positive, then we are sowing the seeds of apathy in the next generation. The Third World shown in the Appeal is balanced by the programme's Summer Expedition. This year *Blue Peter* broadcast a total of 70 minutes of material on Sri Lanka which contained no 'pot-bellied children' but concentrated on the country's culture, industry and geography.

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John Craven's Newsround is a news bulletin for children which reports all kinds of news. It is a regrettable fact that wars and natural disasters have a more devastating effect on the people of the South than they would have in the prosperous North and it is our duty to report them. But we are aware of the dangers of the 'The news' providing a one-sided view of the Third World and we deliberately look for balance. Edward Barnes, Head of Children's Programmes, Television, BBC

Figure 7.5: Peters Pence: an apology of sorts from Edward Barnes

Barnes's 'apology' reply is striking as much for its unapologetic sentiment in euphemistically side-stepping the professionally damaging 'Marxist' label attributed to Gill (a label that held potent consequences for educators under Tory governmental policies) as 'some warmth', while equally dismissing the opinions and perspectives of 'one form of third year pupils' as a meaningful challenge to the 'real educational values' of his flagship children's programme. Barnes goes on to attend to the benefits that *Blue Peter* had given in forwarding debate and discussion about peoples and places, citing that year's Sri Lanka trip and the broadcasting of 70 minutes of documentary about the country's people, culture and geography with 'no pot-bellied children'. Barnes's reprinted reply continued under a picture of a thoughtful looking John Craven perusing a newspaper in front of his *Newsround* sign, in effect to defend the news broadcasting of

*Newsround*⁷.

While the *Blue Peter* discussion spanning both *Daily Mail* and *Broadcast* publications served to spread seeds of CIGE's version of critical leftist geography education, further stories were followed up underscoring the wider pressures being placed upon Editorial Board members working on the journal from their employers. On the 6th April 1984, Hilary Wilce *Times Educational Supplement* article (1984/00015) headline read 'Negative fund-raising' row imperils two Oxfam jobs'. Under a photomontage of images – a portrait photo of Dawn Gill flanked by two images reproduced from *Blue Peter* campaigns – Wilce continued to report debates taking place behind-the-scenes about CIGE. Off the back of Barnes's 'debate' with Gill in the pages of *Broadcast*, it became apparent that Oxfam was working with *Blue Peter* in planning fundraising efforts: notably, their 'weatherbeaters' campaign. Wilce wrote that Oxfam gave an ultimatum to two of their employees who were, in their spare time, ACDG and CIGE Editorial Board members. The article recorded that Anne Simpson and Don Harrison were requested not to attend the launch of the journal and to drop their Oxfam labels. In addition, Simpson was told that she could not use her name if she were to edit the third issue of the journal. Wilce continued the story by informing readers that, after seeking legal advice, Simpson did indeed attend the press launch of the journal and that Oxfam had not pursued disciplinary action despite threatening to do so. The end of the article recorded Simpson's summarising of events as serving to highlight 'the basic contradictions within charities between educating people about the fundamental political causes of underdevelopment and using safe traditional images to raise funds' (in 6/4/84, CIGE archive cutting 1984/000015). It also noted Gill's reflections that charity appeals focusing too readily on the consequences of poverty, rather than the causes, 'can reinforce existing prejudices that poverty is somehow the fault of the people who are poor. However, the dynamics of the situation are often determined by those who are rich' (in 6/4/84, CIGE archive cutting 1984/000015). The article concluded with a quote from Barnes arguing that the appeal was not about raising money but about raising education and awareness of 'poorer parts of the world' (in 6/4/84; CIGE archive cutting 1984/000015). Thus, the positionality that Gill had taken in the press - or had ascribed to her – assured readers of CIGE that the principles of the journal would be discussed and debated by its editors, a stance that stood the editors in good practice for simultaneous critiques from within the geographical education community itself.

7.2.1.1.2 CIGE and school geography education

Coverage of the CIGE launch issue was also making itself felt in other areas of the media. Mary Castle, who had attended the press launch on behalf of *The Teacher*, focused more on the on-

⁷ Craven and his *Newsround* have recently been singled out by Samira Ahmed for perpetuating 'unintentional' racism in the letter written by Craven to Ahmed as a ten year old in 1978 after she wrote to him discussing an incident of playground racism. Ahmed, now a freelance journalist and broadcaster, reprinted the letter in her article 'Newsround, racism, and me' (*The Guardian* 29/09/2011: see <http://www.theguardian.com/world/2011/sep/29/newsround-playground-racism-letter>); also written up on Ahmed's website as 'Once upon a time when we were Coloured: Newsround in the 1970s' (www.samiraahmed.co.uk/once-upon-a-time-when-we-were-coloured/ last accessed 28/03/2015).

going debate surrounding Gill and her work with the Schools Council (hereafter SC) in attempting to remove overtly racist and confusing teaching resources written for the GYSL project. Published eleven days after the journal's launch on 25th November 1983, Castle's article, 'Call to withdraw 'racist' geography texts', began by focusing on Gill's argument from her Working Paper and SC research that a third of the nation's schools still had and used – arguably unquestioningly – such materials, and that, if students are not asked to engage critically with these materials, then racist opinions are liable to be perpetuated. Given that Gill's research was the basis upon which the CRE had funded the ACDG to circulate the report in the form of the conference leading up to the journal (the sales of the papers from the conference, forming the first 'occasional paper' of the ACDG, funding the launch of the journal), it is not surprising that the GYSL debate was reprised from the previous year and became the focus of further discussion once the journal was launched. Castle stated that 'Ms Gill is a member of the 300 strong Association for Curriculum Development in Geography, which seeks to critique current curricula and explore assumptions underlying the discipline' (25/11/83, CIGE archive cutting 1983/000038). There is nothing contained in the partial correspondence archive of the journal to suggest such a large membership – possibly a conflation of the number of subscribers at the time – but it was a figure unlikely to cause distress to an Editorial Board wishing to encourage more people to subscribe.

Castle went into detail examining the examples that Gill deployed from the GYSL resources, seeking clarity regarding the situation from John Westaway, Warden of the ILEA Geography Teachers Resource Centre, and Pamela Bowen, of Nelson, as the publishers of the GYSL materials, who declared that there was 'no intention of racism' in the materials. The latter voiced their intentions of working with the ACDG in producing a booklet to guide schools following the GYSL syllabus that would be more critically aware, explaining how they could avoid racist bias. Castle's article highlighted how much governmental money was forwarded into the production of the GYSL syllabus and resources, the project being launched in 1970, citing a government grant of £127,000 followed in 1978 by a further £14,700 from the Overseas Development Administration to 'produce materials concentrating on economic growth and social well-being in the third world' (in 25/11/83, CIGE archive cutting 1983/000038). Castle reported how the ACDG was questioning the ideological motives of these publications, citing Gill's article 'in the first issue of the Association's journal *Contemporary issues in Geography and Education*' (25/11/83, CIGE archive cutting 1983/000038).

Drawing out the arguments that Gill made regarding bias towards multinationals and capitalist systems for development, Simpson was then featured. Described as a development education worker, Simpson was quoted as saying that 'GYSL was supposed to explore the contributions that geography could make to development education. We are arguing that it does not. It is a lost opportunity' (in 25/11/83, CIGE archive cutting 1983/000038). John Simpson, a contributor to GYSL books on Peru, was quoted in an attempt to defend his own book: 'These books are towards the better end of the spectrum. The others are infinitely worse. But because the others are not part of the Schools Council curriculum, they do not come in for such close criticism' (in

25/11/83 CIGE archive cutting 1983/000038). If others were ‘infinitely worse’, there ran an argument from this article that Gill’s criticisms held a valid place. Castle’s article ended with a quote from Mrs Bowen of Nelson, welcoming the valuable review of new materials by the ACDG, indicating that ‘Nelson would be happy to publish alternatives’ (in 25/11/83, CIGE archive cutting 1983/000038).

The GYSL debate continued in a more explicit manner, if with little reference to the journal itself and more attention to Gill’s report, when the *Education Guardian* finally published an account of the ACDG and the journal on Tuesday 24th January 1984. Under the title ‘History is about chaps, geography is about maps. Or is it?’, Jack Cross noted the fallout from debate regarding the GYSL materials. Describing the ACDG as ‘newish’, the article commented on Gill, ‘The Association’s most ardent spokesperson’ (24/01/84:11), critiquing the arguments made by Trevor Higginbottom, Advisor for Humanities and Multicultural Education in Sheffield and honorary co-director of the GYSL project. Gill had claimed that leaving arguments and discussions regarding the materials to individual classrooms and teachers was not good enough. Underlining that specific resources have different implicit undertones regarding peoples and places unquestioning of the underlying values being promoted, Cross cited the Dallas resource (in the GYSL materials) as promoting the benefits of oil exploitation in providing jobs and economic wealth over the ‘problems’ of migrants from Africa to France and Germany (without going into the reasons behind the migration). Gill was quoted as saying that it is ‘wicked’ not to explain the socio-economic and political imperatives behind wealth and resource allocation. The article goes on to describe Higginbottom’s appeasing of Gill’s and the ACDG’s critiques by inviting them to the next GYSL conference, and offering to work with them to write a paper for in-service training and to produce a pamphlet in three months for Nelson to circulate. Nelson’s new spokesperson Christopher Nott was quoted as saying that it would depend what was being proposed to be published: ‘we could not publish something with which we disagreed’ (in 24/01/84:11). Nonetheless, Nott apparently accepted that ‘accidental gaucheries may have crept in’ (in 24/01/84:11) and advised that teachers not use the more ‘racist’ resources. Gill’s reply was verbatim, revealing that she was more than simply an Association member:

We’re not going along with anything like that. Those pamphlets are so bad that it would take an inordinate amount of background teaching to put them into any kind of acceptable context. Teachers shouldn’t use them. (in 24/01/84:11)

Cross then wrote that:

... this might be a sticking point, but it doesn’t mean that the radical Association will lose its only platform. The Schools Council had promised that, in the event of a disagreement, the Council would publish both sides of the argument. In any case, they [the ACDG] have their own self-financed magazine *Contemporary Issues in Geography and Education*, which announces its stance as ‘anti-sexist and anti-racist, pro-equality and anti-poverty; critical of the ideological content of what passes at present as geography teaching, and we seek to relate that content to its wider political context’ (in 24/01/84:11)

The article closed with attention given to the publication more generally, information about CIGE, its subscription rates and contact details via Slater at the Institute of Education.

Cross's article on the GYSL debate kick-started discussions in the *Education Guardian* Letters Page that parried and riposted between supporters and detractors of CIGE and ACDG from January 1984 until April 1984. What originated from a critique of GYSL resources rapidly escalated into debates concerning the very nature and purpose of geography teaching, and, more pointedly, into conflations and misinterpretations regarding the way in which geography teaching in England was then perceived. Michel Storm, ILEA advisor to geography, and Trevor Higginbottom defended the GYSL project, and the resource materials produced, from what they saw as broad, sweeping and overly negative portrayals of both geography teachers and highly popular teaching resources created by a dedicated team of geography educators, many of whom held important positions and influence in the GA. Defence of Gill and the ACDG's critiques within CIGE came in the form of letters from ACD members such as John Huckle, as well as from parents of school children pleased to see questions being raised about normative representations of people and places in such ubiquitous school teaching materials. In the letters page of 21st February 1984, Huckle took pains to write a reply to Storm's critique of Gill and her criticism of racism in geography education resources. Giving his address as being the ACDG based at Bedford College of Higher Education, it was the first letter to come from an ACDG member not holding a London postal code – notable in reflecting a membership *not* simply based within the ILEA or London region. The tone of Huckle's reply suggested that Storm has accused Gill, the ACDG and CIGE of dismissing all geography teachers as being under-developed by proposing that the materials needed contextualising, something that a (non-specialist) geography teacher using the resources might not consciously know to do. While Huckle defended the ACDG and the journal, he also alluded to a wilful misinterpretation of the sentiment behind Storm's positionality.

While I have been unable to seek clarification from Storm himself for this thesis, it has been suggested by some of his colleagues at the time (Interview with Walford 2009; Interview with Wright 2008) that Storm felt aggrieved at the manner in which the debate had taken place, casting him and those involved with the writing of the GYSL materials as somehow 'backward' and thus 'baddies'. Given Storm's own progressive educational practice highlighted in chapter 4 and his position as HMI for Geography at ILEA, such public admonishment would, I imagine, have been personally and professionally affronting. Evidence in the archive suggests that this was never the intention of the ACDG; indeed, later archival documents reveal correspondence between Cook and Storm regarding cooperation in funding applications for the journal in 1985 (1985/000016). While there was certainly a stalemate over approaches to teaching anti-racism through geography, there is enough evidence through reading Storm's edited issues of the ILEA *Geography Bulletin* between 1984 and 1986 to suggest that, while articles published through CIGE were referenced, they were often given a co-reference as being from the Institute of Education or ILEA rather than CIGE, serving to reduce the presence of the journal series in the pages of a termly publication that, until the closure of ILEA, went into every school in London. The GYSL project had been a high profile curriculum project; its resources much loved by the increasingly harried school teacher, and had been a 'feather in the cap' of many involved with the GA. At its

outset GYSL had gained a large amount of government funding to implement and produce the resource series for ROSLA (Raising of the School Leaving Age) students: namely, resources that would allow students wishing to leave school at 14 to remain in education until they were 16 years old. GYSL resources were used not just in geography lessons, but more broadly across schools for non-academic O-level students (Interview with Rawling 2009). While Gill's own article was based on research primarily carried out in ILEA schools, her findings could readily be interpreted as having universal critique across the whole country. Gill and the ACDG, through the pages of CIGE, were seen to be undermining not simply a much-loved curriculum project, but to be destabilising the good name of geography teachers in favour of a new, more overtly political-ideological strategy, one that would likely upset the name of geography education in more formal political and policy-making arenas.

The Tuesday 13th March debate in the letters pages of the *Education Guardian* continued in further response to Storm's most recent letter. This time replies came from the ACDG's ally at the CRE, Gerry German, and Janet Gowan, who described herself as 'a black parent' from Lewisham, SE London. In both of these letters, a call was heard about the need for critiques of materials such that CIGE were undertaking. Rather than sitting back, Gill and Cook increased the pressure by contacting all Exam Boards⁸, fliering them with leaflets about the resources being designed by ACDG members (Simpson, Gill and Cook) in an effort to create alternative resources to counter the most popular of the GYSL packs (1984/000017). Meanwhile, these letters spearheaded a return to coverage of the Gill/ACDG versus GYSL pedagogic discussions in the main pages of the TES during June 1984. Wilce's article of 22nd June entitled 'Textbook propaganda' continued where Wilce's earlier article left off, following up on further debates in the press and from Gill's follow-up article 'GYSL: Education or Indoctrination' from the second issue of the journal series, published in the spring of 1984. Wilce's article seemingly reported 'objectively' the chronological exchange of discussions between Gill as spokesperson for the ACDG/CIGE and GYSL/Nelson representatives. In doing so, Wilce afforded Gill a publishing platform away from her own edited publication through which she was able to reply to her critics.

The correspondence archive for the journal series reveals the efforts that Cook and Gill took to campaign for removing the offending publications from Nelson's publishing of GYSL resource materials. Produced during the summer of 1984, two new 'occasional papers' of the ACDG were devised by Gill, Cook, and Huckle, seeking to illustrate the kind of urban materials that could replace the offending GYSL booklets (CIGE archive OC/000001 and OC/000002). A letter to Gill from Paul McGreavy in Sheffield dated 8th August 1984 (1984/000024) expressed

⁸As referred to in Chapter 4 footnote, exam board were largely regionally ascribed assessments led by Universities and Educational Authorities throughout the 1960s and 1970s dispensing a range of different CSE/ O Level examinations schools were able to adopt to support their cohorts of students and specialist teacher knowledges. The diversity and direction teachers were able to input into assessments. Successive Conservative Secretaries of State for Education in the 1980s argued to centralise this process to increase control over what subjects taught and how they taught it, ultimately leading to the closure of the Schools Council and its teachers resource centres and a National Curriculum and a centralised Quality Curriculum Authority. For further particulars see Rawling 2001.

excitement at these papers, offering up suggestions of writings from colleagues in the Midlands and Yorkshire, stating: 'It's a pity that something like this couldn't be made available for the Association's input into the GYSL conference in September'. These documents were referenced in a photocopy of a letter written on 9th September 1984 to participants who attended a workshop jointly run by the ACDG at the GYSL National Conference in Cambridge a day earlier on 8th September (1984/000025). Jointly signed by Cook and Gill, the letter explained in detail their enjoyment at presenting the work of the ACDG and meeting colleagues. While there was 'insufficient time' to discuss and explore fully their critiques of the urban core syllabus, the focus of their session at the conference, they indicated that they would write up their comprehensive critiques and suggestions for alternatives as a resource for schools '(at a cost of £1.50. Cheques payable to the Association for the Curriculum development in Geography)' (1984/000025). They continued to promote the second issue of the journal in the following paragraph:

You may be interested to know also that a detailed critical analysis of the GYSL 'Geography and Change' series is published in Issue 2 of the journal and occasional paper No. 3, available from the Association. The journal also carries alternative teaching materials. (1984/000025)

The remainder of the letter explained with concern and regret the necessary reasons for their refusal to be involved in what they considered to be merely 'cosmetic alterations' that 'will not alter the inadequacies of the syllabus' (1984/000025). These national-level letters debates and this follow-up, by Cook and Gill, take the unfolding of 'reception' of the ACDG/CIGE into territory already discussed in Chapter 6 (with reference to Gill versus the GYSL).

In the above-mentioned letter to workshop participants, Cook and Gill also enclosed copies of press cuttings from the recent months accounting for the representation of their debates. They noted that a joint conference between GYSL and ACDG had taken place at the School of Oriental and Asian Studies (SOAS) on 21st November 1983, and argued as follows:

Trevor Higginbottom and John Tresadern agree that all GYSL teachers should be informed that the material in question is racist. The Association was invited to be involved in writing a critique of these materials, this to be published in GYSL news (edited by John Tresadern on behalf of Nelson). After the conference, we made several approaches to Trevor Higginbottom to arrange this to take place. However, these approaches were simply ignored, and at no time did the project team take the initiative in relation to this commitment to anti-racist education. We are informing you of these matters because we made two discoveries late in the afternoon following our session [yesterday]. The first of these was that Nelson are still selling the racist materials, which were available at the Conference display stand, later still we found that some schools are still purchasing and using them. Secondly, the current issue of GYSL news (also on display) made no reference to the November 1983 conference and its decisions. The lateness of these discoveries meant that we had no opportunity to bring these matters to your attention at the time. Given the lack of fulfilment of joint agreements, combined with continued sales of these materials, we feel that we had no alternative but to withdraw from all co-operation with the project. We would be more than willing to reconsider this position provided that the following conditions are met:

1. That all GYSL teachers are informed via the Newsletter of the racist nature of these particular resource sheets and advised not to use them,
2. That the GYSL national project underlines its commitment to anti-racist education by campaigning for the withdrawal of the racist materials by Nelson.

A photocopy of a letter sent from Cook to Tresadern on 12th October 1984 confirmed that, after nearly a year of debates in and out of the press and despite Cook, Gill and the ACDG's efforts to work with GYSL/Nelson, an *impasse* had been reached and, as such, they would terminate any attempt at working with either body. Informal interviews with both Cook and Gill reveal genuine frustrations at what they felt was willingly obfuscatory behaviour by those involved with GYSL more concerned with protecting an uncontroversial professional reputation, a reliable revenue stream and placating the publishing company than with actively producing materials that engaged with the world about which students and teachers needed to learn.

The letter that Cook wrote to Tresadern arrived after the latter had invited Cook, as a member of the ACDG, to attend a regional GYSL conference in Macclesfield the following month. Cook wrote back, reiterating the arguments made in their letter from a month earlier, stating:

... regretfully I cannot find myself able to participate in the GYSL regional conference at Macclesfield in November. I have been thinking deeply about the issue and would be pleased to work with the project were it not for the continuing sale of material which I and others consider to be racist. Now, while this is a matter for Nelson, the close association between Nelson and GYSL legitimises the sales of these materials, which although dated are still being brought and used unwittingly by teachers. Frankly, I feel that those materials should be withdrawn and, further, the Project should encourage Nelson to withdraw them. Their continued distribution serves the interests of no-one neither Nelson nor GYSL, and I am astonished that they have not yet been deleted. I feel, therefore, that until there is some resolution of this problem I cannot participate in the activities of GYSL and feel, moreover, honour-bound not to do so. (1984/000027)

Giving such a detailed account of ACDG/CIGE response and engagement with their own critics concerning their writings about GYSL in the first two issues of CIGE is important. Since the launch issue, there had been sustained media coverage of the activities of the ACDG which afforded free publicity of the journal and for the ACDG's own publishing and educational campaigning efforts. Nonetheless, the media coverage had been variable, much being unfavourable to ACDG and CIGE, and to a large extent the specific anti-racism message to GYSL/Nelson had gone unheeded. In microcosm, perhaps, we see here the overall 'story' of this dramatic early attempt at radical geographical educational pedagogy. The micro-detail of particular aspects of criticism depicted in the media are important to note when considering how the ACDG and CIGE's efforts at introducing a reconstituted geographical education were received by established geographical institutions. How the GA, in particular, navigated the ripple effects of the launch of CIGE and the activities of the ACDG will now be considered.

7.2.2 Academic reception: the Geographical Association (GA) and other academic-geographical outlets

7.2.2.1 CIGE and the Geographical Association (GA)

Given the high-profile national press coverage of the first two issues of CIGE, studying the ways in which the main subject association for school geography teachers in England, the GA, responded to the new publication is worthy of note as much for its tacit acknowledgement of the criticisms raised by CIGE's articles critiquing GYSL as for its actual review. When, where and

how CIGE came to be reviewed in print in the GA's own journal *Geography* during the publishing life of CIGE arguably reveals an assimilation of CIGE and ACDG ideas and criticisms while simultaneously rarely acknowledging them. In this section, discussion will address: firstly, the establishment of the GA's Working Party on Multicultural Education and the publication of anti-racist guidelines for geography teachers; then the structural shifts in the GA's own publication *Geography* in proactively responding to the criticisms raised in the form of CIGE itself while simultaneously rewriting their own historiography to the exclusion of ACDG and CIGE; and lastly, references to the journal after it ceased publishing in 1991, considering how the GA has variously narrated its own historiography in relation to that of CIGE and, more profoundly, how writing the GA's recent past has in turn resulted – wilfully or not – in the writing out of CIGE and the successes of ACDG.

It is notable that there are few references to the launch of CIGE and Gill's debates with GYSL from the national newspaper coverage in any of the GA's publications during the life of the journal series. Yet the impact that the journal series had on the GA was pointed and its repercussions can be 'read' in the pages of its journal *Geography* during this time. From the launch of the CIGE in the autumn of 1983 and throughout 1984, there was no direct mention of the journal series or ACDG. However, shifts in the content and structure of specific sections of the journal *Geography*, coupled with the establishment of the Working Party established by the Education Standing Committee (hereafter ESC) to investigate geographical education for a multi-cultural society, revealed an implicit acknowledgement of the work and criticisms made by Gill, the ACDG and CIGE. How the GA formally responded in print to the publishing efforts of CIGE is notable, and it is necessary to interrogate the subtle silences, absences and eventual coverage of the first two issues of the journal.

The debate in the *Education Guardian* between Storm and ACDG, and about Gill and her criticism of the GYSL project, was perceived to be in poor taste by a number of interviewees who had been involved in the running of the GA during the publishing life of CIGE. Many active members of the GA were on its ESC, or otherwise involved in campaigning for the subject of geography to take a core role in the changing education curriculum of English schools at the time, had *also* been involved with the GYSL project or else saw the GYSL project as by and large of great benefit to the general reputation of the subject in schools (Interviews with Walford, Rawling, Lambert, Wright and Naish 2008-2010). Criticisms of and about the GYSL project and its resources were hence felt by some interviewees to be an assault on the geography teaching profession more generally and, by dint, the GA, and the debate instigated by the ACDG through the pages of CIGE was seen by many in the GA as tantamount to, at best, 'airing one's dirty washing in public'. At worst, there was the feeling that the ACDG/CIGE were undermining the hard-fought professional reputation of geography teacher professionals and a GA that had, since its inception in 1901, endeavoured to support and be proactive in its development of the subject and its teachers. Far from there being a united, positive media image of geography teaching, the press coverage and debates connected with a government-funded curriculum project such as GYSL had unsettled the subject's reputation in the eyes of a

Conservative government wishing to inoculate education from ‘leftist’ politics. As Rex Walford, president of the GA 1983-1984, noted in interview:

... it was how they went about it that upset people. Dawn and Co were invited to the GYSL conference to discuss their criticisms, to action changes within it, but they chose against doing that, which I felt was a shame as she could have done much good and even headed up the project. (Interview with Walford interview 2009)

Because ‘Gill and Co’ wanted to achieve something wholly disconnected from any geographical education ‘establishment,’ she was personally perceived to be pushing through something of an agenda for her own benefit rather than seeing the benefits that her actions could bring to working *with* this establishment. Yet the archival correspondence dated 9th September 1984 (1984/000025) mentioned above refute Walford’s assertions that ‘Gill and Co’ were wanting to go it alone, revealing instead a genuine commitment on behalf of the ACDG in honouring its commitments to continue pressing for changes within the GYSL project and Nelson more generally, but not at the expense of sacrificing the aims of ACDG or the journal series. Walford’s various writings, both at the time (1984) and about this period in his later publications (2001), reveals the political sensitivity with which, as President of the GA, he was charged with navigating various geographical audiences. Reading these accounts, coupled with studying the contents of *Geography* during the 1980s, CIGE’s presence can be read if not explicitly mentioned in word.

7.2.2.1.1 *Geographical Education for a Multi-Cultural Society: Report of the Working Party set up by the Geographical Association*

While there had been some debate in the national press between members of ACDG and members of the GA as individuals (most notably Storm), official reviews and commentary from the GA regarding CIGE and the ACDG in the pages of the association’s journal *Geography* was a highly managed and mediated affair. Drawing on criticisms that Gill had levelled at GYSL, Walford as President of the GA organised ‘in 1983’ (Walford et al 1985:6) a Working Party on Multi-cultural Education⁹. The existence of the Working Party was noted twice in the journal *Geography* in 1984, firstly in the minutes of the Education Standing Committee which simply noted that the Committee existed and was working on a statement for *Geography* (1984:169) and, later in the year, reprinting minutes from the GA council meeting on 30th June 30 1984 and noting in its third point ‘Anti-Racist Policy Statement. Council approved the statement written by the Working Party and it will be published in *Geography*’ (1984:360).

The publication itself, entitled *Geographical Education for a Multicultural Society: Report of the Working Party set up by the Geographical Association* (1985) mirrors the titles of the first two theme issues of

⁹ This title notably fails to contain ‘Geography’ in the title. This might be because, as the GA was the subject association for Geography, it could be presumed that the report covers the specific subject while also producing a booklet that can give guidance for other school subjects. Certainly, as a teacher’s subject association, the GA promoted their anti-racist strategy as being one of the first teachers’ subject associations to do so. That Walford (2001) later acknowledged that it was the presence of CIGE that nudged it to ‘put its house in order’ gives belated acknowledgement to the efforts of the ACDG.

CIGE without once referencing that journal's efforts, despite clear evidence in the archive suggesting Walford was keen to have further discussions and invited the group to work through the GA with their work. While the ACDG was busily preoccupied following up GYSL materials, there is evidence that Gill sent Walford their 'occasional' papers and copies of the journal¹⁰. That they fail to be fully referenced underscores Gill's suspicions that there would be only a partial adoption of their aims, watering down the efforts of the group if they did attempt to work *with* the GA and resulting in the silencing of their critical voices. The GA Report summarised the broad debates in education more generally, and set out aims and standards to guide geography teachers and the teaching of geography, while establishing anti-racist guidelines for the GA more specifically. The Working Party and its recommendations were accepted by the GA standing committee in June 1984 and became formalised when the report was published in 1985.

Edited by Walford, the booklet itself is worthy of note, as much for the seriousness and speed with which the GA as a subject association was proactively responding to the criticisms to quell unrest by its 'critics', and to reduce what was felt to be the negative publicity that its members were receiving from unspecified 'critics'. Interviewing Walford in 2009, he accepted that these 'critics' were indeed 'Gill and Co' (Interview with Walford 2009), but that naming them in print as directly responsible would not, it was felt, have been constructive within the GA for getting the document passed. It was also to be seen as at the vanguard of subject associations in adopting an anti-racist policy following the work of values education practices implemented by geography educators in the late-1970s, and reflecting debates that many GA members had been navigating in their daily teaching work from the decade before.

In closely scrutinising the report itself, the tone and references used indicate a clear distancing of the GA statement from that of CIGE while simultaneously mirroring (some ACDG members have observed 'plainly lifting': Anon X 2008) elements of CIGE's own anti-racist mission statement. The Report itself is split into nine sections, consisting of a synopsis, a detailed report and seven appendix sections containing a list of all Working Party members, terms of reference, anti-racist policy statement, quotations on multicultural education, a check-list for geography teachers, classroom scenarios and a bibliography and resource list. The document in its entirety runs for 68 pages in the form of an A5 paperback booklet. Beginning the booklet with a quote from Peter Newsam, Chairman of the Commission for Racial Equality (CRE), speaking at the Council of Subject Teaching Associations (COSTA) in November 1983, was opportunistic in that it provided the Working Party authors with a direct quote from the Chair of the CRE (above Gerry German in the hierarchy of CRE) from a time that paralleled the launch of CIGE but *without* having to reference the ACDG or CIGE. Giving this quote as the starting point afforded the GA its own narrative and account of proactively engaging with and developing anti-racist policy, acknowledging but without once ever having to reference CIGE; although anyone who

¹⁰ "Rex Walford has written to ask for help in the area of antiracist / multicultural education. We have offered the conference document and sent a list of useful resources with a message to the effect that we're keen to work cooperatively with the G.A in promoting consideration of antiracist education" (minutes of ACDG emergency meeting 5th May 1983 (CIGE archive 1983/000002:3))

had subscribed to CIGE would clearly see the resemblances between the criticisms and aspirations of CIGE and the views of Newsam.

There was a tacit acknowledgement that something must be done, and that the GA was actively working on this task. The one-page synopsis on page 5 of the document was numbered into six key points, clearly echoing the anti-racist aims listed in the editorial of CIGE's launch issue:

The Working party believes that:-

1. It is unhelpful and inadequate to make a response such as 'This is not my problem because I don't have any black/Irish/Muslim, etc. ... pupils in my school'.
2. There is a distinctive part for the geography teacher to play in educating for life in multi-cultural Britain.
3. Geography teachers, through their concern to develop a multi-cultural perspective for pupils, should be concerned to give controversial issues full consideration in their programme of work and to facilitate rational and informed debate and discussion about them.
4. Teachers should subscribe to a GA originated statement which seeks to oppose racist practises in schools and classrooms.
5. Teachers should be prepared to examine thoroughly their own classroom practices and resources and ensure that there is representation of different cultural viewpoints.
6. Teachers should seek to develop strategies of teaching and learning which exemplify multi-cultural realities in practical ways. For example:
 - If the diversity of races and cultures across the world is to be considered it should not be in hackneyed stereotypes or rooted in the picturesque;
 - More than one source of information should be used in teaching about our own and other cultures wherever possible;
 - A move to increase experiential (in addition to informational) teaching should be encouraged;
 - The development of good relationships between pupils and between teachers and pupils in the classroom can be the most effective demonstration of how the outside world should be.

(Walford et al 1985:5)

The first section of the main body of the Report began to establish the broad background as to why the document was necessary. Within these points, Gill and the ACDG's critiques, which would have been well-known by GA members, were alluded to, although Gill and CIGE itself remained unmentioned. The Working Party was established 'in 1983' (Walford et al 1985: ix): the Report does not mention when in 1983, but it is likely that this took place after the debates in the press post-CIGE's launch in November. This is a palpable 'invisible gap' in the careful phrasing of the document to dismiss and exclude all mention of CIGE and Gill, while simultaneously responding to criticisms and appearing progressive in turn. Particular turns of phrase reveal that this was the case in slightly waspish phrasing, as where, in point 0.4 of the background to the Working Party being established, CIGE is not mentioned, where CRE is nodded to as mattering but Gill and the journal are not, and where, in the bibliography of resources in the appendix, Naidoo's article from issue 2.1 of CIGE *is* referenced as *is* Gill's working paper published prior to CIGE's establishment. Nothing is said at all about CIGE for fear, one suspects, that teachers reading it would see deeper criticisms of both the established GA and members on the committee who themselves were central to the creation of the GYSL,

materials that were the cause of Gill's critique in the first place.

Core members of the Working Party included Rex Beddis, the geographer who headed up the GYSL project. Corresponding members of the Working Party included Storm and David Wright, a geographer who had contributed an article in the first issue of CIGE, but subsequently distanced himself from CIGE after the GYSL debates became more prominent (Wright and his geography teacher wife Jacqui had both been close colleagues with Beddis and had written documents in the GYSL packages critiqued by CIGE). Wright was mindful of the need for geographers to critique resource materials, himself publishing a number of similar articles, not just the one he wrote for the launch issue of CIGE¹¹. In recalling his own training as a geography teacher, Dick Palfrey noted in an informal interview (Interview with Palfrey 2010) that he had attended a teacher training session led by Wright during the debates and recalls the journal and ACDG member John Huckle's text *Geography Education: Reflection and Action* (1983) being held up and mocked in a disparaging fashion. Palfrey recalls remembering it because it seemed to him at the time an action that halted any further discussions at the session about the journal or ideas sympathetic to it being in any way valued, and yet he felt that CIGE and the ACDG had 'hit the nail on the head' of concerns which trainee teachers had about teaching the subject at the time.

The phrasing of the background to the Report contained further euphemistic and careful phrasing, writing out Gill, the ACDG and the CIGE while appearing to take the lead. Close textual reading of points **0.3-0.6** suggests that there were 'rewriting' recent events in the GA's own image, referring to a range of sources. The background points reveal much about the state of mind that geographers on the Working Party had toward both anti-racist and multi-cultural issues, somewhat vindicating Gill's critiques. As **0.3** states:

0.3 When the working party began its task, it was already aware that there was no lack of source material on the topic of multi-cultural education in general. The field was crowded, not to say confused, with many voices, and even at the level of semantics (for example 'multi-cultural or multi-ethnic education?', 'racism or racialism?') there was disagreement. The educational press and comments in the last few years, these range from the sober reporting minutiae of research workers, to invective and polemic. The working party read and considered a range of this material before embarking on its work. (Walford et al 1985:6)

Point **0.4** is worthy of note in its conclusions. It reviewed the Report from the British Sub-Committee of the International Geographical Union's (IGU) Commission on Geographical Education in 1982, recording that '... there was so far little interest or even recognition of the topic', and concluding that '[t]he responses may reflect less acute problems in a particular context', or (as the Working Party thought more likely) 'a more restrictedly 'academic' view of the nature of schooling' (Walford et al 1985: 6-7). The ease by which political critique of schooling was dismissed as 'academic', based on the assumed conjecture of Working Party members, will be revisited in later parts of this chapter when considering the 'placing' of critical-political reflections on curricula. Presenting criticism as being from 'academic' sources not only

¹¹ In his later writings centred on bias in textbooks, Wright self-references with regard to issues of gender bias and racial bias in textbook materials, never once acknowledging the journal series (Wright 1999).

implied that teaching geographical education was *non-* or *unacademic*, but established a false dichotomy with regard to whom and where criticism and suggestions of curriculum change could come. Creating a ‘distant’ ‘other’ that supplied the ‘critical’ angle created a ‘safe’ space for the Conservative government of the time when dismissing off-hand the potential for ‘problems’ coming from the main subject association of the GA, something of which Sir Keith Joseph had become acutely aware during his efforts at removing overtly political teaching from schools under the Thatcher government of the time (and something he explicitly discussed when later addressing the GA conference in April 1984 [Joseph 1985]).

The following point tackled the debates regarding CIGE and GYSL without mentioning them by name. The first sentence says, or rather does not say, it all when it states:

0.5 In the United Kingdom, the topic would appear to be of greater visibility at the present time ... The question of educating for a multi-cultural society is taken seriously in an increasing number of ways: and of other subjects: the intervention of such bodies as the Commission for Racial Equality into educational matters reflects official concern about the matter. (Walford et al 1985:07)

That Gill had been publicly backed in the press by German of the CRE, and that the ACDG conferences and publications had his endorsement, could not have failed to have gained the GA’s attention. Acknowledging the CRE directly in print – as opening with a quote from Newsam (see earlier) – indicated the seriousness with which the GA was responding to CIGE’s criticisms, even if the ACDG/CIGE remained unmentioned.

There were some concessions to the work of the ACDG in the appendix to the report itself, but short summary comments, where they exist serve to undermine the citation and material as this following section serves to reveal.

Compiled by Keith Piercy, it nods to various efforts of the ACDG, CIGE and Gill without ever mentioning their interconnected efforts explicitly, serving to dissipate the volume of work and resource materials that Gill was both writing as a sole author as well as mediating through the organisations she established. Scanning these appendix resource pages cites all three in different sub-sections spanning such sections as Handbooks, reference materials; Evaluation of School textbooks and Resources, and Newspaper and Journals sections. The ACDG is omitted from the list of organisations involved with work of anti-racism, both as a general organisation and in any regional capacity, overlooking the fragile but nevertheless present regional activities of ACDG members such as Peter Tate in Wakefield and Paul McGreavy in Sheffield (see Chapter 5). While the ACDG’s conference proceedings *Racist Society: Geography Curriculum* (see previous chapters) *is* listed under references ‘Handbooks and guide to resources’ (Walford et al 1985: 53) the authors themselves are not referenced. There are other inaccuracies in the reference section. Where it discussed materials that teachers might like to use in their lessons, it recommended ‘The revised Geography for the Young School Leaver, Development Education Project, Geography and Change Teachers Guide, Nelson (1981, revised 1983)’, and after the reference it even stated that: ‘This guide is approved by the critics of GYSL’ (Walford et al 1985:54). Given that Cook and Gill, acting on behalf of the ACDG, had expressly disassociated themselves from any of the

reviewed materials, and given they were the only audible critics of the materials at the time, it is highly likely the ‘critics’ implied by such a loose statement would be attributed to them and to CIGE and ACDG more generally. It is also *highly unlikely* that they ‘approved’ this new guide (as discussed earlier) but such a vague statement serves to give renewed kudos to the GYSL resources while simultaneously disintegrating both Gill and Cook’s critical credentials. CIGE does feature throughout the resources. It is explicitly mentioned under Newspapers and Journals; and closer inspection of materials referenced across the appendices in this publication reveal a number of specific papers from a range of its first three issues, where papers by David Wright from issue 1.1; Beverly Naidoo’s paper from issue 1.3 (Walford et al 1985: 60). ACDG editorial board member John Huckle’s *Geographical Education: Reflection and Action* (1983) was listed, along with the ILEA Geographical Education for a Multicultural Society Working Papers No.1 (Hicks) and No.2 (Gill). What remains unacknowledged is that it was this Working Paper which set Gill on her initial debate with the SC (see Chapter 4). The recommended readings also acknowledged a publication on which Gill worked, listed as follows: ‘Inner London Education Authority, Multi-Ethnic Education in Schools. From Multi-Ethnic Inspectorate. 1983 revision is controversial’ (Walford et al 1985:56). There is no explanation as to why this piece was deemed ‘controversial’; rather, the statement just hangs as the end of the sentence.

Gill’s was mentioned by surname a few times in the resources section. Her first mention comes under the section ‘Evaluation of School Textbooks and Resources’, but it does not mention that this report was reprinted in the pages of the launch issue of the CIGE, but simply remarked:

Gill, D Geography Assessment in a Multicultural Society. Report rejected by Schools Council, available from the Commission for Racial Equality (1982). (Walford et al 1985:59)

That this was the report circulated by the CRE funding Gill as the ACDG to establish the journal CIGE, and that it is reprinted in its entirety through the first two issues of CIGE, was not once noted. Page 63 of the report’s recommended resources offered the only other direct naming of Gill. Under the sub-heading ‘School textbooks’, the introductory paragraph cited three members of ACDG at the launch of the journal without ever highlighting their writing within the launch issue nor their connections with ACDG. It read:

A search of the catalogue of 26 different publishers of school texts revealed 225 books of relevance to development and world studies teaching. Gill, Hicks and Wright (see section on evaluation of textbooks and resources) make a case that many are unsatisfactory in that they are racist (consciously or unconsciously) and rarely explain the causes of underdevelopment, merely describing the symptoms. No fully comprehensive review of these books exists. A survey of school textbook publishers’ catalogues revealed 19 publishers with 84 texts of possible interest in the Human Geography field, while 18 publishers advertised a total of 55 British Isles texts. Either there is some excellent multi-cultural material tucked away in these books awaiting a comprehensive search to reveal it, or there is a need for some texts dealing with the geography of multicultural issues in the British Isles to be written both well and quickly. The only survey in the British Isles field is by Hicks (1981).

That CIGE existed and that the ACDG were producing materials and resources to use was obviously known; that their work was obscured and that a larger organisation (the GA) was able to absorb the arguments which they wanted from CIGE *without* giving explicit reference to it

may have proven a necessary political tactic in a broader educational context replete with popular demonising of leftist radicals in education roles, and given a Secretary of State for Education who was keeping a keen eye on the GA to ensure that they performed the geography desired by Thatcher's political reign. Yet the GA remained committed to being the geography association for all geographers. Adaptations to its own in-house journal *Geography* would alter throughout the early years of CIGE, developing sections that would enable more contemporary issues in geography to be discussed through the encouragement of more topical and pressing issues within its pages. For all the mitigating contextual circumstances that pressed strongly on Walford and the GA in treading a path that reassured the Conservative secretaries of state of the subject's conservative (small c) trajectory, this came at a price: and that price was at the professional and personal reputation of Gill herself as will be discussed later in this chapter.

7.2.2.1.2 *Geography* journal: 'This Changing World' section

Other more subtle shifts in the GA's own journal *Geography* can be seen to acknowledge the benefits of having a theme-driven geographical publication with specialist articles produced on contemporary issues in geography, ones of particular use for educators in schools (as well as in higher education). It is arguable whether the 'This Changing World' section was inspired by CIGE's theme-driven shape, but certainly, by the time that the second issue of CIGE came out in April 1984, an equivalent format had appeared in the pages of *Geography*. Edited by Russell King from the Department of Geography, University of Leicester, 'This Changing World' would appear, every April, to coincide with the GA's annual teachers conference, producing a 'theme issue' section focussing on contemporary reports about key geographical themes, with specialist academic geographers contributing short student – and teacher – readable articles which teachers might wish to acquire to support classroom learning. Off-prints of each theme section of 'This Changing World' would be available as either as a single off-print or else at a reduced cost in bulk as off-print sets for classrooms. Members of the GA would receive a notable cost price reduction for these off-prints over non-GA members. Timing these productions to coincide with the GA's conference in April provided a 'space' where the GA was producing contemporary materials to counter any criticisms of being out-of-step in producing up-to-date materials during an era where Members of Parliament seemed to be ever present at conferences (1983 Roy Hattersley; 1984 Sir Keith Joseph, while Secretary of State for Education; 1986 David Blunkett). In April 1984 this section began with a focus on the theme 'Industrial UK – up-to-date', following in April 1985 with 'European Migration – the last 10 years'. In 1987, the theme issue was 'Socialist development in the Third World', a section edited by David Drakakis-Smith with contributions by Nigel Thrift (on Vietnam) and Doreen Massey (on Nicaragua). In the editorial to the section for April 1987, King (1987:333) noted:

The popularity and success of these theme issues, as reflected in the sales of off-prints and off-print sets to schools and colleges, as well as to individuals, encourages the continuation of the idea, and in fact, the fourth theme issue will appear very soon: Tony Binns has edited a collection on 'The African crisis' to be published in the next issue of *Geography*, January 1988. The present collection, put together by David Drakakis-Smith, looks at an often neglected but internationally important area of geographical study: The socialist countries of the Third World. Such countries are specifically recommended for study in many

GCSE and A Level Syllabi, but are often left out. Their neglect may be partly explained by the ideological ambiguity of teachers and researchers concerned with these states; it is certainly constrained by generally difficult access to them and by the paucity of reliable and up-to-date geographical literature. This last shortcoming is becoming a little less of a problem now – a process which this collection of inclusive readable papers should also help.

Having a wealth of resources in terms of contributors, networks, publishing outlets, a regular and well-established annual conference, as well as active regional centres, allowed the GA flexibility to respond and thereby to pre-empt criticisms from across the educational spectrum. Moreover, as a recognisable and firmly established journal, peer reviewed and subscribed to by most university department libraries, *Geography* provided legitimate spaces in which academic geographers were able to write for a broader geography education readership. Noting this publishing space at this point is important. Archives from the CIGE correspondence file reveal Cook and Gill both regularly seeking out contributors for future CIGE theme issues. As early as July 1983, Gill notes in a letter to Cook having met with Doreen Massey¹² to discuss her potentially contributing something to the new journal for a special theme issue on Central America and Nicaragua. By 1986, minutes from CIGE meetings still note that they were awaiting Massey's input despite early on Massey being recorded by Gill as not wishing to join the ACDG being sensitive to avoid any upset that might be caused to the GA as a result (1983/000008:3). Communications remained open and Minutes of meetings continue to record the prospect of material forthcoming from Massey (1983/000008:3; 1985/000007:2; 1986/000005:6; 1987/000002:2) and Massey's mythical theme issue on Nicaragua and Central America remains on the billing of forthcoming theme titles listed on the back pages of the *Gender and Geography* issue of CIGE published in 1989 (CIGE 3:1:104). By the end of its publishing life, Massey's theme-edited issue for CIGE had, along with other theme issues discussed at meetings, failed to materialise. That *Geography* provided a space for contemporary academic research, and a framework where work was produced and circulated with reliable regularity to its subscribers was well-known: it was in effect a competitor that CIGE would find hard to counter over the years. Handwritten letters between Gill and Cook suggest that Gill and Massey had met as early as July 1983 to discuss the possibility of working together. The meeting, while positive, nevertheless aggrieved Gill, who acknowledged that Massey did not want to upset the GA, while Gill had responded that they (the ACDG/CIGE) were creating a space that afforded more dialogue to be had between the organisations and that no one organisation needed to have a monopoly over school geography education politics and practice. While Massey clearly retained contact with Gill and CIGE, in reality she never completed the work for them, favouring the GA instead.

¹² Esteemed professor of Geography at the Open University until her retirement in 2007, Doreen Massey is alongside David Harvey one of the most well-known academic geographers, academics and writers of the 20th century. Her work on economic and social geography spans questions of power, globalisation and uneven development, explored through her theory of power geometry. In 1992, she wrote a notable paper on 'a global sense of place' discussing globalisation along her local high street the Kilburn High Road (as an aside, Gill published a role-play school lesson based on the geographies of an Asian corner shop on Kingsgate Road, a road that runs parallel east of the Kilburn High Road for her Quentin Kynaston School students who studied locally. Published in the ILEA Geography Bulletin in Spring 1987 five years before Massey's paper was published. Their personal and professional geographies can be seen to share similar inspirations and aspirations.

7.2.2.1.3 'Geo-Notes: Concern for the Human Condition: a review of the first two issues of *Contemporary Issues in Geography and Education*'

Geography eventually reviewed CIGE only *after* the GA has published its Working Party document edited by Walford in 1985. Positioning a review of the journals in close proximity to an announcement of the GA's work would likely lead readers to think that the GA was spearheading the efforts and campaigns rather than the other way around. The only direct mention of CIGE in *Geography* arose in a review of the journal over three pages of the section called 'Geo-Notes' in *Geography* 1985. Over three pages, Roger Richardson¹³ of the School of Education in Birmingham reviewed the first two issues of the journal. Richardson (a member of the Working Party that Walford established in 1983) gave it a thorough examination, acknowledging the strengths of the new journal and portraying it as being a complement rather than a replacement for other geographical education viewpoints and publications, while simultaneously offering up valid critique on omissions within the journal that he hoped the journal's editors might address. The tone of the review can hence be read as complimentary while critical, but there are also slight turns of phrase that could be read as 'putting CIGE in its place'. The opening paragraph of the review is notable in that it makes a clear attempt to signal the geographical provenance of the editors, starting that 'This new journal is an exciting initiative from London' (Richardson 1985: 60). While there was a notable London focus, the specific geographical location of London was never especially dwelt upon by the ACDG Editorial Board, as is evident from the archival evidence, while in the back of issue 1.2 the editors highlighted its regional and national impacts. 'From London' can be negatively read, reflecting the contemporary national press coverage of the left-wing politics of London and doubling as a shorthand conversation on the politics of the publication. It did not acknowledge the national readership that the journal possessed, nor did it acknowledge the national coverage of the journal after its launch. Richardson took pains to address – and possibly disparage – the diversity of the Editorial Board membership: 'The eighteen-strong editorial group (four working outside London) includes however only five practising teachers (three from one school), but in doing so signals a questionable quality of relevant experience of those involved in the creation of the journal' (Richardson 1985:60). Indicating a lack of 'practising teacher' involvement could be read as both positive (in embracing voices concerned with geographical education from *across* society) as well as negative to the primarily geographer teacher readership of *Geography* (as suggesting a lack of appropriate professional experience). 'In spite of this' Richardson (1985:60) continued, 'the journal avoids parochialism, and does explore issues that are of vital concern to all geographers'. Such phrasing was both back-handed compliment and undermining of the 'professional' qualifications of those involved in the making of the journal. It hinted at a questionable validity to the organisation and people producing the journal, while simultaneously praising and welcoming the critical space that CIGE provided.

After listing the nine main aims of the journal, Richardson (1985:60) added:

¹³ Not to be confused with Robin Richardson, mentioned elsewhere, who was an advocate of the journal and a long-term supporter of the project.

The sting is in the tail! In the late-1960s *Teaching Geography* emerged in response to younger teachers' criticisms of the 'establishment' school geography as irrelevant and unchallenging. The roots of *Contemporary Issues* goes deeper to a dissatisfaction with social conditions and systems that seek to perpetuate poverty and inequality. School geography is just part of an educational system that helps to maintain the status quo, and geography teachers and educationalists have their share of responsibility. Thus the editorial group do not sit on the fence, but state their aims openly and do not avoid controversy or conflict.

Publishing a review at this time was politically notable and of interest for a narrative structure that positioned critique as coming after rather than being a precursor to changes made within the pages of *Geography* and GA publications more broadly. In this vein, Richardson continued (1985:61):

Each edition of the journal will take a theme, and the first two numbers are subtitled 'Geography and Education for a Multi-cultural Society'. This focus is timely for members of the Geographical Association, with the Report of the GA Working Party on Multicultural Education now in press.

Richardson made a general reference to articles contained within the two issues, on the whole praising the range and diversity of approaches taken, while reserving specific critiques for particular articles.

Debates surrounding the GYSL/Nelson materials are worthy of further scrutiny as they reveal the heart of the grief that many in the GA felt about the very public debate, and about the audacity of ACDG members in establishing their own geography curriculum development association. On this count, Richardson (1985:62) reflected:

The criticism of textbooks continues with Dawn Gill's expose of the political influences behind Nelson's new GYSL books, anonymously substantiated by a detailed criticism of one of the books. Many interesting and valid points are made, and the criticisms are important, but the zest with which the destructive task is approached should be matched by some similarly enthusiastic efforts. The group, as they undoubtedly realise, will find life less simple when they publish classroom materials.

The condescension and dismissiveness of such a statement – as well as slightly couched warning at the end of the sentence – arguably overlooked the positive critiques in the launch issue which were, by and large, well-received. Moreover, there would have been a well-known awareness that the ACDG were by this time a year into their production of alternative materials, and that the ACDG had written an open letter to GYSL delegates (who would have likely also been GA members) making them and Exam Boards aware of ACDG critiques of GYSL and their alternative materials. This was also the first clear statement where Gill was explicitly singled out for direct criticism. While contributions made in the second issue by Cook and Simpson were praised for their thought-provoking content, it was Gill who came under closer negative scrutiny for providing her own 'biased' materials, being accused of not giving any positive alternatives to some of the map projections currently in use in school classrooms

Immediately after this review of the first two issues of CIGE, a summary of the GA's Working Party Report on multicultural education appeared, then followed by the GA's new Anti-racist

Policy. By organising the ‘Geo-Notes’ section in this running order, it would appear to the reader that the GA were at the forefront of changes rather than the other way round. CIGE had thus been assimilated into a recent time-frame that, from reading *Geography*, would have them at the margins rather than at the forefront of contemporary debates in geographical education. Thus, from reading materials written during the first years of the journal’s publishing ‘life’, revisionist accounts can already be seen to be occurring, especially, if unsurprisingly, emanating from the ‘established’ geography education community in England.

7.2.2.2 Other reviews of the journal series

Other spaces of geographical publishing reviewed the launch issue of the journal, and the potential offered by the new journal, in a promising and favourable light. *Geography Magazine* (latterly *The Geographical*) for March 1984 contained a piece of writing by a geographer at the Institute of Education, Michael Naish¹⁴. Entitled Geography in Education: Getting off the Fence, Naish reviewed what he saw as ‘two important recent developments in journal publications for geographical education: the survival of *Geo*¹⁵ and the other being the birth of CIGE’ (Naish 1984:116). Naish (1984:116) described the launch of CIGE as providing a mouthpiece for ‘those geography educators, who, like many academics, wish to question and criticize political and cultural systems which permit or even encourage the existences of inequality in society and in the use of space’. Although mentioning both school teachers and academics, there remains a repeated hint at the trope of aligning a questioning of political and cultural systems with ‘academics’ not school teachers. Naish (1984:116) acknowledged that from the late-1960s ‘moves to open up discussion of controversial issues were welcomed by geographers’, and he noted the trend in the 1970s for values education to be introduced into classrooms to enable broader issues, ideas and viewpoints to be discussed. He continued by introducing both Gill and Cook as editors for the journal, and in turn reprinted the nine objectives of the journal as stated on page 1 of the launch issue. His review concluded: ‘I find myself in agreement with most of these objectives, they summarise well the tasks I and others have been involved with for many years. It remains to be seen how the association implements these objectives’ (Naish 1984:116).

Another article reviewing the launch issue appeared in the ILEA *Contact* magazine. In its ‘Teach-In’ section, Storm reviewed the presence of the journal, reproducing a selection of cartoon images drawn by Roddy Megelly from the first issue, as well as reviewing aspects of the second issue, concluding that the publication is ‘an invaluable addition to the geography teacher’s repertoire’ (Storm 1984:5). When issue 1.2 came out in spring 1984, the debates between Gill and Storm and Gill and GYSL remained prominent in the press, as has been stated earlier. Towards the end of 1984, publications beyond the national press were beginning to pick up on

¹⁴ Michael Naish was a lecturer in geography education at the Institute of Education, a corresponding member of the GA Working Party and head of the 16-19 Bristol Project, the ‘gifted and talented’ version of curriculum development established to provide for academic students in a similar vein to the establishment of GYSL to ROSLA students in the 1970s.

¹⁵ For further information about the *Geo* (sometimes capitalised as *GEO*) publication, see Walford 2001.

specific articles from the second issue. In November 1984 *Sage Race Relations Abstracts* (Volume 9:4:51-55) listed detailed abstracts of articles from this second, reprinting detailed abstracts of the reprinted article on racist geography by William Bunge, Ian Cook's article on post-colonialism, John Fein's article on Australian geography education and aboriginal presence/absence, and articles by Gill and Simpson. While there might have been reservations and upset held by those readers who felt 'targeted' by the criticisms within the pages of the launch issue, broad analysis of reviews of the issue – including what follows below – suggests that it was actually a much welcomed addition to publications on geographical education at the time, serving to reflect the diversity of contemporary society and the debates contained within it.

7.2.2.2.1 International coverage

By mid-1984, reviews of the launch issue begin to filter through from an international audience. Christopher Salter, lecturer in geography at University College Los Angeles, wrote a glowing review of the journal in the Book Reviews section of the *American Journal of Geography* (Salter 1984:133), discussing the necessary merits of having such a space in which detailed critiques and discussions about geography and education can take place. By January 1985 more reviews of the first two issues of the journal surfaced, this time from education journals in South Africa, one in *The Educational Journal*: subtitled 'the official organ of the teacher's league of South Africa'. On the photocopy of the review held in the journal's archive (1985/000005), Gill has written in purple ink: 'Ian, a review in S Africa's most progressive teachers' journal! Dx'. The review itself began by misleadingly conflating the subscription address with institutional production:¹⁶

This progressive periodical published by the geography department of the London University Institute of Education promises to deal with 'Contemporary Issues in Geography and Education' and if the first two issues – and a list of the subjects for six further issues – are an indication of the real intentions of the editorial staff this should be compulsory reading not only for teachers of geography, but for all teachers who have – and should have – an interest in social issues which curricula, syllabuses and textbooks studiously avoid. (HTS 1985:10 – 12; CIGE archive 1985 / 000005)

The reviewer 'HTS'¹⁷ went on to give detailed attention to the launch issue and the editorial of the first issue, reflecting that:

Discussing education and ideology the editors restate an interpretation which *The Education Journal* has asserted for some decades, that 'education operates as part of a wider social structure to ensure that the structures is maintained and renewed through succeeding generations. In other words, education helps to reproduce the dominant ideology and to minimise questioning of that ideology. Geographical education, too, operates in this way ... the journal will pursue the struggle for education for equality and seeks to focus the attentions of teachers and students on the relationships that exist between politics and contemporary issues related to inter alia, health, housing, employment, income and planning ... and education so that through this awareness may be generated a shared desire for change and joint effort towards achievement ... certainly a journal worth subscribing to. (HTS 1985:10-12)

In Australia, reviews of the second issue of the journal were having their impact on school

¹⁶ Something Gill was not too upset about given that it added credibility to have such an affiliation, nor, one might guess at would the Institute of Education given the praise given to the journal. It would however prove a problem as discussion regarding the evolving production processes with the journal will illustrate later in this chapter.

¹⁷ It has not been possible to trace the identity of 'HTS'.

geography curricula. Fein ('Australian Representative' on CIGE editorial board from February 1985), whose article on *Aborigine representation in school textbooks in Australia* was printed in issue 1.2, continued to have further debates about the teaching of the subject and issues of colonialism and racism.¹⁸ In minutes of CIGE meeting in February 1985, the impact of the publication on Australian school curriculum is noted to the effect that the journal was making its international impact felt, stating: '... letters have been received from Australia suggesting that the magazine is having an impact on curriculum revisions there' (1985/000007).¹⁹

Most notable perhaps from the international scale was the askew reference that Bunge gave to the journal issue 1.2. in his book *Nuclear War Atlas* (1988). Gill and Cook sustained correspondence with Bunge after succeeding in gleaning copies of Bunge's writing on 'Racism in geography', a paper published in CRISIS (the journal of NAACP²⁰) (Letter from Bunge to Cook, October 1983: 1983/000020a), and they also secured Gwendolyn Warren's autobiographical 'folk geographer' account of growing up in Bewick (as discussed in Chapter 5). The journal archive holds a collection of five letters received from Bunge candidly written to Cook (his correspondence with Gill no longer exists) (1983/000020a; 1983/000033; 1983/000034; 1985/000001; 1986/00015). These letters reveal his genuine appreciation of the journal's publishing work (1985/000001, 1986/00015). In the extended preface and acknowledgements to his *Nuclear War Atlas*, Bunge (1989: xxv-xxvi), writing about Warren, he notes:

Her classic article on the geography of her childhood, 'No Rat Walls on Bewick' (Warren 1971) has recently been reprinted in England and has given a whole generation of child-protective work to geographers both in the United States and in English Canada.

In his book bibliography, rather than providing direct academic reference to the second journal issue, in which Warren's account is reprinted, it simply references Warren's article reference with the following sentence: 'In the U.K., copies are available from Dawn Gill, 29 Barretts Grove, London' (Bunge 1989:199). While the issue 1.2 arguably failed to gain the complete academic referencing that it ought to have been given by Bunge, Gill's home address is reconfigured for Bunge as an English outpost for anyone wishing to get hold of his and Warren's publications in Northern Europe. To readers in the US, Gill, and hence, CIGE, become accessible to a North American readership who was able to buy his book (in its first edition, self-published by Bunge in 1986; by the time it goes into a second print run in 1988, *The Nuclear War Atlas* is being published by Basil Blackwell in Oxford).

7.2.2.2.2 Reviews of Issues 1.3-3.2

Reviews for the journal beyond the specialist field of geographical education became rarer as

¹⁸ See Fein J (1989) Living in a Global Environment. Classroom activities. Australian Geography Teacher's Association. Also see Fein's work for UNESCO Education for sustainable Development lens (UNESCO).

¹⁹ More recent citations of articles from this issue can be found in the reference list of Weinberg Meyer (2000) *Racism in Contemporary America (Bibliographies and Indexes in Ethnic studies)* citing ILA report (written by Gill but not attributed to her) 'Is Anti-racist education really necessary?'

²⁰ NAACP (National Association for the Advancement of Coloured People) was formed in 1909 as an African-American civil rights organisation. It is the largest and oldest civil rights organisation in the United States: see <http://www.naacp.org/>.

subsequent complete issues failed to garner national or popular press coverage in the same way as had the launch issue. Thus, as is the case with most journal publications, specific papers or articles might receive occasional references, but beyond the review of the launch issue, unless properly cited/referenced, it was easy for specific issues of journals to get 'lost' in editorial and proof-reading oversights. Even specialist journals with specific interest in the theme issues covered by subsequent issues only provided partial coverage, and more often than not only for one or two key articles within the theme issues themselves. This final 'cites' section makes an attempt to collect together citations of the remaining six issues that make up the entire journal series. While an attempt to be as complete-ist has been made, it is likely there are other references and citations that could be added to this section and this chapter more broadly. What this search nonetheless serves to illustrate is both the multiple and various lives of citations in terms of informing and re-informing a contemporary readership long-after original documents had ceased to be of easy access. It also illustrates that the afterlives of a publication, while they can remain dormant, are nevertheless still 'out there' for the obsessed thesis-researcher or broader reader to stumble across if able to rummage through archives, but that, increasingly, with reductions in access to a physical archive and increasing reliance on a pre-structured online archive, there is an ease with which cites become more influential than the original texts themselves. How this latter point compounds routes and systems of knowledge-making will be discussed towards the end of this chapter and again in the conclusion of this thesis. By issue 1.3, a drop off in promotion and publicity can be directly attributed to the mis/management of the journal's production, which will also be considered in greater detail later on in the chapter. For the remainder of this section, bibliographic accounts of the remaining issues will be considered.

When seeking out academic citations for this journal issue via online search engines, it becomes apparent – as with seeking out any of the other issues in this journal series through more traditional academic research methods – that CIGE is rarely catalogued as a complete journal series. Hard copies of the journal series do not 'look' alike. Studying the covers, there are understandably different designs to reflect the different themes of the issues, intentional to attract the theme-specific interest of the occasional reader but as part of a subscribed series, intentional for a diverse range of design and engaging range of resources that might be accessed by the lay reader as well as the student in a classroom or seminar. But lacking a standardized 'house style' of size and volume of content in issues caused confusion. When listed as individual titles, the theme editor is often named as 'author' rather than locating the publication as part of a journal series. Much of this can be put down to the irregular publication output and how libraries and other cataloguing systems would respond. Not only do inconsistencies occur with regard to how issues are cited, but also how the journal series itself labelled each issue. Some of this confusion can be traced through the convergences of Gill's other professional affiliations and entrepreneurial aspirations, others attributed to problems with the publishing process itself. As can be seen from the tabulated boxes summarising each issue in Chapter 5, different typesetters and publishers were used to get copy out Relying on in-house reprographic departments wither through ILEA or else through independent companies resulted in typos in the text and key

information missing from the front of some issues. This leads to a number of confusing inconsistencies that serve to muddy the publishing trail making challenging the ability to see each issue as part of the wider politics of intersectionality that was at the heart of the vision for ACDG and would latterly be named as such for the study and political engagement with the intersections between forms, systems and spaces that perpetuate oppression, discrimination and domination (Crenshaw, 1989, Robertson, 2013). Thus rather than being seen as a diverse range of thematic intersectional titles from the same series, each issue can be reduced down as a single publishing entity, further exacerbated with The publisher's name changes from ACDG (rarely acknowledged online, more often by those associated with the research of this thesis) to ACD.

1.3 Trade, Aid and Multinationals

The first journal issue not to be theme edited by Gill, this issue was theme-edited by Anne Simpson. As revealed by letters and discussion points in later meetings of CIGE in the latter half of 1985 and 1986, there was some confusion over the control that theme issue editors had by way of who and how they conceived of their issue (see also Chapter 7). Simpson and Gill worked closely together and were neighbours in Hackney, and as such there is no documentation in the correspondence archive that directly relates to this particular issue. However, off-record interview with Gill suggests that Simpson had her own network of contacts in the development education community and within the GLC, connected as she was to a network of radical left-wing Oxford graduates such as Geoff Mulgan. Both Simpson and Gill were very proactive in seeking out networks of radical left-wing publications in an effort to widen their readership and the journal's circulation. They are remembered by Richard Peet (Interview with Peet 2007) as arranging a meeting to collaborate with the production of an issue of *Antipode*, a meeting that failed to materialise as Simpson was knocked off her bike cycling to the meeting, when Peet was 'stood up' as Gill took Simpson to hospital. This account was corroborated by Gill, and in the final point of Any Other Business of a CIGE meeting on 2nd February 1985 (1985/000007) it was noted that '*Antipode* is interested in joint work, and we should follow up the offer'. Beyond this failed meeting, there is little to indicate any following up was undertaken as other matters of the publication's survival took precedence. It is speculation, but, had that joint work with *Antipode* occurred, possibly this third CIGE issue, with Simpson as editor, might have been cited; but, the evidence suggests that it has no citational afterlife.

2.1 Apartheid Capitalism

This issue had limited coverage due to production problems connected with the shift from ACDG producing the journal to its production from February 1985 being taken over by Arkglow, an imprint of Comedia (see below, assessing 'sites', for further particulars). The lateness of printers receiving copy, coupled with a mistake in the print run, led to delays as copies were recalled. Nevertheless, this striking issue, with a Peter Kennard image on the front cover garnered, some review, if not by independent reviews then referenced by CIGE members themselves. As previously mentioned, the GA Working Party report cited Naidoo's article about

school geography textbooks in South Africa as a resource worth reading by geography teachers interested in looking at how textbooks are able to perpetuate ideas of racism. Locating specific references to this issue becomes a challenge due to the limited access that subscribers had to gaining published copy of this issue, as well as to back copies of previous issues. A recent book by Ian Cook (Cook and Hansall 2012) cites Deborah Potts' article from the issue, and in 2003 'Jora Sol' (real name Yousuf (Joe) Rassool) cited his writing for the issue on the back of his part autobiographical fiction novel *The Valley Awakes* (2003) recalling his experiences about teaching in the context of the Soweto pupil's uprising against the Apartheid regime in South Africa in the late 1970s²¹.

2.2 The Ecological Crisis

Despite being delayed by over a year from its intended publication date in 1985, Huckle's theme-edited issue is one that has been referenced and discussed more than any other by geography educators in a very explicit way with regard to content, as well as relating to the personality of the theme editor, given the pertinence of discussions by geography educators about politics and the teaching of environmental education. The most often cited article from this issue is David Pepper's article *Why teach physical geography?* Precisely because this article tackled the implicit politics of teaching an aspect of geographical education that is not seen to be explicitly 'political' in as obvious a way as 'human'-based geographical themes, it became a starting-point for debate regarding the implicit political nature of geographical education itself. In his book *Teaching Geography as if the Planet Mattered* (2012), John Morgan pays respectful if critical due to Huckle specifically (while Huckle writes praise on the back cover of his book), and since the mid-1990s Morgan has made both general and specific references to CIGE, with the references most often cited by him being articles contained within this 'ecological crisis' issue. Morgan's writing about Huckle can be found across an array of geographical education journals (*Geography*, *Antipode*, *International Journal of Geography and Environmental Education*). As Huckle reflected:

I tend to get wheeled out when they want someone to give a radical account, but beyond that I tend to not fit very neatly within either the geographical education community nor the environmental education one as my politics are often seen as being too radical (Interview with Huckle 2008).

Huckle himself has reprised many of the arguments first made in that edited theme issue in his subsequent publications²². During the publication life of the journal Huckle wrote in Ron Johnston's edited collection *The Future of Geography* (1985) a chapter called 'Geography and schooling', reprising arguments made both in the editorial of his theme issue and in his own edited collection *Geographical Education: Reflection and Action* (1983). In his collection of writings

²¹ June 16th 1976 student uprisings that began in Soweto and spread throughout South Africa that occurred from the divisiveness implemented under the Bantu Education Act of 1953 culminating with legislation passed in 1974 to make official language of learning English and Afrikaans. Growth in campaigning and the Black Consciousness Movement (BCM) and the formation of the South Africa Student Organisation (SASO). The peaceful demonstration by at least 10000 students was met with a heavily armoured police who deployed tear-gas and fired rounds of ammunition against the students. Media images of this arguably increased global awareness and led in many parts of the world to increased anti-apartheid activism (South African Democracy Education Trust 2006)

²² For full list of references, see johnhuckle.org.uk/publications.jsp.

and resources for the WWF Education Department (1992), in particular a module entitled *What We Consume* as part of the global environmental education programme, he reproduced ten units between 1988 and 1992, using some images from the ‘ecological crisis’ issue (for example, the cartoon positioned next to Pepper’s article in issue 2.2). He also cites the journal in his chapter on ‘Geography and world citizenship’ in John Fein and Rod Gerber’s *Teaching Geography for a Better World* (1988). Pepper also references Huckle’s issue and his own writing in this issue in his *Progress in Human Geography* ‘Interface’ piece from 1986, entitled ‘Physical and human integration: an educational perspective from British Higher Education’ (Pepper 1986), and later in his chapter on ‘The basis of a radical curriculum in environmental education’ in Colin Lacey and Roy Williams edited book *Education, Ecology and Development* (1987).²³ In addition to Pepper and Huckle’s writing from this issue, other citations can be located: for example Paul Keleman’s article ‘politics of famine’ was cited in Christopher Charles Erswell’s (2001) *UK Aid Policy and Practice 1974-1990: An Analysis of the Poverty-Focus, Gender-Consciousness and Environmental Sensitivity*.

2.3 War and Peace

In the archive of the journals correspondences for 1985 there contains a letter from the publishers Basil Blackwell replying to Cook, who was seeking input for his edited theme issue on ‘War and Peace’ (1985/000004). Blackwell mentioned their upcoming edited publication by David Pepper and Alan Jenkins *The Geography of Peace and War* (1986), should Cook be interested in reprinting an extract from it as promotion of the book or else contacting an author directly to solicit a contribution for his theme issue. As Pepper was already known to CIGE with his contribution to the ‘ecological crisis’ issue, there then developed an organic involvement whereby Pepper became more involved with the journal, assisting Cook in the editing of this particular journal issue and, from the latter part of 1985, with the editing of the journal series more generally until the end of the journal’s publishing life²⁴ (see also Pepper materials in Chapter 6). By the time that the journal issue itself was published, many of the materials in the pages of the journal were either reproductions of articles printed elsewhere (Westing 2012) or else debates had moved on (the issue of corporal punishment in schools, for example, was decided on in Parliament; and, by the time CIGE debated the removal of corporal punishment in schools, it had already been made law in England and Wales). Most notable in this issue was Bunge’s book review: the length of the book review in question and Bunge’s refusal to have it cut after submitting it to *Professional Geographer* afforded CIGE the privilege of publishing his review in its entirety as their main *Dialogue* feature (1986/000015: see also details in Chapter 5). Despite the diverse content of this issue, accompanied by photomontage art work by Kennard, there are few direct citations to this issue that the author has been able to locate at the time of writing, which is strange given recent upsurge in interest in ‘violent geographies’ in various guises (Gregory and Pred 2004), cultural geopolitical engagements about art and war (Ingram and

²³ Huckle also wrote a chapter in this book regarding teaching about the Amazon Rainforest, but there are no CIGE citations in his chapter.

²⁴ In a jointly authored piece for *Green Teacher* (1987) Pepper’s biography reads ‘David Pepper teaches geography at Oxford Polytechnic. He is closely associated with ‘Contemporary Issues in Geography and Education’ (1987: 11).

Dodds 2009) and increasing re-engagements with geographies of peace (Nick Megoran and Kropotkin Institute at Newcastle University: see Megoran 2011; Megoran and McConnell 2013).

3.1 Gender and Geography

The issue theme edited by Sarah Whatmore and Jo Little on behalf of the Women and Geography Study group (WGSG) is somewhat sparsely referenced, which seems a little strange given the content of the issue – as genuinely the first proper publishing ‘commitment’ made to work by British feminist geographers (see Chapters 5 and 6) – as well as this issue having the highest number of academic geographers working in the field of geographical research writing for it, and arguably thus a greater likelihood of it finding its way into printed citation. The WGSG Newsletter promoted the launch of the journal series, reproducing a one-page advert for CIGE (WGSG Newsletter No.3), and also noted down the publication of the theme issue ‘Gender and Geography’ (WGSG Newsletter No.12). Shortly after the appearance of the issue in around 1989, Gillian Rose reviewed the issue in an article in 1990 in the JGHE (‘Resources for teaching gender and geography’: Rose 1990)²⁵. That, however, is where reference to the material stops. While Rose’s article itself receives citation (for example, Simon 2009 and more recently my own writing intervention in *Area*: Browne et al 2012), asking contributors why this issue had been so poorly referenced, the general reply was unanimous: the publication was not perceived by many of the academic contributors to have been pertinent nor rigorous enough to warrant academic citation. It was a ‘campaigning’ document (Interview with Bondi 2009, echoed by Little, 2009) for schools and teachers. It was not that the document lacked regard nor that it was not used in tutorials or seminars; it was just not felt appropriate in academic citation, since more rigorous discussion and a different form of writing was taken as more appropriate for the specific academic audiences reading their work. There are recent citations to this penultimate journal issue of CIGE. A third reprint of Sara Delamont’s 1980 book *Sex Roles and the School* which cited the issue in its 1990 Routledge reprint has been recently reprinted and digitized for online readers in 2012. Another recent reference to Maggie Pearson’s article on gender and health in Nancy David-Lewis et al’s *Geographies of Women’s Health: Place, Diversity and Difference* (2012), but overall this issue, while distributed and seemingly well-known, rarely gets any form of citation.

3.2 Anarchism and Geography

Prior to its publication, the final issue of the journal series had already gained a citation. In this particular instance, it was by Pepper for his own article in an issue of *The Raven* (Pepper 1988). As discussed in Chapter 6, Pepper positioned it as a draft of his own paper for the CIGE issue, describing it as a ‘long excerpt’ (Interview with Pepper 2008) and as a ‘preview’ to the issue itself, as also stated in a paragraph at the end of the article:

²⁵ There is an irony here in that of the four citations to this article, one by Simon (2009) highlights the still relatively lacking area of resources for such teaching materials when designing course materials for students on gender and geography, nearly two decades after Rose’s review was written.

A draft version of an article in a forthcoming issue devoted to Geography and Anarchism of the teachers' journal *Contemporary Issues in Geography and Education* (published by the Association for Curriculum Development, c/o 29 Barratt's Grove, London N16). (Pepper 1988:350)

This repositioning reconfigured the slippage in publication production by CIGE of the material written by its own Editorial Board members between 1988 and when the final issue was finally published, sometime in 1990. Pepper acknowledges this issue in a number of his own publications, with citations appearing in his book *Eco-Socialism: From Deep Ecology to Social Justice* (1993) and in a reprint of his book *Modern Environmentalism: An Introduction* (2002). Other CIGE members have also cited the issue in their subsequent publications, most notably when Huckle referred to the issue in general terms in his joint authored book with Adrian Martin *Environments in a Changing World (Insights into Human Geography)* (2001). Beyond self-citation, the issue has, in later years, gained increased recognition, most notably in Alison Blunt and Jane Will's book *Dissident Geographies: An Introduction to Radical Ideas and Practice* (2000) where five out of the 55 bibliographic references about anarchist geography are to papers in this final issue of CIGE.

These short overviews of citations for later issues of the journal illustrate the varying and diverse range of reference and citation geographies that the journal series as a whole experienced, revealing readerships and 'impacts' across time and space not readily nor easily traceable. The challenge in tracing citations arises in part as a direct result from the ambition of the journal to have an inclusive readership, spanning popular readers, specialist readers interested in theme issue and student readers, as well as a dedicated educator readership in an effort to engage with teachers wishing to access contemporary radical and critical debates connected with the theme issues of the journal. How the journal series was actively placed by reviewers, those involved in its publication and wider user groups, namely librarians and book sellers, could be read as inclusivity while at the same time running the risk of being *excluded* (as a tangible, identifiable presence) from all arenas in turn. The following section of this chapter attends to these issues and the resulting patterns of inclusion and exclusion: of CIGE being taken seriously or ignored.

7.3. Sites of Reception: nowhere and everywhere: the transgressive and transitory geographies of CIGE

As observed in Chapter 4, the ambitions of CIGE as a publication was for as wide a readership across as many spaces as possible without compromising the nine aims of the ACDG. How such enormous ambitions were spatially navigated is the focus of this section, with particular interest in how internal spaces of managing the journals production interwove with the external expectations for the journal. What is clear is that there was a genuine demand for the publication, but, as became obvious throughout Chapter 6, there were limited personnel and financial resource foundations from and through which to grow the publication in tandem (its own ambitions surged and as opportunities arose). As a publication in itself, materially as well as organisationally, it shape-shifted to adapt, in both parts a 'school magazine' and 'academic journal', due to the broad hope at the outset to cater for a wide critical readership of teachers, educators and students (as also just explored). Locating the spaces in and through which the

journal issues circulated post-publication reveals complex geographies of classification and access, affecting the extent to which each issue of the journal was reviewed or referenced in print or engaged with by subscribers and a general readership. While the journal itself intended on a readership interested in exploring critical engagements with topical issues, the ACDG, from 1985, became part of a wider Association for Curriculum Development (ACD) through which wider curricula debates could be had covering a range of disciplinary subjects, and in turn, attending to broader social, cultural, and political debates concerning issues of access and equality across education and curriculum design (see also Chapters 4 and 6). The sites of reception for the ACD went beyond a subject specific readership, to engagements with wider leftist publishers and educational campaigns that had political ripple-effects across regional, national and international scales. This section hence considers the spaces in and through which the journal sited itself and in turn was sited, revealing a cultural geopolitics of both the places through which the journal was produced and where and how it was then negotiated by readers and reviewers. Beginning with the CIGE's move from 'dinner-table publishing' to a more 'professional' publishing set up, one is able to read tensions regarding visions of and for the journal, where it was 'placed' and where it was deemed to be very much 'out' of place.

7.3.1 Geographies of the publication process 1: CIGE and Comedia

Reading the complete minutes from the CIGE editorial meeting held at Queen Mary's college on 2nd February 1985 (1985/000007), one would not readily foresee problems occurring. Everything appeared glowing and healthy. The financial report from Chris Harris noted 'a circulation of 1500 subscribers' with a healthy £3000 in the bank, with '£750 earmarked for a computer game on transnational companies. There is £900 worth of unbanked cheques from new subscribers and re-subscriptions and these are coming in steadily' (1985/000007). Point 2 of the minutes noted the range of positive coverage in the national press and in specialist geography and education publications, as mentioned earlier in this chapter. It highlights the 'major contribution' that the impact of the journal has had, listing its invitation to make inputs in curriculum revisions for GYSL for the Southern Region Joint Board, Welsh Joint Education Committee and 16+ Avery Hill Syllabus revision committee.

The seemingly buoyant state of increasing subscribers and generally positive media coverage of the first two issues of the journal had clearly encouraged Editorial Board members and external publishing houses to pursue a more 'professional' publication process, with the view to enabling more efficient output and to capitalise on the promotional connections such publishers could readily provide. Point 3 of the minutes, entitled 'Offers from publishers', states that three publishers were interested in producing the magazine on behalf of the ACDG: Edward Arnold, Pergamon and Comedia. It was agreed that Comedia was the most appropriate group with which to work, providing 'the best way forward'. Gill, Lee and Simpson were to meet with Comedia during February to explore the particulars of: 'i) advertising policy, ii) copyright [*sic*], iii) joint publications between The Promoters company and the ACDG, iv) distribution outside the UK, v) 'disengagement' terms, and vi) design for classroom materials' (1985/000007). 'Any other

business' at this meeting noted the need for looking into further funding possibilities to cushion the ACDG financially if the Comedia offer went ahead, citing Oxfam as a possible source.

By the end of 1985, however, the picture had transformed for the worst: there had been a monumental shift in the Editorial Board membership, discussed earlier, and the ACDG was nearly bankrupt, probably largely a direct result of the ill-advised shifting of back issues, profits and work from ACDG Editorial Board (and specifically from Cook and Gill) to the publishing company Comedia. Established in 1978 by Charles Landry, David Morley and Roger Southwood, Comedia were well-known in publishing circles for assisting and promoting left-leaning publications and other forms of media, recognised for work in publishing titles such as *New Statesman*, *Framework (The Journal of Cinema and Media)* and even *Marxism Today*²⁶. Ironically, in 1985 Wright, Landry, Morley and Southwood wrote the book *What a Way to Run a Railroad: An Analysis of Radical Failure* assessing the organisational failures of 1970s and 1980s small radical presses. Their company, as can be read from the archived minutes of CIGE, proceeded to mimic said organisational failure, neglecting to promote the venture, manage subscriptions or produce the journal. The lingering death of the journal, almost telegraphed in 1985, merely a year after the successful launch, can be laid, to an extent, at the door of Comedia.

Letters from Comedia to Gill and Cook reveal the company's requirements for the journal series in order that it took on the publishing work of the journal. A letter from 1st February (a day before the editorial meeting at QMC) addressed to Gill from Southwood suggested that, further to his meeting with Gill, changes to the structuring of the journal should take place before any agreement could be signed:

We think it might be a good idea to separate out the teaching notes from the journal so that they can be sold separately. So if you are a subscriber to the journal you get them free, but they can be sold separately to education authorities and so on ... We will handle the production side of the journal including copy preparation, design and printers, which should free you to think about ways of improving or developing the editorial. The only stumbling blocks I can see are the advertising policy and the price of the journal and it's as well to get these sorted out before entering into an agreement rather than let them generate ill-will afterwards. On advertising, you cannot sell space on the basis that it has to be vetted afterwards. I think we have to sort out clearer guidelines and then stick to those (Letter from Southwood to Gill 01/02/1985: 1985/000006).

After explaining the need for revenue generation by the selling of advertising space and a rise in the cost price of each issue for subscribers, the letter concluded that the contract to be signed would be with a subsidiary of their company called 'The Promotions Company' (latterly named Arkglow and referred to as such in issue 2.1 of CIGE [and in the minutes referenced directly above]). Southwood explained:

There is nothing sinister in this arrangement, it's just that if we start to advertise and promote your journal as a Comedia product, we'll be swamped with offers of books about geography and whatever our future plans (which include education publishing), we'd rather not have to deal with the flood of enquiries of that sort. As we mentioned to you at the meeting, it makes no sense to do this journal without about

²⁶ Further details regarding Comedia can be found in the archive section of www.charleslandry.com.

£2500-3000 in the bank to upgrade the production quality of the journal and also to promote it properly. I look forward to hearing the result of your Saturday meeting and I hope it will be positive. (1985/000006).

While there is nothing directly within the journal archive to reflect the final details of the agreement, the impact of Comedia's involvement with the journal can be read in the minutes of the meeting from Saturday 20th April 1985 (1985/000010). In interview, Gill suggested that the new agreement with Comedia offered up the opportunity to re-energise the Editorial Board, and where necessary revision the Editorial Board to contain members who could commit to involving themselves actively in the work of the journal. Those attending the meeting included Gill, Cook, Larkin and Simpson. The first point on the minutes starts with the sentence: 'The composition of the editorial group was discussed' (1985/000010). Seven members of the original editorial group would be asked to withdraw from the group, but it was agreed that 'remonstrations from those asked to leave would be accepted' and this 'decision is not irrevocable' (1985/000010). Chris Harris would remain as Treasurer of ACDG, with five new members welcomed onto the Editorial Board, so the full group then became:

Ian Cook, Dawn Gill, John Huckle, Keith Kimberley, Roger Lee, Alan Power, Francis Slater, Anne Simpson, Hilary Strudwick, Neil Larkin, Linda Peake, Paul McGreavy, John Simpson, Merryl Welsh plus Chris Harris as treasurer and John Fein, Australian representative

There was an attempt to allocate roles to Board members, with the aim of a sharing of workload across the board rather than work ending up being completed by a few members, especially Cook and Gill. At the meeting it was agreed (notably in absentia of those newly elected onto the Board!) to expand the number of 'co-ordinating editors' to four or five members and to clarify the tasks required for co-ordinating editors, theme editors and other members of the Board (and with Simpson working on specific 'job descriptions' for editorial members to discuss at the following meeting). Most of these changes appear linked to the re-orientation of the journal impelled by the new arrangements with Comedia.

Crucially, Comedia's removal of teaching materials from within the pages of the journal to a separate resource packs was 'read' by some teaching subscribers as an indication that the journal was becoming 'more academic' and less a magazine for practising teachers of the subject. Slater recalled discussions at the time between Board members concerning this proposed change. While resource packs could be purchased without subscribing to the journal, it was argued that teachers might not access the debates surrounding the resource materials if the materials were produced separately. Moreover, should resource packs become separate from the theme issue to which they were attached, the critical contextual background materials would be lost and the purposes of the resources open to misinterpretation. As such, the proposed format change was seen to indicate a move away from the practice of teaching and, in turn, a lessening of commitment to connecting the critical ideas in journal articles with the critical pedagogy necessary to facilitate the critical aims of the journal (Interview with Slater 2008).

The following minutes in the archive are of those of a meeting held at the Institute of Education

on 8th June 1985 (1985/000012) where the key discussion was about Comedia's taking over of publicity for the journal, and its role and impact on the journal and its general organisation and finances. Jenny Boyce from Comedia was in attendance at the meeting, arriving later than those Editorial Board members in attendance. The first point of the minutes show a general discussion taking place between Board members concerning confusion over what Comedia were actually all about and 'what exactly does Comedia undertake to do under 'organise the promotion and marketing of the magazine?'' (1985/000012). The minutes then noted that 'the group expressed unanimous displeasure with the total lack of publicity for the South Africa issue, in spite of the fact that the agreement had been in effect since February' (1985/000012), further emphasising that, with all back issues of the journal handed over to Comedia, a discussion was necessary regarding access to them and how they might be adequately distributed. Further discussions centred squarely on financial outlay by CIGE:

Dawn pointed out that as well as the £3000, the ACD have also 'paid' Comedia about £600 typesetting costs for the South Africa issue, £580 sales revenue from the GA conference in April²⁷ (which covers the £576 charged by printers for extra work which had to be done before the last issue could be printed), plus CIGE's entire 'capital' of back issues. (1985/000012).

It became apparent that 'the distribution agent' (unnamed) was in possession of most of the back issues, and that it was not viable for CIGE to take them back; negotiations were then had where Boyce of Comedia agreed that CIGE should be given 100 copies of each issue to sell directly, thus generating a revenue to cover expenses. In an effort to regain some of their lost financial capital with their forfeiting access to their entire back catalogue of issues thus far, Harris, CIGE's Treasurer, was minuted as proposing that Comedia return funds at the lowest capital cost per issue (£1.50) or £4.50 for three issues. Deducting a 40% handling charge by Comedia still meant that Comedia owed CIGE £1 for each copy of a back issue that they hold: 'issue 1 – 294, issue 2 – 682, issue 3 – 584, i.e. 1560 copies or £1,560' (1985/000012).

This last agenda point minute is notable as it is the first clear indication from archival material as to the approximate numbers per issue in (or rather *not* in) circulation. Boyce of Comedia confirmed that letters had been sent out to the journal's 800 subscribers and that £800-£900 worth of orders had been received for the current issue, while distribution agents had sold a further 250 copies and 'Central Books' sales had risen from two copies in April to 81 in May. Despite this seemingly upbeat review of subscription sales, there was a following problem raised by Boyce, when noting that there was a problem with an unknown quantity of the current issue which had been collated wrongly and which could not be sold. Dawn acknowledged this error, and emphasised the need for these copies to be recalled and replacements to be provided free of charge by the printers. Boyce said that such points would enable her to negotiate with the printers for a reduction in the £2,589 print bill for the last issue. The minutes of this particular meeting therefore suggest evidence that Comedia were already not properly managing both production *and* circulation of CIGE.

²⁷ Another indication that there was no animosity felt by the GA in offering space at their annual conference for CIGE to sell its publications (1985/000012)

There is a gap in archival material indicating how the Comedia working relationship proceeded, but certainly the last letter from Boyce at Comedia to Dawn dated 2nd July 1985 indicated that, after a mere five months, the working relationship between Comedia and CIGE had gone as far as it could; and that, aside from consultancy fees, Comedia was suggesting that ACDG return to managing the production of their own journal, with subscriptions being handled by Alan Wells International based in Market Harborough (1985/000018). The summary of the financial report by CIGE Treasurer Harris based on the figures sent in July 1986 for the final two quarters of the year (up until the end of 1985) suggests that CIGE had extricated themselves from working with Comedia, but that now: ‘The association is virtually bankrupt. Comedia has left us with 500 of our 1100 subscribers. At £10 per subscription this works out at £5,000. It costs about £14,200 to produce three issues’ (1985/000022b). Gill’s efforts to navigate away from the agreement with Comedia, and to generate more revenue for the journal and thus the survival for the ACDG, entailed establishing a cooperative and independent publishing company engaged with producing cross-curricular anti-racist resources. Nonetheless, a pattern had been set, and it could be argued that the likely longer-term fate of CIGE was already, even by late 1985, to an extent sealed.

7.3.2 Geographies of the publication process 2: Gill’s diversification, changing addresses, London and elsewhere

While it appears from remaining archival documentation that there was general and on-going disarray in CIGE’s publishing and ACDG activities, much of this disarray happened at a time when Gill herself was attending to other, larger and more pressing concerns to her own particular interests that could have, if successful, provided a financial and publishing lifeline for CIGE. Archival documents hence reveal considerable structural and personnel upheaval in 1985 impacting on the production rate of the journal issues (every issue of the journal that made up the complete CIGE series had been commissioned by June 1985). After the initial challenges to the working arrangements of CIGE, as instigated through their new working relationship with Comedia, came additional challenges, primarily in the form of Gill’s changing commitments. Off the back of her work on the first two issues of CIGE, and in conjunction with her own professional and educational commitments to anti-racist education resources, Gill was seconded to the ILEA Centre for Anti-Racist Education working as an anti-racist strategies team member alongside Europe Singh, Olive Moore and Dharampal K Malhotra (as explained in Chapter 6).

Cook received a generic typed letter and attached documents from Gill dated 19th June 1985 alerting him to a short notice ‘opportunity’ to establish a cross-curricular Association for Curriculum Development (to become the ACD), the letter being written eleven days after the meeting regarding major questions of the journal’s day-to-day running, business administration and the like. In the letter, Gill explains the need for a generic title to allow for a cross-curricular publishing company to exist, with the focus begin ‘to produce anti-racist and radical resources for in-service teacher education and classroom use’ (1985/000014). Reading the material accompanying this letter reveals a desire by Gill to establish a collectively run educational

resource company based in Hackney to produce materials for the anti-racist mathematics group (already well-established and headed by Singh²⁸), anti-racist home economics resources and anti-racist history materials to complement the ‘successes’ achieved by the ACDG. The documentation suggested that funds of £2,500 could be acquired, and Gill added that these funds could be ‘held within the ACDG account’ (1985/000014) while a bank account was established for the new publishing company; to which Cook’s handwritten marginalia queries ‘where from?’, indicating a less than transparent discussion as to where funds have come from and for what they will be used. Other hints in the document reveal that larger sums of monies could be applied for within the GLC (an application for £15,000 was submitted at the end of October 1985: 1985/000022) to enable office space as well as computer and other multi-media resources being acquired, but also indicating an urgency in establishing something that can be run independently as soon as possible (with the likelihood of impending closure for ILEA departments and the limited life of the GLC).

Meanwhile, the day-to-day running (and ‘siting’) of the journal became more geographically entangled. Minutes from the meeting held at the Institute of Education on 13th July 1985 confirm the disengagement of Comedia from producing the journal (1985:000018). There were questions regarding why fees were still owed to Alan Wells for subscription, but at this meeting it was announced that all mailing regarding editorial queries and enquiries about the journal needed to go to an address other than the Institute of Education. Gill was keen to retain this address as a point of contact, lending as it did a sense of being academically and geographically part of London University’s educational establishment. This (albeit illusorily) institutional affiliation became ‘fact’ as the institutional connection was made a feature at the beginning of the favourable review that the CIGE’s launch issue received in the South African published *The Education Journal* (see above). It was nonetheless made clear that no form of correspondence for CIGE or ACDG, whether written or telephone, should be made to the Institute of Education, but that telephone contact and editorial mail should go to one of Gill’s three addresses: her home address of 29 Barretts Grove, still serving, as documentation in the archive attests, as the ‘open house’ where people could ‘drop by’ and work on a journal issue; and two work addresses, either her address at Quentin Kynaston School or the Centre for Anti-Racist Education (from where Gill was increasingly sending out her letters, if headed paper in the archive is any indication). A memo from Harris addressed to Gill dated 22nd July 1985 (**Figure 7.6**) politely denied Gill’s wishes to retain the Institute as an address for CIGE’s headed notepaper:

²⁸ Materials and campaigning by Singh and Gill, through the work produced under the establishment of the ACD, produced a number of anti-racist handbooks and resources for educator training and inset. Its left-wing political educational aspirations garnered the attention of the right-wing Hillgate group in 1986 and their report *Whose Schools? A Radical Manifesto* was directly drawn upon by Margaret Thatcher in her pre-1987 party conference speech as being the impetus for the 1988 Education Reform Act when she stated: ‘some British School children were now being taught ‘antiracist mathematics, political slogans, that they had an inalienable right to be gay and that our society offered them no future’ (in Wagg 1996:17).

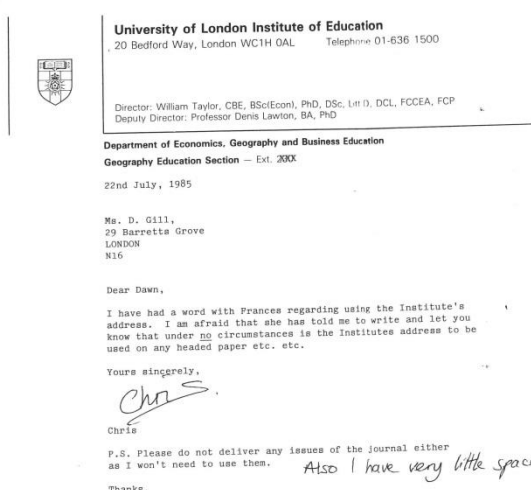


Figure 7.6: Memo to Gill from CIGE Treasurer Chris Harris highlighting the lack of resource space for CIGE activities and in effect being evicted from squatting the Institute of Education's address for subscription purposes (also see Slater section in Chapter 6)

Dear Dawn, I have had a word with Frances regarding using the Institute's address. I am afraid that she has told me to write and let you know that under no circumstances is the Institute address to be used on any headed paper etc. Etc. Yours sincerely Chris. P.s. Please do not deliver any issues of the journal either as I won't need to use them. Also I have very little space!! Thanks.

Minutes from the 19th January 1986 reveal focused ambition to get copies of publications out, despite the backlog in production experienced, and yet work on production remained slow. While Gill was present at this meeting (the only other people attending this Editorial Board meeting were Cook and Larkin), the meeting announced that she would be absent for the following two months, stating: 'Please note that Dawn shall be in Tigray until early March 1986' (1986/000001). While in effect this was only approximately six weeks in duration, nevertheless this, along with her work in establishing the ACD, clearly indicate that Gill was pursuing a number of projects beyond simply being series editor for CIGE. While this situation was not particularly new nor surprising, Gill being adept at being creatively involved in a number of simultaneous projects, it did leave Cook tasked with navigating the increasing number of journal-based complaints from within the Editorial Board and from contributors, as well as from external sources, primarily concerned with lack of promised subscription copy, timings and delays. Theme editors such as Huckle (1986/000003) and contributors such as Pepper (1986/000004 and 1986/000021) all complained about the procedures and tampering with copies of work cleared for production. Cook attempted to ballast the production of the journal by at least completing work on those theme issues agreed to be being published – notably, the WGSG, who originally met and worked on their theme issue in 1985/1986, finally gained confirmation of its publication in around 1989 (although no one is clear about this: the WGSG Newsletter No.12 serves as the only indicator of its actual publication date) – but increasingly too there were letters from unhappy subscribers (as will be discussed below).

While Cook dealt with queries forwarded to him from Gill from his academic office at Liverpool

Polytechnic as best as he was able, and while there were Editorial board members located in Sheffield (McGreavy) and earlier activities in Leeds (Peter Tate running a regional conference in 1984 similar to that held in March 1983) and latterly Pepper working at Oxford Brookes, the geographical location of activities for the journal remained resoundingly London-centric, something that continued as correspondence and contact details for the journal remained with Gill. The promise of regional centres and the following up of enthusiastic offers to head up regional groups in Manchester (1984/00001b) and those indicated in issue 1.2, all failed in practice to materialise. Siting CIGE therefore does remain primarily a London-based affair, more specifically North London, as it was through these spaces that Gill organised meetings with the Editorial Board and her activities with the ACG. Many contributors from Gill's network lived near her in Hackney and Stoke Newington, and, when meetings were not held at 29 Barratt's Grove, they were held in the Mile End at Queen Mary College (QMC) or in Central London (Bedford Way, with the Institute of Education and, later in the publishing life of the journal, the fringes of UCL's geography department when Peter Jackson and Sarah Whatmore took on Editorial Board membership). The London geographies of CIGE also took on, if briefly, the Soho, Camden (the offices of Comedia), West Hampstead (where Quentin Kynaston School) and in Nottinghill Gate (where Gill retained close connections with Streetwork and the *Bulletin for Environmental Education*). Yet people travelled from within and beyond London in order to attend Editorial Board meetings – Cook travelling down from Liverpool and McGreavy from Sheffield, Pepper travelling from Oxford and Huckle from Bedford – with production primarily based in London but subscriptions retained in Leicestershire (Market Harborough). These simple locational facts are laboured here – and elsewhere in the thesis – because of what they reveal about the journal's complex sites of production, not just physical locations of printing and binding, but where all of the vital work was being done to coordinate, populate, edit, solicit copy, publicise and distribute the journal. The unstable and to an extent contested geography of 'producing' CIGE was central to its life-story and, indeed, to its ultimate demise.

7.3.3 Dear Subscriber: Classifying and reclassifying CIGE, bookshops, library subscriptions and cataloguing

The University of Wales School of Education University Registry Cathays Park, Cardiff	The University College of Wales Aberystwyth	University of Exeter School of Education St Luke's Exeter EX1 2LU	
The University of Wales Department of Education Aberystwyth	University College of North Wales Bangor	University of Hull Institute of Education 175-175 Cottingham Road Hull	University of Hull Department of Educational Studies 175 Cottingham Road Hull
University College, Cardiff Cathays Park PO Box 78 Cardiff CF1 1XL	St David's University College Lampeter	University of Keele Keele Staffs ST5 5BG	University of Kent The University Canterbury Kent
University College of Swansea Singleton Park Swansea	University of Aberdeen University Office Regent Walk Aberdeen AB9 1FX	University of Lancaster University House Bailrigg Lancaster LA1	University of Leeds Leeds LS2 9JT
University of Aberdeen Department of Education King's College Old Aberdeen AB9 2UB	University of Dundee Dundee DD1 4NN	University of Leicester University Road Leicester LE1 7RH	University of Liverpool PO Box 147 Liverpool L69 3BX
University of Edinburgh The University Old College South Bridge Edinburgh	University of Glasgow The University Glasgow G12 8QQ	University of London Senate House WC1E 7HU	University of London Birkbeck College Malet Street WC1E 7HX
Heriot-Watt University Chambers Street Edinburgh EH1 1HX	University of St Andrews The University St Andrews	University of London London School of Economics and Political Science Houghton Street Aldwych WC2A 2AE	University of London Queen Elizabeth College Campden Hill Road W8
University of Stirling Stirling FK9 4LA	University of Strathclyde 16 Richmond Street Glasgow G1 1XQ	University of London Queen Mary College Mile End Road E1 4NS	University of London Royal Holloway College Egham Hill Egham, Surrey TW20 0EX

Figure 7.7: scan of a small selection of label printouts of CIGE subscription lists (CIGE archives ADMIN/000004).

Remaining archival data concerning subscription data is limited and incomplete. However, where it is available in the archive (a partial post-out list from July 1986: 1986/000001a, and in remaining address labels see **Figure 7.7** (CIGE archive ADMIN/000004), the impression is a string of radical bookshops, teacher resource centres, publishing companies, geographical organisations and individuals spanning all parts of the British Isles (Boomtown Books in Aberdeen; Cactus Community Bookshop in Stoke on Trent; Concord Books in West Bridgeford, Nottingham; Durham Community Bookshop; First of May bookshop in Edinburgh; Freewheel bookshop in Norwich; Full Marks bookshop in Bristol; Third World Publications bookshop in Birmingham; Leeds Distribution, Leeds; Changes bookshop in Kelvinbridge, Glasgow; Centreprise, Kingsland Road, Dalston) as well as international subscribers in the Caribbean and Agera in Brisbane. The GA, The Royal Geographical Society (RGS), the director of the 16–19 Geography Project (Dr Michael Naish), AGERA in Brisbane and *The Geographical Magazine* all comprise just some of the geographical subject associations and institutions that were in receipt of the journal. Something of the geography of the journal's circulation/distribution can be gleaned from these lists, to be set alongside the emerging sense of the geography of the journal's production, as intimated above.

By May 1986, complaint letters made their way to Gill a year after the previous issue of the journal was sent out (1986/000009; 1986/000013; 1986/000017; 1986/000018). Given that the journal billed itself as producing three issues a year, there were many subscribers unhappy at the lack of product, writing directly to Alan Wells International who handled subscriptions for the journal, as well as unhappy subscribers writing directly care of Frances Slater at the Institute of Education address. In the archive itself the first notification of any complaint letters from

subscribers comes only in the form of a letter from Gill. Written on ACD headed paper, her hand written letter states:

Dear Ian, These complaint letters are driving me nuts. You're never in when I phone! We must get the next issue out. Love Dawn. (1986/000009)



Figure 7.8: Letters of subscription complaint

A photocopied letter dated 10th May 1986 was written to Polhill Library based at Bedford College of Higher Education (now University of Bedfordshire). Still using the old c/o Institute of Education headed address paper (despite requests not to do so by Slater and Harris earlier in the year), the letter – clearly used as a proforma letter to send out to other unhappy subscribers – written and signed by Gill (on behalf of the Editorial Board) stated the numerous reasons why CIGE had been unable to meet printing deadlines:

... three members of the Editorial Board have been ill, and two have recently given birth to babies and are involved [*sic*] in childcare as well as working in their own jobs. In addition to this, we have been involved in setting up a publishing company because the arrangement with 'Comedia' (see volume 2.1 page 54) did not work out at all well. We will be unable to fulfil our commitment to publishing this journal three times this year. However, there will continue to be three issues per volume, and subscribers will be reminded when resubscriptions are due until then, however, we hope that you will be patient, and continue to give us your support. (1986:000010)

Even so, despite attempts to reassure subscribers, letters of query and complaint continued to arrive, as the letter from Jacqueline Rogers, Serials Officer at Sydney Institute of Education, New South Wales, illustrates (**Figure 7.9**). Listing the four years of upfront subscription rates that their library had paid Blackwell's subscription agency for receipt of their journal, but having only

received three issues, she objected:

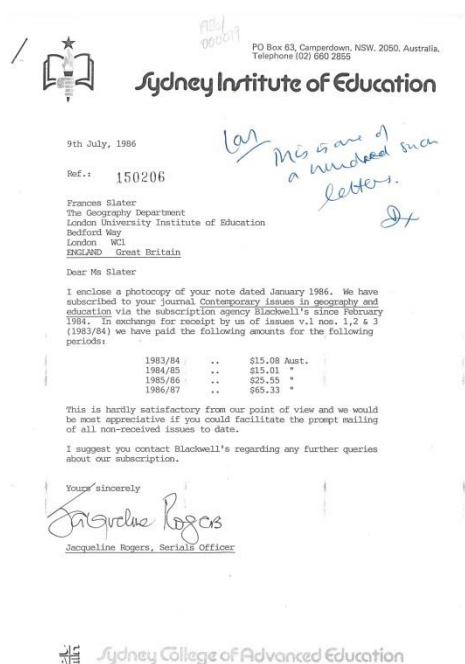


Figure 7.9: “This is hardly satisfactory”: Letter to CIGe from Sydney Institute of Education, 9th July 1986.

This is hardly satisfactory from our point of view and we would be most appreciative if you could facilitate the prompt mailing of all non-received issues to date. I suggest you contact Blackwell's regarding any further queries about our subscription. (1986/000017)

At the top of this letter, Gill wrote: ‘lan, This is one of a hundred such letters Dx’.

Written by ‘Diana Toms (Mrs)’, another letter, initially sent on 10th May 1986 (1986/000018) seeking clarification for dates when issues were published, went unanswered by Gill until a second letter from Toms arrived on 19th July (1986/000018) requesting full details of issues and when published (and see also the letter shown in Figure 7.4). Gill replied, apologising for not having properly dealt with the earlier letter and stating the following dates for production being: ‘Volume 1 appeared as follows: Autumn 1983 (November), Spring 1984 (March), Summer 1985 (September). We were unable to meet deadlines. Volume 2 has therefore appeared as follows: Spring ’85 (May), Spring ’86 (May), Autumn ’86 (October)’ (1986/000019).

The slipping of production deadlines did not simply test the patience of the subscribers to the journal. Contributors awaiting the production of their work became increasingly frustrated, and lack of clarity over the reviewing process, in addition to the time lag between submitting final copy and then copy finally coming out, all fuelled disillusionment. Archived letters in 1986 and 1987 reveal frustrations by Editorial Board members who had contributed work that had not been published: letters from Huckle (1986/000003) and Pepper (1986/000004; 1986/000021) in this regard have already been mentioned in Chapter 6. Pepper’s later letter was polite yet firm in highlighting, albeit in a rushed handwritten manner (he was in a rush to get to a Labour Party meeting), the necessity for the journal to have parity of reviewing process like other journals to

encourage rather than dissuade academic articles from being submitted. Thus CIGE became unreliable in its output, which allowed critics a space to level criticism at the journal for being unprofessional or amateurish in the face of an established educational establishment moving away from radical progressivism to an increasingly professionalising education market place. With other publications altering the structure and spaces within their own journals, this criticism of production then lent itself readily to a criticism that content might be of an equally unprofessional content. Coupled with an unreliable turn around for review, a reviewing process that failed to broaden its base of reviewers, this was not a conclusion hard to read. It is also not hard to envisage that the somewhat chaotic geography of journal production, feeding across to fragmented responsibilities and uncertainty about who (or what agency) was supposed to be undertaking which task (even the answering of complaint letters), played a part in this gradual loss of respect for and trust in CIGE (and its key members). The eventual death of the journal can be at least partly laid at the door of never really securing its various sites of production.

7.4 Discourses of dismissiveness: The demonising and disappearance of Dawn Gill and CIGE

... Ms Dawn Gill, a lady with a beautiful soul, you know. (Letter from Bunge to Cook 17/06/1986: 1986/000015)

There were some who would just always put her down. Most of them men. They felt threatened because she was bright and had energy and got things done on her own terms, so obviously she was a threat, right *rolls eyes*... (Interview with Slater 2008).

Some people have written about Gill and CIGE in really off-hand ways. Even trying to talk about some of the more radical work by people like Huckle can get you shouted down at some geography education conferences. It's as if speaking about them will bring down the sky or something. There are a lot of people in geography education who have been in powerful or rather influential positions for a long while, and who, in order to keep their version of the past on track means disregarding other versions. CIGE dared to speak up and they were shot down for it, and those who were involved in it have never been given any time or space, even those articles that acknowledge them, have you read any? The tone is always one of dismissal or mockery. (Anon Y 2010)

As discussed in the previous chapter, Gill was, for the majority of Editorial Board members, the personification and touchstone of CIGE and the ACDG. Alongside Cook, Gill remained committed to working for the aims of the journal series, even if variously joined during CIGE's publishing life by a range of people (see Chapter 6). However, when it comes to reviews and receptions of the journal, any criticisms are levelled squarely at Gill. The politics of the reception and production of the journal, its 'cites' and 'sites', have tended to narrow around the singular figure of Gill, and a shrinking and depopulating version of the journal is hence one that exists in written accounts (Rawling 2001; Walford 2001).

The impacts of personal and professional encounters were realised not simply with the text of journal issues, but in the inter-personal relationships for contributors of the journal series on the Editorial Board and with people beyond CIGE, which could be read as encompassing the complete spectrum of emotional responses depending upon who was undertaking the process of

recall. This confusion has led to diverse recollections of the various successes and frustrations felt towards the journal issues, and about the purpose of the journal itself, throughout and beyond its publishing life. Central to these recollections is the portrayal and recollection of Gill herself. There is most definitely a ‘cult of personality’ surrounding Gill and how people managed and navigated working for and with her.

From the outset there was clearly a painting of Gill in a particular light, one arguably constructed around her critical and radical credentials as much as her being a woman compounded from the earliest of reviews of the journal and underscored from the national press coverage prior to the launch of CIGE. Much of this dismissive tone underscores what Slater relayed in interview in 2008 quoted at the beginning of this section: that the various geography establishments didn’t know how to ‘handle’ a feminist female geographer in possession of her own vision and version of how the subject might be reconceptualised. Informal ‘off-record’ comments from some male geography educators not involved with the journal series who I interviewed prefixed comments about CIGE with discussions of Gills age (she was 33 years old when the Schools Council refused to publish her work in 1982), the implication being she was ‘too young’, of her being attractive (comments echoed through Bunge’s comments), or as in the case of Walford’s reflections that she took the ‘wrong’ turning, as if too immature or silly to really know what she was doing. A milder and alternative version of this is reflected through the narrative of what a radical feminist might be like, tapping into the pejorative tropes of a right-wing tabloid press constructed ‘Looney Left’ (Curran 2005). This can be partly read through the letter written to Cook from Iain Bain, Editor of *The Geographical Magazine* in January 1984 (**Figure 7.10**, 1984/000008), alerting Cook to an upcoming review of the new journal series from its Ptolemy feature, framed as humorous ‘sarcastic’ piece. It is unlikely that Cook and other members of CIGE’s editorial group would have been welcoming of a review of their new journal in a contrived ‘humorous’ section of the magazine (pleased though they might have been for press coverage²⁹). That Bain flags the likely ‘party-pooper’ to be Gill suggests an implied everyday misogyny towards her as a figure to mock rather than Cook whom he already knows suggests a disregard towards Gill, the inclusive language of the letter enrolling Cook into his way of thinking and dividing who and where the ‘outsider’ is located. Gill is thus, through small daily acts of micro-aggression and ‘everyday sexism’ painted in a negative light and as a result, deemed readily dismissible. Such treatment of Gill rendering her achievements, ideas and abilities invisible, and in doing so, removes a vibrant and dynamic individual from being valued as a radical, leftist, entrepreneurial male counterpart might.

²⁹ It is notable that, unlike other serious reviews, this proposed piece does not feature in the clippings and remaining archive of CIGE held by Cook.



Figure 7.10: “... I doubt that ~~Don~~ Dawn Gill will see it that way!” Letter to Cook from Iain Bain editor of *The Geographical Magazine* (1984/000008).

Most, if not all, of those who worked with Gill on the Editorial Board for any duration praised Gill for her seemingly boundless energy, enthusiasm and encouragement, her opportunism and ability to network across a range of geographical groups of geography educators, researchers and writers. Comments from interviews quarried in Chapter 6 all praise Gill for her inspiring energy and general encouragement, although some felt that Gill’s methods could be experienced as ‘excluding’ if individuals did not feel that they could be as committed to the journal as she was. Roger Lee noted (Interview with Lee 2008) that, despite supporting as much as he could in organising meeting space at Queen Mary College and overseeing the initial stages of the journal’s launch, his own personal and professional political commitments were not formed in the same manner as Gill’s, which he observed some could find overbearing. In some measure perhaps, this tension – between, on the one hand, accepting Gill’s energetic interventions as ones likely, eventually at least, to inspire and to signal constructive directions for others’ to take, and, on the other hand, a sense of her being overbearing and too unbending in her ideological commitments – lies at the core of how CIGE (and the ACDG) was perceived at the time (1980s-1990s) and then in retrospect.

Cook acknowledged that his contribution to the journal was often to complement Gill where her expertise might be better served undertaking other tasks. Even when there were attempts made to allocate job roles for Editorial Board members, the nature of the employment market and who was involved at the time (namely postgraduate/PhD students or newly appointed lecturers) meant that, over the course of the journal’s life, the main contact and ‘life’ behind the journal

series were Cook and Gill. Yet, while Cook held a permanent lecturer position, Gill's employment and affiliations led her to more than her fair share of criticisms. The 'complex locations' of her working life, increasingly between permanent contracts and institutions, has led to her becoming invisible in the recent past in terms of citations, certainly within geographical publishing, since the demise of the journal itself. Navigating the more usual academic spaces of belonging (namely, holding a permanent job position in a recognisable academic institution or being named as author in citable documents) fails to acknowledge those who work in spaces outwith these parameters. Gill thus becomes effortlessly and easily erasable, for she rarely existed in these spaces in any formal way to begin with.

There is really only one seemingly detailed account of the life of the journal, and this can be found in Rex Walford's 2001 book on the history of geography education in Britain 1870–2000. In the chapter entitled 'Radical responses 1975–1985', Walford relates shifting cultural practices across geographical education more generally at this time, and in particular focuses attention on developments from 'grassroots' geography education activists. There is a mildly liberal reformist tone to Walford's reflections, but also an apparently genuine attempt to give acknowledgement through space and time in this chapter to CIGE. As this is primarily Walford's own account, it comes with his specific insights during an era where he was in a prime position to witness the impact of such changes to the GA. Under the sub-heading 'Taking the wrong turning?' a most revealing phrase, Walford is in both parts paternalistic and patronising:

Gill and her colleagues also took some curious strategic options. Having set up a new organisation, the Association for Curriculum Development in Geography (ACDG) in the immediate aftermath of the 1983 London Conference, the nucleus of a coherent group of like-minded idealists was identifiable. The ACDG proceeded to produce some issues of a lively journal *Contemporary Issues in Geography and Education*, which was generally and sympathetically reviewed, even by those who had reservations about its ideological stance. The first two issues concentrated on 'Geography and education for a multi-cultural society' and provided provocative and stimulating reading. But the journal brooked no viewpoints other than those which it endorsed as ideologically pure, even to the point of eschewing advertisements for books which it had not specifically endorsed ... The journal successively began to search for other targets, to change its format, and to become more 'academic'. In doing so, it lost its *raison d'être* and its 'zing'. (Walford 2001:192/193).

Again, as noted previously, the trope of criticism applied by geography educators about CIGE being 'too academic' affords a convenient rouse to dismiss the journal. It is ironic to recall the arguments were made by WGSG members for not citing the journal (Interview with Bondi 2008; Interview with Little 2008; Interview with Whatmore 2008) because it was perceived to be *insufficiently* 'academic', primarily standing as a campaigning pamphlet or magazine for either a school audience or a popular readership. Of all those involved with the journal series, it is Peter Jackson who has made most use of the materials, citing them in different guises across a couple of papers (Jackson 1985, 1987), highlighting the work of school teachers and a notable conference and the first two issues of the journal. He also refers to Gill's documents as important materials produced by the GLC. Again, then, there is a fragmentary accounting for the work stemming from one woman and through the association of people who worked through its editorial group. Thus, while school geography educators might class the journal as being

‘academic’, it was certainly not perceived to be academic enough to garner legitimate reference in academic articles. Those academics who were involved with the journal, such as Pepper, Jackson and Whatmore, acknowledge their use of the materials and journal in their undergraduate teaching, finding them a ‘touchstone’ (Interview with Jackson 2008) when working on their own materials for lecturing and teaching in university themselves. Arguably, the materials are of use practically but, despite CIGE having an ISBN, it failed to perform or be valued as an academic source to be cited, obscuring the journal from any clear sense of existence beyond pedagogic inspiration.

Where Walford makes some kind of reparation, writing Gill back into the history of events, and echoing what was argued earlier about representations of Gill, CIGE and the ACDG in the GA’s Working Party document on multicultural education, he states:

The GA was, in fact, moved to respond to the impact of Gill’s speaking, writing and lecturing. It set up its own Working Party on multi-cultural education in 1984³⁰, which, after a year’s work, produced a Report which has published and extensively circulated ... There is no doubt that the cogent criticisms of the ACDG and its analysis of both textbooks and pedagogies played an important part in shaping deliberations of that Working Party... whose conclusions were circulated widely ... The Working Party also drew up an Anti-Racist Statement which the GA adopted in June 1984 as its official policy. Many teachers felt that the GA document brought a calmer tone to the frenetic arguments which had characterised the ‘GYSL affair’. (Walford 2001:193-194)

While Walford acknowledges the role of Gill and CIGE, there is nevertheless a condescending framing of their efforts. He continues:

Beyond this a wider debate in geographical education was being stimulated. Starting tentatively with the general issue of multi-culturalism, it extended into the harder-headed debate about racism and anti-racism. Through the 1980s, the consciousness of many geography teachers was raised on the issue and this helped to stem the more insensitive expressions of cultural bias which had previously disfigured some classrooms. Prompted and made uncomfortable by Gill’s diligent exposés, publishers and authors became much more aware of the reasons for the criticisms which she and her colleagues in ACDG were raising³¹. Whilst extreme radical conclusions were not generally accepted, the general analysis which lay behind them often was. The radical critics had the ability to lay bare the inadequacy of much that was being unconsciously perpetrated with good intentions. The relative status visibility and portrayal of ethnic minorities in books, pamphlets, and worksheets was assessed. Techniques for the analysis were amended; associated issues (particularly those concerned with gender bias) were raised and brought into full public debate at geography teacher conferences and in-service sessions. (Walford 2001:193–195)

Whether wilful or not, errors still creep into Walford’s account of the failures of the journal. While the practical every-day running and production of the journal had elements that undoubtedly made it a challenge for those working on it to maintain and extend the project, his claim that Gill and Cook wrote to remaining subscribers stating they were no longer able to publish ‘through lack of finance (a substantial ILEA grant having eventually run out)’ (Walford 2001:193) is simply incorrect. **Nowhere** in his reproduced quoted letter to subscribers does it

³⁰ It was, as stated in documents cited in this chapter, established in 1983.

³¹ Walford footnotes Storm’s 1987 ILEA *Geography Bulletin* ‘geography and anti-racist teaching’ document, whose own slippery crediting of Gill’s work has been discussed in Chapter 6. Given that Walford himself could arguably be seen to have edited Gill out of influences on the Working Party document produced in 1985, as discussed above in this chapter, the paper trail in seeking her presence out is at best scattered and splintered.

mention funding sources³². Archival documents reveal that the only funding which the journal received was the initial £750 awarded it from the CRE to reproduce Gill's report via the format of a journal. All other funds, as reported in remaining archival documents, were received from subscriptions or generated from the sales of reports and additional resources. After the ill-advised venture with Comedia, very often the funds from Gill herself bank-rolled the journal's production or else other Editorial Board members found ways to get work completed for free. If 'substantial' funds were found, there is no documentation in the archive to confirm where these came from, albeit there is opaqueness to the archive materials that remain with regard to funding issues.³³ While it is evident that Gill was opportunistically seeking funding to establish – and eventually she did establish – a broader ACD, applying to the GLC to produce predominantly anti-racist educational materials more broadly, after the 1988 Education Reform Act, and with the demise of both ILEA and the GLC, publishing activities by Gill pertaining to any Association for Curriculum Development (Geography or otherwise) ceased to exist in that form.

Ultimately, Walford (2001: 193) likens the movement to a fizzling out firework, stating that 'The ACDG rose and fell as mercurially as a November firework, yet its influence was not entirely extinguished'. Both from discussion with Walford in interview and in the pages of his book, there is a clear admiration of the efforts and energies of those working for the ACDG, but Walford's own bias towards working as part of the GA skews his review of their efforts, leading him to cast them as limited, because they did not become a part of the GA. Tellingly, Cook remarks in interview:

Do you think we would have achieved all this if we'd been working through committees and working parties within the GA? *laughs* I don't think so. (Interview with Cook 2007).

7.5 Concluding summary

That the journal ceased publishing in 1991 with a dwindling subscription base and dissipated energies does not mean that the afterlives of the publication cease, nor the efforts of those

³² The remaining correspondence archive does not have an original copy of this letter. It is however, highly unlikely that Gill would have flagged up the specifics of financial failures to a subscription base given the earlier comments in the archive about avoiding discussion of financial matters at the launch of the journal. Certainly in asking her questions about this she cannot recall having done it. There are stronger suspicions that rumours were spread to discredit both Gill and CIGE from appearing in any way successful, thus her successful application from the GLC for resource funds to establish the ACD becomes profligate mismanagement of resources in Walford's account.

³³ Cook confirmed (Interview with Cook 2007) that all matters of funding were managed and mediated by Gill, but that these were all handled professionally by Chris Harris who remained a silent but constant presence as Treasurer for CIGE throughout its publishing life. In addition to the limited number of Treasurer Reports presented in minutes of meetings, efforts to recover further particulars have been unsuccessful. In seeking further particulars from Chris Harris, Treasurer of CIGE throughout the life of the journal, I was requested not to contact him again (Telephone conversation with Harris, 2010). Archival evidence suggests that both Cook and Gill applied in 1985 and 1986 to a variety of funding bodies to aid the production of the journal, but the outcome of these efforts are usually not documented. Cook did gain backing from Storm for his application to the School Curriculum Development Committee (SCDC) fund, and in return received an opportunistic request from Storm: 'Perhaps I could take this opportunity to hope that the proposed publicity leaflets will not continue to use the cartoon of a gowned, cane-wielding pedagogue and gormless yobbish pupil that has featured previously? For an association rightly dedicated to eliminating pejorative stereotyping, this has always struck me as unfortunate' (1985/000016).

whose time and energies went into making the issues: the ‘fireworks’ influence was indeed not ‘entirely extinguished’. This chapter has intended to illustrate, through access to the remaining correspondence archive, recollections and accounts of those who were involved with the making and readership of the journal, that the journal series could be best described as having a lingering ‘half-life’ as much as a lingering ‘death’. The haunting of critical and radical ideas contained in the pages of CIGE remained to some extent as a ghostly ‘touchstone’, as much a warning perhaps as inspiration. The idea of the journal remains potent; and, for some communities of geographical education, just mentioning its name is advocacy enough of a time when the journal series was a shorthand for ‘loony-left’ and a promise of demise for the school subject. While some people who contributed to the series remain in key positions in academic geography, those who remained in geographical education suffered more in terms of how their names and work had been received, written off or else written out. Dawn Gill has especially come under both demonization and dismissal. There are clear issues to attend to regarding the writing of critical radical women geography teachers in the historiography of geography more broadly and geographical education more specifically. While the journal as an on-going publication may have ceased to exist, the afterlives of the journal still remain as ‘citation’ and as part of a broader effort by left-leaning educationalists to create a more egalitarian space for learning. The journal series was anticipatory, both ‘firework’ and a bright star.

Chapter 8

Conclusions: Awkward afterlives?

8.1 Introduction

.. the apparent demise of an organisation, a journal and a movement cloaks an ultimate success. Though Gill's full-blooded reconstructivist philosophy for geographical education was not widely adopted, the essence of most of her criticisms had its effect. They led to the start of various houses being put in better order in subsequent years (Walford 2001:195).

... it [CIGE] shook up the complacent world of geographical education and was taken seriously by educationalists beyond geography as well as by some within. Also, it led to the demise of the GYSL course, which had a collection of ideas and resources, expressed in racist language that, taken together, would have been likely to support racist ideas. Geography is a discipline with its origins in exploration and its growth at a time of colonialism and imperialism was, essentially, part of a racist world view. We argued that the global capitalist economy was based on racist ideology and I'd still argue that. I think the journal [CIGE] was seminal in lots of ways and although it has been largely forgotten, its impact can still be felt because I think teachers and the publishers of textbooks are more aware than they were, not just in geography, but in other subjects. It was part of a much bigger movement, but I think probably acted as a catalyst... I think challenging racist ideology has become part of the DNA of teachers, in today's London at least... We played our part, in the 1980s and 90s. All is not lost. Things have definitely moved on. (Email correspondence Gill to Norcup, September 2015).

This, the final chapter of the thesis, begins by addressing the legacies of CIGE. In addressing the afterlives of the journal series the second part of this concluding chapter attends to a reflection on some of the conceptual and methodological contributions made through the process of completing this thesis. This chapter and thesis concludes by offering up further questions and enquiries for future investigation.

8.2 CIGE: its afterlife and legacies

Prior to this research the written accounts of CIGE have amounted to little more than dismissive and arguably condescending coverage, rendering the people who contributed to the ACDG and the journal series itself of reduced significance. While Walford's account of the life of the journal, as discussed in Chapter 7 can be read as the most comprehensive coverage of the journal in allocating eight pages of his book to the ACDG and CIGE, his concluding paragraph, quoted above, suggests a contained and minimised impact of the ideas and conceptual debates endorsed by ACDG through the pages of its journal series CIGE.

This thesis argues that in addition to Walford's claim for CIGE having a contained effect on geographical education practise in schools, at best buffered and refracted in the GA's image (".. the start of various houses being put in better order in subsequent years"), CIGE had a number of significant legacies, in of itself both as an independent publication and voice outwith established institutional structures through the afterlives of its contributors and editorial group members.

8.2.1 Ripple-effects and passing it on: CIGE's afterlives in and beyond the discipline of Geography.

Attending to the impact of the ACDG and CIGE on school education more generally, the success of the first two issues of the journal gave opportunities to Gill to work more broadly across education for the GLC and ILEA. ILEA had backed CIGE since its launch, supporting Gill in the emergence stages of the journal circulating Gill's report alongside the CRE, supporting the *Racist Society Geography Curriculum* conference in March 1983 with Frances Morrell (then head of ILEA education) speaking at the event. In turn, it advocated for the journal series and similar education initiatives like it across ILEA and more broadly through the GLC, beyond. Through Gill's work alongside Europe Singh at the ILEA Centre for Anti-Racist Education and in establishing the ACD, Gill's ideas and discussions concerning education practise and knowledge from within the pages of the first two issues of CIGE were mobilised and applied in documents and training manuals produced by the ACD on behalf of ILEA and the GLC which fed into policy documents and INSET training across ILEA. The ACDG and CIGE certainly played a part in producing arguments, publications and education resource materials of an increasingly multi-media variety into a range of educational institutions in and beyond London schools. Such efforts have been vindicated in a broad fashion by historian Jerry White in his 20th Century history of London stating:

There were, though, some solid achievements and other good work was attempted. The council's anti-racist agitation, carried by ILEA into every classroom in inner London, forced Londoners to think seriously about the implications of living in a multicultural society. And it changed behaviour for the better (White 2008:397).

The closure of the ILEA written into the Education Act of 1988 has been described as:

... a particularly noxious example of political spite and state vandalism: it had a proud record of supporting schools in deprived areas and promoting curriculum development ... its multi-ethnic education policy statement, published in 1977, had sought to combat racism, sexism and class prejudice in schools and society. In 1980 HMI had described ILEA as 'a caring and generous authority with considerable analytical powers to identify problems, the scale of which is, in some cases unique in this country (Gillard 2011).

While CIGE did not single-handedly undertake these successes, refracting their shared aspirations for a more just geography curriculum certainly put CIGE in the central role of tackling the complacencies and racial, sexist and class oversights

In reflecting on the legacies of CIGE, Gill observes:

The journal was supported by the Inner London Education Authority at the outset. The ILEA had a huge impact, not just in London schools, but beyond. Sadly, though, the destruction of the ILEA by the

Conservative Government of 1987 was justified partly on the grounds of the Tory perceptions of its left wing political bias. The trajectory has been downwards ever since. A new consensus has grown up around schooling. The content of the curriculum is seldom discussed. State education has been dismantled, schools sold off to academy chains and many more are just big business in disguise (Email correspondence Gill to Norcup, September 2015).

As discussed in Chapter 6, Gill's freelance work beyond CIGE and the ACDG in co-authoring with Les Levidow their *Anti-racist Science* book and Gill's work publishing and devising anti-racist education materials while working for the Open University Masters *Race and Society* course in Education between 1990 and 1992 secured wider readership of Gill's and ACDG's initial aspirations for anti-racist educational pedagogy in the advancement of education for all. Working as an academic adviser for the Open University / BBC co-production of programmes entitled *Anti-Racist Mathematics* capitalised on the production of materials which Gill had contributed to, materials which had been referred to in Margaret Thatcher's leader's speech at the Conservative Party Conference of 1987 referring to "Anti-racist Mathematics, whatever that may be"¹. While there would have been strong political reasons for the GA to play down its connections with Gill and the kind of geographical education she was seen to be endorsing as occupying an 'awkward squad, Looney left' position abhorred by the Conservative government and its supporting tabloid media (Curren 2005), it is little surprising, as discussed in Chapter 7 that Gill and CIGE's achievements are at best put at a distance as the GA lobbied to retain the subject within the National Curriculum. There remained – as indicated in the Presidential Address of Eleanor Rawling to the Geographical Association in 1992 – a concern as to the cost of such political bargaining in future shaping and content of the subject at school level². The legacy of such an agreement has been a continual obfuscation and side-stepping of the implicit politics of geographical knowledge and critical reflections about the way the subject is taught in school education curricula in England and Wales which continues wherein discussions of leftist progressive versions of the school subject are demonised³. That such narrative debates remain with little significant public critique from geography educators makes CIGE all the more significant. CIGE as a journal series and as the voice of the ACDG was arguably the first notable leftist geography education organisation and publisher inclusive of readerships across and beyond school and university institutions and covering every day educational spaces. Its cover price wasn't excluding, it could be brought via postal order or from a local independent bookshop. It challenged complacencies in what it saw in curricula produced resources. CIGE openly flagged the privilege and partisan positional nature of geography education, its curricula design, content and assessment processes, structures and procedures. As intellectual and pedagogic disciplinary 'whistle-blowers', recalling their efforts remains as a perpetual wake-up

¹ In discussing education at the 1987 Conservative Party Conference, Margaret Thatcher flagged the oppositional politics she desired to remove in a speech which went "decent education ... is all too often snatched from them by hard-left education authorities and extremist teachers. Children who need to be able to count and multiply are learning anti-racist mathematics, whatever that may be" (Bonnett 200:152)

² Rawling, E Presidential Address. April 1992. Geographical Association Conference.

³ See Alex Standish and his writing for the think-tank CIVITAS (2007). Standish is a Senior Lecturer of Geography Education at the Institute of Education, University College, London.

call. While production content of the journals are of their time and reflective of the 'shoe-string' nature of funding and resources, the universal and continued relevance of the theme issues produced (racism, gender, global capitalism, war and peace, ecological crisis) coupled with, the global and universal resonance of the central tenets of the nine aims of the journal series and their aspirations remind the present that education in general and geography education more specifically form futures for the present to create or destroy in the minds of its students, and with those the educational opportunities and possibilities for an unknown future population of human and non-human worlds. As such CIGE as a journal series remains a significant publication. It provides material record of alternative versions of the subject and records critical and dissenting perspectives and alternative visions for making the subject from beyond the central voices within the academe.

More significantly for the discipline of Geography the ACDG and CIGE created space through which a loose collective of people were able to discuss and publish discussions concerning geographies of power through themes concerning global issues of social and environmental justice. Enabling and encouraging discussions by graduate students and recently appointed early career academics whose own political and ideological trajectories dovetailed with CIGEs gave a practical training ground and outlet for ideas that would flourish in subsequent years during the 1990s. Chapter 6 contains the personal testimonies of now very well-known professors of human geography who began their publishing lives (Linda Peake, Sarah Whatmore, Julian Agyeman) at the journal while others (Peter Jackson) have acknowledged how the space enabled stimulating discussions and gave insights into practising ways of engagement that have fed in various ways into their subsequent work serves to acknowledge the significance of the journal series. That many of those named have gone on to occupy professorial chairs of Geography since the 1990s reveals the previously unacknowledged collective connections between the journal series and its wider virtual influence on human geography in subsequent years.

8.3 Methodological and Conceptual reflections.

8.3.1 Methodological reflections

Optimising a part-time PhD's length of temporal study and making a strength of the time taken as 'slow methodologies' not only allows a re-valuing of the part-time thesis endeavour, but gives genuine time and space for the recovery of a range of resource materials and oral histories connected with the life of CIGE presumed by those who both were involved with it its production as well as those who recalled its various activities as being largely vanished.

Moreover, utilising academic geography networks and spaces through which the discipline itself is performed – at seminars, workshops and conference presentations'; through the writing of papers in academic journals and co-authored book chapters – has allowed what Mona Domosh (2015) has referred to as a 'provocation' in reanimating the journal series through active research. Through the foraging and gleaning of a range of documents and materials pertaining to the

journal series, through to collecting the resource materials and journals published, gathering together contextual documents produced at the same time and piecing together primary materials from a range of sources, as well as searching out, interviewing, transcribing and rendering the geobiographies while also seeking out the biobibliographic traces of the journal series: in and through all of these ways, CIGE has proven to be far more than the description 'limited in scope and influence' ascribed to it a decade ago by Lambert and Morgan (2005:35) in the opening quote of this thesis.

Recovering the archives of the journal series and triangulating these archival gleanings with the collective geobiographies of those who were involved with the journal series production, and with primary accounts of the time, reveal CIGE as a publishing space through which critical and radical geography education discussions could be held, transgressing spaces of formal geography education without occupying them in a way that meant the publication could be controlled by an external or overseeing power 'establishment'.

Navigating independent routes across a range of institutional and non-institutional spaces enabled a range of progressive and experimental contributions, images and writing styles to be adopted, predating moves in the 1990s for critical and participatory endeavours to become more prominent in disciplinary discussions. Yet such expansive aspirations and collaborative contributions also make vulnerable CIGE's own place in historiographic accounts of both school and disciplinary Geography's pasts. To be transgressive means confusion over where 'you' are 'placed' and a sense of belonging, enabling the efforts and successes of the journal series and the ACDG to be either appropriated by other official organisations like the GA, agitated into activity by the critical comments coming out of the journal series and the ACDG, or else adopted by individuals and embodied through the career trajectories of such contributors and Editorial Board members (and to be referenced and acknowledged as each individual perceives its value).

It is a sad loss to the recent historiography of geography that while many of those who were able to forge academic careers through permanent contracts within a range of higher education institutions have had their historiographic presences variously acknowledged on the basis of their own published writings within geography, Dawn Gill – the engine behind CIGE – despite working across an array of organisations and institutions and having maintained an activist and professional presence in changing educational opportunities for students and educators she has worked with in the intervening period has a dispersed presence which at best receives passing and limited acknowledgement (and at worse is wholly ignored or forgotten). Recovering archives and rendering the biographies of people who worked on CIGE both spatial and bibliographic serves culturally to enliven and make multi-dimensional a recent past, rendering more nuanced the complexities of context and making, in particular, Gill less the pantomime 'Looney Left' villain than has been intimated. Taking account of the edgeland spaces between school, LEA and higher education institutions occupied by Gill, her geobiography serves to illuminate the

countless number of geographers' lives who occupy complex and changing locations and landscapes. Moreover, it serves to highlight the way everyday sexism and micro-aggressions on the reputation and memory of an individual are able to compound over time to render individual grievances the writing out and off, in this case of a strong, independent-minded. And significant critical voice in the field of geography education: that of Gill herself. Gill's geobiography is of significant note with regard to the writing of geography's recent 'herstories', prompting acknowledgement of the significance of women geographers working not just as academic researchers, but also of women contributing to the teaching and educational performance of the discipline, making and challenging geographical knowledges and visions of the world through their civic and *in-situ* spatial knowledges. Moreover, Gill's geobiography indicates a critical leftist feminist voice that deserves to be written into the historiography of critical geography, a historiography which is all too often occupied by male rather than female voices. It is a disappointment for this researcher that initial efforts to trace the school teachers who were involved with the journal series met with significant and notable challenges; that the women who were involved whose names had changed through marriage became untraceable.

It is both ironic and significant that in order to write Gill's geobiography, it was necessary to archive her life from documents that she no longer held but which Ian Cook had kept. While Cook was able to keep a permanent file of CIGE-related materials in a rarely-used filing cabinet in his office at Liverpool Poly/Liverpool John Moores, Gill did not have such a luxury. At the time, her work environment spread across, at one point, four different bases as well as her own home. Factor in intervening years, the growing presence of family members and several house moves make locating Gill's CIGE/ACGD 'materials' even more challenging. For working women, and arguably working class women lacking a stable location of employment there remains a problem with storing one's own archive, let alone funds to employ house-keepers, personal assistants or childcare, keeping a personal journal is enough of a pressure without trying to record and archive your own life too. Examples of recent interventions, initiatives and activist archiving practices from feminist and queer activism as underscored through the writings of Bly and Wooten (2012) and Iles and Roberts (2012) the hopeful prospect that creating, to adapt Virginia Woolf's well-known phrase, 'an (archival) room of one's own' archiving the voices and activities of counter-cultural and dissenting groups.

8.3.2 Geobiographies

Collecting together the geobiographical accounts of those people who worked in the production of the CIGE journal series illustrates the vital empirical data that biographical accounting can bring. Although each geobiographical account rendered is of value in of itself in marking out the spatial as well as temporal, cultural and geopolitical shifts in the life of one individual, factoring all these lives through the creation of one particular material artefact, an overall 'archive' of the journal, enables a focusing of memorial accounting. When any one such geobiography is triangulated alongside other accounts and commentaries about the journal series, and cross-referenced with the recovered archive for the journal, clearer if more complex interactions arise

which clearly mark out omissions and oversights from the past; and, thereby, offer an opportunity for correction and refocus in accounting for the subject's recent historiography.

As discussed in Chapter 7, Gill has often been cast in geography education accounts as a seemingly lone activist. The research undertaken here through the archival recovery and geobiographical accounts clearly indicate that Gill was part of much larger, multiple networks of educational activism which transected her home life, as well as striding those multiple work spaces that she used opportunistically and optimally to supplement communication resources and networks for the CIGE journal series, for the ACDG and for the launch of the Association for Curriculum Development (ACD). Moreover, it becomes apparent that CIGE in of itself was at the time not a lone publication. Many similar initiatives were being pursued across other disciplinary school subjects and across the British Isles as limited ACD correspondences sent to Cook indicate. Again, the recovered archives and geobiographical accounts serve to illustrate that, while Gill was incredibly well-connected politically through ILEA and the GLC, she was also well connected across the country and internationally. That the archive reveals other well-known names in academic geography and contributors from Australia and North America indicates the intellectual and international ambitions for the content, as well as for the circulation of ideas and subscriptions. For all her energies, creativity and drive, Gill would have achieved none of this without the Editorial Board. Cook and Pepper played significant roles in facilitating as did Huckle and Frances Slater. All occupied full-time employment in geography education in spaces that often fall off the radar when writing the subject's historiography: working in further education colleges, in teacher training education departments, in polytechnics. Recording their memories and reflections also serves to dismiss meaner insinuations implied that CIGE was a solo vanity project and a quest for notoriety; rather, the ACDG was clearly a collective effort and minutes in the archive repeatedly attest to this fact. Moreover, the inter-weaving of life stories serves to illustrate the vibrant if transitory spaces through which ideas can spark and be given, albeit – temporary – life.

Arguably the energies to compel such a spark require a groundswell of engagement and interest backed up by a range of material resources. While the publication ceased due to lacking the necessary personnel and funding input to sustain it, nevertheless the spirit and ideas for it capture the mind and compel debate long after it has ceased publishing as chapter 7 attests.

While the intricacies of debates and discussions at the time may have been more emotionally and personally charged due to the immediate politics, the material archives and the journals are a valuable asset that reveals the dynamism and vibrancy of collective critical geographies across educational sectors. That Jackson observed his insistence at introducing the tenets of CIGE's operation (editorial collective, theme issues) for the re-launched Geography journal for the GA in 2008 provides one clear area where CIGE has been co-opted into mainstream geography education.

8.3.3 Conceptual and theoretical reflections

I have recently argued (Norcup 2015b) that this thesis highlights the need for a discreet and porous feminist historical geography and historiography; of creating tangible physical space in accessible archives, in cataloguing systems, in journals and other cultural outputs to make clear and visible not just women in geography in a general respect, but to make clear the vital activities of those critical dissenting feminist voices from women (and men) whose work occupies spaces that transect and exist beyond an ever-narrowing marketized framing of geography structured through the conceit that only professional geographers employed on permanent tenured academic posts might be considered for future inclusion in writing the historiography of the subject. It would be good to excavate and recover more voices from the polytechnics pasts. To find out more about leftist geography education initiatives of the Workers Education Associations, of night schools and evening college courses. To take seriously the aesthetics and material cultures associated with the generation of ideas and materials that fail to ‘fit’ academic publishing outputs of the bounded monograph or the peer-reviewed journal (Norcup 2015a). Failure to undertake this archival work is to reduce and ultimately depopulate the diversity of peoples, places and backgrounds of both the historiography of geography as an academic discipline and geographical education in its most expansive conception. Making such archival spaces enables: it gives voice where there might not be opportunity in established system; it gives some sense of valuing the archives of those who have, until now, had their versions of the disciplinary past devalued and disregarded or voiced by others. The pursuit for a feminist historical geography is the drive to store, archive, and retell those previously hidden stories to give back up and remind the contemporary that practising the subject can be undertaken in of itself, can transect and mobilise across disciplinary historiographies. Most importantly, it cannot be left to those persons and institutions that fail and have repeatedly failed to value such efforts. Establishing a discreet – not unobtrusive nor necessarily guarded, but rather a non-prescriptive and porous feminist historical geography enables the scope, scale and proximities of alternative modes of making and doing historical geography to become visible, serving to both acknowledge and legitimise the complex geobiobibliographic locations in and through which geographers are increasingly working and will necessarily need to enfold if writing the history of geography in the near future is to acknowledge the breadth and diversity of contemporary activities, especially those occupying non-tenured, temporary contracts outwith traditional educational institutions.

Recording the lives of women geographers working across educational spaces has already begun. Avril Maddrell’s (2009) classic account of the ‘complex locations’ of women in the historiography of geography and Jodi Vender’s *Women in Geography Education Calendar Project* (2006) serve as attempts at making the ‘herstoryographies’ of geography more visible. In my co-written chapter with Ian G Cook, exploring anarchism, geography and urban spaces (see Kinna 2010), it argues for a valuing of the work of critical feminist geographers and critical female anarchist geographers whose work to often fails to feature alongside male counterparts. Focusing on the work of one-time CIGE editorial group member, Linda Peake and Myrna Breitbart to illustrate the longitudinal participatory politics of geographical research serves to reference, but

many more names and voices needing to be recovered and remembered. Of significance are those radical women who set up their own publications to report the world anew from their own perspectives, editing themselves into rather than out of cultural media such as Catherine Impey's *Anti-Caste* journal (Bressey 2013) and Emma Goldman's *Mother Earth* (Glassgold 2012) a century earlier. Recalling and recording Gill from geography's recent past begins such work within the discipline itself.

Gill's vision for the journal series and that shared by those on the ACDG and the CIGE Editorial Group is a significant recovery when looking for antecedents of critical debates in 21st century geography disciplinary identity. In of itself, though, the journal series and its individual theme issues are worthy of note. As illustrated in Chapter 5, each of the journal issues reveal pioneering discussions pertaining to critical geography concepts that have become increasingly prominent over the last few decades. Within the theme issues that make up the series of CIGE, there contain what might be considered anticipatory geographies with discussions in specific theme issues prefiguring – usually explicitly, certainly not as an artifice of researcher inference – the geographical significance of issues such as anti-racism, post-colonialism, the politics of intersectionalities, participatory activism, environmental sustainability and socialist/ green politics, war and peace (and the geographies of violence and peace therein), as well as looking in detail at geographies of gender, anti-sexism and alternative anarchist geographies. The journal issues treated in far greater detail, and arguably in ways not directly attempted in the mainstream geography education and academic geography journals of the time, themes that could be made more accessible for seminars and classrooms for the education of school and university students (as well as in the training of teachers). The absence of such discussions in other contemporaneous journal of the period, alongside the editorial quips challenging teacher readers to the tune of 'are you brave enough?' by John Westaway when reprinting David Pepper's CIGE article in the *ILEA Geography Bulletin*, indicates how significantly different was CIGE in relation to contemporary geography education publications at the time (and, indeed, most mainstream geographical journals full stop).

While Chapters 4 and 7 have noted the contextual materials of geography education and how CIGE sat and agitated alongside these contexts, what becomes clear is that the series as a whole had a very clear set of counter-hegemonic aims not just for the journal series, but for an ambitiously reconstructed subject and disciplinary identity, upheld by the ACDG: an identity that sat squarely with the reproduction of geography education that enabled 'the majority', not such privileged minority; and that stood for an emancipatory curriculum designed to engender a more equitable society through a critical analysis of geographical phenomena and questioning of the representations of the world and those who recreate them. Rather than the (limited) extant secondary accounts would suggest of CIGE and the ACDG, the remaining correspondence archives suggest that Gill, Cook and the majority of the Editorial Board were more than willing to have intellectual discussions and debates about the nature of geography education, and about the materials that constituted it. There is evidence of the alternative materials that ACDG members (noted as Gill, Cook, John Huckle and Anne Simpson) created to counter the

offending GYSL materials about which they complained, and of a continued sharing of ideas across geography education organisations, including the GA, despite the strong differences in approaches adopted.

While it is evident that accounts of CIGE's life have been limited as much by secondary accounts as by its own demise, recovery of the journal series in its entire run and its associated archive necessitates a revaluing of the endeavour in a critical and careful way. That it was sustained and completed for nearly a decade is nothing short of incredible given the paucity of resources available beyond Gill's own energy and commitment to the project and encouraging of others to join in. The surviving minutes of Editorial group meetings indicate a professional set-up to official meetings, enabling an experience for teachers, postgraduate and early career academics wishing to explore their own political and ideological perspectives. This input not only gave CIGE fresh ideas and insights, but nurtured, encouraged and supported the intellectual space for such discussions to be had. While this researcher was frustrated not to gain further insights from school geography teachers who were part of the Editorial Board about their reflections of the time and pressures thereon, it is notable that such a space was created through Gill's own spatial ingenuity in cleaving resources of time, stationary and reprographics from either one of her numerous secondment posts, or else through the facilitation role that permanent members of staff such as Peter Jackson and Roger Lee afforded, complete with resources from their departments of Geography. Such facilitation was especially significant for the Women and Geography Study Group (hereafter WGS) issue edited by Jo Little and Sarah Whatmore. That Gill encouraged and desired more feminist geography writing and sought the WGS out to produce the issue indicates Gill's personal and professional political commitment to intersectional politics before the term became more broadly adopted later in the 1980s. While CIGE itself sought to comment, critique and create space through which discussions about power and access to resources could be made meaningful for students of geography across different learning ages groups and contexts, it was the broader, global vision – and awareness of the complex interplays of multiple identities and power relations therein – which loudly signals the journal series to be a significant contribution to the publishing history of the subject's recent past. While key individuals were sought out and invited to be involved, it was the efforts of predominately Gill and Cook, pursuing anti-sexism and anti-racism during the mid-1980s, that lent distinctive critical-oppositional character to the journal; it was testament to Gill and the Editorial Board of CIGE's commitment to have interesting activist voices sharing their ideas and perspectives.

More than being London-focused and limited in its geographical remit, CIGE's theme issues were all globally concerned and thus able to connect with international campaigns. The archival letters sent to Cook from William ('Bill') Bunge indicate how CIGE provided clear salve and solidarity to Bunge's humanitarian efforts, and the reprinting of Gwendolyn Warren's autobiographic account of growing up tangibly connected the journal series to a wider set of critical and radical campaigns. The 'anti-apartheid' issue can be taken as significant precisely because of its reproduction of the Freedom Charter and discussing the geopolitical ramifications

of South African apartheid, a good year *before* the Non-Stop Picket established itself outside South Africa House on Trafalgar Square (Brown 2013). The production of CIGE shows not simply clear antecedents to ideological and thematic discussions arising within each of the issues of the journal series itself, but how individual and collective efforts and energies of the people involved, connecting across institutions and international scales were serving to enrich the discipline. Taken collectively, the geobiographies also expose a complex series of interactions, misrepresentations and oversights that have enabled the limiting and reductive version of the journal series to be recorded and repeated since it ceased publication over twenty years ago; as illustrated in the Morgan and Lambert (2005:35) ‘sentence’ that has required the ‘life story’ told in this thesis to correct.

Conceptual and methodological praxis actioned through this thesis proved mutually conducive in undertaking ‘old school’ sleuthful scholarship practices to locate and recover the necessary materials primary and secondary materials. Optimising a part-time PhD’s length of temporal study and making a virtue of the time taken as ‘slow methodologies’ not only allows a re-valuing of the part-time thesis endeavour, set at counter to the full-time fast-paced production line of higher education awarding bodies. Cleaving space for other ways of undertaking doctoral research not only enriches the materials and scholastic findings but retains a diversity of researching cultures which can only enrich contemporary academic practise.

8.4 Concluding Summary: a CIGE for today?

Wednesday February 17th [1982]

Miss Elf told us about her boyfriend today. He is called Winston Johnson. He is a Masters of Arts and can’t get a job! So what chance do I stand? Miss Elf said that school-leavers are despairing all over the country. She said that Mr Scruton should be ashamed to have a portrait of Mrs Thatcher over his desk. I think I am turning radical.

Thursday February 18th

This morning the whole school was ordered to go into the assembly hall. Mr Scruton got up on the stage and acted like the films of Hitler. He said in all his long years of teaching he had never come across an act of such serious vandalism. Scruton said that somebody had entered his office and drawn a moustache on Margaret Thatcher and written ‘Three Million Unemployed’ in her cleavage. He said that defiling the greatest leader this country has ever known was a crime against humanity. It was tantamount to treason and that when the culprit was found they would be immediately expelled. Scruton’s eyes bulged out so far that a few of the first-years started to cry. Miss Elf led them out to safety. The whole school has got to have handwriting tests.

Friday February 19th

Miss Elf has resigned. I will miss her. She was responsible for my political development. I am a committed radical. I am against nearly everything. (Townsend, 1991:164-165)

I went to a comprehensive school and you're not given any information, you're not given the opportunity to read about people from the Left, you know what I mean, those things aren't given to you; you have to search things out. (Williamson 2015⁴)

I do not think we were entirely written out of the history of geographical education – the political tide was moving against us – and may now be moving once again in favour of a more critical school geography. We will see – but a few of us try to keep the debate alive. (Email correspondence to author from John Huckle 30/04/2008)

As a fictitious pre-pubescent teenage Samuel Pepys of the 1980s Midlands, Sue Townsend's Adrian Mole was a hit both in the publishing of his *Secret Diary* aged 13 ³/₄ and the Central Television drama series adaptation replete with Ian Dury soundtrack and a cast that thirty years on reads like a roll call of English theatre national treasures. As satire, Townsend's depiction of Adrian's life in contemporary Britain in the 1980s raised a quizzical and humorous brow at the state of the country and its treatment of the young, the elderly, migrants, the environment, nuclear war, apartheid and feminism, as well as the policies of the Thatcher government.

Townsend's depiction of Adrian's school Geography teacher, Miss Elf, as exemplified in the excerpts beginning this final section of the chapter serves to record both the contested politics of school teachers and contemporary conflicts over educational policies, and additionally to highlight a populist portrayal of Geography teachers as radical leftist campaigners –as anti-apartheid sanction supporting (Miss Elf opts to buy rhubarb rather than South African cape apples when she meets Adrian in the local supermarket) – who openly discusses politics in their classes and, as the above extract illustrates, could be politically engaged in anti-Thatcherism protests. While the portrayal of Miss Elf is itself a stereotype that ridicules the Left for either having no substance or being riddled with confused internal debates, with Adrian declaring himself a '... committed radical ... against everything', another interpretation is that Townsend portraying a Geography teacher in such a role arguably reveals the impact of the national discussions that CIGE and other school educators were having at the time regarding the content, nature and purpose of schooling and curricula design.

Writing this concluding paragraph in 2015 seems timely and *deja-vu*: tabloid, broadsheet and rolling multi-platform news media have observed a cultural and political 'return' to the radical 1980s. Since the Conservative Party were elected in the general elections in May, the Conservative government led by Prime Minister David Cameron have and continue to pursue the most radical right-wing neo-liberalization punitive assault on what remains of of the British State: with the dismantling of central authority fund to local authorities and indirectly the dismantling of small community outreach projects and beloved local public library services, aggressive privatization of the NHS, the demonising of any state services and anyone who would voice support for the people needing welfare support or the public sector workers being bullied into longer hours and less pay. Divide and rule narratives and rhetoric reproduced in News International multi-media platforms, while the BBC becomes little more than an editorial stooge

⁴ Jason Williamson: vocalist and lyricist, Sleaford Mods, in interview with Maxine Peake, BBC 2, Artsnight 2015.

for the Government. Hate crimes are on the increase. Just over a year into their co-government with the Liberals in 2011 after driving through a number of cuts in welfare and education provisions through its so-called ‘austerity’ politics including the removal of the Educational Maintenance Allowance (despite the Liberals pledge to retain it) saw the first case of multiple city rioting since the early 1980s. State schools have been demonised under a narrative framing favouring publically paid for private education provider Academies and free schools – publically funded privately run school ‘businesses’. Keith Joseph’s dream made statute forty years on. Higher education is becoming the preserve of the economically wealthy, training for professional jobs and teacher training increasingly only available to those who can afford it or if one is to assign oneself to financial debts and the power-relations such debts have on one’s life and opportunities. While these changes which stigmatise and exclude the working poor and their families, it is also notable that the arguments and debates concerning alternatives are also referring to “the awkward squad” in British left politics. The landslide victory of Jeremy Corbyn, as Labour leader, long-time rebel back-bencher and MP for Islington in North London echoed the kind of alternative and oppositional politics that CIGE embodied. Attempts in the run up to the labour leadership election during the summer of 2015 to undermine Corbyn with his ‘Looney Left’ credentials – reprising the demonising rhetoric applied in the 1980s from both the present-day conservative party as well as ‘new labour’ public sector neo-liberalisers such as Peter Mandelson and Tony Blair⁵ – only served to validate Corbyn’s further as highlighting the 1980s also served to remind a general public that the ‘awkward squad’ of the 1980s were ‘awkward’ for a number of reasons, and they sat in direct opposition to the complacent self-serving cronyistic class privilege of the Conservative Party selling off national assets owned by the state replacing it with undemocratic market forces of a global economic system and its attendant landscapes and geographies of elitism and exclusion. It may be that, as John Huckle comments, the wind may be blowing in favour of a more critical radical geography education in order to create spaces in and through which debates concerning access to power and geographies of social and environmental justice.

Yet how such information is engaged with and discussed by school geography teachers is increasingly uncertain. Returning to my own geobiography from the start of this thesis it was to the school teachers that alternative visions of the subject and schooling were offered up, not in a dogmatic or prescriptive way, but as a form of diverse individuals collectively supporting the learning of myself and my fellow students. While others in my year went on to study Geography and become teachers themselves, their own take on these materials are very different to my own. While Morgan and Lambert may very well be secure in their claim that CIGE was limited in scope and influence in the eyes of the centre-right establishment, the ripple effects and underlying message mark a cultural valuing of educational opportunities accessible to all for longer-term social, cultural and environmental sustainability.

⁵ Mason, R If Jeremy Corbyn wins leadership, Labour faces ‘annihilation’, says Tony Blair. Thursday 13 August 2015. *The Guardian*.

Mona Domosh's article in June 2015's Association of American Geographers Newsletter entitled 'Why is our Geography curriculum so white?' reprises many of the themes and issues found in both the launch issue of CIGE and the initial arguments made by Gill in 1982. It focuses on the cultural geopolitics of curriculum-making and the highly politicised space that is school education, assessment and learning: asking, whose versions of knowledge are promoted and whose are omitted? Jason Williamson's biting lyrics as vocalist and lyricist for the Nottingham punk band Sleaford Mods makes regular truck with everyday lazy conservatism. His quoted comments from an interview (above) indicate the lack of leftist political literacies and cultures within mainstream education. While I have no doubt that further rummaging around the grey literatures of the discipline's past prior to the early-1980s would locate similar calls questioning if the curriculum really is, as Kropotkin asked in 1885 'What geography ought to be', as a 'provocation', Domosh desires her newsletter article to make something happen: to agitate for a change to the silences within and tacit racially skewed representations by the discipline of and about the world.

Undertaking this research has been as much about valuing provocative, awkward geographies as re-embodying them through my own research practices⁶. Taking time through the slow processes of resource recovery has allowed writing and refolding of my research into publications, itself an act of making visible the project and re-engaging with the political ideas that CIGE was itself debating. While it may arguably be easier to make such an attempt at recovery with today's technological innovations, in reality the fracturing of archives and selling off of public and civic archival spaces, resources and services makes more challenging whose archives are saved, how accessible these are and how their long-term survival can be assured.

There are a number of significant questions that remain at the end of this research. As noted at the outset of Chapter 1, this research began as an enquiry into a booklet and a book. It ends as a 300+ page thesis, two four-drawer *Bisley* filing cabinets containing materials that directly and indirectly connect to the formation of CIGE and the ACDG. Some documents take the archive amassed back in time nearly a century, referring to progressive education discussions after WWI (photocopies from the archive of Beatrice Ensor), to a couple of random short-lived radical publications produced immediately after the second world war (*Transmissions Two* containing essays by A S Neill and Herbert Read). There are copies of *Antipodes* from the 1970s previously owned by retired academics that have kindly passed them onto me for this research, and publications by the Union of Socialist Geographers previously owned by Cook and Pepper. I have also a bag of papers that Sophie Bowlby had concerning the beginnings of the WGSG that she thought I might be able to use. There are outline brass map rubber stamps, my old typewriter (Olivetti imperial), European made fabric maps that were once hung on classroom walls and a *Banda* machine: school room teacher 'technological' instruments and materials that might prove of use should the zombie apocalypse arrive. There are 1970s 'values education' pamphlets, copies of regional curriculum pilot schemes for new education initiatives, progressive education texts from the 1970s from the USA and Canada, as well as from Australia and New

⁶ See Cook and Norcup (2012); also see Askins et al (forthcoming) and Norcup (2015).

Zealand, alongside original recordings of interviews with people whose words did not get utilised as fully as they might have been as the particular shape of the research project altered as well as old student textbooks and teachers' guides spanning the 20th century. To the untrained eye, the contents could appear destined the recycle bin, but, for me, the researcher of this thesis, they absolutely must be retained, for all hint at tales of geographies of geography education on the edgelands of school and university, forming material links to the historical and cultural geographies of those nebulous spaces of 'public geography' hard to define but ripe for recovery, enfolding the historical and cultural educational geographies and the transgressive and dissenting geographies therein. Why? Because it matters, not simply in of itself, but because of the historiographic gaps that get filled, become enlivened and serve to carry forward messages and ideas, the values of which may be unknown in the immediate present but potentially will offer up archival opportunities for a future.

Finding a 'safe' archival space for CIGE will be a challenge. Through my research process I have noted the gaps where CIGE's archive should have been or professed to be in the catalogues but were found AWOL in attempting to retrieve them. As such approaching seemingly obvious libraries and archives such as the Institute of Education and the GA will not be an option. Interest has been expressed in approaching the Royal Geographical Society's archive, where the CIGE archive might be stored and curated alongside archival letters of the likes of Prince Peter Kropotkin, the anarchist geographer, and the WGSG. But their remains anxieties about how this archive will be retained: how will it be 'kept'? Will it become dispersed and lost again? This is the anxiety. Seeking out potential funding to store the archive at University College London's Equiano Centre is another possibility that is currently being pursued. Another has been the establishment of a new independent archival space akin to the Kate Shipley anarchist library or the Working Class Movement Library. Creating an organisation to enable easier access and collection of such historical and cultural geographies of geography's Left would be a start. Establishing the Emancipatory Geographies Education Network⁷ is hence perhaps just such a start of disseminating CIGE and related materials in the spirit of *Spare Rib*, drawing through historical events to enable the present access to engage with the radical leftist educational geographies of the discipline to utilise in classrooms, lectures and seminars. Seeking out ways through which to store and enable access to the archival data, working on new independent publishing and creative productions to promote and endorse the ideas, stories and materialities found here, is one short-term way to work with others who share an interest in recovering alternative historiographies and herstorographies of critical geography – not just for themselves, but as resources tracking the genealogies of, and potentially highly relevant dimensions to add into, discussions and debates connected with critical and leftist perspectives on the current-day world

⁷ See www.emancipatorygeographieseducationnetwork.org) Established by the author in 2015 in conjunction with Gill and Cook this network is intended as an online space in its first instance where individuals are able to share ideas and archives which connect with historical and cultural geographies of feminism and leftist ideas echoing the themes covered in the journal series of CIGE. Acting as portal, forum and independent publishing company, it is envisaged that this network will have some practicable publishing outputs across different formats of writing and multimedia and offer an independent space for the creation and dissemination of geographical voices that exist beyond mainstream geography institutions.

Appendix

Figure 9.1 Table listing people who contributed to CIGE and interview schedule

Surname	Name	Work on CIGE	Contact details /leads	Agree to interview	Interview/s
Cook	Ian	co-series editor, editor, contributor	Liverpool John Moores	yes	November 2006 (in Glasgow), over the phone (2007), in Liverpool (2010), on-going
Gill	Dawn	Founder, co-series editor, theme editor, contributor	Hackney and email supplied after exhaustive search online and trying out different leads	yes	January 2007, silence. Resume contact 2010, and on-going until thesis submission via email / telephone / informal meet up
Pepper	David	Co-series editor, theme editor, contributor	Via Oxford Brookes website	yes	Interview Lowther Room, RGS-IBG prior to Denis Cosgrove memorial service, May 2008
Huckle	John	Theme issue editor, editorial board, contributor	Email and own online website	Yes	Interview in Huckle's family home, Bedford, October 2008
Slater	Frances	Editorial Board member, contributor, subscriptions officer for CIGE (1983 – 1986)	Email located via Institute of Education	Yes	Interview held UCL, November 2008
Lee	Roger	Member of ACDG 1982 – 1986, Editorial board member of CIGE 1983 - 1986	Emailed him directly at QMC	Yes	Interview held in his office in the Department of Geography QMC June 2007
Peake	Linda	Editorial board,	Email / online	yes	Interview in

		contributor			Herne Hill while on sabbatical in UK from Canada, October 2008
Jackson	Peter	Editorial board member only 1986 - 1991	University of Sheffield work email	Yes	His office, University of Sheffield, October 2008
Agyeman	Julian	Editorial board member and contributor	Tufts University, USA	Yes	SKYPE interview, September 2009
Whatmore	Sarah	Editorial board member, theme editor	University of Oxford	Yes	Her work office, University of Oxford, May 2008
Little	Jo	Co-editor with Whatmore on Gender and geography issue	University of Exeter	yes	SKYPE interview, October 2009
Bowlby	Sophie	contributor	University of Reading	yes	Interview in office, University of Reading, October 2009
Bondi	Liz	contributor	University of Edinburgh	yes	Interview in Office, University of Edinburgh, November 2009
Wright	David (and Jill)	David contributor to first issue (Jill contributed and involved with production of GYSL materials)	Retired freelance geography education textbook writer, atlas compiler. Formerly geography education lecturer, University of East Anglia	Yes	At family home in Mulbarton, Norwich, November 2008
Kennard	Peter	Contributed photomontage art for reproduction in journal and for use as classroom resources	Artist still based in Hackney. Contact Kennard via his website..	yes	Informal interview while walking around his pop-up art exhibition, off Carnaby Street, Easter 2009.
Hicks	David	Contributor to Racist Society conference and	Professor at Bath Spa University and own website enquiries@teaching4abetterworld.co.uk	yes	Informal interview in a teashop in Bath, October 2009
Singh	Europe	Member of ACD (Anti-Racist Maths)	Given his work with Gill at ILEA, contacted Singh via Gill who remains in contact with him. Agreed for non-recorded interview to reflect on the era more generally		Interview in Staff Club of UCL, May 2011

Figure 9.2 Table of additional non-contributing people who were interviewed for this research

Surname	Name	Affiliation / interest in CIGE / location of interview
Walford	Rex	Ex-President of GA, Geography education lecturer, University of Cambridge. UCL, October 2008
Lambert	David	CEO of GA at time of interview and Professor of Geography education at the Institute of Education February 2009
Morgan	John	At time of interview Reader of Geography Education at the Institute of Education May 2009
Peet	Richard	Informal interview, International Conference of Critical Geographers, Mumbai, December 2007
Prince	Hugh	Emeritus Professor of Geography, UCL. Interview Café, Bedford Way, UCL, May 2009
Beaumont (nee Herrington)	Jane	Head teacher, Copthall School, Page Street. Author's ex-geography teacher and individual who passed on copy of issue 3.1 to author as 16 year old student.
Rawling	Eleanor	Ex-President of GA, QCA inspector for Geography based at University of Oxford School of Education. Interview Oxford Theatre café, January 2009
Butt	Grahame	Senior lecturer of Geography education, Department of Education, University of Birmingham, May 2009
Firth	Roger	At the time outgoing Lecturer of Geography Education. Department of Education, University of Nottingham / Department of Education, Oxford University August 2010
Tivers	Jacqui	Retired lecturer in Geography, Nottingham Trent University, August, 2008
Stevenson	Ian	UCL, Summer 2013. Stevenson heard me give a paper at The Geographical Canon? Workshop in Oxford and had worked for Longman publishers during the 1980s

Figure 9.3 Template covering letter / email to potential interviewees.

Dear

My name is Jo Norcup. I am a geography educator currently lecturing at UCL and working part time completing my doctoral research (based at the university of Glasgow) into the lives and afterlives of a short lived geography and education journal Contemporary Issues in Geography and Education, published by the Association for Curriculum Development in Geography between 1983 and 1991.

From studying the archives of the journal and your own involvement in geography and geographical education at the time; I hope you will be able to help me, either by contacting me to arrange a time convenient with yourself to discuss the journal series and geography and geography and education during the 1970s and 1980s and your experiences and encounters with the people and articles connected with this publication.

If you are unable to met me either in person or via SKYPE; please could you complete the attached questionnaire in as much detail as possible and email it back to me on the email address below at your earliest convenience.

Many thanks for your assistance with my research

Sincerely

Jo Norcup

Jo.norcup@ges.gla.ac.uk

<http://www.ges.gla.ac.uk:443/postgraduates/jnorcup>

SKYPE: Joanne.norcup

Figure 9.4 Questions for contributors to the journal Contemporary Issues in Geography and Education (CIGE).

Established in long-hand questionnaire format, this document was used as the template for all face-to-face interviews and was also sent out to people who were not directly involved with making the journal series in order to solicit their memories and reflections on the publication and the broader geographies of geography education at the time (The actually questionnaires sent out had more gaps / space for feedback within them for individuals to write / type their comments, but due to length of thesis, I have compressed the size of the questionnaire so that these may be read)

A. General

1. Name
2. Contact details
3. Current job title
4. Current job description

5. Current geographical location
6. Current professional and personal affiliations
7. How / what do you do now that is involved with Geography?
8. (How do you work? Who do you work with?)

B. Personal Background

Questions 9 – 15 ask you to recount your personal biography of how you came to be engaged with geographical issues / geographical knowledge / ‘Geography’. Please answer as much or as little under each question.

Geographical influences

9. Time (when):
10. Spaces (where):
11. Moments (spark ignited):
12. People (who):
13. Places / surroundings – processes of engagement -
14. Publications – any books / readings influenced you?
15. Other cultural influences?

C. CIGE

16. How did you first find out about CIGE?
17. How did you get involved with it? What motivated you to get involved and why?
18. Were you in any other networks’ of people? For example union of socialist geographers (USG) or involved with writing for other marginal academic/ education magazines for example the Classroom Geographer or the bulletin for environmental education (BEE)? How did you connect with individuals who established the journal? (Geographies of Racism conference, Institute of Education in 1983? Prior to that? What and how would you describe your communications?
19. When did you get involved with the journal?
20. How many journal editions were you involved with, and what did you do?
21. Did you ever submit work to any editions and if so describe the editorial policies – how did your work change? To what extent was your work edited?
22. What did you do?
23. Describe the process / flow of your involvement with CIGE
24. Did you meet anywhere – if so where – to create the work?
25. Are you still in touch with any people from the journal edition you contributed to?
26. Have you collaborated with these people since working on CIGE?
27. How do you think the experience influenced the way you engaged and have subsequently engaged with geographical research/writing/lecturing/education?

28. The last posting of CIGE stated that contributors and people involved in the Association for Curriculum Development in Geography and CIGE would still be active but individually – how have you continued this activity since the dissolution of the journal?

29. What sorts of things do you think factored into the demise of the journal series and why do you think that happened?

D. General reflections

30. How would you describe / what was your understanding of the purposes and objectives of CIGE?

31. What do you think was the impact of CIGE at the time and subsequently, if any?

32. What, in your opinion, were CIGE's major strengths and weaknesses?

33. Did you have any sense of ideas, contributions, etc., that were perhaps 'excluded' from CIGE, whether deliberately or otherwise, as opposed to what was generally 'included'?

34. What, in retrospect, do you think that CIGE might have done differently? And, had it done so, would it still be with us and/or would it have accomplished more?

E. Afterlives

35. What has your involvement with geography and geography education been like since your connection with CIGE?

36. What have you been doing?

37. What publications have you written? What contributions have you made within / beyond geography education since?

[If your work is already online, please could you put your online bibliography link in this section]

38. Would you define yourself as being a critical geographer?

- If so, how? If not, why not?

39. Have you referred to or used CIGE journals (articles / resources) since?

40. A recent publication (Lambert and Morgan 2005:35) describes the series as being '... limited in scope and influence'. To what extent would you agree with this statement and why?

41. On reflection, how best would you describe the journal series – its successes and its failures?

42. It is possible that a new series of this journal will evolve in some way as an online/hard copy publication – how might you conceive of this? Do you think it would be a good idea? If so, why; if not, why not?

Would you be interested in finding out more about this? Which edition of CIGE did you edit?

F. Further questions: Please answer if you were involved as an Editor or on the Editorial board (1983 – 1991), or a Theme Editor:

43. Did you suggest this theme to the editorial board /editors or were you approached to edit this edition?

44. Who did you work with?

45. How did you go about soliciting articles and content for this edition?

46. Where did you meet to discuss and work on this edition?

47. Describe how you remember the experience?

48. Are you still in touch with people who you worked with on this edition?

49. How did you work with the series editors?

G. Questions to Editorial group member

50. How did you become an editorial board member of CIGE?

51. How long did you serve on the Editorial board of CIGE?

52. What did being on the editorial board involve doing?

53. What guidelines did you work to regarding editing work?

54. What process of acceptance / rejection did you follow?

55. Were there any notable rejections and or discussions relating to particular submission?

56. Where did editorial board meetings take place?

H. Questions to Dawn / Ian (Co-editors throughout the active 'life' of the journal series):

57. How did you come to draw up the aims and objectives of the journal series?

58. How did you decide whose work you would include and whose you would exclude? What criteria?

59. Did the criteria ever change? If so when? Why? How?

60. Comments by Walford (1999) suggest that you were very particular regarding advertisements in the journal – can you explain what your policy was and how people became included or rejected?

61. What was your relationship like with 'established' geographical education organizations (GA / RGS / IBG) during this time?

62. Were there particular organizations / departments of geography that supported you - where were they and how?

63. What was your relationship like with ILEA?

64. How did this change over time?

65. What was your relationship like with the Institute of Education?

66. How did this change over time?

I. Any further comments, please add below:

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