

MRA THATCHER.

A. Points you made which a news editor would find striking.

1. If a really serious confrontation with e.g. the miners arose, or if the functioning of the constitution or the nation was in danger, there would be a strong case for a referendum - the only way to put a single issue to the country. If the government won, coal could be imported.
2. If the closed shop is to be enforced, and a loyal and efficient worker dismissed in circumstances which would make it difficult for him to go on practising his trade or profession there should be compensation, and the compensation should be whopping.
3. The Scarman inquiry into Grunwick was a case of asking a judge to apply his judicial ~~training~~ training in circumstances in which it was not really applicable. The experience must make one think very carefully before ever again asking a judge to do such a task. The burden on him was unfair. See the very different emphases in his report on the Red Lion Square demonstration.
4. The closed shop could be thoroughly reformed by a Thatcher government only if you were satisfied that reform had overwhelming public support. If that happened you would not hesitate.
5. Are we to be told we are not allowed to criticise trade unions, even though every other institution in the land comes under constant and radical criticism?
  - Do the unions admit, as Donovan said, that the closed shop does involve unfairness and inequity?
  - If they do what are they willing to do about it?
  - Are we never to hear from unions proposals for change which are drafted in the interests not



simply of union members but of individuals and of the community at large?

B. Specific attitudes of Brian Walden drawn from his articles.

1. For health charges and means testing in the social services.
2. For defence cuts.
3. For being tough in industrial relations situations like Leyland (suggesting sacking Leyland wreckers).
4. For public expenditure reductions but not in principle against deficit financing (admirer of Keynes to a point of intensity).
5. Against the idea of a meritocracy. On education not much concerned with excellence but only with accountability of educational institutions to government, because of government finance.
6. Essentially a man very conscious of his image of himself as a working class intellectual.
7. Not at all concerned with ideas of liberty or particularly with economic freedom for the individual. More anxious about other freedoms (see third article on file).