

# Update on the Public Role of the Humanities

One of the projects discussed at the 2012 CUCD/JACT panel on *School and University Collaborations: Some new initiatives* was a new 20-credit Level H (3<sup>rd</sup> year) unit, being developed at the University of Bristol's School of Humanities. The unit's aims were to help students contextualize each of the disciplines in the School within broader debates about the public role of the humanities, from historical, theoretical, religious and other perspectives (from Newman to Nussbaum) and in light of recent public policy. As well as considering these issues within the seminar room, students were required to undertake some practical work in the community as part of the unit.<sup>1</sup>

This unit ran for the first time in the Spring term of 2012/13 with a group of 15 final year students, representing all five disciplines within the School (Classics and Ancient History, English, History, History of Art, and Theology and Religion). Numbers were capped to keep the class size small and more than 20 students initially registered to take the unit as an option. The unit was team taught by 8 colleagues from across the School of Humanities; in each case someone with specific research interests in the history of ideas, education, and/or public engagement. Feedback on the unit was extremely positive (average score 4.5 out of 5). A representative extract from one feedback form says:

*This unit was excellent and I believe it to be one of the most useful courses I have taken during my degree. It transformed my way of thinking about my subject and has taught me how to "sell" the value of my degree to future employers- something which no other academic course has done. ... Thank you for running such an insightful and fascinating course!*

Various outreach placements were organised by students, including placements with the Bristol Festival of Ideas, a local film festival, an art gallery, the Bristol Campaigns and Alumni Relations Office, an education project at a local prison, and a number of local (state maintained) schools – both primary and secondary. In their assessment for the unit, students were asked to reflect on their placement experience as well as to engage with the relevant scholarship and policy. The essay below by one of the students in the class offers an illustration of how this worked in practice, reflecting on her placement at the Clyst Honiton Primary School in Devon.

Genevieve Liveley, University of Bristol

## What is the Public Value of the Humanities?

This essay explores the public value of the humanities using the context of primary school education. Key stages one and two are a child's first exposure to the humanities in an official capacity, and there is strong justification for teaching humanities to children at this age. Initially, this essay will demonstrate the value of the humanities whilst children remain

---

<sup>1</sup> <http://www.rhul.ac.uk/classics/cucd/Bulletin2012.pdf>

in a school environment. Arguments are supported primarily by educationalist theories, but also by a concise examination of a case study that took place with primary-age children. The overriding aim of this essay, however, is to argue that primary level humanities are important because they are the first step in continued humanities education. The qualities developed by studying humanities, which are initially nurtured within primary school, progress to be valuable much later in an individual's life.

For this essay, the term 'humanities' references the majority of the academic disciplines not included under the heading of STEM (Science, Technology, Engineering and Mathematics). Creative subjects are not included strictly as humanities, but share the so-called 'humanities approach' to thinking which will be detailed throughout the forthcoming discussion. This essay will develop the arguments of Jen Harvie, Professor of Contemporary Theatre and Performance at Queen Mary University, that the humanities are important for two main reasons.<sup>2</sup> Firstly, each individual subject endows students with specific knowledge and skills. For example, being educated in history prepares the student with the necessary knowledge base for continued research within this discipline, which enhances the field as a whole. Secondly, and perhaps more importantly, collectively the humanities equip individuals with transferable skills relevant to all disciplines. Particular heed will be paid to social skills such as 'emotional literacy', and the ability to think using a holistic, interdisciplinary methodology.<sup>3</sup> For these reasons, the importance of humanities at primary level education will be used to validate the continued teaching of humanities at higher levels of education, and their relevance in the public world beyond the domains of teaching.

The first reason to value the humanities is for the specific skills each subject can offer. This essay focuses on the subjects deemed compulsory at primary level in The National Curriculum. Of these ten, four are categorised as humanities or the arts: English, history, art and design, and music. The educationalist James Smith gives several reasons why history is worthy of study. Particularly in relation to primary school children, it helps to develop an understanding of the past and of human nature.<sup>4</sup> This results in children having a better sense of citizenship and a sense of connection to their past, he argues.<sup>5</sup> English too develops its own set of skills, and accordingly is a core subject in the curriculum alongside science and mathematics. It is recommended that the timetable for key stages one and two reflects the importance of the subject, and English is allocated the majority of teaching time (24%-36%).<sup>6</sup> This demonstrates its fundamental importance not only in developing the key skill of literacy, but also in beginning to develop children's reflective abilities. The current curriculum describes it as 'a subject in its own right and the medium for teaching'.<sup>7</sup> In conservative educational doctrine, artistically creative subjects such as art and music are

---

<sup>2</sup> J. Harvie, 'The Arts and Humanities: Endangered Species?', University of Cambridge Conference (25<sup>th</sup> February 2011). Video accessed <http://www.sms.cam.ac.uk/media/1127325> on 24th April 2013

<sup>3</sup> Harvie (2011)

<sup>4</sup> J. Smith, 'Why Teach History?' (2007). Accessed at <http://www.whyteachhistory.com/publications/whyteachhistory> on 30th April 2013

<sup>5</sup> Smith (2007)

<sup>6</sup> Qualifications and Curriculum Authority, *The National Literacy and Numeracy Strategies: Designing and timetabling the primary curriculum: A Practical Guide for Key Stages 1 and 2* (2002), Appendix 1: A Basis for Deciding Time Allocations, 35

<sup>7</sup> Department for Education, *The National Curriculum in England: Framework Document for Consultation* (February 2013), 13

often seen merely as additions to the more rigorous STEM subjects, a divide which increases throughout the levels of education. David Page, a former history professor, aptly expresses the bias against these subjects:

Inessential subjects – that is, those which don't assure university entrance – are pushed aside, and get a low quota of time and interest. It isn't just art and music (they've always been thought of as frills); now, it's even a bad idea to waste time on geography.<sup>8</sup>

Page uses irony to express how public opinion is increasingly favoured towards subjects that will supposedly better an individual's career prospects, rather than valuing education for its well-rounded approach. The arts play a crucial role in this approach, as they aim to stimulate and maintain a child's interest rather than train them for industry.<sup>9</sup> Pat Thompson stresses the importance of creative research amongst primary school students for its additional ability to develop a particular set of skills, knowledge and sensibilities.<sup>10</sup> The arts are an essential outlet for children who have not developed the necessary sophistication of verbal skills to express themselves.

It is worth considering why some of the humanities that are valued at university level are excluded from the primary curriculum. The National Curriculum appears to edit the list of essential subjects to exclude classics, art history and theology. Rather than signifying that these subjects are of a lesser value, their exemption from the curriculum indicates that their multi-disciplinary nature means that they are taught within other subjects. Classics is incorporated under the general banner of history. It is stipulated that pupils should learn about the ancient civilisations of Greece and Rome within the curriculum.<sup>11</sup> Art history is taught within art and design, and famous artists are used to form the basis of art projects. This is in accordance with the curriculum guidelines that at key stages one and two, children should 'know about the great artists, craftsmen and designers, and understand the historical development of their art forms'.<sup>12</sup> Although theology does not appear as a discipline in its own right, all maintained schools in Britain are legally required to make provision for religious education to pupils according to Schedule 19 of the School Standards and Framework Act 1998.<sup>13</sup> Curriculum guidelines note the importance of religious education as a means for cultural development, especially in an increasingly diverse Britain.<sup>14</sup>

The humanities also have a collective value, in addition to teaching subject specific skills. Collaboratively, they develop children's social and cultural awareness, and sense of self. These values can be described as intrinsic, as opposed to instrumental. These intrinsic values have been held dear by humanity since ancient times. As Bruce Janz points out:

---

<sup>8</sup> D. Page in D. Rubinstein and C. Stoneman (eds.), *Education for Democracy* (2<sup>nd</sup> Edition) (Harmondsworth, 1972), 223

<sup>9</sup> Rubenstein and Stoneman, 8

<sup>10</sup> P. Thompson (ed.), *Doing Visual Research with Children and Young People* (Abingdon, 2008), 14

<sup>11</sup> Department for Education (2013), 167

<sup>12</sup> Department for Education (2013), 147

<sup>13</sup> School Standards and Framework Act 1998 (Commencement No. 5 and Saving and Transitional Provisions) Order 1999. Accessed at <http://www.legislation.gov.uk/ukpga/1998/31/schedule/19> on 29th April 2013

<sup>14</sup> Department for Children, Schools and Families, *Religious education in English schools: Non statutory guidance 2010* (January 2010), 6

It is, after all, what the Delphic Oracle meant with the inscription "Know Yourself", what Socrates meant when he said that the unexamined life is not worth living, and what Kant meant when he summarized enlightenment in the phrase Sapere Aude!<sup>15</sup>

Gregory Tague goes as far as to suggest that the humanities serve a biological purpose; that humans have evolved from a purely mammalian brain, to one that is able to create and think morally.<sup>16</sup> Therefore, the humanities are a logical and necessary area of study. Instilling these values of personal heritage and understanding what it is to be human might therefore be considered essential within primary school education. Children's lack of life experience requires that the process of understanding themselves and others begins early. This process begins in primary humanities education, but does not end here; self-awareness carries on into adulthood. John McGuinness eulogises that 'the greatest gift we can give our pupils at school is not academic success, but a mighty sense of personal dignity and worth, coupled with an ability to operate in a variety of social situations.'<sup>17</sup>

A case study with the Bristol Single Parents' Action Network (SPAN) illustrates this process. SPAN organises community events and aims to give a voice to single parent families, particularly those from diverse and impoverished backgrounds.<sup>18</sup> Bristol University organised an 'Art Inspired by History' day with the network in March 2013. One of the tasks for the children was to create a collage of their family, and then map their 'journey' to Bristol onto the communal board. This workshop was structured to emphasise the diversity of the group. For many of the parents and children involved with SPAN, English is not their first language, and the family has lived in several countries. By celebrating this, the children could bond over their shared experiences, despite perhaps being at risk of social exclusion in the wider Bristol population. The value of collaging for primary level children has been researched by Ruth Leitch, Professor of Education at Queen's University in Belfast. Her experiments have found that this kind of visual research can help children realise 'individual and collective narratives, [...] helping them to narrate aspects of their consciously lived experience'.<sup>19</sup> In this context, the humanities are significant for these children because they reinforce the positivity of diversity and promote social inclusion.

My ability to assist during this practical experience with SPAN also demonstrates the importance of the humanities beyond primary level. I was able to provide effective help in this position because of my own 'emotional literacy' and particular skill set that was developed through my choice of humanities degree. The children required help with expressing their personal journeys, appreciating how their unique path brought them to where they are, and the actual aesthetics of arranging their collage. A prolonged study of humanities has equipped me with an appreciation of cultures, and the relevant communication and social skills needed for this kind of role with diverse groups of children.

---

<sup>15</sup> B. B. Janz, 'What Can I Do with a Humanities Degree?', *University of Central Florida*. Accessed at <http://pegasus.cc.ucf.edu/~janzb/humanities/humcareers.htm> on 15<sup>th</sup> April 2013

<sup>16</sup> G. F. Tague, 'The Scientific Case for the Humanities', *4humanities.org* (11th September, 2012). Accessed at <http://4humanities.org/2012/09/gregory-f-tague-the-scientific-case-for-the-humanities> on 27<sup>th</sup> April 2013.

<sup>17</sup> P. Lang (ed.), *Thinking About Personal and Social Education in the Primary School* (Oxford, 1988), 323

<sup>18</sup> 'Policy and Research', *span.org.uk*. Accessed at [www.span.org.uk/policy](http://www.span.org.uk/policy) on 10th May 2013.

<sup>19</sup> Thompson (2008), 37

As well as these emotional and social skills, or perhaps because of them, the value of the humanities lies in their ability to produce a certain type of thinker. Whilst a STEM student is used to researching specific information to find a specific answer, the humanities student will be comparatively more familiar with using resources from other disciplines. Art history, for example, relies on texts from the canon of English literature, classics, historical sources, and social theories, as well as specific disciplinary texts. Several scholars recognise the importance of this multifaceted approach. Professor Carrie Paechter's study of interdisciplinary teaching methods found that they improved learning in children as skills were practised in various guises.<sup>20</sup> Sir Jim Rose aimed to revolutionise primary teaching in 2010 with his review of the National Curriculum. He envisioned primary education taking an interdisciplinary approach, and grouped traditional subjects into 'six broad areas of learning' which would help children 'apply what they have learnt in new contexts'.<sup>21</sup> His justification for doing so was observations by Ofsted that it is 'clear that some of the most effective learning occurs when connections are made between subjects'.<sup>22</sup> An interdisciplinary humanities approach to study, therefore, produces the kind of holistic thinker that is able to forge links between disparate gaps of knowledge. Nicholas Negroponte, the founder of the Massachusetts Institute of Technology Media Lab, agrees with this statement:

The ability to make big leaps of thought usually resides in people with very wide backgrounds, multidisciplinary minds and a broad spectrum of experiences.<sup>23</sup>

This holistic approach to thinking, which begins in the humanities classroom in primary school, is developed through continued study of humanities throughout secondary school and university.

Beyond this school environment, the creative thinking that derives from the humanities approach is a quality necessary in great leaders and innovators. A. G. Lafley, the former CEO of Procter and Gamble recalls:

[...] as someone who spent many years assessing the skills and talents of management prospects for a wide range of disciplines and industries, I know that the candidates who were the most attractive manager prospects were those with a well-exercised mind, leadership potential, and the passion to make a difference. These success factors can be cultivated in many ways, but all are best developed by taking courses in the liberal arts and sciences.<sup>24</sup>

---

<sup>20</sup> C. Paechter, *Crossing Subject Boundaries: The Micropolitics of Curriculum Innovation* (School of Education, King's College, University of London, 1995), 102

<sup>21</sup> Qualifications and Curriculum Authority, *National Curriculum: Introducing the New Primary Curriculum: Guidance for Primary Schools* (February 2010), 8

<sup>22</sup> Qualifications and Curriculum Authority (2010), 8

<sup>23</sup> J. Landy, *In Defense of Humanities*, Talk given at Stanford University (5<sup>th</sup> December 2010). Accessed at <http://news.stanford.edu/news/2010/december/humanities-defense-landy-120710.html> on 25<sup>th</sup> April 2013.

<sup>24</sup> A. G. Lafley, 'A Liberal Education: Preparation for Career Success', *Huffington Post* (12<sup>th</sup> June 2011). Accessed at [http://www.huffingtonpost.com/ag-lafley/a-liberal-education-prepa\\_b\\_1132511.html](http://www.huffingtonpost.com/ag-lafley/a-liberal-education-prepa_b_1132511.html) on 24<sup>th</sup> April 2013

A recent book entitled *The Innovator's DNA* details how curiosity is a key trait for successful entrepreneurs, and that this quality is nurtured by the arts and humanities.<sup>25</sup> There are numerous examples of outstanding figures at the forefront of invention that could credit humanities for their imaginative spark. Two of the most well known figures from the world of technology have humanities backgrounds, despite the prevalent idea that the two fields are conflicting. Mark Zuckerberg excelled in classics, and went on to create the most popular social networking site ever made.<sup>26</sup> Steve Jobs, one of the most successful technological innovators, described himself as 'a humanities person'.<sup>27</sup> Although he never completed his university education, he credits a calligraphy course for the beauty of Mac's typography:

[Learning calligraphy] was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. [...] If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.<sup>28</sup>

Jobs is an illustrative example of how the humanities 'help us to think about how to use technology to make the world a better home for humanity'.<sup>29</sup> The typography is arguably not essential to the Mac, but it contributes to making the computer enjoyable to use. The leadership potential that Lafley speaks of can be exemplified by Barack Obama, whose degree in international relations was the starting point of his political career.<sup>30</sup> England's own prime-minister Winston Churchill won the Nobel Prize for literature in 1953, and the presentation speech by S. Siwertz established the link between Churchill's skill as a writer and his skill as a political leader and orator.<sup>31</sup> All four of these figures have certain traits in common. As well as incredible intelligence and determination within their own fields, they all share an innovative and pioneering way of thinking that may well have spawned from studying humanities. Susan Frost agrees that the humanities create 'visionary, creative and critical thinkers': all essential characteristics for individuals at the forefront of most professions.<sup>32</sup>

This counteracts the commonly held opinion that the humanities are not the right choice for obtaining a profession or financial success.<sup>33</sup> Using their subject specific

---

<sup>25</sup> J. Dyer et al., *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* (Boston, 2011)

<sup>26</sup> M. A. Lusted, *Mark Zuckerberg: Facebook Creator* (Edina, 2012), 22, 7

<sup>27</sup> W. Isaacson, 'The Genius of Jobs', *The New York Times Sunday Review* (30<sup>th</sup> October 2011), 1

<sup>28</sup> Stanford University Archive, 'Steve Jobs' Commencement Address' (given 12<sup>th</sup> June 2005). Prepared text accessed at <http://archive.is/20120711/http://news-service.stanford.edu/news/2005/june15/jobs-061505.html> on 29<sup>th</sup> April 2013

<sup>29</sup> B. Smoot, 'Humanities in the Twenty-First Century', *Edutopia.org* (20<sup>th</sup> July 2011). Accessed at <http://www.edutopia.org/blog/humanities-twenty-first-century-bill-smoot> on 27<sup>th</sup> April 2013

<sup>30</sup> S. Boss-Bicak, 'Barack Obama '83', *Columbia College Today* (January 2005). Accessed at [http://www.college.columbia.edu/cct\\_archive/jan05/cover.php](http://www.college.columbia.edu/cct_archive/jan05/cover.php) on 1<sup>st</sup> May 2013

<sup>31</sup> 'The Nobel Prize in Literature 1953', *Nobelprize.org*. Accessed at [http://www.nobelprize.org/nobel\\_prizes/literature/laureates/1953/](http://www.nobelprize.org/nobel_prizes/literature/laureates/1953/) on 1<sup>st</sup> May 2013

<sup>32</sup> S. Frost, 'Thinking Through the Humanities', *4humanities.org* (18<sup>th</sup> April 2013). Accessed at <http://4humanities.org/2013/04/thinking-through-the-humanities/> on 29<sup>th</sup> April 2013.

<sup>33</sup> C. Henseler, 'Looking for a Job? Cash in on the Humanities', *4humanities.org* (2<sup>nd</sup> September 2012). Accessed at <http://4humanities.org/2012/09/christine-henseler-looking-for-a-job-cash-in-on-the-humanities/> on 29<sup>th</sup> April 2013.

knowledge, humanities students can find employment within the creative field. Christopher Breward puts forth the importance of art and humanities research for the Victoria and Albert Museum, and how a national institution such as this has an 'extraordinary capacity' to pass this knowledge on to the public.<sup>34</sup> Furthermore, the creative field is expanding. Figures from the government's Department for Culture, Media and Sport (DCMS) in 2008 show that the creative industries have grown at twice the rate of the rest of the economy since 1998.<sup>35</sup> Logically, it makes financial sense to find employment in a growing sector. Arthur Razzell makes a perceptive observation:

It is not sound economics to prepare the nation's children for a way of life which has already ceased to exist. In the Edwardian days there was a need for an adequate supply of counting-house clerks and literate workmen. Today there is a need for men and women with more sophisticated skills.<sup>36</sup>

Whilst this comment must be understood as rhetoric rather than complete fact, it makes a valid point. An individual may well have great success in financial industries and business, but Razzell argues that in this modern age, the humanities-inspired industries such as media, tourism and communication offer engaging prospects, too. The DCMS findings show that the two million people employed in the creative sector contribute around £60 billion to the British economy.<sup>37</sup> Physical examples of the economic value of the arts and humanities are cities like Bilbao, and an area like Shoreditch in London, which owe their renovation to a thriving creative sector.<sup>38</sup>

As this essay has shown, however, humanities students are not limited to the creative industries where they have specific knowledge. The transferable skills gained from their studies can be put to use in a variety of professions that are seemingly unrelated to the humanities, such as business and technology. Mike Press acknowledges that 'these creative disciplines provide unique skills and knowledge that can be usefully applied to diverse real world problems'.<sup>39</sup> The lateral way of thinking that the humanities promote can be utilised for providing creative business solutions and inventive strategies. The value of the humanities, therefore, is that not only can they prepare students for a career in the expanding creative industries, but the transferable skills they teach have a widespread implication on Britain's 'economy, innovation and well-being' in terms of so-called big business.<sup>40</sup>

Unfortunately, it is necessary to justify the humanities using this economic vocabulary that evaluates education based on return on investment. Though the analysis above demonstrates that the humanities *can* withstand this interrogation, this

---

<sup>34</sup> C. Breward in J. Bate (ed.), *The Public Value of the Humanities* (London, 2011), 183

<sup>35</sup> Department for Culture, Media and Sport, *Creative Britain: New Talents for the New Economy* (February 2008). Accessed at <http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/publications/CEPFeb2008.pdf> on 2<sup>nd</sup> May 2013, 6

<sup>36</sup> A. Razzell in Rubinstein and Stoneman, 119

<sup>37</sup> Department for Culture, Media and Sport (2008), 6

<sup>38</sup> R. Howells in Bate, 237

<sup>39</sup> M. Press in Bate, 156

<sup>40</sup> Press in Bate, 169

understanding of value fails to pay any significance to the other kinds of capital that the humanities contribute to. Bourdieu describes these as symbolic ('prestige, recognition, honour') and cultural ('formal and social education that allows understanding of the arts').<sup>41</sup> As well as contributing to the nation's economic and commercial success, the humanities contribute to these other forms of capital through tourism and the arts.

Furthermore, a value of the humanities that is not solely related to the economy is that many graduates go on to be teachers. Figures show that in some humanities subjects, as many as 20% of graduates go on to study teacher training.<sup>42</sup> The graph below illustrates that humanities teachers have a higher percentage of degrees at 2.1 or above than teachers of science, maths or ICT.

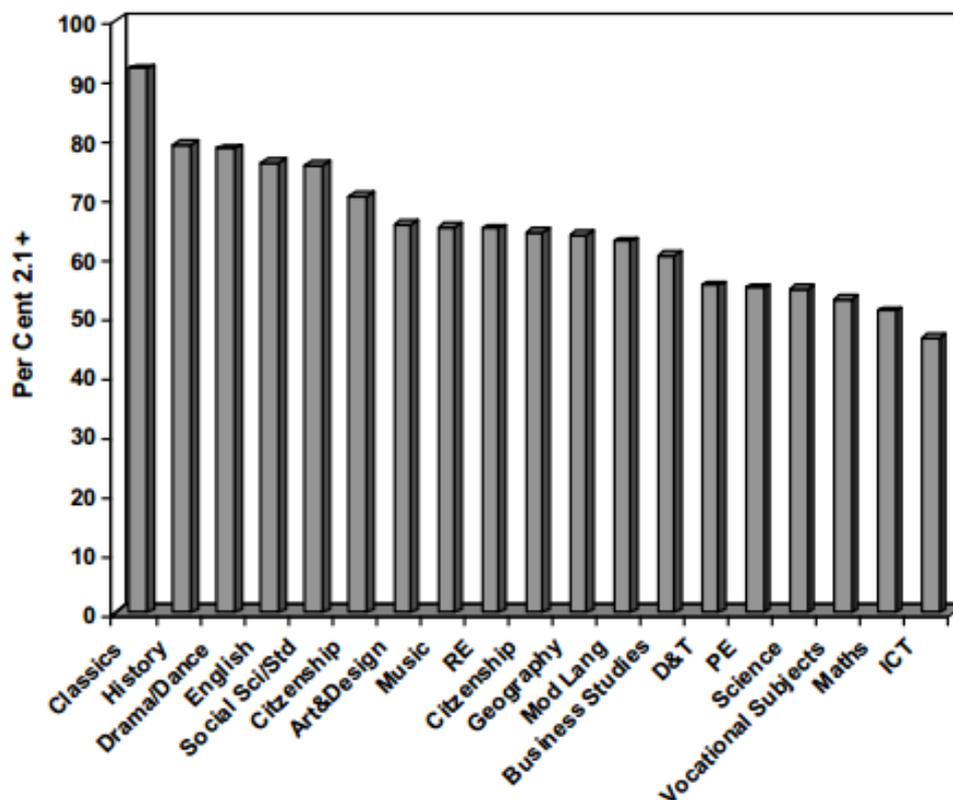


Figure 1: Graph Showing Recipients of Qualified Teacher Status receiving a 2.1 or higher.  
Source: A. Smithers, and P. Robinson, *The Good Teacher Training Guide 2011* (Buckingham, 2011)

Researchers found that 'this pattern has persisted over a number of years and it is indicative of the competition for places'. In other words, the prominence of humanities graduates in teaching has raised the level of competition for places. This has a positive effect on humanities teaching; because of the high competition, only the best applicants succeed. Therefore, the standard of humanities teaching is generally higher than that of STEM subjects. The accompanying analysis to the graph concedes the same point: 'children are more likely to find themselves with knowledgeable teachers in subjects like history and

<sup>41</sup> Bate, 235

<sup>42</sup> 'Where do Arts and Humanities Graduates Start Work?', *TargetJobs.co.uk*. Accessed at <http://targetjobs.co.uk/news/314909-so-where-exactly-do-arts-and-humanities-graduates-start-work> on 30th April 2013

English than in maths, the physical sciences and ICT'.<sup>43</sup> The circle whereby many humanities graduates go on to be teachers is essential. These graduates have the relevant knowledge to impart, but also the social and emotional skills that make them able to teach children. Therefore, the humanities have value to the public because they produce excellent teachers, who are then able to produce successful humanities students. Many of these students will go on to teach, creating an important educational feedback loop.

This essay has attempted to demonstrate the value of the humanities in the context of a primary school setting for subject specific reasons, and because of the transferable skills they impart. Teaching humanities in primary school starts children on a journey. The skills they learn at this stage of their education are built upon throughout schooling, and the choice to continue studying humanities at levels of higher education is a very valid one. An individual's subject specific knowledge base deepens, personal and social skills improve, and the essential humanities approach to thinking develops. The ability to make interdisciplinary links between subjects develops creative, innovative thinkers. Several business and educational leaders have cited the importance of this 'big leap' thinking, so individuals who excel in this manner of thinking are ripe for positions at the forefront of their discipline. This may be in the expanding creative industries, or in professions traditionally thought to oppose the humanities such as technology or big business. The expansion of the creative industries over the past decade demonstrates their economic significance, and innovative, robust businesses have long been the giants of a thriving capitalist economy. This demonstrates that, although much lip-service is paid to the contrary, the humanities are in fact good for our economy. However, their value extends beyond generating capital. The prominence of humanities graduates choosing to become teachers sustains a high quality of humanities education within primary school, which is where the virtuous circle of humanities' value begins.

## Bibliography

### *Primary sources*

Department for Children, Schools and Families, *Religious education in English schools: Non Statutory Guidance 2010* (January 2010)

Department for Culture, Media and Sport, *Creative Britain: New Talents for the New Economy* (February 2008). Accessed at <http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/publications/CEPFeb2008.pdf> on 2nd May 2013

Department for Education, *The National Curriculum in England: Framework Document for Consultation* (February 2013)

Economic and Social Research Council, *Business Engagement Strategy* (July 2010). Accessed at <http://www.esrc.ac.uk/ESRCInfoCentre/KnowledgeExch/BUS.aspx> on 18th April 2013

---

<sup>43</sup> A. Smithers and P. Robinson, *The Good Teacher Training Guide 2011* (Buckingham, 2011), 22

Qualifications and Curriculum Authority, *National Curriculum: Introducing the New Primary Curriculum: Guidance for Primary Schools* (February 2010)

Qualifications and Curriculum Authority, *The National Literacy and Numeracy Strategies: Designing and timetabling the primary curriculum: A Practical guide for Key Stages 1 and 2* (2002)

School Standards and Framework Act 1998 (Commencement No. 5 and Saving and Transitional Provisions) Order 1999. Accessed at <http://www.legislation.gov.uk/ukpga/1998/31/schedule/19> on 29th April 2013

Single Parents' Action Network, 'Policy and Research', *span.org.uk*. Accessed at [www.span.org.uk/policy](http://www.span.org.uk/policy) on 10th May 2013.

### **Secondary sources**

'The Nobel Prize in Literature 1953', *Nobelprize.org*. Accessed at [http://www.nobelprize.org/nobel\\_prizes/literature/laureates/1953/](http://www.nobelprize.org/nobel_prizes/literature/laureates/1953/) on 1st May 2013

'Where do Arts and Humanities Graduates Start Work?', *TargetJobs.co.uk*. Accessed at <http://targetjobs.co.uk/news/314909-so-where-exactly-do-arts-and-humanities-graduates-start-work> on 30th April 2013

Allemang, J., 'Teaching the Humanities: Vital to Society?' *The Globe and Mail* (11th June 2010). Accessed at <http://www.theglobeandmail.com/news/national/teaching-the-humanities-vital-to-society/article4322002/> on 20th April 2013.

Bakhshi, H., E. McVittie and J. Simmie, *Creating Innovation: Do the Creative Industries Support Innovation in the Wider Economy?* (Research report, National Endowment for Science, Technology and the Arts, London, 2008)

Bate, J. (ed.), *The Public Value of the Humanities* (London, 2011)

Boss-Bicak, S., 'Barack Obama '83', *Columbia College Today* (January 2005). Accessed at [http://www.college.columbia.edu/cct\\_archive/jan05/cover.php](http://www.college.columbia.edu/cct_archive/jan05/cover.php) on 1st May 2013

Bourdieu, P., *Distinction: A Social Critique of the Judgement of Taste* (London, 1986)

Bourdieu, P., *The Field of Cultural Production* (Cambridge, 1993)

Damon, W., 'The Education of Steve Jobs', *Defining Ideas: A Hoover Institution Journal* (16th September, 2011). Accessed at <http://www.hoover.org/publications/defining-ideas/article/93066> on 30th April 2013

Dean, J., *Improving the Primary School* (London, 1999)

Dyer, J. et al., *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* (Boston, 2011)

Frost, S., 'Thinking Through the Humanities', *4humanities.org* (18th April 2013). Accessed at <http://4humanities.org/2013/04/thinking-through-the-humanities/> on 29th April 2013.

Greeley, B., 'Bernanke to Economists: More Philosophy, Please', *Bloomberg Businessweek* (6th August, 2012). Accessed at <http://www.businessweek.com/articles/2012-08-06/bernanke-to-economists-more-philosophy-please> on 26th April 2013

Harvie, J., 'The Arts and Humanities: Endangered Species?', University of Cambridge Conference (25th February 2011). Video accessed <http://www.sms.cam.ac.uk/media/1127325> on 24th April 2013

Henseler, C., 'Looking for a Job? Cash in on the Humanities', *4humanities.org* (2nd September 2012). Accessed at <http://4humanities.org/2012/09/christine-henseler-looking-for-a-job-cash-in-on-the-humanities/> on 29th April 2013.

Inlis, F. (ed.), *Education and the Good Society* (London, 2004)

Isaacson, W., 'The Genius of Jobs', *The New York Times Sunday Review* (30<sup>th</sup> October 2011), 1

Janz, B. B., 'What Can I Do With A Humanities Degree?'. Accessed at <http://pegasus.cc.ucf.edu/~janzb/humanities/humcareers.htm> on 15th April 2013

Lafley, A. G., 'A Liberal Education: Preparation for Career Success', *Huffington Post* (12th June 2011). Accessed at [http://www.huffingtonpost.com/ag-lafley/a-liberal-education-prepa\\_b\\_1132511.html](http://www.huffingtonpost.com/ag-lafley/a-liberal-education-prepa_b_1132511.html) on 24th April 2013

Landy, J., 'In Defense of Humanities', Talk given at Stanford University (5th December 2010). Accessed at <http://news.stanford.edu/news/2010/december/humanities-defense-landy-120710.html> on 25th April 2013

Lang, P. (ed.), *Thinking About Personal and Social Education in the Primary School* (Oxford, 1988)

Lusted, M. A., *Mark Zuckerberg: Facebook Creator* (Edina, 2012)

Moore, M. H., *Creating Public Value: Strategic Management in Government* (Cambridge, Massachusetts, 1995)

Nussbaum, M. C., *Not For Profit: Why Democracy Needs the Humanities* (Oxford, 2010)

Oakley, K., B. Sperry and A. Pratt, *The Art of Innovation: How Fine Arts Graduates Contribute to Innovation* (Research report, National Endowment for Science, Technology and the Arts, London, 2008)

Paechter, C., *Crossing Subject Boundaries: The Micropolitics of Curriculum Innovation* (School of Education, King's College, University of London, 1995)

Rubinstein, D. And C. Stoneman (eds.), *Education for Democracy* (2nd Edition) (Harmondsworth, 1972)

Smith, J., 'Why Teach History?' (2007). Accessed at <http://www.whyteachhistory.com/publications/whyteachhistory> on 30th April 2013

Smithers, A. and P. Robinson, *The Good Teacher Training Guide 2011* (Buckingham, 2011)

Smoot, B., 'Humanities in the Twenty-First Century', *Edutopia.org* (20th July 2011). Accessed at <http://www.edutopia.org/blog/humanities-twenty-first-century-bill-smoot> on 27th April 2013

Stanford University Archive, Steve Jobs' Commencement Address (given 12th June 2005). Prepared text accessed at <http://archive.is/20120711/http://news-service.stanford.edu/news/2005/june15/jobs-061505.html> on 29th April 2013

Strauss, V., 'Why STEM is not enough (and we still need the humanities)', *The Washington Post* (3rd May, 2012). Accessed at [http://www.washingtonpost.com/blogs/answer-sheet/post/why-stem-is-not-enough-and-we-still-need-the-humanities/2012/03/04/gIQAniScrR\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/why-stem-is-not-enough-and-we-still-need-the-humanities/2012/03/04/gIQAniScrR_blog.html) on 30th April 2013

Tague, G. F., 'The Scientific Case for the Humanities', *4humanities.org* (11th September, 2012). Accessed at <http://4humanities.org/2012/09/gregory-f-tague-the-scientific-case-for-the-humanities> on 27th April 2013.

Thompson, P. (ed.), *Doing Visual Research with Children and Young People* (Abingdon, 2008)

Trilling, L., 'A New Direction in Teaching the Humanities', *Columbia College Today*, Number 9 (Spring 1962), pp.29-31

Wyse, D. (ed.), *Childhood Studies: An Introduction* (Oxford, 2004)

Sophie Whenham