

CUTTING EDGE

Volume 4, Issue 1 (MARCH 2003)

Welcome to this year's first issue of *Cutting Edge* - Edge Hill's institutional research newsletter which is issued three times a year in March, July and November.

The Research Office.

RESEARCH UPDATE

- 1 **Lee Sartain** – 'Women's Role in the Louisiana Branches of the National Association for the Advancement of Colored People, 1920-1939'
- 5 **Jo Arthur** – Researching Language in Liverpool: An Ethnographic Project Focusing on Somali
- 7 **Research into Language and Linguistics in the English Department**
- 9 **Stephen Merrill** – Hawaii International Conference on Education
- 11 **Eileen Berrington and Päivi Honkatukia** – An Evil Monster and a Poor Thing: Female Violence in the Media
- 13 **Roger Ryan** – 'Members Only': Formal & Informal Barriers to Participation in British Yacht Clubs c.1850 to 1939
- 13 **Robert Graham** on Edge Hill's Fiction Writing Group
- 14 **Mary Dean** – Lost and Found – A Native Sedge
- 15 **SPREADING THE WORD**
Includes news of work that has been undertaken since the last issue and news of recent publications.
- 16 **AROUND THE EDGE**
News of research activities from around Edge Hill
- 20 **BEYOND THE EDGE**
News from outside Edge Hill

RESEARCH UPDATE

Lee Sartain, a research student in the History Department discusses some of the findings of his research on 'Women's Role in the Louisiana Branches of the National Association for the Advancement of Colored People, 1920-1939'

Background

Formed in 1909, the NAACP was the most important civil rights organisation in the early twentieth century. The organising of "vigilance committees" (later to evolve as branches or chapters) started very early on in the North (NY and Washington, Chicago etc) yet took a while to become established in the Deep South, and even then most branches struggled to survive. In Louisiana, the earliest recorded branch was in New Orleans in 1915, though this quickly lapsed and was revived in 1917, and generally flourished thereafter. Baton Rouge established a branch in 1919, though this failed to gain membership and was only revived in 1929, whereas the Monroe Branch began life in 1928, collapsed and then gained a new charter in 1930.

Curiously no women were members of the Monroe or Baton Rouge branches when they were first established, and they only flourished when they were revived with women as integral members. New Orleans, on the other hand, had female members at its inception and was the longest surviving branch in the state. Women in the branches generally made up a proportion of around 25% to 50% of membership over time. In the smaller branches this could make or break it – as 50 members was a requirement in obtaining a national charter, and it was difficult to get even that number during the early years of the Depression (even NO dipped from a high of 505 in 1928 to a mere 74 in 1930).

Indeed Baton Rouge president B J Stanley highlighted the importance of women to this committed group of activists when writing to the national secretary, Walter White, in 1936:

"The fact that we have always responded liberally to calls from the home office and other branches may have given the impression that we have a numerically strong branch. We have about 15 or 20 active members. We collected membership from several people who show no

interest in our work but give the dollar because we are persistent. It's worth one dollar to get rid of us...Most people here are afraid to become identified with the N.A.A.C.P."¹

The work undertaken by women in these branches enabled them to survive and grow in the pre-WWII period.

The civil rights struggle in Louisiana at this time was one premised upon "manhood rights" of black people. Campaigning rhetoric reflected these ideas of *manhood rights*, particularly the anti-lynching issue on which the NAACP staked its reputation as an effective militant organisation. The defence put forward by white segregationists for lynching tended to be the argument of the savagery of black men and the subsequent protection of white female purity. The anti-lynching campaign at a local level in Louisiana deliberately reversed this notion. Furthermore local cases in Louisiana turned the white doctrine upside down and made the anti-lynching issue one of protecting black men, so they could protect their wives and families from white aggression. In defending a local black man who had protected a black woman from an assault by a white student, the secretary of the Baton Rouge Branch, Mrs D J Dupuy, explained her support for the case:²

'...was to protect negro womanhood...Should we lose this case it means that the likes of 19,000 negroes of this city is at stake, and the protection of all the negroes and especially negro women is lessened...'³

It was a matter of safeguarding black women (wives, mothers, and sisters) from the sexual and violent impulses of certain white men. The NAACP was making a stand, therefore, where the law and the police (and white society) would never seriously involve themselves, yet they were upholding traditional social values.

This attitude elevated women for their moral worth but also consigned them to the protection of men. This kept women who joined the NAACP in a restricted hierarchical role in the fight for civil rights. Women were meant to conform to an idea of moral rectitude which relegated their role to that of supporting men (seen as "the leaders") movement.

¹ B J Stanley to Walter White, 12th June 1936

² D J Dupuy to Walter White, 28th June 1936

³ D J Dupuy to Walter White, 12th October 1936

With such an understanding of “black citizenship” there came a corresponding belief of what was considered suitable for women to undertake in organised civil rights work. This, in turn, was to provide financial support and general campaigning work for the local branch. During the 1920s and 1930s there were no female presidents of any Louisiana NAACP branch and they were excluded from vital areas of branch hierarchy, such as treasurer or as a major committee chairperson, which tended to sideline them from the official decision-making processes. The NAACP was organised primarily by gender separation. Women’s contributions were seen as separate from the main body of the organisation by being classified in a Women’s Auxiliary.⁴

The Woman’s Auxiliary was vaguely envisaged as a *shadow* of the main branch. Whilst women undoubtedly were able to take part in the main areas of the branch (or, more correctly, were not officially excluded) and could be elected to all positions, women, as a group, were seen as having particular talents that could be utilised via a subordinate body. This was strictly a social expectation and not a constitutional requirement. The New Orleans chapter in 1926 was told to organise a women’s auxiliary to “work in harmony with the branch and the women at the same time to be able to be free to do the most efficient work for the association”.⁵

The essential problem appeared to be where power and (more vitally) policy initiative lay within a branch. On a national scale this involved the issue of a deeply ingrained centralising bureaucracy. This led to constant letters to the local branches by the New York Office to what auxiliaries and committees were meant to be doing. At a local level it was a question of who had control over details of policy and how it was to be enacted. Yet the Women’s Auxiliary was inevitably a subordinate to the broader functioning of a branch. In New Orleans in 1924 the Auxiliary was strictly defined as being subservient to the decision-making processes of the main branch – and it was seen as “cooperating” with the main Branch.⁶ Collectively women’s level of participation saw them overwhelmingly involved in entertaining alongside branch fund-raising,

⁴ NAACP Branch Files, Cambridge University Library, England

⁵ Director of Branches to Mrs D Guidry, 12th May 1926

⁶ Miss A V Dunn to Robert Bagnall, 12th November 1924

organising youth projects, and membership drives.

There was a continual battle in the local branches of the NAACP in Louisiana to maintain and increase membership numbers. Membership drives needed massive local energy and commitment and, more importantly, high-level organisational ability. The National Office admitted that it invariably left the branches to conduct their own membership campaigns, as there was a lack of national field workers to commit to its local branches. Women overwhelmingly assumed this “local leadership” (1936 Annual Report).⁷ The NO membership drive of 1935 saw the development of two groups. These were divided into Divisions “A” (24 women) and “B” (22 men). It is not made clear whether the division was on “A” being superior to “B” but unquestionably the division of labour was seen along gender lines. Indeed dividing the ‘teams’ between men and women on the membership drives was common. This was a way of capitalising on supposed gender values and introducing an element of competition between groups and individuals.⁸

The National Office, ever desperate for financial contributions, was always pressuring the local branches to raise money for national funds. During 1935 the branches were each asked to raise a minimum of \$25 for its national funds via an Emergency Committee. The committees in Baton Rouge and Monroe were made up of “the most influential and popular women”. This led to repeated entreaties and further proposals from New York:⁹

“...to give some form of entertainment – a card tournament, dance, baby contest, popularity contest, whatever you think best.”¹⁰

⁷ 27th Annual Report of the NAACP, 1936, p.25

⁸ Special Assistant to the Secretary to Miss Fannie Williams, 15th March 1937; especially singled out were Miss Camille Harrison (assistant secretary 1936-1939), Mrs C C Dejoie, and Miss Anna Mae Berhol (director of Wicker School); Spring Membership Campaign, Monroe, 1st-31st May 1936; “The Southern Broadcast,” meeting at Knights of Pythias on Desmond Street, 16th November 1935, Monroe, NAACP Branch Files

⁹ C H Myers to Bagnall, 15th March 1932; Director of Branches to C H Myers, Monroe Branch, 19th March 1932; BATON ROUGE?

¹⁰ Director of Branches to Mrs M R Lawless, chair of Emergency Committee, 21st October 1932; an identical letter was sent to the chair of the Emergency Committee

Such activity was valued more than ever with the 1930s economic decline. One area of branch activity that was seen as being exclusively the realm of women was the organisation of the youth councils. The NAACP saw this aspect of its branches as being vital to the future of the organisation itself and the long-term success of the civil rights crusade. The Secretary of the Baton Rouge Branch, Mrs D J Dupuy, held meetings at her own home for NAACP youth, although initiating and maintaining interest was a difficult task. By 1938 the Branch had a fully functioning youth council that was radical in its outlook. The Council organised a city-wide "Buy Negro Campaign" for the 30th October 1938 "to create interest among Negroes towards patronizing racial enterprises." The women who oversaw these councils and campaigns evidently had sympathy with the more militant impetus of the NAACP youth in the late 1930s.¹¹

The NAACP in Louisiana was sustained by a variety of women's social, benevolent, and professional networks. These included the Masonic Knights of Peter Claver, Women's Auxiliary, UNIA, and the Federation of Civic Leagues.

Teachers were increasingly central to the NAACP throughout the state and teaching was the most prominent career feature for women who joined the Association. Importantly, teachers had extensive professional networks that the NAACP could draw upon for its campaigns.¹²

Miss Florence Lewis, vice-president of the New Orleans Branch in 1921 and chair of the schools committee in 1925, was an elementary teacher at the Macarty School, who took the role of principal in the 1940s. (Tulane Avenue Baptist Church) Macarty School had all of its

in Monroe, Mrs H W Johnson, also dated the 21st October 1932

¹¹ 12th Annual Report of the NAACP for the Year 1921, p.88; Daisy Lampkin, "On the N.A.A.C.P. Southern Front," *Crisis*, May 1935, p.153; Mrs D J Dupuy to Walter White, 17th June 1935; B J Stanley to Walter White, 12th November 1935; Mrs D J Dupuy to Walter White, 24th September 1937; Mrs D J Dupuy to Walter White, 29th August 1938; "Dear Consumer," Youth Council of the Baton Rouge NAACP, 22nd October 1938

¹² Baton Rouge, NAACP Files, "East Baton Rouge Teachers Meet," *Louisiana Weekly*, 4th October 1930, A E Perkins, ed., *Who's Who in Colored Louisiana*, (Baton Rouge: Douglas Loan Co, Inc: 1930), p.122

teachers paying the poll tax regularly in New Orleans. Teachers throughout Orleans Parish made a collective effort to pay the poll tax in order to be able to register to vote. Overwhelmingly women, teachers managed 94.3% poll tax compliance in Orleans Parish in 1932.

The most important post that women held in Louisiana during these decades was as secretary. This was the pivotal organisational role of the branch that acted with a managerial remit. The secretary was, according to the NAACP constitution, to keep "full and accurate records of the proceedings of the Branch and of the Executive Committee...[and t]o keep a record of all Branch members and their dues". Additionally the secretary was to "aid, coordinate and integrate the work of the several committees and divisions of the Branch" and to submit to the National Office...a report on Branch activities". The secretary (and assistant secretary) was, therefore, the main character in nearly all of a chapter's affairs and was the person who identified and reported central issues and campaigns to the New York Office.¹³

Baton Rouge was run almost entirely by Mrs D J Dupuy, a music teacher, as vice-president for six years from 1929, and secretary from 1935 to 1939. Yet her role was unchanging for most of these years as the factotum leader of the branch. She never became the president or executive secretary of the branch. This was due to the ample leadership of Benjamin Stanley, president of the branch from 1929 until the 1950s and appears to have given stability and authority to the chapter over three decades. Dupuy and Stanley undoubtedly worked together as a team. The president displayed all the signs of outward leadership and had a strong public presence, and Dupuy, as vice-president and secretary was organiser of the branch and motivator of the rank and file membership at her own initiative.¹⁴

¹³ Constitution and By-Laws for the branches of the NAACP, St. James, *The National Association for the Advancement of Colored People*, Article I, Article II, Section 2 and 4, p.181-182; Article II, Section 4 (e and f), *ibid.*, p.183

¹⁴ Baton Rouge, NAACP Branch Files, Reel 13, Cambridge University Library; Mary Jacqueline Hebert, "Beyond Black and White: The Civil Rights Movement in Baton Rouge, Louisiana, 1945-1972," Louisiana State University and Agricultural and Mechanical College, 1999, p.8

Mrs Dupuy literally ran the Baton Rouge Branch and her change in official designation did not seem to practically change her day to day work. This was not so much a reflection of the central importance of women to this branch as it was in the centrality of Mrs Dupuy as an individual to the survival and smooth running of the local Association. Indeed having a handful of local activists (invariably women) in the smaller branches in the Deep South emphasised Dupuy's role even more. Going from vice-president to secretary for Mrs Dupuy was an appreciation of the true role she undertook: as manager of the Baton Rouge Branch.

Furthermore women like Dupuy were seriously committed civil rights operatives in the activist mode. Not only did Dupuy put her energies into campaigns and daily organisational tasks of the NAACP, she also undertook momentous work in teaching black people how to register to vote in Louisiana. Most of the volunteers who gave their services to registration lessons in Baton Rouge during this time were women.¹⁵

Yet women were in tenuous elected positions, particularly when membership rose and there was a scrabble for official leadership status. Mrs D J Dupuy was relegated from the secretary's post in 1940 when Horatio Thompson, local businessman and owner of various service stations, joined the NAACP and took over the position. However when their people's enthusiasms flagged Mrs Dupuy resumed the post of secretary in 1942. Indeed it appears that Dupuy continued the work of managing the branch regardless of her lack of official status. Furthermore she even praised Thompson for his energy and effectiveness. Similar events happened in New Orleans – which was more prone to factionalism and dissent than BR – Mrs Oneida Brown was ousted from the secretary's post by James LaFourche, editor of the Louisiana Weekly, in 1936, after a decade of female secretaries – although LaFourche was universally acknowledged within the NAACP as a troublemaker.

¹⁵ Mrs D J Dupuy to Lucille Baker, 14th April 1945, cited in Hebert, "Beyond Black and White," p.57; New Orleans also had registration lessons, Lampkin, "N.A.A.C.P. Southern Front," p.153

Conclusions

Such *local leadership* may have been eclipsed by male leaders in the local media and ignored by historians yet their work is evidenced throughout NAACP written reports, even though it was taken for granted as day to day organisational and campaigning work. The activism of women gave the organisation a local strength that enabled it to survive two difficult decades before the huge membership growth during World War II. Having survived the 1920s a small number of dedicated activists, the 1930s saw the economic decline destroy many of the fledgling local chapters in other states and cities. Yet in the major urban areas of Louisiana, the NAACP managed to survive and maintain its numbers, mainly due to the organisational persistence and skills of women at the grass-roots level of activism.

There was continuity in the work undertaken by women, and it was seen as more by the NAACP, locally and nationally, for the survival of the organisation as the 1930s progressed. In many ways the belief in women occupying a separate sphere of expertise saw a period of entrenchment from the 1920s as men held onto overt leadership roles and were unwilling to have this status challenged. Yet at the same time women's high level activism was increasingly appreciated and seen as political work. Without women there would have been no NAACP presence in Louisiana at all by the Second World War when the NAACP subsequently benefited from the growth of militancy in the black population.

RESEARCHING LANGUAGE IN LIVERPOOL: AN ETHNOGRAPHIC PROJECT FOCUSING ON SOMALI

INTRODUCTION

A recently completed research project focused on the experience of Somali speakers in an urban neighbourhood of Liverpool. Supported by a research leave award from the Leverhulme Trust and Edge Hill, **Jo Arthur** of the English Department collaborated with Somali-speaking co-researchers, observing language use in the community and conducting interviews with adults and young people.

CONTEXTUALISING THE RESEARCH: MULTILINGUAL LIVERPOOL

Like other cities throughout Britain, Liverpool is multilingual, embracing communities with a whole range of different linguistic backgrounds and repertoires. Cities vary, however, in the extent to which such diversity is visible and valued. In the case of Liverpool, visitors to Chinatown are quickly made aware, through street and shop signs, of the presence of Chinese – mainly Cantonese – speakers. All of this forms part of a public image to the world beyond Liverpool, a view of life and culture in the city which will attract economic investment and tourist visits. Other Liverpool minority communities, some with a lengthy history of settlement in the city, are less visible. Public use of Somali, for example, is restricted to the provision of leaflets about council services, serving therefore as a compensatory strategy to facilitate understanding by those who find it difficult to read English. A tension can thus be seen to exist between, on the one hand, co-modification of city culture for the national and indeed, global marketplace, and, on the other hand, the acknowledgement of less valued languages and their associated cultures. Although the City of Liverpool evidently has inclusive intentions towards minority language groups within the city, the impression created is that certain of these groups, and their languages, are kept 'back-stage'. Observing multilingual classrooms in Liverpool schools adds to this impression, since pupils from minority families have few opportunities to use home languages to support their learning other than informally among themselves. The Liverpool context can thus be seen to reflect what Ruíz (1984) has identified as an orientation to language as a problem: language diversity and bilingualism are implicitly cast as obstacles, to communication or to social cohesion, which must be overcome or even eliminated.

It is within this context that a research study was designed which would explore the specific experience and the views of members of the Somali

community. This community is well established in an urban neighbourhood of Liverpool, having originated with the transient presence of Somali seamen in the 19th century. Greatly increased settlement took place in the second half of the 20th century, particularly after the outbreak of civil war in Somalia in 1988, and the community is now estimated at between 300 and 600 households (Stokes 2000). Poverty in the community is linked to high unemployment: "upwards of 70%" (ibid.) in the early 1990s, with no signs – or statistics – to show any improvement since then.

SOME FINDINGS OF THE RESEARCH PROJECT

While the central focus was on Somali, the project was theoretically underpinned by a holistic view of communicative repertoires. Attention was therefore given to the distribution of different languages and literacies among members of the community. These include not only Somali, but Qur'anic Arabic, the language of religious heritage in this Moslem community, and English, the dominant language of wider use in British society. Widely differing patterns of language use were observed across gender and generational groupings, reflecting the educational and social experience of members of the community – and therefore their access to different languages and literacies in the past and the present. For example, many women had had few opportunities to become literate in any language and were attending classes to remedy this. For many children, on the other hand, the experience of mainstream schooling in English, combined with the lack of social spaces outside the home in which Somali is used, has affected their confidence and fluency in speaking Somali: intergenerational language shift, from Somali to English, is widely perceived by members of the community as being in progress.

Given its ethnographic orientation, the project was concerned not only with observation but with the perspectives of members of the community. Interviewees stressed the importance of English, citing instrumental purposes such as acquiring educational qualifications and gaining employment. Furthermore, in common with Moslems from other cultural backgrounds, Somalis in Liverpool place great emphasis on the ability to read Qur'anic Arabic, a practice engaged in daily by a majority of the adults. A strong sense of loyalty to the Somali language also comes across in interviews: it is regularly referred to as "my language" or "our language" by even those young people who admit to difficulty in using it conversationally (though, of course, their comprehension was often much better). The ideal expressed by many interviewees was that their languages and literacies should fulfil complementary functions in their daily lives. However, in comparison with the prestige of English and Qur'anic Arabic - both of global currency and

both institutionally supported - Somali was perceived to be particularly at risk.

It was a result of such concerns that activists in the community decided to pilot an introductory Somali literacy course for youngsters called 'Baro Afkaaga Hooyo' (Study your mother tongue). The course ran for ten weeks in a disused primary school, and this became a key research site in which video- and audio-recording took place. Such complementary schooling provides important support for linguistic and cultural reproduction in many minority communities but there is remarkably little empirical research which focuses on interactive processes in which teachers and learners engage and through which identities are discursively constructed. The project therefore contributes to a small but growing research literature in this area, such as Li Wei's (1993) account of Chinese community classes in Newcastle and work in progress by Arvind Bhatt and his colleagues on Gujarati schooling in Leicester.

Within the Somali community in Liverpool, the 'Baro Afkaaga Hooyo' course has helped to open up debate over the role of heritage language provision in the education of its young people and in the reproduction – or loss - of the Somali language. Still photographs taken during lessons and the comments of the students have been used to create posters in Somali which have been placed in community centres. The teachers, Ahmed Aideed and Samsam Saleh, are keen to generate support for further courses and hope also to learn from the experience of Somali language educators in other parts of Britain.

The teachers' decision to focus the 'Baro Afkaaga Hooyo' course on literacy – as opposed to spoken Somali - is both interesting and significant, in the context of a vigorous oral Somali tradition (Lewis 1993) and of the relatively recent introduction of a writing system for Somali in 1972. Many adult members of the Liverpool community are not themselves literate in Somali, having missed out on the few post-independence years in Somalia when schooling was available. Nevertheless, they view Somali literacy as particularly important in the UK situation, where the conditions necessary for transmission of a traditionally oral culture are not available. In that respect, teachers and learners can be seen as engaged not so much in the reproduction but in the joint creation of a cultural resource. The literacies available to these young people have the potential, as Martin-Jones and Bhatt (1998) argue in their study of young Gujarati speakers in Leicester, to allow them to both explore and affirm different identities.

CONCLUSION

One aim of ethnography, it has been said, is that it "makes visible the lives of people whose lives are not normally told" (Erikson 1999, cited in Gregory and Williams 2000: 16). Returning in conclusion to the city context of Liverpool, there is a sense among members of the Somali community of marginalisation, of their voices being unheard or misunderstood. It is therefore important to give support to initiatives such as the 'Baro Afkaaga Hooyo', since they represent, "language planning from the bottom up, as an avenue for cultural expression, and as a door of opportunity for the disempowered" (Hornberger 2001: 364). More broadly, critical research attention can contribute to the enhanced visibility – and valorisation - of linguistic diversity, in all its forms, in cities such as Liverpool.

Jo Arthur, Edge Hill College of Higher Education.
Email: arthurj@edgehill.ac.uk

References

- Gregory, E. and Williams, A. (2000) *City Literacies*. London: Routledge.
- Hornberger, N.H. (2001) Multilingual literacies, literacy practices, and the continua of biliteracy.
- In M. Martin-Jones and K. Jones (eds) *Multilingual Literacies: Reading and Writing in Different Worlds* (pp.353-367). Amsterdam: John Benjamins.
- Lewis, I.M. 1993 'Literacy And Cultural Identity in the Horn Of Africa: The Somali Case'. In Street, B.(ed.) *Cross-Cultural Approaches to Literacy* Cambridge: Cambridge University Press.
- Li Wei 1993 'Mother Tongue Maintenance in a Chinese Community School in Newcastle upon Tyne: Developing a Social Network Perspective'. *Language and Education*, 7, 3: 199-215.
- Martin-Jones, M. and Bhatt, A. 1998 'Literacies in the Lives of Young Gujarati Speakers in Leicester'. In Durgunoglu, A.Y. and Verhoeven, L. (eds.) *Literacy Development in a Multilingual Context*. Mahwah, NJ: Lawrence Erlbaum.
- Ruiz, R. 1984 Orientations in Language Planning. *NABE Journal* 8 (2), 15-34.
- Stokes, P. (2000) *The Somali Community in Liverpool. A Report for a Commission of Enquiry*. Birmingham: Foundation for Civil Society.

RESEARCH INTO LANGUAGE AND LINGUISTICS IN THE ENGLISH DEPARTMENT

Research in linguistics and language at Edge Hill has developed rapidly during the last few years. This article reviews that development and the central part being played by Edge Hill staff in their wider research community.

The lively language and linguistics research culture in the English Department has seen members of staff and research students publish and speak on a wide range of linguistic topics over the past year, and staff members have also been active in research facilitation, organising a number of high-profile academic conferences. Given that we haven't always been very good at letting people around the College know what's been going on, this short report is meant as a record, alongside **Jo Arthur's** own contribution to this issue of *Cutting Edge*, of some of our recent achievements and of some plans which will shortly come into fruition.

Many papers were presented at conferences, including:

- **Deborah Chirrey's** " 'I hereby warn/promise/come out.' Is coming out a speech act?" at the conference on Language and Sexuality, Kingston University, April 2002.
- **Jurgita Dziatluvaite's** "Identity through Linguistic Practices: The Early Lithuanian Immigrants and their Descendants in Scotland" presented at the 34th Societas Linguistica Europaea meeting on 'Language study in Europe at the turn of the millennium' at the Katholieke Universiteit Leuven, Belgium, August 2001.
- Jurgita Dziatluvaite's "The role of religion in the language choice and identity of the early Lithuanian immigrants in Scotland" presented at the Sociolinguistics Symposium 14, University of Ghent, Belgium, April 2002.
- **Patrick Honeybone's** "Endogeny and exogeny - the start of Scouse (affrico-) spirantisation" presented at the Twelfth International Conference on English Historical Linguistics, Glasgow University, August 2002.
- Patrick Honeybone's "Where did you get that [x]? The introduction of consonantal lenition into Liverpool English" presented at the Autumn meeting of the Linguistics Association of Great Britain, UMIST, September 2002.
- Patrick Honeybone's "Another difference between prosody and melody: patterns in

process inhibition" presented as an invited talk at the Ninth International Phonology Meeting, University of Vienna, November 2002.

- Patrick Honeybone's "Should we degeminate the Second Sound Shift?" presented at the Joint meeting of the Forum for Germanic Language Studies and the Society for Germanic Linguistics, King's College London, January 2003.
- Patrick Honeybone's "Laryngeal specifications in obstruents: evidence from segmental change" presented at the Old World Conference on Phonology, University of Leiden, January 2003.
- **Kevin Watson** and Patrick Honeybone's joint presentation "*Visarga in pausa* in Liverpool English" presented at the Tenth Manchester Phonology Meeting, May 2002.
- Kevin Watson and Patrick Honeybone's joint presentation "Liverpool English, *visarga in pausa* and the phonetics-phonology divide" presented at the Toulouse Conference on English Phonology, University of Toulouse le Mirail, July 2002.

Papers in preparation for forthcoming conferences and events include:

- Jurgita Dziatluvaite's "Language throughout Generations: The Lithuanian Community in Scotland" to be presented as a poster at the 4th International Symposium on Bilingualism, Arizona State University, April 2003.
- Patrick Honeybone's "When is a /t/ not a /t/? Obstruent laryngeal specifications and diachronic change" to be presented as an invited talk at a meeting of the Philological Society, University of Cambridge, March 2003.
- Patrick Honeybone's "Linguistic antipurism: contemporary non-standard English orthographies (or: what's the difference between Geordie and Scouse?)" to be presented at the conference on Linguistic Purism in the Germanic Languages, University of Bristol, April 2003.

Many members of the department have been engaged in writing for publication; recent and forthcoming publications include:

- Deborah Chirrey's (2003) " 'I hereby come out.' What sort of speech act is coming out?" *Journal of Sociolinguistics*, 7/1: 24 - 37.
- Deborah Chirrey's "Coming out right", a chapter for forthcoming book: *Language, Sexualities, and Desires across Cultures*, which traces the emergence of coming out

advice literature in the UK, and what that literature tells us about the linguistic construction and performance of lesbian identities across the last 30 years.

- Deborah Chirrey's survey chapter on the study of language and sexuality at the turn of the 20th/21st century, for a forthcoming book *Mirrors*.
- Jurgita Dziatluvaite's "Identity through Linguistic Practices: The Early Lithuanian Immigrants and their Descendants in Scotland" to appear in Cornillie, B., Lambert, J. & Swiggers, P. (eds) (2003) *Linguistic Identities, Language Shift and Language Policy in Europe. Orbis/Supplementa*. Leuven - Paris: Peeters.
- Jurgita Dziatluvaite's "The role of religion in the language choice and identity of the early Lithuanian immigrants in Scotland" to appear in Omoniyi, T. (ed) (2003) *The Sociology of Language and Religion*. Amsterdam: John Benjamins.
- Patrick Honeybone's (2002) review of Foulkes, P. & Docherty, G. (eds) 'Urban Voices: Accent Studies in the British Isles' *English Language and Linguistics* 6: 410-416.
- Patrick Honeybone's "Process inhibition in historical phonology" to appear in Blake, B. & Burridge, K. (eds) *Historical Linguistics 2001* (2003) Berlin: Mouton de Gruyter.
- Patrick Honeybone's review of Lahiri, A. (ed) 'Analogy, Levelling, Markedness: Principles of Change in Phonology and Morphology' to appear in the *Journal of Linguistics* (2003).
- Patrick Honeybone's "Phonology and syntax - the shifting relationship" to appear in Honeybone, P. & Bermúdez-Otero, R. (eds) (2003) 'Linguistic knowledge: perspectives from phonology and from syntax' Special issue of *Lingua*. [With Ricardo Bermúdez-Otero].
- Patrick Honeybone's "Sharing makes up stronger: patterns in prosodic and melodic process inhibition" to appear in Rennison, J., Pöchtrager, M. and Neubarth, F. (eds) *Phonologica 2002*. Berlin: Mouton de Gruyter.

In addition to attending conferences organised by others, members of the department have organised a range of conferences and have also been involved in the organisation of other events. In April 2002, the Spring meeting of the Linguistics Association of Great Britain was held at Edge Hill. The LAGB meeting is the key British conference for formal linguistics. It is hosted by different institutions every time, and Patrick Honeybone and Kevin Watson were the local organisers for the meeting held at Edge Hill after they had offered Edge Hill as host. The conference was

highly successful and saw linguists from all over Britain and Europe, from the USA, South America and Asia converging on Edge Hill for three days during the College's Easter vacation to discuss a wide range of linguistics topics. The keynote speaker was Professor Judy Kegl from the University of Southern Maine. She is famed as the discover of Nicaraguan Sign Language; this discovery was the first time ever that the birth of a new language had been observed by linguists. The crucial importance of this event for our understanding of human language has been well recognised, not least by the BBC Horizon programme that was made about her work a few years ago.

Patrick Honeybone also collaborated in the organisation of the Manchester Phonology Meeting in May 2002 (as the main organiser) and in the organisation of the first Toulouse Conference on English Phonology in July 2002 (as one of two organisers). The Toulouse Conference was planned as the first in a series, and the Manchester Phonology Meeting is the main forum for the discussion of phonology in Britain. Patrick is already deep in the organisation of the next conference in the series, which is to take place in May 2003. The current year will also see Edge Hill host the third annual seminar of the British Association of Applied Linguistics' UK Linguistic Ethnography Forum, for which Jo Arthur is the local organiser.

Kevin, Patrick and Jo were also involved in the organisation of the North West Centre for Linguistics' Postgraduate Research Training Programmes in 2002 and 2003. These are hosted every year by the NWCL (which groups together linguistics researchers in Edge Hill and the universities of Manchester, Lancaster, Liverpool, Salford, Bangor, UMIST and Central Lancashire) and which provide content and methodological teaching and training for postgraduate students in linguistics from institutions throughout the UK.

Hawaii International Conference on Education

January 7th to 10th 2003

Stephen Merrill, School of Education

Introduction

To be invited to present two papers at this conference was a rather special recognition of the research that my colleague Alan Child and I had undertaken in the previous year. Our focus was to explore the benefits that partnership schools perceived and received in working in initial teacher training in close cooperation with Higher Education Institutions. We had had some early success in having an article published in *Professional Development Today* and in being invited to present a paper at the National Conference of the In-service and Professional Development Association in November 2002. Nevertheless, to address a wider, international audience was both a daunting and exciting challenge. I should like to record my appreciation to Edge Hill's Overseas Conference and Travel Grant scheme and also Keith Crawford and Robert Smedley whose enthusiasm and support made the visit to Hawaii possible.

Conference Programme

The conference attracted over 1000 delegates from 30 countries. The opening address was given by the vice president of the University of Peking and this set the tone for a truly international exchange. The conference was not structured around particular themes so delegates were able to engage in a wide range of educational issues. The vast majority of presentations were of a high standard with some exceptionally gifted speakers. It was readily apparent that teacher educators in many parts of the world are concerned with common issues. Of particular note was the concern to retain first year teachers. In New York City the 'attrition rate' amongst first year teachers had reached a staggering 67% with a USA average of 47%! Many states were seeking to develop more sophisticated and effective first year induction schemes and to expand mentor training. I have corresponded with two universities in the USA since my return giving them details of the extensive induction programmes that are now in situ in the UK.

Similarly, concerns were raised about the increasing forms of accountability imposed by central governments. In the USA, Bush's 'No Child Left Behind' legislation has raised the spectre of federal action to close failing schools and has introduced a regime of testing pupils to determine whether schools are improving.

Disaffected and disruptive students were also high on the agenda. A staggering range of initiatives has emerged over the last five years to seek to engage young people in the educative process. It was clear that as these were evaluated not all had sustainability: imagination has limits! One speaker recalled the rather brilliant "motivational speaker" (a former astronaut) who grabbed his audience's attention by making a mobile phone call to the international space station and enabled the audience, through a loudspeaker system, to put questions to American and Russian astronauts! But this speaker also referred to data which showed that the project, now in its third year, was limited by the resources available and by the project's clientele whose expectations had been raised by the intensity and variety of the programme and became disaffected when more mundane activities were demanded of them.

Another speaker spoke of teacher creativity and how his research team has sought to identify the techniques and features of the so-called "exceptional teacher". His aspiration was to distil these and then explore whether these were teachable and acquirable to a wider cross section of trainee teachers. His research has clearly shown that these exceptionally gifted teachers were able to succeed in the most demanding of classroom environments. He was an exceptionally gifted speaker in his own right and provoked considerable debate as well as some delightfully witty anecdotes. I was left pondering on the effectiveness of humour in the learning process!

One speaker from Harvard led a demanding workshop based entirely on the concept of learning through case study. In the Harvard Business School, MBA students are taught for nearly ninety per cent of the course through case study. This technique is now being applied within the education faculty. It was a fascinating experience as the skilled facilitator caused the audience to either take on a role or become an external observer of the scenario. The particular issue explored was that of an

unsuccessful first year teacher being supervised and mentored by an inadequately skilled “cooperating teacher”. Many issues were raised but I concluded that it is folly to assume that an experienced teacher is automatically an effective mentor. I also noted that case study is a powerful teaching tool to inculcate reflective practice.

My presentation

I presented two papers: ‘Making the Most of ITT’ (previously published in *Professional Development Today*) and ‘Professional Mentors Have Their Say’ (this reports on research undertaken during 2001-2 with professional mentors in the St Martin’s College secondary partnership to identify the motivation behind schools’ commitment to ITT and the possibilities for CPD and school improvement which can be derived from this professional activity).

The presentation was well received. One measure of the interest in the work was that all available copies of our papers were distributed and many enquirers were pleased to learn that they were also available on the conference proceedings CD-rom and could be easily accessed.

Perhaps the most significant indicator was an approach made to us by Professor Pascerelli, University of Portland, Oregon who invited us to contribute a chapter to a textbook he is contracted to edit. It is for a worldwide audience and he was interested in the nature of partnerships in the UK but particularly interested in those features which sustain the school-HEI relationship.

Outside the Conference

On Wednesday 8th January Farrington High School, Honolulu was our host. The principal, Catherine Payne, kindly showed us around this fascinating secondary school which is located only 12 miles from the glamour of Waikiki Beach but is in a socially deprived area with over 70% of its students in receipt of free school meals, below average attainment at all grades compared with state and national averages, and attendance at 84%. It has over 2500 students and a teaching force of over 150. In the past it has been heavily associated with violence and gang warfare; indeed, in the late 1980s there were incidents of shootings. Today it is a calmer place with its own security force of

six led by an ex-Honolulu police officer. Its dress code for students is predicated on two principles: no item of clothing may show an affiliation or allegiance to a gang; all students must dress modestly (e.g. girls may not wear crop tops which reveal midriffs).

In the afternoon, the staff engaged in a professional development exercise led by one of the assistant principals. The focus was how to teach effectively in a multicultural environment. Alan and I were able to make a significant contribution as I had worked in an 11 to 18 Church of England High School and Alan had worked in a school with a very high Asian heritage population. At the end of the session we received a round of applause and a necklace of flowers as a thank you.

On Friday 10th January we were invited to spend the morning with colleagues at the University of Hawaii who teach on the Masters in Teaching. This is a two year higher degree which provides accreditation and licensure for graduates whose first degree has no educational units/elements. It seems like an extended PGCE. Partnerships with schools are very informal and rely on the personal and professional goodwill of staff in the university and the schools. Indeed, partnerships were sustained even when the funding going to schools was dramatically reduced because of a shortfall in federal grants. Hawaii as a state is rather different to mainland USA in that it is a group of islands with most of its 1.2 million population living on O’ahu and with reduced opportunities to attract teacher trainers and teachers from other states. Many high school graduates who take degrees in mainland colleges return to Hawaii to find employment. The education conference was, therefore, a very significant event as it brought to this island a wealth of expertise and endless networking benefits and made an important statement about the value placed on education. It was significant too that the major sponsor was Educational Testing Services, (ETS) a private organisation which has secured federal grants and contracts to deliver nationwide teacher and pupil assessment instruments. Professional educators regard them sceptically as an arm of the Bush administration which is determined to increase accountability; ETS claim independence of federal influence and assert their non-profit making status and their profound commitment to quality research: it all sounds a familiar argument about the

relationships between the public and private sector.

However, ETS's presentation on teacher standards was fascinating and as a result of a conversation between the executive director and myself where I shared some of my experiences in performance management in the UK, I was invited to meet the national vice-president at a reception on the evening of Thursday 9th January.

Summary

Of course, the exotic venue of Honolulu was an undeniable attraction for this conference, but I suspect its location also encouraged attendance from Australia, New Zealand and Japan etc. It was truly international and all the richer as a result.

I have tried to convey some of the outcomes in this report: some are tangible, others are not. I will be able to make available to the College the entire proceedings of the conference which contain a wealth of research; I was gifted some interesting books; I have made contact with some interesting educators and I have been invited to write a contributory chapter to an international textbook.

Additionally, I believe I was able to represent the College in a positive light as a leading teacher training organisation and I hope that the many conference attendees who expressed an interest in establishing links with the College do so.

In particular, I am hopeful that the University of Northern Iowa, which has an extensive student abroad programme, (and benefactors to fund it) will make contact as they expressed a desire to send their trainees to Edge Hill College.

Finally, I wish to express my gratitude once again to the College for its support: I feel energised by the international experience although, at the time of writing this report, I confess to residual jet lag!

An Evil Monster and a Poor Thing: Female Violence in the Media

Eileen Berrington and Päivi Honkatukia

In Spring 2001 Dr Päivi Honkatukia (Universities of Helsinki and Kuöpio) spent three months with staff in the Centre for Studies in Crime and Social Justice. During this time she and **Eileen Berrington** (CSCSJ) began an examination of UK and Finnish media representations of women who kill. The research was finalised during Eileen's return visit to Finland earlier this year and a paper was presented to the European Group for the Study of Deviance and Social Control Annual Conference in Krakow, Poland in September. The research has been written up in full and accepted for publication in the *Journal of Scandinavian Studies in Crime Prevention*, Vol 3, No 1, 2002

In February 1994 Fred and Rosemary West were arrested and charged with a number of murders, following the discovery of human remains in the garden of their Gloucester home. All victims were women and included Fred West's first wife and stepdaughter. He was found hanged in a prison cell while on remand and in November 1995 Rosemary West was sentenced to life imprisonment on ten counts of murder. In February 1999, Sanna Sillanpää walked into a gun club in Helsinki, and shot dead three men. A fourth man was injured in the attack. In contrast to the UK, where both the prosecution and the news media depicted Rosemary West as rational, 'evil' and a murderer, the Finnish homicide trial and press reporting quickly became subsumed in consideration of Sanna Sillanpää's state of mind rather than the criminal nature of her actions.

While UK national newspapers have core readerships, there is a potential market of casual, impulse buyers, who are attracted by sensational stories, photographs and headlines. In Finland there is a smaller number of competing newspapers and a more 'fixed' readership, involving subscription sales and loyalty to a particular newspaper. Despite differences in the context within which the English and Finnish press operate, comparisons can be made. In both countries the press is in the business of making money and this has an effect on selection and representation of material. Stories involving crime, violence and sex feature prominently, particularly in tabloid newspapers. Reporting is often graphic, explicit and sensational. Personalised accounts encourage readers to identify with or make judgements about those involved.

The research examines the very different media constructions of two women who killed. The discussion is contextualised by reference to the emergence of the 'new female criminal' (Adler, 1975) and the creation of an established literature on

women, crime and violence (e.g. Myers and Wight, 1996; Stanko and Scully, 1996; Heidensohn 2000). Women's violent crimes are conceptualised as unnatural and seen as 'doubly deviant'. Not only have they broken the law; they have transgressed the norms and expectations associated with appropriate feminine behaviour (Wykes, 1995; Ballinger, 1996; 2000). Women's use of lethal violence is especially rare. This enhances the newsworthiness of these few, highly unusual cases and encourages sensationalised media reporting. They feature prominently in the press and while it is agreed that such accounts present factual information and comment, they also have a degree of fascination, providing entertainment and titillation for readers.

Women's violence is seen as problematic and 'unnatural', but the myth of the strong Finnish woman created additional difficulties for understanding and explaining Sanna Sillanpää's actions. Strong women should not need to resort to violence, which may have influenced her pathologisation and diagnosis as 'mad'.

Press reporting of the cases of Rosemary West and Sanna Sillanpää reveals the contrasting dominant discourses of female criminal violence. Rosemary West was identified as a 'bad' woman, as 'evil' and sentenced to life imprisonment. She did not fulfil the maternal, nurturing role expected of women. Her photograph became an icon of 'evil womanhood'. At the same time, however, the press reiterated popular assumptions and stereotypes around victim precipitation. A sympathy differential was created, establishing some of those who died as reckless, careless and having placed themselves in danger through their unconventional lifestyles and failure to conform to prescribed feminine roles and expectations.

Sanna Sillanpää was judged differently. Rather than considering her 'badness', there was an early assumption, in the media and in the criminal investigation, that she must be mentally ill. She was ultimately diagnosed as a paranoid schizophrenic. Rather than a 'crime', this became a 'sad' case, the tragic actions of a 'mad' woman who required hospital treatment rather than punishment via a custodial sentence.

In the West case, much of the journalism involved speculation, exaggeration and rumour, while the detail of some accounts functioned as 'soft' porn. Rosemary West was depicted as a 'bad' mother, a bisexual prostitute and a killer. Finnish readers, however, were encouraged to feel sympathy for Sanna Sillanpää, the 'poor thing' who was possibly a rape survivor. This was not a killing by an 'evil' woman, but the actions of someone who was mentally ill and could not be held responsible.

Rather than conducting an analysis that identifies and comments on apparent features or patterns of female violence, the article focuses on ways and means of representation; the tone and style of reporting in different newspapers; and patriarchal cultural constructions of embodiment, sexuality and gendered relations. These, argue the authors, are the issues that underpin press accounts that conceptualise the two women and offer contrasting explanations for their behaviour. The low-key reporting of the killings carried out by Sanna Sillanpää meant that most people in Finland have forgotten about or lost interest in the case, while few people outside the country have any knowledge or recollection of events. The demonisation of Rosemary West, however, assured her a place in history, both nationally and internationally, alongside Myra Hindley as the epitome of evil womanhood.

References

- Adler, F (1975) *Sisters in Crime. The Rise of the New Female Criminal*. New York: McCraw-Hill Book Company.
- Ballinger, A (1996) The Guilt of the Innocent and the Innocence of the Guilty. The Cases of Marie Fahmy and Ruth Ellis. In Myers, A and Wight, S (eds) *No Angels. Women Who Commit Violence*. London and San Francisco: Pandora.
- Ballinger, A (2000) *Dead Woman Walking*. Dartmouth: Ashgate.
- Heidensohn, F (2000) *Sexual Politics and Social Control*. Buckingham and Philadelphia: Open University Press.
- Myers, A and Wight, S (eds) *No Angels. Women Who Commit Violence*. London and San Francisco: Pandora.
- Stanko, E and Scully, A (1996) Retelling the Tale: The Emma Humphreys Case. In Myers, A and Wight, S (eds) *No Angels. Women Who Commit Violence*. London and San Francisco: Pandora.
- Wykes M (1995) *Passion, Marriage and Murder in Dobash, R E, Dobash, R P and Noakes, L (eds) Gender and Crime*. Cardiff: University of Wales Press.

In this article, **Roger Ryan** of the History Department reviews a paper he delivered at the **Social History Society 28th Annual Conference – 3-5 January 2003 – at the Marc Fitch Historical Institute, University of Leicester**

“Members Only”. Formal and informal barriers to participation in British yacht clubs c.1850 to 1939

The early nineteenth century growth of yacht racing as a sport needed only tacit assumptions about who should be allowed to participate. Yachts were large, individually designed and obscenely expensive so that there was no chance of 'artisan' involvement and little point in having a specific rule banning them from clubs. Formal regulation began with the creation of the Yacht Racing Association [YRA] in 1875. The YRA began as a forum for agreeing national racing rules for a wealthy élite. But growing middle-class interest in yachting from the 1880's led to the formation of clubs that raced smaller boats. Rejecting the expense of individual designs, these clubs began to form fleets using strict 'one-design' rules that limited costs by specifying all dimensions and the materials to be used in building the boat. Middle class amateurs could now afford to participate and by c.1900 clubs with local 'one-design' fleets were to be found on virtually every part of the British coastline. Although initially hesitant, the YRA Council accepted most of these clubs into its Association before the First World War. Even so, by making yacht racing far cheaper, these clubs also created the possibility of participation by such 'artisans' as lifeboat coxswains. Any with the temerity to try, however, found that club committees, with YRA guidance, banned artisan 'professionals' from this 'amateur' sport.

Social class apart, yachting was male-dominated. Only 15 women were named among an authoritative 1907 review of 500 prominent British 'yachtsmen'. Female involvement was controlled by institutional arrangements. Some clubs simply had a rule banning women members, but most accepted 'Lady Members', while confining them to a subordinate role as unpaid boat crews and volunteer sandwich cutters. Their importance to the smooth running of clubs was reflected in the patronisingly 'heartly vote of thanks' frequently recorded in club minutes. Even so, until after the Second World War clubs often had rules

that excluded women from AGM participation and even the clubhouse itself.

Middle-class men established their own niche in British yachting by firmly controlling participation in terms of social class and gender. Their participation from the 1880's onwards did bring cheaper and potentially more accessible sailing however, their 'social' rules copied rather than superseded those of the older 'aristocratic' yacht clubs and, through the YRA, the latter continued to influence the conduct of this form of 'play'.

Robert Graham of the English Department reports on the origin and first year of Edge Hill's Postgraduate Fiction Writing Group

On Wednesday January 9th 2002, the Postgraduate Fiction Writing Group met for the first time. Only six people were present and all we talked about was each other's work. It doesn't sound like a terribly dramatic development. Perhaps it was, though.

Back in the middle of the 90s, when I started teaching at Edge Hill, Writing as a subject area consisted of the MA in Writing Studies, initiated by Mike Hughes in 1988, and one undergraduate module – ENG 244 Writing Fiction - which was devised, as part of the provision for the BA English programme, by Jenny Newman in 1994. Since then, Writing at Edge Hill has expanded quite a bit, both above and below the MA, the cornerstone of Writing here. At one end, we now have a BA that consists of 15 modules; at the other, we have a growing number of research students: seven people are currently registered for a Writing based MPhil or PhD.

The creation of the Postgraduate Fiction Writing Group was part of the organic development of Writing that has been going on over the past six or seven years. After the introduction of the BA programme came the first of our PhD students – since equipped with a doctorate and a post teaching Writing at Manchester Metropolitan University. Then in 2000, Robert Sheppard started a Poetry and Poetics Group designed to build on the growing Writing community at Edge Hill. The Poetry and Poetics Group was conceived as a forum for graduates of the MA. There was a perceptible need for something that people could move onto – a bridge,

possibly, between the MA and a PhD.¹⁶ But this particular group catered only for the poets amongst recent MA graduates. It seemed to me that there was a need for a similar, fiction-oriented group. Also, I had been harbouring the feeling that our fiction-writing PhD students would benefit from a group like the one which had sustained me through my own doctoral studies.

The Postgraduate Fiction Writing Group is made up of the two PhD students who are concentrating on fiction, two graduates of the last cohort of the MA, a member of the English department doing a Writing-based doctorate at Bangor University and myself. We meet once a month in term time, for two hours at a time. We follow the model of writers' workshop used by most postgraduate programmes – the one begun decades ago by the University of Iowa. Two authors table work, which everyone has had the chance to look at in advance of the workshop. Then, while the author remains silent, perhaps taking notes, the workshop discusses the strengths and weaknesses of the piece. The object is not to say how you would have written it were it your own fiction, but rather to suggest ways in which it could become a more fully realised version of what it already is. At the end of the discussion – which might take three quarters of an hour – the author is invited to respond.

I suppose the final evidence of this group's fitness for purpose would be seeing our two PhD students complete their doctorates. Any of the MA Writing Studies graduates amongst us enrolling for PhDs would be a further yardstick of success. For the moment, though, maybe the strongest indicator of the effectiveness of the Postgraduate Fiction Writing Group is the attendance, which over the year we have been in existence has been excellent. That alone makes me think that this is a useful plank in the developing structure of Writing at Edge Hill.

¹⁶ More recently – in the autumn of 2002 - Robert Sheppard has booked a room on nights when MA students are having a workshop where any former students of the MA may carry on organising their own writers' workshops.

Lost and Found – a native sedge by Mary Dean, NGAS

Fieldwork is one of the most enjoyable aspects of botanical research although occasionally it can be frustrating. For example after many hours of planning, obtaining the appropriate permissions and contacting landowners you can end up spending many more hours searching unsuccessfully for the plant you want. It also has its wonderful moments, such as the real joy of finding something that no-one knew was there, especially when it is almost on your doorstep.

Extinction is usually associated in the national press with large mammals, brightly coloured birds or plants with attractive flowers. Extinction can also occur on a much more local scale, and to species that are subtler in their appearance.

Preston *et al.* (2002), comparing pre 1970 and post 1987 data record declines in the British distribution of many plant species. One that has declined, the Slender Tufted sedge (*Carex acuta*), is part of a group of sedges I am studying for my PhD in the NGAS department. Sedges are grass-like plants with inconspicuous flowers, and to the untrained eye different sedge species look similar.

Slender Tufted sedge was recorded from the wet slacks of the Formby coast in the pre 1970 records (Savidge *et al.*, 1963), but was considered locally extinct because it had not been recorded from South Lancashire since 1970 (Preston *et al.* 2002).

During a botanical visit to Formby I noticed that a colony of sedges in a small man made lake had extended almost up to the fence. This was close enough to study the flowers in detail. I was almost certain that this was the Slender Tufted sedge, re-found in the Formby coastal area. I was delighted when the identification was confirmed and as a result this species will be recorded once again from the Vice County of South Lancashire.

Mary Dean, PhD student, NGAS.

References

- Preston, C. D., Pearman, D. A. and Dines, T. D. (Eds), 2002. *New Atlas of the British Flora*. Oxford University Press.
- Savidge, J. P., Heywood, V. H. and Gordon, V. (Eds), 1963. *Travis's Flora of South Lancashire*. Liverpool Botanical Society.

SPREADING THE WORD

PUBLICATIONS

Book

Simons, J. (2002) *Animal Rights and the Politics of Literary Representation*, Palgrave.

BIBLIOGRAPHY

EDITIONS AND EDITED COLLECTIONS

Simons, J. (2002) Robert Parry, *Moderatus*, (Ashgate, 2002)

Simons, J. General Editor of series of early modern popular texts. Volumes commissioned: *Amadis de Gaulle* (ed. H. Moore), R. Johnson, *The Seaven Champions of Christendome* (ed. J. Fellows), T. Deloney, *The Gentle Craft* (ed. S. Barker). (forthcoming, Ashgate 2003-2005)

ARTICLES

Barton, A. (2000) "Wayward Girls and Wicked Women": Two Centuries of 'Semi-penal' Control' *Liverpool Law Review* 22: 157-171

Barton, A. (2001) (with George Mair) 'Drugs Throughcare in a Local Prison: a process evaluation' *Drugs: Education, Prevention and Policy*, 8, (No 4): 335 – 345

Corteen, K. (2002) 'Lesbian Safety Talk: Problematizing Definitions and Experiences of Violence, Sexuality and Space', *Sexualities*, Vol 5(3):259-280

Foster, R and Straker, K (2003) 'UK and Romanian students' perceptions of democracy and political issues: a cross-cultural comparison', *Citizenship, Social and Economic Education*, Vol 5, (2)

Jack, BA, Oldham J, Williams A.(2002) 'Impact of the Palliative Care Clinical Nurse Specialist On Patients and Relatives: a stakeholder evaluation' *European Journal of Oncology Nursing* Vol 6, No4, 236-242

Jack, BA, Oldham J, Williams A. (2002) 'Do hospital based palliative care clinical nurse specialists de-skill general staff?'. *International Journal of Palliative Nursing* Vol 8, No7 336-240

Jack, BA. (2002) 'The Final Hurdle: Preparation for the PhD Viva Examination' *Nurse Researcher* Vol 10, no2 66-75

Jones, C. 'Cocaine related chest pain'. *Accident and Emergency Nursing* (2002) 10, 121-126.

Jones, C. 'Erectile dysfunction and CHD' *NHS Journal of Health Care Professionals* (2002) 44-45.

Jones M, Stratton G, Reilly T and Unnithan VB (2002). Measurement error associated with spinal mobility measures in children with and without low-back pain. *Acta Paediatrica*, 91:1333-1343

Jones, M. (2002) 'Qualified to become good teachers: A case study of ten newly qualified teachers during their year of induction', *Journal of In-service Education*, 28 (3) pp. 511-528.

Jones, M. (2002) 'Portrait zweier englischer Schulen: Bishop Rawstone International Language College and Grange Primary School' [A portrait of two English schools: Bishop Rawstone International Language College and Grange Park Primary School], chapter in van Eunen, K. and Lönz, M. (eds.) (2002), *Evaluation and Progress*. Bielefeld, Medien-Verlag.

N. Busby and **C. MacLeod** (2002). 'Maintaining a Balance: the Retention of Women MPs in Scotland', *Parliamentary Affairs*, Special Issue, 55(1) January: 30-42.

Sanchez, X. (2002). 'Sport Psychology in the French-speaking part of Belgium'. *Psycho-Logos, The Journal of the Belgian Federation of Psychologists*. 4 , 11-12.

Simons, J. (2002) 'The Times Broadside: A Canon of Reading for the Front', *Literature and History*, 11, pp. 39 -51

CONFERENCE PAPERS

Jack, BA., Oldham J, Williams A, Hillier V (2002) 'Hospital Palliative Care Clinical Nurse Specialists Impact on Cancer Patients Symptoms'. Poster presented at the 10th anniversary Marie Curie Conference , May, Liverpool.

Jack, BA., Roberts K, Wilson R (2002) 'Changing Clinical Practice –An Evidence Based Practice Course with Demonstratable Clinical Outcomes'. Poster presented at the *RCN Research Conference April, Exeter*.

Jones, M. 'Exploring issues of positionality inherent in the trainee-mentor relationship within a cross-cultural context', paper presented at the *Bera Research Seminar*, Hope, Liverpool, 22 January 2003.

N. Busby and **C. MacLeod** (2002). 'Maintaining a Balance: The Retention of Women MPs in Scotland', in K. Ross (ed.) *Women, Politics and Change*: Oxford University Press.

Naylor, A. 'Non – Directive Play Therapy: Can we or should we attempt to measure its effectiveness?' Paper presented at *British Psychological Society, Division of Educational and Child Psychology Annual Conference*, Harrogate. (2003)

Poon, J., Potts, K. and Musgrove, P. (2003) CONBPS - An expert system to improve the efficiency of the construction process. *RICS Research Finding*, February.

Poon, J., Potts, K. and Musgrove, P. (2003) CONBPS - An expert system to improve the efficiency of the construction process, *RICS Research Paper Series*, Volume 4, Number 21.

Pressler, S., Ryley L. (with Saul McCleod) 'The Impact of Friendship on Social Mediators of Problem Solving by Analogy: Implications for Classroom Practice Centre for Studies in the Social Sciences', paper presented at *The British Psychological Society Education Section conference* (Nov 2002).

Reynolds, P (2002) 'Hegemony' - A paper for the *Contemporary Concepts of the Left* Conference at the University the Huddersfield (November)

Sartain, L., "Local Leadership": The Role of Women in the Louisiana Branches of the National Association for the Advancement of Colored People, 1920-1939, paper presented to "Coast to Coast" *Post-Graduate American Studies Conference*, Sheffield University: paper, November 2002.

Haydon, D., and **Scraton, P.** (2002) 'Promoting Conformity, Denying Diversity: Sex Education as Regulation' in Goldson B, Lavalette M, McKechnie J [eds] *Children, Welfare and the State*, Sage.

Simons, J. (2002) 'The Byzantine Identities of *Robert of Sicily*', in J. Fellowes (ed.), *The Matter of Identity* Boydell and Brewer, pp. 103 - 111

Simons, J., 'Scenes of Medieval Cruelty: Medievalism and the Balkan crises' presented to the *International Medieval Congress*, Leeds, 2002

AROUND THE EDGE

NEWS FROM NATURAL GEOGRAPHICAL & APPLIED SCIENCES

Graham Jones has just begun to work with staff in NGAS on his PhD, entitled 'The conservation and ecology of *Impatiens Noli-tangere* in relation to the endangered moth *Eustroma reticulatum*'. *Impatiens noli-tangere* or Touch-me-not Balsam is a scarce plant that is currently only found in the Lake District and North Wales, it is the only Balsam native to Britain. Touch-me-not is the food plant of the moth Netted Carpet, which is currently only found in the Lake District, it is listed as endangered. It is a priority species listed on the Biodiversity Action Plan and is part of English Nature's Species Recovery Programme.

Graham's research has an end goal of producing credible conservation initiatives to secure the future of Netted Carpet as a British species. Experimental work has so far focused upon determining the autecology of both touch-me-not and Netted Carpet through various lab experiments and field experimentation in the Lake District to determine habitat management proposals through the use of cattle grazing and ground disturbance. Future work will involve genetics work to investigate gene pool health and dispersal mechanisms in Netted Carpet.

Graham is funded by the University of Reading and has also received grant assistance so far from the Environment Agency and the British Entomological and Natural History society. Graham liaises closely with English Nature, National Trust and Butterfly Conservation.

NGAS welcomes **Tori Annis** who is now employed as a Research Strategy Officer in the department. A 2.1 Joint Honours student in Biology and Sport at a fine institute of learning (Edge Hill), her role is to help research active staff in the department to secure funding through grant submission and to assist in the completion of papers and articles for subsequent publication.

Dr. Paul Ashton will be attending the forthcoming conference of the British Ecological Societies Ecological Genetics Group at the end of March when he will give a presentation on genetic variation in native and alien plant species. This annual meeting focuses on population biology, ecology, genetics and evolution.

Dr. Alan Bedford is currently involved in several projects concerning his main areas of interest, decomposition and invertebrates. His research at Leighton Moss and Martin Mere is investigating the roles of invertebrates in recycling litter within new reed beds and the influence of invertebrate communities through management practices alongside monitoring the natural succession of the invertebrates.

As an extension of these investigations, further invertebrate monitoring will take place at Wigan flashes. This is because the reed beds are home to different species of invertebrate to Leighton Moss and Martin Mere, thus allowing further analysis and comparison of the three sites.

Through extensive work on reed beds, Alan has become established as a specialist in the field of chironomid identification. Using his knowledge to identify preserved chironomid heads in lake core sediments it is possible to map out climate changes that have occurred over the past 10,000 years. This skill will be taking him to foreign climes in future months with trips planned to Japan in June and China in October.

OTHER NEWS

Introducing the Marie Curie Nursing Service into an Acute Hospital

Dr. Barbara Jack of the School of Health is involved in a project exploring the need for the introduction of a Marie Curie Nursing Service into the acute hospital setting. This project has received £50,000 – from the Marie Curie Trust and the Royal Liverpool University Hospital and aims to explore how a Marie Curie nursing service could be effectively established. This project stems from the emphasis in the NHS Cancer Plan (2000) that the care of the dying patients must improve. This innovative project (of which Liverpool is the UK pilot) is exploring whether a Marie Curie Nursing service could enhance the care of dying patients within the acute hospital setting. The project aims to introduce the service into pilot areas and evaluate its effectiveness.

BRITISH PSYCHOLOGICAL SOCIETY CONFERENCE

The Annual conference of the British Psychological Society (BPS) next month will include a symposium on drug use which will include a paper by Edge Hill researchers **Michelle Wareing** and **Philip Murphy** of the **Centre for Study in Social Sciences** on deficits in visuospatial memory amongst users of the drug MDMA (ecstasy). The paper, which is co-authored by former Edge Hill psychologist John Fisk (now at Liverpool John Moores University), deals with the visual memory of spatial patterns, and shows that MDMA users performed worse than nonusers, even when the use of other drugs was controlled for. Other contributors to the symposium, which has been organised by the Psychobiology Division of the BPS, include leading MDMA researchers from the Universities of Newcastle, Northumbria, East London, and London. Slides from the Edge Hill/Liverpool John Moores presentation will be exhibited in poster form as part of the researcher poster exhibition in Edge Hill from the 19th to the 28th March.

COMENIUS PROJECT 'EVALUATION AND PROGRESS' – completed and published

In 2001, **Dr. Marion Jones** from the School of Education was invited by Dr. Ulrike Kurth from the Westfälische Wilhelms-Universität in Münster, Germany, to participate in an international research project, which was centrally funded by Brussels. The purpose of this study was to evaluate collaborative educational COMENIUS projects between schools across nine European countries. The data were collected by researchers and educational practitioners from Belgium, Germany, England, Ireland, the Netherlands, Norway, Austria and Slovenia. In her role of the national co-ordinator for England, Marion contacted schools across the country to select six primary and six secondary schools that had been involved in COMENIUS projects. From this small sample, Grange Primary in Bootle, and Bishop Rawstorne C.E. International Language College, Croston emerged as the two schools selected for the more detailed school portraits included in the recently published final report.

The project resulted in a European network of educational researchers and practitioners that will form the basis for further collaboration and sharing of ideas and Marion has now been invited by Dr. Kurth to participate in another collaborative educational research project scheduled to start in September 2003.

ILLCIT DRUG USE AND POLITICAL PARTICIPATION

One of the projects to have emerged from the Alienated and Disaffected Youth (ADY) Research Group over the last 18 months concerns the relationship between young people's attitudes and experiences regarding illicit drugs, and their willingness to participate in political behaviour. This project secured funding from the Research Development Fund (RDF) to employ a full-time researcher for 6 months, and this post is currently occupied by Ayesha Khundakar who is based in Room M100 on the household corridor.

An early focus of the ADY group was the question as to why so many young voters stayed away from the polls during the 2001 general election. One of the arguments put forward by some observers to explain this was that many young people had generally favourable experiences and attitudes concerning illicit drugs, and that these stood in contradiction to the policies of the major parties who had expressed no intention of changing existing prohibitions. Partly as a result of this mismatch, it was claimed, young people felt alienated from the political system and consequently did not vote. This current research project is addressing these claims by gathering data from young people between the ages of 18 and 30 on a range of measures concerning their attitudes and experiences in the areas of illicit drug use and political participation respectively.

In addition to the full-time researcher, the project team comprises (in alphabetical order) **Alistair McCulloch, Philip Murphy, Shirley Pressler, Richard Ralley, and Lesley Sumner**. Efforts are currently being made to secure funding from external sources to secure an extension to the project beyond its pilot period which expires at the end of June 2003. Colleagues willing to help by recruiting potential participants from the students they teach should contact either Ayesha Khundakar or Philip Murphy.

School Textbooks and Educational Media: an international conference

23-24 June 2003
Edge Hill College of Higher Education

School textbooks and educational media are intensely powerful tools in the potential they offer to transmit not only knowledge and information but the kinds of images, social and political values that a society considers worthy of transmission to future generations. Despite the fact that there is a range of evidence showing a clear commitment to the value of textbooks and educational media as teaching and learning tools, there is a 'deafening silence' between those who author, edit and publish textbooks and educational media and those teachers and pupils who use them. The aim of this conference is to provide a forum within which publishers, authors, teachers and researchers can explore a range of issues of mutual concern. The conference will provide opportunities to promote and disseminate research aimed at improving our understanding concerning the production and use of textbooks and educational media.

The conference is aimed at educational publishers, editors, authors and those researching textbooks and educational media. The aim is to provide formal papers, symposium and workshops exploring aspects of school textbook and educational media publishing and their use by teachers and pupils in schools. The conference aims to present an eclectic variety of papers and workshops covering the following areas:-

- textbooks, educational media and national identity
- textbook content and discourse analysis
- the political economy of textbook publishing
- teacher and pupil selection and use of textbooks and educational media
- the impact of new forms of educational media upon teaching and learning
- children's use of digital media
- textbooks and genders
- history of textbooks
- ethnicity in textbooks. The involvement of the 'other'
- centre - periphery issues in textbooks
- whose Europe and whose world in textbooks and educational media

For further details please contact Katherine Straker, (Conference Organiser) on 01257 239715; email strakerk@edgehill.ac.uk

UK Linguistic Ethnography Forum at Edge Hill

The Third Annual Seminar of the UK Linguistic Ethnography Forum will be held at Edge Hill on 7 and 8 April 2003. The Forum, which is a Special Interest Group of the British Association for Applied Linguistics, has as its theme for the seminar 'Translation, Interpretation and Representation: Issues for Linguistic Ethnography'. **Jo Arthur** of the Edge Hill English Department is a founder member of the Forum and is acting as local organiser for the seminar. Thirty five scholars from the UK and further afield are expected to attend.

Dr Mike Davis, from the School of Education, has been awarded £15,000 to conduct an evaluation of the "Managing Obstetric Emergency Treatment" programme developed by the West Midlands Deanery. The evaluation will be undertaken in loose collaboration with the Centre for Research into Dental and Medical Education at the University of Birmingham.

Much of the data will be gathered online and a paper will be presented at the Association for Medical Education in Europe conference at the University of Bern in late August 2003. For further information contact Mike at davism@edgehill.ac.uk

A NEW DIRECTION IN PARTNERSHIP

Edge Hill is supporting an exciting initiative aimed at enhancing teaching and learning in school through a collaborative research-based project.

The CHIP (Chorley Heads in Partnership) Consortium is a group of primary schools who have successfully bid to the National College for School Leadership to set up a Networked Learning Community. The four year funded project has as its theme the development of speaking and listening across the curriculum and each school has identified a specific focus, such as teacher questioning, use of circle time or role play in the Foundation stage. Edge Hill's support for the consortium is being led by **Rob Foster**, External Projects Co-ordinator, who said: 'In the early stages, our main involvement is in supporting the research co-ordinators. We have helped them all to apply for Best Practice Research Scholarships and we are about to run a series of workshops for them, to help them to develop the research skills they will need.'

The support sessions at Woodlands led by Rob Foster and **Katherine Straker** will cover topics such as identifying a research sample and devising an appropriate research methodology. Under the new Edge Hill / Lancashire joint accreditation project, the research co-ordinators will also be able to receive accreditation for their research. Rob Foster added: 'We are delighted to be involved with the CHIP project and it is an illustration of why our new partnership with Lancashire is so important in exploring and promoting new ways of supporting the professional development of teachers'.

A warm welcome goes to our latest research student:-

Terry Carr – part time in English

'Fictional Masculinities: The Representation of Masculinities in Male Authored British Fiction from 1950s – present'

Transition into Higher Education

Lesley Sumner, Richard Ralley & Shirley Pressler, Centre for Study in Social Sciences

This research is being undertaken in the light of a newly emerging social and educational framework. It aims to identify factors which can make participation in Higher Education a successful experience. The research uses a multi-dimensional approach using survey, narrative, and a range of health psychology measures. The design is longitudinal in order to explore the relationship between transition and health-related outcomes. A pilot study has been conducted within Edge Hill which shows 69% of participants come from families in which parents have no experience of Higher Education. The study will follow a cohort of students through to completion of their undergraduate studies and aims to compare student experiences across different types of institution.

Our Congratulations go to the following Research Students who have been awarded their Degrees

Thanks also to their external examiners (name and institution in brackets after the title of the thesis)

Robert Foster (MPhil) – ‘The Move to School-based Secondary Initial Teacher Training: A Case Study Analysis of Teachers Perspectives on the Impact of the Changes on Schools’ (Dr. Neil Simco, St. Martin’s College & Dr. David Reid, University of Manchester)

Nick James (PhD) – ‘Food Security and Environmental Changes: A New Provincial Geography of Nembudziya Ward One, Gokwe North, Midlands Province, Zimbabwe’ (Dr. J Elliot, University of Brighton)

David Landrum (PhD) – ‘Rethinking the Curriculum: The Social Construction of Citizenship Education in the National Curriculum’ (Professor A. Ross, University of North London)

POSTER PRESENTATIONS

This event will take place in the Rose Theatre foyer from 19th - 28th March.

Posters will be displayed with contact details. During our previous poster presentation, individuals displaying their work were available during some or all of the sessions to allow people to drop in and discuss your research with you. Although the posters will be on permanent display during this time, individuals displaying their work will be available from 12 –2pm and 4-6pm on Thursday 20th March 2003 & Wednesday 26th March 2003

BEYOND THE EDGE

We reprint this extract from **Research Fortnight** of 15th February 2003, without further comment:

Higher Education Minister Margaret Hodge is baffled by the under-representation of women in academia, according to an interview with the Association of University Teachers magazine. Asked how she would explain under-representation and the difficulty women have in climbing the academic ladder, Hodge replied that she does not know. “You tell me,” she said. “It is a complete puzzle.” In conceding this she appears not to have taken on the findings of numerous investigations and reports, most recently by Susan Greenfield of the Royal Institution. “I always think of academic life as one where it is easier for women to balance family and childcare responsibilities with work because the holidays are such that you can do it.” Hodge said. A project to send a solution to the problem to the planet on which Margaret Hodge resides is currently under discussion.

CONTRIBUTIONS TO THE NEXT ISSUE ARE INVITED – PLEASE FORWARD TO JULIE PROUD BY 1st June 2003

New Directions in Citizenship Education: an international conference

Edge Hill College of Higher Education 26-27 June 2003

Citizenship education has shifted from being a promise of curriculum development for community development through civic responsibility to part of the curriculum, with its own developing literature, teacher training and classroom practice. Yet for many academics and practitioners, this recent development raises a host of problems and questions:

- what is citizenship education for and what should we make of the different interpretations of citizenship education that are on offer?
- what issues does citizenship education raise for teacher trainers, teachers and students in the institutional setting of the school?
- what is the scope and limitations to current concepts and curriculum for citizenship education and how can it be strengthened and developed - and particularly how can it become owned by practitioners in their educational settings?
- what should teachers and practitioners be doing to bring citizenship education to life for their students?

These questions inform a two-day conference focused on bringing together academics, teacher trainers and teachers to discuss where citizenship education goes now that it has moved from an idea to a part of the curriculum. The conference will involve a balance of sessions that explore the conceptual issues arising from a critical examination of citizenship education and equally frame these conceptual debates within workshops exploring the practical context of curriculum development and implementation in the school. The two-day conference will be organised around 8 themes explored in seminars and workshops:

- Understanding the emergence of Citizenship Education in the UK
- Third Way, New Labour and the political context to Citizenship Education
- Citizenship Education: European Dimensions

- Schools Responses to and Implementation of Citizenship Education
- Ideology and identity in Citizenship Education
- Multi-Culturalism and Citizenship Education
- Philosophical issues in Citizenship Education
- The Boundaries to Citizenship Education

The conference is accompanied by a text written by established scholars who will lead discussions on each theme. The conference also invites papers relevant to the 8 themes that particularly focus on issues of relevance to both conceptual and practitioner agendas, either as posters as part of two poster sessions or as papers more directly within these themes. Offers of papers (abstracts of no more than 250 words) should be made to strakerk@edgehill.ac.uk **as soon as possible.**