PREM 19/2115

EDUCATION SEMINAR.

EDUCATION.

(See Also: Education: Policy Pt 5).

AUGUST ~~SEPTEMBER~~ 1985

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PREM 19/2115

A Possible Seminar art on
Education: Policy Pt 5.

FILE

DA

10 DOWNING STREET

From the Private Secretary

1 January 1986

Thank you for your letter of 20 December, with which you enclosed a further copy of your Cantor Lecture.

(Mark Addison)

Mrs. Anne Jones

DA

Schools Curriculum Award
1984

Cranford Community School
Hounslow

Head: Mrs. Anne Jones BA

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Please reply to:

20th December, 1985

Mark Addison,
Private Secretary,
10 Downing Street,
London W1

Dear Mark Addison

It occurs to me that my Cantor Lecture might have gone astray with my letter to the Prime Minister, so I enclose this further copy (pages 14-26). There is also a contribution by John Ashworth.

All good wishes.

Yours sincerely,

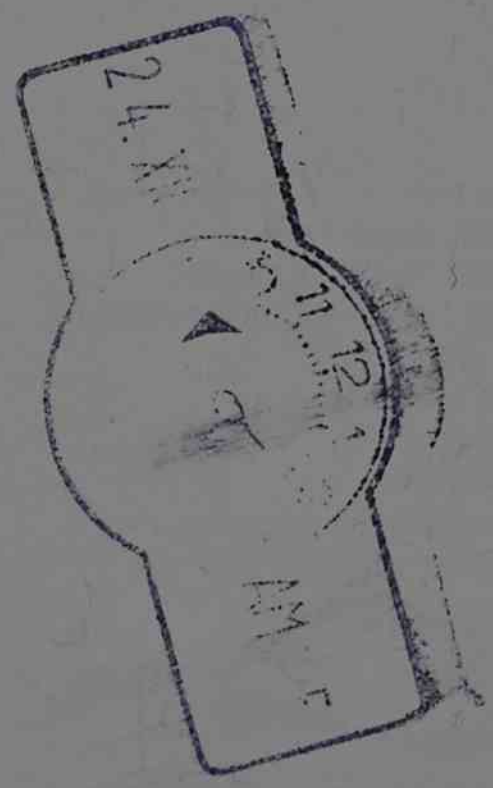
Anne Jones

Mrs. Anne Jones
Head

Enc.

CF

Stray. The PM has already apparently asked me for this. But I think we need to avoid a stalk.



Educating for tomorrow

The 1985 Cantor Lectures

LEARNING, WORK AND THE FUTURE

by

J. S. CASSELS, CB

TOMORROW'S SCHOOLS: CLOSED OR OPEN?

by

ANNE JONES, BA

TOMORROW'S UNIVERSITIES:
IVORY TOWERS, FRONTIER POSTS OR SERVICE STATIONS?

by

PROFESSOR JOHN ASHWORTH, DSc, FIBiol

Reprinted from the
Journal of the Royal Society of Arts
June 1985

EDUCATING FOR TOMORROW

Three Cantor Lectures

I. LEARNING, WORK AND THE FUTURE

by

J. S. CASSELS, CB

Director-General, National Economic Development Office,
delivered to the Society on Monday 4th February 1985,
with Sir Tony Weaver, CB,
a member of the Society's Education for Capability Committee,
in the Chair

THE CHAIRMAN: Some of you were present in this fine room in November 1978 to listen to an earlier trilogy of Cantor Lectures on the general theme 'Education for Capability'. Inspired by them, the RSA set up its own Education for Capability Committee. The seeds sown by those lectures grew and flourished under the encouraging hand of the Society and they are in the process of blossoming in that between us we have written a book on the experience of Education for Capability which we hope will see the light this summer. The Society decided that the time was ripe to return to an educational theme, Educating for Tomorrow.

Mr. Cassels has been Secretary of the Royal Commission on Trade Unions and Employers' Associations, held high office in the National Board of Prices and Incomes, was the first and founding director of the Manpower Services Commission and was then Permanent Secretary at the Management and Personnel Office. In 1983 he left the Civil Service to become Director-General of the National Economic Development Office, a forum for economic consultation between Government, Management and the Unions. Mr. Cassels sits at the centre of a triangle that is nearly always equilateral but never, because it is neutral, right-angled. In last Friday's *Times Educational Supplement* he was described as 'a member of an influential triumvirate' which on that occasion included Dr. George Tolley and Mrs. Shirley Williams.

The following lecture was then delivered.

I AM HONOURED to have been asked to give a Cantor lecture, in the 125th year since Dr. Cantor died. The legacy left by this surgeon in the Indian Medical Service, who was quite unknown to the Society of Arts until the executor of his will got in touch with the Society, seems to me to have been the very best kind of gift, that is one to be applied exactly as the Society thought best to promote its objects. The Society has used it ever since for lectures on science, technology and related subjects. I cannot claim to have read the very first lecture delivered in 1864 on 'The Operation of the Present Laws of Naval Warfare on International Commerce', but I certainly have studied more recent lectures, some of them of real distinction, and from one of which I want to quote tonight. I hope the shadow of Dr. Cantor will account that to me for credit, whatever reservations it may have about the rest of what I have to say.

The subject I have chosen to talk about is learning, whether by education, training or otherwise, as it relates to work: not simply work as it is to-day but as it may develop in future. I

need hardly say, but ought nevertheless to make clear, that the views I shall express are my own and are not in any sense to be taken as an 'official' line.[1]

I want to start by establishing a context for what I have to say, then to try and identify key characteristics of the way work is developing and from that to deduce some conclusions about changes that are needed.

Economic prosperity is the foundation for our hopes for the future: not because consumption is itself our goal but because it provides the motor for making possible so much that we value and seek. The context in Britain to-day is set by international competition. That phrase expresses a reality which is absolutely crucial to an understanding of where we are and what we have to do.

Of course Britain as a trading nation has long been a major exporter of goods and services round the world. We like to think that until comparatively recently we were the workshop of the world, though I am afraid that the time when that could truly be said of us has now receded well into history. The period of the gifted amateur was after all that of the Industrial Revolution itself not that of its exploitation and development in the second half of the nineteenth century and into the 1900s when the professionalism of other nations – notably but by no means only the United States and Germany – was thrusting them rapidly forward. Hence by 1914 what do we see to have happened? In words used by Correlli Barnett in a Cantor lecture six years ago in this room: 'A progressive defeat in the advanced technological markets of the world such as Europe and America and a retreat to the less demanding markets of backward regions; and – something which strikes a familiar note to-day – a progressive invasion of the British home market by foreign technology.'[2]

So what has changed to make international competition so crucial to-day? We were long shielded from its full force by empire, by protectionism, which continued to flourish between the two World Wars, and by the devastation that those wars caused to some of our competitors.

It is now forty years since the second World War ended. Under the GATT (General Agreement on Tariffs and Trade) the principle of free trade has held sway and, for all the manifold ways practice has fallen short of the principle, it has had and continues to have an enormously invigorating and far-reaching effect on competition world-wide. In 1973 our accession to the European Community pushed the doors of competition wider still.

We have seen at the same time the growth of new technologies of immense potential. These are so pervasive and so far-reaching in their application as themselves to give a violent extra twist to competition. It is all the stronger because of the ease and rapidity with which new technology can be transferred from one country to another. Cars are now manufactured in Korea in factories and by methods in every respect as up to date as any to be found in Europe or the USA.

So in our home market in Britain to-day, as in markets overseas, it is international competition which defines quality and price. There is no hiding place for us, no 'retreat to the less demanding markets of backward regions' is possible.

But if international competition is the reality, another reality is that that competition is above all between workforces, that is to say between the managers, the scientists, the engineers, the marketing experts, the technicians, the clerks, the production operatives and all the other workers with their manifold skills and energies which enterprises in each country possess. This it is that makes so crucial to our economic well-being the skills and competence which our workforce possesses and applies to work at all levels.

In saying this I do not overlook the importance of other factors, any more than I would suggest that our economic well-being is bound to be at the expense of someone else's. Of course it matters very much for example how well we conduct our industrial relations, and above all whether they are conducted in such a way as to encourage high and increasing productive efficiency. Instead of joking about the company songs of the Japanese, we should take to heart what they have to teach us about the involvement of people in their own work. All the same, I believe it can truly be said that in the longer run our economic well-being will depend more on education and training as they relate to work than on any other single factor.

Again, one is reminded of what Correlli Barnett had to say to illustrate the British failure to develop an education system equal to the needs of industry. I quote only one reference, which relates to the inter-war years: 'And in the universities, except for admittedly brilliant original research, science and technology made slow progress . . . whereas in 1922 there had been 9,852

students in these fields, in 1939 the number had crept up to 10,278. Germany had had 24,000 even before the Great War.'[3]

How do things compare to-day?

If you want to start, as you should, at the top end with managers, you should read Tom Kempner's essay in *General Management* for Winter 1983-4 on 'Education for management in five countries: myth and reality'. He points out there the very diverse approaches to training managers in the five countries, in the process demolishing any idea one might have that in some mysterious way the Japanese get along without doing any.

Of Britain he says this: 'Commercial and management education had slow and partial growth in the period up to 1945. The roots were shallow and still are. The solid foundations of substantial numbers of undergraduates and postgraduates are missing. The emphasis was and remains on very short post-experience courses for the very few who get anything at all.' His message is that our provision compares ill with that of our competitors. All except France far surpass us in quantity of provision, and we lack an equivalent of the élite and highly influential Grandes Ecoles in France.

I move now to engineers, scientists and technologists. Here we have the evidence from the study *Competence and Competition*[4] carried out last year for the NEDC and the MSC by a team from the Institute of Manpower Studies led by Chris Hayes. This reviews education and training provision in Germany, the United States and Japan and compares it with our own.

Again, it can hardly be said that the evidence is comforting. To begin with numbers taking higher education qualifications in engineering, we find that in both the United States and Japan the proportion reaching first-degree level per million of the population is much higher than in Britain. Until recently the German figures have looked lower than ours but I am inclined to regard this as an optical illusion; and in any case the intake of engineering students in Germany has now been sharply stepped up.

It is when one looks further down the scale, to the generality of young people leaving the education system and moving into work, that the clearest possible difference between the British approach and that of our competitors emerges.

Here it has been the norm for young people to leave full-time education hoping to get work at the age of 16. In none of the other three countries studied is that true. In Germany and the United States the norm is 18. In Japan the average age of entry to work is 20. The United Kingdom has a lower percentage of its population aged 16-24 participating in education than Germany and the gap is greater still with Japan and, especially, the USA.

The approach of each of the three countries is different. In Germany there is a very well developed system whereby nearly all young people who are not staying on in full-time education move into apprenticeships which consist of a mixture of work experience and off-the-job learning. In 1982 no fewer than 620,000 young people passed examinations completing their apprenticeships. Fewer than 5 per cent of the original intake had dropped out. There is a huge variety of training occupations, the most popular among boys being car mechanic, electrician, fitter, carpenter and bricklayer and among girls sales assistant, hairdresser, food sales assistant, office clerk and industrial office clerk. Apprentices are not paid wages but allowances at a level comparable to the allowance under our Youth Training Scheme.

In the United States over 70 per cent of young people at present obtain a High School Diploma at age 17 or 18. The quality of the High School Diploma is a subject of debate in America and seems to be variable, but the majority of high school graduates go on, either immediately or after an interval, to further or higher education. There is a tradition of working your way through college, that is to say earning the money – part-time and in the holidays – to get you through college, and employers also often pay tuition and other fees. Also many of those who 'fail' at age 17-18 manage to obtain the High School Diploma later in life.

In Japan, although compulsory schooling lasts only to age 15, all but a small proportion of young people carry on through upper secondary education. The Japanese do not believe in specialization at this stage; there is a broadly-based curriculum with seven compulsory secondary subjects and with an emphasis on educating 'the whole person'. This avoidance of vocational orientation is carried through into university, where although, for example, engineering is a popular subject it is not taught as a vocational subject.

Vocational training is seen as the province of employers in Japan. Under the well known

system of life-time employment provided by large companies workers enter into a regime of life-time learning with which goes a highly flexible approach to manpower. To quote *Competence and Competition,* there is 'a massive and unchanging commitment to off-the-job training in technical skills'. Clearly life-time employment brings with it both an obligation and an entitlement to obtain continuous retraining and upgrading training too; and along with this goes a strong emphasis on the virtues of self-development.

In the United Kingdom one of the most disappointing parts of the scene is what has happened to apprenticeship. In contrast to Germany, this has been traditionally reserved for school-leavers moving into craft and some technician occupations. Until relatively recently some 100,000 young people a year – mostly boys – went into apprenticeships but the figure has now dropped to about 40,000. There is a variety of reasons. The sharpness of the recession is one. Another is the belief of many employers that it is over-elaborate and therefore also too costly in relation to the jobs which apprentices will do once trained. A third is the cost of apprentice wages, which are well above the allowance given to YTS trainees or to German apprentices.

Outside apprenticeship, of course, quite a number of those who start jobs at 16 get training of good quality. One thinks of some of the major retailers in particular. But in general the tradition has been one of learning by doing, with little or no off-the-job learning. However one looks at it, both in amount and in general levels of quality, outside apprenticeship the training which young people in this country have received has not matched that of young people in competitor countries.

The same may also be said of training for adults. Despite the performance of our best companies, it is plain that the Americans and especially the Japanese far out-perform us in the vigour and depth of their commitment to continuing training and education. German employers also provide more training of adults than do ours; and it is the case, too, that far higher numbers of German workers have access to publicly-funded retraining than do workers here under the British equivalent, the Training Opportunities Scheme.

I want to complete this survey of the present scene by referring briefly to school education. In an article in the book *Education and Economic Performance*[5] comparing the German system of educational and vocational training with our own, Prais cities evidence relating to mathematics, an important core subject in itself and one where comparisons are easier to make than elsewhere. The average mathematical score for English 'A' level pupils in maths and science in sixth forms was notably higher than that for their German counterparts, where the curriculum was much less specialized; conversely, our 'A' level pupils not specializing in maths and science were at a notably lower maths standard than their German counterparts. But what was most striking was that for the less able majority maths attainments in England at ages 13-14 compared very unfavourably with those in Germany.

It is hard not to agree with Mark Blaug in the same book when he speculates that 'the poor results of 13 and 14-year-olds may be yet another backwash effect of our extraordinary "O" and "A" level examination system', after having pointed out that 'the English educational system is unique in the world in the extent to which it compels a quarter or a third of the secondary school population to specialize in half a dozen subjects at the age of 14 and two or three subjects at the age of 16. No other country in the world specializes so early.'[6]

This emphasis on the needs of a minority of more able pupils and relative indifference to the majority is mirrored precisely in the traditional approach to the training of school-leavers to which I have already referred.

Such then is a picture, impressionistic but I believe accurate, of how our education and training provision has developed until recently in comparison with that of other countries. If you follow me in my belief that on any long view international competition depends above all on the skills and competence of the workforces involved, you must surely agree also that there is much for us to do if, as this century closes and another opens, we are to be well placed.

Fortunately, there are many emerging signs that change is on the way. But before I mention them, I want to say something about needs in the future. The last thing we want is to prepare ourselves better for a past which does not resemble the future.

I must start by saying, just in case it needs to be said, that mechanistic manpower planning for professional skills is worse than useless as an approach. It is necessary to say this rather clearly

since past attempts at precision in relating manpower needs to higher education provision, because they have notoriously gone wrong – I cite chemical engineers as an example – have led to the notion that there is nothing to be thought about at all: you take the output of the universities and polytechnics as it happens to be, and live with that.

In fact it has become clear that the various emerging new technologies will require for the foreseeable future a supply of engineers, scientists and technologists considerably larger than at present emerge from our higher education system. Modern society is already very highly technology-dependent, and especially information-technology-dependent, and this is a trend which will continue as a permanent part of the infrastructure of business life, in which I include the services sector every bit as much as manufacturing.

Moreover, I think it a cardinal mistake at this point to try and put figures to the numbers required. The task is impossible any way because the demand for these disciplines is itself stimulated by their successful exploitation. The fundamental point, however, is that these disciplines cannot fruitfully be regarded as purely vocational. Much better to recognize their educational and cultural validity in their own right. There is everything to be said for managers of all kinds and in all sectors, including, say, the civil service, having an engineering or scientific background when we live in the age in which we do and when the undertakings for which they work depend so greatly on skills in those disciplines. I am not denying the practical utility in the short term of a pronouncement such as that of the Butcher Committee that industry will need 5,000 more electronic engineers by 1988, if it will lead to action, but I assert very strongly that until people with these disciplines are to be found in large numbers in employment, many of them 'not using' their knowledge, we shall not have the depth of understanding and reserves of skill and competence that we need to have.

Next I would resist strongly the idea that the importance of manufacturing industry will dwindle away, that this is part of a natural evolutionary process and that we can therefore regard the manpower needs of manufacturing industry as of decreasing importance. The United Kingdom exports about 27 per cent of what it manufactures, earning around £45 billion a year in the process, and we have to do so in order to buy the raw materials, food and goods we need in order to live and enjoy the standard of living which we do.

Of course at the moment we earn a lot from oil, but that will not be permanent and as oil production gradually declines from its present peak the importance of manufacturing will be very clear.

All the same, there will be immense changes within manufacturing. There is a clear upward trend in the level of skills and competence required in employment. Warwick University projections have suggested – against a background of declining total employment – that in the present decade virtually all non-manual occupations would increase their share of total employment.[7] Manual occupations, on the other hand, could be expected to lose between 1 and 2 million jobs in 1980-90.

A dramatic illustration of the trends is provided by recent manpower figures for the electronic industry produced by the Engineering Industry Training Board.[8] Electronics manpower as a percentage of all engineering employment rose from 13.5 per cent in 1978 to 16.4 per cent in 1984. Over the same period, the numbers of scientists and technologists in the industry rose by more than 60 per cent, whereas craft employment fell by about one-fifth. Operators and similar employees fell by about a third; or, to express the point in more concrete terms, by more than 50,000. Routine clerical jobs also fell substantially.

Alongside these trends it must be noted that 65 per cent of all jobs are now in the service sector, compared with 45 per cent in the 1950s. It seems most unlikely that that long-term trend will be reversed; manufacturing industry's success will be associated with much higher productivity and hence with a continuing decline in the size of the workforce even if that will be far slower than the massive fall of the last five years, which have seen the disappearance of over 1½ million manufacturing jobs. Conversely, increased wealth will generate an expanding market for services and many extra jobs in services.

The nature of the labour market is likely to be affected by other trends. There has been a rather rapid increase in part-time jobs in recent years, and indeed 44 per cent of all jobs done by women are now part-time. This largely reflects the wish of married women to return to paid employment and the flexibility that part-time

workers can give employers, notably for example in distribution.

Another very significant phenomenon is the growth of self-employment. The number of self-employed people has grown by nearly half a million to 2.3 million over the last five years. At the same time the importance of small firms, with their flexibility and potential for innovation, is increasingly recognized. The total number of all businesses has grown by 8 per cent over the last five years, and that growth must have been concentrated among small firms.

These are signs of an increasing fragmentation of the labour market, which is being pushed on by strong forces. One of these is unemployment. Another is new technology, which is opening up so many new options for how work is done, where it is done and when. The idea of a continuing career with a single employer will tend to recede still further. More and more people will adopt a style of working life which calls for self-reliance, adaptability and a constant readiness to tackle new tasks and acquire new knowledge.

However, the need to acquire new knowledge will by no means be confined to such people. Throughout employment the new technologies and the requirements of new markets and new ideas will be changing the content of jobs, and doing so at an increasing pace.

This is a change of the utmost importance. Education and training have broadly been modelled on the assumption that for most important intents and purposes learning about work takes place before or at the beginning of one's working life. In fact, of course, that model no longer works.

A shift is taking place in the centre of gravity of provision away from preparation of young people for entry to work, important as that is, towards education and training throughout their working lives. It is a shift which has much further to go, and some key sectors of industry have yet to recognize it.

Mark, too, the nature of the education and training required. It is truly a continuing process and it affects very large numbers of people. As jobs change the new requirements are typically met not by outside recruitment but by training existing employees whose skills need to be supplemented by a relatively small extra piece of learning only. So clerks learn to use computers, maintenance craftsmen become technicians, and production engineers become factory managers. It is a process already familiar in the provision of career employees, but now greatly reinforced by the rate of change in jobs themselves.

This process of continuing learning is with us to stay and it will grow. But its nature is such that the learning which adults need is typically short and specifically job-related. This kind of learning is of course often ideally suited to the use of IT and distance learning. It is important that the educators and trainers should understand the way change is going. It means that hand in hand with the swing to continuing learning will go a much heightened consciousness of the importance of the customer. Since this is a field where competition can flourish, that change in outlook seems certain to take place, the main question being the extent to which it happens with the help of existing institutions or at their expense.

I see these trends together as increasingly recognizing each worker not just as a worker but as a citizen. That means not simply that discrimination will increasingly arouse digust as an affront to any citizen, but also that provision must be built on the motivation and desire for self-development of people, not regarded as the necessary inculcation of skills into a factor of production.

A word about the implications of what I am saying for unemployed people. There will be a continuing need to offer training to unemployed people who have a good chance of benefiting from it and getting a job as a result. However, it is a delusion to believe that most people who have been unemployed for a time primarily need, or would welcome, training. What they need is a job, not simply because it offers income but even more because it offers a chance to rejoin society and dispel the sense of meaninglessness and failure which having no job means. Temporary employment schemes are required on a large scale. As the excellent Community Programme demonstrates, that can offer the possibility of a stepping-stone to a permanent job and it is precisely to encourage that and make it happen more frequently that the public resources available should in my view increasingly be concentrated on supporting the provision of on-the-job training by employers who are willing to engage long-term unemployed people either directly or from the Community Programme and give them the help they need to become fully productive.

So much then for future trends in work. If I have presented at all an accurate picture, what does it imply for future patterns of learning?

First, and fundamentally, we need to take the need for more and better provision extremely seriously: to regard it in fact as about the highest long-term national priority we have.

That certainly means more resources, but I am not at all sure how necessary or desirable it is to look for a big increase in the Government's contribution. I am struck by the very heavy reliance on Government funding in Britain compared with either Germany or the United States or Japan. Such reliance has many drawbacks. There is always of course the insecurity of depending on funding which is subject to political decision-making, but that is not necessarily the main point. From the point of view of motivation it is far better if those concerned actively seek the provision required rather than passively await action by others. If we want a responsive education and training system, which assuredly we do, we are much more likely to get it if the providers of education and training have to satisfy their customers, that is to say employers and individuals themselves, in order to make both ends meet. As I hope to show, we do not lack opportunity to develop provision with the involvement, and I would hope ready involvement, of both employers and individuals and without making necessary big increases in Government funding.

This last will be made easier by a demographic windfall which we should exploit for all it is worth. We have at present 1.85 million 16 and 17-year-olds. That figure will be falling slowly for the next few years and rather more quickly later on, so that in the mid-1990s there will be only about 1¼ million in that age group. This decline should greatly ease problems over the provision of resources, even if it raises other problems about how we are to meet our future needs for highly skilled people.

To begin with the young, the lines on which we can make greatly improved provision for 14-18-year-olds seem to me to be emerging quite clearly from developments which are already taking place.

So far as schools are concerned, the air is thick with discussion of the reform of the examination system, the broadening of the curriculum and the development of a core of subjects which all pupils will pursue. I find that immensely encouraging. I wish myself only to contribute a special mention of the Technical and Vocational Education Initiative, which is introducing into schools the kind of practical studies which seem to have been squeezed out by our weakness for premature specialization. I have heard the fear expressed that the TVEI may become a low-status diversion for the less able, but the evidence so far suggests that that trap can be avoided. The surest way to do so is to recognize that the able need practical studies as much as anybody else and for the universities and polytechnics to adapt their admissions policies accordingly.

For those who leave school at 16 the way forward has been demonstrated by the success – and I would say astonishing success – of the Youth Training Scheme in providing planned work experience and training for young people in very large numbers. In its first year of operation something like 6 out of every 10 young people leaving the scheme went into jobs at once or within a short period and a further 10 per cent into further education. Perhaps the most remarkable thing has been the support given to the scheme by industry; that together with the involvement of voluntary and other organizations of all kinds has made possible the fact that about 350,000 young people are in the scheme and that there is still capacity to spare.

For the future it must surely be accepted that YTS should be developed into a two-year scheme providing carefully planned high quality training and work experience for all who leave school at 16, and that the minimum age of entry to the normal labour market should in practice (and not by law) become 18. Bringing about that development will be a formidable challenge to the Manpower Services Commission and to many others too.

The greatest challenge will not be about funding but about establishing clearly the learning objectives of the Scheme and securing their application in practice. I have little doubt that the outcomes to be sought are fourfold. First, the acquiring of competence in an immediate job; secondly, the acquiring of competences transferable to other jobs; thirdly, the ability to apply competences in new and unfamiliar situations; and fourthly, the development of personal effectiveness.

I would think it very important indeed that a system of certification relating to competences achieved should be developed which is recog-

nized by employers and whose equivalence with certification in the education system is recognized by educational bodies.

A two-year YTS on this scale has other implications. I doubt very much whether it will make sense to retain apprenticeship as a separate form of provision. Better far to take this opportunity to integrate apprenticeship wholeheartedly into YTS and make provision for continued learning following the completion of a YTS course for young people to qualify at technician or craft level. Nor will it be acceptable for the scheme to be undermined by the luring of young people into paid jobs offering little or no training – the very counter-attraction which has forced apprentice wages up; though I would hope that this withering away of the labour market for 16 and 17-year-olds can be brought about by voluntary means.

As to funding, under a YTS of this kind young people would receive allowances and not wages, since they would be learners rather than workers, and this should release very large resources indeed from employers which they can devote to the provision of training. I should be surprised indeed if it were impossible for Government, employers and trade unions to work out arrangements which spread the responsibility for funding the scheme equitably between the parties involved, without requiring substantial extra calls on public funds.

I move now to young people continuing into higher education, and here I put forward three suggestions.

First, it seems to be absolutely clear that there needs to be a considerable expansion of provision for the education of engineers, scientists and technologists. Naturally, this cannot grow faster than young people come forward through the education system who are capable of and willing to take advantage of opportunities in these disciplines; but we need steadily year upon year to expand places at the maximum rate at which young people will take them up.

Secondly, we surely need to open up higher education to a much higher proportion of young people in each age group than we do now. Can one seriously believe that the proportion of our young people capable of degree-level studies is so much lower than in the United States and Japan? And can one seriously believe that failure to develop their full potential is not damaging both to their interests and to the country's?

Thirdly, I believe that we need to re-examine the case for developing management studies before or at the point of entry into employment on a much bigger scale. In the post-war period we have seen the neglect of the ages succeeded by the establishment of business schools amid a burst of enthusiasm, followed by disillusion a few years later when they had not immediately transformed the British economy. Since then, things seem to have settled down at a relatively modest level of activity associated with relatively modest expectations. There is something rather British about this approach: indifference; the dash for a quick fix; the inevitable disappointment; the relapse into indifference. One is reminded of the history of Industrial Training Boards. And yet, is it really right so to neglect the study of management? Are we the only country in step? It seems odd to me. And I would add that if as at present one university graduate in every ten who goes into home employment trains as an accountant, it is tempting to look for ways of broadening the training of some or all of them to cover other management skills also. Has not Tom Kempner reminded us that management education in Germany grew out of the study of 'business economics', a term which was largely synonymous with accounting?

Again the problem of resources for higher education rears its head. But is it really such a problem? In neither Germany nor the United States nor Japan are higher education students maintained wholly or mainly at public expense. The tradition here has been for public expenditure to provide most of the finance needed for the maintenance of students, although I note that the extent to which this remains true to-day is a matter of some controversy. I would assert as strongly as anyone that nobody should be denied higher education because he or she cannot afford it. But I would equally assert that it would serve the needs of our society far better to open wider the doors of our universities and polytechnics and to adopt one or other of the many ways open to us to help and encourage all those capable of benefiting to enter in. There is plenty of experience of varying approaches to this in other countries to draw upon and we badly need an extensive public debate about the best way forward.

A word now about continuing education and training. Again there are encouraging signs. High tech companies are showing readiness to fund conversion and other postgraduate courses

in higher education. At technician level the Open Tech has been remarkably successful in encouraging precisely the sorts of provision made possible by new technology which the future needs. PICKUP is strengthening the links between further education and industry.

The Government and the MSC have launched their campaign to encourage the development of adult training. It deserves to succeed and it is important that it should. Amid a great deal of change this should be the area of greatest change of all.

And yet one is bound to have a doubt. If employers do not train more, why don't they? How do you counter the argument that they know their own needs best? As it happens, there is an answer to that. Speak to any gathering of British employers and sooner rather than later you will be told that virtuous employers who train will be exploited by wicked ones who do not and who will poach the people they have trained. In other words, the argument is that employers do not do as much training as they would judge desirable if they could be sure of enjoying the benefits of it.

So deeply ingrained is this attitude that it may conceivably be necessary in the end to resort to the kind of universal training tax levied by the French: far better that than devising ever more complicated arrangements for transfer fees as if engineers and other skilled people were footballers.

For my part I admire the robust determination of the Americans to ignore worries of that kind and when skills are needed to step in and train in a big way, often setting up for the purpose training companies operating in the market in an entrepreneurial manner. It would be a very good thing if we could develop the animal spirits and largeness of mind to behave in the same way: and, after all, if we all did that there would no longer be a problem would there? At all events, the one thing we cannot afford to have is no change.

I return to where I began by reminding you once more that my thesis is that education and training are perhaps the most important determinants of our future economic prosperity. In a world where international competition rules, we cannot afford to trail behind our competitors in our approach to education and training. If you accept that thesis many consequences follow, and I have tried to discern what a few of those consequences may be.

Finally, you may say that the shelves of libraries are full of unheeded reports proving the need for better education and training for work: why should it happen now? It would be foolish to be over-optimistic but I leave you with the thought that the British virtue of pragmatism may serve us well. Judging by results, our education system was, after all, reasonably adequate for the perceived needs of an imperial nation in the complacent days of protected markets. It would not surely be too surprising if the perception of very changed needs now led us to develop a system to sustain us in our new circumstances into the twenty-first century. The vigour and variety of new experiments and initiatives so evident to-day encourage one to believe that we may do just that.

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DISCUSSION

BARBARA SAUNDERS, BA, FCP (National Federation of Women's Institutes): I find it difficult to square your view that public provision and finance for education and training does not need to expand with the reality you described, in which there is a growth in part-time employment, individual enterprise and a trend towards smaller and smaller companies. How can a response from industrialists be sufficient to meet the demands on resources from that sector at a time when the provision from the public purse is diminishing, not only from central government but right down the line? Local authorities in particular have reduced funding for adult education and training. The phenomenal growth through the MSC of provision for the

sixteen to seventeen age group has caused a diversion of resources away from the rest of adult education and training, which is inexcusable when Britain is falling so far behind its competitors and when we remain by European standards an uneducated society.

THE LECTURER: You need to look at the whole of our education and training system to see how overwhelmingly at the moment we depend on public provision. This induces a kind of passivity on the part of those who want to have education and training. If you have a new need you do not think of providing it for yourself; you think of taking political action locally or nationally suggesting that the public authorities ought to do more. If there is going to be a shift it is bound to involve industry in putting in more resources and also, I hope, more individuals. Then you can see where you want to concentrate public help. I see no reason at all why larger companies and perhaps medium-sized companies should look to public provision to help them. It may well be that with the small company an arrangement is needed which will allow some kind of resource to be there to help them.

One must draw back from the current discontents with funding and say one needs a thorough-going debate to make it clear that one is talking not simply about a short-term way of getting more money while we happen to have a government committed to keeping public expenditure within bounds, but about getting our whole system into balance.

THE CHAIRMAN: You were asking whether it is right to put so much emphasis on the sixteen and seventeen-year-olds?

BARBARA SAUNDERS: Yes, I think that is an area which has had justifiable priority but this has resulted in a diminution of resources available to the other sectors. The balance now needs to be redressed.

THE LECTURER: It is very important to put resources into sixteen to seventeen-year-olds. Otherwise we are preparing them extremely poorly for the kind of future that they will face. That neglect would return to plague us terribly in the future. But I think public resources are broadly there already and it is a question of swinging industrial resources into that area, not, I hope, to the detriment of other very important things.

MR. NEIL SCOTT (Careers Consultant, Careers Advisory Service, University of Nottingham): You talked of how access to higher education needs to be increased. The composition of groups proceeding into higher education has been the subject of study and it seems clear that there is a fairly substantial absorption in social classes I and II. When you get to the statisticians' class III, manual, to say nothing of IV and V, there is very little participation. When Shirley [illegible]iams was Minister of Education there was a proposal that there should be some allowance. I think it was £7 per week. Can you suggest how, lacking public funds, private or other support could be applied? Could one promote schemes of sponsorship in the way that the armed forces do, for example, at Welbeck, and later in higher education? The sixteen to eighteen tank trap prevents the mass divisions going forward to give a bigger selection pool for higher education. Clearly the syllabus needs modifying in ways which have been suggested, but some financial encouragement to continue learning until the 'grant age' is reached also seems called for.

THE LECTURER: It is a problem well worth attention. Reasonably good wages for sixteen and seventeen-year-olds have been a powerful magnet drawing young people away from full-time education, and one with bad effects. If we develop a two-year youth training scheme in which young people get much more modest allowances than the wages which prevail for sixteen and seventeen-year-olds, that will itself reduce that counter-attraction very considerably compared with the past. That would go some way to meet your preoccupation.

People in this country on the whole find education and training uninteresting to talk about. It is very important to promote genuine public debate to get people to understand what is involved. I hope that we can do that. Because most of the things that need to be done in education and training are so controversial they cannot be done without a considerable public discussion.

You have identified the problem of children of less well off parents staying on in full-time education. I think that will have to be tackled one day, but other things have higher priority at the moment, especially if we succeed in developing the YTS with certification and achievement whose equivalence with what is achieved through full-time education is recognized.

DR. ROBERT S. BARNES (Principal, Queen Elizabeth College, University of London): I agree that some of the large companies who are often good at training their staff feel aggrieved if after they have been trained their staff are then 'poached'. However, the individual employee should have the right to a pension and training and to take them with him when he moves. Neither a pension nor training should reduce the mobility of people, which is very important for our industrial health. Training done outside the company is less likely to 'hook' the member of staff into the company and will make them more 'saleable' in the outside world. Is there not an important rôle for the professional societies which can train in a way which is in the interests of the individual and in the long-term interests of the employer? Thus, should not in-house

train[illegible]be balanced with more generalized training outside the company to the benefit of the individual and commerce in general?

THE LECTURER: I do not feel very happy about the tendency of companies to look over their shoulder at the next company and say, 'He is going to pinch my chap so I am not going to do anything.' That is the opposite of what we want. There is no possibility of the company being able to restrict what it provides to what is useful only to itself. A company will get nowhere if it does not arouse the motivation of the people it employs, and for some this will need substantial outside courses. And companies will need to pay for that. Then they will insist on getting what they want, and we need more of that about. It may dampen the enthusiasm of some companies if they lose people expensively developed in this way to other companies, but I think it is very sad if it does. I hope very much that we would develop a different kind of culture about this in British companies. If we fail, then we will have to go for some kind of collective tax, as the French do, which encourages people to spend at least a certain amount on training simply to avoid being taxed at all.

MR. ROBERT BLACKLEDGE (Visiting Fellow, Bath University): One thing that bothers me is the specialist group that is being created by this philosophy, of the group in work and the very large group out of work. You won't get one going ahead without the other. They go together. I wonder really what your views are with regard to this very large group who are going to be out of work.

THE LECTURER: It is a very important problem. I do not accept that people *have* to be out of work in large numbers. It is a serious mistake to believe that there will never be enough work to go round. Economic success would change the position quite soon and it would enable all sorts of new developments outside work to be paid for. The whole thesis that competition requires us to have a better workforce suggests that people need to be better trained. There are some very sharp dilemmas about how the future might develop. A possible development is a highly skilled manufacturing sector, comparatively small in numbers, and a rather large services sector within which there would be quite a lot of low-paid jobs. If things develop that way it is not something which individual firms can do something about; it certainly is the stuff of what politics is about and how we choose to develop our society.

It is not certain, however, that things will develop in that way. The mix may be rather as it is at the moment, but if the balance *does* so develop, then I agree that very serious issues will be raised about social coherence and the kind of society we want.

MR. E. P. CHAPPELL: My comments are related purely to continuing education in universities, mainly because I was involved in a UGC working party on that subject. Continuing education covers everything from refresher medical training for surgeons to local archaeology. We found from our study that the attitude of universities to this differed widely. Aston in particular has totally embraced it; I am sure that there are other universities equally effective. Others saw continuing education as something which would fill a gap left by the various population bulges, and still others regarded continuing education as a quite unnecessary diversion from their rôle of research and teaching undergraduates. I am sure that employers have been at fault in not getting what they require out of universities. Some universities might also recognize the Cassandra-like predictions which you have uttered.

MR. ANTONY WOOD (Understanding Industry): My comments are made from a background of visiting sixth forms in schools all over the country. Most educationalists wish to develop the potential of all their young people. I should like to make a point about the development of latent talent. You were talking a lot about numbers, but perhaps less about quality and finding scarce resources. One of the reasons for this was hinted at by Dr. John Rae, Headmaster of Westminster School, when he described how he conducted an experiment by becoming part of his own fifth form for a day. He found that the timetable worked, the equipment was there, the teachers were fine, the motivation was there, but after six periods of listening in he was bored to tears. That is also what I find as I go around th schools. For large numbers of young people the curriculum is extremely boring. David Bellamy, I believe, said that he left school with no qualifications whatsoever, and yet within five years he was instructing university undergraduates in the thing that he loves, his studies in the field, because he was enthused by this essentially practical subject.

Do you think that there is room for a less academic approach to science? If we could introduce the pedagogic skills which the Greeks had, with more discussion and practical work in the classroom, perhaps we could develop the talents and resources you have been talking about.

THE LECTURER: I support that strongly, but one has to remember all the time the pressures which have led to our existing situation. Concentration on the education of the most able and the influence of the universities in laying down standards in their entrance requirements has affected both exams and curricula. We alienate a large fraction of young people in schools who vote with their feet and play truant. In transforming the scene we want to make sure that the universities change their requirements too so that one is not up against overwhelming pressures.

MR. ROY BOFFY, JP (Wolverhampton Polytechnic): My daughter is fifteen and will be doing her 'O' Levels next year. She is a bright child. I think she will do well, and if she stayed on at school she would also do well at 'A' Levels and get admission to a university. The training scheme is designed for young people with a wide range of abilities, including my daughter. In considering what she should do next year, I think she would be well advised to go on YTS to get a couple of years' experience of the real world, and then go on to university. What she almost certainly will not be able to do if she goes on YTS is to take 'A' Levels. If I counsel her to go on YTS she is likely to lose at least a year or so before she goes to university. Can anyone suggest any way of persuading universities to accept the output of a two-year YTS?

THE LECTURER: This well illustrates the kind of dilemma that parents have to-day.

MR. JOHN MANN: *Competence and Competition* really presented us with two alternative models, the Japanese/American model of continuing general education to nineteen or beyond, and the West German model. It appears that we were drifting rapidly in the direction of the West German model and I am a little regretful. I am sorry that the powerful case for continuing general education for the sake of its breadth and the flexibility that it should bring, has not been brought out more strongly. The effective age of entry to the labour market is moving rapidly to eighteen rather than sixteen. Many of us feel that for the country to be devoting quite prodigious effort to developing a much more sophisticated system of examining sixteen-year-olds is totally irrelevant to the problem of education and training.

LORD SEEBOHM (Chairman of Work in Society and one-time Chairman of Understanding Industry): I do not accept that there is a static pool of work which has to be divided amongst the people. My brother said to me the other day, 'If you put one million people on a desert island, before you know where you are you have a butcher, a baker, a candlestick maker and no doubt a trade union leader.' Sam Britton pointed out much the same thing in saying that in 1904 there were fourteen million people at work in this country and now there are double that number. But you cannot be a butcher, baker or candlestick maker without training. This is where YTS comes in, because at least you can be self-employed and be a butcher or a baker if you have some training. As long as you have two years to attain reasonable competence and some occupational qualifications then I think people will start their own businesses.

We need to find out people's aptitudes very much earlier on, when they are twelve or thirteen. It may be that TVEI is the answer to this one. The other day I went to a YTS course that had been going for six months and out of twenty-one people only [illegible] had even 'O' Levels. It was for a high tech industry and after six months they found six people who were really competent computer operators, word processors and so on. At the end of the course they took five or six of them on to the permanent staff; they had never taken on a school leaver before. None of those people had any 'O' Levels, or any meaningful qualifications whatsoever. It took all that time to find out their aptitudes and enthusiasms.

MR. ROB VALENTINE: I agree about the boring curriculum, but I think we know that the hard edge of that business is the accreditation of achievements. We won't actually shift the curriculum towards practical activities unless it is possible to give to them not only credit, but credit which is comparable to that gained by other routes. You raised the issue of equivalence with accepted forms of certification. What issues do you feel we have to confront in order to get that sort of equivalence?

THE LECTURER: I quite deliberately talked about the fourteen to eighteen-year-olds because I think it is around that time that specialization's dire hand gets hold of pupils. I hope very much that the current debate about widening the curriculum and not starting specialization too early will have a fruitful end. But one always has to remember that one is dealing with the effect on the curriculum of what the universities want for the ablest pupils.

It is very important that there should be credits for learning because that helps motivation enormously, and it is very important from the point of view of other people, such as employers, who, from quite reasonable motives, want to know what *has been* learnt. In this area one is talking about competences. One is concerned with outcomes of learning, the ability to do things. It is criterion-referenced. I should have thought it was quite possible to develop it if enough effort was applied.

MR. A. P. MILLARD (Wells Cathedral School): Mr. Cassels emphasized the importance of the education of scientists and technologists, but is there not a danger of ignoring, or leaving aside, the importance of education in the arts? I hope very much that unemployment is not a permanent feature of our society; but increasing amounts of leisure certainly will be.

THE LECTURER: I was trying to emphasize the importance of certain kinds of education for the efficient working of our society. All I am asking for is some change in balance. I am certainly not a base utilitarian and it would ill become me to be so, considering that I did classics at university, followed by classical archaeology.

THE CHAIRMAN: Next week Mrs. Anne Jones will give a lecture on 'Tomorrow's Schools, Closed or Open?', the sub-title of which might be, how to avoid the boring curriculum!

Now may I on your behalf thank John Cassels warmly. Perhaps as a former civil servant myself I can say without offence that it is very rare to find a former civil servant who will deal with a controversial question with honesty, positively and with no hint of fudging. He has shown a splendid willingness to look difficult questions in the face, and where he could see no answer he did not attempt it. We are grateful to him.

II. TOMORROW'S SCHOOLS: CLOSED OR OPEN?

by

ANNE JONES, BA

Head, Cranford Community School,

delivered to the Society on Monday 11th February 1985,

with Peter Gorb, MA, MBA, a member of the Society's Education for Capability Committee,

in the Chair

THE CHAIRMAN: This is the second lecture in our series 'Educating for Tomorrow'. The three Chairmen are all members of the Education for Capability Committee and so too is Anne Jones. I was privileged to meet her for the first time when as a member of that committee I visited her remarkable school. She has spent the last six months as a visiting research fellow at the London Business School, working on a book about the management of schools. Her school itself has won not only an Education for Capability Award but also the Schools' Curriculum Award.

The following lecture was then delivered.

I AM DEEPLY honoured and delighted to have the opportunity of speaking on behalf of schools in this important series on the future of education. My natural trepidation – nay terror – at the thought of speaking to such a daunting collection of disparate and distinguished experts is somewhat overcome by three factors. First, I feel deeply convinced about what I have to say. This conviction is not born of idealism alone, but of idealism tempered with experience and practice. Indeed some might say: the experience that comes with age and the age that comes from experience! Second, what I have to say is not a way-out set of ideas from a particular individual, but is in tune with the very best of educational thinking from time immemorial, and wholly representative of a growing body of opinion from within and without the education sector – many of whom are represented here today. Third, therefore, I feel there is such a growing corporate body of informed opinion for the views I am about to put forward, that the time is ripe for action rather than words.

It is vital that we as a nation try to find new ways of viewing and using education, without throwing out the very best of our traditions. We do, however, have to do this *now*. No longer can we make vague generalizations about preparing for a life of change, preparing for a future which will be uncertain and unpredictable. The future is now. In a society which is so economically turbulent, it becomes increasingly important not only to create enough wealth to support ourselves, but also to reassert a framework of *values* and *beliefs* within which we can then cope with life in a flexible way. In seeking to become more economically aware and enterprising, we must however beware of falling into Oscar Wilde's definition of a cynic, that is, a person who knows the price of everything and the value of nothing. My argument is that we need to know both: economic prosperity needs a moral and spiritual underpinning which takes account of the fact that ours is now a pluralistic society, which is pledged to equal opportunities. We need integration not extremism in all that we do: polarization of any kind will divide us as a nation, and will divide our efforts at a time when we need all the strength and courage we can muster.

It does seem to me that at the present time Education is at a crossroads. In my opinion, the dilemma is not about going left or right, uphill or downhill, but about whether to go forwards or backwards. Over the last decade or so, there has been discernible progress in educational thinking. More and more people have been

articulating the importance of process rather than content, active rather than passive learning, the development of self-reliance rather than over-dependency, of interdependency and team work rather than individual competitiveness, of the ability to take wise decisions in the context of reality, rather than to receive others' judgements on tablets of stone. The emphasis here is not on the accumulation of information so much as on the development of the wisdom and skill to use knowledge appropriately. Yet every time the education system edges forward to make a real breakthrough on these points, something happens to set it all back: an economic crisis, cuts, industrial action, lack of resources etc. Then Education goes backwards instead of forwards and it takes ages to reach the point of 'breakthrough' again.

The reasons for the 'backwardness' are many and complex. However, some of them we could and should do something about. In my very worst moments, I wonder whether society has some investment in having an education service which does not succeed. Schools can then remain a convenient whipping post for the evils and failures of society. In my worst moments I sometimes think that teachers themselves do not really want to move forward, not for reasons to do with ideology or laziness, but to do with what the French call 'déformation professionelle' – not knowing how to change the teaching styles which they have learnt over the whole of their professional career. The quantum leap into a new way of working is too difficult. So when teachers complain overtly about Sir Keith or the Government or their Education Officer, or their LEA or their Head who is 'stopping' them from moving forward, it may well be that inwardly and subconsciously they are heaving a sigh of relief that they do not actually have to change their ways. If Sir Keith did not exist it would be necessary to invent him. If the exam system which we all hate and blame for the sterility of the 14-16 curriculum did not exist, what on earth would we do with what Autolycus calls 'the years between'? It is a natural tendency for individuals, institutions and societies to resist change; it is sometimes ironically the most apparently radical people who are the most resistant to real change.

So if we decide that we do not want to collude any longer with this scenario, in which a great deal of energy is put into rearranging the deckchairs on the *Titanic* but not actually reordering the nature of things, in education in general, and in schools in particular, what is it that we might do?

Fundamentally we have to face the fact that schools in their present form are *inappropriate* for the task which has been set for them, or indeed which they set for themselves. The basic assumptions on which schools have been working up till now are no longer appropriate in an age when *academic* achievement, *individual* success and *paid* work as a means of gaining status and self-esteem may need to be supplemented or replaced by a *new ethic*. This new ethic places more stress on co-operation, caring and coping. In it personal confidence and maturity are key factors in equipping people to be flexible and resilient in enjoying a life which will not be all work and no play. Yet the old basic assumptions prevail. If we change our assumptions about what schools are for, then we have also to change the ways we structure and organize our schools, our teaching methods, our ways of assessing what pupils have learnt, the way we select and train our teachers, the way schools are managed and lead. This sounds like a tall order, and I am not suggesting that such changes can be made overnight. But I do have evidence, from my own experience and that of other schools, specially those recognized by the Education for Capability movement and the Society of Education Officers Curriculum Award, that when schools have begun to change their assumptions, their ways of working and their ways of managing the learning process, this has not only been more useful to the pupils, but it has been incredibly motivating to both staff and pupils. Mobilizing the creative energy of both staff and pupils is one of the most exciting and enabling tasks for schools to-day. But to do this successfully does not only mean changing classroom practice, but also the way schools are managed. Unless there is a good enough degree of consonance between the overt aims of the school and the way the system as a whole works, then attempts at classroom level to get the pupils to manage their own learning, to take initiative, work in teams, show enterprise, originality, determination and even rigour, will be cancelled out by the tyranny of the bell, an over-hierarchical management structure, a competitive individualistic single subject approach to learning, and a concentration on learning by rote and working to rule, which entirely nullifies the alleged aims for the pupil. Yet even Her Majesty's Inspectors

who themselves seek examples of classroom practice which challenge the pupils and make them masters of their own learning, somehow seem to expect this to be delivered within a traditional framework. And certainly society at large appears to disapprove of 'untidy' schools where groups of pupils work on projects often off-site in an imaginative problem-solving way, and to approve of schools in which the pupils, be-uniformed, passive and polite, are boxed and packaged into neat classrooms and processed to produce good examination results. Such an approach produces neither good exam results nor good workers, nor well balanced people. But the 'double bind' that is set up by society, by employers, means that schools are constantly pushed back into a conformist traditional mould, instead of being encouraged to take that quantum leap and try something new in style.

In the recent HMI inspection of my school by a team of 29 delightful and highly intelligent HMI, I was constantly caught in a tension between the traditional and the transitional. There was a sense in which they seemed to be counting caterpillar legs, whereas we were trying to produce something quite different, namely butterflies. Furthermore, they caught us at the chrysalis stage, when it was rather difficult to judge what would eventually come out the other end. We found ourselves backtracking in order to produce evidence of caterpillar legs. However, in my view our caterpillar legs were not very convincing because we were in the process of giving them up and moving on to a new way of working. So there was a built-in tension or dissonance between what we were actually trying to do, and what we thought we were expected to have done. The fact that we have not yet succeeded in transforming ourselves, at least only in a patchy uneven way, must have made it very difficult indeed for judgement to be made. What was very impressive, however, was the way HMI observed the practical curriculum, that is, what the pupils were actually getting out of it in a practical way. It is a problem, however, for all school evaluation studies to know what yardsticks to use: inputs and outputs, examination results, socio-economic factors, and so on, none of these criteria can tell you in the here and now to what extent the pupils have developed their own knowledge, skills, values and competences. If you have a 'whole person' approach to education, then the effects come out gradually over time in the attitudes and confidence and competence of the young people as they mature. The traditional criteria for judging school effectiveness are based on assumptions which are no longer appropriate.

To unpack and generalize this point a little further, by a 'whole person' approach to education, I mean education which values equally the head, the hands and the heart. To take away any one of the legs in this three-legged stool is to produce something lopsided, incomplete and not very useful. Yet most schools concentrate on the head (intellectual skills) at the expense of the hands (practical skills), which are somehow assumed to be for the less able, and the heart (affective skills) is largely omitted. Yet if we are preparing our pupils for life, life in the fullest sense of the word, that is at home, at work, at leisure, in the local community and in the world at large, we need all these aspects of learning.

It has therefore come to be my view that all pupils, whatever their ability, should have a common curriculum to the age of 16. In this curriculum, there would not be, as there often has been in the English system, a divide between the intelligent and the less able. It is as important for intelligent people as for less able people to take for example craft, design, technology, not just because these subjects are practical, useful and relevant to working life and home life in a direct way, but because they help with the teaching of design and problem-solving skills. It is important for all pupils, whatever their ability, to continue with the expressive arts – by which I mean drama, dance, music, art and creative writing – not because these are 'useful' as a basis for leisure pursuits (though they are, particularly in an era of unemployment), but because they are the subjects which most obviously and dramatically increase the pupils' personal confidence in themselves, their voices, their movement, their own feelings and judgement, their articulateness and their creativity. These are 'first order' of importance subjects for all, not Cinderella subjects. But equally, less intelligent pupils should not be prevented from continuing with science till the age of 16, partly because science and technology are so important to an understanding of our society to-day and partly because the 'méthode scientifique' of hypothesizing, exploring, testing and evaluating is such a useful tool for thinking and problem-solving. A modular approach to the teaching of such subjects gives pupils a chance to work to the limit of their ability

and at their own speed. What is important even then is that the students conduct their experiments for real, if possible, and in the context of the actual world. In other words the methods are as important as the subject content. And so, if we take the curriculum as a whole, the same kind of argument applies. The secondary curriculum should extend and develop in all pupils of whatever ability a whole range of skills: creative, practical, physical, social, aesthetic, expressive, intellectual, moral and personal. These skills can develop across the whole curriculum, a kind of weft against which the knowledge provides a woof. These skills are as important for the academically inclined as for the less academically inclined.

Therefore I would define the core curriculum for all till 16 as needing to include experience in the following:

Communication and languages
Numeracy and spatial reasoning
Technology and the sciences
The expressive arts
Environmental and economic studies
Social and political studies
Moral and spiritual development
Vocational and recreational studies
Interpersonal skills and skills for living

It is up to schools to decide for themselves and among themselves about the exact division and balances, and the subject labels. What is important, however, is that we realize both the interrelatedness of all subjects and also their relatedness to the world outside school. Economic literacy, computer literacy, technological literacy are fundamental learning experiences for every pupil.

But whatever the official curriculum of the school, and however all-embracing it is, the main question to ask is, what effect does it have on the pupils? Are they engaged actively in the learning process, or are they blackboard fodder; are they learning to think, to make connections between the knowledge they have and its practical application; do they realize what skills they have learnt, do they see how these might be useful to them in other contexts? In the words of the immortal song, 'it ain't what you do, it's the way that you do it'.

If we interpret the curriculum in this way, then the splits and arguments between vocational and general education – a skills-based approach and a 'pure' education – begin to recede into the distance. A well delivered entitlement curriculum for all is a better preparation for examination success, for work and for life than a narrow, skills-based prevocational approach. It is the person's sense of self-esteem, confidence, pride in achievement, however small, which will motivate him or her to want to go on learning. We therefore must pay more attention in schools not only to an entitlement curriculum but also to an empowering curriculum, one which begins to give people more feeling of mastery over their own learning and eventually over their own lives.

So, in my view, it is therefore a terrible mistake to think of preparation for work in a narrow, skills-based sense. It is quite obvious from my discussions with employers that they look more at the whole person, and his or her potential for growth, than at the exam qualifications; that they value, as we do in schools, the ability to work hard, to be enterprising, to be practical, to be able to work in a team, to be able to co-operate, to be reliable and trustworthy, to be honest, to be able to contribute to ideas, to be flexible, adaptable and resilient. The examination system, upon which the future of so many of our young people depends, tells you very little about these qualities; the ability to pass examinations is no guarantee of any of them. Yet the pressure on schools to concentrate on exam results is enormous. It is this pressure which is probably more detrimental than anything else to the development of the qualities of capability which I have outlined above. No wonder the 16+ is called a terminal examination: it is enough to put you off learning for ever. The fact that 16 is no longer a terminal point but only a first and possibly unnecessary milestone in a lifetime of learning and training is another much overlooked point. I do to some extent share the concern of John Mann, expressed last week, that all the energy being put into the new 16+ may well be misplaced. This will certainly be the case if they turn out to be in the old 'academic' fact-learning style. It may be the case if 18+ turns out to be in effect the actual school leaving age in future. In this respect I should like to say that, as Chairman of a Manpower Board, and a supporter of the New Training Initiative for young people and for adults, I would be sad if a two-year Youth Training Scheme, which appears to be on the cards, did not link up with school and colleges more than the present one does. We need a bridge between

school and work, not a chasm. I wonder whether the answer might not be a properly funded CPVE at age 16, with *more* work experience, going on to a full YTS at 17.

But to return to my point about examinations. It is clear that examinations do count, and indeed they can be useful: how useful they are depends on their nature. However, many people would agree that both Higher Education and the exam system in its present form exert an unduly stultifying effect on the curriculum of the 14-16 year olds. It is an extremely hard slog, and not all that rewarding to be a 16-year-old: to do really well means giving up most of one's leisure time to studying. Not many adults, out all day at work, choose to spend their evenings this way. The same applies to 16-year-olds.

But teachers, employers and parents too often appear to regard passing examinations as the main purpose of the curriculum 14-16. That is because, in spite of changing circumstances, basic assumptions have not really changed. The puritan work ethic still has us in its grip, even though there is not really enough work to be ethical or puritanical about. And in spite of this fact, schools still work on the assumption that the examination system at least motivates the pupils to work hard. The pupils, particularly the less academic, are very quick these days to work out the very tenuous connection between exam success and successful employment. The Youth Training Scheme, with its tremendous record or motivating and building the confidence of young people, many of whom did not pass many school exams, is also helping to destroy the old myth, namely: that if you work hard, you will pass your examinations and get a job. The real way to motivate young people at this powerful and creative stage of their development, is to value them, to challenge them, to give them opportunities to try out new things, take risks, be adventurous, exercise their initiative, work together and take responsibility for themselves and for others. Put into this situation they are extremely mature, responsive and responsible. Yet the present way in which schools are organized gives little opportunity for these wonderful qualities to be developed. The custodial rôle of the school too often takes over from its creative role. The carrot and stick approach positively encourages a kind of hoop-jumping mentality, play-safe behaviour. It fails to call upon those qualities of enterprise, spontaneous endeavour, resourcefulness and ingenuity for which [redacted] as a nation are now calling. Therefore, if society is at all serious about this clarion cry it must accompany it with a request for schools to change the ways in which they manage their pupils' learning. Schools try to please society. Therefore society needs to be asking schools to change their *modus operandi*, and needs to praise and legitimize any attempts by schools to move forward.

It is not surprising when pupils who have been spoon-fed all their lives, taught to be passive and obedient, turn out not to be very enterprising when they leave school. It has never surprised me to find that it is some of my most challenging and disruptive pupils who have become the most successful entrepreneurs and business people. What schools need to do is to harness this energy rather than try to suppress it. To suppress such energy causes stress and strain both literally and psychologically. To use it creates more energy and more sense of fulfilment for both pupils and staff.

To return to *Competence and Competition*, the report from which my distinguished co-Cantor lecturer John Cassels quoted so effectively last week: when I looked at the recommendations I became both depressed and elated. I read the fourth commandment with some caution. It says that 'at least 85 per cent of all 16-year-olds should achieve acceptable standards in a core of subjects which includes the Three Rs'. I should be extremely concerned, if, whatever its original intentions, this were to be interpreted too narrowly. As I have already said, it is my view, born out by experience and the research of others, that to concentrate narrowly on the basic skills, does not of itself produce good workers. Basic literacy – in which I would include computer literacy and economic literacy – is a useful but not of itself sufficient requisite of a good employee, or a good education. The kind of curriculum which prepares young people for life as well as for work is more likely to prepare them better for work.

However, if we look at recommendation 10, you will see that it has tremendous implications for the way that schools are organized. The tenth commandment states that for Britain to remain competitive as a nation, British companies need to develop amongst their employees the ability to learn and the habit of learning, plus the ability to behave in a self-reliant way. More specifically, employees need to be able to:

use acquired knowledge and skills in changed circumstances;

p[redacted]m multi-task operations;
cross occupational boundaries and work in multi-occupational teams;
act in, and manage, an integrated system with an understanding of its wider purpose;
diagnose relevant problems and opportunities, and take action to bring about results.

Now if we agree that these are qualities needed in the labour force to-day, and work back to the way that schools manage pupils' learning, I think we have to agree that we would not have started from here. Unless we are simply using schools as a way of keeping the labour force off the work market by prolonging active youth, then it does not make sense to me to try to keep young people locked up in schools in adolescent ghettos until they are virtually eighteen, and then to spend the next few years trying to undo the things we have done that we ought not to have done. If I really wanted my work force to have these qualities, then I would be bound to build into the whole of the school curriculum learning experiences which offered opportunities for developing these qualities. I would also award credits, records of achievements to people who actually demonstrated these qualities. If we are serious about competence and competition, confidence and capability, then our school system needs to reflect the same demands as the work system; if we do not do this then we are simply 'filling in' the years between, baby-minding and baby-making. True, by and large, this keeps young people off the streets and out of the workforce, thus reducing unemployment: but if that is all we are trying to do in schools, I personally would rather not bother. There must surely be a greater correspondence between the demands of school life and the demands of work life, not to mention the demands of life in general.

It is tempting to be seduced by the rhetoric of preparation for working life in several ways. First, I think we have to be careful about colluding with the assumption that the purpose of life is paid work. To hold this assumption in an age when most people will either not be at work, nor work full-time for a substantial part of their lives, is to condemn ourselves to feelings of eternal damnation and guilt. I recently gave a party at which there were five men of outstanding ability in their early fifties who had recently lost their jobs or retired very early. This could or should be an opportunity, not a matter of commiseration, and pity. Further, young people have worked this out far more quickly than we have. Many young people reject the work ethic in its old form, and not out of laziness, stupidity or bolshiness. They recognize that, paradoxically, fewer and fewer people are working harder and harder, and more and more people are doing less and less. Further, they recognize the increasing cultural divides between those who live to work, those who work to live, those who work to avoid living, and those who live to avoid work. The puritan work ethic with its attendant guilt, recrimination and lack of esteem for those who do not work, is being replaced for some people by an idyllic non-work ethic which rejects the materialistic acquisitive thrust of a rat-race society. Both polarities have their snags, and all I am really trying to say here is that we need to readjust our values about work. A shorter working life for all produces wonderful opportunities at last for us to make a reality of education as a life-long experience, a reality of education for leisure, a reality of adult training and retraining. What I call the 'redistribution of work' has important implications, not only for adult and continuing education but also for schools themselves. If young people are to grow up with a developmental rather than a judgemental attitude towards themselves and others in society, then schools themselves will have to become less judgemental and more developmental. Teachers already know the motivating effect of recognizing potential for growth and the demoralizing effect of measuring failure. But the system as a whole still works negatively rather than positively. Criterion-referencing and records of achievement should help towards this.

So much for basic assumptions about work. What about structures and the organization of pupils learning in schools? In some ways primary schools give more freedom than do secondary schools for pupils to manage their own learning. At the very time when young people are becoming fully potent, sexually, physically and intellectually, we seem to want to render them impotent. The motives for this are no doubt deep, primitive, complex and probably unconscious. If we really want our young people to manage their own learning, to fulfil the tenth commandment of competence and competition, is the best way of achieving this to put our pupils into classrooms with 30 places, in which single subjects are taught for set amounts of time? Teachers know already that this is not the case. In some cases,

and particularly with the introduction of the new pre-vocational curriculum, teachers themselves are beginning to work in cross-disciplinary teams on cross-modular assignments. When the teachers have learnt to do this, then the pupils will do so too. This is the great strength of the new CPVE, that it builds in ways of working which offer young people experience more appropriate for the lives they will lead after school. But such imaginative and realistic ways of working do not fit in with the rest of the school timetable system, nor indeed with the custodial rôle of the teacher. Perhaps we need to consider restructuring the school day in order to encourage these kinds of developments, instead of the other way round.

Such a restructuring might also make more possible the extension of learning to places other than classrooms: projects, assignments, investigations, pieces of research, these need to be carried out in real life contexts if humanly possible. Visits, outings, school journeys, outward bound courses, work experience, voluntary service, these all offer important opportunities for extending pupils' knowledge experience and skill. They should not be considered as 'nuisances' which disrupt the normal routine of classroom life, but rather as central to the whole learning process. But while in schools we wait for the time to be ripe for such development to be the norm rather than the exception, we may in fact be overtaken by events. There is no doubt in my mind that the development of open learning systems on a national scale will eventually totally transform the nature of schools as institutions. I envisage a time, and I am not expert enough to say when this will be, when pupils may do much of their learning from their homebase. Hopefully this would increase the importance of the home and the family, since parents, too (and adults in general), would have more opportunities to be at home and to learn from home with their children. The rôle of the school then changes fundamentally and necessarily from being custodial and controlling to being supportive and developmental. The school becomes a community centre where people of all ages go for mutual support, a sense of *communitas* to overcome what might otherwise develop into *anomie,* and for guidance and support from teachers. In this scenario I see teachers being more important than ever, but with a different rôle from that of the traditional teacher, and one which emphasizes skills which teachers have, but do not always put first, fundamentally counselling, guidance and facilitating skills. The onus of the management of learning is on the learner, not on the teacher. Those of us who have or who know young children who have their own computers will readily recognize that they already outstrip us in the confidence and competence with which they master their machines: in our society we generally underestimate the competence of the young.

Implicit in what I have just said is the assumption that in the future schools should develop into community schools, where people of any age go for learning, pleasure or leisure, training or retraining whenever the need arises. Those of us who already work in community schools, know how invigorating and exciting it is when such developments really begin to take off. There are many reasons why I support the idea of community schools; not simply because of the waste of expensive plant if schools are kept locked up after four and in the holidays; not just because I do not think it helps young people to become adult to lock them up in adolescent ghettos; not just because I believe in human potential for growth and therefore that everybody is capable of learning all their lives; but because I also believe that it enriches human life and human endeavour for people to have opportunities to share with each other, to learn from each other, to give as well as to receive. It is heartwarming as well as heartrending to see a mature young person helping an older person to learn; to see pensioners sharing their skills or their sense of history with a group of eager young students; to see an Asian group sharing their celebration of Diwali with a British group; to see 800 people of various ages, colours, creeds and abilities dancing together. Yet all this and more is common practice in those schools which have opened up to the community. In a pluralistic society the community school offers a focus for the sharing of human endeavour and enterprise, pleasure and pain, learning and enjoyment.

If we accept that there is virtue in this model, how do we set about putting it into practice? First we have to give a different emphasis to the training and inservice training of teachers. By virtue of their background and experience teachers may not themselves have had sufficient of the kinds of flexible risk-taking, uncertain experiences with which we are now saying that people should be able to cope. The very predict-

abilities of the school day and the school year brings its own inertia – though the pupils mercifully usually shake us out of any sense of complacency. But I do believe that there is no hope at all of getting teachers to allow pupils to manage their own learning, unless teachers themselves are given greater trust, responsibility and flexibility in the way that they work. It is for this reason that I have given so much emphasis in my own school to a staff development programme and a leadership style which attempts to both 'free up' and empower the staff; there is evidence that this is beginning to work both for the staff themselves and gradually for the pupils too. We do not expect to make this shift in style overnight. Each of us develops at our own rate, and a lot depends on where we started from. But I am convinced that the key to mobilizing the energy and power of the pupils lies in first doing the same for the staff. The same applies to parent power and community power. The process takes for ever, and at Cranford, in spite of our mutually agreed policies and statements of intent, we do not reckon to have got more than 20 per cent down this path. But we can see the changes coming, both in our own attitudes and feelings towards each other and in the way the pupils and adult students are beginning to respond.

As far as management styles go, it does seem to me to be vital that school leaders should look carefully to see whether their way of doing things supports or cancels out their overt aims. There is a fine balance to be kept in any leader's repertoire, between pulling, pushing and just waiting. The real skill is knowing when to do which. What does seem clear to me both from my readings in the literature of management, and from the experiences of others, including myself, is that a primarily autocratic or a primarily bureaucratic approach is not the most fruitful at this stage to the development of schools. Neither is an anarchic, *laissez-faire* style of leadership and management. The mode which I find most fruitful at the moment is one which emphasizes teamwork, partnership, tasks and trust, professionalism and creativity. What is clear to me is that the 1944 Education Act has it all wrong and now needs to be rewritten. To make the Head responsible for the internal management of the school is to lock the Head into the middle of the organization and to diminish opportunities for working with the reality of life outside school. With the increase in the numbers of Deputies (I have three and am about to have four) it seems to me that team management replaces the Head as one-person band. This makes it easier for the Head to work on the boundary of the school, to see that the school is an open rather than a closed system. It is a vital part of the Head's task to enable people and things to come into the school or go out from school so that the experiences of the pupils are realistically enriched; equally, to help staff and pupils relate what goes on inside school to what goes on outside.

In this scenario a crucial skill of leadership is the ability to manage integration and differentiation, to acknowledge and recognize rather than deny the differences between people as well as using them creatively to formulate a set of overarching goals which give a framework, a meaning, a sense of community to what is otherwise a potentially meaningless society. The Head does not do this alone, but through a team of people, through developing a capacity to receive and to respond to the message of the people on whose behalf he or she works, by developing a capacity to articulate this corporate response.

Schools are not closed systems, or else they would close or be closed; my plea, however, is that schools need to work towards being more open than they normally are. Schools need to be open to new ideas, open to parents, employers, members of the local community; open to new experiences, risks and uncertainties; open to constructive comment from their members and neighbours; open to anybody who wants to go on learning; open at times which suit the public at large; open and honest in word, thought and deed. My thesis is that unless schools open up, unless schools begin to adapt the model upon which they traditionally work, they will cease to be useful or relevant and may well have to close.

I speak these words knowing that I have the backing of my professional Association, the Secondary Heads Association, whose paper, *A View from the Bridge,* touches on many of the points I have made. Many of us would like to change the way schools work, and what we need, as Headteachers and teachers, is your support and public approval. If society in general, the Royal Society of Arts in particular, would help to make legitimate more kinds of trends and developments such as those I have outlined, then it would give schools the courage to change their ways, to become less closed, and through becoming more open, to stay open.

DISCUSSION

DR. JAMES HEMMING, FBPsS: I was at a conference of commercial and industrial people recently and they were describing what they wanted in personal terms from employees: versatility, flexibility, enterprise, co-operative capacity, ability to communicate, the ability to get on with others. All these desired qualities came pouring out from these people who are in key positions, running the industry of the country. But, so long as that wretched examination is there with its alternative prescriptions, the developmental factors will be neglected in favour of the 'pour-it-all-in, pour-it-all-out' system. How can we stop this new sixteen-plus examination setting solid and destroying everything we are trying to do? Has the speaker any ideas about how we can get through to parents that, if they want their children to be successful, they must look to developmental principles and not remain hypnotized by examination results?

THE LECTURER: I don't know how to stop the sixteen-plus from 'setting solid'. It has taken ten or fifteen years even to reach a decision about GCSE, by which time what we were asking for originally is all changed. One course of action would be for important employers' organizations to say more loudly that they do not want any of this and to say what they *do* want. I should like to see, on a local basis, schools and employers sitting down and working out together what they do want, a kind of local profile system.

Meanwhile the machine grinds on. Even though teachers say that exams are a nuisance, I think that they are colluding with the way in which the sixteen-plus is written.

As for parents, I am pleased to report that if teachers talk to their parents properly, if they do communicate and involve and consult them when making decisions, then parents don't usually disagree or argue. In one sense, they don't argue half *enough* in my opinion. But to illustrate the consultation process, three years ago we decided not to offer 'O' Level repeats in the Lower Sixth and we stood up rather nervously at the fifth-year Parents' Evening saying that there will be no 'O' Level repeats next year. Sixth-formers can come to evening classes, or to a flexi-study class, but they cannot actually just repeat their 'O' Levels and fail them again as nationally most pupils do. Our parents had confidence in what we said. Our numbers in the sixth form increased dramatically, which was extremely encouraging; in the event, the exam results on the new pre-vocational courses were very pleasing and the numbers in the sixth form have remained high.

I think schools in general do not make sufficient effort to involve the parents. They are as afraid of real parent power as they are of real pupil power. I think I am fairly unusual in attempting to discuss any curriculum proposals with parents – in practice with the small group of committed parents who come to the discussion; unusual also in taking curriculum proposals to the School Council for discussion. I did get into trouble with some of my staff colleagues over that because they thought it was a risky thing to do. However, in my view it is very important for pupils to have some part in this, not to have their way, but to make some contribution, to understand what is happening to them. Teachers are often afraid to let go their control. The more power is shared, the more the people who work with you are empowered; in a curious way, the more total power there is. What the Head has then is influence, something much more important. People respect the Head and still want to know what she or he thinks, but in fact everybody's energy has been harnessed. That is one of the principles on which I work. When I said empowering curriculum I meant empowering pupils and, eventually, I hope, parents and the community.

DR. GORDON MILLER: This absurdity that Dr. Hemming has just mentioned is that we always seem to think we are in an either/or situation, whether it is in higher or any other kind of education. The answer is that we must use examination *and* other criteria too. Recently, I read a study of engineering education which addressed itself to what employers want of engineering graduates and what they thought engineering faculties were trying to produce. Some employers say they are not getting the right kind of engineers. What they want are flexible people, receptive to new ideas. They say they do not want academic engineers. But they then say, first of all we must have a good *engineer*. Then they want those other things on top.

There is no conflict between examinations and those extra things that we need. This is what the RSA's Education for Capability scheme is all about. It is nice to be flexible and receptive to new ideas, but if there is not some *capability* there, something that the school leaver or graduate has *demonstrated* that he has learned, I don't feel that the outcome of education is much use to the student or the employer. We must have both and with vigour.

THE LECTURER: The biggest thing that could be done by higher education would be to change its criteria to include evidence of practical achievement in ways other then 'A' Level subjects, evidence of work experience, and evidence of a wider curriculum. It is trying to meet the demands of higher education which narrows the curriculum. At Cranford we have extended our sixth-form curriculum by including a compulsory common core element for all; social and life skills, expressive arts, general studies, work experience and residential experience. We find that this is not only enriching in itself but helps to maximize entry to university, because, if universities deign to give an interview they are rather impressed by the kind of person they find in front of them. They do in any case look more closely at the application form which has evidence of things other than academic achievement. I think one can put on pressure from below, but it needs a thrust from higher education itself.

DR. MILLER: I am told that in Switzerland 95 per cent of school leavers have a marketable skill. They have a piece of paper they can show to say they have been examined and that they know *how to do* this or that, that they are *capable* and they are employable straight away. It does not stop them having other qualifications. In Germany it is something like 80 per cent, but in this country something like 30 per cent.

SIR RICHARD O'BRIEN: May I offer my congratulations to Anne Jones on her talk? I have been to her school and am full of admiration for what she is doing. I find it very convincing except in one particular – that, as she would readily agree, it is going to depend upon the quality of the teacher. However you share power, somebody has to do the sharing and the people who have to do this are the teachers. She is proposing a very sophisticated approach in managerial terms. A great deal of freedom is going to be allowed, but on the other hand we must preserve structure, we have to have standards.

Something similar has been said about the organization of industry, but very little progress has been made. Why? The malevolence of employers and managers? No. Of course they defend their best interests, but these concepts are very difficult to bring about. I have seen, in situations other than industry, reformers operating in closed societies similar to those of schools and I found the reforms failed because of the failure of the people in charge, supervisors or middle managers, to grasp what was intended and have the confidence to put it into effect. A very high degree of confidence is needed to operate in the way Anne Jones is asking. How is she going to change the teaching profession? A little in-service training is not enough. I think a certain kind of person is attracted to teaching because there are certain kinds of expectation.

THE LECTURER: This is precisely the point I was trying to make to HMI last week. I was working on the hypothesis that to get my staff to move forward in a deep rather than a superficial way, to get them to become more flexible, open, enabling and facilitating, to be able to teach adults as well as pupils in the context of a multicultural society, my first task was to build their self-confidence, the second to offer them learning experiences which encouraged them to take risks, try out new things, improve their interpersonal, listening and interviewing skills, increase their sensitivity and their sense of their own power. We therefore provided a series of experimental learning workshops, and real life experiences (including peer group assessment) towards this end. I see this as an essential pre-requisite of pupil development. The process of course takes time, and in a mixed ability staff people develop at different rates, according to the point from which they began. It is important not to de-skill people by making them feel inadequate, so staff have to be encouraged to move at their own pace.

But I cannot think of one member of staff, however apparently stuck in his or her ways, who has not developed to quite an extent. You do, however, have to respect people's professionalism. In othe words you do not tell them that they have been getting it wrong all their working lives. You have to build on the skills they possess and get them to develop laterally.

The other skill that I do not think HMI sufficiently appreciated was the skill of managing changes without causing instability: of having a school in which the relationships and attitudes between staff and pupils were excellent and where there was no pupil misbehaviour, despite the fact that we were moving forward at a considerable pace. To maintain stability in the day-to-day running of a system which is changing fundamentally takes considerable skill.

It is easy to allow the forces of inertia to push you back to 'play safe' behaviour. In the meanwhile I find the Certificate of Pre-Vocational Education very helpful in getting the teachers to adapt and work in teams themselves. I have been exceedingly lucky in that I have managed to appoint the whole of my senior management team – and 50 per cent of my staff. One or two people have retired but many have got promotion. This demonstrates that we have been selecting people who are clearly adaptable and open in their approach and also are themselves good learners. Motivating the staff has helped to regenerate them.

MR. ROBIN GUTHRIE (Joseph Rowntree Memorial Trust and the Education for Capability Committee): Underlying all this discussion is the assumption that we know what a school is. Anne Jones's description of a school was stimulating; but it seemed to envisage a whole phalanx of deputies under the Head. The phrase 'community school' worries me because community is there used as an adjective to describe a school; yet in my experience, working with a New Town Development Corporation where the education authority had to build eight new secondary schools over fifteen years, when I asked them early in this period what they thought a school was, there was no coherent answer.

It seems to me an important question to ask, particularly if funds in the first place are coming from sources other than education but the land remains in the ownership of the education authority. Teachers, and above all the Head, are vested with enormous responsibility for the management of plant and for the supervision of people of all ages and intentions. I think that is a mistaken idea of a school and that we need to break down

these various functions into much smaller units, related physically but not necessarily under the same authority, before we can possibly change the rôle of the teacher, and above all the head teacher with this phalanx of deputies between him or her and what actually happens.

THE LECTURER: That is what the book I am writing is about to a large extent; that is, about getting Heads not to try to run their schools singlehanded. Colleagues I meet all over the country often feel particularly stressed and immobilized, particularly if they have got it into their heads that they are supposed to be doing everything themselves. Although they do share responsibility, they are still taking the full burden individually and feeling a sense of failure when they do not know everything that is going on, when they do not have everything under their control. It is a bit of a joke between my Director and myself that I often do not know what is happening in my own school. It is very important that I do not because otherwise this would become a major activity in itself and stop things from happening. It is important of course that somebody knows what is happening, but I do not think it has to be me. I did suffer from guilt for a long time, but I am beginning to get over it.

We have to develop a less dependent culture in schools, so that people other than the Head are acknowledged to be leaders, to have power, to be able to manage themselves and others. My idea of a school is something much more flexible. At Cranford we are gradually developing a federal system. On this system there is a lower school, a middle school, upper school, youth club, sports centre, adult learning unit, crèche, play group, welfare centre, old people's club and all sorts of other clubs and societies. All are run by different people who are responsible for the team and line management of those parts. I try not to organize anything at all. I see it as my job to bring these parts together and make sure that there is both integration and differentiation; that all parts are well enough differentiated so that people's different needs are met yet fit together as a whole. My concept of the rôle of the Head is very different from the traditional one.

MR. NORMAN EVANS (Policy Studies Institute): You have demonstrated to us an unusually high level of management skills. One of the key factors is responsibility, and unless people are given the opportunity of using that, they are not going to learn anything. Society does not give us sufficient support because we are not actually too sure that we really want responsible individuals running around in society. How far are we prepared to take the risks of giving young people and children the opportunity to make mistakes? Do we need legislative changes?

THE LECTURER: It would be helpful to h[illegible] new Education Act, but I do not think it is Acts of Parliament which make people feel able to use their authority. I know that sometimes people in my team worry about the risks. People worry about whether legally they should keep the children on-site during the lunch hour because something might happen. I try to treat the pupils as young adults, with an assumption that they will behave in a responsible way. They don't always, but by and large they do, and I think it is attitudes which are important.

Making all schools community schools overnight, with people allowed to come and go as they like, would probably make the teaching profession feel very insecure. Such development has to come more gradually.

MR. MAURICE PLASKOW (Royal College of Art, Design Education Unit): Anne Jones has been offering us a radical political prospectus and a lot of her vocabulary was essentially political in terms of empowering people. What is going on in society is almost the opposite; certain powerful pressures are making society more closed in many ways. Society is giving less power to individuals and is not proclaiming the values of making people independent and responsible. I wonder whether Anne Jones is conscious of being a political radical, and whether she thinks the general scene with which everybody so far has agreed has a chance of real success whatever kind of government we have?

THE LECTURER: Yes and no. I sat down on a Friday evening in a slight daze after the inspection, and watched Mrs. Thatcher being interviewed on television. Much was said about people using their initiative and enterprise, with the implication that if only the nation would work harder we could become a nation of information technology shopkeepers instead of a nation of corner shopkeepers. If we would all set up our own businesses, we would all do well. Much rhetoric about initiative and enterprise comes from the Conservative Party and yet it is not actually developed in practice by the education system. That is the basic challenge I am trying to make. Is there a conspiracy to keep schools down? Perhaps we do not want people to grow up too quickly otherwise they might have to go to work earlier? I say that slightly tongue-in-cheek. I am apolitical.

MR. JOHN MANN: I agree that the prospectus put forward is a radical one to cure what appear to be radical diseases. What puzzles me is how it compares with the practice of other countries. We do not hear that other countries, whether in Europe or North America or the Far East, are suffering from the same kind of malaise as seems to exist here. I am very unclear about whether the school systems that they have developed embody the sort of virtues that are being presented to us as a solution to our problems. My impression is that schools

in c[illegible] societies may be *more* controlled, some may be more closely directed. Why is it that a set of solutions thought to be appropriate in this country has not been adopted in other countries whose experience seems to be rather different? It also puzzles me that we are unique in having an elaborate examination system.

My next problem is related to the same question. The Department of Education and Science has over the last two or three years devoted a great deal of energy to assessing the relative standards of performance of different local education authorities. The conclusion they have reached, no doubt gratifying to them and to the Treasury, is that the financial inputs do not really make any difference to the output. The dominant factor, as far as they have been able to ascertain, is that the social class of local authorities is the overwhelming determinant of standards as measured by examination results. I am not quite sure how far one should go along that road. One might conclude that the whole apparatus is irrelevant, that children will do well or ill according to their social class almost regardless of what the schools do and certainly regardless of whether there is an examination system at the end of the road or not.

The third thing I find puzzling is the question of the work ethic. There may be less work to be done but for a lot of people work provides a lot of satisfactions. It provides a sense of purpose, a sense of companionship, and neutral ground where one can get away from one's relations. One has to be wary about advancing too far towards the vision of a workless society without having thought through what kind of activity (and it may well be that the activities of the community school would fill the gap) would be left if work disappeared totally.

One of the most inspiring and encouraging books that I have read in the last three or four years is *Communication and Social Skills* by Carol Lorac and Michael Weiss, in which they describe how, in a number of schools mainly in the North-East, they were able to watch what happened when teachers of many subjects, ranging from physical education to history, mostly working with relatively low performers in the fifth years of secondary schools, were able to achieve quite astonishing results when they and the youngsters worked together on some practical project. Those youngsters developed not only their practical skills but also their power of communication and their social abilities. The evidence is that this can be transferred to other schools, but quite clearly the material resources and the creative imagination required of the teachers concerned are both very considerable. At the moment do we have sufficient material resources to embark on that kind of educational programme?

THE LECTURER: Your last point is exactly what I was talking about. If I take the example of the young teachers in my own school running the expressive arts course, that costs absolutely nothing in terms of material resources because there is hardly any equipment needed, but it does take a lot of energy. But those teachers are excited about what they are doing and it is having the effect that you are talking about, which the previous exam syllabus did not. The criteria measuring school effectiveness are generally too narrow and quite inappropriate for measuring what people have really learned. Only to measure what they have learned to remember and write down is to deny all the other elements of learning.

As for European schools, there are people in the audience who can answer that question better than I.

DR. EDWARD DE BONO: The point of the previous speaker is an important one on how changes are effected. Is it a motivation style, a leadership style, which Anne Jones expresses very well? You can set an example and show how things can be done. Then there is the other approach, which sometimes I find more practical, moving out from structure to other things. Two years ago I was invited by the Bulgarian Government to set up a pilot project there on one of my pet themes, the teaching of thinking. Three weeks ago they sent me the test results, which were very interesting. They did the standard IQ tests, creativity and everything else, and found a lot of independence in the thinking of the pupils. If you went to Bulgaria and said we are going to change your school system to make your pupils more independent in thinking, you would not stand a chance of getting anything done, but if you give a structure through which people can work, then in a non-threatening way these things start to emerge.

The same thing happened in Venezuela. At the invitation of the government five years ago we set up a programme on thinking skills that has spread right across the country. In a sampling survey they found 70 per cent of schools were doing it. The effect in Venezuela, apart from whatever thinking skills they have learned, was on confidence. The Catholic hierarchy in Dublin were very interested because they had had reports back from Venezuela that for a long time they had been trying to get poorer children to have some confidence, because poverty is as much a psychological matter as an economic one, and they learnt that confidence was increasing. There was a meeting in Maracaibo to set up a clinic, and three hours into the discussion nothing much was happening. Suddenly a ten-year-old boy, sitting at the back of the room simply because his mother did not have a baby sitter with whom to leave the boy, said, 'After discussing this for three hours you have not got anywhere. What you should be doing is this, this and this'. And he got them organized. That was a ten-year-old boy, and in a Latin culture youngsters are not supposed to say anything.

There are different routes and different styles and I certainly agree with what Anne Jones is doing to show that these things can be possible – example, motivation, leadership. On the other hand it is sometimes too

much to ask of people who do not have the quality of leadership. One has to provide means as well.

THE LECTURER: I agree.

MR. J. S. CASSELS (NEDO): When pupils move out into the world they find intense competition for jobs. Employers are not only interested in what they can do but also in whether they can do it better than the next person. We live in a society which is based on the idea of competition, free enterprise, one team trying to defeat another. Also, pupils are often motivated, or would like to be motivated, by competition against each other. How do you see those facts about human nature and the way society is organized in relation to the vision of learning in school which you have put forward?

THE LECTURER: I don't think anything that anyone ever does will overcome the natural competition between people. We have competition in our school in various ways. For example, we have a system of merits and records of achievement. If in the lower school you get twelve merit marks, given for doing a good piece of academic work or making a contribution to the life of the school or doing something original or doing something out of school which we have heard about, this is testified by an adult and the pupil comes to see me. This is a system for recognizing and encouraging endeavour, enterprise and, if you like, competition. Of course children are competitive, but those of us who have been brought up in a totally individualistically competitive way – where it is all right if you are top, but if you are not it is very depressing – know that we do not want to put that kind of bottom label on 50 per cent of our pupils.

MR. F. C. HAYES: I want to return to the question of empowering individuals. Although I see that it could be misread as a radical political approach, I think it has much more in common with the demands which are being made increasingly by people who are still at work. Whatever may be said politically about a system which does not encourage self-reliance and the ability to cope with unfamiliar situations, more and more workplaces require them for successful performance. I don't think there is any great disparity between what Anne Jones has tried to do in her school on educational grounds and what is being asked for on purely economic grounds in successful companies. How do we reward people in this country for individual success? The criteria in the three countries that we studied for *Competence and Competition* (a report of which I was part author) are very clear. In America you are rewarded for being Number One in anything, in Germany for your attention to quality, in Japan for striving for perfection. What are you rewarded for in this country?

THE CHAIRMAN: 'Empowering' has been a key word throughout the evening, as has been the 'rôle' of the teachers. Anne Jones wrote in the *Guardian* a month or two ago: 'Teachers have it in their power to develop teaching methods and learning strategies which harness the pupils' energy, involve them actively in negotiating and managing their own learning, empowering them to use the skills they have acquired in other contexts, help them to make connections between school and life and to want to go on learning all their lives.' I am sure everyone here feels that they have participated this evening in continuing to learn.

III. TOMORROW'S UNIVERSITIES: IVORY TOWERS, FRONTIER POSTS OR SERVICE STATIONS?

by

PROFESSOR JOHN ASHWORTH, DSc, FBiol

Vice-Chancellor, University of Salford, and a Vice-President of the Society,

delivered to the Society on Monday 18th February 1985,

with Professor Charles Handy, MA, MBA,

Chairman of the Society's Education for Capability Committee, in the Chair

THE CHAIRMAN: Two weeks ago John Cassels looked at the kind of learning that we needed to encourage if this country and its people were to be prosperous and fulfilled. Last Monday Anne Jones argued persuasively that schools needed to be more open to ideas, people and methods. Tonight John Ashworth looks at tomorrow's universities. The three lectures are a contribution to the continuing debate on what an educated man or woman in tomorrow's society should be. We are increasingly preaching to the converted, more and more people in high places seem to agree with what we say, and yet strangely nothing seems to change. I don't know whether it is part of the English disease, talk being a comfortable substitute for action, or whether there is a major blockage somewhere, perhaps starting at universities in their unintended influence over the curriculum and the examination system.

It is crucial to look at these citadels of learning with critical and visionary eyes, and where better to find those eyes than with John Ashworth. He was Chief Scientist in the Central Policy Review Staff before becoming Vice-Chancellor of Salford University in 1981. He is also Chairman of the National Computing Centre and was recently headlined in the *Sunday Times* as 'the businesslike don who slaughters sacred cows'. He it was who responded to the UGC cuts with such vision and energy that he even made my children aware of where Salford is, which I am sure that they did not know three years ago. He received a special grant last year from that same UGC for such an impressive response to their Draconic surgery. He is a member of our Education for Capability Committee, a Vice-President of the Society and a source of inspiration to both – a man who practises what he preaches.

The following lecture, which was illustrated, was then delivered.

I LAST HAD the honour of appearing before this Society in 1982, when I gave the Edmund Rich Memorial Lecture and spoke on the theme of 'Reshaping Higher Education in Britain'. I ended that address by referring to a debate which I had then just initiated at Salford on the 'longer term aims and objectives' of my university.[1] The theme of this series of lectures is 'Educating for Tomorrow' and so it seems both right and appropriate that I should begin, where I left off in 1982, with that debate.

The first point I should make is that the debate was every bit as interesting and revealing as I had expected it to be. In the course of it three possible models of a university featured prominently and in their contributions different individuals seemed to me to be recommending varying mixtures of these three as a suitable model for the University of Salford of the future. As I listened to the debate I mentally labelled these three models: the Ivory Tower, the Frontier Post and the Service Station respectively – hence my title for tonight – and I now want to spend a few minutes discussing each of these in turn.

THE IVORY TOWER

I do not know who first used the evocative term 'ivory tower' in connection with academic institutions. There is a delightful line in the Song of Solomon[2] where the author refers to such a thing but the context makes it plain that the intention is more erotic than academic. A Biblical origin for the term would not be inappropriate, though, since for me – and certainly for some of my colleagues – the notion of the university as an ivory tower harks back to our monastic roots; to the notion of the flickering flame of culture kept alive in a dark and hostile world and to the image of the monkish scholar labouring in the scrip-

torium to preserve a half forgotten heritage. In our present world with so many institutions – the museums and galleries; the archives and libraries – devoted to the preservation of our cultural heritage there seems less need of the universities in such a context, but I remember the President of the Hebrew University saying to me in 1970, at the time of the war of attrition across the Suez Canal, that one of the prime functions of the Hebrew University, as he saw it, was to remind Israelis that there were other things beside war in the world; so perhaps we should not discard this rôle too lightly.

I also think that there will be a continuing need for the universities to ensure that in the United Kingdom we retain a scholarly presence in fields as diverse as Icelandic and the theory of numbers. For the notion of the ivory tower also evokes the image of the isolated or unusual scholar pursuing his strange or peculiar interests without reference to, or need for, peer justification and endorsement. There are, of course, numerous examples of the way in which such studies have produced insights of great utility. In the last issue of the *New Scientist*,[3] for example, there was a report of work on bird song which has challenged one of the central tenets of modern neurobiology – that cells do not divide in the adult vertebrate brain. It seems that the cells in the fore brain of the canary divide rapidly in the Spring when the birds sing most strongly and cell division ceases in the Autumn when singing wanes. It is not known what regulates this cell division (although the male sex hormone testosterone seems to be implicated) but this observation gives a quite unexpected and wholly novel route of attack on some fundamental problems associated with degenerative and other diseases of the brain. Until this observation was made I think it most unlikely that the Research Councils, harassed as they are by so many claims on their diminishing resources, would give a very high priority to the study of singing canaries – indeed such a study would seem a prime candidate for the 'Golden Fleece of the Month Award' that used to be awarded by a member of the United States House of Representatives to some embarassed recipients of US Government grants. Research of this kind needs to funded and protected from the naïve or politically motivated attacks of those to whom the Research Council must pay attention and my colleagues agreed that this should be a continuing function of all universities, Salford included.

British universities have a long and honourable tradition of the protection of such research. I think it goes along with the tolerance our society has traditionally shown towards the idiosyncratic and eccentric and is also at least part of the cause, I believe, of our envied record in winning Nobel Prizes for scientific discoveries. I would not want to question, therefore, the need for a university to succour and support the isolated scholar or research worker pursuing an idiosyncratic line of thought or working in a largely deserted field of study, but, since there is little or no evidence that British universities have in the past neglected their duties in this respect, I see no particular reason for emphasizing this rôle now or in the future. Indeed I suspect that if anything we have tended to err in the opposite direction and have given too great a latitude to too many of our scholars to behave in this fashion in the past.

Of course, we are all familiar with the way in which novel insights or discoveries open up new fields of investigation and these solitary scholars that I have been talking about can rapidly find themselves the, doubtless slightly surprised, drivers of bandwagons when they have proved themselves right and their peers wrong. I suppose the only thing we can really deduce with confidence from that report in the *New Scientist* is that research on singing in canaries is suddenly going to be very popular. In this way the idea of the university as an ivory tower merges into the rather different notion of the university as a frontier post.

FRONTIER POSTS

The image of the university research group, carrying out work of 'timeliness and promise' with the help of a supplementary grant-in-aid from the Research Council and pushing forward into unknown intellectual territory is a potent one. Certainly it had an understandably strong attraction for my colleagues, who saw in such a model justification, not only for the 'dual support system' whereby research funds come to such groups both from university and Research Council sources, but also for the intimate connection between the teaching and research activities of a university. It is, of course, undeniable that the best way to train the next generation of research workers in the sciences is to attach them

as doctoral students to a research group led by a productive and effective senior research scientist. I was fortunate when a doctoral student myself to be part of such a team under Professor (now Sir) Hans Kornberg and I tried to recreate that atmosphere and ethos when, in turn, I came to establish my own research team. The advantages are many. The student is closely supervised, not only by his nominal supervisor but by his team-mates – including the laboratory technicians; he has a critical mass of colleagues on whom to try out his ideas and from whom he can get advice; if the initial problem that he sets out to study proves intractable or trivial (neither is by any means an uncommon occurrence) he can quickly choose an alternative from amongst the portfolio of problems that the group will be investigating. Perhaps more importantly, though, a good research group will act synergistically and be more than the sum of its constituent parts. The good student will thus acquire managerial skills, albeit of a rather specialized kind, and be admitted (some might say indoctrinated) into the *mores* of the scientific community. Thinking back to some of those, often very exciting and heated, discussions we used to have in the laboratory it also seems to me that much of what others have observed happening, for example, in Japanese 'Quality Circles' was going on. I think that the expectations and standards that are set in the course of these discussions represents a key element in the quality control and assurance procedures which, through the external examiner system, are then spread far beyond the confines of a single laboratory and from postgraduate to undergraduate teaching.

It is this fact that accounts, I believe, for the tenacity with which the academic community in Britain has clung to the assertion that teaching in universities can only be well done if the teachers are also actively carrying out research and vice versa. Certainly some explanation is called for because even casual inspection of what goes on in universities reveals that this assertion – at least in the bald way in which I have stated it – is untenable. We all know or have suffered from the attempts of distinguished research workers to teach. I can still remember, to quote from my own experience, attending the first of a series of lectures given by Professor Hume-Rothery when I was a student at Oxford. I only attended the first lecture because Professor Hume-Rothery had by that time been profoundly deaf for so long that he had also lost the ability to speak intelligibly. I had read Hume-Rothery's books, of course, and had also learnt the 'Rules' which will ensure that students of chemistry will always know of his name, so the sight of this distinguished old gentleman, pathetically mouthing away into a microphone whilst his laboratory attendant fiddled with the controls of the amplification system horrified me and will always remain with me as an example of the indignities that a powerful ideology can inflict on those who subscribe unwisely to it. Conversely, a comparison of the numbers of those employed in the science and engineering departments of our universities with those who are awarded grants by the Research Councils suggests that at least a third have never been in receipt of a grant and there must, therefore, be considerable doubts as to the extent of their research activity. A similar conclusion can be drawn from a comparison of the names that appear in a university's calendar and those listed in the back of the Vice-Chancellor's report where all the publications that have been produced in that year are customarily listed.

This persistent refusal to face up to the reality of life has, I believe, cost the universities dear. However much we have liked to cling to the idea that a university's science and engineering departments were staffed exclusively by intellectual heroes hacking their way through the undergrowth of ignorance, too many of our students have twigged that many of their teachers have long since given up that particular struggle or have contented themselves, as someone I once heard bitingly remark of a colleague, with 'crawling about the frontiers of his subject with a hand lens'. Some of those students have matured and acquired power and influence. They compare their memories of the way those who taught them behaved with exaggerated statements about the nature of the indissoluble link between university teaching and research, and wonder, I think reasonably, whether those who make such statements can be wholly trusted.

There are also other, perhaps more serious, consequences. If the only acceptable rôle models for an academic are to help man a frontier post or to retreat into an ivory tower what are we to do with the university lecturer who finds, say in his forties, that neither of these alternatives is particularly congenial? At present such colleagues are expected to take on more than their 'fair

share' of the administrative chores. These are many and various and can involve, for example, the interviewing and admission of home students or the recruiting of foreign ones. Membership of the committees that supervise the many services a university provides (such as the catering and residential, or the library and computing services) takes up a lot of effort and then there are the estates and buildings owned by the university to be managed, the behaviour of students to be monitored; the list is long and seemingly endless. Some of these duties are fun – service on the honorary degrees committee, at least until recently, always seemed to be much sought after, for example – but most are not. They are, nevertheless, vital for the effective and efficient administration of a university and it has always seemed to me that they should be undertaken in a positive rather than a negative spirit.

There is always, of course, teaching, and I am sure that the rather amateur way in which some, but by no means all or even the major part of university teaching is carried out, owes much to the ethos which results from such a restricted set of well-regarded modes of academic behaviour. I believe that whilst it is essential that we continue to recruit our junior lecturers from amongst those who have personally and successfully experienced the joys and agonies of serious research work we will also, I believe, have to offer them a choice of career patterns in the future that is much more varied than those I have discussed so far. In the course of our debates my colleagues also rapidly arrived at this conclusion and I want to spend the rest of my time discussing these possibilities which, for brevity, I want to call the 'service station' model of a university.

SERVICE STATION

In one sense, of course, this is one of oldest models of all for the medieval universities were founded to service the Church (in the intellectual sense) and to provide it with learned recruits. In time this rôle has grown and now the universities have acquired the responsibility for the provision of appropriately trained recruits for the law, medicine, education, many of the so-called caring professions, some parts of business, engineering and so on until it seems that part of the definition of a 'profession' is that it should demand an exclusively graduate entry. I am, personally, a bit ambivalent about aspects of this – those of you who have suffered from the grumbling that the engineers indulge about what they choose to call 'the status of the engineer' before, during and after their professional dinners must, I imagine, have bitterly regretted, like me, that the universities ever got themselves embroiled in such a mess, but it has happened and I guess we're stuck with it. If we're going to stay stuck with it, however, we're going to have to face the reality that in the very near future, professionals of all sorts, but especially the engineers, will need training and retraining during their working lives if they are to maintain the level of professional competence that society will demand. Part of the problem with the perceived social status of the engineer is, I suspect, the fact that the engineering professions do not at present require an appropriate amount of retraining and up-dating of their chartered engineers and society thus suspects that some of them are not as competent as they should be. The universities, in conjunction with the professional organizations, will have to devise schemes whereby this can be provided, certified and validated. At present there are only the merest beginnings of a recognition of what will be required in the Department of Education and Science through the PICKUP (Professional, Industrial and Commercial Updating) scheme and in the University Grants Committee (UGC) and the National Advisory Board for Public Sector Higher Education, as evidenced by their recent reports on Continuing Education. We have an education system which, as a whole, uses far too high a fraction of its total resources for initial education and/or training and thus has insufficient left for the retraining that many need now and will be needed by an ever increasing number in the future. This is as true of the university sector as it is of others; although it is only fair of me to acknowledge that most universities have begun to recognize these needs. The Open University and Aston University, for example, are pioneering very exciting techniques of distance learning; my own university has introduced part-time degree courses, including one in politics and contemporary history for mature students which is proving very popular, and modularized its masters' programmes so that some 150 or so discrete 'modules' of postgraduate level teaching are currently on offer. Other universities have similar initiatives. I think we can and should confidently look forward to these tentative beginnings growing in the next decades and thus

see universities developing and extending their traditional 'service' function.

In the past two decades, however, under increasing pressure, the universities have also been acquiring a quite different service function. They are increasingly being seen as one source of new ideas for novel industrial and commercial products and services.

Those of you who read the Small Business section of last Friday's *Guardian* newspaper[4] will know that last week I had the privilege of formally opening the new premises of the Arden Dies company at Marple, Cheshire. The history of the involvement of Salford University with this company perfectly illustrates this new service rôle and goes back nearly a decade to the founding of Arden Dies by two brothers, Frank and Philip Poynter. Frank's son, Martin was accepted as a student in our Department of Aeronautical and Mechanical Engineering and, after getting a 2i degree, stayed on to do research with Professor Crossley on Computer Aided Design and Manufacturing (CAD/CAM) techniques. Unfortunately his uncle, Philip Poynter, died before Martin was able to complete his PhD and he left Salford to help his father run Arden Dies, taking with him his newly acquired knowledge of CAD/CAM techniques. While he had been at Salford Martin had also become friendly with a fellow engineering student, Robert Unsworth, who had founded a small consultancy company after leaving Salford to develop and market CAD/CAM software packages. Between them Martin Poynter and Robert Unsworth have been the driving forces behind the innovative production engineering which, with the unstinted help, advice and support of Professor Crossley, Salford University and, of course, Frank Poynter and the National Westminster Bank, have made Arden Dies one of the most innovative and successful die-making businesses in the United Kingdom. The story behind this success, which is fully described in the *Guardian* article, is as impressive as is the new building that I visited on Friday and is a perfect example of the kind of risk-taking and entrepreneurial enterprise that the government keeps extolling. It is also, by the way, a good example of the processes that Nick Segal and his colleagues[5] have uncovered in their recent report entitled *The Cambridge Phenomenon: The Growth of High Technology Industry in a University Town.*

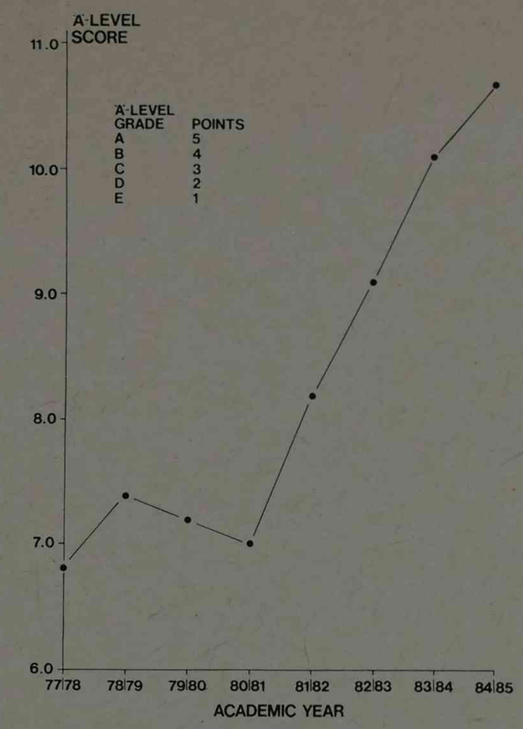


FIGURE 1. *'A' Level scores of home student entrants to University of Salford*

I imagine that Lord Young and his Enterprise Unit in the Cabinet Office will be somewhat relieved to know that such phenomena are not restricted to Cambridge but – should they wish to take this example as a case-study – I must warn them that their colleagues in the Department of Education and Science may not be so pleased. For there is a worm in this particular bud. Martin Poynter, although by any standard one of the country's most capable and successful young engineers, only got a 'B' and two 'E' grades at 'A' level when he left school. I am afraid that were he to apply to Salford to read Mechanical Engineering this autumn he would not be admitted because he would not meet our *de facto* minimum entrance requirements. A number of you must be feeling that this is a somewhat perverse admissions policy for a university to adopt – and I agree with you. But in the last four years (Figure 1) the average 'A' level grades expected of our intake has gone up by approximately one point each year. There are a number of reasons for this change in policy and thus the increase shown in Figure 1. First, the UGC in response to the cuts that the

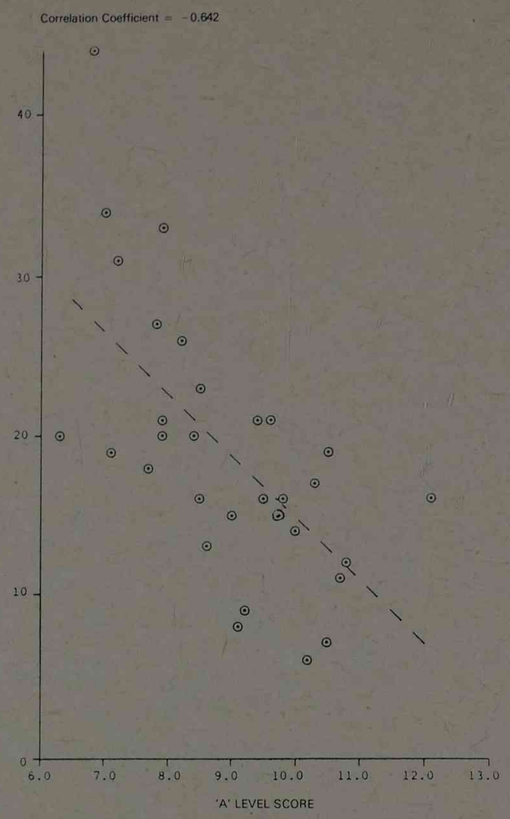


FIGURE 2. *Relationship between % cut in grant imposed by the University Grants Committee in 1981 and the 'A' Level scores of the 1978 entrants to those Universities not represented on the UGC*

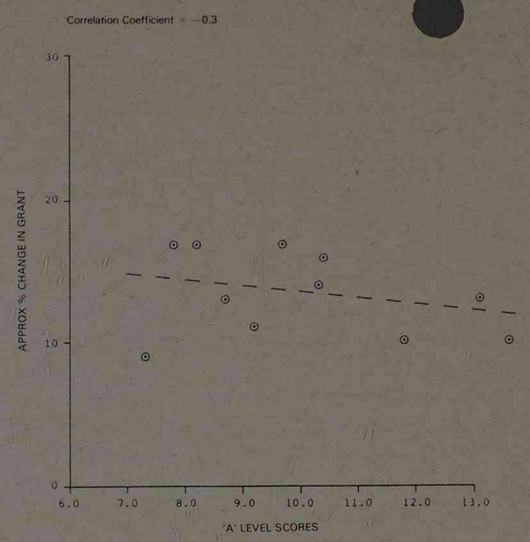


FIGURE 3. *Relationship between % cut in grant imposed by the University Grants Committee in 1981 and the 'A' Level scores of the 1978 entrants to those Universities with a representative on the UGC*

Government had imposed on the universities in 1981 ordered the University of Salford to cut its student intake by approximately a third. Second, this cut in the number of places available at Salford and elsewhere to read engineering subjects coincided with a marked 'swing' in the preferences of school-leavers away from the arts and social sciences towards science and, particularly, engineering. Third, and doubtless to the chagrin of the UGC, school leavers have seemed to find Salford University's declared policy of 'Education for Capability' especially attractive.[1]

All these factors have contributed to the increased pressure on the part of school leavers to get into the universities in general and Salford University in particular. Weighing far heavier with my colleagues than any of these factors, however, has been the relationship shown in Figure 2 between the average 'A' level point score of a university's entrying students and the extent to which the UGC, in 1981, cut that university's recurrent grant. Extensive analysis of those decisions by some of the most highly trained social scientists in the country has shown that this was by far the single most important criterion underlying the 1981 decisions. Knowing this my colleagues have been doing all they can to ensure that next time, if there is a next time, they will be in the middle to top end of the distribution. I would not be raking over the somewhat cold ashes of these past controversies were it not for the fact that not only does everyone in higher education believe that there will be a next time, there are actually known to be working parties composed of representatives of the UGC, the Research Councils and the Committee of Vice-Chancellors and Principals currently devising new criteria which the UGC can use to guide its allocation policy. These new criteria must, unlike the old, be published. The need for such a policy to be publicly defensible stems in part from the fact that you will have noticed that I have cheated a little by plotting in Figure 2 only the data for those universities which did not have one of their employees on the University Grants Committee in July 1981. If one looks now (Figure 3) at the data for those universities you will see that the correlation between the extent of cut in recurrent grant and

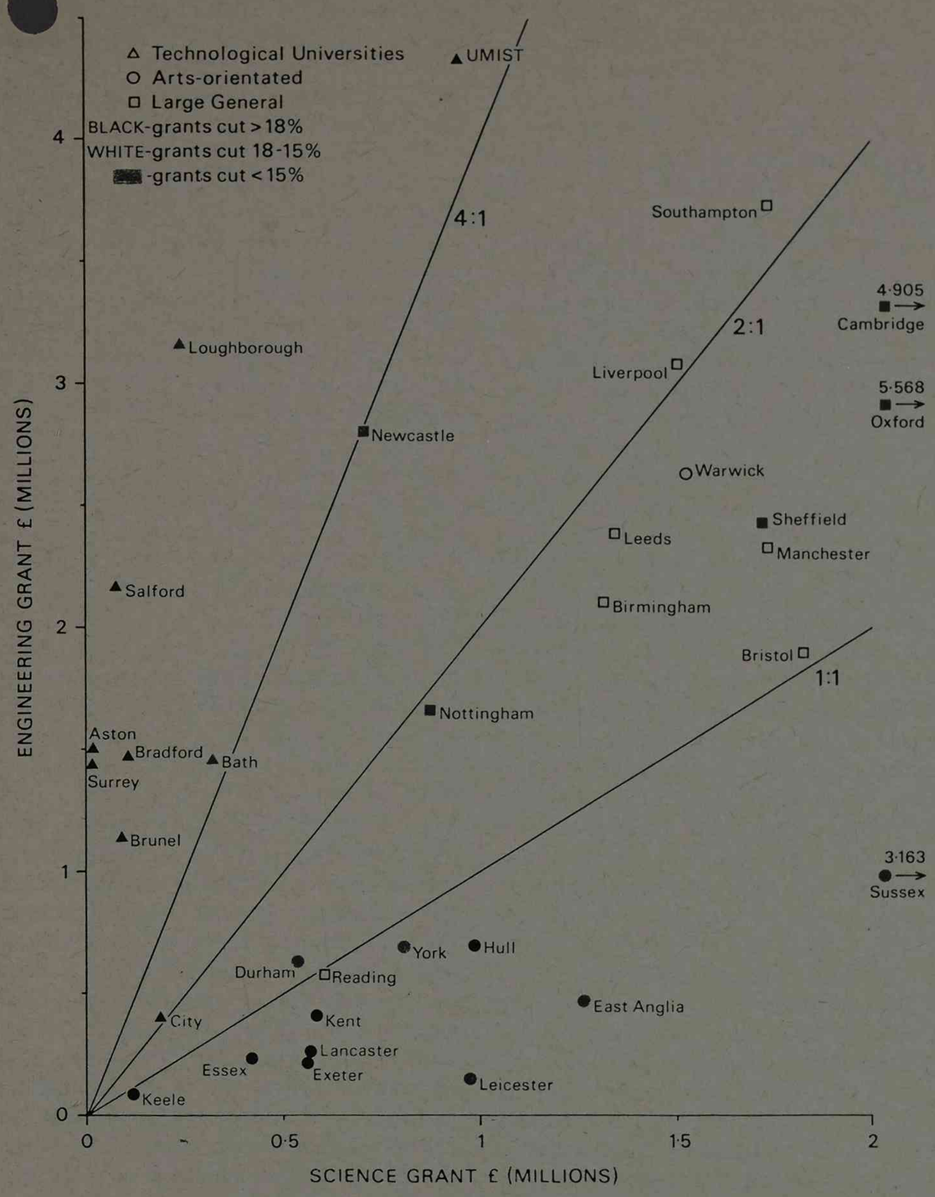


FIGURE 4. *Relationship between the sum of the value of the grants current on 31st March 1982 held by employees of English Universities from the Engineering Board of the SERC and the sum of the value of similar grants awarded by the Science Board of the SERC (data from SERC Annual Report, 1981/2, Appendix V)*

'quality' of intake as measured by 'A' level scores is very much weaker. I leave you to deduce what you will from this difference – I made my views plain in 1982.[1]

The university system awaits the outcome of the deliberations of the UGC working parties with some trepidation. I shall be interested to see if these new criteria are such that they will support universities like my own in its efforts to encourage its professors to collaborate with the Martin Poynters and Robert Unsworths of this world or not. Robert Unsworth, by the way, would have been accepted by the University of Salford for admission in 1985 since he took the

precaution of not taking any 'A' levels. Rather he left school at 16, was apprenticed to GEC Trafford Park and took an Ordinary National Certificate (ONC) at Stretford College. I have insisted, so far successfully, and in the face of some opposition from my colleagues, that we keep a quota of 15-20 per cent of our total places for such 'non-standard' entrants.

But let me return to the question of whether these new criteria will assist universities to develop this kind of service function. I have to say that I have profound misgivings. These stem from the way in which it has become known that 'research excellence' will be an important factor. We all know what that means – favouring science rather than engineering; academic studies rather than technological relevance; Nobel Prizes and Fellowships of the Royal Society rather than entrepreneurial flair and commercial ability – the traditional British policy in fact. In Figure 4 we can see how it worked in 1981. Here I have taken the data that the UGC would have had in 1981 from the Science and Engineering Research Council's (SERC) Annual Report for 1981-2 and expressed the value of the sum of the research grants then held by employees of each university from the engineering board of the SERC as a function of those grants from the science board. These data do *not* include grants from the other boards of the SERC (Radio, Space and Astronomy and Nuclear Physics) or from the other research councils (Medical, Agricultural and Natural Environment) since universities differ markedly in the extent to which their employees carry out research in these fields. It does show, however, that the UGC showed a marked preference for those universities which obtained their support from the science board rather than the engineering board of the SERC. My colleagues are well aware of that definition of 'research excellence' and, on a number of occasions, have questioned the wisdom of the emphasis I have placed on industrially relevant and/or funded research. Nevertheless, as you can see from Figure 5, so far we have been able to maintain a reasonable balance between Research Council-funded work on the one hand and industrial contracts on the other.

Figure 5 also contains financial data that refer not to the 'Arden Dies' or 'Cambridge Phenomenon' type of service rôle but to an extension of that kind of activity as represented by our Industrial Centre. The problem is, as I think I have made clear, the essentially ca[illegible]ous nature of the processes whereby relationships like that between the Poynter family, their company Arden Dies and Professor Roger Crossley arise. Segal *et al.*, in their report,[5] make a point of the way in which Cambridge University did not attempt to manage the way in which these relationships develop. They claim this as a virtue whereas I suspect it was a necessity. Now, this might be all right for Cambridge University, which has not yet had to address in any serious way the kinds of issues with which we had to cope in 1981 and I hope and suspect never will. Other, less well endowed, universities which wish to provide this kind of service to their local industry will, I believe, have to adapt a more purposeful stance.

Salford University Industrial Centre (SUIC) is a company limited by guarantee and wholly owned by the University of Salford. It has fifty or so employees and acts as the management device whereby the university offers to industrial and commercial customers consultancy and other services. Those of you who saw the BBC Panorama programme on 28th January will have heard Mr. Brierley, Managing Director of Z. Brierley's Limited, relate how his firm's manually operated drill-grinding machines had been market leaders for thirty years and his fear of their losing not only that position but their entire share of the United Kingdom market unless they redesigned their machines so that they could be microprocessor controlled. Mr. Brierley approached the Industrial Centre and the machine that was designed not only fulfils the original specification but won an award at last year's machine tool industry exhibition. Eighty per cent of Brierley's current production of these machines is exported, so not only have they retained their share of the UK market – they have acquired, Japanese style, an export business too. This kind of service needs professional and dedicated management, it cannot be left to the capricious interaction of students and teachers – efficacious though that can be, as the example of Arden Dies shows. Currently 300 firms use our Industrial Centre's services every year – interestingly about the same number of firms as Segal *et al.* report as being involved in the 'Cambridge Phenomenon'.

I think it safe to predict that many more of our universities (although probably not Cambridge) will discover, as they develop this kind of service

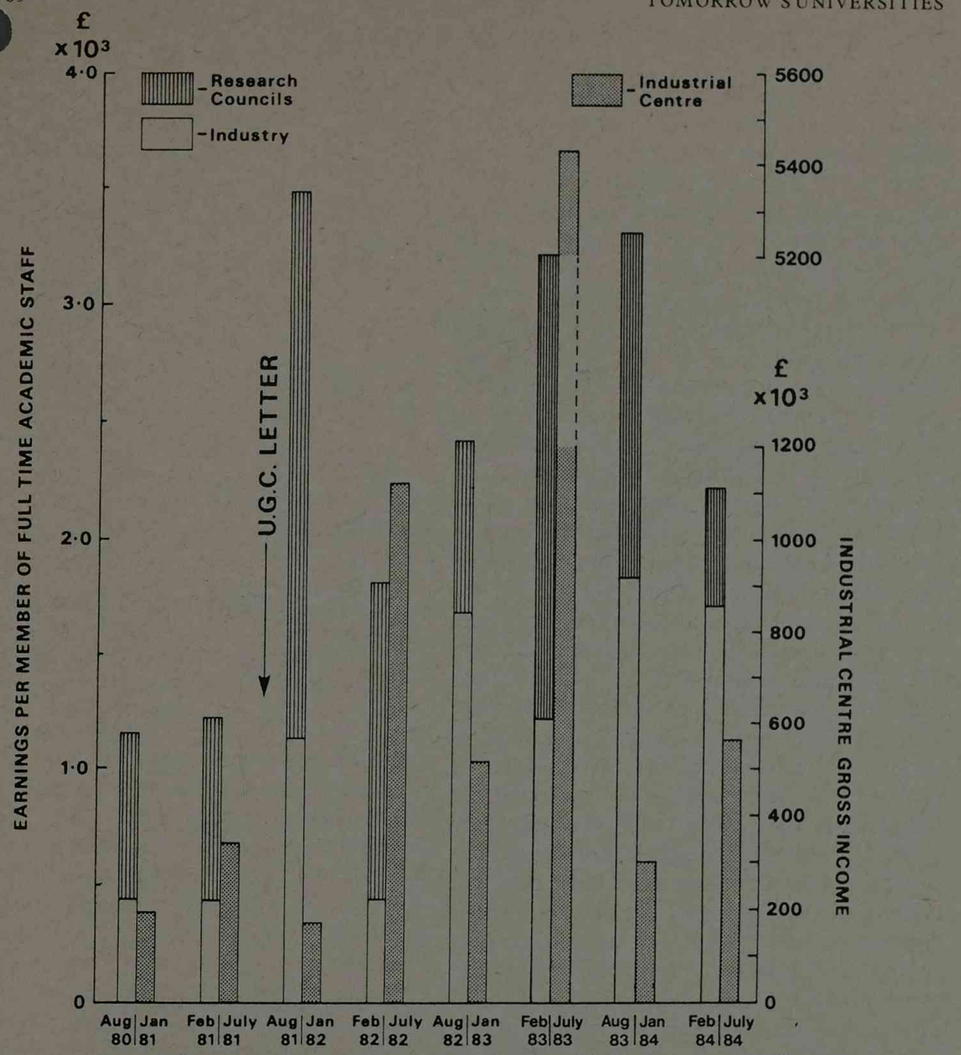


FIGURE 5. *Research Grants and Contract Income – University of Salford, August 1980-July 1984*

function, that they will need to set up a specific managerial structure dedicated to delivering an agreed product or service to an agreed specification and at an agreed time and cost to their industrial or commercial partner.

I believe that we will need to go much further than this, however. In particular I believe we will have to take seriously some of the criticism that suggests that universities have inculcated an anti-business attitude in their students. Specifically we will have to develop programmes of study that are suitable, not for potential recruits for the professional classes, but rather for those who wish to set up their own businesses as proprietors rather than professionals. I have been greatly impressed, for example, by the Graduate Enterprise Programme pioneered by Professor Tom Cannon at Stirling University and supported by the Scottish Development Agency and a consortium of private sector banks and commercial concerns. I was delighted to see that the RSA recognized this programme as suitable for one of this year's Education for Capability awards. At present this scheme is restricted to the graduates of Scottish universities, but Cranfield will be starting the first such programme in England this year and a number of other universities are not far behind. It cannot be long before similar programmes are also offered at the undergraduate level; indeed I am sure they will be a standard part of the curriculum of some of tomorrow's universities.

However, I can also foresee that some universities, of which I would hope Salford will be one, will wish to extend the service station model to include programmes which comprise wholly novel combinations of education and training taught by a mixture of academics and practitioners – perhaps somewhat on the model of the Grandes Ecoles in France – and thus greatly extend the concepts pioneered by Professor Cannon and his Scottish colleagues.

For one of the tragedies, I believe, of British educational history is the way in which the reform and institutionalization of our higher education system in Victorian times led to such a sharp divide being drawn between what we choose to call 'education' on the one hand and 'training' on the other. Other countries whose industrial development came after, rather than as in our case before, the establishment of a tertiary education sector do not seem to have had some of the difficulties that have beset us. There is an increasingly urgent need for us to find ways of transcending this divide.

We have, moreover, a marvellous opportunity in the UK at present for doing just that. For, as in the mid-nineteenth century, we are currently restructuring the basis of our society. In the first industrial revolution the focus of employment in the UK shifted from agriculture to manufacture; currently the focus is shifting from the manufacturing to the service industries. Underpinning the first industrial revolution were the traditional engineering disciplines: mechanical, civil and later electrical engineering. Underpinning the current industrial revolution are the so-called information technologies. What we need desperately are those with the skills to design, manufacture and use machines that collect, store, retrieve, transfer, process and present information of all kinds and in all formats. It was with this in mind that in June 1984 the University of Salford approached the National Computing Centre (NCC) with a proposal to establish an Information Technology Institute to be jointly run and managed in association with interested industrial and commercial firms. The proposal envisages that a small cadre of staff will manage the Institute with the bulk of the educational input coming from academics seconded for that purpose from the university and practitioners coming from outside. In this way we hope it will prove possible to circumvent the disciplinary barriers that make so many

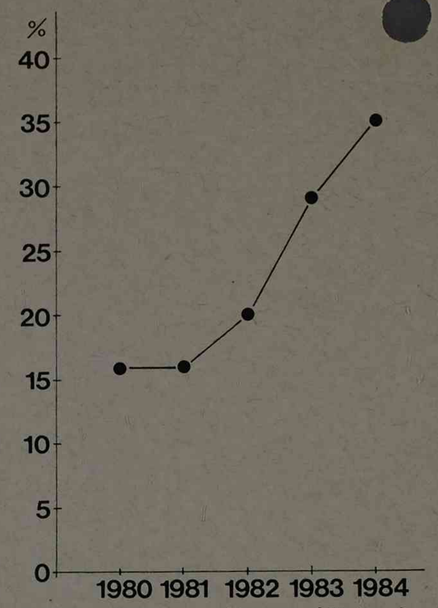


FIGURE 6. *Percentage of income of University of Salford and Salford University Industrial Centre Limited derived from sources other than the UGC and the fees of home students*

inter-disciplinary and multi-disciplinary courses at present offered by universities rather unsatisfactory. However, it is of the essence of our proposal that in addition to an 'educational' input there will be a 'training' element provided, not by academics but by practitioners drawn on secondment from the NCC and industry. The institute will be housed in purpose-built laboratory and teaching accommodation no longer needed by the University of Salford as a consequence of the cuts in our student intake imposed on us by the UGC in 1981. Under present plans demolition of this building will begin in 1987 unless an alternative use – such as the proposed IT Institute – can be found.

It will be the job of the Institute's staff to ensure that these various components meld to form a package which will, in total, comprise a novel programme in UK terms and represent the kind of broadly based, applications-orientated preparation that the managers of that fraction of UK industry and commerce that survives the next decade will need in the next century. This, of course, probably extends the service station model somewhat beyond the point my colleagues would yet accept but I very much hope that the Government will give us the resources to try an experiment along the lines I

Rank[a]		*R&D expenditures*[b] *($ millions)*	*Total from industry ($ millions)*	*Per cent*
59	Virginia Polytechnic Institute	39.9	6.5	16.3
26	Georgia Institute of Technology	71.4	11.4	16.0
99	Rensselaer Polytechnic Institute	20.3	2.8	14.0
63	Carnegie-Mellon University	37.4	4.8	13.0
24	Pennsylvania State University	82.0	10.6	12.9
46	Colorado State University	46.6	5.1	11.0
30	Purdue University	67.3	7.4	11.0
96	Brown University	21.3	2.2	10.5
87	Clemson University	23.5	2.3	9.8
21	University of Arizona	88.2	8.6	9.7
2	Massachusetts Institute of Technology	157.2	17.2	8.9
42	University of Miami	51.9	4.6	8.9

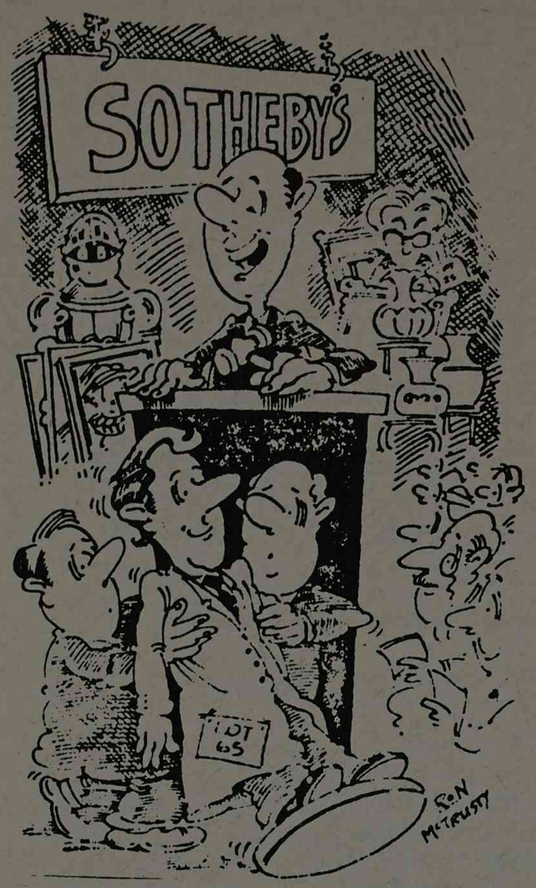
[a] In total R&D funding. [b] Amounting to $20 million or more as of fiscal 1982.

FIGURE 7. *Contribution of Industry to United States Higher Education Institutes (data from National Science Foundation)*

have indicated because the history of previous 'skills shortage' crises – and this present one identified by the Butcher Committee[6] is only the latest of a long line that goes back a century – suggests that the traditional institutions of higher education will be incapable of rising to the challenge unaided.

CONCLUSION

In conclusion let me say that I have not been meaning to suggest that all universities should adopt the same kind of aims and objectives as mine – far from it. But I do think that many other institutions will be asking themselves similar questions to those we have been debating. Our particular mix of the three idealized models that I have been discussing tonight: the ivory tower, the frontier post and the service station, suits us; it probably suits no one else. It is clear from what I have said that we intend to go on exploring various kinds of novel services which, either alone or in conjunction with others, we intend to offer to those who are prepared to pay for them. In part this must be at the expense of ivory tower and/or frontier post activities and, of course, this is in part making a virtue of necessity. One consequence of our losing such a large fraction of our recurrent income from the UGC was to make us search, with some zeal, for such activities. As Figure 6 shows, the fraction of our income that has been derived from non-UGC sources has increased in every year since 1981. This raises the question of where we should strike a balance between the UGC-funded activities and the others. The present proportion of approximately $\frac{2}{3}:\frac{1}{3}$ is about right in my judgement for present conditions – and is in broad agreement with what we know of how academics spend their time. If the UGC working parties come up with funding criteria rather different from those currently used – and I have left you in no doubt that in my judgement they will have to – then, I suspect, we will wish to strike a rather different balance. It is an often noticed fact of life that one tends to get what one pays for and this applies to the UGC as much as anyone else. Internationally though, I think the $\frac{2}{3}:\frac{1}{3}$ balance that we have struck is already somewhat unusual. America is often held up to us as some sort of model, and the US National Science Foundation has recently surveyed the contribution American industry makes to American higher education institutions. In Figure 7 you can see that of those institutions which had R&D budgets greater than $20 million in 1982 very few had received more than



'Lot No 65, an electronics engineer, *circa* 1983, possibly by the Salford school. Do I hear £20,000 . . . £30,000 . . .?'

FIGURE 8. *Cartoon from* The Engineer, *19th May, 1983 (reproduced with permission)*

15 per cent of their total research money from industrial sources. Such international comparisons are always fraught with difficulties but on a comparable basis the University of Salford's accounts for 1984 show that we received nearly 40 per cent of our total R&D income (including consultancies and SUIC income) from private (largely industrial) sources. We are thus doing – Ministers and UGC please note – about five times as well, by this criterion, as the Massachusetts Institute of Technology.

What is clear already, however, is that the traditional management structures of a university need to be supplemented to take account of the needs of this new 'service station' rôle and we will need to extend, develop and strengthen the developing matrix management structures of the university. I suspect that all those who choose, as we have done, to emphasize this kind of rôle in the future will discover a similar need – except perhaps the very rich and well endowed. Indeed, I would be tempted to turn this round and to define wealth in terms of whether an institution does or does not find itself forced to manage these activities in this way.

Thus the picture of tomorrow's universities that I leave you with is one of increasing diversity. Some institutions will, I am sure, choose to adopt a very different mix of activities from the ones we will choose and I would welcome that, since I see in that diversity great strength and hope for the future. Whether the Government and the UGC will see it in quite those terms and whether they will be able to cope with the policy and administrative consequences of greater diversity remains in doubt – we will have to see. What I think is not in doubt is that the artist in the magazine *Engineer* who drew the cartoon (Figure 8) greatly exaggerated the rumours of our demise whilst getting the market value of some of our electronic graduates about right.

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DISCUSSION

SIR RANDOLPH QUIRK, CBE (Vice-Chancellor, University of London): We all admire what John Ashworth has done over the last three or four years, in turning what he has described as a potential disaster into a quite extraordinary success story. But what lesson are we to draw from this? Clearly, impressive exceptions may make bad policy. Would we have had the 'service-station' model developed so vigorously in Salford if the UGC had not chosen on 1st July 1981 to impose this cut on the technological universities? Since everything that John Ashworth has done in Salford seems to have arisen from the adversity with which he was confronted, I want to ask him whether he would have preferred to have had just average cut? Would he have preferred to go on with 'A' Level scores that were on a flat basis around six to seven, which he defends? If so, why did he choose to go up the conventional excellence scale? In other words, what aspects of

Salford in the last three years, if any, does he regret – because it all seems to be a success story?

THE LECTURER: I do not regard the 'A' Level scale as an excellence scale. The programme we offer at Salford, particularly but not exclusively in the engineering faculty, is a sandwich degree programme with a mixture of education and training. It could doubtless be better done; the join is sometimes too obviously seen, but nevertheless it is a mixture totally unlike the usual experience of schoolchildren. We know that with courses like ours 'A' Level is a very bad predictor of performance. Some of my colleagues tell me that almost the converse of what you assert is true. You have to *un*educate or disabuse students of bad habits that they have picked up in school if they are going to be effective on the shop floor.

The UGC used the 'A' Level excellence scale as a criterion. One of the reasons for Salford's bad reputation in the '70s, and one of the factors which led to its having such a high cut, was that people thought it a second-class place because it took in school leavers with two 'Es'. The fact that it took people with two 'Es' and turned out very competent and very effective engineers like Martin Poynter seems not to have been so well noticed. One should distinguish between going up the excellence scale and the reasons which led us to do it. The reasons which led us to do it are disgraceful and I would not for one moment defend it. All that I can say is that I am a Vice-Chancellor of a university and my colleagues are powerful. I, like them, know what the odds are. I keep saying to them, 'Remember, the middle of the road is a very dangerous place to be because you can get hit by people going in both directions.' But they do not see it quite like that.

As to your more important point, what are the lessons from Salford? In a sense I am the last person to answer that question because when you are as close to things as I have been for the last four hectic years, it is difficult to stand back. When I first went to Salford and discussed the Vice-Chancellor position with the University's council, I made it perfectly plain what I intended to do and what my assessment of the University was. I seemed to ask more questions of them than they asked of me. They knew what they were hiring and I was hired. I had to do a number of things in a very hurried way in 1981 and we – my colleagues and I – have made mistakes which we would have avoided, given more time. I have done in four years with the invaluable help and wholehearted support of my colleagues what should have taken a decade in any rational restructuring scheme, and very expensive it has been in consequence.

If you press me on what are the lessons – first, we have extended in a helpful way the accepted definition in the United Kingdom of what a university is. Slaughtering of sacred cows is now a permissible activity, at least in this sense. Universities can be seen to be entrepreneurial. Making money is no longer a bad thing in Salford. People earn their salary by it. Second, I also think we have shown that, provided you give clear and definite signals to a university you can change it. Remember, in universities you have a group of very intelligent, well motivated people who will actually do what you ask if they accept what you say. The problem with British universities is that nobody knew what they should do; that uncertainty persists. I seek from the working parties that the UGC have set up clear and unambiguous guidelines. What is the bottom line? Is it Nobel Prizes, is it entrepreneurs, is it money? My impression is that my colleagues and others like them in the universities, if well led, can do whatever it is the UGC want.

MR. CHRISTOPHER PRICE (Polytechnic of the South Bank): If the academics at the University of Salford jump just because for the first time they have been told not only to do so but broadly the direction in which to do so, is Salford's experience really replicable right across the system, or is there going to be a problem that the English university system can only contain two or three John Ashworths? Are we facing the phenomenon that took place with the first comprehensive schools, when we opened in each city one comprehensive school which seemed to be gloriously successful but then quite suddenly when you had twenty there was a problem? Is every Vice-Chancellor going to have to tell his dons to jump in a slightly different direction?

THE LECTURER: I am expressing myself badly. It is rash of a Vice-Chancellor to tell his dons to jump. They usually respond by telling him where *he* can jump. You have to do it in partnership. That is why every university will adopt its own particular combination and why it is so important that these criteria which the UGC are writing allow the possibility of different degrees of excellence without trying to equate one with the other. The besetting sin of so many British institutions is that there is a rank order. Excellence in diversity is my motto. Something of what I have been doing is inevitable at all universities if only because of the simple fact that money is going to be very short. Research Councils are being cut too. About one-third of British science and engineering academics never get a research grant, there are lots of underemployed scientists and engineers about and there are going to be more when the Research Councils lose more money. What are they going to do? You have to offer something which is not regarded as demeaning. You have to extend the boundaries of acceptable modes of behaviour. What I have done is to make respectable one particular mode because it happened to suit the circumstances of the time and the colleagues that I had. All sorts of other modes seem to me possible.

Indeed, one of the lessons I have learnt at Salford is that however clever I think I am, my colleagues are far

more fertile and inventive. Their suggestions for ways of earning money were quite incredible, and some of the nuttiest have been the most successful. The Faculty of Social Sciences and Arts is the most entrepreneurial of all. Scientists and engineers often have a choice of going into commerce or academic life. Those who choose to become academics often in part positively reject commercial and industrial possibilities. Social scientists and members of faculties of arts in British universities were often recruited in the '60s when they did not even think about it. The universities were expanding, there were jobs, they just went in. Some of them are unhappy frustrated businessmen. This Faculty is a great untapped reserve of skilled, entrepreneurial management talent. Many universities will be astonished at what comes out if it is made clear that that kind of behaviour is expected; that is respectable; that it is not in any sense demeaning.

MR. DEMETRIUS COMINO, OBE, BSc: There is no question about the truth of what the Vice-Chancellor says, but what surprises me is how simple he seems to make it. My own experience was that it was not enough to tell people what you wanted; you had to do a lot of preliminary work to get them in the right direction, and, indeed, even having got them started you had to see that they kept at it. There are dangers, I think, in making it seem too simple.

THE LECTURER: You are right. I spent an inordinate amount of time in 1981 and 1982 talking to all departments, attending endless mass rallies of staff. It got quite theatrical at times. At some of the debates we had in Senate, you could almost see the people hitching up their togas! There was an offer from Granada to come and do a *cinéma-vérité* presentation. I thought that would be dreadful, that the presence of the camera would totally destroy the exercise. Now I regret it.

There was an awful lot of talking and arguing, but remember, a university is an extraordinary organization. Most of the people are not only very clever but also very articulate and the problem is to *stop* them talking. You have to set up the appropriate management structure.

The management structure we set up has a business ethos and speed of reaction is one virtue of such structures. So when the Butcher Committee report was published we responded within three weeks. I am sure they wondered what was going on at Salford, because most universities get used to a stately annual cycle of things. The DES has had our proposal for over four months; the opportunity cost for me of keeping that in being is now getting very high. If you are going to make decisions, you should make them within a month. We have realized this; other parts of the system have not. I am getting a little irritated by Ministerial edicts on 'efficiency' from Ministers who take six months just to answer simple requests. In these circumstances, as you rightly say, it is difficult to keep ev[illegible]ighly motivated people moving in a coherent direction.

MR. F. C. HAYES: The benefits of having a university which is so much closer to business and the market are obvious. But because of the need to work in the first instance for those who are willing to pay, you will inevitably have to respond much more to immediate market needs. It is by no means certain that those who are willing to pay now, and become your customers and clients, are those who can actually secure a future for this country in competition with the outside world. Has there been any thought about what kind of response a university can make to that conundrum?

THE LECTURER: I have to say, not anything of any great significance in Salford. I recognize the problem clearly enough, though; it is one of the reasons why I keep coming back to my touchstone of diversity. You are quite right in implying that if somebody wanted to build himself an ivory tower in Salford I think we would let him do it but the quality of the ivory had better be first-class. We still need our ivory towers, frontier posts too. There is a sense in which we *are* getting worried at Salford, perhaps for the reasons you indicated, at the balance between the amount of 'state of the art' or internationally-competitive research we do and the amount of our technology transfer activities. The tension between these two is difficult to manage and we are very far from having resolved it. I hope that other universities will strike a balance differently. What is vital is that the new criteria which the UGC are about to produce should make both activities legitimate and financially attractive.

VALERIE IVISON (Head Teacher, Hope High School, Salford): We in schools have a very serious problem which ties up with the work which universities like Salford are trying to do. We may have taught the wrong thing, but we have the problem of finding anybody to teach it at all. I recently advertised physics teaching posts nationally three times, and found no one fit to teach physics up to 'O' Level in my school. There is a desperate need for some of these people that you have in the university to be encouraged or persuaded to become teachers, so that there is some foundation and encouragement for young people to move in this direction. I hope everyone here realizes that part of the problem is financing. The majority of people who have the kind of talents that are coming out of the University of Salford are not going to work as teachers because they find it financially more beneficial to go elsewhere. It is a desperate situation.

THE LECTURER: I certainly know about the shortage of physics teachers in the Manchester area because we have just applied for a grant from the DES to do some retraining of biology, and other scientifically

qual[illegible] teachers. Faced with that problem, you can expand the provision of physics, which is the standard response, but then you will move the problem somewhere else, to biology or maths, for example. I would be tempted just to make a virtue of it, and say physics and chemistry in schools probably does not make a lot of sense. Let's have craft, design and technology and general science, and recruit to the universities from people with a much broader education. It would be a great advantage to me with my present interest in information technology, because what is missing in this country is not so much the really highly skilled people, but ones who can devise and develop those clever Modems and BBC computers. The people at the bottom are all right. You can take a sixteen-year-old child who is unemployable; after six months in our ITEC (Information Technology Education Centre), Ferranti and GEC are fighting to get him or her on their production line. It is the middle, particularly middle management, who don't know what is going to hit them; people who can, not so much write a new compiler but make a bit of IBM software work in, say, a Burroughs machine; that kind of skill midway between a polytechnic and a university, or involving applications-orientated skills. In our IT Institute proposal to government we took a bold step. We said we probably do not need any 'A' Level science at all. We are going to recruit in part from girls who have done 'A' Level languages so long as they have good 'O' Level English and Maths and can take an aptitude test. The NCC has been running aptitude tests for three years and they find (it does not do the educational system much credit) that there is no correlation between the ability to do maths and the ability to manipulate these machines. There is a correlation between English language and ability to manipulate the machines. Linguistic skills, curiously, seem to be the ones which these machines are really demanding. So I suspect the universities have been party to creating totally artificial shortages by saying you have to have 'A' Level maths and physics. This proposition we will be testing if we get permission to start the IT Institute.

MR. M. G. BRUCE, MA, MEd: A footnote to the last answer. The shortage of crafts, design and technology teachers is even greater than that of physics teachers. A lot of what has been said demonstrates that each institution has to set its own objectives clearly, to work out its own way of meeting them, and every institution will have its own future. Salford clearly is an exciting model which other institutions should look at seriously but not one that other institutions should necessarily follow.

That is one position. The second is on the national level rather than the institutional level; we seemed to be talking of national understanding rather than each institution having its own understanding. Certainly the UGC intimated its criteria. Equally the NAB would need criteria, and this suggests that we ought to be thinking in terms of shifting national priorities rather than institutions developing their own priorities.

MR. RICHARD BARKER (Headmaster, Sevenoaks School): Coming down to the secondary level, where we have the same cash problems, particularly in the maintained sector and in the independent sector, with fees rising steadily in excess of inflation, what message have you for us as to how we ought to regard our position?

ANNE JONES (Cranford Community School): I was pleased to hear John Ashworth say that we would not have started from here, because that is what I tried to say last week. I agree about schools. I am not going to defend them. I did a quick sum in my head and realized that at my school we had earned an extra third of capitation from the various training courses we were putting on for young people and adults. I wonder why the principle on which you are working so well could not extend to the secondary sector. If we are trying to get people to be enterprising and entrepreneurial then maybe this would be no bad thing. If, for example, schools were able to retain the fees from the adults who came in, were able to supplement the academic staff by hiring practitioners on an *ad hoc* basis, then it would be much easier to make schools useful and relevant. The borough I work for makes a considerable sum of money out of the fees that we earn, but we do not get anything back. This encourages teachers to say 'Who are all these nuisances?' instead of saying 'How wonderful that these older people are coming in'.

I am concerned that you and I both have our success attributed to our personalities, when I know that we are both working on a set of management principles which are generalizable. The principles we are both working on are concerned with having clear aims and objectives, about motivating other people, empowering them, trusting them, and about knowing how to release people's energy, skill and enterprise.

Finally, my question: What are you going to do as a Vice-Chancellor to change the criteria for university admissions so that they are more realistic?

SIR TOBY WEAVER, CB: John Ashworth has said that he has been screwing up his 'A' Level admission standards to please the UGC. He has said that there is no correlation, or possibly a reverse correlation, between those high standards and the quality of the degrees those people get. Every Head says the thing he really wants to do is prevented by university admission requirements. What are you going to make of those three propositions?

MR. JOHN R. OWENS (CBI): How are we going to persuade the older universities to become more like service stations, to recognize that there is in university

education some need for vocational training as opposed to education pure and simple?

MR. JOHN MANN: I innocently supposed that polytechnics and a number of other institutions of higher education had been *created* as service stations. Have they failed?

THE LECTURER: I'll try and answer in reverse order. No, I do not think polys have failed. Indeed, given their handicaps it is remarkable that some have succeeded so well. I am trying to bridge the gap which has opened up between polys and the universities as a result of financial pressures, which have driven both of us to retreat into our heartland. I am most interested in that gap and I see Salford increasingly filling it. That means that there must be universities which develop a service ethos to a greater extent and there must be polys which develop some research competence. I would see both propositions as complementary. I do not know why we do not make a large number of polys universities anyway.

As to the objectives of the UK's university sector: I think first and overwhelmingly the most important is to make the system more diverse. We have an extraordinarily narrow and parochial definition of a university in Britain. If I can make it wider then I will. That is how I would like to see some of these working parties' reports come out. It might be possible to devise an algorithm which allows everybody to win in a sense because different universities could get money in different ways. You don't *all* have to compete *all* the time for *every*thing. I believe we have about one hundred companies in the UK trying to make microcomputers when there is only room in the market for ten at most. So the shake-up process is very wasteful. The country cannot afford that in education. The criteria have to be drafted in such a way that everybody can win something, but that something cannot be the same. It is the principle on which Japanese schools operate. I went to a speech day at a Japanese school in Kyoto, and every child got a prize. What is wrong with that?

What do we do about 'A' Level standards? The answer, in a sense, to Toby Weaver's point is individually not a lot. On an individual basis you can do what I did last week, which is go to schools and try to develop a relationship with some of the masters, so that when they send us a pupil who gets two 'Es' they say, 'Don't bother, he is all right. He is like Joe Bloggs whom we sent three years ago', we take a g[illegible]e on him, because that is what we used to do before 1981. I know that is very individual; it is not a system or a solution. It does, however, work quite well. A master in a Sevenoaks School has sent us six children so far. They have not all necessarily done very well at university, but they have all been very interesting, which is why we cultivate him a bit.

In the long term what you do about 'A' Level standards is to do what the Government is doing. 'A' level exams are good, five subjects are better than four, and keep pressing for more places to be made available in universities.

Anne Jones and managerial principles: I think she is right. In a sense it is very simple because the principles are clear: you trust people, you are honest with them and by and large your trust is not misplaced, at least in coping with the likes of a university. The one factor I would add to her list is the right combination of top-down leadership with bottom-up planning. Most of the planning at Salford is done bottom-up. I am not responsible for it. I am responsible for setting the overall parameters, but I very ostentatiously have nothing to do with the content of the plan. You can get away with that with clever people.

Anne Jones also referred to the fact that the fees do not come back; that is classic mismanagement. Polys get caught in that trap too because of the extraordinary managerial insensitivity of many local authorities.

As to what the maintained sector should do, Anne Jones has herself answered that.

The national institutional dilemma that Mr. Bruce mentioned – yes, of course, he is right. In a sense, by and large, Salford's behaviour is the good side of the permissive British tradition, and indeed my own career is a good example of it too. I would not have been allowed to get away with what I *have* got away with, personally or institutionally, in Japan for example, let alone in the Soviet Union. It is possible to get a better balance between institutional aims on the one hand and their aggregate in national terms on the other. Indeed, it is to do that job that the UGC was founded and it is a tragedy that it is *not* doing it.

THE CHAIRMAN: What a nice way to end. Thank you very much, John Ashworth, for changing the definition of a university and for leading the way forward by your own example.

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Cf pps - Educ. Seminar

Schools Curriculum Award
1984

Cranford Community School
Hounslow

Head: Mrs. Anne Jones BA

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01-897 2001/5
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Please reply to:

17th December, 1985

Mark Addison,
10 Downing Street,
London.

MGA

Dear mark Addison

Thank you very much for your note. In fact the Prime Minister did reply to me personally and immediately, and I was very appreciative of her comments.

? return file.

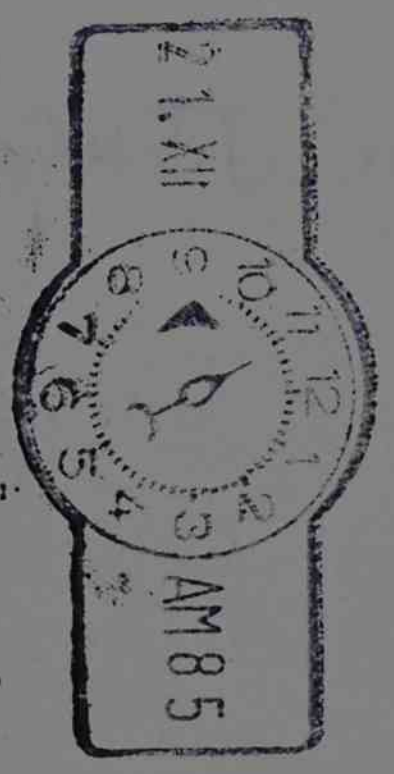
With Christmas greetings.

Yours sincerely,

Anne Jones

EDUCATION SEMINAR

AUG 85



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10 DOWNING STREET

From the Private Secretary

11 December 1985

The Prime Minister has asked me to thank you for your letter of 9 October, in which you expanded on some of the points you raised at the recent Education Seminar. I am very sorry that your letter has not been acknowledged before, but we have no trace here of ever having received it; in the end we saw the copy you sent Mr Brittan.

The Prime Minister was very grateful to you for the helpful summary you provided, and for the contribution you made at the Seminar.

(Mark Addison)

Mrs. Anne Jones.

L1SS18

A7

DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH

TELEPHONE 01-934 9000

FROM THE SECRETARY OF STATE

CP copy requested 9/12

We must obtain a copy of the letter. MEA 9/12

5 December 1985

Dear Mark

not enclosed

I enclose a copy of a letter addressed to the Prime Minister from Mrs Anne Jones, one of the representatives of the education service who attended the recent education seminar at No 10. Mrs Jones is Head of Cranford Community School in Hounslow, an area which has chosen not to participate in the TVEI.

The copy attached was originally sent to Mr Brittan, and was forwarded to this Department for official reply by the Home Office. From enquiries I have made, it would appear that you have no record of receiving the original letter; no copy has been sent to any of the Ministers here.

We do not propose to reply ourselves. I attach a draft which might issue from No 10 over the signature of a Private Secretary; or you might choose simply to acknowledge the points made by Mrs Jones.

Yours ever,

I M HUGHES
Private Secretary

MARK ADDISON
~~Tim~~ Private Secretary
No 10 Downing Street
Whitehall
LONDON SW1

L1SS19

DRAFT LETTER TO MRS JONES

The Prime Minister was grateful for your letter of 9 October, in which you expanded on some of the points you raised at the recent education seminar. I am sorry that your letter has not been acknowledged before; we cannot trace receipt of the original but have seen the copy you sent to Mr Brittan. Mrs Thatcher has asked me to offer the following comments:

i. the Government is fully seized of the importance of education for Britain's future. Very substantial resources continue to be made available to the education service. Indeed, more money is now being spent ~~on our nation's school children~~ per pupil than ever before - 16% more per pupil in real terms than in 1979. But of course what counts is how these resources are used. If local authorities take advantage of falling school rolls and the general scope that exists for efficiency savings in the education service, then more can be directed to policies of educational benefit;

ii. the Government believes that all children, whatever their sex or ethnic origin, must be given an equal opportunity to achieve the best of which they are capable. This means that schools must both foster amongst their pupils understanding and respect for others, and work to remove whatever specific obstacles hamper the achievement of certain groups. But, as you suggest, more needs to be done to identify the most effective approaches;

iii. it is essential that schools should capitalise on the enthusiasm and energy of pupils, by increasing the relevance of what they are taught; indeed, this was a major theme of the White Paper 'Better Schools';

iv. there is one way of cutting the Gordian knot of the academic/vocational divide - the GCSE, with its practical content and its increased relevance; and the TVEI is another;

v. the Departments of State most closely concerned with education and training have to work together efficiently and without duplication, and there are clear arrangements to ensure that this happens. The Prime Minister sees no case at the present time for changing the Departmental structure;

vi. the Government's recent Green Paper on Higher Education recognises both the importance of providing opportunities for education throughout life generally, and specifically, the need for provision to facilitate access to higher education for older students who could not take advantage of it earlier. The contribution of access courses, of modular provision, and of the possibilities of credit transfer are specifically recognised in the Green Paper.

I hope that you find these comments helpful.

EDUCATION : SEMINAR : AUG 85

THE UNIVERSITY OF LEEDS

School of History
Leeds
LS2 9JT
Telephone 431751 Ext 6369

Professor of International History
David N. Dilks

DND/LMH

31st October, 1985

Dear Prime Minister,

Despite my stern injunctions to your Private Secretary, you have been good enough to write about the small suggestion which I made after the seminar. Thank you very much.

Certainly I shall be very pleased to help in any way open to me if Sir Keith Joseph wishes it. More to the point, I am sure that there are many others who will do likewise.

With kind regards,

Yours sincerely,

David Dilks.

Rt. Hon. Margaret Thatcher, M.P.

file

RM

10 DOWNING STREET

THE PRIME MINISTER

15 October 1985

Dear Mr. Norcross,

Thank you so much for your letter of 11 October following the recent seminar at No.10 on the future of education. I believe that you are entirely right to draw our attention to the problem of political bias in local education authorities and I am only sorry that your message should have been diluted, as in this case, by misreporting. I do not think any of us were in any doubt at all about the seriousness of the problem and, as you may have seen, I referred to it in my speech at the Conservative Party Conference last week.

I certainly found the whole occasion very useful and I hope you did too.

Yours sincerely,

Margaret Thatcher

L.J. Norcross, Esq.

BKW

10 DOWNING STREET

THE PRIME MINISTER

15 October 1985

Dear Mr. Wright.

Thank you for your letter of 1 October about the recent Seminar at Downing Street to discuss the future of education. The participants in this Seminar were chosen for the contribution they could make to a constructive discussion on a number of educational issues. This does not imply any endorsement by the Government of any particular participant. May I say however, how sorry I am that you should have seen fit to make such a personal attack on an individual. Such attacks can add nothing to the debate on educational standards which we would all like to foster.

Yours sincerely

Margaret Thatcher

John Wright Esq.

File

RM

10 DOWNING STREET

THE PRIME MINISTER

15 October 1985

Dear Mr. Fulford.

Thank you so much for your letter of 4 October following the seminar on the future of education at No.10. I certainly found the seminar very useful although, of necessity, participants had little time to expand on their views. I was, therefore, all the more glad to have your paper which sets out in more detail your views on education for careers in industry. I know David Young will find it helpful too.

Thank you too for your invitation to visit Blackpool Collegiate. I am afraid that when I am in Blackpool my time is often taken up with other engagements, but I shall certainly bear in mind your suggestion for the future.

Yours sincerely

Margaret Thatcher

C.P.J. Fulford, Esq.

SRCW

hlé

LPO

10 DOWNING STREET

THE PRIME MINISTER

15 October 1985

Dear Mrs. Jones.

Thank you so much for your letter of 9 October following up the points which you made at the recent seminar at No. 10 on the future of education. I was grateful to you for your further arguments and for sending me a copy of your Cantor Lecture, which I have read with a good deal of interest. Of necessity, there was little time at the seminar for each participant to give a full explanation of their views and I was grateful therefore for this expansion of your comments. Nevertheless, I still found the seminar extremely useful and I hope you did too.

Yours sincerely

Margaret Thatcher

Mrs. Anna Jones.

ea

Seminar

KLE

RJ

10 DOWNING STREET

From the Private Secretary

14 October, 1985

Thank you for your recent letter to Mark Addison here who is on leave at the moment. I shall certainly draw the points which you make to the attention of the Prime Minister. I know she will find them interesting, as indeed she did the whole of the seminar.

(Timothy Flesher)

Sir John Butterfield, OBE.

f 12

Inner London Education Authority

Headmaster: L. J. NORCROSS, B.A.

HIGHBURY GROVE SCHOOL,
Highbury New Park,
London N5 2EG.
Telephone: 01-226 7993

Personal

The Prime Minister,
10, Downing Street,
London S.W.1.

11th October, 1985.

Dear Prime Minister,

I would not wish you to believe that I misinformed you in my comments on a prospective teacher's inspectoral report form during last week's seminar. The inspector's report did concentrate solely on the teacher's 'soundness' in relation to the ILEA's anti-racist and equal opportunities policies, and this has been confirmed to me by senior members of my own staff who drew my attention to the report.

Unfortunately, a report of this in the Daily Telegraph identified the teacher as a mathematician, which he was not. The ILEA's Staff Inspector for mathematics is someone for whom I have a high professional regard, and I believe that the Telegraph's correspondent has apologised to him for her mistake.

The ILEA's Education Officer, however, took advantage of this mistake in his letter to the Telegraph last Monday. It was totally unnecessary for him to examine the reports on all newly-recruited mathematics teachers, since I had already informed his deputy and the ILEA's Chief Inspector that the teacher in question was not a mathematician. You may therefore wonder why he adopted such an outraged posture. He apparently did not examine the reports on teachers in the subject area which I had identified to the Deputy Education Officer and Chief Inspector.

I appreciated the opportunity to put to you some of my concerns, and thank you for the occasion.

Yours sincerely,

Lawrence Norcross.

Schools Curriculum Award
1984

Cranford Community School
Hounslow

Head: Mrs. Anne Jones BA

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High Street
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Hounslow TW5 9PD
01-897 2001/5
Community Office 01-897 6608
Sports Hall 01-897 6609
Youth Wing 01-897 6900

Please reply to:

9th October, 1985

The Prime Minister,
10 Downing Street,
Whitehall.

Dear Prime Minister,

Thank you for inviting me to 10 Downing Street for a seminar on Education and for the splendid reception. I thought it might be helpful if I summarised the points I was trying to make in writing.

(1) Education is a priority for the future prosperity, stability and health of the nation: it therefore must be given priority resourcing if we are to maintain and raise standards, and move forward!

(2) Many speakers at the seminar seriously underestimate the professionalism and good sense of the teaching profession as a whole. I do not share Mr. McIntosh's view of the current situation and it is not like that where I am (in Hounslow, 10 miles from the centre of London). Nobody, surely, is not positively promoting anti-racist, anti-sexist policies? The question is not whether, but how.

(3) Resourcing is not of itself sufficient. We need at the same time to change the culture of schools so that they encourage our pupils to develop their initiative, resourcefulness, autonomy, co-operativeness, enterprise and initiative. Both parents and pupils have far more common sense than we give them credit for. Mobilising pupils' energy is vital: our greatest untapped national resource is the energy of young people themselves.

(4) As far as schools and vocational education are concerned, we need to rationalise the 14-18 provision. The unnecessary divide between the 'academic' and 'vocational', the lack of flexibility between sectors, the tangle of examinations, and the apparent competition between providers is divisive, wasteful of resources, offers young people unbalanced and lopsided learning opportunities, and wastes precious human energy and national resources.

Continued ...

The Prime Minister 9th October, 1985

(5) To overcome this we need to consider the setting up of a Department of Education and Training which would rationalise this situation, and create greater flexibility of provision for young people and adults. At local level there need to be representative groups (something like Area Manpower Boards extended and reconstituted?) which could respond sensitively to local need.

(6) This greater flexibility could also extend to Higher Education which needs in future to give more open access to those who, for whatever reason, could not take advantage of it earlier. This more open access, with "modular courses" could extend to adults who needed retraining as well as re-educating. Again the rigid distinction between sectors needs to be overcome.

I enclose a copy of my recent Cantor Lecture which expands some of my views in more detail.

Yours sincerely,

Anne Jones

Mrs. Anne Jones
Head

Enc.

II. TOMORROW'S SCHOOLS: CLOSED OR OPEN?

by

ANNE JONES, BA

Head, Cranford Community School,

delivered to the Society on Monday 11th February 1985,

with Peter Gorb, MA, MBA, a member of the Society's Education for Capability Committee,

in the Chair

THE CHAIRMAN: This is the second lecture in our series 'Educating for Tomorrow'. The three Chairmen are all members of the Education for Capability Committee and so too is Anne Jones. I was privileged to meet her for the first time when as a member of that committee I visited her remarkable school. She has spent the last six months as a visiting research fellow at the London Business School, working on a book about the management of schools. Her school itself has won not only an Education for Capability Award but also the Schools' Curriculum Award.

The following lecture was then delivered.

I AM DEEPLY honoured and delighted to have the opportunity of speaking on behalf of schools in this important series on the future of education. My natural trepidation – nay terror – at the thought of speaking to such a daunting collection of disparate and distinguished experts is somewhat overcome by three factors. First, I feel deeply convinced about what I have to say. This conviction is not born of idealism alone, but of idealism tempered with experience and practice. Indeed some might say: the experience that comes with age and the age that comes from experience! Second, what I have to say is not a way-out set of ideas from a particular individual, but is in tune with the very best of educational thinking from time immemorial, and wholly representative of a growing body of opinion from within and without the education sector – many of whom are represented here today. Third, therefore, I feel there is such a growing corporate body of informed opinion for the views I am about to put forward, that the time is ripe for action rather than words.

It is vital that we as a nation try to find new ways of viewing and using education, without throwing out the very best of our traditions. We do, however, have to do this *now*. No longer can we make vague generalizations about preparing for a life of change, preparing for a future which will be uncertain and unpredictable. The future is now. In a society which is so economically turbulent, it becomes increasingly important not only to create enough wealth to support ourselves, but also to reassert a framework of *values* and *beliefs* within which we can then cope with life in a flexible way. In seeking to become more economically aware and enterprising, we must however beware of falling into Oscar Wilde's definition of a cynic, that is, a person who knows the price of everything and the value of nothing. My argument is that we need to know both: economic prosperity needs a moral and spiritual underpinning which takes account of the fact that ours is now a pluralistic society, which is pledged to equal opportunities. We need integration not extremism in all that we do: polarization of any kind will divide us as a nation, and will divide our efforts at a time when we need all the strength and courage we can muster.

It does seem to me that at the present time Education is at a crossroads. In my opinion, the dilemma is not about going left or right, uphill or downhill, but about whether to go forwards or backwards. Over the last decade or so, there has been discernible progress in educational thinking. More and more people have been

articulating the importance of process rather than content, active rather than passive learning, the development of self-reliance rather than over-dependency, of interdependency and team work rather than individual competitiveness, of the ability to take wise decisions in the context of reality, rather than to receive others' judgements on tablets of stone. The emphasis here is not on the accumulation of information so much as on the development of the wisdom and skill to use knowledge appropriately. Yet every time the education system edges forward to make a real breakthrough on these points, something happens to set it all back: an economic crisis, cuts, industrial action, lack of resources etc. Then Education goes backwards instead of forwards and it takes ages to reach the point of 'breakthrough' again.

The reasons for the 'backwardness' are many and complex. However, some of them we could and should do something about. In my very worst moments, I wonder whether society has some investment in having an education service which does not succeed. Schools can then remain a convenient whipping post for the evils and failures of society. In my worst moments I sometimes think that teachers themselves do not really want to move forward, not for reasons to do with ideology or laziness, but to do with what the French call 'déformation professionelle' – not knowing how to change the teaching styles which they have learnt over the whole of their professional career. The quantum leap into a new way of working is too difficult. So when teachers complain overtly about Sir Keith or the Government or their Education Officer, or their LEA or their Head who is 'stopping' them from moving forward, it may well be that inwardly and subconsciously they are heaving a sigh of relief that they do not actually have to change their ways. If Sir Keith did not exist it would be necessary to invent him. If the exam system which we all hate and blame for the sterility of the 14-16 curriculum did not exist, what on earth would we do with what Autolycus calls 'the years between'? It is a natural tendency for individuals, institutions and societies to resist change; it is sometimes ironically the most apparently radical people who are the most resistant to real change.

So if we decide that we do not want to collude any longer with this scenario, in which a great deal of energy is put into rearranging the deckchairs on the *Titanic* but not actually reordering the nature of things, in education in general, and in schools in particular, what is it that we might do?

Fundamentally we have to face the fact that schools in their present form are *inappropriate* for the task which has been set for them, or indeed which they set for themselves. The basic assumptions on which schools have been working up till now are no longer appropriate in an age when *academic* achievement, *individual* success and *paid* work as a means of gaining status and self-esteem may need to be supplemented or replaced by a *new ethic*. This new ethic places more stress on co-operation, caring and coping. In it personal confidence and maturity are key factors in equipping people to be flexible and resilient in enjoying a life which will not be all work and no play. Yet the old basic assumptions prevail. If we change our assumptions about what schools are for, then we have also to change the ways we structure and organize our schools, our teaching methods, our ways of assessing what pupils have learnt, the way we select and train our teachers, the way schools are managed and lead. This sounds like a tall order, and I am not suggesting that such changes can be made overnight. But I do have evidence, from my own experience and that of other schools, specially those recognized by the Education for Capability movement and the Society of Education Officers Curriculum Award, that when schools have begun to change their assumptions, their ways of working and their ways of managing the learning process, this has not only been more useful to the pupils, but it has been incredibly motivating to both staff and pupils. Mobilizing the creative energy of both staff and pupils is one of the most exciting and enabling tasks for schools to-day. But to do this successfully does not only mean changing classroom practice, but also the way schools are managed. Unless there is a good enough degree of consonance between the overt aims of the school and the way the system as a whole works, then attempts at classroom level to get the pupils to manage their own learning, to take initiative, work in teams, show enterprise, originality, determination and even rigour, will be cancelled out by the tyranny of the bell, an over-hierarchical management structure, a competitive individualistic single subject approach to learning, and a concentration on learning by rote and working to rule, which entirely nullifies the alleged aims for the pupil. Yet even Her Majesty's Inspectors

who themselves seek examples of classroom practice which challenge the pupils and make them masters of their own learning, somehow seem to expect this to be delivered within a traditional framework. And certainly society at large appears to disapprove of 'untidy' schools where groups of pupils work on projects often off-site in an imaginative problem-solving way, and to approve of schools in which the pupils, be-uniformed, passive and polite, are boxed and packaged into neat classrooms and processed to produce good examination results. Such an approach produces neither good exam results nor good workers, nor well balanced people. But the 'double bind' that is set up by society, by employers, means that schools are constantly pushed back into a conformist traditional mould, instead of being encouraged to take that quantum leap and try something new in style.

In the recent HMI inspection of my school by a team of 29 delightful and highly intelligent HMI, I was constantly caught in a tension between the traditional and the transitional. There was a sense in which they seemed to be counting caterpillar legs, whereas we were trying to produce something quite different, namely butterflies. Furthermore, they caught us at the chrysalis stage, when it was rather difficult to judge what would eventually come out the other end. We found ourselves backtracking in order to produce evidence of caterpillar legs. However, in my view our caterpillar legs were not very convincing because we were in the process of giving them up and moving on to a new way of working. So there was a built-in tension or dissonance between what we were actually trying to do, and what we thought we were expected to have done. The fact that we have not yet succeeded in transforming ourselves, at least only in a patchy uneven way, must have made it very difficult indeed for judgement to be made. What was very impressive, however, was the way HMI observed the practical curriculum, that is, what the pupils were actually getting out of it in a practical way. It is a problem, however, for all school evaluation studies to know what yardsticks to use: inputs and outputs, examination results, socio-economic factors, and so on, none of these criteria can tell you in the here and now to what extent the pupils have developed their own knowledge, skills, values and competences. If you have a 'whole person' approach to education, then the effects come out gradually over time in the attitudes and confidence and competence of the young people as they mature. The traditional criteria for judging school effectiveness are based on assumptions which are no longer appropriate.

To unpack and generalize this point a little further, by a 'whole person' approach to education, I mean education which values equally the head, the hands and the heart. To take away any one of the legs in this three-legged stool is to produce something lopsided, incomplete and not very useful. Yet most schools concentrate on the head (intellectual skills) at the expense of the hands (practical skills), which are somehow assumed to be for the less able, and the heart (affective skills) is largely omitted. Yet if we are preparing our pupils for life, life in the fullest sense of the word, that is at home, at work, at leisure, in the local community and in the world at large, we need all these aspects of learning.

It has therefore come to be my view that all pupils, whatever their ability, should have a common curriculum to the age of 16. In this curriculum, there would not be, as there often has been in the English system, a divide between the intelligent and the less able. It is as important for intelligent people as for less able people to take for example craft, design, technology, not just because these subjects are practical, useful and relevant to working life and home life in a direct way, but because they help with the teaching of design and problem-solving skills. It is important for all pupils, whatever their ability, to continue with the expressive arts – by which I mean drama, dance, music, art and creative writing – not because these are 'useful' as a basis for leisure pursuits (though they are, particularly in an era of unemployment), but because they are the subjects which most obviously and dramatically increase the pupils' personal confidence in themselves, their voices, their movement, their own feelings and judgement, their articulateness and their creativity. These are 'first order' of importance subjects for all, not Cinderella subjects. But equally, less intelligent pupils should not be prevented from continuing with science till the age of 16, partly because science and technology are so important to an understanding of our society to-day and partly because the 'méthode scientifique' of hypothesizing, exploring, testing and evaluating is such a useful tool for thinking and problem-solving. A modular approach to the teaching of such subjects gives pupils a chance to work to the limit of their ability

and at their own speed. What is important even then is that the students conduct their experiments for real, if possible, and in the context of the actual world. In other words the methods are as important as the subject content. And so, if we take the curriculum as a whole, the same kind of argument applies. The secondary curriculum should extend and develop in all pupils of whatever ability a whole range of skills: creative, practical, physical, social, aesthetic, expressive, intellectual, moral and personal. These skills can develop across the whole curriculum, a kind of weft against which the knowledge provides a woof. These skills are as important for the academically inclined as for the less academically inclined.

Therefore I would define the core curriculum for all till 16 as needing to include experience in the following:

Communication and languages
Numeracy and spatial reasoning
Technology and the sciences
The expressive arts
Environmental and economic studies
Social and political studies
Moral and spiritual development
Vocational and recreational studies
Interpersonal skills and skills for living

It is up to schools to decide for themselves and among themselves about the exact division and balances, and the subject labels. What is important, however, is that we realize both the interrelatedness of all subjects and also their relatedness to the world outside school. Economic literacy, computer literacy, technological literacy are fundamental learning experiences for every pupil.

But whatever the official curriculum of the school, and however all-embracing it is, the main question to ask is, what effect does it have on the pupils? Are they engaged actively in the learning process, or are they blackboard fodder; are they learning to think, to make connections between the knowledge they have and its practical application; do they realize what skills they have learnt, do they see how these might be useful to them in other contexts? In the words of the immortal song, 'it ain't what you do, it's the way that you do it'.

If we interpret the curriculum in this way, then the splits and arguments between vocational and general education – a skills-based approach and a 'pure' education – begin to recede into the distance. A well delivered entitlement curriculum for all is a better preparation for examination success, for work and for life than a narrow, skills-based prevocational approach. It is the person's sense of self-esteem, confidence, pride in achievement, however small, which will motivate him or her to want to go on learning. We therefore must pay more attention in schools not only to an entitlement curriculum but also to an empowering curriculum, one which begins to give people more feeling of mastery over their own learning and eventually over their own lives.

So, in my view, it is therefore a terrible mistake to think of preparation for work in a narrow, skills-based sense. It is quite obvious from my discussions with employers that they look more at the whole person, and his or her potential for growth, than at the exam qualifications; that they value, as we do in schools, the ability to work hard, to be enterprising, to be practical, to be able to work in a team, to be able to co-operate, to be reliable and trustworthy, to be honest, to be able to contribute to ideas, to be flexible, adaptable and resilient. The examination system, upon which the future of so many of our young people depends, tells you very little about these qualities; the ability to pass examinations is no guarantee of any of them. Yet the pressure on schools to concentrate on exam results is enormous. It is this pressure which is probably more detrimental than anything else to the development of the qualities of capability which I have outlined above. No wonder the 16+ is called a terminal examination: it is enough to put you off learning for ever. The fact that 16 is no longer a terminal point but only a first and possibly unnecessary milestone in a lifetime of learning and training is another much overlooked point. I do to some extent share the concern of John Mann, expressed last week, that all the energy being put into the new 16+ may well be misplaced. This will certainly be the case if they turn out to be in the old 'academic' fact-learning style. It may be the case if 18+ turns out to be in effect the actual school leaving age in future. In this respect I should like to say that, as Chairman of a Manpower Board, and a supporter of the New Training Initiative for young people and for adults, I would be sad if a two-year Youth Training Scheme, which appears to be on the cards, did not link up with school and colleges more than the present one does. We need a bridge between

school and work, not a chasm. I wonder whether the answer might not be a properly funded CPVE at age 16, with *more* work experience, going on to a full YTS at 17.

But to return to my point about examinations. It is clear that examinations do count, and indeed they can be useful: how useful they are depends on their nature. However, many people would agree that both Higher Education and the exam system in its present form exert an unduly stultifying effect on the curriculum of the 14-16 year olds. It is an extremely hard slog, and not all that rewarding to be a 16-year-old: to do really well means giving up most of one's leisure time to studying. Not many adults, out all day at work, choose to spend their evenings this way. The same applies to 16-year-olds.

But teachers, employers and parents too often appear to regard passing examinations as the main purpose of the curriculum 14-16. That is because, in spite of changing circumstances, basic assumptions have not really changed. The puritan work ethic still has us in its grip, even though there is not really enough work to be ethical or puritanical about. And in spite of this fact, schools still work on the assumption that the examination system at least motivates the pupils to work hard. The pupils, particularly the less academic, are very quick these days to work out the very tenuous connection between exam success and successful employment. The Youth Training Scheme, with its tremendous record or motivating and building the confidence of young people, many of whom did not pass many school exams, is also helping to destroy the old myth, namely: that if you work hard, you will pass your examinations and get a job. The real way to motivate young people at this powerful and creative stage of their development, is to value them, to challenge them, to give them opportunities to try out new things, take risks, be adventurous, exercise their initiative, work together and take responsibility for themselves and for others. Put into this situation they are extremely mature, responsive and responsible. Yet the present way in which schools are organized gives little opportunity for these wonderful qualities to be developed. The custodial rôle of the school too often takes over from its creative role. The carrot and stick approach positively encourages a kind of hoop-jumping mentality, play-safe behaviour. It fails to call upon those qualities of enterprise, spontaneous endeavour, resourcefulness and ingenuity for which we as a nation are now calling. Therefore, if society is at all serious about this clarion cry it must accompany it with a request for schools to change the ways in which they manage their pupils' learning. Schools try to please society. Therefore society needs to be asking schools to change their *modus operandi*, and needs to praise and legitimize any attempts by schools to move forward.

It is not surprising when pupils who have been spoon-fed all their lives, taught to be passive and obedient, turn out not to be very enterprising when they leave school. It has never surprised me to find that it is some of my most challenging and disruptive pupils who have become the most successful entrepreneurs and business people. What schools need to do is to harness this energy rather than try to suppress it. To suppress such energy causes stress and strain both literally and psychologically. To use it creates more energy and more sense of fulfilment for both pupils and staff.

To return to *Competence and Competition*, the report from which my distinguished co-Cantor lecturer John Cassels quoted so effectively last week: when I looked at the recommendations I became both depressed and elated. I read the fourth commandment with some caution. It says that 'at least 85 per cent of all 16-year-olds should achieve acceptable standards in a core of subjects which includes the Three Rs'. I should be extremely concerned, if, whatever its original intentions, this were to be interpreted too narrowly. As I have already said, it is my view, born out by experience and the research of others, that to concentrate narrowly on the basic skills, does not of itself produce good workers. Basic literacy – in which I would include computer literacy and economic literacy – is a useful but not of itself sufficient requisite of a good employee, or a good education. The kind of curriculum which prepares young people for life as well as for work is more likely to prepare them better for work.

However, if we look at recommendation 10, you will see that it has tremendous implications for the way that schools are organized. The tenth commandment states that for Britain to remain competitive as a nation, British companies need to develop amongst their employees the ability to learn and the habit of learning, plus the ability to behave in a self-reliant way. More specifically, employees need to be able to:

use acquired knowledge and skills in changed circumstances;

perform multi-task operations;
cross occupational boundaries and work in multi-occupational teams;
act in, and manage, an integrated system with an understanding of its wider purpose;
diagnose relevant problems and opportunities, and take action to bring about results.

Now if we agree that these are qualities needed in the labour force to-day, and work back to the way that schools manage pupils' learning, I think we have to agree that we would not have started from here. Unless we are simply using schools as a way of keeping the labour force off the work market by prolonging active youth, then it does not make sense to me to try to keep young people locked up in schools in adolescent ghettos until they are virtually eighteen, and then to spend the next few years trying to undo the things we have done that we ought not to have done. If I really wanted my work force to have these qualities, then I would be bound to build into the whole of the school curriculum learning experiences which offered opportunities for developing these qualities. I would also award credits, records of achievements to people who actually demonstrated these qualities. If we are serious about competence and competition, confidence and capability, then our school system needs to reflect the same demands as the work system; if we do not do this then we are simply 'filling in' the years between, baby-minding and baby-making. True, by and large, this keeps young people off the streets and out of the workforce, thus reducing unemployment: but if that is all we are trying to do in schools, I personally would rather not bother. There must surely be a greater correspondence between the demands of school life and the demands of work life, not to mention the demands of life in general.

It is tempting to be seduced by the rhetoric of preparation for working life in several ways. First, I think we have to be careful about colluding with the assumption that the purpose of life is paid work. To hold this assumption in an age when most people will either not be at work, nor work full-time for a substantial part of their lives, is to condemn ourselves to feelings of eternal damnation and guilt. I recently gave a party at which there were five men of outstanding ability in their early fifties who had recently lost their jobs or retired very early. This could or should be an opportunity, not a matter of commiseration, and pity. Further, young people have worked this out far more quickly than we have. Many young people reject the work ethic in its old form, and not out of laziness, stupidity or bolshiness. They recognize that, paradoxically, fewer and fewer people are working harder and harder, and more and more people are doing less and less. Further, they recognize the increasing cultural divides between those who live to work, those who work to live, those who work to avoid living, and those who live to avoid work. The puritan work ethic with its attendant guilt, recrimination and lack of esteem for those who do not work, is being replaced for some people by an idyllic non-work ethic which rejects the materialistic acquisitive thrust of a rat-race society. Both polarities have their snags, and all I am really trying to say here is that we need to readjust our values about work. A shorter working life for all produces wonderful opportunities at last for us to make a reality of education as a life-long experience, a reality of education for leisure, a reality of adult training and retraining. What I call the 'redistribution of work' has important implications, not only for adult and continuing education but also for schools themselves. If young people are to grow up with a developmental rather than a judgemental attitude towards themselves and others in society, then schools themselves will have to become less judgemental and more developmental. Teachers already know the motivating effect of recognizing potential for growth and the demoralizing effect of measuring failure. But the system as a whole still works negatively rather than positively. Criterion-referencing and records of achievement should help towards this.

So much for basic assumptions about work. What about structures and the organization of pupils learning in schools? In some ways primary schools give more freedom than do secondary schools for pupils to manage their own learning. At the very time when young people are becoming fully potent, sexually, physically and intellectually, we seem to want to render them impotent. The motives for this are no doubt deep, primitive, complex and probably unconscious. If we really want our young people to manage their own learning, to fulfil the tenth commandment of competence and competition, is the best way of achieving this to put our pupils into classrooms with 30 places, in which single subjects are taught for set amounts of time? Teachers know already that this is not the case. In some cases,

and particularly with the introduction of the new pre-vocational curriculum, teachers themselves are beginning to work in cross-disciplinary teams on cross-modular assignments. When the teachers have learnt to do this, then the pupils will do so too. This is the great strength of the new CPVE, that it builds in ways of working which offer young people experience more appropriate for the lives they will lead after school. But such imaginative and realistic ways of working do not fit in with the rest of the school timetable system, nor indeed with the custodial rôle of the teacher. Perhaps we need to consider restructuring the school day in order to encourage these kinds of developments, instead of the other way round.

Such a restructuring might also make more possible the extension of learning to places other than classrooms: projects, assignments, investigations, pieces of research, these need to be carried out in real life contexts if humanly possible. Visits, outings, school journeys, outward bound courses, work experience, voluntary service, these all offer important opportunities for extending pupils' knowledge experience and skill. They should not be considered as 'nuisances' which disrupt the normal routine of classroom life, but rather as central to the whole learning process. But while in schools we wait for the time to be ripe for such development to be the norm rather than the exception, we may in fact be overtaken by events. There is no doubt in my mind that the development of open learning systems on a national scale will eventually totally transform the nature of schools as institutions. I envisage a time, and I am not expert enough to say when this will be, when pupils may do much of their learning from their homebase. Hopefully this would increase the importance of the home and the family, since parents, too (and adults in general), would have more opportunities to be at home and to learn from home with their children. The rôle of the school then changes fundamentally and necessarily from being custodial and controlling to being supportive and developmental. The school becomes a community centre where people of all ages go for mutual support, a sense of *communitas* to overcome what might otherwise develop into *anomie,* and for guidance and support from teachers. In this scenario I see teachers being more important than ever, but with a different rôle from that of the traditional teacher, and one which emphasizes skills which teachers have, but do not always put first, fundamentally counselling, guidance and facilitating skills. The onus of the management of learning is on the learner, not on the teacher. Those of us who have or who know young children who have their own computers will readily recognize that they already outstrip us in the confidence and competence with which they master their machines: in our society we generally underestimate the competence of the young.

Implicit in what I have just said is the assumption that in the future schools should develop into community schools, where people of any age go for learning, pleasure or leisure, training or retraining whenever the need arises. Those of us who already work in community schools, know how invigorating and exciting it is when such developments really begin to take off. There are many reasons why I support the idea of community schools; not simply because of the waste of expensive plant if schools are kept locked up after four and in the holidays; not just because I do not think it helps young people to become adult to lock them up in adolescent ghettos; not just because I believe in human potential for growth and therefore that everybody is capable of learning all their lives; but because I also believe that it enriches human life and human endeavour for people to have opportunities to share with each other, to learn from each other, to give as well as to receive. It is heartwarming as well as heartrending to see a mature young person helping an older person to learn; to see pensioners sharing their skills or their sense of history with a group of eager young students; to see an Asian group sharing their celebration of Diwali with a British group; to see 800 people of various ages, colours, creeds and abilities dancing together. Yet all this and more is common practice in those schools which have opened up to the community. In a pluralistic society the community school offers a focus for the sharing of human endeavour and enterprise, pleasure and pain, learning and enjoyment.

If we accept that there is virtue in this model, how do we set about putting it into practice? First we have to give a different emphasis to the training and inservice training of teachers. By virtue of their background and experience teachers may not themselves have had sufficient of the kinds of flexible risk-taking, uncertain experiences with which we are now saying that people should be able to cope. The very predict-

ability of the school day and the school year brings its own inertia – though the pupils mercifully usually shake us out of any sense of complacency. But I do believe that there is no hope at all of getting teachers to allow pupils to manage their own learning, unless teachers themselves are given greater trust, responsibility and flexibility in the way that they work. It is for this reason that I have given so much emphasis in my own school to a staff development programme and a leadership style which attempts to both 'free up' and empower the staff; there is evidence that this is beginning to work both for the staff themselves and gradually for the pupils too. We do not expect to make this shift in style overnight. Each of us develops at our own rate, and a lot depends on where we started from. But I am convinced that the key to mobilizing the energy and power of the pupils lies in first doing the same for the staff. The same applies to parent power and community power. The process takes for ever, and at Cranford, in spite of our mutually agreed policies and statements of intent, we do not reckon to have got more than 20 per cent down this path. But we can see the changes coming, both in our own attitudes and feelings towards each other and in the way the pupils and adult students are beginning to respond.

As far as management styles go, it does seem to me to be vital that school leaders should look carefully to see whether their way of doing things supports or cancels out their overt aims. There is a fine balance to be kept in any leader's repertoire, between pulling, pushing and just waiting. The real skill is knowing when to do which. What does seem clear to me both from my readings in the literature of management, and from the experiences of others, including myself, is that a primarily autocratic or a primarily bureaucratic approach is not the most fruitful at this stage to the development of schools. Neither is an anarchic, *laissez-faire* style of leadership and management. The mode which I find most fruitful at the moment is one which emphasizes teamwork, partnership, tasks and trust, professionalism and creativity. What is clear to me is that the 1944 Education Act has it all wrong and now needs to be rewritten. To make the Head responsible for the internal management of the school is to lock the Head into the middle of the organization and to diminish opportunities for working with the reality of life outside school. With the increase in the numbers of Deputies (I have three and am about to have four) it seems to me that team management replaces the Head as one-person band. This makes it easier for the Head to work on the boundary of the school, to see that the school is an open rather than a closed system. It is a vital part of the Head's task to enable people and things to come into the school or go out from school so that the experiences of the pupils are realistically enriched; equally, to help staff and pupils relate what goes on inside school to what goes on outside.

In this scenario a crucial skill of leadership is the ability to manage integration and differentiation, to acknowledge and recognize rather than deny the differences between people as well as using them creatively to formulate a set of overarching goals which give a framework, a meaning, a sense of community to what is otherwise a potentially meaningless society. The Head does not do this alone, but through a team of people, through developing a capacity to receive and to respond to the message of the people on whose behalf he or she works, by developing a capacity to articulate this corporate response.

Schools are not closed systems, or else they would close or be closed; my plea, however, is that schools need to work towards being more open than they normally are. Schools need to be open to new ideas, open to parents, employers, members of the local community; open to new experiences, risks and uncertainties; open to constructive comment from their members and neighbours; open to anybody who wants to go on learning; open at times which suit the public at large; open and honest in word, thought and deed. My thesis is that unless schools open up, unless schools begin to adapt the model upon which they traditionally work, they will cease to be useful or relevant and may well have to close.

I speak these words knowing that I have the backing of my professional Association, the Secondary Heads Association, whose paper, *A View from the Bridge,* touches on many of the points I have made. Many of us would like to change the way schools work, and what we need, as Headteachers and teachers, is your support and public approval. If society in general, the Royal Society of Arts in particular, would help to make legitimate more kinds of trends and developments such as those I have outlined, then it would give schools the courage to change their ways, to become less closed, and through becoming more open, to stay open.

DISCUSSION

DR. JAMES HEMMING, FBPsS: I was at a conference of commercial and industrial people recently and they were describing what they wanted in personal terms from employees: versatility, flexibility, enterprise, co-operative capacity, ability to communicate, the ability to get on with others. All these desired qualities came pouring out from these people who are in key positions, running the industry of the country. But, so long as that wretched examination is there with its alternative prescriptions, the developmental factors will be neglected in favour of the 'pour-it-all-in, pour-it-all-out' system. How can we stop this new sixteen-plus examination setting solid and destroying everything we are trying to do? Has the speaker any ideas about how we can get through to parents that, if they want their children to be successful, they must look to developmental principles and not remain hypnotized by examination results?

THE LECTURER: I don't know how to stop the sixteen-plus from 'setting solid'. It has taken ten or fifteen years even to reach a decision about GCSE, by which time what we were asking for originally is all changed. One course of action would be for important employers' organizations to say more loudly that they do not want any of this and to say what they *do* want. I should like to see, on a local basis, schools and employers sitting down and working out together what they do want, a kind of local profile system.

Meanwhile the machine grinds on. Even though teachers say that exams are a nuisance, I think that they are colluding with the way in which the sixteen-plus is written.

As for parents, I am pleased to report that if teachers talk to their parents properly, if they do communicate and involve and consult them when making decisions, then parents don't usually disagree or argue. In one sense, they don't argue half *enough* in my opinion. But to illustrate the consultation process, three years ago we decided not to offer 'O' Level repeats in the Lower Sixth and we stood up rather nervously at the fifth-year Parents' Evening saying that there will be no 'O' Level repeats next year. Sixth-formers can come to evening classes, or to a flexi-study class, but they cannot actually just repeat their 'O' Levels and fail them again as nationally most pupils do. Our parents had confidence in what we said. Our numbers in the sixth form increased dramatically, which was extremely encouraging; in the event, the exam results on the new pre-vocational courses were very pleasing and the numbers in the sixth form have remained high.

I think schools in general do not make sufficient effort to involve the parents. They are as afraid of real parent power as they are of real pupil power. I think I am fairly unusual in attempting to discuss any curriculum proposals with parents – in practice with the small group of committed parents who come to the discussion; unusual also in taking curriculum proposals to the School Council for discussion. I did get into trouble with some of my staff colleagues over that because they thought it was a risky thing to do. However, in my view it is very important for pupils to have some part in this, not to have their way, but to make some contribution, to understand what is happening to them. Teachers are often afraid to let go their control. The more power is shared, the more the people who work with you are empowered; in a curious way, the more total power there is. What the Head has then is influence, something much more important. People respect the Head and still want to know what she or he thinks, but in fact everybody's energy has been harnessed. That is one of the principles on which I work. When I said empowering curriculum I meant empowering pupils and, eventually, I hope, parents and the community.

DR. GORDON MILLER: This absurdity that Dr. Hemming has just mentioned is that we always seem to think we are in an either/or situation, whether it is in higher or any other kind of education. The answer is that we must use examination *and* other criteria too. Recently, I read a study of engineering education which addressed itself to what employers want of engineering graduates and what they thought engineering faculties were trying to produce. Some employers say they are not getting the right kind of engineers. What they want are flexible people, receptive to new ideas. They say they do not want academic engineers. But they then say, first of all we must have a good *engineer*. Then they want those other things on top.

There is no conflict between examinations and those extra things that we need. This is what the RSA's Education for Capability scheme is all about. It is nice to be flexible and receptive to new ideas, but if there is not some *capability* there, something that the school leaver or graduate has *demonstrated* that he has learned, I don't feel that the outcome of education is much use to the student or the employer. We must have both and with vigour.

THE LECTURER: The biggest thing that could be done by higher education would be to change its criteria to include evidence of practical achievement in ways other then 'A' Level subjects, evidence of work experience, and evidence of a wider curriculum. It is trying to meet the demands of higher education which narrows the curriculum. At Cranford we have extended our sixth-form curriculum by including a compulsory common core element for all; social and life skills, expressive arts, general studies, work experience and residential experience. We find that this is not only enriching in itself but helps to maximize entry to university, because, if universities deign to give an inter-

view, they are rather impressed by the kind of person they find in front of them. They do in any case look more closely at the application form which has evidence of things other than academic achievement. I think one can put on pressure from below, but it needs a thrust from higher education itself.

DR. MILLER: I am told that in Switzerland 95 per cent of school leavers have a marketable skill. They have a piece of paper they can show to say they have been examined and that they know *how to do* this or that, that they are *capable* and they are employable straight away. It does not stop them having other qualifications. In Germany it is something like 80 per cent, but in this country something like 30 per cent.

SIR RICHARD O'BRIEN: May I offer my congratulations to Anne Jones on her talk? I have been to her school and am full of admiration for what she is doing. I find it very convincing except in one particular – that, as she would readily agree, it is going to depend upon the quality of the teacher. However you share power, somebody has to do the sharing and the people who have to do this are the teachers. She is proposing a very sophisticated approach in managerial terms. A great deal of freedom is going to be allowed, but on the other hand we must preserve structure, we have to have standards.

Something similar has been said about the organization of industry, but very little progress has been made. Why? The malevolence of employers and managers? No. Of course they defend their best interests, but these concepts are very difficult to bring about. I have seen, in situations other than industry, reformers operating in closed societies similar to those of schools and I found the reforms failed because of the failure of the people in charge, supervisors or middle managers, to grasp what was intended and have the confidence to put it into effect. A very high degree of confidence is needed to operate in the way Anne Jones is asking. How is she going to change the teaching profession? A little in-service training is not enough. I think a certain kind of person is attracted to teaching because there are certain kinds of expectation.

THE LECTURER: This is precisely the point I was trying to make to HMI last week. I was working on the hypothesis that to get my staff to move forward in a deep rather than a superficial way, to get them to become more flexible, open, enabling and facilitating, to be able to teach adults as well as pupils in the context of a multicultural society, my first task was to build their self-confidence, the second to offer them learning experiences which encouraged them to take risks, try out new things, improve their interpersonal, listening and interviewing skills, increase their sensitivity and their sense of their own power. We therefore provided a series of experimental learning workshops, and real life experiences (including peer group assessment) towards this end. I see this as an essential pre-requisite of pupil development. The process of course takes time, and in a mixed ability staff people develop at different rates, according to the point from which they began. It is important not to de-skill people by making them feel inadequate, so staff have to be encouraged to move at their own pace.

But I cannot think of one member of staff, however apparently stuck in his or her ways, who has not developed to quite an extent. You do, however, have to respect people's professionalism. In othe words you do not tell them that they have been getting it wrong all their working lives. You have to build on the skills they possess and get them to develop laterally.

The other skill that I do not think HMI sufficiently appreciated was the skill of managing changes without causing instability: of having a school in which the relationships and attitudes between staff and pupils were excellent and where there was no pupil misbehaviour, despite the fact that we were moving forward at a considerable pace. To maintain stability in the day-to-day running of a system which is changing fundamentally takes considerable skill.

It is easy to allow the forces of inertia to push you back to 'play safe' behaviour. In the meanwhile I find the Certificate of Pre-Vocational Education very helpful in getting the teachers to adapt and work in teams themselves. I have been exceedingly lucky in that I have managed to appoint the whole of my senior management team – and 50 per cent of my staff. One or two people have retired but many have got promotion. This demonstrates that we have been selecting people who are clearly adaptable and open in their approach and also are themselves good learners. Motivating the staff has helped to regenerate them.

MR. ROBIN GUTHRIE (Joseph Rowntree Memorial Trust and the Education for Capability Committee): Underlying all this discussion is the assumption that we know what a school is. Anne Jones's description of a school was stimulating; but it seemed to envisage a whole phalanx of deputies under the Head. The phrase 'community school' worries me because community is there used as an adjective to describe a school; yet in my experience, working with a New Town Development Corporation where the education authority had to build eight new secondary schools over fifteen years, when I asked them early in this period what they thought a school was, there was no coherent answer.

It seems to me an important question to ask, particularly if funds in the first place are coming from sources other than education but the land remains in the ownership of the education authority. Teachers, and above all the Head, are vested with enormous responsibility for the management of plant and for the supervision of people of all ages and intentions. I think that is a mistaken idea of a school and that we need to break down

these various functions into much smaller units, related physically but not necessarily under the same authority, before we can possibly change the rôle of the teacher, and above all the head teacher with this phalanx of deputies between him or her and what actually happens.

THE LECTURER: That is what the book I am writing is about to a large extent; that is, about getting Heads not to try to run their schools single-handed. Colleagues I meet all over the country often feel particularly stressed and immobilized, particularly if they have got it into their heads that they are supposed to be doing everything themselves. Although they do share responsibility, they are still taking the full burden individually and feeling a sense of failure when they do not know everything that is going on, when they do not have everything under their control. It is a bit of a joke between my Director and myself that I often do not know what is happening in my own school. It is very important that I do not because otherwise this would become a major activity in itself and stop things from happening. It is important of course that somebody knows what is happening, but I do not think it has to be me. I did suffer from guilt for a long time, but I am beginning to get over it.

We have to develop a less dependent culture in schools, so that people other than the Head are acknowledged to be leaders, to have power, to be able to manage themselves and others. My idea of a school is something much more flexible. At Cranford we are gradually developing a federal system. On this system there is a lower school, a middle school, upper school, youth club, sports centre, adult learning unit, crèche, play group, welfare centre, old people's club and all sorts of other clubs and societies. All are run by different people who are responsible for the team and line management of those parts. I try not to organize anything at all. I see it as my job to bring these parts together and make sure that there is both integration and differentiation; that all parts are well enough differentiated so that people's different needs are met yet fit together as a whole. My concept of the rôle of the Head is very different from the traditional one.

MR. NORMAN EVANS (Policy Studies Institute): You have demonstrated to us an unusually high level of management skills. One of the key factors is responsibility, and unless people are given the opportunity of using that, they are not going to learn anything. Society does not give us sufficient support because we are not actually too sure that we really want responsible individuals running around in society. How far are we prepared to take the risks of giving young people and children the opportunity to make mistakes? Do we need legislative changes?

THE LECTURER: It would be helpful to have a new Education Act, but I do not think it is Acts of Parliament which make people feel able to use their authority. I know that sometimes people in my team worry about the risks. People worry about whether legally they should keep the children on-site during the lunch hour because something might happen. I try to treat the pupils as young adults, with an assumption that they will behave in a responsible way. They don't always, but by and large they do, and I think it is attitudes which are important.

Making all schools community schools overnight, with people allowed to come and go as they like, would probably make the teaching profession feel very insecure. Such development has to come more gradually.

MR. MAURICE PLASKOW (Royal College of Art, Design Education Unit): Anne Jones has been offering us a radical political prospectus and a lot of her vocabulary was essentially political in terms of empowering people. What is going on in society is almost the opposite; certain powerful pressures are making society more closed in many ways. Society is giving less power to individuals and is not proclaiming the values of making people independent and responsible. I wonder whether Anne Jones is conscious of being a political radical, and whether she thinks the general scene with which everybody so far has agreed has a chance of real success whatever kind of government we have?

THE LECTURER: Yes and no. I sat down on a Friday evening in a slight daze after the inspection, and watched Mrs. Thatcher being interviewed on television. Much was said about people using their initiative and enterprise, with the implication that if only the nation would work harder we could become a nation of information technology shopkeepers instead of a nation of corner shopkeepers. If we would all set up our own businesses, we would all do well. Much rhetoric about initiative and enterprise comes from the Conservative Party and yet it is not actually developed in practice by the education system. That is the basic challenge I am trying to make. Is there a conspiracy to keep schools down? Perhaps we do not want people to grow up too quickly otherwise they might have to go to work earlier? I say that slightly tongue-in-cheek. I am apolitical.

MR. JOHN MANN: I agree that the prospectus put forward is a radical one to cure what appear to be radical diseases. What puzzles me is how it compares with the practice of other countries. We do not hear that other countries, whether in Europe or North America or the Far East, are suffering from the same kind of malaise as seems to exist here. I am very unclear about whether the school systems that they have developed embody the sort of virtues that are being presented to us as a solution to our problems. My impression is that schools

in other societies may be *more* controlled, some may be more closely directed. Why is it that a set of solutions thought to be appropriate in this country has not been adopted in other countries whose experience seems to be rather different? It also puzzles me that we are unique in having an elaborate examination system.

My next problem is related to the same question. The Department of Education and Science has over the last two or three years devoted a great deal of energy to assessing the relative standards of performance of different local education authorities. The conclusion they have reached, no doubt gratifying to them and to the Treasury, is that the financial inputs do not really make any difference to the output. The dominant factor, as far as they have been able to ascertain, is that the social class of local authorities is the overwhelming determinant of standards as measured by examination results. I am not quite sure how far one should go along that road. One might conclude that the whole apparatus is irrelevant, that children will do well or ill according to their social class almost regardless of what the schools do and certainly regardless of whether there is an examination system at the end of the road or not.

The third thing I find puzzling is the question of the work ethic. There may be less work to be done but for a lot of people work provides a lot of satisfactions. It provides a sense of purpose, a sense of companionship, and neutral ground where one can get away from one's relations. One has to be wary about advancing too far towards the vision of a workless society without having thought through what kind of activity (and it may well be that the activities of the community school would fill the gap) would be left if work disappeared totally.

One of the most inspiring and encouraging books that I have read in the last three or four years is *Communication and Social Skills* by Carol Lorac and Michael Weiss, in which they describe how, in a number of schools mainly in the North-East, they were able to watch what happened when teachers of many subjects, ranging from physical education to history, mostly working with relatively low performers in the fifth years of secondary schools, were able to achieve quite astonishing results when they and the youngsters worked together on some practical project. Those youngsters developed not only their practical skills but also their power of communication and their social abilities. The evidence is that this can be transferred to other schools, but quite clearly the material resources and the creative imagination required of the teachers concerned are both very considerable. At the moment do we have sufficient material resources to embark on that kind of educational programme?

THE LECTURER: Your last point is exactly what I was talking about. If I take the example of the young teachers in my own school running the expressive arts course, that costs absolutely nothing in terms of material resources because there is hardly any equipment needed, but it does take a lot of energy. But those teachers are excited about what they are doing and it is having the effect that you are talking about, which the previous exam syllabus did not. The criteria measuring school effectiveness are generally too narrow and quite inappropriate for measuring what people have really learned. Only to measure what they have learned to remember and write down is to deny all the other elements of learning.

As for European schools, there are people in the audience who can answer that question better than I.

DR. EDWARD DE BONO: The point of the previous speaker is an important one on how changes are effected. Is it a motivation style, a leadership style, which Anne Jones expresses very well? You can set an example and show how things can be done. Then there is the other approach, which sometimes I find more practical, moving out from structure to other things. Two years ago I was invited by the Bulgarian Government to set up a pilot project there on one of my pet themes, the teaching of thinking. Three weeks ago they sent me the test results, which were very interesting. They did the standard IQ tests, creativity and everything else, and found a lot of independence in the thinking of the pupils. If you went to Bulgaria and said we are going to change your school system to make your pupils more independent in thinking, you would not stand a chance of getting anything done, but if you give a structure through which people can work, then in a non-threatening way these things start to emerge.

The same thing happened in Venezuela. At the invitation of the government five years ago we set up a programme on thinking skills that has spread right across the country. In a sampling survey they found 70 per cent of schools were doing it. The effect in Venezuela, apart from whatever thinking skills they have learned, was on confidence. The Catholic hierarchy in Dublin were very interested because they had had reports back from Venezuela that for a long time they had been trying to get poorer children to have some confidence, because poverty is as much a psychological matter as an economic one, and they learnt that confidence was increasing. There was a meeting in Maracaibo to set up a clinic, and three hours into the discussion nothing much was happening. Suddenly a ten-year-old boy, sitting at the back of the room simply because his mother did not have a baby sitter with whom to leave the boy, said, 'After discussing this for three hours you have not got anywhere. What you should be doing is this, this and this'. And he got them organized. That was a ten-year-old boy, and in a Latin culture youngsters are not supposed to say anything.

There are different routes and different styles and I certainly agree with what Anne Jones is doing to show that these things can be possible – example, motivation, leadership. On the other hand it is sometimes too

much to ask of people who do not have the quality of leadership. One has to provide means as well.

THE LECTURER: I agree.

MR. J. S. CASSELS (NEDO): When pupils move out into the world they find intense competition for jobs. Employers are not only interested in what they can do but also in whether they can do it better than the next person. We live in a society which is based on the idea of competition, free enterprise, one team trying to defeat another. Also, pupils are often motivated, or would like to be motivated, by competition against each other. How do you see those facts about human nature and the way society is organized in relation to the vision of learning in school which you have put forward?

THE LECTURER: I don't think anything that anyone ever does will overcome the natural competition between people. We have competition in our school in various ways. For example, we have a system of merits and records of achievement. If in the lower school you get twelve merit marks, given for doing a good piece of academic work or making a contribution to the life of the school or doing something original or doing something out of school which we have heard about, this is testified by an adult and the pupil comes to see me. This is a system for recognizing and encouraging endeavour, enterprise and, if you like, competition. Of course children are competitive, but those of us who have been brought up in a totally individualistically competitive way – where it is all right if you are top, but if you are not it is very depressing – know that we do not want to put that kind of bottom label on 50 per cent of our pupils.

MR. F. C. HAYES: I want to return to the question of empowering individuals. Although I see that it could be misread as a radical political approach, I think it has much more in common with the demands which are being made increasingly by people who are still at work. Whatever may be said politically about a system which does not encourage self-reliance and the ability to cope with unfamiliar situations, more and more workplaces require them for successful performance. I don't think there is any great disparity between what Anne Jones has tried to do in her school on educational grounds and what is being asked for on purely economic grounds in successful companies. How do we reward people in this country for individual success? The criteria in the three countries that we studied for *Competence and Competition* (a report of which I was part author) are very clear. In America you are rewarded for being Number One in anything, in Germany for your attention to quality, in Japan for striving for perfection. What are you rewarded for in this country?

THE CHAIRMAN: 'Empowering' has been a key word throughout the evening, as has been the 'rôle' of the teachers. Anne Jones wrote in the *Guardian* a month or two ago: 'Teachers have it in their power to develop teaching methods and learning strategies which harness the pupils' energy, involve them actively in negotiating and managing their own learning, empowering them to use the skills they have acquired in other contexts, help them to make connections between school and life and to want to go on learning all their lives.' I am sure everyone here feels that they have participated this evening in continuing to learn.

2

London Borough of Sutton

Civic Offices,
St Nicholas Way,
Sutton, Surrey
SM1 1EA

tel 01 - 661 5000

R14

8th October, 1985.

The Prime Minister,
10 Downing Street,
London.

Dear Prime Minister,

I am writing to thank you for including me in the education seminar on the 2nd October. I very much appreciated the opportunity of listening to the various views put forward and expressing some points of my own. I think we all appreciated your own personal interest in what we had to say.

I felt honoured by the invitation and it was certainly a

London Borough of Sutton

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St Nicholas Way,
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tel 01 - 661 5000

Memorable experience to be invited to meet you at "No 10" and to enjoy your generous hospitality. It was an occasion I shall always remember.

Yours sincerely,

Mavis Pearl.

Chairman, Sutton Education Committee.

LINCOLNSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Director of Education: **D G Esp BA**

County Offices
Newland
Lincoln LN1 1YQ
Telephone: Lincoln (0522) 29931

When calling please ask for: ..... Ext. .....

CC OL

R8

The Rt Hon Mrs Margaret Thatcher
The Prime Minister
10 Downing Street
LONDON SW1

Prime Minister

Ref: DE/SMC

7 October 1985

N
8/10

Dear Prime Minister

Thank you very much indeed for the opportunity to participate in the seminar at "No. 10" on Wednesday last. If such seminars can stimulate new initiatives for improvement of standards, they will be a stimulus to us all.

I am enclosing a brief comment which was stimulated by the seminar. I hope Mark Addison will route this commentary to an appropriate destination.

Yours sincerely,

D G ESP

I think K.V. should receive a copy of this

HIGHER EDUCATION

I hope that there will be an attempt to review and influence university attitudes to new developments in schools. In this connection the Lincolnshire team would be willing to assist.

Possible visit when LP.

One of our many initiatives is the new Centre for Industrial Studies at The King's School, Grantham, headed by the former Managing Director of Webb Corbett, Joe Bryne. He and others who are encouraging able young people to follow careers in industry and commerce would contribute comments and evidence to any review of present university requirements and expectations.

VOCATIONAL TRAINING

The destinies of LEAs and the MSC are now so interwoven that it would be helpful to develop even closer liaison between Area Manpower Boards and LEAs. We have a fruitful co-operation in Lincolnshire, but will give some thought to a strengthening of links. There is need for both partners to understand and comment upon all aspects of each other's strategies and to pull together the various initiatives. In Lincolnshire we are trying to develop a consistent "offering" of training and education opportunities for young people at 16+. We are involved in TRIST,TVEI, CPVE pilot schemes and the Project for Low Attaining Pupils. With MSC we have to ensure that best practice and successes are transmitted across these various initiatives.

SCHOOLS

I would add my plea that Education Support Grants continue. They are a stimulus to important initiatives which can improve the relevance of the curriculum and the quality of teaching in the classroom. I have invited Chief Inspector Pauline Perry to Lincolnshire and hope to discuss with her how we might get best value out of our TRIST and other teacher training initiatives.

I believe that improvements in pupil performance and teacher performance come from sharply focussed intervention in schools such as:-

introduction of experienced teachers to improved methods and approaches;

specific training for heads in terms of techniques whereby the classroom practice of teachers is improved.

Finally, we do not need any new measures to help us to sack incompetent teachers. That is being achieved now with the application of a simple disciplinary procedure. The problem is the will to tackle problem teachers. This reluctance to grasp the nettle will persist in any appraisal scheme. Friends of mine in industry tell me of people "going through the motions" of staff appraisal in order to avoid unpleasantness. In Lincolnshire we are trying to help heads to grasp the nettle by giving them encouragement and in providing expert back-up in the form of a senior officer in the Education Department. In addition many heads will need training in the art of conducting disciplinary interviews.

D G ESP
DIRECTOR OF EDUCATION
LINCOLNSHIRE

DE/SMC
7.10.85

LADY MARGARET HALL
OXFORD OX2 6QA

Telephone 0865 54353

8 October 1985

Mark Addison, Esq.,
Private Secretary to the Prime Minister,
10 Downing Street,
London.

Dear Mr. Addison,

Thank you very much for your kind invitation of 3 September 1985 to participate in a seminar on education on 2 October. I would have been delighted to contribute on this occasion but unfortunately I was away in the United States for the whole of September and part of October, and only got your letter after the event had occurred.

I do hope that you will convey my regrets to the Prime Minister, both for not being able to participate and for not replying, but my mail was not forwarded to me in America.

I hope that I will have the opportunity to participate on another occasion.

Yours sincerely,

Gillian R. Peele

Gillian R. Peele

EDUCATION

SEMINAR

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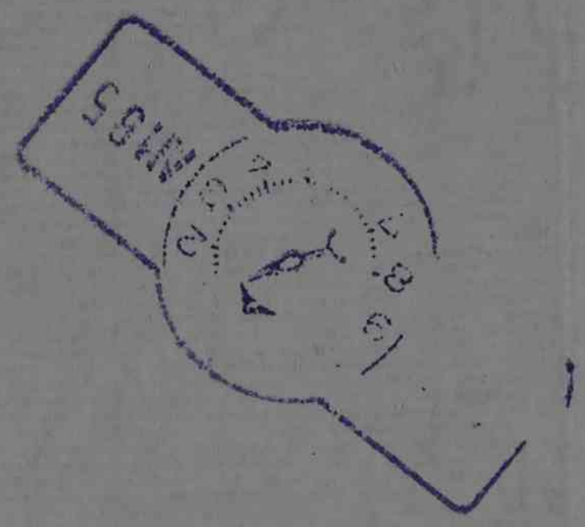


NORTHFIELDS UPPER SCHOOL

Head
D. FONE, BSc, FRGS

Houghton Road
Dunstable, Beds LU5 5AB
Telephone: Dunstable 608011

4th October 1985

The Prime Minister
10 Downing Street
London

Dear Prime Minister,

Thank you for inviting me to take part in your educational seminar on Wednesday.

I found the experience greatly stimulating and rewarding and I felt that we were all given a good opportunity to express points of view despite the constraints of time.

I should like to express my misgivings on the views put forward by one speaker concerning an extension of the Assisted Places Scheme. If our primary concern is to improve the majority of schools then surely those same schools need the good influence of able and enthusiastic teachers and students. To dilute their quality still further by concentrating their good influence in a few schools is surely to put the majority of schools under greater handicap.

I enjoyed my visit immensely.

Yours faithfully,

Headmaster

Prime Minister 4

London Borough of Ealing

7/10

Headmistress: Mrs. V R Barrington

Northolt First & Middle School
Compton Crescent
Northolt
Middlesex UB5 5LE
Telephone 01-841 4511 ext.50

4 October 1985

Dear Mrs. Thatcher,

I am writing to thank you very much for inviting me to your seminar on education on Wednesday and for giving me the opportunity to participate in the discussions.

The evening was a most interesting experience and something I will remember for the rest of my life.

Yours very sincerely,

Valerie Bryan.

Rt. Hon. Margaret Thatcher,
The Prime Minister,
10, Downing Street,
London, SW1 A2AA.

BLACKPOOL COLLEGIATE

HIGHFURLONG
BLACKPOOL FY3 7LS

Telephone — Blackpool 34911

Headmaster: C.P.J. Fulford, BA FRSA,

4th October, 1985.

Dear Mrs. Thatcher,

Thank you very much indeed for having invited me to join the Educational Seminar on Wednesday.

I was very glad to have the opportunity to express some views and to hear the general exchange of opinions from other educationists. Thank you also for your hospitality after the meeting which was most welcome and much appreciated.

You may remember that I referred to a brief paper I had written on the theme of education appropriate to careers in industry. I gave a copy of that paper to Lord Young, but I enclose another with this letter as I think you may be interested to read it.

May I also reiterate my invitation to you to visit this rather unusual school and Sixth Form College combination, when you are in Blackpool ? Perhaps you will remember that you gave the traditional Memorial Lecture here in 1973 and in 1983 you met one of our outstanding pupils, Bradley Burrows, when you were at the Conference.

Thank you again for inviting me to the Seminar.

Yours sincerely,

Christopher Fulford

Headmaster.

Mrs M.Thatcher,
The Prime Minister,
10, Downing Street,
LONDON.

EDUCATION FOR DESIGN, INVENTION AND INDUSTRY.

An opinion - C.P.J. Fulford B.A., FRSA.
Headmaster Blackpool Collegiate. September, 1985.

1. The need

1.1 Courses with an industrial or commercial application are still seen as second-rate by most parents and pupils, and some teachers e.g. Engineering Science denigrated in favour of pure Physics. Although this may vary between different areas and social groups in Great Britain it remains a significant opinion. My own experience as Head of three schools in very different situations as well as views expressed to me by industrialists, confirm this diagnosis.

1.2 It is important for our national survival that we prepare young people for higher education for direct entry into industry with -

1.2.1 an awareness of, and respect for the needs of industry and commerce.
1.2.2 an appreciation of the place of design and aesthetics in work, production and daily life.
1.2.3 a developing creativity and sense of purpose.
1.2.4 a recognition of the integrity of other countries and cultures as well as understanding their commercial and industrial relevance to our own.

2. The aim

2.1 To create an exclusivity in studies which are related to industry or commerce, without any loss of academic quality in the students or the courses.

2.2 To pioneer 16 to 19 (or even 14 to 19) courses which combine studies in technology, aesthetic and practical design and industry related topics with traditionally sound academic courses. These should include "general studies", communication skills training and physical education, with some leadership and initiative training.

2.3 To explore new education/industry links.

2.4 To reshape attitudes and provide practical opportunities attractive both to students and industry.

3. <u>The methods (two proposals)</u>

3.1 Set up a Design, Invention and Industry College or Colleges - a sort of "Atlantic College" aimed at industry for 16 to 19 (or possibly 14 to 19) full time boarding education. A centre of excellence open at no cost to anyone. Admission by scholarship and selection process, with positive financial and/or career inducements for successful applicants.

The particular advantages of such a College would be -

3.1.1 We could break from the traditional and rather wasteful school year. Commercial and industrial experience with some overseas experience would be part of the course, absorbing some of what is usually holiday.

3.1.2 Courses would combine three aims -

a. the promotion of inventiveness, design study and its relevance, and familiarity with the world of commerce and industry.

b. the expectation of high standards of work, academic study, self discipline and self expression.

c. the development of character, personality, fitness, and potential for leadership.

3.1.3 Staff could be drawn from teaching and industry - with perhaps some working within limited modular study packages.

3.1.4 The possibility of some industrial sponsorship at an early stage.

3.1.5 The expectation of almost guaranteed support from commerce, industry and some University departments.

3.2 Set up Government and Industry Sponsored Bursaries, more like the Royal Navy University sponsorships than the few industry sponsorships currently available. (For example :- applicants admitted to certain courses at University could receive an eight year contract, having satisfied the industry's selection process as well as that of the University. Three years of the contract would be spent at University, then five years mutually contracted employment in a particular commercial or industrial firm.)

file

SUBJECT
cc Master

ECL

10 DOWNING STREET

From the Private Secretary

3 October 1985

Dear Rob,

I attach a copy of a record of the Seminar held at Downing Street by the Prime Minister on 2 October together with, for the record, a guest list. I have not attempted to present the discussion as a unified exchange, since it did not take that form. Instead, I have sought to give a fairly full account of the main points made by those who introduced each item together with other points made during the discussion with some attribution. I hope this proves useful for your purposes.

I am sending a copy of this letter and the record to John Mogg (Department of Trade and Industry) and Leigh Lewis (Department of Employment) whose Secretaries of State also attended the discussion.

Yours ever

TLF.

(Tim Flesher)

Rob Smith, Esq.,
Department of Education and Science.

BM

RECORD OF THE SEMINAR TO DISCUSS EDUCATION HELD AT DOWNING STREET AT 1700 HOURS ON 2 OCTOBER 1985

HIGHER EDUCATION

Professor Minogue, opening the discussion, said that there was more sympathy for the Government's general approach to higher education than was sometimes imagined. In particular, there was sympathy both for the desire to cut back the burden of taxation and to emancipate the higher education sector as well as encouraging closer links between higher education and industry. There was however a paradox that a Government which was committed to autonomy had become more dirigiste. For example, new blood posts and student numbers had become subject to excessive central direction. This position was complicated by the split in responsibilities between the Department of Education and Science and the University Grants Committee: universities were often in the position of having to second guess two sets of reactions. Another problem was the national system of salary determination which had kept university salaries too low to keep anyone except the mediocre and the dedicated. Other points made by Professor Minogue included: the quest for relevance had, in his view, gone too far; the tenure system was a source of fatal immobility; and that planning in universities had been made virtually impossible by major changes in tax provisions such as the imposition of VAT on building works and increased National Insurance contributions at the upper end of the earnings scale. He proposed as a means of freeing universities from the unnecessary constraints imposed by Central Government that they be empowered to charge students economic fees with a system of scholarships for home students.

Privatisation

Lord Beloff argued strongly that there should be an experiment in the privatisation of two or three universities.

The annual grant to those universities should be compounded as a capital sum and then the universities should be left to sink or swim. Dr. Muffett, drawing on his American experience, broadly supported Lord Beloff's proposal adding that it would prompt greater competition between universities. Professor Pollard supported both privatisation and the charge of economic fees in an attempt to make education more demand-led. He hoped that the UGC would eventually disappear. Professor Crawford was less sanguine about the prospects for privatisation. American universities received only about one-third of their income from their endowment. A further half came from gifts from alumni: such contributions amounted to about £6 billion in America compared with only £23 million for British universities. If privatisation were to be successfully accomplished there would need to be a radical change in British culture. There would moreover need to be a substantial increase in fees. In addition because universities were labour intensive their costs were rising more rapidly than general inflation, and this gap would always need to be bridged.

Binary system

There was some discussion of the desirability of maintaining the binary system. Dr. Rickett said that polytechnics were at a disadvantage in having to respond to the needs and policies of the local education authorities although Dr. Marks commented that in financial terms the universities had been subject to more pressure than polytechnics. Councillor Venn agreed with Professor Minogue that the boundaries of the binary system had become confused and messy but there remained sufficient difference in their approach to justify the distinction. There could however be more cross-fertilisation: universities for example might benefit from the kind of CNAA scrutiny to which polytechnics were subjected.

"Relevance"

There were differing views on the extent to which universities encouraged the teaching of subject relevant to wealth creation. Mr. Silk argued that universities were essentially uninterested in subjects such as design and always encouraged potential students to study academic subjects at A level. Professor Dilks however argued that such attitudes were not universal throughout universities. Leeds, for example, insisted that their careers officers had industrial experience. What was needed was close liaison between schools and universities to give practical guidance to students seeking places at university. Mr. Esp endorsed this view.

Student unions

Lady Cox was concerned at the extent to which student unions were widening their activities beyond the provision on facilities of students, engaging especially in political censorship of views with which they disagreed. The Government should seriously consider making membership of student unions voluntary.

University size

Lord Quinton, commenting on American and French experience suggested that a number of British universities were not large enough to be efficient in economic terms. Professor Crawford disagreed. A number of successful American universities were no bigger than small British colleges. What was needed was tighter management including an end to automatic progression up salary scales and an end to tenure in its present form.

SCHOOLS

Opening the discussion Mr. McIntosh said that he had been dismayed that more progress had not been made under the present Government to raise standards, resist centralisation

and prevent politicisation. Things had in fact got worse. Parents were now entirely disenchanted with secondary education in London: the appeal system could not work if all the possible choices were equally bad. The politicisation of education by the ILEA had continued with the imposition on schools of requirements such as racism and sexism programmes. Schools were being bombarded with political material. Moreover the ILEA were by-passing head teachers and undermining their authority. Morale in the teaching profession was extremely low with poor salaries and a bad career structure. Headmasters had too few incentives to run good schools and were prevented from punishing disruptive pupils. Mr. McIntosh made a number of suggestions. He proposed: that the Government should raise the political profile of education as an issue; consider extending the free market in secondary education, giving schools more autonomy and parents more choice as well as applying the principles of the voluntary aided scheme; that the Government should introduce legislation to limit political spending by local education authorities and to limit their control over individual schools; that the Government should review the role of inspectors and advisers who were being used by the ILEA to impose their political directives; and that increased powers should be available to headmasters to impose discipline.

Political indoctrination

Mr. McIntosh's points on indoctrination were supported by a number of speakers. Dr. O'Keefe believed that a very large number of teachers were now teaching standard left-wing dogma. Sir John Butterfield referred to the experience of French schools where indoctrination had been rife. He considered that something would need to be done in this country. Professor Pollard thought that political bias could partly be offset by a renewed concentration on religious instruction, which was the only subject which the 1944 Education Act made compulsory. Mr. McGowan argued that political bias was another reason for the introduction of assessment. Teachers were able to get away with indoctrination because the

classroom was too private. Assessment was a means of opening it up.

Autonomy

There were differing views on Mr. McIntosh's call for greater freedom for individual schools from LEA control. Mr. Norcross agreed with Mr. McIntosh that interference could be excessive especially where the education authority wished to impose its own political imperatives, for example, on the recruitment of staff. A number of speakers on the other hand felt that the situation described by Mr. McIntosh do not apply elsewhere. Mr. Sams, Mrs. Peart, Dr. Muffett and Mr. Fone all recorded good relations between local education authorities and schools. Mr. McCloy however said there should be more autonomy for individual schools while retaining a strategic authority in charge of education. Mr. Naismith said that there was a need for an element of honest control: without it the curriculum in individual schools was a lottery, with no requirement for teachers to tell parents what they were teaching. This did not mean that there was no scope for enabling individual schools much greater control over their use resources and scope for parental contributions. Mrs. Peart counselled against imposing too many conditions on efficient, low spending and successful authorities such as Sutton in order to inhibit bad authorities such as the ILEA.

Assessment

There was general agreement that the Government should press ahead with its proposals to introduce teacher assessment. Mr. Everest expressed particular concern that the system of assessment should retain the idea of efficiency barriers in pay scales. The problem was not so much teachers who were bad at their jobs; it was those who were just not very good. An efficiency barrier would be an effective management tool for headmasters.

Pay and morale

There was also general agreement that an early end to the present dispute was highly desirable and that morale in the teaching profession was low. The large majority of teachers were very good and dedicated. Sister Bell recorded that this was equally so amongst student teachers. Nevertheless the Government should stick to its plans to improve teachers' pay and career structures. Dr. Muffett stressed the need for separate arrangements to be negotiated for headmasters and other teachers.

Parent governors

Mrs. Peart recorded that the first elections of parents to governing bodies had suggested that they would be politically active. She warned against excessive optimism about the extent of real parental control the scheme would bring.

Assisted Places Scheme

Different views were expressed on the desirability of extending the Assisted Places Scheme. Mr. Naismith thought that both the Assisted Places Scheme and a return to direct grant schools merely scratched the surface. Mr. Smith was however unreservedly in favour of both.

VOCATIONAL EDUCATION

Introducing the discussion Professor Ashworth said that he welcomed the extension of YTS to two years although he hoped that too much stress would not be placed on time served at the expense of competence. The two year scheme also stressed the need for comprehensive and compatible vocational qualifications. There was also a strong case for the introduction of modules within the two year YTS. For other age groups Professor Ashworth hoped that there would be greater possibilities for regional coordination with

pump-priming grants rather than direction from the DES. Recent cooperation between the University of Salford and other institutions in the region had demonstrated that the scope for entrepreneurship by higher education. He felt however that the kind of courses which were being offered would be more attractive if their cost could be made tax deductible. More generally Professor Ashworth felt that criticism of universities had been slightly misdirected: it was not that they were anti private enterprise, it was that as bureaucracies, they were best fitted to train students for other bureaucracies, whether private or public sector, rather than to start their own businesses. A new graduate enterprise programme was needed. He also felt that given Britain's poor record of funding vocational training, the Government would have to impose a requirement on industry, through a pay roll tax for example. The administration of a wider vocational training scheme should be through the CBI or Chambers of Commerce.

Vocational qualifications

There was general support for Professor Ashworth's argument for compatible vocational qualifications, a point particularly stressed by Mrs. Jones.

Links with industry

There was general support for the development of links between schools and industry. Mr. Fulford suggested experimental schools covering the age group between 16 and 19, with an elite entry, not tied to the existing academic year and keeping close links with industry.

TVEI

Mr. Fone, with general support, said that the TVEI had proved an enormous success in his school. He hoped that it could now be extended. More generally however Mr. Bambrough argued that the Government should not make the mistake of

treating education and training as identical. The pursuit of relevance could be as undesirable for vocational as opposed to political reasons. Training was supplementary to education, not identical with it.

CONCLUSION

The Prime Minister thanked all those present for their contributions to the discussion and said that the Government would consider all the points which had been made. On schools she remarked that the discussion had emphasised the extreme difficulty of legislating for local education authorities and schools with widely differing approaches and experiences.

TIM FLESHER
3 October 1985

LIST OF INVITEES TO EDUCATION SEMINAR

Professor John Ashworth	University of Salford
Mr. J.R. Bambrough	Sr. John's College, Cambridge
Mrs V.R. Barrington	Northolt Combined School
Mr. C. Bayne-Jardyne	Henbury Mixed School
Sister Dorothy Bell	Digby Stuart College
Lord Beloff	House of Lords
Professor Sir John Butterfield	University of Cambridge
Mrs Judy Chaplin	Conservative Central Office
Baroness Cox	Centre for Policy Studies
Professor F.W. Crawford	University of Aston in Birmingham
Professor David Dilks	University of Leeds
Mr. Derek Esp	Director of Education, Lincolnshire
Mr. C.J. Everest	Drayton Manor High School
Mr. D. Fone	Northfield Upper School
Mr. C.P.J. Fulford	Blackpool Collegiate School
Mr. A.E.W. Green	Judgemeadow School & Community Coll.
Mr. R. Honeyford	Drummond Middle School
Mrs Anne Jones	Cranford Community School
Mr. John McIntosh	The London Oratory School
Dr. John Marks	Polytechnic of North London
Mr. R.J. McCloy	Director of Education, Kingston-upon-Thames
Mr. Bruce McGowan	The Haberdashers' Aske's School
Professor K.R. Minogue	London School of Economics and Political Science
Dr. D.J.M. Muffett	Chairman of Education Cttee, Hereford & Worcester
Mr. D. Naismith	Director of Education, Croydon
Mr. L.J. Norcross	Highbury Grove School
Dr. Dennis O'Keefe	Polytechnic of North London
Councillor Mrs Peart	Chairman, Education Committee, Sutton
Professor Arthur Pollard	University of Buckingham & Chairman of Education Committee, Humberside
Lord Quinton	Trinity College, Oxford
Dr Raymond Rickett	Middlesex Polytechnic

Councillor Brian Sams	Chairman, Education Committee, Bexley
Mr. Dennis Silk	Radley College
Mr. D.A.G. Smith	Bradford Grammar School
Councillor Maurice Venn	London & South East Region Advisory Council for Further Education
Mr. Archie Hamilton, MP	
Mr. Harry Greenway, MP	
Mr. Alan Haselhurst, MP	

Ministers

Secretary of State for Trade and Industry
Secretary of State for Education and Science
Secretary of State for Employment
Minister of State, Department of Education & Science,
Mr. Chris Patten, MP
Parliamentary Under Secretary of State, DES
The Hon. Peter Brooke, MP
Parliamentary Under Secretary of State, DES
Mr. Robert Dunn, MP

Officials

Mr. Stuart Sexton, Department of Education and Science
Mr. Oliver Letwin, Prime Minister's Office

Sir John Butterfield, OBE, MA, MD, FRCP
The Regius Professor of Physic

Cambridge University School of Clinical Medicine

Office of the Regius Professor of Physic

The Clinical School
Addenbrooke's Hospital
Hills Road
Cambridge CB2 2QQ
Telephone: 0223 243429

Mark Addison, Esq.,
The Private Secretary to The Prime Minister,
10 Downing Street,
London.

3rd October 1985

Dear Addison,

I greatly enjoyed the seminar on educational matters to which the Prime Minister so kindly invited me yesterday evening. I was much stimulated by the occasion and am setting out points in brief which may or may not interest her, or Sir Keith or Oliver Letwin, maybe Oliver could decide! I have noticed over the last few years that everyone believes they are an expert on education and the whole topic is therefore a very important potential vote-catcher!

1. I remain convinced that the quality of our teachers is of paramount importance. I believe it to be high, and their present low morale could be improved when the salary dispute is settled, especially if this is associated with an encouraging and appreciative message from the Secretary of State, such as he provided for the CVCP last week in Leicester.

2. As I drove home to Cambridge, I kept thinking of the statue, in Trinity College (Cambridge!) Chapel, of Francis Bacon and his wish to foretell the future by doing experiments. While this has proved possible in natural science, because Avogadro's number is so much larger than human populations, predicting people is that much harder.

3. Nevertheless, whenever experiments can be set up in education as in everything else, their outcome is helpful. Furthermore, experimental testing has the advantage of stopping what proves later to be bad legislation - e.g. we might have stopped trying comprehensives in mixed societies where the lack of social cohesion inevitably leads to serious problems compared to say Anglesey. Protecting our educational institutions from unwise developments has a high priority with me - it is one subtle form of encouragement for people to get on with their real jobs.

4. I mentioned to David Willetts that maybe education could get a much needed respite by establishing a Royal Commission - a device which was used for the NHS recently. But he replied that the Prime Minister is not interested and on reflection I can see why.

Cont.

Nevertheless, I do wonder if some device for more careful contemplation about education is necessary, such a device could help collect votes if successfully thought through and carefully launched. What about an Educational Research Council - which would select timely projects and fund them either directly or in association with Trusts (like Leverhulme and/or Wolfson)? This might do for education what the Medical Research Council has done for the practice of medicine.

I expect Oliver Letwin has been along this line of thought. But if it is a new and useful idea, I am pleased to offer it. It would at least be a means of fielding many of last night's suggestions!!

Again, my thanks to the Prime Minister for a fascinating evening.

Yours sincerely

John Butterfield

CF file

London Borough of Croydon

Telephone 01-686 4433
Ext 2251
Your ref
my ref DN/MCK
date 3rd October, 1985

D. Naismith, M.A. Director of Education
Education Department
Taberner House Park Lane Croydon CR9 1TP

RS

The Rt. Hon. Margaret Thatcher, M.P.,
10 Downing Street,
London, SW1.

Prime Minister

8/10.

Dear Prime Minister

I write to thank you most warmly for the opportunity to participate in yesterday's seminar on education. I very much hope you found the meeting valuable from your point of view.

I will certainly pursue, as you suggested, with Sir Keith the worries I have, and which are widely shared, about leaving schools too much to their own devices, as the use they have made of the extensive academic freedom they have enjoyed since 1944 is precisely the cause, in my view, of much of the dissatisfaction with the present education service which we are all striving to overcome.

Thank you also for the hospitality afterwards which I greatly enjoyed.

With best wishes

Yours sincerely

Denis Naismith

BR[illegible]FORD
45461

BRADFORD GRAMMAR SCHOOL,
BRADFORD BD9 4JP

3 October 1985

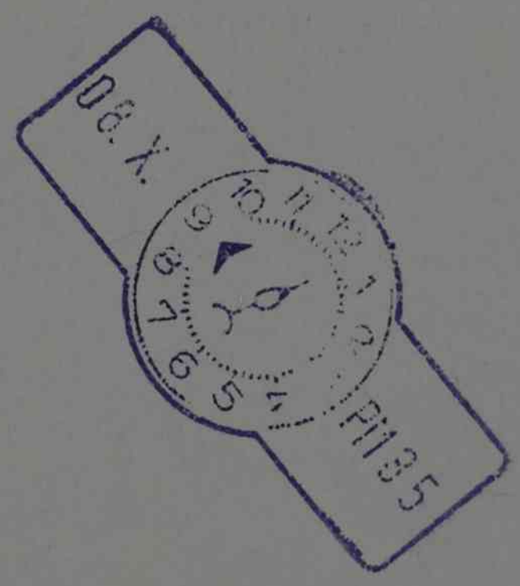
Mr M Addison
Private Secretary
10 Downing Street
LONDON

Dear Mr Addison

It was a privilege and a pleasure to attend the Prime Minister's seminar on education on 2nd October and I shall be grateful if you will pass on to her both my thanks for being asked to attend, and the great personal pleasure I gained from meeting a person whom I much admire.

Yours sincerely

D A G SMITH
Headmaster



MJ2 BD4

10 DOWNING STREET

From the Private Secretary

1 October 1985

EDUCATION SEMINAR

The seminar is schedule to begin at 5.00 p.m. on Wednesday, 2 October. It will last about two hours, and be divided into three consecutive sessions with a one hour reception afterwards.

The programme is:

1. Prime Minister's opening remarks, introducing Keith Joseph and the other Ministers, and explaining the purpose of the seminar.

2. A session on higher education, beginning with a 5-10 minute introduction by Professor Kenneth Minogue.

3. A session on schools, with a short introduction from Mr John McIntosh.

4. A session on vocational education, with a short introduction from Professor John Ashworth.

5. Prime Minister's closing remarks.

Tim Flesher

Ms Alison Kennedy
Department of Education and Science.

JA

PRIME MINISTER

EDUCATION SEMINAR

Extensive publicity has been given to your seminar tomorrow evening, and you should be aware of the media interest in it.

I have agreed that the media (behind barriers) may come into the street; to refuse would cause far more fuss than it is worth. They are principally interested in Ray Honeyford, the Bradford headmaster, whom we intend to warn.

There is no reason to suppose, given the publicity so far, that all your guests will treat the occasion as a private affair. But it might be worth your while at the outset to say that from time to time you hold private meetings of this kind to discuss the issues of the day and you find that you can have the best and frankest discussion if their confidentiality is accepted. Your office does not intend to volunteer anything about the seminar, other than to confirm that it has taken place, but you reserve the right to correct any false impressions which may develop.

Nigel Wicks agrees that in view of the pre-publicity I ought to attend so that I may handle any misreporting or false or tendentious coverage.

BERNARD INGHAM

1 October 1985

ACE

Advisory Centre for Education (ACE) Ltd
18 Victoria Park Square
Bethnal Green
London E2 9PB

Registered Office

01-980 4596

R2/10.

1.10.85

The Right Honourable Margaret Thatcher
10 Downing Street
London SW1

Dear Prime Minister,

We are writing to express our dismay on hearing that you have invited Mr Ray Honeyford to Downing Street to take part in a discussion on education.

ACE was set up 25 years ago with the aim of persuading schools to become more responsive to the views of parents and children. In much of our day-to-day work we are engaged in supporting parents who have problems with their children's schooling. We inevitably come across many situations in which an exacerbating factor is the breakdown of mutual respect between home and school.

We have studied the article which Mr Ray Honeyford wrote for The Salisbury Review. No-one who has read it could be surprised at the response it provoked from the black community in Bradford. Mr Honeyford seemed to be deliberately expressing his views in hostile and abusive terms. As a result, he has clearly lost the trust of many parents at Drummond School to whom, as a headteacher, he has a particular responsibility; he has also made rational debate on the question of education for a multiracial society more difficult than it has been for a number of years.

Your Government has expressed commitment to the concept of greater accountability of schools to parents. By inviting Mr Honeyford to Downing Street you have cast doubt on the sincerity of this commitment, as well as seeming to endorse the views which Mr Honeyford expressed in The Salisbury Review.

Yours sincerely,

John Wright
(for ACE)

cc Professor John Butterfield, Vice-Chancellor, University of Cambridge;
J M Ashworth, Vice-Chancellor, University of Salford;
Sir Keith Joseph, Secretary of State for Education and Science.

The Hon. Archie Hamilton, M.P.

HOUSE OF COMMONS
LONDON SWIA OAA

Box

Tuesday 1/10

Dear Prime Minister

Many thanks for your kind invitation to the Education Seminar to-morrow. Unfortunately I am due to be on the sleeper tonight for Scotland and would disorganise too many people if I cancelled the trip.

I feel that education suffers from all the problems of being a nationalised industry - low quality, works more for the employees than the customer and is much too exposed to trade union disruption.

I was a great believer in the voucher scheme as a means of de-nationalising education. However, I can see how it suffers,

like other Big Bang solutions. from incalculable cost and consequences.

However, the tragedy to me is that the Government, having rejected vouchers, turned its back on the objections of vouchers at the same time.

I believe that what is needed is a step by step approach which will allow schools to become independent of their LEA's whilst continuing to receive a major part of their finance from the public purse. One way to do this would be to give schools the right to become voluntarily aided.

Clearly, it would be initially the better schools that would choose independence from their L.E.As and the change would only work done slowly through the system. The advantage of this would be that the "sink" schools would not be suddenly annihilated but would have a second chance under the auspices of the L.E.A.

One of the first things the successful schools would want to do is expand and one can see much of the money for this coming from charitable sources, industry or as loans from banks.

Privatisation of education would result in increase standards, choice and the amount spent per child, whilst at the same time reducing the expenditure of public money.

Yours ever

Alan

P.S. Forgive the handwriting but my secretary has gone home.

Identical letters
sent to other
officials & Mins.

10 DOWNING STREET

From the Private Secretary

30 September 1985

Dear Rob,

Education Seminar, 2 October

I attach the final list of those attending the Education Seminar tomorrow at 1700. I also confirm that Professor Minogue, Mr. John McIntosh and Professor Ashworth will be the discussion leaders.

Yours ever

(TIM FLESHER)

R.L. Smith, Esq.,
Department of Education and Science.

File not to be returned to Vanessa.

CF
JA 10

10 DOWNING STREET

From the Private Secretary

30 September 1985

Thank you for your letter of 20 September, responding to the invitation to attend the Prime Minister's seminar on 2 October. Mrs Thatcher was disappointed that you are unable to attend although quite understands! She has asked me to say that if you wish to put down any thoughts or comments you have in writing she would be pleased to ensure that they are properly considered.

(TIM FLESHER)

Philip Croft, Esq.

(PPS returned to OC)
1/10

PRIME MINISTER

EDUCATION SEMINAR

You may like to glance at the attached paper prepared by Oliver for the Education Seminar on Wednesday, together with a list of invitees. Two further points:

(i) the press have got hold of the fact that Ray Honeyford is attending and no doubt this will appear in the weekend's papers. The only real surprise is that it has taken so long.

(ii) As to layout for the Seminar, would you be content to have senior ministers seated on one side of you, discussion leaders on the other and junior ministers together with other participants in the Seminar facing you in two or three rows?

TIM FLESHER

27 September 1985

PRIME MINISTER

27 September 1985

EDUCATION SEMINAR

The seminar is scheduled to begin at 5.00 pm on Wednesday, 2 October. It will last about two hours, and be divided into three consecutive sessions with a one hour reception afterwards.

The programme is:

1. Your opening remarks, introducing Keith Joseph and the other Ministers, and explaining the purpose of the seminar. (A speaking note is attached at Annex A).

2. A session on higher education, beginning with a 5-10 minute introduction by Professor Kenneth Minogue. (Briefing is attached at Annex B).

3. A session on schools, with a short introduction from Mr John McIntosh. (Briefing attached at Annex C).

4. A session on vocational education, with a short introduction from Professor John Ashworth. (Briefing is attached at Annex D).

5. Your closing remarks.

As time will be fairly short, you may wish to act as a fairly strong Chairman, asking specifically for contributions from those members of the audience who are experts in each of the fields. Our Annexes list those with

expertise in each category. You may also wish to give Keith Joseph and other Ministers a chance to answer points at the end of each session, though the seminar will be wasted if it is mainly taken up with Ministerial speeches.

OLIVER LETWIN

ANNEX A

PRIME MINISTER'S OPENING REMARKS: SPEAKING NOTE

1. Delighted to welcome this distinguished gathering, with representatives from higher education, further education, schools and educational administration.

2. Purpose of the seminar: to enable yourself and other Ministers to understand better how sensible people who are actually trying to teach and run educational establishments view the present arrangements and the Government's policies.

3. Participants have been invited because it is known that they share the Government's concern for standards. No need, therefore, to discuss everything from first principles. The point is, rather, to talk about the means which Government should adopt in achieving those ends.

4. The Government is aware that, despite improvements in some quarters, there is much yet to be done. Look forward to a stimulating discussion, in which participants will feel free to speak openly about their own problems and experiences.

5. Happy to welcome Keith Joseph, and his team from the Department of Education and Science - Chris Patten, Peter Brooke and Robert Dunn; and also Leon Brittan and David Young, whose responsibilities for Trade and Industry and Employment bring them into close contact with the world of education.

6. First 40 minutes will be devoted to discussion of higher education. Pleased to call on Professor Kenneth Minogue to lead that discussion.

Hyder Ltd
Professor Minogue
Stoke - Manchester
Vice-Chancellor Brunel - Peter Birmingham

ANNEX B

HIGHER EDUCATION SESSION

The session will be led by Professor Kenneth Minogue. He is a Professor of Government at the London School of Economics, and a Director of the Centre for Policy Studies. He has written a number of interesting and important books on liberalism, nationalism, and the nature of university education. He has just completed a new book on the nature of ideology. Though by origin an Australian, he has been at LSE for many years and was a pupil of Professor Michael Oakshott. He is likely to speak about the unpopular reaction to the Government's Green Paper on Higher Education, and about the need for a much freer competitive market in higher education. LSE has done particularly well in attracting overseas students, and in living on private funding: he may use this as an example of the capacity of institutions of higher education to run themselves far more independently than the DES or the UGC usually allow.

Other participants with expertise in this area are:

Mr J R Bambrough	St John's College, Cambridge
Lord Beloff	House of Lords
Prof. Sir John Butterfield	Downing College, Cambridge
Prof. F W Crawford	Vice-Chancellor, Aston University
Prof. David Dilks	Leeds University
Dr. D O'Keefe	North London Polytechnic
Prof. Arthur Pollard ...	Buckingham University
Lord Quinton	Trinity College, Oxford
Dr. R Rickett	Director, Middlesex Polytechnic

ANNEX C

SCHOOLS SESSION

The session will be introduced by Mr John McIntosh. He is Headmaster of the London Oratory School, a Catholic voluntary-aided school. He has fought a sustained campaign against the ILEA, and runs what appears to be one of the few really good ILEA schools. He is likely to speak about the organisation of schools, the need for greater parental choice and more autonomy for the individual school, the extent to which voluntary-aided schools provide a model on which new developments could be based, and the need for less central controls.

In chairing the subsequent discussion, you will want to remember that one of the participants, Mr Ray Honeyford, the Headmaster of Drummond Middle School, is engaged in a fight not only with his LEA but also with some of his own parents and various agitators, due to his remarks about the education of black, Asian and white children. Mr Honeyford will no doubt wish to speak about his recent experiences, and these may well prove enlightening; but you will want to avoid any suggestion that you are taking sides in a case which may come before the courts again.

Other participants with special expertise in this field are:

Mrs V R Barrington	Northolt Combined School
Mr C B Bayne-Jardyne ...	Henbury Mixed School
Mr C J Everest	Drayton Manor High School
Mr D Fone	Northfield Upper School
Mr C P J Fulford	Blackpool Collegiate School
Mr A E W Green	Judgemeadow School & Community College
Mrs Anne Jones	Cranford Community School
Mr Bruce McGowan	Haberdashers' Aske's School

Mr L J Norcross ..... Highbury Grove School
Mr D Silk ..... Radley College
Mr D A G Smith ..... Bradford Grammer School

You may also wish to call on one or two of those with direct experience of administering Local Education Authorities. These include:

Mr D Esp ..... Director of Education, Lincolnshire
Mr R J McCloy ..... Director of Education, Kingston-Upon-Thames
Dr D J N Muffett ..... Chairman of Education, Hereford & Worcester
Mr D Naismith ..... Director of Education, Croydon
Mrs Peart ..... Chairman of Education, Sutton
Mr B Sams ..... Chairman of Education, Bexley

ANNEX D

VOCATIONAL EDUCATION SESSION

The session will be introduced by Professor John Ashworth, the Vice-Chancellor of the University of Salford. After his stint in Whitehall, he took up university administration with great energy and (following a huge reduction in the UGC's grant to Salford), he has transformed the place. He has taken a sleepy, second-rate institution and turned it into a dynamic new form of university providing high-level vocational educational training and consultancy, relying to a great extent on private funding of many different kinds. He is likely to speak about dangerous anti-vocational snobbisms in higher education, and about the need for more energetic and market-orientated vocational training. In particular, he will probably complain that the Government has not done nearly enough to link vocational education with satisfaction of the customer and the attraction of private funding.

Most of the participants in the seminar, whether from higher education or schools, have some connection with vocational education. In particular, you may wish call on:

Sister Dorothy Bell .... Digby Stuart College
Prof. Sir John
Butterfield ..... Downing College, Cambridge
Prof. F W Crawford ..... Aston University
Mr R J McCloy ..... Director of Education,
Kingston-Upon-Thames
Dr. R Rickett ..... Director, Middlesex Polytechnic
Mr D A G Smith ..... Bradford Grammer School
Cllr. M Venn ..... London & South East Region
Advisory Council for Further
Education

You may want to call on Chris Patten, as the new Minister with special responsibility for further and continuing education, to reply to some of what is said. And David Young may well want to speak in this part of the seminar.

FROM THE MINISTER FOR INDUSTRY AND EDUCATION

SCOTTISH OFFICE
NEW ST. ANDREW'S HOUSE
ST. JAMES CENTRE
EDINBURGH EH1 3SX

Mark Addison Esq
Private Secretary
10 Downing Street
LONDON
SW1A

26 September 1985

Dear Mr. Addison,

Thank you for your letter of 17 September extending an invitation to Mr Stewart to attend the Education seminar which the Prime Minister is chairing on 2 October.

As I explained to you on the 'phone recently, Mr Stewart will be in the United States on an inward investment mission on 2 October and he regrets that he will therefore be unable to attend the seminar.

I enclose for your information a copy of the programme for Mr Stewart's visit to the United States.

Yours sincerely,

Peter A. D Ritchie

PETER A D RITCHIE
Private Secretary

PART II

PROGRAMME FOR VISIT

DATE	TIME	EVENT	REMARKS
SATURDAY 28 September	0715	Depart Glasgow British Caledonian	
	0840	Arrive Gatwick, London	
	1110	Depart Gatwick, London British Caledonian Flight BR 231	
	1505	Arrive Atlanta, Georgia. British Caledonian Flight #	Met by Mike Hewitt Commercial Consul Atlanta and Donald Harrison, SDA Stamford
			Hotel: Westin Peachtree Plaza Peachtree at Int'l Blvd, Atlanta, GA 30343 Tel: (404) 659 1400
		Informal Dinner at hotel	
SUNDAY 28 September			Transport arranged by Atlanta Consulate
	1600	St Andrews Society 30760 Namore Drive NE, Atlanta Tel: 404 233 6393	Open House hosted by Kay Crouch
	1900	Informal dinner with Atlanta British Consulate	Barry Holmes BOG Jim Porter Donald Harrison Local Restaurant
MONDAY 30 September	0930	Visit Hayes Micro Computer Products 5923 Peachtree Indust Blvd Norcross, Georgia 30092 Tel: (404) 441 1617	Transport arranged by Consulate
	1130	Lunch with British American Business Group	Details to be finalised

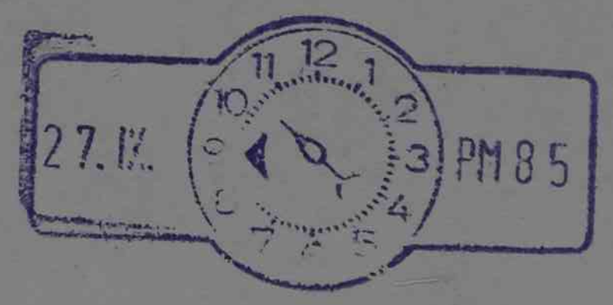
DATE	TIME	EVENT	REMARKS
	1345	Depart Atlanta on Delta Flight #1453	
	1345	Arrive Huntsville	Met by Colin Williamson SDA Stamford. Party includes Jim Porter BCG Atlanta
	1430		Hilton Hotel Williams Avenue Huntsville, AL 35807 Tel: (205) 533 1400
	1900	Dinner Hosted by Mr Olin B King SCI Systems Inc	Mr King's home 517 Franklin Street Huntsville, Alabama 35801 Tel: 205 533 7750
TUESDAY 1 October	0900	Visit to SCI Systems Inc Plant and discussions with Mr Olin B King	Plant 1 8600 South Memorial Parkway, Huntsville Tel: 205 882 4800
	1030	Visit Plant 2	Plant 2 4000 South Memorial Parkway, Huntsville Tel: 205 882 4800
	1145	Light lunch at Plant 1	
	1345	Depart Huntsville on Republic Flight #571 Connecting to Flight to Memphis	
	1425	Arrive Memphis	
	1520	Depart Memphis on Republic Flight #455	
	1720	Arrive Minneapolis	Met by Garth Heffernan, SDA Chicago, Bill Harris Chicago Consolate General (Consul Inward Investment) Radisson Hotel 11 East Kellogg Blvd, St Paul 55101 Tel: 612 292 1900

DATE	TIME	EVENT	REMARKS
	1930 for 2000	Informal dinner hosted by SDA for speakers etc for the Minnesota Healthcare Seminar	Radisson Hotel
WESDNESDAY 2 October	MINNESOTA HEALTHCARE SEMINAR		
	0800	Registration	Radisson Hotel
	0830	Welcome, William C Dietrich Governor of Minnesota's Special Trade Representative Minnesota Trade Office	
	0840	Response by Charles Fairley, Director, SDA Healthcare Division	
	0845	SDA Healthcare Video	
	0900	Keynote address George Mathewson, Chief Executive, SDA, "The Role of the Scottish Development Agency"	
	0920	Dr Nigel Webb, President Damon Biotech - Case Study 'Setting up in Scotland'	
	0945	Dr Graham Hills, Principal, University of Strathclyde. "The University Resource in Scotland"	
	1005	Coffee	
	1015	Tom Coutts, Managing Director, Gibco Europe. "Operating from Scotland in Key Markets"	
	1040	Dr Ian T Jackson The Mayo Clinic Rochester, "Personal Experiences of Scotland/ Minnesota, Medical/ Social"	

DATE	TIME	EVENT	REMARKS
	1100	Hugh Morison, Under Secretary, Scottish Home & Health Department "Selling to the National Health Service - Understanding the System"	
	1120	Dr John McEwan Medical Director, Drug (Scotland) Ltd, "Research and Development - The Benefit of Scotland"	
	1140	Allan Stewart MP Minister for Industry and Education. "Scotland - the best package deal in Europe	
	1200	Response by Senator Roger Moe, Majority Leader of the Senate	
	1215	Lunch	
	1315	Depart for Governor's office	
	1330	Signing of Scottish/ Minnesota Concordat with Governor Perpich. Governor of Minnesota's Reception Room, Capital Building, St Paul Tel: 612 296 3391	Media coverage
	1400	Private follow up discussions with company participants	
	1500	Company Visit to Electrocraft	
	1715	Visit to Fabritect	
	1900	Formal dinner hosted by Governor Perpich's Office/Trade Office/ Control Data	St Paul Hotel St Paul

DATE	TIME	EVENT	REMARKS
THURSDAY 3 October			
	0840	Depart Minneapolis North West Orient Flight #260	Party met by David Burns, Consul General
	1212	Arrive Boston	Mr Stewart and PS staying at Consul General's home 15 Chestnut Street Boston, MA Tel: (617) 742 7360
	1300	Lunch	Copley Plaza Hotel 138 St James Avenue Boston, MA Tel: 617 267 5300
	1430	Visit BBN 10 Moulton Street Cambridge, MA 02238 Tel: (617) 491 1850	
	1900	Dinner Hosted by Consul General, Mr David Burns (Invited Guests to include Representatives from: Wang / Victor / Mass Comp Digital / Analog / M/A Comp Apollo / BBN / Symbolics Telex / Prime	
FRIDAY 4 October			
	0915	Visit Victor Corporation 618 Main West West Warwick, R I 02893 Tel: (401) 821 7800	Transport arranged by Boston Consulate
	1115	Visit Telex 115 Norwood Park, South Norwood, MA 02062 Tel: (617) 769 8000	
	1200	Lunch with Telex	Franco's 1381 Providence Highway, Norwood Tel: 617 769 7795
	1400	Visit Analog Two Technology Way Norwood, MA 02062 Tel: (617) 329 4700	

DATE	TIME	EVENT	REMARKS
	1600	Data Packaging Corp 205 Broadway Cambridge, MA 02139 Tel: (617) 868 6200	
SATURDAY 5 October		No official engagements	
SUNDAY 6 October	1940	Depart Boston North West Orient Flight #034 for Prestwick	
MONDAY 7 October	0845	Arrive Prestwick	


27. IX.
PM 8 5

10 DOWNING STREET

Lord Young will
come to the Education
Seminar. He will
have to leave the
reception early
however.

CF

For file.

1. ~~Vanessa~~
2. CF

Vanessa

Ed series.

Note for PM, when briefing

for mtg.

Lady Cox is attending, but may

have to leave early.

MCA 25/9

CP

10 DOWNING STREET

MTEA.

25/9.

Mr. Dunn (DES) will be attending the Seminar on 2/10/85

Martin.

identicals sent to all after outsiders on the list

bc OL.

10 DOWNING STREET

From the Private Secretary

20 September 1985

The Prime Minister was very pleased to hear that you will be able to attend the seminar on education to be held here at No. 10 on 2 October.

A separate note is enclosed about the administrative arrangements. The seminar will begin at 1700 hours, and a list of participants is attached. It will last about two hours, and be divided into three consecutive sessions. After the Prime Minister and Sir Keith have made their opening remarks, the first session, on higher education, will be led by Professor Minogue; the second session on schools will be led by Mr. John McIntosh; and the third, on vocational education, by Professor John Ashworth.

When the seminar closes, there will be a reception for all the participants lasting about an hour from 1900 to 2000.

The Prime Minister is looking forward to seeing you on 2 October.

MARK ADDISON

Councillor Maurice Venn, CBE.

CFBT The Centre for British Teachers Limited
2nd Floor, No. 2, Jalan 8/1E,
46050 Petaling Jaya, Selangor.
Tel: No. 03-567439
Telex: MA 37401 (For CFBT)

20th September, 1985

R30.

The Prime Minister's
Private Secretary
10 Downing Street
London
U.K.

10

pps.

Dear Sir,

May I thank you most kindly for the invitation to attend the Prime Minister's educational seminar on 2 October. I should have been delighted to participate and contribute to a discussion on what are areas of such importance and interest but I regret that I must ask you to convey my apologies and regrets. I am currently working in Kuala Lumpur as the Project Director (Malaysia) for the Centre For British Teachers - heavily committed at the moment in aiding the Malaysian Ministry of Education in implementing their programme of preparing selected students in Malaysia for our GCE 'A' level examination with the hope of these students becoming applicants for U.K. universities. I wonder if the Prime Minister could be interested in this aspect of the educational (and political) world!

May I, with respect, add my good wishes and say how much I appreciated receiving the invitation and regret that on this occasion I am in the wrong place at the right time!

Yours faithfully,

Philip Croft.

Philip Croft
Project Director

PC/vj

020

MGA

UNIVERSITY OF CAMBRIDGE

The Old Schools, Cambridge CB2 1TN.
Telephones (0223) 358058 and 358933. Telex 81240 CAMSPL-G

Vice-Chancellor: PROFESSOR SIR JOHN BUTTERFIELD, OBE, MD, FRCP.

R24

Mark Addison
The Private Secretary
10 Downing Street London 20 Sept 1985

My dear Addison

I am just back from Boston and have seen your letter of September 3rd — I am touched that the Prime Minister should have included my name on the list of invitations, I am certainly very interested in all three topic you refer to in your letter.

My staff have, I believe, already indicated that I would very much like to attend the Seminar and hear about developments & views in all three fields, especially about the new directions in vocational education and training, with which of course I have been interested in principle with

doctors, nurses and health visitors. So I am

looking forward with keen anticipation to October 2nd!

Yours sincerely,

John Butterfield.

CMAM10D10

CP

DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE, YORK ROAD, LONDON, SE1 7PH

TELEPHONE 01-928 9222

FROM THE MINISTER OF STATE

Mark Addison Esq
Private Secretary
10 Downing Street
Whitehall
LONDON
SW1

19 September 1985

Dear Mark,

Further to your letter of 17 September I am writing to confirm that Chris Patten will be attending the education seminar being held at No 10 on Wednesday 2 October 1985 at 5.00 pm.

Yours ever,

Alison Hirst.

ALISON HIRST
Assistant Private
Secretary

CF

19 September 1985

Many thanks for your letter of 17 September. I know the Prime Minister will be delighted you are able to take part in the seminar on 2 October.

(MARK ADDISON)

J.R. Bambrough, Esq.

Department of Education and Science
Elizabeth House York Road London SE1 7PH

Direct Line 01-934 9950
Switchboard 01-934 9000
GTN Number 2914

Telex 23171

Mark Addison Esq
Private Secretary
10 Downing Street
London
SW1

from: Mr Stuart Sexton

18 September 1985

Dear Mark,

Thank you for the invitation to join the PM's education seminar at No 10 on 2 October. Yes, I shall be there.

On the list of those invited, may I offer the following comments:-

Dr John Marks is Polytechnic of North London.
Professor Arthur Pollard is both University of Buckingham and Chairman of Education for Humberside.
Cllr Brian Sams is Chairman of Education for Bexley and not Crayford.
Baroness Cox may be described as from the Centre for Policy Studies.

and Max Beloff long since left St. Antony's Oxford, he is now just House of Lords.

yours ever

STUART SEXTON

CF

Royal Borough of Kingston upon Thames

Directorate of Education and Recreation
Director Robert McCloy MA MSocSc BA FRSA

My Ref 0/RJM/JMM/0/D/6 Extension 2300
Your Ref Enquiries to

Guildhall
Kingston upon Thames
Surrey KT1 1EU
Telephone 01-546 2121

Senior Assistant Director
J N McManus MA

Assistant Directors
P H Wilson BA Dip Counselling
J G R Woodland DMA FCIS
P Mattimoe DMA

Mark Addison, Esq.,
Private Secretary,
10 Downing Street,
LONDON, S.W.1.

18th September, 1985.

Dear Mr. Addison,

I thank you for your letter dated 3rd September 1985 inviting me to the seminar and reception which the Prime Minister will be holding on Wednesday, 2nd October 1985, from 5 o'clock.

I am delighted to be able to accept the Prime Minister's kind invitation.

Yours sincerely,

R. J. McCloy

21.IX. AM 35

CONFIDENTIAL FILING

NOTE FOR THE FILE

Professor Minogue has agreed to lead the discussion on higher education.

MEA

Mark Addison

18 September 1985

NB He is a Professor not a Mr.

118/9

CF.
Rec. Education Seminar file pl.
MGA 24/9

MR LETWIN - immediately on return

Professor Minogue has agreed to lead the discussion on higher education, though he was somewhat baffled by the freedom I said he had to choose his own ground.

He also mentioned that some consideration was being given to the idea of education vouchers in Australia and he is keen to lay his hands on any information in the UK which he might relay to his colleagues in Australia. I said I was sure you were the right person to help him and I know he would be grateful for an early word with you.

I should also be grateful if you and I spoke as soon as possible about the format the seminar should take.

Mark Addison

Mark Addison

18 September 1985

Mr Addison

I have now spoken to Minogue, and will be in touch with him again, once he has drafted some comments.

Oliver Letwin
24/9/85

MJ2BBZ

CF
measeem

THE UNIVERSITY OF ASTON
in Birmingham, Gosta Green,
Birmingham, B4 7ET.

From the Vice-Chancellor : Professor F.W.Crawford DEng, DSc.

021 - 359 3611
Telex : 336997

KMB/AMB

18 September 1985

Mr Mark Addison
Private Secretary
10 Downing Street
LONDON SW1

Dear Mr Addison

With reference to your 3 September invitation to the education seminar to be held on Wednesday 2 October, Professor Crawford will be pleased to attend.

Yours sincerely

K.M.Bryden.

Miss K M Bryden
Personal Assistant to the
Vice-Chancellor

INVITEES TO THE EDUCATION SEMINAR ON 2 OCTOBER 1985

Professor John Ashworth	University of Salford
Mr J R Bambrough	University of Cambridge
Mrs V R Barrington	Northolt Combined School
Mr C. Bayne-Jardyne	Henbury Mixed School
Sister Dorothy Bell	Digby Stuart College
Lord Beloff	St Anthony's College
Sir John Butterfield	University of Cambridge
Mrs Judy Chaplin	Conservative Central Office
Professor Fred Crawford	University of Aston in Birmingham
Mr. P.A. Croft	The Halstead Ramsey School
Professor David Dilks	University of Leeds
Professor Geoffrey Elton	University of Cambridge
Mr Derek Esp	Director of Education, Lincolnshire
Mr C J. Everest	Drayton Manor School
Mr D. Fone	Northfields Upper School
Mr C P J Fulford	Blackpool Collegiate School
Mr A E W Green	Judgemeadow School &'CommunityCollege
Mr Ray Honeyford	Drummond Middle School
Mrs Anne Jones	Cranford Community School
Professor Elie Kedourie	London School of Economics
Mr John McIntosh	The London Oratory School
Dr John Marks	
Mr R J McCloy	Director of Education, Kingston
Mr Bruce McGowan	The Haberdashers' Aske's School
Mr K R Minogue	The London School of Economics
Dr D J M Muffett	Chairman of Education, Hereford & Worcester
Mr D Naismith	Director of Education, Croydon
Mr L J Norcross	Highbury Grove School
Dr Dennis O'Keefe	Polytechnic of North London
Miss Gillian Peele	Lady Margaret Hall, Univ. of Oxford
Professor Arthur Pollard	University of Buckingham
Rt Hon Lord Quinton	Trinity College
Dr Raymond Rickett	Middlesex Polytechnic
Cllr Brian Sams	Chairman Education Cttee, Crayford
Mr Dennis Silk	Radley College
Mr D A G Smith	Bradford Grammar School
Cllr Maurice Venn	London & Sth East Region Advisory Council for Further Education
Cllr Mrs Peart	Chairman, Education Ctte, Sutton
Baroness Cox	

Pol-on Ed. File

CF pps

HUMBERSIDE
County Council

County Hall,
Beverley,
North Humberside.
HU17 9BA

Tel. 0482 867131

17th September 1985.

Dear Mr. Addison,

Thank you for your letter of 3rd September. I must apologise for not answering earlier, but I have been in hospital for a few days.

I shall be delighted to accept the Prime Minister's invitation to take part in the seminar on 2nd October and I am pleased to have some indication of the various topics to be discussed.

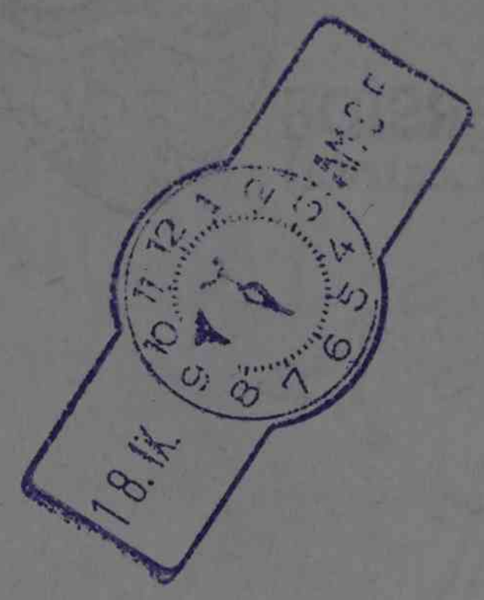
It may perhaps help you in your planning to know that I am not only Consultant Professor of English at the University of Buckingham but also at present Chairman of Humberside Education Committee and a member of the Secondary Examinations Council, as well as being a Chief Examiner of 30 years' experience.

Please thank the Prime Minister for having thought me worthy to take part in this meeting. I look forward to attending.

Yours sincerely,

Professor Arthur Pollard

Mark Addison, Esq.,
Private Secretary to the Prime Minister,
10 Downing Street,
London.


18 IX

VC.

Similar ltrs to PS of

M/S, DES
2 PUSS, DES
S/S Emp.
S/S T&I
Allan Stewart, MS, SO
Stuart Sexton, Pol. Adviser, DES

PUSS

10 DOWNING STREET

From the Private Secretary

17 September 1985

As you know, the Prime Minister is chairing an education seminar here at No. 10 on 2 October. The seminar will begin at 1700 and last for two hours, being followed by a reception, which should end about 2000. A list of those being invited is attached.

The seminar itself will be divided into three consecutive sessions, on higher education, schools and current issues in vocational education. The hope is that Mr. Minogue, Mr. McIntosh and Professor Ashworth will lead the discussions on each subject respectively.

A final list of those attending, and confirmation of the three discussion leaders, will follow in due course. Meanwhile, it would be helpful if you could confirm that your Minister is able to attend.

(MARK ADDISON)

R.L. Smith Esq.,
Department of Education and Science.

JC

(MJ)

St John's College Cambridge CB2 1TP Telephone (0223) 61621

17 September, 1985

Dear Mr. Addison,

Since I wrote to you on 11 September I have been able to arrange to be released from my other commitment on 2 October. I am happy to accept the invitation to take part in the seminar to be held on that day.

Yours sincerely,

J.R. Bambrough

Mark Addison, Esq.,
The Private Secretary,
10 Downing Street,
LONDON SW1.

10 DOWNING STREET

CP

Lord Quinton has accepted the invitation to serve on 20 October.

MEP 17/9

√6 (VC 77)

10 DOWNING STREET

From the Private Secretary

16 September 1985

The Prime Minister has in mind to hold a seminar with a number of distinguished people from the world of education, on 2 October from 5 o'clock for about two hours. She envisages the seminar would discuss recent general developments in education, and their implications for the future. The Prime Minister has in mind that the seminar would be divided into three broad sections - on higher education, schools and new directions in vocational education and training. It would be followed by a short reception.

The Prime Minister hopes you will be able to attend.

I look forward to hearing from you.

(MARK ADDISON)

The Lady Cox.

10 DOWNING STREET

From the Private Secretary

16 September 1985

Many thanks for your letter of 9 September. The Prime Minister will be delighted that you are able to attend the education seminar of 2 October.

She was also very grateful indeed to you for taking the trouble to write with your suggestion about Mr. Andrew Speir. She has asked me to pass his name to Michael Alison, her Parliamentary Private Secretary, who will certainly bear him in mind as a possible useful contact.

(MARK ADDISON)

D.R.W. Silk, Esq., J.P.

2 Melbury Road, Harrow, Middx.
HA3 9RA

01-204-1775 or 7336

September 16, 1985

The Private Secretary,
10 Downing Street,
London SW1

Dear Mr Addison,

Thank you very much for the invitation from the Prime Minister to attend a seminar on education on October 2. I am very pleased to accept.

Yours sincerely,

John Marks

Dr John Marks

LINCOLNSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Director of Education: **D G Esp BA**

County Offices
Newland
Lincoln LN1 1YQ
Telephone: Lincoln (0522) 29931

When calling please ask for: ..... Ext. .....

13 September 1985

Mark Addison Esq
Private Secretary
10 Downing Street
LONDON SW1

DE/SMC

Dear Mr Addison

I shall be pleased to accept the Prime Minister's invitation to the Seminar on 2 October.

I was due to speak at the Speechday of one of our schools, but they have generously agreed to change the date at short notice in the circumstances.

Yours sincerely,

DIRECTOR OF EDUCATION

The London School of Economics and Political Science
(University of London)

Telephone: 01-405 7686
Telegrams: Poleconics, London
Telex: 24655 BLPES G

Houghton Street,
London WC2A 2AE

13th September, 1985.

Mr. Mark Addison,
The Private Secretary,
10 Downing Street,
London.

Dear Mr. Addison,

Thank you for your letter of 3rd September last.

Unfortunately Professor Kedourie will be unable to attend the seminar on education on 2nd October at 5.00 p.m. as he is abroad for a year.

Yours sincerely,

Carolyn M. Cowey

Carolyn M. Cowey (Miss)
Secretary to Professor E. Kedourie

14, Milton Road,
Prestwich,
Manchester M25 5PT

13.9.85.

Dear Mr Addison,

I have received your letter of 3rd September inviting me to a seminar at 10, Downing Street on 2nd October at 5 p.m.

I am honoured to have been invited, and am delighted to accept.

Yours Sincerely,

K. Crawford

FILES C/1 R7

10 DOWNING STREET

From the Private Secretary

13 September, 1985

Many thanks for your letter of 10 September. I know the Prime Minister will be sorry you are unable to join the Seminar, but will quite understand the reason. She will also be grateful to you for the notes you enclosed with your letter.

(Mark Addison)

Professor G.R. Elton.

Chairman EDUCATION COMMITTEE
Councillor B A Sams BSc, DMS, CEng, MIEE, MBIM
48 Erith Road Belvedere Kent DA17 6EY

Bexley London Borough

m/r
y/r

Date 13th September 1985

BOLDLY AND RIGHTLY

Dear Mr Addison,

Thank you for your letter of 3rd September. My apologies for the apparent delay in my replying, but the Council's mail service has been partly to blame; if you would kindly use my home address (above) in future, it would be helpful.

Please tell the Prime Minister that I am honoured and delighted to have been asked to join the Seminar on 2nd October, and will be pleased to attend.

I look forward to receiving details in due course.

Yours sincerely,

Brian Sams

Sub-Committees:
Schools
Education Development
Libraries, Youth & Further Education

PRIME MINISTER

The attached letter from Dennis Silk, Warden at Radley College, accepts the invitation to the Education Seminar on 2 October.

Mr. Silk also mentions a South African, Mr. Andrew Speir, and commends his thinking on the current situation in South Africa. Caroline had a word with Sir Laurens ver der Post, who has heard of Mr. Speir, but does not know him. Sir Laurens' view was that one needs to be wary of this kind of recommendation. Newcomers to the South African scene tend to be a little overimpressed by figures like Mr. Speir.

However, if you agree, I will send Mr. Silk a warm thank you letter for taking the trouble to write with his suggestion, and let him know that I have passed Mr. Speir's name to Michael Alison, who will certainly bear him in mind as a possible useful contact.

Yes - just right

Mark Addison

MARK ADDISON

13 September 1985

From Lord Beloff. Flat No. 9. 22 Lewes Crescent. Brighton. BN2 1GB. 12 September 1985

Dear Mr Addison,

thankyou for your letter of 3 September. It only reached me today since it was sent to an address more than three years out of date; I would have hoped that Downing Street would have more up-to-date reference books.

I shall of course be pleased to accept the Prime Minister's invitation to the seminar on 2 October.

yours sincerely,

Robert

Mark Addison Esq
10 Downing Street.

PRIME MINISTER

EDUCATION SEMINAR

You said you would like to sort out Ministerial representation at the Seminar after the reshuffle. Ministers to be involved might include:

Secretary of State for Education and Science,
together with
Minister of State and 2 Parliamentary Under-Secretaries of State.

Parliamentary Under-Secretary of State in the Scottish Office with responsibility for education (Allan Stewart) as an observer, since the Seminar will be essentially an England and Wales affair.

Secretary of State for Employment

Possibly, Secretary of State for Trade & Industry
(though I think that runs the risk of overdoing Ministerial representation)

Baroness Cox is no longer a member of the Government, but I am sure you would wish her to be invited to join the Seminar, and we will set that in hand.

I think Mr. Sexton, Political Adviser at the Department of Education and Science, should be invited as well, though I do not think you will wish any DES officials to be there.

Professor Elton has written in to say he will not be able to attend, and therefore cannot lead the discussion on higher education. Oliver Letwin suggests Mr. Minogue (LSE) instead. (Mr. Minogue is a Director of the Centre for Policy Studies). – Excellent

Content with these proposals? Yes

Mark Addison

12 September 1985

London Borough of Sutton

Civic Offices,
St Nicholas Way,
Sutton, Surrey
SM1 1EA

tel 01 - 661 5000

12 September 1985.

CF 86

Dear Mr. Addison,

Thank you for the invitation to attend the seminar on the 2nd October. I should be grateful if you would convey my appreciation to the Prime Minister.

I very much look forward to attending.

Yours sincerely,

Travis Peart.

Mr. L. Addison,
The Private Secretary,
10 Downing Street,
London.

10 DOWNING STREET

CR

Education Service

Mr Hughes – in the Registrar's office at Cambridge University – may to say that Sir John Butterfield will cease to be Vice Chancellor on 1/10. I confirmed we were content for him, rather than his successor Lord Adrian. Sir John will probably be able to make it, but will confirm in writing.

MDH 12/5

10 DOWNING STREET

CF

Educational Services

Mr Ebp will be there.

MEA 14/5

VANESSA

(PSE PUT IN COPBOARD FOR ME FOR MONDAY)

As you know acceptances for the seminar are now coming in. I believe we should aim to send out the letters with details of the administrative arrangements, and more information about the structure of the seminar, before the end of next week. We shall need for that:

(i) admit cards

(ii) an alphabetical list of all those who have accepted the invitation

(iii) to have cleared with the PM the arrangements for the seminar and the list of Ministers attending

(iv) to have found somebody in place of Professor Elton to lead discussion on higher education (Oliver Letwin has suggested Minogue of LSE).

I should be grateful if you would deal with (i) and (ii). I will sort out (iii) and (iv).

No doubt you already have in hand the arrangements for the reception.

Mark Adkin

MARK

11 September 1985

VC3AttN.

(SRW) 62

DRAFT LETTER FROM PRIVATE SECRETARY TO PARTICIPANTS OF EDUCATION SEMINAR

The Prime Minister was very pleased to hear that you will be able to attend the seminar on education to be held here at No.10 on 2 October.

A separate note is enclosed about the administrative arrangements. The seminar will begin at 1700 hours, and a list of participants is attached. It will last about two hours, and be divided into three consecutive sessions. After the Prime Minister and Sir Keith have made their opening remarks, the first session, on higher education, will be led by ; the second session on schools will be led by Mr. John McIntosh and the third will be led by Professor John Ashworth.

When the seminar closes, there will be a reception for all the participants lasting about an hour from 1900 to 2000.

The Prime Minister is looking forward to seeing you on 2 October.

SRN 62

I attach an admit card, which you will need to bring with you. Requests for reimbursement of travel expenses (cars at 27p per mile) should be sent to Mr. Don Wood, Cabinet Office, Government Offices, Great George Street, London, SW1P 3AL.

I am afraid, because of the very limited space available at No.10, we shall not be able to make any special arrangements for car parking.

If you have any queries about these arrangements perhaps you could ring me on 01-930 4433.

10 DOWNING STREET

2 September 1985

I attach an admit card and map of how to get to Chequers. As you know the meeting commences at 10.00 a.m. Requests for reimbursement of travel expenses (cars at 27.0p a mile) should be sent to:

Mr. Don Wood,
Cabinet Office,
Government Offices
Great George Street,
London, SW1P 3AL

It would be most helpful for security reasons if you could let us have your car number. If you have any queries about the arrangements, perhaps you could ring me on 01 930 4433.

VC -

Anthony Loehnis, Esq.,
Bank of England

Identical letters to:

Wells.
Jackson.
Hoffman.

The London School of Economics and Political Science

(University of London)

Houghton Street,
London WC2A 2AE

Telephone: 01-405 7686
Telegrams: Poleconics, London
Telex: 24655 BLPES G

11th September, 1985.

Dear Mr. Addison,

Thank you for your letter of 3rd September inviting me to a seminar on education on 2nd October. I am very happy to accept.

Yours sincerely,

Kenneth Minogue

Kenneth Minogue.

Mark Addison, Esq.,
10 Downing Street,
London, SW1.

Schools Curriculum Award
1984

Cranford Community School
Hounslow

Head: Mrs. Anne Jones BA

Cranford Community School
High Street
Cranford
Hounslow TW5 9PD
01-897 2001/5
Community Office 01-897 6608
Sports Hall 01-897 6609
Youth Wing 01-897 6900

Please reply to:

11th September, 1985

Dear Mr Addison,

Thank you for your letter of 3rd September and the invitation to meet with the Prime Minister on 2nd October and to participate in a seminar on Higher Education, Schools and new directions in vocational education and training. I have great pleasure in accepting.

Anne Jones

Mrs. Anne Jones
Head

Tel. (01) 607 2789

DENNIS J. O'KEEFFE, M.A., Ph.D.
SENIOR LECTURER IN EDUCATION

North London Polytechnic,
Department of Teaching Studies,
Prince of Wales Road,
London, N.W.5

CF

Mark Addison, Esq.,
Private Secretary,
10 Downing Street,
London, S.W.1.

The Polytechnic
of North London

School of Education
Department of Teaching Studies

Prince of Wales Road
London NW5 3LB
Telephone 01-607 2789
Telex 25228

Head of School:
Sidney Jones, BA (Lond), ABPsS

September 11th, 1985

Dear Mr Addison,

Thank you for your letter of September 3rd, inviting me to the Prime Minister's seminar on education on October 2nd. I shall be honoured to attend.

My delay in replying comes from my having been away on holiday.

Yours sincerely,

Denis O'Keeffe

J. R. BAMBROUGH

ST JOHN'S COLLEGE,

CAMBRIDGE.

11 September, 1985

Dear Mr. Addison,

Thank you for your letter of 3 September. The letter has been delayed by being addressed to the University rather than to this College. The postmarks show that it has paid a visit to Market Harborough.

I am grateful to the Prime Minister for the honour of an invitation to take part in the Seminar to be held on 2 October. At present I have a conflicting commitment but it may be possible for me to change it to another date. I hope to be able to write to you again within a few days. I should certainly like to take part in the Seminar if it proves possible.

Yours sincerely,

Mark Addison, Esq.,
The Private Secretary,
10 Downing Street,
LONDON SW1.

Vanessa

NORTHFIELDS UPPER SCHOOL

Head
D. FONE, BSc, FRGS

Houghton Road
Dunstable, Beds LU5 5AB
Telephone: Dunstable 608011

10th September 1985

ae 14

The Private Secretary
10 Downing Street
London

Dear Sir,

Thank you for your letter concerning the Prime Minister's invitation to attend a seminar on educational issues at 5 o'clock on 2 October.

I shall be very pleased to attend.

Yours faithfully,

D Fone.

Headmaster

Regional Advisory Council for Further Education
London & South Eastern Region

Tavistock House South, Tavistock Square, London WC1H 9LR 01-388 0027

Chairman: Councillor M.G. Venn CBE *Director: D.T.M. Bennett MA*

Your reference ~~*Address correspondence to Director, quoting*~~

From the Chairman 10 September 1985.

Dear Mr. Addison,

Thank you for your letter of 3rd September; I shall be pleased to attend the seminar which the Prime Minister proposes to hold on the 2nd October.

Should any further communication be needed, correspondence will reach me more rapidly at my private address,

Councillor M.G. Venn, CBE,

[redacted]

Yours sincerely,
Maurice Venn

Mr. M. Addison,
Private Secretary,
10 Downing Street,
Westminster,
London, S.W.1.

CF

THE UNIVERSITY OF LEEDS

School of History
Leeds
LS2 9JT
Telephone 431751 Ext 6369

Professor of International History
David N. Dilks

DND/LMH

10th September, 1985

Dear Mr. Addison,

Many thanks for your letter of 3rd September.

2nd October is the first day of our term; but I should not like to miss the discussion, and shall do my best to confine my engagements in Leeds to the morning of that day. British Rail willing, therefore, I shall hope to be at No. 10 by 5.00 p.m.

Yours sincerely,

David Dilks.

Mark Addison, Esq.,
Private Secretary,
10 Downing Street,
LONDON S.W.1.

Verene

DRAYTON MANOR HIGH SCHOOL
DRAYTON BRIDGE ROAD,
HANWELL, W.7.

TELEPHONE: 01 ~~567 0231~~ 840-0866

LONDON BOROUGH
OF EALING
EDUCATION COMMITTEE

C.J. EVEREST M.A.
HEADMASTER

10th September 1985.

Mark Addison, Esq.,
Private Secretary,
10 Downing Street,
London S.W.1.

Dear Mr. Addison,

Thank you for your letter of 3rd September.

I shall be pleased to attend the seminar proposed by the Prime Minister for 2nd October to discuss recent developments in education and their implications for the future.

Yours sincerely,

C.J. Everest

Headmaster.

Vaerie

UNIVERSITY OF SALFORD

Salford M5 4WT, England/Telephone: 061 736 5843/Telex: 668680 (Sulib)

Professor J M Ashworth, DSc, FIBiol: Vice-Chancellor

JMA/HP.

10th September, 1985.

Mr. M. Addison,
Private Secretary,
10 Downing Street,
London.

Dear Mr. Addison,

Thank you very much for your letter of 4th September inviting me to attend the Prime Minister's seminar on 2nd October. I am honoured that you should have thought to invite me and will be delighted to lead off the discussion on new directions in vocational education and training.

Yours sincerely,

John Ashworth.

CLARE COLLEGE
CAMBRIDGE
CB2 1TL
0223 358681

10 September 1985

Dear Mr Addison,

Thank you for your letter which reached me yesterday. I am honoured by the Prime Minister's invitation to attend the seminar on education which she plans to hold on October 2nd and I should have very much enjoyed coming to it. Unfortunately, however, the day and time in question precisely overlap with an engagement of many months' standing to address the Hon. Society of Cymmrodorion who have made complex arrangements which I cannot in honour disturb. Therefore, with the utmost regret, I have to say that I cannot come. I should be grateful if you would convey my regret and apologies to the Prime Minister.

Just to show that those regrets are sincere, I take the liberty of enclosing a few short notes to indicate the kind of thing I should have said in leading off the discussion. Please do as you please with them: if you think them of use, do use them, otherwise throw them away.

Yours sincerely

G R Elton

G.R. Elton

Mark Addison, Esq.
10 Downing Street
Westminster
London S.W.1

cf 10/9

Many thanks for your letter. I know the PM will be sorry that you are unable to join the seminar, but will quite understand the reasons. I know she will also be grateful, ~~[illegible]~~ ~~[illegible]~~ you ~~[illegible]~~ for [illegible] enclosing notes on the themes you might have developed on 2; [illegible] she will [illegible]

Some introductory remarks

By 'higher education' I mean essentially university education. While the public sector also attends to aspects of it, it mixes in a great deal of vocational training; the university must define principles and criteria for others to consider and follow.

Purpose? I'd define it as the training of minds. The instilling of certain skills or pieces of knowledge is a means to the end - to produce people who know how to think for themselves and to escape indoctrination.

At present, but not only at present, this purpose faces three obstacles.

1. In practice we do not train minds to think - we train people to pass examinations. In this country, where formal testing prevails virtually annually from about the age of 15, we produce the finest examinees in the world.

2. Partly for that reason, and partly because of the expansion of knowledge, we do not have enough time to produce thinking minds. We have the shortest degree course in the civilized world; in its three years we try now to ask for about twice as much work (for examinations) as we did thirty years ago.

3. A prevalent climate, assisted by the age-group we teach (this is inescapable). Round about the age from 17 to 21 most young people believe in two things: that the world could be made into an ideal construct by means of universal good will, and that the way to achieve this is by means of a universal theory. E.g. the great revivals recently apparent in both Marxism and fundamentalist religion (both very powerful in the USA) represent a retreat into a permanent state of adolescence and hinder the development of independent thought based on intellectual means of enquiry.

GR Elton

V over.

Middlesex Polytechnic

Trent Park
Cockfosters Road
Barnet
Hertfordshire
EN4 0PT
01-440 5181
Telex 8954762

Director
Dr RMW Rickett CBE BSc CChem FRSC

RMWR/CA

10 September 1985

Mark Addison Esq
Private Secretary to the Prime Minister
10 Downing Street
LONDON
SW1

Dear Mr Addison,

I have great pleasure in accepting the Prime Minister's kind invitation, contained in your letter dated 3 September, to attend a seminar on Wednesday, 2 October at 5.00 pm to discuss recent general developments in education and their implications for the future.

Yours sincerely,

RMW Rickett
Director

BLACKPOOL COLLEGIATE

HIGHFURLONG
BLACKPOOL FY3 7LS

Telephone — Blackpool 34911

Headmaster: C.P.J. Fulford, BA FRSA,

10th September, 1985.

Dear Mr Addison,

Thank you for your letter inviting me to the seminar at 5.00 p.m. on Wednesday 2nd October. I shall be very pleased to attend.

Yours sincerely

Christopher Fulford.

The Private Secretary to the
Prime Minister,
10, Downing Street,
LONDON.

Vaienc.

THE COUNTY COUNCIL OF HEREFORD AND WORCESTER

From The Chairman of the Education Committee
Dr. D.J.M. Muffett, O.B.E.

COUNTY HALL,
WORCESTER.
WR5 2NP
Tel. (0905) 353366 extension

9th September, 1985.

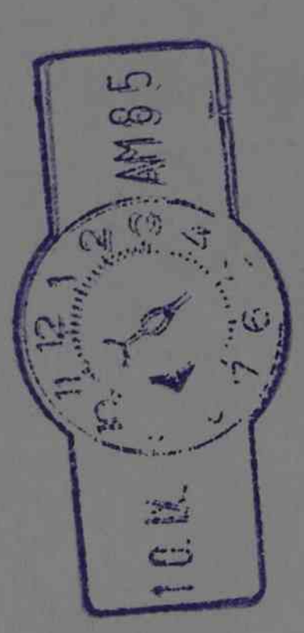
Mark Addison, Esq.,
10 Downing Street,
London.

Dear Mr Addison

Thank you for the invitation to the Seminar to be held by the Prime Minister on 2nd October, which I shall be delighted to attend. No doubt you will let me have further details in due course.

Yours sincerely

D Muffett


10 IX
12 1 2 3 4 5 6 7 8 9 10 11 12
AM85

10 DOWNING STREET

Colin -

Charles Powell ✓

Do you know of Spiro?

If you agree, I shall reply saying the PM was grateful to Mr Silk for writing, and that she will bear his suggestion in mind.

<u>Colin</u> MEA 5/9

Don't know him — I agree your draft. reply as suggested. But I wd. consult the DTI as well & perhaps [illegible] [illegible] post

Varenne.

London Borough of Croydon

Telephone 01-686 4433
Ext 2251
Your ref
my ref DN/EH
date 9th September 1985

D. Naismith, M.A. Director of Education
Education Department
Taberner House Park Lane Croydon CR9 1TP

Mark Addison Esq.,
Private Secretary to the
Prime Minister
10, Downing Street
LONDON SW1

Dear Mr Addison

Thank you for your letter of the 3rd September and for the Prime Minister's very kind invitation.

I shall be glad to attend the Seminar on the 2nd October 1985.

Yours sincerely

D Naismith

VK has noted for guest list

From The Warden D.R.W. Silk J.P. M.A.

Radley College · Abingdon · Oxfordshire · OX14 2HR *Tel:* Abingdon (0235) 20294

9th September, 1985

Dear Mr. Addison,

Very many thanks for your letter.

I am very honoured that the Prime Minister should think of inviting me to the seminar on recent general developments in education on 2nd October at 5.00 p.m. I am delighted to accept though I fear I may have very little that is original to offer.

It was a strange coincidence to receive your letter as I had been plucking up courage to write to the Prime Minister about someone I met recently in South Africa. I had been invited as the guest speaker to the Headmasters' Conference of the South African private schools in August and amongst the other speakers was a man who impressed so greatly that I felt I should bring his name to the Prime Minister's notice.

His name is André Speir and he has just been called in by the South African Government to advise them on future policies in many areas of government. I cannot remember listening to a more fascinating man, and he was speaking to us mainly about privatisation of education, but he spread the net much more widely than that. He is what I believe is called a "futurist" and the scenario he painted for the future of South Africa was a very much more hopeful one than I had ever heard before. I got to know him quite well over the five days of the conference as we were staying together with the Chairman and it did strike me that he was the sort of person whose quality of thought would be very acceptable to the Prime Minister. I almost felt he was the sort of man who would be worth getting across to England to talk to as many Conservative Members of Parliament as possible. However, I would not want to push it too hard as I am sure that there are other similar people about who are readily available to the Prime Minister, but I felt I ought to mention him.

With all good wishes,

Yours sincerely,

Dennis Silk.

Mark Addison Esq.,
Private Secretary,
10 Downing Street,
London, SW1


16.IX.
AM

Vaverc

Inner London Education Authority

Headmaster: L. J. NORCROSS, B.A.

HIGHBURY GROVE SCHOOL,
Highbury New Park,
London N5 2EG.
Telephone: 01-226 7993

Mark Addison, Esq.,
10, Downing Street,
London SW1.

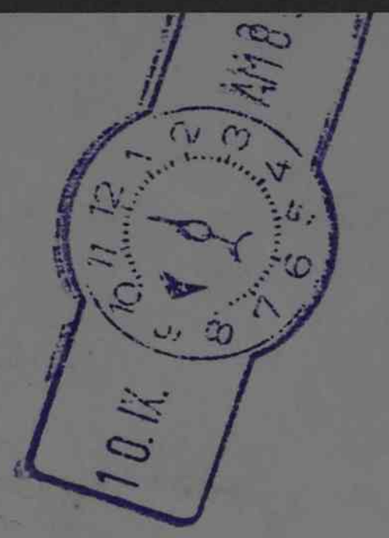
9th September, 1985.

Dear Mr. Addison,

I am very happy to accept the Prime Minister's invitation to attend the seminar on education on 2nd October, and look forward to hearing further from you in due course.

Yours sincerely,

Lawrence Norcross.


10. IX.
AM8

add to Bundle

COUNTY OF AVON

HENBURY SCHOOL

MARISSAL ROAD, HENBURY,
BRISTOL BS10 7NJ

Telephone: Bristol 505505

Headmaster: C. C. Bayne-Jardine, M.A., M.Ed.

9 September, 1985

Dear Mr. Addison,

Thank you for the invitation to attend the Prime Minister's seminar to discuss recent general developments in education.

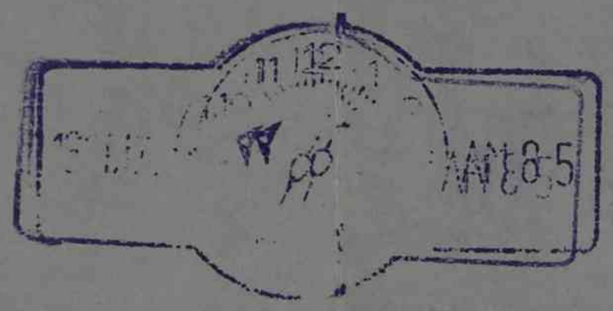
I shall be pleased to attend at 5 p.m. on 2 October, 1985.

Yours sincerely,

Colin Bayne-Jardine

Headmaster.

Mark Addison, Esq.,
Prime Minister's Private Secretary,
10 Downing Street,
LONDON.



Roehampton Institute

Digby Stuart
Froebel
Southlands
Whitelands

Verene.

Principal Sister Dorothy Bell MA (Oxon)

Digby Stuart College
Roehampton Lane,
SW15 5PH
Telephone: 01-876 8273

9 September 1985

Mr Mark Addison
10 Downing Street
London SW1

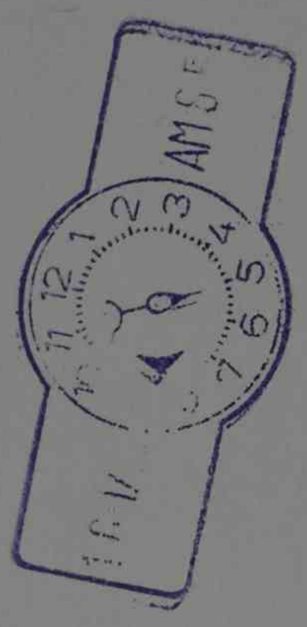
Dear Mr. Addison,

I am delighted to accept the invitation of the Prime Minister to attend the seminar on 2 October at 5 o'clock. I am sure that in due course you will be circulating the names of others who are also able to accept and to clarify whether it will be one seminar to cover the three broad sections mentioned or whether we shall be divided into three groups.

I look forward to this occasion very much.

Yours sincerely,

Dorothy Bell.


AMS

Vcrene

THE HABERDASHERS' ASKE'S SCHOOL

Headmaster Bruce H. McGowan, M.A.

BUTTERFLY LANE, ELSTREE, BOREHAMWOOD, HERTS. WD6 3AF 01-207 4323

BHM/CJJ

9th September 1985

M Addison Esq
Private Secretary
lO Downing Street
London SWl

Dear Mr Addison,

Thank you for your letter of 3rd September. I have great pleasure in accepting the Prime Minister's invitation to a seminar on 2nd October at 5.OO pm.

Yours sincerely,

B H McGowan
Headmaster

Vetting

LEICESTERSHIRE EDUCATION COMMITTEE

Principal: E.A.W. GREEN, B.A., M.Ed., A.C.P.

Judgemeadow Community College

MARYDENE DRIVE, EVINGTON, LEICESTER, LE5 6HP
TELEPHONE: School Office – Leicester 417580
Community Office – Leicester 417234

Your Reference

College Reference
(to be quoted in any reply) G/JP

Mr. Mark Addison,
Private Secretary to the Prime Minister,
10, Downing Street,
London, S.W.1.

9th September, 1985.

Dear Mr. Addison,

Thank you for your invitation to attend on October 2nd the seminar on education proposed by the Prime Minister.

I am pleased to accept the invitation and look forward to receiving further information.

E.A.W. GREEN
Principal

Educ.

V Opene

London Borough of Ealing

Headmistress: Mrs. V R Barrington

Northolt First & Middle School
Compton Crescent
Northolt
Middlesex UB5 5LE
Telephone 01-841 4511 ext.50

9th September 1985

Dear Mr. Addison,

Thank you for your letter inviting me to attend the seminar on 2 October.

I will be very pleased to attend.

Yours sincerely,

Valerie Hey

M. Addison, Esq.,
Private Secretary,
10, Downing Street,
London,

Educ.

Vcheme

BRADFORD
45461

BRADFORD GRAMMAR SCHOOL,
BRADFORD BD9 4JP

9 September 1985

Mr Mark Addison
Private Secretary
10 Downing Street
LONDON

Dear Mr Addison

Thank you for your letter of 3 September conveying the Prime Minister's request that I should attend a seminar on 2 October.

I have pleasure in confirming that I shall be able to come.

Yours sincerely

David Smith

D A G SMITH
Headmaster

Verene

THE LONDON ORATORY SCHOOL

SEAGRAVE ROAD, LONDON SW6 1RX TELEPHONE: 01-385 0102

FROM THE HEADMASTER: JOHN McINTOSH, MA

Monday, 9th September 1985

Mark Addison, Esq.,
10 Downing Street,
London, SW1

Dear Mr Addison,

Thank you for your letter of 4th September.

I shall be delighted to attend the Prime Minister's seminar on Wednesday, 2nd October at 5 p.m. and to lead off the discussion on schools.

Sincerely,

John McIntosh.

CF

Conservative Research Department

32 Smith Square Westminster SW1P 3HH Telephone 01-222 9511

Director: ROBIN HARRIS

JC/AW

6th September 1985

Dear Mr Addison,

Thank you for your invitation to the seminar which the Prime Minister proposes to hold on the 2nd October. I accept the invitation with pleasure.

Yours sincerely,

Judith Chaplin.

Mrs Judith Chaplin

Mark Addison Esq
Private Secretary
10 Downing Street
LONDON
SW1

10 DOWNING STREET

Vayne. CF.

We shall need to keep this system, & tidy them up 1 week before the service.

MBA 6/5

NOTE FOR THE FILE

EDUCATION SEMINAR

Action Outstanding

1. Despatch outstanding invitation to
Councillor Mrs Peart BSc, FRGS,
Chairman of the Education Committee,
London Borough of Sutton,
The Grove,
Carshalton,
Surrey,
SM5 3AL

2. Clear with the Prime Minister the names of Ministers and any others to attend the seminar. Ministerial representation might include - the Education Ministers, Lord Young, and the Secretary of State for Trade and Industry? Others to attend might include Baroness Cox and Mr Sexton, Political Adviser at Department of Education and Science.

3. Agree with the Prime Minister a programme for the seminar, including the three discrete discussions and opening remarks. Oliver Letwin will provide a draft.

MARK ADDISON

5 September 1985

MARK

SEMINAR LETTERS ARE ON VC'S TYPEWRITER

The three for the lead speakers are under Ashworth and the others are no. 77.

NB!

MINISTERIAL LETTERS OUTSTANDING.

5/9

J Ashworth – B LETTER –	Salford University
J R Bambrough	Cambridge University
V Bamington (Mrs)	Northolt School
C Bayne-Jardyne	Henbury School
D Bell (Sister)	Digby Stuart School
M Beloff LORD. FBA	Oxford University
J Butterfield Sir, OBE, FRCP.	Cambridge University
Judy Chaplin	CCO
Fred Crawford Prof	Aston University
P Croft	Ramsey School
D Dilks (Professor)	Leeds University
G Elton FBA – B. LETTER	Cambridge University
D Esp	CEO Lincolnshire
C Everest	Drayton Manor High School
D Fone	Northfields Upper School
C Fulford FRSA	Blackpool Collegiate School
A Green	Judgemeadow School & Community College
R Honeyford	Drummond Middle School
Ann Jones	Cranford Community School (Hounslow)
E Kedourie FBA	London University
J Mackintosh – B. LETTER –	Oratory School
J Marks	PNL/NCES
R McCloy FRSA	CEO Kingston
B McGowan	Haberdasher's Aske School
K Minogue	London University
D Muffett OBE	Chairman of Education Hereford & Worcester
D Naismith	CEO Croydon
L Norcross	Highbury Grove School
D O'Keefe	PNL
G Peele	Oxford University
A Pollard (Professor)	University of Buckingham
Tony Quinton	Trinity College, Oxford
Dr R Ricketts CBE	Middlesex Polytechnic
Cllr Brian Sams	PCL
Dennis Silk	Radley College
D Smith JP	Bradford School
Cllr Maurice Venn	NACE and SCRAC
Cllr Mrs M Peart	Chrm, Education Ctte, London Borough of Sutton

– = Reply rec'd.

Secretary of State
Mr Brooke
Mr Dunn
Mr Walden
Lady Cox
Mr Madell
Mr Sexton

FILE

(B. LETTER)

10 DOWNING STREET

From the Private Secretary

4 September 1985

Dear Mr McIntosh - school.

Letter - HE
Should - voced

The Prime Minister has in mind to hold a seminar with a number of distinguished people from the world of education, on 2 October from 5 o'clock for about two hours. She envisages the seminar would discuss recent general developments in education, and their implications for the future. The Prime Minister has in mind that the seminar would be divided into three broad sections - on higher education, schools and new directions in vocational education and training. It would be followed by a short reception.

The Prime Minister hopes you will be able to attend. She would also be very grateful if you would agree to lead off the discussion on schools.

I look forward to hearing from you.

Yours sincerely

Mark Addison

(MARK ADDISON)

John McIntosh, Esq.

FILE

10 DOWNING STREET

From the Private Secretary

3 September 1985

Dear Mr Fulford

The Prime Minister has in mind to hold a seminar with a number of distinguished people from the world of education, on 2 October from 5 o'clock for about two hours. She envisages the seminar would discuss recent general developments in education, and their implications for the future. The Prime Minister has in mind that the seminar would be divided into three broad sections - on higher education, schools and new directions in vocational education and training. It would be followed by a short reception.

The Prime Minister hopes you will be able to attend.

I look forward to hearing from you.

Yours sincerely

Mark Addison

(MARK ADDISON)

C.P.J. Fulford, Esq., FRSA.

RJ

ESDI110

APS with Vanessa (ER)

DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH
TELEPHONE 01-934 9000

FROM THE SECRETARY OF STATE

30 August 1985

Vanessa.
This has been
arranged. MLGA 2/9

Dear Mark,

I enclose a list of addresses of those who are to be invited to the Education Seminar on 2 October.

Yours ever,

Ian Hughes

I M HUGHES
Private Secretary

Mark Addison Esq
Private Secretary
10 Downing Street
London SW1

ESD1106

Professor John M Ashworth PhD MA DSc FIBiol
Vice Chancellor
University of Salford
Salford
M5 4WT

J R Bambrough MA
~~University of Cambridge~~ St. John's College,
Cambridge CB2 1TN

Mrs V R Barrington
Northolt Combined School
Compton Crescent
Northolt UB5 5LE

C Bayne-Jardine
Henbury Mixed School
Marissal Road
Hewbury
Bristol BS10 7NT

Sister Dorothy Bell MA DipEd DipTh
Principal
Digby Stuart College
Roehampton Lane
London SW15 5PH

Lord Beloff MA DLitt FBA FRHistS FRSA
~~St Anthony's College~~ Flat 9, 22 Lewes Crescent, Brighton
~~Oxford OX2 6JF~~ BN2 1GB.

Sir John Butterfield OBE MA DM MD FRCP
Vice Chancellor
University of Cambridge, The Old Schools,
Cambridge CB2 1TN

Judy Chaplin
Conservative Central Office
32 Smith Square
London SW1P 3HH

Professor Fred W Crawford PhD DEng DSc FIEE FIP FIMA
Vice Chancellor
University of Aston in Birmingham
Gosta Green
Birmingham B4 7ET

P A Croft
The ~~Halstead~~ Ramsey School
Colne Road
Halstead
Essex CO9 2HR

0787 472481.

Professor David N Dilks FRHistS
University of Leeds
Leeds
LS2 9JT

Professor Geoffrey R Elton PhD MA LittD FBA
University of Cambridge
Cambridge CB2 1TN

Derek G Esp BA
Director of Education
Education Department
Lincolnshire County Council
County Offices
Newland
Lincoln LN1 1YQ

C J Everest
Drayton Manor High School
Drayton Bridge Road
Hanwell W7 1EU

D Fone
Northfields Upper School
830 Houghton Road
Dunstable
Beds LU5 5AB

C P J Fulford BA FRSA
Blackpool Collegiate School
and Sixth Form Centre
Highfurlang, Blackpool
Lancashire FY3 7LS

EAW.
A E W Green
Judgemeadow School and Community College
Marydene Drive, Evington
Leicester LE5 6HP

Ray Honeyford MA MEd
Drummond Middle School
Drummond Road
Bradford BD8 8DA

14 Milton Road,
Prestwich, Manchester,
M25 5PT.

Mrs Anne Jones
Headmistress
Cranford Community School
High Street
Cranford
Hounslow
Middx TW5 9PX

Professor Elie Kedourie BSc (Econ) FBA
London School of Economics
Houghton Street
Aldwych
London WC2A 2AE

10

John McIntosh MA
The London Oratory School
Seagrave Road
London SW6 1RX

Dr John Marks
2 Melbury Road
Harrow
Middlesex HA3 9RA

R J McCloy Esq MA MSocS BA FRSA
Director of Education and Recreation
Education Department
Guildhall
Kingston upon Thames
Surrey KT1 1EU

Bruce H McGowan MA
Headmaster
The Haberdashers' Aske's School
Butterfly Lane
Elstree
Borehamwood
Herts WD6 3AF

K R Minogue BA BSc (Econ)
The London School of Economics and
Political Science
Houghton Street
London WC2A 2AE

Dr D J M Muffett OBE
Chairman of Education Ctee.
Education Offices
Hereford and Worcester County Council
Castle Street
Worcester WR1 3AG

D Naismith Esq MA
Director of Education
Education ~~Offices~~ Dept.
Taberner House
Park Lane
Croydon CR9 1TP

L J Norcross BA
Highbury Grove School
Highbury New Park
London N5 2EG

8

Dr Dennis O'Keefe
Department of Teaching Studies
Polytechnic of North London
Prince of Wales Road
London NW5 3LB

Cllr Peart.

Miss Gillian R Peele BA BPhil MA
Lady Margaret Hall
University of Oxford
Oxford OX1 2JD

} away until 3 Oct.

Professor Arthur Pollard BA BLitt
Visiting Professor
University of Buckingham
Buckingham
MK18 1EG

Humberside County Council,
County Hall, Beverley,
North Humberside. HU17 9BA

Rt Hon Lord Quinton MA FBA
President
Trinity College
Oxford OX1 3BH

Dr Raymond M W Rickett CBE BSc CChem FRSC
Director
Middlesex Polytechnic, Trent Park, Cockfosters Road,
~~114 Chase Side~~ Barnet, Herts EN4 0PT
~~London N14 5PN~~

Councillor Brian Sams BSc DMS CEng MIEE MBIM
Chairman of The Education Committee
~~Directorate of Education~~
~~Town Hall~~
Crayford DA1 4EN

Bexley London Borough,
48 Erith Road, Belvedere,
Kent DA17 6EY

Dennis R W Silk ~~MA~~ JP
Warden
Radley College
Abingdon
Oxon OX14 2HR

D A G Smith JP MA
Bradford Grammar School
Keighly Road
Bradford BD9 4JP

Councillor Maurice Venn CBE
Chairman
Regional Advisory Council for Further Education
London and South East Region
Tavistock House South
Tavistock Square
London WC1H 9LR

19 OXFORD AVE,
HESTON,
HOUNSLOW,
MIDDLESEX, TW5 0HF.

Cllr Mrs Peart FRCS.
Chairman of the Education Ctee.
London Borough of Sutton,
The Grove,
Carshalton,
Surrey SM5 3AA

CPRS -
Baroness Cox.
House of Lords
SW1.

Cf pps - Educ. Seminar

Schools Curriculum Award
1984

Cranford Community School
Hounslow

Head: Mrs. Anne Jones BA

Cranford Community School
High Street
Cranford
Hounslow TW5 9PD
01-897 2001/5
Community Office 01-897 6608
Sports Hall 01-897 6609
Youth Wing 01-897 6900

Please reply to:

17th December, 1985

Mark Addison,
10 Downing Street,
London.

MGA

Dear mark Addison

Thank you very much for your note. In fact the Prime Minister did reply to me personally and immediately, and I was very appreciative of her comments.

? return file.

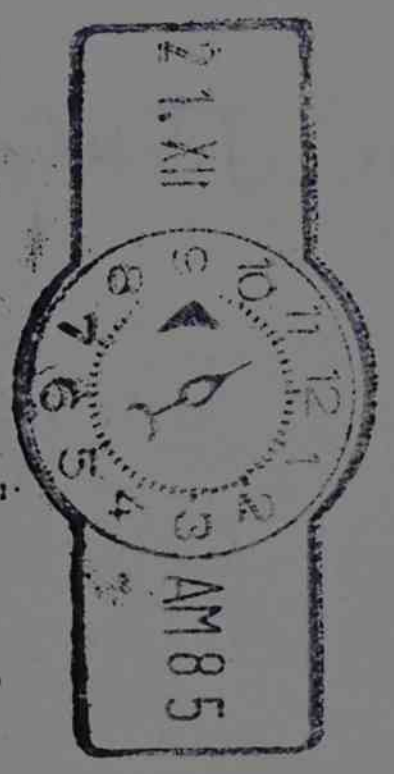
With Christmas greetings.

Yours sincerely,

Anne Jones

EDUCATION SEMINAR

AUG 85



File PA

10 DOWNING STREET

From the Private Secretary

11 December 1985

The Prime Minister has asked me to thank you for your letter of 9 October, in which you expanded on some of the points you raised at the recent Education Seminar. I am very sorry that your letter has not been acknowledged before, but we have no trace here of ever having received it; in the end we saw the copy you sent Mr Brittan.

The Prime Minister was very grateful to you for the helpful summary you provided, and for the contribution you made at the Seminar.

(Mark Addison)

Mrs. Anne Jones.

L1SS18

A7

DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH

TELEPHONE 01-934 9000

FROM THE SECRETARY OF STATE

CP copy requested 9/12

We must obtain a copy of the letter. MEA 9/12

5 December 1985

Dear Mark

not enclosed

I enclose a copy of a letter addressed to the Prime Minister from Mrs Anne Jones, one of the representatives of the education service who attended the recent education seminar at No 10. Mrs Jones is Head of Cranford Community School in Hounslow, an area which has chosen not to participate in the TVEI.

The copy attached was originally sent to Mr Brittan, and was forwarded to this Department for official reply by the Home Office. From enquiries I have made, it would appear that you have no record of receiving the original letter; no copy has been sent to any of the Ministers here.

We do not propose to reply ourselves. I attach a draft which might issue from No 10 over the signature of a Private Secretary; or you might choose simply to acknowledge the points made by Mrs Jones.

Yours ever,

I M HUGHES
Private Secretary

MARK ADDISON
~~Tim~~ Private Secretary
No 10 Downing Street
Whitehall
LONDON SW1

L1SS19

DRAFT LETTER TO MRS JONES

The Prime Minister was grateful for your letter of 9 October, in which you expanded on some of the points you raised at the recent education seminar. I am sorry that your letter has not been acknowledged before; we cannot trace receipt of the original but have seen the copy you sent to Mr Brittan. Mrs Thatcher has asked me to offer the following comments:

i. the Government is fully seized of the importance of education for Britain's future. Very substantial resources continue to be made available to the education service. Indeed, more money is now being spent ~~on our nation's school children~~ per pupil than ever before - 16% more per pupil in real terms than in 1979. But of course what counts is how these resources are used. If local authorities take advantage of falling school rolls and the general scope that exists for efficiency savings in the education service, then more can be directed to policies of educational benefit;

ii. the Government believes that all children, whatever their sex or ethnic origin, must be given an equal opportunity to achieve the best of which they are capable. This means that schools must both foster amongst their pupils understanding and respect for others, and work to remove whatever specific obstacles hamper the achievement of certain groups. But, as you suggest, more needs to be done to identify the most effective approaches;

iii. it is essential that schools should capitalise on the enthusiasm and energy of pupils, by increasing the relevance of what they are taught; indeed, this was a major theme of the White Paper 'Better Schools';

iv. there is one way of cutting the Gordian knot of the academic/vocational divide - the GCSE, with its practical content and its increased relevance; and the TVEI is another;

v. the Departments of State most closely concerned with education and training have to work together efficiently and without duplication, and there are clear arrangements to ensure that this happens. The Prime Minister sees no case at the present time for changing the Departmental structure;

vi. the Government's recent Green Paper on Higher Education recognises both the importance of providing opportunities for education throughout life generally, and specifically, the need for provision to facilitate access to higher education for older students who could not take advantage of it earlier. The contribution of access courses, of modular provision, and of the possibilities of credit transfer are specifically recognised in the Green Paper.

I hope that you find these comments helpful.

EDUCATION : SEMINAR : AUG 85