- Family can adjust and change

**Lec19: Education and social mobility, 1880-1947**

**-Legislative frameworks:**

- Scotland:
  - 1872: compulsory education for those aged 5-13 (14 in 1901)
- England and Wales:
  - 1870: introduced the idea of compulsory elementary education for children up to 10. Councils empowered to set up school boards.
  - 1880: compulsory education for those aged 5-10 (primary school education) - parents have to pay small contribution to children’s education; introduced notion of truancy (enforcing attendance)
  - 1891: Education made free
- School board truancy officer. Reluctance to convict and fine parents (sympathize with poorer families)

**-Education System 1880-1947:**

- Based on distinctions of wealth and social class

  **-Primary:**
  - Elementaries schools- state, free of charge
  - Private fee charging preparatory schools for MC
  - Basic numeracy and literacy- highly disciplined learning
  - Illiteracy in prison- 19% in 1900 (reflects WC population)- 80% had some kind of basic literacy and numeracy

  **-Secondary:**
  - State-recognized school day secondary schools and charge grammar/high schools run by private foundations: entry- based on merit or if you can afford fees (some of the MC). From 1902 onward. School Boards replaced by Local Education Authorities who were empowered to create local grammar schools with scholarships (but fees system still applies)
  - Public schools. High fees, few scholarships. Training in classics, humanities (history and geography and increasingly science)- backgrounds for the professions (law and medicine)- elite class
  - Universities: 1900-1940
    - Oxford, Cambridge, Edinburgh, Glasgow, St. Andrews
    - Civic universities: Liverpool, Manchester

- Educated male social elite
- 1870s/80s- women colleges (lady Margaret hall)- not allowed to graduate with men
- 1913- women allowed in all universities but excluded from some departments (e.g. medicine)
- 1920-women could attend but don’t get a degree (Cambridge)
- Late 1940s- women allowed getting degrees (1/4 of all university students in 1940s)
- The elite classes frowned at women attending university (unmarriable)
- Lower middle classes- education for girls embraced (accept notion of a career for women)
- Pre-1910- 85% of males achieve no education qualifications at all
  - This increases but slowly
  - End of WW2- opening up of education
  - Therefore secondary education for a very small number

**-Ladder of opportunity?**

- Difficult, steep, climbed by the few that are able to climb it
- So influence of gambling widespread in intensity and degree
  - Encompassed a significant proportion of the WC and local institutions (post office, newspapers) also women equally involved
  - Not an intellectual activity - belief in luck or use of superstitious/random methods
    - Lucky charms (doesn’t make a difference to odds of winning)
    - But greater pre-occupation with budget awareness - shows how betters saw it as an intellectualized activity that provided mental stimulation
  - Gambling purely recreational activity
    - Participation seen as enjoyable and gratifying
    - Look forward to it whether win or lose
    - Betting allows a degree of control (make own decisions) and gamblers see bets as investments (understand risks)
  - Gambling as a form of self-help:
    - Experiencing hope and faith
    - An outlet for personal frustration, ambition and faith
    - Not really corrupting morals of society - as a family talk about bets
    - But gambling also connected to drinking and smoking

-Lec 17: Immigration and ethnicity 1900-1945: A Tolerant Nation?
- Chronology:
  - Irish - peak in 1840s and 50s
  - Jewish mass migration - 1881 onwards
  - Germans/Italians
  - Jewish refugees (Nazism) - late 1930s
  - Post WW2 - Black and Asian presence
- Victorian era
  - Immigrants seen as dirty - racial violence and expression of anti-alienism
- Reasons for hostility:
  - Competitive - scarce resources (housing, jobs)
  - ‘I love you’ - ‘alien’ nature of group said to threaten British way of life
  - Racialized construction
  - Wartime anxieties (traitors) and historically rooted stereotypes

-The Irish:
- Largest group in 1800s
- Presented as inhuman - ape-like or white Negroes

-Jews:
- Different customs and traditions seen as threatening
- Contributing to overcrowding and disease
- Gov. legislation
  - 1905 Aliens Act: Immigrant officers have the power to reject undesirable immigrants and immigrants had to show that they could support themselves decently and expulsion of immigrants without means of subsistence

-WW1
- 1914 Aliens Restriction Act - Aliens required to register with police and obtain permits to travel - British Jews fought in South Africa - express loyalty through army - not subject to conscription

-Anti-German Riots:
- Exterminate the ‘beast’ that is ‘unnatural’
  - 1914 - South London
  - 1915 - Liverpool, Manchester, London, Newcastle
-1000 technicians and factory workers in Merseyside, 1200 Honduran foresters in Scotland and the enlistment of over 10,000 Caribbean servicemen by the armed forces
-Government says its okay for now but have to leave afterwards
-Rise of brown babies in 40s

-Anti-Semitism:
-Food shortages—scapegoating of Jewish shopkeepers as black marketers
-Bethnal Green Disaster- 1943- 173 deaths due to suffocation
-‘Jewish panic’

-Lec18: Immigration and Multiculturalism
-1- Paradox as after WW2 British governments spend a lot of money attracting European aliens to work while restricting the independent migration to Britain of thousands of colonial citizens of colour—these policies reflect competing communities of ‘Britishness’
-2- the notion of the ‘suitable’ or ‘ideal immigrant’ creates the idea of a hierarchy of belonging in post-war Britain
-3-‘Racialisation’- a fundamental contradiction between an inclusive legal nationality policy (definition of who has right to enter country) and an exclusive constructed national identity (informal notion of who really did or could belong)
-4- the politisation of race— in the 1960s there was an implicit attempt to prevent the expansion of the non-white population. Immigration was essentially color-coded

-European Volunteer Workers Scheme:
-345,000 European aliens
-1946 Balt Cygnet scheme— over 1000 Baltic women from Latvia, Lithuania and Estonia
-Westward Ho! Scheme— men and women from Estonia, Latvia, Lithuania, Poland, Ukraine etc.
-Blue Danube—Austrian women in nursing and textiles
-North Sea- German women in domestic service
-Italian- textiles and other industries
-Nobody could move from the essential industries for which they were recruited to

-Nationality Laws:
-1914 Nationality Act— Any person born in His Majesty’s dominions and allegiance was in effect a natural born British subject
-1948 British Nationality Act—6 categories of citizenship:
-1- Citizenship of UK AND colonies
-2- Citizenship of independent commonwealth countries
-3-British subjects in Ireland
-4-British subject without citizenship
-5-British protected persons
-6-Aliens
-The Act was NEVER intended to sanction a mass migration of new Commonwealth citizens to UK

-Immigration statistics—post war: (labour shortages)
-1948–1962: approx. 500,000 new commonwealth immigrants entered UK
-1948: arrival of 500 Jamaicans
-1953: 40,000 West Indians, Indians and Pakistanis living in UK

-Poles:
-Polish seen as suitable