The purposes and effectiveness of boarding education at the end of the twentieth century


**Abstract**

The purpose of this study is to examine the aims of the education delivered in a small sample of schools in the boarding sector, using qualitative methods of data gathering - analysis of school documents, interviews with the key participants (pupils, heads, staff and parents) and a limited element of participation in the schools selected. Studies on school effectiveness have proliferated in recent decades, the majority focusing on day schools. In addition, the research has tended to focus on enhancement of achievement in the cognitive area, to the virtual exclusion of other aspects of pupils' development. The present study makes a contribution to the discussion of effective schooling in two ways: firstly, by looking at the practices of boarding rather than day schools, it extends the scope and applicability of effective school research; and secondly, it extends the focus on effectiveness to include the somewhat neglected psychomotor and affective domains, while also addressing academic achievement among the pupils in the sample schools. Case studies were made of three boarding schools: one state, two independent, drawing on analysis of the material gathered. The research questions were designed to throw light on the purposes, workings and effectiveness of the schools, as perceived by each interviewee. Analysis of collected data led to an exploration of three themes that emerged as crucial to the realization of each school's aims: curriculum, community and commitment. The study highlighted the responsibility felt in the boarding sector to enhance potential not only in the cognitive, but also in the affective and psychomotor areas of each individual pupil's development. Many researchers have voiced the need to exploit pupils' all-round skills and aptitudes and this study suggests that further research in boarding schools might well prove to be both fruitful and relevant to the day sector.
elusive of the roles of education for the twenty-first century. While hardly any thinkers or participants in educational practice would argue against the need to learn to live in cultural demands. The end of society has given way to the emergence of the individual. While before the individual was a product of society, both in behaviour and. UNESCO at the aims and purpose of education worldwide since 1972, when UNESCO published Learning to Be (Faure, 1972). Learning to Be was the result of a previous. Split the hundred years of the
The twentieth century into three equal parts, and it comes out this way: Early: 1900–1933. Middle: 1933–1966. Late: 1966–1999. Any sensible person knows, of course, that doing that would be a terrible idea: rigid, arbitrary, pedantic, and totally at odds with the natural ebb and flow of historical events. Yet, in the case of the 20th century, damned if it doesn't work pretty well: 1933 (plus or minus a year) marks a kind of tipping point at which the run-up to WWII begins in earnest. It does depend on what historical features you are studying and what your purpose is. If you are dating old photos, it is useful to divide the 20th century into eras when the fashions and methods of transport changed. The easiest classification by time is. Before the First World War. The twentieth century is over. The twenty-first opens on twilight and obscurity. There is no better place than a hospital bed, quintessential locus of a captive victim, to reflect on the extraordinary inundation of Orwellian words and images that floods over print and screen at such a time, all of it designed to deceive, conceal and delude, including those who produce it. That the policy-makers and strategists of Washington are today talking in terms of the purest politics of power – one has only to listen to them off, and sometimes even on, the record – accentuates the sheer effrontery of presenting the establishment of a US global empire as the defensive reaction of a civilization about to be overrun by nameless barbarian horrors unless it destroys 'international terrorism'.