

GALE PRIMARY SOURCES

# 『タイムズ教育誌 (TES)』歴史アーカイブ 1910-2000年

The Times Educational Supplement Historical Archive, 1910-2000

## データベース講習会

2023年4月14日

センゲージラーニング株式会社  
Gale部門 森澤 正樹

# 本日のアジェンダ

- アーカイブの概要
- 収録記事の例
- デモンストレーション
- Gale Digital Scholar Lab について
- 関連資料のご案内



# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

## The Times Educational Supplement Historical Archive, 1910-2000

### 英国を代表する教育専門誌

- 1910年9月に『タイムズ』の補遺として創刊(当初は月刊)、1914年より単独の刊行物となり、1916年より週刊。現在は『タイムズ』とは別資本で、誌名も『TES』となり、雑誌形態をとる。
- 主な読者層は初等～中等教育の実務者・関係者。英国の教育を中心に、世界各国の状況も取材する。教育改革や教育現場に大きな影響力を發揮してきた。教員・専門家からの投書も多く、議論のフォーラムとしても重要。
- 年代: 1910年～2000年
- 分量: 約25万ページ(マイクロフィルムより)
- リリース: 2022年12月

\* Times Higher Education Supplement (THE; 1971年創刊) は含まれません

\* スコットランド版(1965年創刊)については、UK版と異なるページのみを各UK版の末尾に追加しています

\* 1978年12月8日～1979年11月9日は労使紛争で発行が停止されたため、収録されておりません






# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

## The Times Educational Supplement Historical Archive, 1910-2000

収録記事の例： 社説「改革の根本」 (1941年6月28日)



EDUCATIONAL SUPPLEMENT  
LONDON June 28 1941

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### BASES OF REFORM

The PRESIDENT of the BOARD of EDUCATION recently announced that the proposals for post-war educational reform upon which his officials had been for some time engaged were completed and would shortly be laid before representatives of the local education authorities and the teachers. Until those proposals are made public—as presumably they will be at the earliest possible moment—it would be unprofitable to attempt to speculate upon their nature, however much it may be assumed that their general tenor has been revealed in the recent speeches of the PRESIDENT and the PARLIAMENTARY SECRETARY to the BOARD. What is much more to the point at the present moment is that every teacher, administrator, and friend of education shall seek to make quite certain by what criteria he will judge others of producing a noble race. It must be so conceived. Our new society will recognize this, or it will fail, and fade like the shadow of another dream. It will care for the child, train youth to strength and goodness, and *never let go*.

There are in that passage four or five solid reasons why equality of opportunity will not—almost cannot—be desired by many people. There are others equally potent; notably the fact that the educational system we have built up has been a most effective safeguard of the social stratification we all in our heart of hearts bow down to and worship. That will hit many of us hard. All the reasons against granting equality of opportunity will be fought for: openly, subtly, or, most dangerous of all, unconsciously. That is why it is so supremely important that every one of us makes absolutely certain that he or she realizes to the full and precisely the implications of this most revolutionary principle. Do we understand, for example, that it means that there can be no such fact as a “school leaving age” in the sense that we understand the term at present? We must. There can be no full equality of opportunity so long as there is a school leaving age which means for one section of the adolescent population an obligatory transfer from school to gainful labour, while for another section it means precisely nothing and involves no handicap whatever. Do we understand also that true

hit many of us hard. All the reasons against granting **equality of opportunity** will be fought for: openly, subtly, or, most dangerous of all, unconsciously. That is why it is so supremely important that every one of us makes absolutely certain that he or she realizes to the full and precisely the implications of this most revolutionary principle. Do we under-



H・C・デント  
(TES編集長:1940-1952)

機会均等の実現を阻むべく、あらゆる論拠が動員されるだろう:あからさまに、巧妙に、また最も危険なことだが、無意識に。それゆえに我々の一人一人がこのじつに革命的な原理の含むところを完全かつ正確に認識することが極めて肝要なのである。

# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

## The Times Educational Supplement Historical Archive, 1910-2000

収録記事の例： レイモンド・ハニーフォード「多人種教育の神話」 (1982年11月19日)

### Multiracial myths?

Discrimination in favour of ethnic minorities is against their best interests and threatens racial harmony, argues Raymond Honeyford, headmaster of a multiracial school.

Multiracial education is attracting increasing interest. There is now a National Association for Multiracial Education; the education journal of the Commission for Racial Equality frequently carries articles by both indigenous and minority group teachers which claim there is a "theory" of multiracial education to which all those training for and currently working in schools must be exposed; there is a plethora of ethnic voluntary groups with interests in the school curriculum; local authorities are rushing to appoint advisers in the subject; others are anxious to appoint very highly paid "experts" to oversee and investigate employment policies and there is a sizeable, if somewhat dubious, corpus of research now available.

The tone of the debate is often strident. Claims and counter-claims are being heard from various sectional interests and there is sometimes a note of intolerance. The chairman of one of the sub-committees of a large metropolitan area recently and publicly declared that any head teacher failing to accept the multiracial policy of the I.e.a. - a policy which manifestly did not exist - would be sacked. So it is difficult to resist the feeling that a very considerable bandwagon is now underway.

But some teachers regard the whole notion of multiracial education with scepticism and even resentment. They would argue that the responsibility for the adaptations and adjustments involved in settling in a new country lies entirely with those who have come here to settle and raise families of their own free will. A large majority of the Asians come from a country which is not even a member of the British Commonwealth. They have exercised their legal right to British citizenship, conferred as a direct result of living in territory formerly part of the British empire.

They enjoy all the rights and privileges of equal citizenship, including immediate and unlimited access to the welfare state. In return, they are obliged to bear the corresponding duties and responsibilities of the citizenship of their chosen land including the duty to send their children to school regularly.

Their commitment to a British education was implicit in their decision to become British citizens. Maintenance and transmission of the mother culture has nothing to do with the English secular school. If they want their children to absorb the culture of Pakistan, India, or the Caribbean, then that is an entirely private decision to be implemented by the immigrant family and community, out of school.

Communities of immigrants from Poland, Hungary, Yugoslavia, the Ukraine, and the innumerable Jewish settlers in this country have survived and flourished because they insisted their children get the best possible English education, while maintaining their cultural identity through private initiatives. The same pattern is also appropriate for children whose parents came from the New Commonwealth.

This is pragmatism, not prejudice, and it is based on equality. There should be a welcome for the strangers in our midst, but no attempt by the education service to confer a privileged position on this sub-culture or that.

But this non-interventionist approach is frowned upon by the multiracialists who argue for radically new approaches to schooling. Much of their argument rests on the belief that this country has a moral need to expiate its imperial guilt by providing a special form of education for the children of Commonwealth immigrants. This stresses the validity and achievement of Asian and Caribbean history and seeks to enhance the status and self-respect of settler children by teaching the culture of their parents' mother land and a critical view of British imperialism.

This confuses education with propaganda; makes questionable assumptions about the self-concept and actual cultural experiences of children born and bred here; stems from an historical perspective which is at least questionable; and could prove divisive in its effect. Moreover, guilt and recrimination about the past hardly seem constructive foundations on which to build a sense of harmony and reconciliation.

Those who argue for positive discrimination want more spent on the education of black and coloured children; lower admission standards for higher education for such children and quotas to ensure more immigrants get into the professions.


It is difficult, to see how positive discrimination could, in the long run, benefit the immigrant communities. It might well indeed, exacerbate their difficulties. Would not other minority groups resent the favouritism and demand similar special provision for their children? And would the public respect a professional class which has had privileged treatment in the process of selection for training? Would there not, indeed, be a real danger of the public assuming lower levels of professional competence? And would that help the cause of racial harmony?

The effects of a quota system based on skin colour on the failed indigenous candidate hardly need to be spelled out.

Racial prejudice exists but is emphatically not a white versus black phenomenon. There is plenty of animosity between Asian and West Indian communities in this country as the Home Office survey of racial attacks (November 1981) showed.

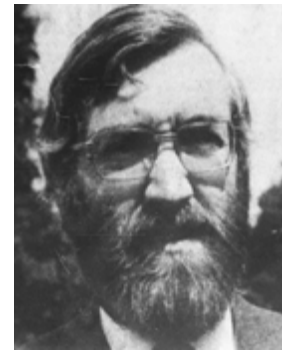
Neither is prejudice the cause of the comparatively poor academic performances of black children in English schools. Unless those who say otherwise are alleging that there is greater hostility among teachers towards black pupils than brown, then we are left with an uncomfortable truth - the significantly better average results obtained by Asian children compared with those of Caribbean origin.

My view is that the cause of comparative black failure is located at the point where two unfortunate influences overlap: lack of sup-



INDIAN STUDIES	INDIAN CHRISTIAN	INDIAN HINDU	INDIAN MUSLIM	INDIAN Sikh	INDIAN Sikh	INDIAN Sikh	INDIAN Sikh
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8

standable human response. But the emotional and psychological price to be paid for emigration is the pain of **change** and **adaptation**. The children know this from first hand. They know that to flourish in the culture in which they live out their lives outside the home, they must first master it.



Raymond Honeyford is headmaster of a middle school with 80 per cent ethnic minority children covering 11 mother tongues.

移民にとまなう情緒的・心理的対価は変化と順応の痛みである。子供たちはそのことを身をもって知っている。彼らが家の外で生きることになる文化の中で活躍するためには、その文化をまず習得しなければならないのである。



# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

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収録記事の例： ハリー・ジャッジ「国家の出先機関がまたひとつ」 (1985年10月11日)

**PLATFORM**

# Another outpost of the state



**The morale and confidence of the education service are now at a desperately low point. It would be comforting to believe that, for some undefined reason, things may begin to get better again. But who believes that they will?**

It has taken me a long time to write these lines and I still find it difficult to do so. It is always very much easier to write less directly about a crisis, to balance and to qualify, to be subtle rather than simple. More than that, there is something offensive about crying stinking fish. To talk about pessimism and its causes is, often, to make things still worse – and especially when all of us in education desperately need some message of dynamic hope.

But the work which we try to do is now in such poor shape that it would be short-sighted and cowardly just to put on a brave face. Unless and until the fact of crisis is acknowledged, and its nature agreed upon, nothing can be improved. The present mood is without precedent, certainly within the working lifetime of the older among us and, arguably, at any time over the past century.

What has generated this black mood? We all know the orthodox answers: falling rolls, political intransigence, teacher militancy, new social problems, youth unemployment, corporate management, radical change in the styles of local government, exaggerated expectations in the 1960s, the list is endless. Yes, but what gives them unmanageable form is something much simpler, and more fundamental.

At the root of our trouble, there lies a conscious effort to subvert the institutional bases of our educational system, to substitute a new political order. There is a horrifying continuity between the crisis of conscience at the BBC and the crisis of confidence in education. What they have in common is an assault upon autonomy, and an attempt to accumulate all effective power in the hands of an aggressive central government.

That is simple enough, and it would be agreeable to turn this anti-political argument into an anti-Conservative polemic. But that will not do, if only because the present accelerating tendency has its visible origins well before the 1979 General Election and well before the irruption of Sir Keith Joseph. Moreover, unless this centralising tendency can be challenged and

they are:

- Reported of a Permanent Secretary somewhere in Whitehall: "When, after the next election, we come back for a further term . . ."
- A senior HMI: "There is no point in giving the Secretary of State advice which is unwelcome to him"
- A chief education officer, and a distinguished one, in mid-career: "I would resign tomorrow if I could find something else to do"
- An Oxford don, at the time of the nonsense about Mrs Thatcher's degree: "A high-placed friend in Whitehall has warned me not to be active in the campaign, if I want to get that research grant"
- A teacher who has worked well, and enjoyed doing it: "What I cannot bear is that I am glad none of my children are becoming teachers"
- An administrator with responsibility for TVEI: "We've taken the money, but fixed it so that we spend it how we please"
- A teacher-trainer: "Well, he says we have to have a 36-week course and no extra resources, so we'll just push students into schools for the extra weeks"
- The head of a school: "Every day the distance between me and the other teachers grows and I become more and more an agent of an unsympathetic and invisible management"

It scarcely matters whether these fragments of anecdotal evidence are accurate or not. What is striking about them is their distressing typicality, and their plausibility.

Of course, the tangle and bitterness of the teachers' pay dispute reflects all this, and makes it all so much worse. The fabric of relationships within schools is being ripped apart. The tragic irony is that the time is right for radical changes in the position of the teacher and the structure of the profession. A Secretary of State, whose intelligence and commitment are matched only by his insensitivity, has continued to waffle a set of constructive proposals by linking them to negative concepts of appraisal, to a punitive weeding out of the incompetent, to a ludicrously simple view of market forces. A Secretary of State may change or be changed. But for as long as he is perceived as presiding and brooding over an educational system and seeking to direct it, then for that time, too, the system itself will continue to degenerate.

**'The servile society does not need its thought police – a nod or threatening grunt of official disapproval is enough' . . .**  
**Harry Judge diagnoses the sickness in the system**

The root error is that government (any government) should be in charge of education. And it is a monstrous error, poisoning the whole system with the noxious juices of impotence, frustration, servility and patronage. It is this error which is the cause and magnifier of all our ills.

根本の過ちは政府が(それがいかなる政府であれ)教育を管理することである。それは重大な過ちで、教育システム全体を無能、不満、へつらい、最悪の有毒なエキスで満たしてしまうものである。この過ちこそが我々のあらゆる害悪の根源であり、それらを深刻化させる原因なのである。



ハリー・ジャッジ  
(オックスフォード大学教育学部)



# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

## The Times Educational Supplement Historical Archive, 1910-2000

収録記事の例： ケン・シマハラ 「日本の教育改革で鍵を握るのは多様性」 (1995年3月31日)

**J**apanese society is now experiencing great changes, changes that are reverberating throughout the reforms of its educational system. Since 1945, Japan has been characterised by a co-existence of very modern and very traditional attributes. Today, it displays characteristics of post-modernity: a flexible economy, information-dominated life, internationalisation, compression of the boundaries of geographical space, and a shift from a culture of certainty to one of uncertainty.

For the past 15 years, reformers have been trying to overhaul Japanese education. Despite bold and far-reaching reform initiatives, implementation has been slow.

Japan's unparalleled growth of secondary and higher education and its level of academic achievement is a result of a meritocratic ethos characterised by fierce competition. Educational achievement is promoted not only by the state system but also by extensively developed, privately organised schools.

In the Seventies, efforts to modernise Japan were characterised by the catch-up ideology. Modernisation became synonymous with Westernisation. In order to accomplish modernisation in a much shorter time than did the West, Japan developed state-controlled, uniform schooling. Curriculum, school programmes and control of education were all directed to produce uniformly well-trained human resources. The effects of uniform schooling coupled with the centrifugal social forces generated by economic affluence and globalisation, social mobility, changing family structures, and information-dominated social life represented a major transformation in schools.

Deviant adolescent behaviour such as bullying, school violence, refusal to attend school, and other forms of juvenile delinquency, dramatically increased in the late 1970s and the 1980s. These frequent incidents threatened social norms and caused national concern. Meanwhile, over-competitive high school and university entrance examinations remain a major fixture in Japanese education.

In the early 1980s, it became increasingly evident that Japan's school system, which was effective in meeting the needs of modernisation, was failing to satisfy diversified youth values

### Diversity the key to reform for Japanese

Ken Shimahara describes the lessons Japan can offer countries seeking educational reform

and needs. School reforms of the 1980s focused on diversity of choice. The reform movement was epitomised by a perception that the orientation and structure of schooling must be altered to meet the exigencies of a more diverse society.

A 1977 report by the National Association of Prefectural Superintendents had laid the groundwork for the transformation of high school education. Shortly after the report, the Ministry of Education announced a major revision of high school education which underscored latitude and relaxation in the construction of school programmes, humanisation of student life, and the promotion of individuality. It mandated a reduction of required credits for graduation and the number of instructional hours, as well as the use of imaginative strategies to engage a diversified student population. In 1989, the minister of education charged the Central Council of Education to recommend further reforms of secondary education. The council's 1991 report led to the creation of the Committee for Enhancement of High School Reforms.

The central theme of the report was to revamp high school education to empower students to link their personal interests and future aspirations to formal learning in the school. Its principal recommendation was to implement a comprehensive high school programme which aimed at promoting student career aspirations based on academic and vocational subjects.

The purpose of this was to attract students by offering an alternative to the comprehensive programme

opposite direction to those in the UK. While Japanese policy-makers are seeking ways to diversify, British restructuring seems to have placed emphasis on core curriculum, national standards, and standardised assessment. Both initiatives are significant in terms of the policy orientations that they aim to enhance, in light of the historical development of highly contrasting school governance in culturally different nations. In the UK, the need for reframing secondary schools is evident in the reports issued post-1980.

One emerging common constraint imposed on Japanese and UK secondary schools is testing. The primary purpose of national tests in the UK is to measure the extent to which pupils have achieved national standards. In Japan, university entrance exams serve a similar purpose. These examinations, however, have also been a major factor in perpetuating uniformity of instruction at the secondary school level. They measurably determine what is considered to be relevant in a high school curriculum. National tests in the UK could conceivably have the same effect of increasing uniformity in its secondary school curriculum. While Japanese reformers are seriously considering how to make high schools attractive places for pupils with different abilities and interests, the UK has made standards the priority, and thus has prejudiced the development of a suitable response to pupil diversity.

Enhancing an appropriate balance between standards and diversity, instead of promoting one at the expense of the other, seems to be the critical issue for reform in both countries.

Although the development of comprehensive schools is still at an embryonic stage, according to the latest ministry survey there are 42 schools distinguished as new types of high schools, 324 innovative vocational schools with such programmes as bio-technology, information technology, electronic mechanics, and international economics, with 74 schools planning to offer similar programmes. Given that the comprehensive programme is in its initial trial stage, it seems to be off to a good start.

There are, however, potent constraining circumstances that could impede the reforms. First, university entrance examinations hinder a diversified secondary school education. While innovative schools offer highly attractive choices to students, the viability of these schools depends on how effectively they can prepare students for university entrance examinations.

Second, because these innovative schools intend to offer unique programmes, they require far more resources than traditional schools.

Third, innovative schools require staff with intrinsic motivation and competence to construct a unique curriculum and to provide a stimulating teaching approach. To maintain a positive public image and support, these schools are expected to offer high quality education.

Professor Ken Shimahara, Rutgers University, New Jersey, USA.

Joining the ranks: fierce educational competition exists in Japan

<p>MODERN EDUCATIONAL THOUGHT SERIES EDITOR ANDREW HARGREAVES</p> <p>HOWARD BECKER ON EDUCATION Robert G. Burgess (ed.) April 1992 194pp £22.00 / Paperback £12.95 0 233 0001 5 November 1991</p>	<p>DEVELOPING TEACHERS AND TEACHING SERIES EDITOR CHRIS DAY</p> <p>THE FIRST YEARS AT SCHOOL Education 4 to 8 A. Searing 1991 302pp £22.00 / Paperback £12.95</p>
<p>GENERATED EDUCATION Sociological Reflections on Women, Teaching and Feminism S. Acker 1991 200pp £22.00 / Paperback £12.95</p>	<p>MANAGING THE PROFESSIONAL DEVELOPMENT OF TEACHERS L. Ball, C. Day (eds.) 1991 200pp £22.00 / Paperback £12.95</p>

It appears that school reform initiatives in Japan are moving in the opposite direction to those in the UK. While Japanese policy-makers are seeking ways to diversify, British restructuring seems to have placed emphasis on core curriculum, national standards, and standardised assessment. Both initia-

日本における学校改革構想は英国のそれと逆方向に進んでいるようだ。日本の政策立案者が多様化の方向を探っている一方、英国の改革ではコア・カリキュラム、全国統一基準、統一評価が強調されている。



# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年 The Times Educational Supplement Historical Archive, 1910-2000

収録記事の例：スーザン・ヤング 「基本に戻る性教育」 (1997年2月7日)

Schools are fearful of a moral backlash, reports Susan Young

## Sex education goes back to basics

Sex education lessons are being restricted to the basics in many schools which do not understand what they can legally teach and are worried about a moral backlash. Teenagers regularly report that lessons are "too biological, too little and too late", while teachers and advisers worry that they cannot cover some topics or answer pupils' questions for fear of running foul of the law, parents or the media.

The losers are the pupils, and particularly those who are concerned about their own sexuality. Gay teenagers — or those who seem different — are more likely to be picked on in school, with official silence on gay and lesbian sexuality compounding their problems. Yet schools which follow good practice in setting their sex education policy — ensuring both parents and pupils are involved from the outset — may even find that the lessons become one of the most rewarding parts of the curriculum, according to Gill Lenderyou, senior development officer at the Sex Education Forum, an umbrella group of interested organisations.

Many of the worries expressed by teachers and advisers date from 1993 when Aids, HIV and sexually-transmitted diseases were removed from the national curriculum. At that time, parents were given the right to withdraw pupils from such lessons without giving a reason. A guidance circular from the Department for Education a year later added to teachers' fears by warning that it might not be legally safe to answer individual pupils' contraception queries, and stating that pupils' confidences must be relayed to the parents or head-teacher.

These two points are often given as reasons why teachers and advisers are worried about sex education lessons. The notorious Section 28, dating back to 1988 and intended to prevent "promotion of homosexuality", also frightens schools, which as a result often avoid mentioning sexuality in lessons.

According to Ms Lenderyou, the other major stumbling blocks regularly cited by teachers and advisers are parents. "They'll say we can't really do that because the parents won't like it, or that we'd like to do that but we've got different cultures in the schools and we don't want to step on anybody's toes."

She said that none of these reasons should prevent good sex education taking place. Some of the best examples of school sex education she had recently heard of were those taking place in potentially difficult surroundings.

In one North London secondary with a large number of Turkish Muslim pupils, parents were consulted on proposals to start running sex education lessons. They thought it was a good idea, adding that they had never had such lessons themselves.

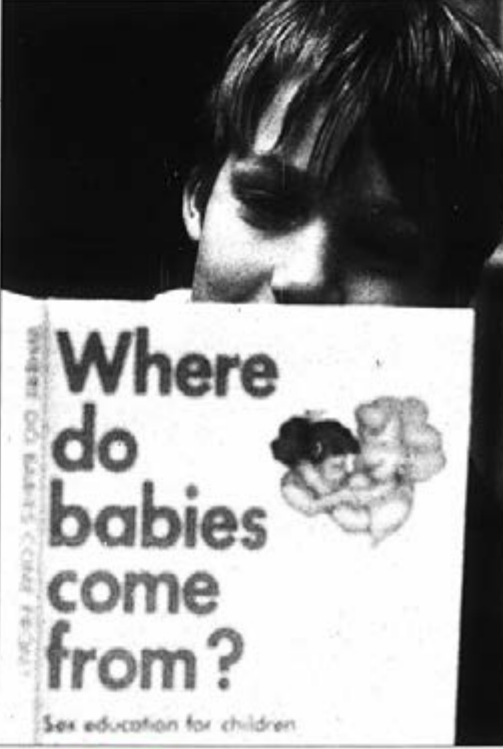
Ms Lenderyou said: "Right, said the school, we'll give you sex education. They looked at condoms and did a lesson with an interpreter there, so that they could all talk about it properly with the teacher who didn't speak Turkish.

"At that school, the parents are solidly behind the sex education policy. They say: 'We don't want our daughters to go through what we did. It's so frightening. You get married, have a baby, but you know nothing.'"

In an East London school where 90 per cent of pupils were Muslim, a very successful policy had grown out of a discussion with the local Imam, who said sex education was in the Koran and he was prepared to teach the oldest boys, with a nurse teaching the girls. Within a few years the lessons were being given to three consecutive year groups, giving the information in a structured way.

It helps to remember that research shows around 90 per cent of pupils are sexually active by the age of 16.

Gill Lenderyou.



Where do babies come from?  
Sex education for children

The best sex education involves pupils and parents from the beginning

ADVICE FROM THE SEX EDUCATION FORUM:

- Do involve parents, pupils and the local community in formulating the sex education policy;
- Do make sure that all points of view are expressed during discussions: explain that there are
- Do make sure pupils talk about issues at a distance, using role-play rather than their own problems;
- Do make sure teachers are properly trained, with good resources
- Start by doing what you feel comfortable with;

more sexuality: ...  
bullying is common.

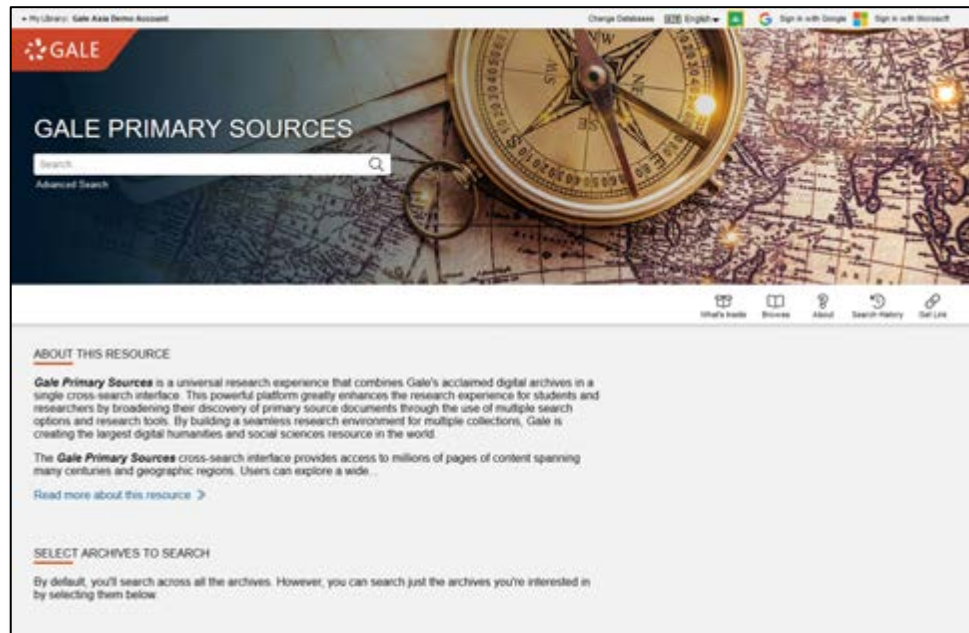
Teenagers regularly report that lessons are "too biological, too little and too late", while teachers and advisers worry that they cannot cover some topics or answer pupils' questions for fear of running foul of the law, parents or the media.

十代の多くは授業が「生物学的すぎて、中身が少なすぎて、遅すぎる」と報告する一方で、教員や助言者は法に触れたり親やメディアの反応を恐れるあまり、特定の主題について扱ったり、生徒の質問に答えたりできないと心配してしまうようである。



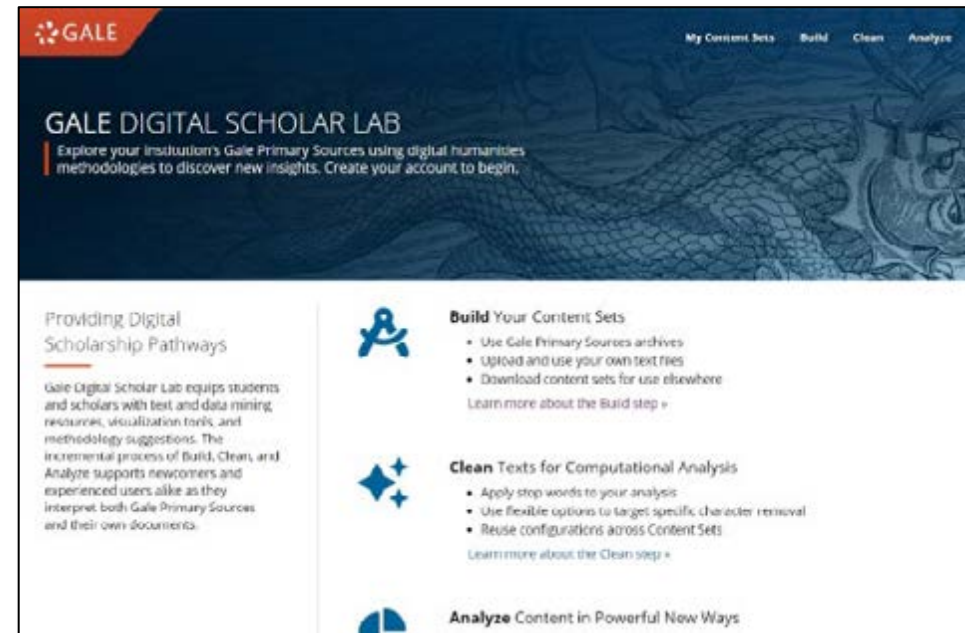
# デモンストレーション

# 二つのプラットフォーム



## Gale Primary Sources

横断検索・閲読用



## Gale Digital Scholar Lab

テキストマイニング用(別売)



# Gale Digital Scholar Lab による分析の例（感情分析）



Back



Sentiment Analysis  
Reform in TES



Add Note Download Help



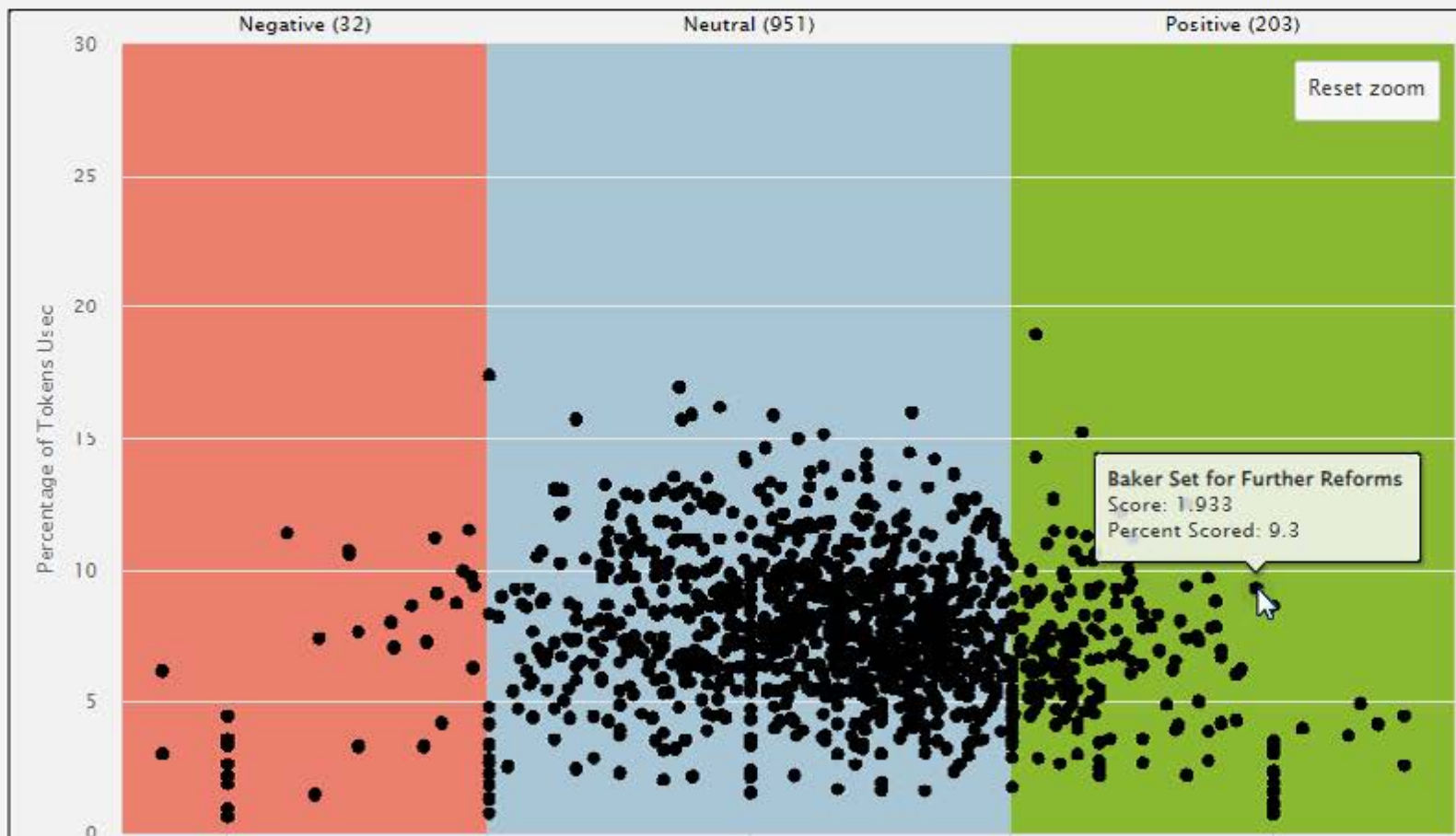
Legend



Tool Setup



Run History



Inspect



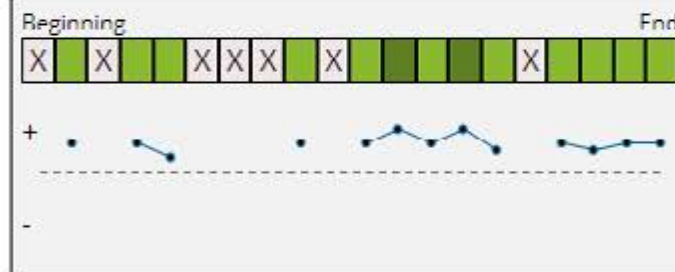
Document

1.933 Baker Set for Further Reforms

Open Document

Add to Content Set

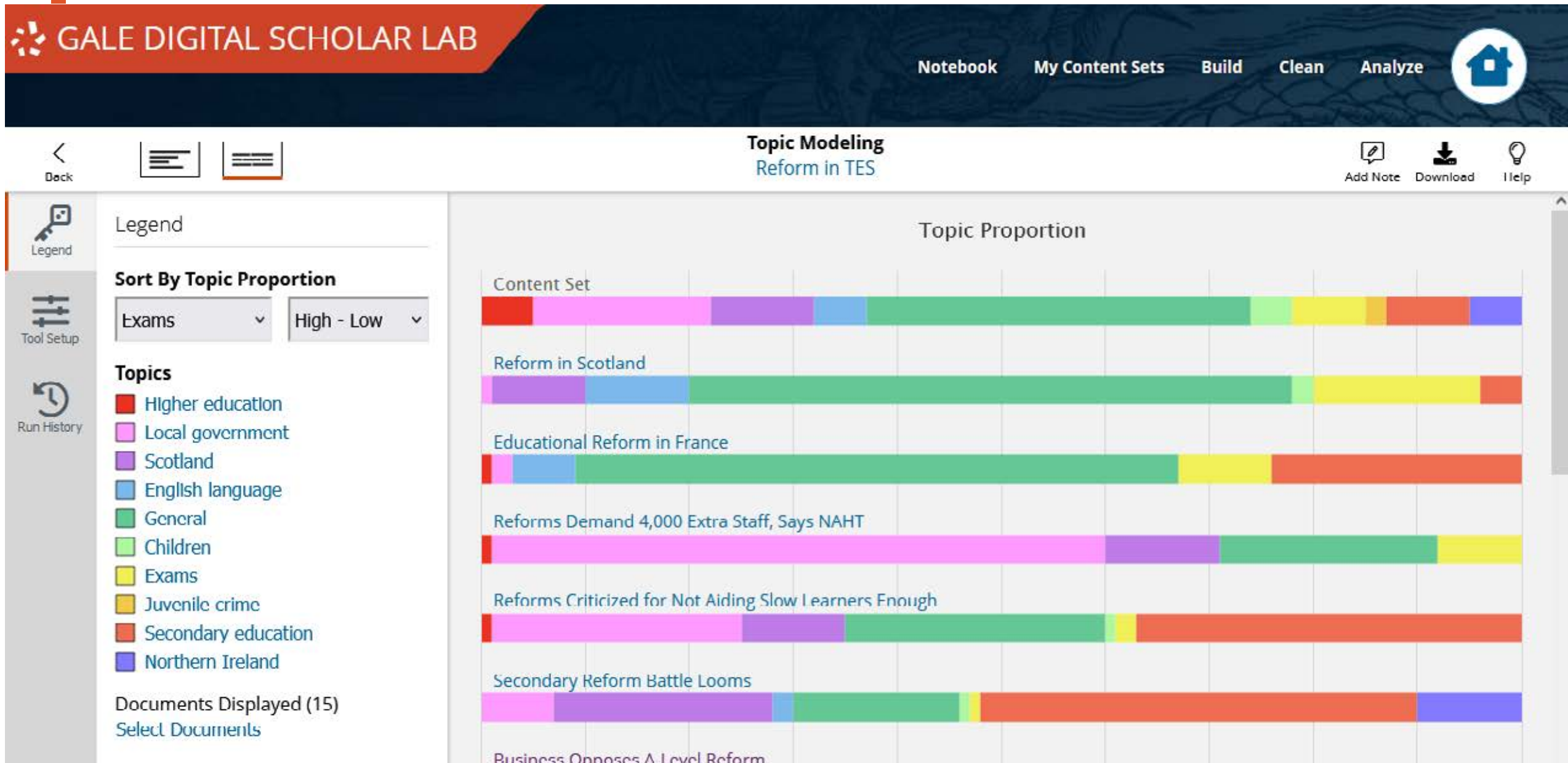
Document Subsections



Percent Scored

Tokens Scored : 15  
Total Tokens : 161

# Gale Digital Scholar Lab による分析の例（トピック・モデリング）





# Gale Digital Scholar Lab による分析の例（固有表現抽出）



Named Entity Recognition  
Reform in TES

Back Legend Tool Setup Run History Add Note Download Help

Category

- Date
- Time
- Geography
- Geo-Political Entity
- Place
- Artwork
- Event
- Law
- Product
- Person
- Measurement
- Money
- Number
- Percentage
- Position

Entity	Category	Documents	Count
the Education Reform Act	Law	17	19
Section 11	Law	2	13
the Educational Supplement	Law	9	9
the Education Act	Law	7	9
Education Act	Law	7	8
the Education Bill	Law	6	6
the Education Reform Bill	Law	5	5
the 1944 Act	Law	5	5
Education Reform Act	Law	5	5
the Children Act	Law	4	4
Section 89	Law	1	4
the Teachers' Superannuation Scheme	Law	3	3

# 『タイムズ教育誌 (TES)』 歴史アーカイブ 1910-2000年

## The Times Educational Supplement Historical Archive, 1910-2000

### 研究トピックの例

- イギリス教育史
- 比較教育学
- 教育政策・教育行政
- 教育・学校改革
- イギリス社会史
- 教育ビジネス
- 学校経営
- 教育の市場化
- 教員の労働環境・労使関係

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