

From: The Rt.Hon. Sir Keith Joseph, Bt., M.P.



12th April 1983.

Ferdinand Mount, Esq.,  
10 Downing Street,  
London, SW1.

Personal & Confidential.

Dear Ferdy,

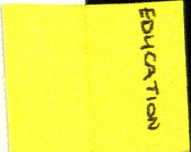
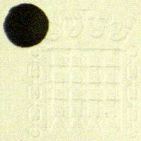
Here is a re-draft of the paragraphs I originally contributed. You may want to put them in the context of your own introductory sentences.

I also attach a short piece on Science.

Yours,

Sr Keith  
- Ben

Dictated by Sir Keith and signed in his absence.



We aim above all to raise the effectiveness and standards of education. Money is important, but not the only factor. School rolls have fallen by over 1 million children in the last six years, but more money is being spent in real terms per child at school than ever before, and there are more teachers in relation to the children at school than ever before also. Falling rolls do cause problems, but with spending per child and teachers in relation to children both at record levels authorities can protect the curriculum by careful deployment of staff.

The quality of head teachers is crucial. We look to authorities to ensure that all head teachers are good. We are initiating training for head teachers, but the selection and appointment is for authorities. We shall continue to fund the provision of extra in-service training for teachers and we shall improve teacher training by all the means announced in our recent White Paper.

We are supporting research to help special schools improve their effectiveness and we shall encourage the sensible integration of handicapped children in normal schools. We shall continue modest encouragement to nursery schools, particularly in inner cities, and play groups.

We seek to use very modest specific grants to encourage desirable trends at school, such as graded tests and records of achievement. We shall

continue to encourage computer activity in education.

We believe that some 40% of those at school scarcely benefit because the curriculum neither interests nor stretches them: some truancy may reflect boredom: we have therefore provided extra money for curriculum developed projects to serve this large minority much better than now.

We shall switch the emphasis in the Education Welfare Service back to school attendance.

We believe that many children of all abilities want, and will benefit from, a technical ingredient in the curriculum. We have therefore launched a pilot programme starting this September which will, we hope, spread technical courses to most technical schools.

We have abolished the Schools Council. We shall, with the Secondary Examination Council, improve the effectiveness of O and CSE examinations, including starred certificates for clusters of O levels, foster the new 17+ examination and promote a limited broadening of A levels.

We shall continue to publish HMI reports and the systematic following up of their findings.

[ We shall give parents more choice in using for schooling the public money available for their children, and will give them, wherever their local education authorities so opt for their areas, the right to manage schools.]

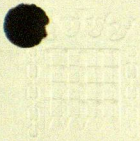
[We shall ..... ILEA].

[We await the Swann Committee report on the education of ethnic minorities].

[We shall bring in legislation to give parents the right to reject corporal punishment for their children].

For non-advanced Further Education we shall continue to facilitate the wide range of courses for which there is enough demand.

In higher education we hope to maintain at least the present level of university provision, including research. For the polytechnics we look to the new National Advisory Board to enable us and the local education authorities to ensure a high standard and economic range of courses. We expect to sustain the present record age participation rate in higher education, slightly shifted in emphasis towards a larger element of technological, scientific and engineering courses.



SCIENCE

We have maintained, and intend to maintain in real terms, finance for the Research Councils, and have provided extra money for young talent and new technological opportunities in universities.



N.B.

The letters included here include revised texts from Sir K Joseph & Mr Roper which arrived too late to be fully reflected in the Draft Manifesto.