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Aspects of Progress

Much public argument about educational reform polarises the expression of opinion into crudely over-simplified Black and White. Terms like 'disaster' or 'proven success' are flung about with little relation to the experiences of the teachers and children who are involved. Those who believe that, for instance, the coming of comprehensive secondary schools will bring total gloom or total light are beyond the aid of rational enquiry.

It has been the belief of **Forum**, since it was first at planning stage twelve years ago, that comprehensive schools were needed, but that this in itself was only a first step. In Michael Armstrong's formulation: they are a *necessary* but not a *sufficient* condition for progress. As Jack Walton argues in his article on innovation: 'structural change does not necessarily mean any organic change'. This is just as true of a new school building as of a major alteration in the age-range or ability-range that a school serves.

Yet it does seem, from the observations of researchers and of international visitors, that the British Primary School, in the quarter of a century since it was given its head to undertake the comprehensive education of all the children under eleven, has so far achieved more flexibility than any other educational institution in terms of individual and group learning. And this has been with the *least* cash for staff, equipment and buildings. Miss Cornelius and Elizabeth Grugeon give some of the reasons that help to make up this minor miracle. A positive attitude towards innovation; towards adapting and modifying rooms, corridors and materials; a will amongst staff to get together and pool their problems; a developed interest in the ways children seem to work best—and a determination to adapt one's approaches to involve these observations: these are some of the clues to what still distinguishes many ordinary primary schools from most secondary schools (or tertiary colleges, for that matter).

But it seems that a thaw is coming in the attitudes of secondary teachers towards the curriculum. This is partly due to external pressures, as Jack Walton shows. Sometimes, as Peter Griffiths' report of staff-room cross-curriculum discussions suggests, teachers in different departments become aware of common difficulties in getting children to talk, write and read

to some purpose. A new building, a new grouping of staff, a new method of assessment, a new range of pupils: any or all of these can give the chance for a more conscious and determined joint approach by the staff in the attempt to provide the maximum opportunities for the children and the school.

And it's vital that the chance isn't lost in muddle or cynicism. The example of the BEd, which might still be the major opportunity to unify the teaching profession (and two disparate sectors of higher education), is a case in point. At the moment, as with almost all exams, it's a national lottery with regional variations. As with all qualifying assessments which decide who shall go on to another stage or not, there is often precious little continuity between the former and latter stages. It seems we may be in danger of going through the same kind of history as with the 11 plus, of distorting the previous stage by preparing a minority for the syllabus of the latter stage. Dr Owens' statement should seem eminently reasonable in any other context than that of autonomous and unconnected universities:

'It must be a matter for the college in consultation with the student to decide who shall go forward to a fourth year of study.' As it is, the 'organic, continuous approach' that he calls for is unlikely to emerge without a much greater degree of co-operation between colleges and universities. Perhaps a happier alternative might come, as Catherine Moorhouse suggests, from the Council for National Academic Awards. In that sense, a college of education would be in the situation of a secondary school seeking approval for a new CSE mode 3 syllabus. It is a pity that the universities are not sufficiently flexible to consider a similar relationship. Or perhaps the colleges are not courageous enough to seek this relationship through their institutes?

One of the deepest organic changes of all is the involvement of the pupil's own developing ideas, feelings and interests in the corporate decisions that a group, a class, or a school makes about curriculum, discipline, relationship with the community and so on. We have the individual examples which declare that this can be a continuing process throughout education. As always, this depends on the quality of relationships that individuals make with each other, in or out of home, school and college.

Bristol's Reorganisation One Stage down, One to go

Caroline Benn

Since 1958, **Forum** has regularly reviewed general and specific aspects of the changeover to comprehensive secondary schools. Since 1965, a new organisation has specialised in this field: the Comprehensive Schools Committee, of which Caroline Benn is the Information Officer. She has recently compiled the 4th **Annual Survey of Reorganisation** in the United Kingdom, including the addresses of all known comprehensive schools (it is available from CSC, 123 Portland Road, London, W.11, for ten shillings).

Last September 85.4% of the 11 year old pupils entering Bristol's maintained schools entered comprehensives. This is a real achievement for a city that had only just begun its reorganisation 10 years ago. No other large city in the country is this far along—with 2 or 3 generations of pupils having been through comprehensive schools. Coventry and London, cities that started long before Bristol, are still only 47.6 and 55.9 comprehensive respectively. (DES Statistics 1968.)

The reasons for Bristol's success are not fortuitous: Two good chief education officers, first G H Sylvester and now H S Thompson; and hard working local politicians like Vyvyan Jones and the late St John Reade, who simply battled on and on against the tremendous opposition reorganisation aroused when it was being voted through. This first stage of opposition has all but died, an instructive lesson for other towns now going through the same fire. Lastly, Bristol had the foresight to buy up land around the city very early, against the day when new schools would be needed. Not just small plots of 15 or 20 acres, as most towns did. But 50 acre sites—at a time when land was cheaper. Thus the city anticipated the need for large schools in the new centres of population growth.

There are now 19 comprehensive schools in Bristol, and 5 or 6 more are yet to materialise when money is allocated for building. Of these 19 schools, 16 are relatively new. Most people think all 16 were purpose built, of course. But only 3 were wholly so. Most were designed as secondary modern schools but have been adapted in a relatively short time for their comprehensive purpose. So much for the absurd claim made by those who (one increasingly suspects) can never have visited any comprehensive schools: that successful comprehensives must always have been purpose built.

That Bristol's comprehensives have been successful

is common knowledge. For one thing, Bristol's comprehensive system is lucky in having had two independent inspections, as it were. The first was by Boris Ford, Professor of Education at Sussex University, who was commissioned by the Bristol Evening Post to investigate the city's reorganisation. On June 22, 1965, his **Ford Report** was produced at the height of the argument about should-we—or shouldn't-we—reorganise. (Since Bristol just had, this part of it was rather pointless.) The Report by and large congratulated Bristol on its progress but criticised her for not undertaking research to guide the evolution. Research, Ford said, was needed particularly into the neighbourhoods served by the schools. He drew an interesting distinction between neighbourhood schools that merely relied on a 'neighbourhood intake' and those that were neighbourhood schools because they were 'designed, equipped, and staffed in order to animate and educate their neighbourhoods'. The blame, Ford said, rested not with the 'planners of education', but with 'the planners, or rather non-planners of the city's growth'. In other words, what Ford noted in 1965 was the failure to plan education, services and amenities coherently for the city as a whole. In some important ways this problem still remains, as we shall see.

The second inspection was in August 1968. This time it was the Bristol Fabian Society that visited all existing comprehensive schools and brought out a report: **The Comprehensive Schools in Bristol**. This was edited by Professor H. D. Dickinson and John McLaren and it dealt with the following: Curriculum, Careers Guidance, Social and Youth Activities, and General Organisation—that is, matters of buildings, discipline, and teaching.

It found great variation in the schools. Not in terms so much of individual success—for with one or two

exceptions, all the schools flourished—but in educational practice. Some allowed a very free choice of subjects at the end of the 3rd year, but in others children were 'directed to courses by means of staff assessments and examination results'. The Fabians made no value judgments, but they did note that in schools with direction to courses, parental interest, measured by arrival at the school in reply to an invitation to talk about the new courses, was 'poor'. In schools allowing a lot of choice, parental interest was high. It is interesting that what seemed to arouse parents' response was the realisation that 'choice' was their responsibility.

Teaching practices ranged widely too. Three schools streamed rigidly by means of primary school records; in one of these schools there was not even setting. Three schools, however, had no streaming for two years and setting in the third. The rest streamed loosely, and the Fabians noted that 'in general . . . rigid systems were being replaced by more flexible systems'.

Except for some denominational schools, discussed shortly, Bristol's comprehensives are all neighbourhood schools. Zones are drawn for each school and these are occasionally modified as population patterns shift. Zoning is often thought to restrict choice, but Bristol allows choice of schools too, accommodation in schools permitting. Last September, 79% of the parents gave their neighbourhood school as their first choice of school. Of the remaining 21%, 17% were given places at the schools of their first choice. Of the age group reaching leaving age in 1969, 65% returned to school in September 1969, to begin their fifth secondary year.

So far a very rosy picture; and in the sense that Bristol has weathered the first stage of reorganisation, it is indeed rosy. But the second stage still remains. And it is for this reason that Bristol is really worth studying right at this moment: its outstanding problems are typical of those that so many areas will still have to face even when they have actually reorganised.

Firstly, the comprehensives still in old buildings. Two—really it is three—of Bristol's comprehensive schools are made up of old schools 'linked' together. Until recently these schools had separate heads, but the policy has been to join them up under one head to anticipate the corporate policy of the single new school. One instalment of one of these new comprehensives will open in 1970 to take the pupils from 13 plus onwards. An annexe will have to be used still for

a while for younger pupils. The first instalment for the second complex of schools is due to open in 1972—again for the older pupils. Although eventually a 10 form entry comprehensive is planned to serve this second area, it is obvious that linked schools will be in use still for many years. However, by 1972/3 all pupils in these 2 areas will be transferring from the lower unit to the higher unit at 13 plus (rather than just some pupils, as must now apply with limited accommodation in upper schools) and this may well alter opinion about this form of reorganisation.

Even so, some of these units will still be in older buildings for a long while to come. Like many cities Bristol feels its building allocations are too meagre and that the policy of simply matching desk-chairs to pupil-bottoms ignores many real problems and discourages sensible forward planning. For example, Bristol policy has been to give extra sixth form accommodation to all existing comprehensive schools so that they will be ready for the increased numbers wanting to stay on. But this contingency planning is actually counted as existing accommodation, with the result that a few of the old schools in the old parts of the city must await real accommodation even longer.

When the two new schools for the two sets of linked schools are completed, a third and fourth new school are projected in south Bristol. These will take in some 10% of the remaining 15% still in a selective pocket at present served by two grammar schools and three secondary modern schools. But rather curiously, the two grammar schools, which are on the same site—one boys' and one girls'—will not become a mixed school, but one for girls only. The boys' school will occupy a completely new site. Most of Bristol's comprehensive schools are mixed, of course. One reason given me for planning single sex schools here was that the staff were 'used' to teaching in single sex schools. Now, yes. But what of the future? One wonders if perhaps R R Dale's research on staff preference for mixed schools might not be of interest to many areas still planning reorganisation. (*Mixed or Single Sex School?* Routledge 1969).

The conflict of co-existence

This leaves two maintained grammar schools in Bristol for which there are as yet no future plans: Cotham and Fairfields. And it is here we come up against the second big problem (the first having been

new buildings): the continued existence of a selective sector alongside the comprehensive schools. For it is not just these two grammar schools that co-exist; but seven direct grant grammar schools as well. Bristol LEA pays for only 750 of the direct grant pupils. But when we add the total pupil population of these grammar schools together, we get an awesome figure of almost 5,000 pupils for whom it is still permanently planned to have a separate state supported grammar school sector with selection and/or fee paying at 11. The remaining maintained secondary school population is about 25,000. This means some 16% of all pupils will still be in grammar schools. Can Bristol's comprehensive system survive this? Many feel it cannot.

It is not only that these grammar schools are better staffed, but also that they are better financed—nationally 13.6% more is spent on maintained grammar school pupils per head than on comprehensive school pupils, for example. (DES Announcement, October 2, 1969). On direct grant school pupils, the expenditure per pupil is even higher. That the higher ability pupils are drawn away from comprehensive schools is argued by no one; and, of course, this has been the constant complaint of Bristol's comprehensive schools. They say it undermines their work.

But it is not just a question of high ability pupils going off, but of these pupils being so largely drawn from the middle classes. The only set of figures from any individual HMC direct grant school about the occupations of the parents of pupils comes from Bristol Grammar School. The School made the survey itself in 1965. It showed that only 1.5% of pupils was drawn from the two lower of the Registrar General's five categories: semi-skilled and unskilled workers; while 61% came from the top two: professional and managerial.

But there is yet a last factor: Bristol's remaining nine grammar schools will almost all be in the old centre of the city, while Bristol's comprehensives will all be on the outskirts. This is exactly the reverse of the usual problem: favoured schools in the suburbs, and decaying schools in the old centres. Thus the outlying housing estates are 'laid waste' as they become the places from which pupils are drawn 'away' to the inner city.

When one talks to some people in Bristol about the problem, one gets the impression some of them would not know what to do with the direct grant schools if they were given them. In other words, not a single

forward plan has yet been made against the day when—inevitably—most of these schools revert to their original purpose: educating the pupils of their community regardless of ability and wealth.

Through this problem is laced yet another: denominational schools. First, the Church of England mixed comprehensive, St Mary's, which co-exists with its direct grant adjunct, Cathedral School, in the centre of town. The problem about St Mary's, newly built, is oversubscription. Because it is open to the whole town. It is true that for pupils in its immediate area it is the 'local school by right'; but they number no more than a quarter of its intake. For the rest of the intake, the governors are completely in charge. They operate an elaborate points system, not on ability, but on 'genuine church affiliation', judged, they say, by enquiry with the local vicar and attendance at Sunday School. Since, however, the School is so oversubscribed, one wonders just what criteria are used when affiliation is equally genuine in two cases. Might it be ability? The fact that it might be is what has worried comprehensive schools in many areas besides Bristol. In areas as far apart as Preston and Crawley, there has been some suspicion of the C of E comprehensive and how 'unselective' its intake really was. In Leicestershire, protest at a proposed C of E comprehensive actually resulted in cancellation of plans for its building.

The Roman Catholic sector has an even bigger headache in Bristol, but one can honestly say it is furthest ahead in the search for a solution. Catholics now make no pretence that schools in their sector—three comprehensives and two direct grants—can operate independently of each other. One of the biggest problems is that the three comprehensive schools, though providing a good range of GCE work, cannot be really comprehensive in some ways. As one told me, it has 24% of top ability creamed by the direct grant grammar schools.

Thus RC deliberations have now produced a plan that the three comprehensives and one direct grant become 11-16 comprehensives, while the other direct grant, centrally placed, becomes a sixth form college. At present this is the only problem on the boil in Bristol. The RC comprehensive schools in general favour it; so, it is rumoured, do many in the girls' direct grant school. The boys' direct grant does not.

The deputy head of one comprehensive school wrote some years back that it would be 'an enormous pity' if the RC grammar schools 'were now to stand in the

Anatomy of Innovation

Jack Walton

More and more changes are taking place in the curriculum and organisation of our schools. How can teachers keep in touch and adapt to control the enormous pressures that come in on them from outside? Jack Walton, former Headteacher and now Senior Staff Tutor at Exeter University, charts a course.

In the American book **Fundamentals of Curriculum Development** Smith, Stanley and Shores suggest that the elements of the culture can be put into three categories: The Universals—those elements generally accepted by the members of the society. The Specialties—those elements found amongst only a portion of the adult population. These tend to be principally the vocational callings. The Alternatives—These are elements which consist of ways of thinking and doing that depart from ideas of practice commonly accepted.

Relating to this classification the authors suggest that a high number of universals relative to a low number of alternatives infer a stable culture. 'As alternatives increase relative to the universals, social change increases and the need for re-integration becomes more and more imperative if the culture is

not to disintegrate.' It would seem there is a nice balance between the alternative constituting the growing edge of a new culture and the alternative as a disintegrating force. The alternatives are the area where innovation takes place.

We are now living in a period where alternatives are increasing relative to the universals. Previously held value systems are in doubt. Traditional practices are continually being criticised. Societal changes are impelling education to reconsider its aims and objectives. In two senses the pressures upon schools to change their organisational structure is coming from the outside. Secondary modern and grammar schools are disappearing to be replaced by comprehensive schools. In very few cases is this organisational revolution suggested by the schools themselves. This kind

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way of educational progress in defence of what might be, in various guises, class privilege'. This is what some see is now happening, of course. Many middle class Roman Catholic parents are up in arms; but even more serious, and perhaps more understandable in view of the very radical change proposed for the school, so is the teaching order of the boys' direct grant school. The position at present is: **impasse**.

Confusion at sixteen

Whether they succeed or not, but especially if they succeed, Bristol's comprehensives have a last problem to face. It is one many comprehensive schools face and won't admit: The competition from further education and technical colleges for post-16 pupils. Bristol proper has never had a large FE sector. The old Technical college is now subsumed in the Poly, but shortly the non-poly work will be extracted and centred in two institutions: North Bristol Technical College, to be sited in Ashley Downs, and the newly established

South Bristol Technical College. Presumably they will slowly build up a post-16 tradition. It will meet with that already built up in South Gloucestershire and Somerset, the counties that run right around Bristol's edges, and where a strong post-16 tradition (sixth form centres and colleges) already flourishes. One of Bristol's best comprehensives has a site that is actually contiguous with another county's flourishing Technical college.

The point I am coming to is this: some comprehensive schools have very large sixth forms, some have rather smaller ones. The direct grant and remaining grammar school sector mostly have large sixth forms. The local techs are building up post-16 work in a very steady way. These three sectors cannot go on developing in isolation from each other when they are all in the same area and serving the same community for the same range of work and public examinations. The new larger authorities will force an overall view eventually; a long-overdue decision to bring direct grant schools under local authorities would force this further. But meanwhile, someone will have to start thinking ahead. And quickly, if Bristol's second stage of re-organisation is to be as successful as its first.

of change, however, may be in form only, although it is difficult to conceive that things will go on quite as they did before in the new school. Whilst this may be an under-estimation of the many interesting developments that are taking place inside our new comprehensive schools, it nevertheless suggests that structural change does not necessarily mean any organic change within the structure.

Perhaps more significant may be the various external stimuli that are urging schools to reconsider their curriculum. Curriculum for the purpose of this paper is defined as those activities designed to bring about learning of educational values. Whether these curriculum changes are in a single subject area or across a range of subjects their implications can be more disturbing to the teacher than a change in the structure of a school. It is these curriculum changes rather than the structural changes that are really significant. These are in a sense examples of the alternatives of Smith, Stanley and Shores.

There is very little need to prove that teachers are now living in an educational landscape with ever shifting scenery and horizons. Perhaps, however, the full implications of the changes that have taken place are not realised. Another American educationalist, Professor John Goodlad, has proposed a model which is very helpful in explaining the size of the present day educational changes. He poses two concepts: one of form and one of function related to education. If form is taken as the school structure, and function as the curriculum and instructional practices that take place inside the school, the inter-relationship of one with the other becomes clearer. Logically school structure stands or falls on the basis of its perceived relationship to school function. If both are in harmony all is well, at any rate as far as the organisation itself is concerned. More often than not this harmony does not exist—particularly in a time of change such as today when the alternatives are increasing. In Goodlad's words what has often happened is that educators have created machinery 'to serve their educational ends. At the outset, the relationship between the end in view and the structure or form created to serve it may be clear. In time, however, the quality of the "fit" often deteriorates. The ends change without accompanying modification of the means. The means are refined over and over without respect to the character of the ends until modification or perpetuation of the machinery becomes an end in itself. The ultimate separation occurs when the machinery is operated by

technicians who know nothing of the purpose it was intended to serve. The ultimate sterility occurs when the same technicians extol perpetuation of the machinery in the name of the creator who would recoil at the sight of what he purportedly wrought.' Innovation implies a complete reappraisal of this machinery.

However this is not exactly the situation in which we find ourselves in schools today in this country. Functional or curriculum changes are taking place. The question then arises in our minds: what happens when functional changes occur without changes of form? This situation probably does not exist. Accompanying curriculum changes are also changes in the social organisation and the academic organisation of the schools. These structural or form changes are however slow in appearing, particularly in the field of secondary education. When they do appear they are often accompanied by anxiety on the part of the sensitive public outside the school. The **Black Paper** in a sense expresses, however ineptly, some of this anxiety. If form and function are however to be a fit, and as curriculum change is going on apace, there seems to be no doubt that if the curriculum change is to be efficient or successful a far greater change of form or structure has got to take place in the near future. Early in the seventies some of the Schools Council curriculum projects will have passed their pilot stage and their materials will be available to many schools other than the pilot schools. Many of these curriculum projects demand not only new material but changes in the role of the teacher and in the style of teaching. Often the content of the materials is quite explosive. The content of most of the projects is more demanding in both the cognitive and the affective domains. The role of the pupil may be altered. This must have effect on the structure of the schools. It also means that the innovations which we have seen to date are probably nothing as compared with the innovations we are going to see.

Involving colleagues

Innovation however is not only bringing out new materials, suggesting new methods of teaching or new ways of class organisation. Innovation implies quite dynamic changes within the teachers who are using these materials and methods. Old ways of looking at things, former ways of relating to children, former

ways of relating to those in authority will need to be reconsidered. There is nothing so difficult to a teacher than to change his professional model behaviour. How is he to be helped in this? Certainly it is easy to suggest how he should not be provoked into curriculum change. One of the mistakes of the keen innovator is to present the particular innovation in which he is interested in such a way as to cause a polarisation of those who he wishes to influence. A few may cluster round the progressive left; many more will retreat to the traditional right. A complex situation is caused which considerably lessens the chance of any success that can be expected from the innovation proposed. Failures that result cause cynicism and many teachers reinforce their accustomed models of behaviour.

Another villain in this drama of innovation is the enthusiastic and able teacher usually in some position of responsibility over others who works out all his schemes very carefully in isolation and presents them to his colleagues as more or less a **fait accompli**. However good these schemes are, their chance of success is often small, as none of the team to be involved in their implementation has been involved in their design.

In both of the above cases, the innovating teachers may have been extremely knowledgeable in the areas in which they were interested. Their fault lay somewhere in the field of human relationships. There was an apparent lack of sympathy and understanding but certainly a considerable degree of arrogance.

However, one can reverse the picture and pose the situation of the teacher possessing more than his fair share of understanding of others but lacking in the basic knowledge of what he is trying to do. In this situation there are possibly less stomach ulcers but against this a very soft-centred approach to education. As a result the children, who in a sense are the customers, may be getting a worse deal than before change took place.

Innovation is not a monologue. It should be associated with constant dialogue between the innovators. It is experimental. There may be no understood right way. It may well be that innovation is preceded by talk and argument when no objectives are postulated. The traditionalists have as much to offer as a 'self-styled progressive'. Indeed a use of labels of this type is unfortunate as it could cause stereotypes to be developed. Outside help may be required. Schools and colleges and universities should pool their various expertise to help towards some solution of the problems

to be considered. Out of the whole process of dissatisfaction with the present curriculum and school organisation should develop a natural school-based in-service programme. It is only in this way that schools, and the teachers in them, can help to arrange a 'fit' between form and function and so see that the explosive alternatives are robbed of their disruptive power, and made into a creative springboard from which some new and more exciting culture can be created.

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From Secondary to Primary

Elizabeth Grugeon

We often talk about the problems of transfer from primary to secondary school. At a recent **Forum** conference on the Middle School, many teachers spoke up for more continuity between different stages and different schools. How could secondary teachers adapt their approaches to help children transfer more confidently? Here a secondary teacher writes of a year's experience in a primary school not far from the unstreamed comprehensive school she taught at before.

When I moved from a London comprehensive school to a primary school in a similar neighbourhood, last year, I was pretty well prepared for what I was to find: the absence of formal class teaching, of artificially imposed interruptions to the day, of distinctions between one subject and another, of unnecessary authoritarianism and of that tension one finds in the secondary school where few children work at their own pace.

I was looking forward to an integrated day, to real co-operation with other teachers, a chance to experience a more sophisticated attempt at group work than I had experienced in a secondary school and the possibility of more relaxed and extended contact with children in a planned, creative environment.

From the start, it was a relief to find that so many of the daily routines, which can imperil satisfactory relationships between secondary teachers and children, were absent in this primary school. No uniform means no checking, no nagging and no petty punishment of non-conformists. Registration, a formality often fraught with absurdities which can wreck the start to the day, is something each child sees to on his way to his own classroom. Since no initial attempt is made to gather all the children together at one time, the fifteen minutes during which people are entitled to dribble into school is relaxed and friendly. For the teacher who marks the register it is a time for remarking on new shoes, chatting about last night's telly and hearing about 'happenings' on the way to school. It is a comfortable and sane way to start a day.

On the top floor of the building live the nine to eleven year olds. Last summer term there were three full time teachers (plus a varying number of part timers and students) responsible for three base groups where the children start their day. There is no assembly first thing in the morning; as the children arrive they begin work in a variety of ways. Some who are involved in a piece of work pick up where they left off yesterday; others discuss with a teacher

what they are to do; others see to the routine tasks of feeding and cleaning animals, tidying or reorganising areas of the room which are their special responsibility. A great deal of individual attention is possible at this time since a proportion of the children in the room have ongoing work. There is time for discussion and planning as gradually everyone settles down to work.

Showing and Talking

At 10.45 the whole of the top floor meets as a group (90+ children) for the first time in the day. This is a social occasion and the focal point of the day. The children collect their milk, girls sell biscuits and crisps, the staff sit together on one of the benches at the side of the hall, with their biscuits and crisps and the children gather tightly round on the floor. Primarily, this session, lasting fifteen minutes or so, is a talking time and a time for displaying work. Work of every kind, if a child or group of children consider it good enough (and they set high standards for themselves) is held up for admiration and discussion. The discussion and questioning often suggests further development or other areas for discovery and often we have all been so absorbed by some problem that break time has passed unnoticed.

For me, a novice in the primary school, this was an important time when I learnt a lot about puppet and model making, discovered the potential use of a multiplicity of materials from concrete and tar to toilet rolls and polythene bottles, simply by handling the children's work and joining in the questioning with the others.

This is also a time for reading stories and poems, acting plays, talking about outings and always discussing last Saturday's football and netball matches. In this atmosphere it is also possible to raise issues concerning the daily comfort of the school, tidiness, punctuality, noise, litter and to talk them over in a

civilised way. The large size of the group does not inhibit discussion or exchange of ideas; all talk arises from real situations such as the implications of David and Paul's complex graphs and calculations or a group's embroidery collage. An outing to the fire station is shared with all who did not go, in a range of accounts, poems, pictures, and models. All work presented is liable to provoke a barrage of penetrating and challenging questions and it is in this way that the children set high standards for each other and for themselves. Work gains a stature and sense of purpose which is not often felt by pupils in secondary schools.

On Monday, the whole school assembles for half an hour or so in the morning for a more extended discussion of school affairs and sharing of experiences. The five to eight year olds of the middle floor produce the best of their current work and the top floor bring down their contributions. But this is mainly an occasion when the school looks at itself and its daily organisation. There are no 'school rules'; all of the two hundred or so five to eleven year olds are accustomed to being consulted and to having to participate in serious decision making. At a typical weekly meeting the Headmaster asked all of us to think about 'ways in which we could make the school a more comfortable place for each other.' Those were his words. For five to ten minutes the children moved informally into groups around the nearest teacher (we sit at random round the edges of the hall and the children sit as they wish). The Head asked the groups to raise problems and discuss possible solutions. At the time the weather was bad and children were having to spend a lot of time indoors in our very cramped, old building. When the smaller groups had talked together for some time, a spokesman from each group offered suggestions to the whole hall.

Gillian suggested that the congestion on two staircases could be prevented by having a one way system. She was reminded by another child that this had been the case previously and had not worked effectively. The Head wondered why and children gave their considered reasons. Gillian was asked how she proposed to operate this plan. She suggested a system of notices and a rota of children to supervise the staircases and undertook to be responsible for all this.

Two girls talked about problems which the nursery teachers were having with older children running across the nursery playground when 3 to 4 year olds were having playtime. These girls and others volun-

teered to take on a daily duty to remind the others to go more carefully, or to keep off the nursery area of the playground altogether.

A boy was concerned about people climbing on to the roof of the bicycle shed. When the Head asked him what he felt was wrong with this he pointed out that there was no danger to the older, bigger boys but that smaller boys, who naturally wanted to get up too, were in real danger. This was followed by another child mentioning the dustbins as a hazard and led to a general discussion about germs—one class had been working on this and were glad of a chance to talk about it and show us the germs they had been growing!

During the rest of this 45 minute meeting the children raised and discussed the problem caused by people playing on the apparatus in one of the halls and the need for older children to organise games for the younger ones during wet playtimes. All the problems were raised by the children and the solutions were initiated by them. At no time did we intrude; our role was to listen and join in where it was appropriate. It was now the children's task to carry out their decisions and ours to support them.

On Friday the whole school meets again. Each week this assembly is the responsibility of one class. For several weeks we decided to take NEIGHBOURS as a general idea to explore. An infant group took a tape recorder out and interviewed people who help the school (the policeman at the crossing, the man at the sawmill who gives them sawdust for the animal cages) and played back their recordings to all of us. Another group talked about their families and neighbours; others interviewed the school keeper, the cook, secretary, nursery assistants and playground helpers (all of whom are important members of the whole staff team) while the top floor decided to become neighbours themselves. At our 10.45 sessions they devised a complex week of work. A large chart was drawn up showing the jobs for each day and names were filled in. Jobs ranged from cleaning all staff cars (they suggested it!) to reading at story time in the nursery. During that week children from the top floor dismantled, repaired and completely redecorated one of the large wendy houses on the middle floor, spring cleaned pets throughout the school, organised group games for the younger children at break time, worked with small groups of younger children at reading and number, cleared out long overdue stock cupboards, repaired broken equipment and overwhelmed us all

with their confident efficiency. At the end of the week they reported back, giving very honest accounts of their experiences and problems.

Fortunately, it did not stop at this point. Staff on the middle floor were so delighted with the effectiveness of older children coming to help their children with number, reading, drama and any other activities that this continued indefinitely. The little ones responded enthusiastically to having the older ones with time to hear them read or work with them on number projects. Older children with reading problems gained in confidence and self-respect as they retraced earlier ground in a new role. On the play ground the older children continued to organise games, the big boys regularly refereeing a football match for the younger ones, the older girls arranging complicated team games. At 10.45 every day we encourage them to talk about these activities and to share their problems with us.

Making Choices

Perhaps it is because the children are accustomed to being consulted from the start of their school career, to having to make responsible decisions and to having their suggestions taken seriously, that they are able to make independent decisions about their own work. For part of the day, top floor children are given options. Part of the day, it is true, is likely to be spent in a base group with a particular teacher who deals with basic skills. Later they will divide into smaller groups for reading. A short daily blitz on reading, using all available part-time and student help, is showing good results at all stages of ability. In the afternoon there may be a choice of activities. The range of choice, depending on the number of available teachers, can be anything from drama or movement to science or an outing and it allows children and teachers with a particular interest to work together for an hour or so a day regularly—for anything up to half a term. Once a project is completed, children are free to move on to another interest group. In this way I have worked with some of the most interesting and stimulating groups, reading and writing poetry, in my teaching experience.

Maintaining Resources

Operating a rather flexible day means a lot of consultation and discussion, it means feeling free to move

in and out of each other's rooms at all times and it means individuals taking responsibility for building up and maintaining certain resource areas which will be used by all of us. For example, I had charge of the library for a while, someone else dealt with the extensive mathematical equipment, another worked on a science room, and another has gradually built up a superb art room and small clay room. By centralising specialist equipment we have more space in class bases and each person is an acknowledged consultant in a specific area. This means sharing available equipment fairly and efficiently and using resources very flexibly. On larger long term projects a group of children may work *in* a resource area, while on a day to day basis, equipment is collected and used in classrooms. The school is lucky in having a generous amount of space. The numbers have dropped and the 1890 London Board School building is adaptable. Rooms have been interlinked, hence the possibility of resource areas separate from base group rooms. The central hall, with second-hand carpets, easy chairs and library shelves arranged to enclose two thirds of the space, has recently become a pleasant, quiet area, for working, reading and the midmorning meeting, rather than the noisy passage between rooms that it used to be.

Personal Assessment

Recording each child's work in such a flexible environment is difficult and has to be done religiously, but the absence of terminal reports was a relief, and for the first time I have enjoyed keeping records. A system of mutual assessment between teacher and child exists. In the nursery (for three to five year olds, on the ground floor) each child acquires a folder—large and needing constant repair—with his name and date of birth on it. To begin with, the teacher selects any significant piece of work which shows some new development taking place and puts it in the folder. Gradually child and teacher choose work to go in the folder—a particularly good story, or painting, a graph or map, a piece of handwork, an account of an outing, a book on a particular topic. As with the morning showing out of work, the children choose what they feel is good. Their folders are always accessible to them and they enjoy looking back at themselves. For the teachers receiving a child from a younger class, the folder provides vital information and helps the child to arrive in a new group feeling secure. You can see what he has done and is able to do.

A Consumer's View of BEd

Catherine Moorhouse

Alongside the five per cent of 21-year-olds who stayed in Colleges of Education to take the BEd last summer, were the very first experienced teacher-returners who had originally been the first three-year students to receive certificates in 1963. Catherine Moorhouse was one of these, and she was in the less than one per cent of London's candidates to gain a first-class degree.

In September 1968, after five years of teaching in London schools, I returned to college to complete a fourth year of study leading to the BEd degree. Apart from one other student with teaching experience, the rest of the people on the course at my college had just gained their Teachers' Certificate. They, like myself, had been selected on the basis of marks gained in Certificate examinations, including an assessment of practical teaching potential.

The selection procedure for the BEd courses in London raises a number of issues. Although there is an increasing movement towards continuous assessment, marks gained in the Theory of Education are still largely dependent upon performance in written examinations. The arbitrariness of marking scripts is well known (the real problem, of course, centres on borderline cases); as with 11 plus and university entrance, an individual's life chances are at stake. Secondly, a multitude of variables affect teaching competence both during the college course and afterwards; indeed, there may be little correlation between the two. Therefore, it is reasonable to ask how far it is justifiable to pre-

clude the majority of students from completing a fourth year **at any time** on the basis of an 'unreal' assessment of written and practical work with limited predictive validity. Such a policy omits the notion of change and development at both theoretical and practical levels implicit in the concept of education.

Even more serious implications arise when one considers the disproportionate skew of classes in the 1969 London University BEd pass list. Roughly 40% achieved pass degrees (i.e. will receive £105 p.a. graduate allowance for the rest of their teaching lives, as against £230 p.a. for the 60%)—and these were people who must have gained high marks in the Certificate examinations in order to qualify to take the degree. This discrepancy undermines the status of the Certificate for all, implying that the Certificate represents little more than 'A' Level standard. Furthermore, those who take the degree and achieve a pass are handicapped and would perhaps have been in a happier situation from the point of view of self-esteem and promotion prospects had they rested content with a good Certificate. But at least the London BEd candi-

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In addition to their folders, very full reports are kept on each child. The normal profile forms issued by the LEA have been abandoned for a much more specific, detailed report devised by the school staff. On this are recorded all topics which the child has dealt with during the year: information about skills, details of specific and general development, all kinds of achievement from reading to football, and an analysis of this child's special needs, with some constructive suggestions for the future. These reports are hard work but force one to take a long look at every child and often reveal new areas where attention is needed.

The imaginative flexibility, characteristic of the school, is the result of daily staff discussion with meetings in breaktime and after school, which constantly

review and scrutinise what is being done. Nothing is static or permanent except the secure relationship between child and child, child and teacher, which makes the necessary changes in daily routine possible. The demands on staff may seem heavy but they are essential to everyone's well-being. We all need to plan together and rethink together, to share success and failure.

Three or four teachers and no more than a hundred children, as a basic team to organise and adapt their own curriculum, can be the basis for a rigorous and creative education and for living relationships between children and teachers. Looking back at secondary school, rather sadly, I see no reason why similar small horizontal or vertical sub groups should not achieve considerable success in at least the earlier stages of secondary education.

dates had a chance to get a 'Good Honours' degree; eleven universities award BEd degrees at Pass level alone.

The general design of the course, as it has emerged over the country as a whole, has evoked criticism from academics and students. Professor Harry Rée has described the course as a 'steaming jungle' and expressed the fear that its graduates will be stockpots of ill-digested academic theory to the detriment of practical skill. In London it would appear from the syllabuses that there have been pressures to preserve the nebulous 'academic standards', optimistically ensuring this by leaving little or no scope for studies combined with practical activity. The 'Theory and Practice' section of the Education syllabus is a misnomer; perhaps it should be renamed 'The Theory of Practice'. A few colleges have managed to include some teaching in the fourth year but the majority of BEd graduates began teaching last autumn after a lapse of almost two years since they actually appeared in a classroom (Final Teaching Practice is usually at the beginning of the Third Year).

Students and teachers in all fields have been appalled at the scope of the syllabuses, misapprehensions and amendments during the year apart. To cover the necessary areas—and little selection was possible because of the non-availability of specimen papers—instruction of the most stodgy, traditional and non-educational type has often been required, particularly in Education. In my own college, no special staffing provision was made for the extra course. Lecturers were placed in the invidious position of not wishing to deny students an opportunity they deserved while at the same time aware that their own study and marking time was curtailed, no doubt undermining their efficiency in coping with both Certificate and BEd students.

As a successful guinea pig of the first year of the London BEd I am now in a position to ask myself whether the game has been worth the candle. Presumably my reasons for wanting a degree were much the same as anyone else's, although the order of priority might vary. First, I wanted to earn a salary commensurate with the effort I was expending; secondly, promotion prospects in secondary education are negligible without a degree; thirdly, I was keen to avail myself of any opportunities to increase my knowledge and competence as a teacher.

What difference will having a degree make, financial benefits apart? I regret to say, not very much for the 1969 graduate; the greater freedom of choice and movement for those with a BEd as compared with

those without is of a limited variety. Due to the design of the course, we are not equipped to do more than teach. I am not denigrating the value of highly trained teachers, but should not at least some of these be the very people who, having completed a qualifying period of full-time service, enter the fields of educational psychology or educational research? Few, if any, of us will be able to do this without a further period of study or training because our courses did not include the relevant practical experience. The Honours graduate in psychology or sociology **without teaching experience** is better equipped for such posts.

If then the BEd is exclusively for teachers, there are further, and more profound, reasons for querying its structure. Pressures to institute a BEd degree were not concentrated solely upon raising teacher status: the need was felt to raise teacher competence. The implication is therefore that the three year course is not producing adequately equipped teachers and that graduates of the additional year will be better teachers. The selection procedure has led to the anomalous situation whereby we are now deliberately producing teachers of differing levels of efficiency and the majority are denied the opportunity to achieve maximum competence.

It follows that the whole system needs rethinking. In crude terms, there is a minimum level of knowledge and competence for a potential teacher to achieve if teaching is to be effective. To name an oft-quoted example: every teacher, regardless of the age range studied and taught, should understand what there is to know about the mechanics of learning and teaching reading. In four years I had but one lecture on this, and that a brief description of the various theories behind methods, not the methods themselves. Like many others, I am a self-taught teacher of reading and not proud of it. Perhaps the first three years (Part 1 of the degree) should concentrate less upon abstractions and more upon skills, particularly if the majority of students are not deemed capable of pursuing abstractions to degree level. The exclusive additional year, as no doubt it will long remain, should allow students to specialise in subjects which enable them, if they wish, to contribute to education in fields other than teaching. If the Certificate course is adequate, there should be no need for the repetition ad nauseam of its topics in the BEd year. Instead, students should be able to spend more time on a few, selected topics which they could then study in greater breadth and depth than is at present possible. As part of my course, I opted to do

A Language Policy Across the Curriculum

Peter Griffiths

All teachers expect children to talk and write, ask and answer questions, note and record in different ways. Research into a child's experience in the early years of the secondary school shows that this higgledy-piggledy chaos of teacher-approaches is highly confusing and inefficient. Some secondary schools see the need for a concerted approach across departments. Peter Griffiths is Chairman of a study group which is examining this problem.

Close readers of the last number of *Forum* will have noticed an affinity between the substance of Dick West's article on 'Reflections on Curriculum Reform' and one of the books reviewed: **Language, the Learner and the School**.¹ In fact, both derive largely from a conference on 'The Use of Language', run by the London Association for the Teaching of English (LATE) in May 1968. On that occasion Mr West spoke on 'Language and the Science Teacher', and Douglas Barnes described some devastating research on 'Language in the Classroom' (now a large part of the book already mentioned).

The findings of that research are salutary in indicating the number of peculiar assumptions all of us make

about the language in which we talk to our pupils. Mr. Barnes concludes that we cannot take for granted that 'our pupils are able to make sense, in terms of their own experience and language resources, of what we say to them'. Furthermore, he suggests that 'Teachers need a far more sophisticated insight into the implications of the language which they themselves use'.

The immediate way in which LATE tried to encourage such insight was to produce a discussion document called 'A Language Policy across the Curriculum'.² Over 2000 copies were distributed to LATE members and to interested schools and colleges. At some schools the document was discussed at full staff meetings, at others departmentally; at one co-ed grammar school

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educational psychology. I became a keen student of the sex life of sticklebacks, rats in mazes, monkeys in cages – but time ran out before we could proceed much farther up the evolutionary scale, so my knowledge of child psychology is not greatly enhanced.

Personally, I regret that the universities were in a position to dictate the terms of the degree. The CNAA may be capable of creating a more realistic and worthwhile course. Teaching, like medicine, is a vocational subject with an applied technology of its own; the traditional concept of what constitutes a degree subject is irrelevant to teacher training. Ideally, I would like to see teacher education as a four year course for all, run on much the same lines as the sandwich courses offered by colleges of technology. If it is to remain tied to the apron strings of the universities and retain its present syllabuses, I would suggest that the fourth

year is open to any student, regardless of Certificate marks, after a qualifying period of teaching. The abstractions of the BEd year may be more easily apprehended in a remembered practical context; I am sure my teaching experience gave me an advantage over my fellow students.

In conclusion, I would add that it is important to keep the subject of the BEd in perspective. A degree in Education taught by educationists to potential educators demands high standards of organisation and teaching skill. But many of the criticisms one can level against the BEd course apply equally to other degree courses. Compared with other graduates, some of us may feel victims rather than victors of the system but this is irrelevant to the question of campaigning for a more enlightened system of higher education for all. The BEd may prove a tool towards achieving this in the future when its graduates become educational policy makers and fill posts in educational administration.

Heads of Departments wrote individual reports which were submitted to the Head, at one College of Education all staff were invited to write down their reactions.

The document starts by listing some common problems of language met daily by teachers of all subjects, then indicates some practical ways they might be overcome. Centrally, it proposes 'Surely children at all stages of learning, must be given the opportunity to talk and write in personal ways'. This conclusion is based on the findings of researchers and teachers over the last twenty years; for example see the accompanying quotation from M M Lewis' latest book.

The document emphasises the importance of first-hand experience and of talk in small groups; pleads for variety in the kinds of writing demanded of children and in the kinds of reading-matter provided; suggests approaches to note-taking and to our reception of children's work. In a final section on 'The Role of the Teacher' it repeats earlier pleas for some pupil-initiated study and for 'talking with children'.

In December 1968, we arranged a one-day conference on the theme of the document, during which we tried to gauge the extent of teachers' approval of these ideas, from discussion they had held in their schools.

In general, teachers found the document helpful in encouraging them to codify or rethink their aims. However, it was criticised from opposing viewpoints. Some teachers found it a tame description of common practice; others thought it irrelevant or too radical. As all the reports we received came from secondary schools, it isn't surprising that many teachers were worried by the reduction in syllabuses they expected from an emphasis on group-discussion, problem-solving and personal expression of ideas. Some people thought that the **organisation** of group work was too difficult.

A recurrent confusion about the nature of English departments was mentioned; other staff saw them as servicing departments. Not surprisingly, teachers of other disciplines often seemed to have an outmoded or limited interpretation of 'We are all teachers of English'.

What is peculiar is that in no subject-discipline have all teachers been antipathetic to the document. We have met teachers of History, Geography, Foreign Languages, Science, and Maths who have supported it, while some of the warmest approval has come, unexpectedly, from PE, Craft and Art teachers. **It seems therefore that teachers who've discussed the**

document are divided over a view of Education, rather than on a subject basis.

The most serious objections were raised initially at a boys' grammar school: what English teachers saw as a discussion of language, others saw as a challenge to a lifetime's work and attitudes. Clearly, changes in language usage in class would presuppose changes in pupil-teacher relationships. Some teachers would find this disturbing after years spent in establishing their role.

Of course, many teachers **have** adapted to new views of their subject during the past decade. Dick West said in the last **Forum**: 'We find by analysis of the approach to science teaching today that science is regarded as a system of inquiry and not a body of knowledge, and therefore the vocabulary we build up is in support of a method of approach to problems and not an end in itself.'

Perhaps science teachers have been fortunate in being able to rely on a body of colleagues doing Nuffield work to support them in times of change. And W E Flood has written some very encouraging words for those accused of being unfaithful to the language of science: 'It is an important finding that it is possible to present science to the ordinary man within a surprisingly small vocabulary.'³

It's fairly certain that some teachers, including some science teachers, will continue to see themselves as communicators (that is, transmitters of messages to which no reply is intended) and their subject as a body of knowledge. As Andrew Wilkinson has pointed out, they are making a political decision: 'The conventional educational situation imposes a receptive not a productive linguistic role on the pupil . . . To give the pupil, as a pupil, a productive linguistic role implies a different relationship with the teacher, which many teachers find hard to accept. To give the pupil as potential citizen such a role is to encourage social change to produce freer citizens.'⁴

Meanwhile, LATE is extending its language work. We hope to arrange conferences on 'Language' with the ASE and other professional bodies. We are preparing a pack of material—of children's talking and writing—illustrating the diverse attitudes teachers have adopted towards the document. We have arranged a meeting with Social Studies teachers who are using games to teach geographical and historical concepts; games involving personalised forms of writing and much purposeful talk among pupils. And some members of LATE are regularly introducing the document

'In all their writing children tend to be slowed down, even inhibited, if they have to give thought to such things as grammar, spelling, punctuation, legibility and neatness. But private language must be immediate, rapid, uninhibited; not too laborious to bother about; something a child readily uses, that he finds a help.

If in his private language a child is to be free of the restrictions and conventions of social communication, this is not merely an indulgent concession to his imperfect command of writing. It is because this very freedom marks off private from social language in adult life. It is essentially individual and highly personal, sometimes so intimate as to be unintelligible to others. At the extreme of privacy it may be as personal as the secret code of a diary; but even a long way short of this, most of us use abbreviations and symbols in a scribble that nobody else could make out. It is just because we can write it so speedily and heedlessly that it is so much the more useful to us as a private language. All that we need is to be able to read it.

The permissive attitude to children's private language that this suggests obviously invites a strong objection: that once you allow them to be careless, once you tolerate their mistakes in grammar, spelling or punctuation, you are positively helping to produce bad habits. You are said to be encouraging, even producing, habits that will work against the standards necessary for successful social communication.

The risk of this is clear; but to insist on the same correctness in private as in social language is to weaken if not destroy the possibility of the real use of private language in school. This is certainly what sometimes happens. **Observations suggest that there must be many schools in which the use of private written language is slight if not entirely unknown.** The problem to be faced is how to cultivate the particular and different values of private and of social language, without detriment to the development of either.'

M M Lewis **Language and the Child**
NFER 1969 10s; extract from pages
93 and 94.

to new groups of teachers.

In particular, Nancy Martin of the London Institute of Education has made two transatlantic trips to talk about 'Language across the Curriculum'. She writes as follows about seminars held at Evanston Township High School, USA, and based on **Language, the Learner and the School**:

'Since the sessions were relatively short (except for a whole Saturday with the English Department of 50 teachers) . . . (we) focused on the role of talk in learning and its part in the teaching of the various subjects and courses. While opinion varied as to its usefulness what emerged was that the actual organisation of the school, with its emphasis on teacher planning and decision making and built-in allowance of unscheduled time, provided both the organisation and tradition of discussion within the actual framework of the school. **Teachers in this school are accustomed to discussing educational ideas as well as details of organisation, and they are also accustomed to assessing the success or failure of the programmes they have planned.** There was therefore, a high level of professional interest in almost all subjects in the idea of a language policy across the curriculum. They have asked to be kept in touch with further developments in Britain and particularly with the plans for gradual building up of a language policy at Walworth School.'

References

¹ by D Barnes, J Britton and H Rosen. Penguin Education (1969) 128 pp, 5s.

² Now printed as pp 125-128 of **Language, the Learner and the School**.

³ W E Flood: **The Problem of Vocabulary in the Popularisation of Science** (University of Birmingham Institute of Education 1957).

⁴ A M Wilkinson: 'The Implications of Oracy' pp 123-135 **The Place of Language** (School of Education University of Birmingham 1968).

Personal Choice

Occasionally we come across a book which makes an important contribution to our thinking and practice as teachers. Each of the following books has a special reason for being chosen for review by a member of the Editorial Board. The Editor will be glad to receive similar accounts (around 500 words) from readers of **Forum**.

Group Methods with students

When I first joined a Training College staff seven years ago I was surprised to find that most of the teaching there seemed to be of the grammar school mini-lecture type to groups of fifteen to thirty students. There was little attempt to determine the content of their courses in terms of various cognitive or affective behaviours, though there was much talk at Assessment time concerning desirable attributes in potential teachers.

Two books, which I found useful when trying to develop more appropriate alternatives, had already been published by the mid-1960s. These were **The Experience of Higher Education** (1964, Routledge, 25s) by Peter Marris, and **The Anatomy of Judgment** (1960) by M L J Abercrombie. More recently **New Dimensions in Higher Education** (1968) by K G Collier was published by Longmans (at 18s) and Mrs Abercrombie's book has now been reprinted by Penguin (at 5s).

Peter Marris's investigation was useful in showing what university and technical college students look for and criticise in lectures, and the value they set on practical and mini-research projects as means to learning methods of inquiry.

Both Abercrombie and Collier not only described their methods in some detail, but tried to evaluate their success. The former's experiments were more systematic – student

discussions were taped and a control group was used for evaluation. She was working with medical students and her aims were initially 'to provide a medium (the group discussion) in which each individual could learn about his own reactions' (p 84), compare and contrast his own observations and deductions with others' and thus improve by learning from his peers, and ultimately 'to help students to make sounder judgments' (p 151). Briefly, her method was to set up 'free group discussion' on a prescribed task among twelve students without a tutor's presence. She concluded that the method did help students 'to make sounder judgments' than the control group (p 151) and had various by-products in promoting clarity of oral expression, etc, and in changed attitudes.

Collier's book offers a useful analysis of the function of various teaching methods, and provides descriptive and analytical details of an experiment in syndicate methods of study by groups of six students working on assignments in educational sociology. The students' subjective evaluation was that the method demanded more independent thinking, promoted freer interchange of ideas and co-operation, led to superior quality of work through group pressure and was intellectually stimulating (pp 52-57).

These books have helped and encouraged me to develop similar techniques in my own teaching. I want student teachers to be able to make sound judgments independently, to learn to programme their own work within an assignment, to work

co-operatively with other teachers in curriculum development projects and team-teaching, to discuss clearly and effectively with colleagues.

T E Crompton (**Forum**, vol 12, No 1) and other College of Education lecturers may find Abercrombie's and Collier's experiments relevant – their methods are probably also valid for the Sixth Form.

NANETTE WHITBREAD.

The Jena Plan

The Jena Plan: Challenge and Reply (Peter Petersen Memorial volume).

This tribute to the work and influence of Peter Petersen was published by the Finken-Verlag, Oberursel/Taunus, in 1965 on the eightieth anniversary of his birth. The editor, Professor Hans Mieskes of Giessen University, collates some twenty contributions by former colleagues or present disciples of Petersen, many of them members of the German Section of the World Education Fellowship.

After the Allies had supervised the eradication of Nazi 'education', a number of progressive educators in the Federal Republic picked up the threads of indigenous educational reform from the pre-1933 era, and discovered, or re-discovered, in Petersen's practice and research at Jena University, and the principles he widely promulgated, a total conception for a 'new education' and a flexible pattern of schooling, 'open ended' and capable of continuous development.

Ironically I had visited Jena with other members of the Editorial Board of *Forum* in April 1964 and listened in the Philosophical Faculty of the University to expositions of their methods of training teachers. Ignorance, or temporary oblivion, forestalled an impolitic enquiry into the closure by the GDR of Petersen's practice school in 1950 and the transformation of his Academy of Educational Science into the present Institute for training teachers in political and philosophical ideology.

But when the *New Era* in May 1965 published articles by Dr Mieskes and two of his associates – in German – and the Editor asked whether I would review this number for the benefit of readers who had no German, I delved into some of the extensive Petersenian literature that has been published in Germany (and Holland) in recent years.

So much for the circumstances. How to account for the influence on my educational thinking?

It was not until my retirement that curriculum reconstruction got under way – '*post non propter*'. I have followed with particular interest the work of the Goldsmiths' Curriculum Laboratory, now described in Charity James' book: *Young Lives at Stake*.

There is a significant parallel in the ways in which the Goldsmiths' team and Petersen and his colleagues set to work to link their ideas with the reality of the teacher's work in the classroom. Equally significant is the parallel between the curriculum reconstructions they evolved.

In Goldsmiths' model, the 'Fourfold Curriculum' resolves into: (a) Interdisciplinary enquiry, (b) Autonomous studies (subject-centred), (c) Remedial work, (d) Orbital studies – those devoted to individual interest and choice.

Forty years earlier, Petersen had worked out a flexible curricular arrangement of: (a) 'Situations' (interdisciplinary project work in 'family groups') as the core of the

curriculum, (b) 'Niveau' courses by level of attainment – subject disciplines generally arising from the core, (c) Basic skill courses to help pupils hampered in their individual or group work, (d) Optional courses in groups of mixed ages, including what we should regard as extra curricular activities.

I find no need to subscribe to Petersen's metaphysics to credit him with lively anticipation of many of the ideas and methods with which we are currently experimenting. What impresses me is the way in which he links theory with the test of practice. There is a rationale, based on 'the primacy of the educative process', underlying the curricular flexibility he introduced that I have not always found in the accounts, for example, of work in mixed ability or age groups in an English setting. We need to give more reason for the faith that is in us.

(A more expanded account of Petersen may be read in the *New Era*: March 1967 and December 1968.)

RAYMOND KING.

Teachers as Shaky Predictors

Contrary Imaginations, by Liam Hudson. Pelican, 3s 6d.

Secondary school teachers tend to spend a great deal of their lives concerned with groups of children. How to group children is one of the issues in education. Yet, above all the welter of reform and reorganisation, and the increasing flood of material concerned with 'change', the teacher must be aware of a concern for the individual child. Liam Hudson concentrates on individuals in a study of the ways in which intellectual and personal qualities interact.

Taking a sample of clever young men he asks the question 'Why do some boys choose to use their brains, and others not?' Opening with a little stage-setting on the nature of intelligence, and the work of educational psychology, he shows some distrust of purely statistical approaches to psychological problems. 'The study of intelligence has become the study of tests. This is surely wrong.' 'The tests give little indication of how clever any particular boy is.' 'Do we learn anything about how to teach, about how intelligence arises, or how it can be improved? Answer: no.' Liam Hudson then continues to develop his research theme with two questions: 'that of differences in intellectual type, and of thinking originally, productively, or in any sense well. (Personal qualities are of paramount importance.)' An assumption which mental testers question less often than they ought: the assumption that we can take the interest and emotional commitment of our victims for granted. 'Possibly the factors which determine an individual's creativeness are personal not intellectual.' Teachers may well be jolted by the point 'that conventional education is uncongenial to independent spirits . . . also, much of what passes for education in this country . . . is a waste of everyone's time, pupils and teachers alike.' This does not pass without qualification nor is it a unique viewpoint.

Teachers do gain clear and precise evidence in this study of 'two types of clever schoolboy: the converger and the diverger'. I was left with the feeling that many teachers must work with inadequate information on their children; of how shaky prediction must be on present evidence; and of daily classroom contacts in which sketchy concepts of IQ dominate/influence most teachers, and little or inadequate effort is made to understand the complex personalities of our charges.

ROGER SECKINGTON.

Blueprint for Progress

Walter Higgins

The Leicestershire Plan began in 1957, so the first version of middle schools (High Schools for 11 to 14 year olds) is in its thirteenth year. The first purpose-built High School, now in its fifth term, is described by its head teacher. Walter Higgins was previously headmaster of South Charnwood School, Leicestershire, for fifteen years.

The opening of phase one of the Manor High School in August 1968 marked a major breakthrough in secondary education. It will accommodate a six-form entry (540 total), and subsequent additions will expand capacity to an eight-form entry (720). All its pupils transfer to the upper school at the end of their third year; the number wishing to leave at fifteen is minimal. Its intake comes from a predominantly middle-class area, so that, although comprehensive, it does not embrace a representative social mix, and its ability-range is artificially narrow. One advantage of this situation is that its pupils in general come from homes containing books, reasonable newspapers and a good level of conversation; parents are well-informed, articulate and helpful. During the first twelve months, we admitted first and second-year children only (250 total); we now have 430, covering the full age-range of eleven to fourteen.

The first school purpose-built for this age-range, it is designed for organisational flexibility and the use of modern teaching techniques. Its considerable element of open-planning allows easy movement from space to space, a fluid grouping of children according to need, and the deployment of teachers working in teams rather than as isolated individuals. Its over-all design reflects emphasis towards individual investigation and discovery, and permits a flexibility of working spaces to meet changing situations.

Its heart is a large resource area where different sources of learning are concentrated, indexed and available to children at all times. This area also contains a leisure corner with newspapers and magazines, and two audio-visual booths; the latter have proved inadequate for our needs and we have installed two inductive-loop circuits for individual listening by remote-control headsets. The use of A/V aids by children—particularly slides, tapes and film-strips—has been a feature of their work, and this will become more extensive as our resources increase.

Immediately adjacent to the resource area are three complexes, each consisting of four teaching spaces

(three have folding screens or doors), an allied practical space, cloaks and toilets. Each complex serves as a base for 120 children. Another main feature is the open-planned design area, which exemplifies the essential wholeness of educational experience. Instead of consisting of separate rooms for different crafts, this area is planned round a central painting/drawing zone leading towards two-dimensional work on one side and three-dimensional on the other. This facilitates integration under the unifying influence of design, and children can experience creative work in the medium which is most appropriate at a particular time.

Over four hundred visitors from home (42 local authorities) and overseas (14 countries) were attracted during the first ten months, and were generous in their praise. Expert and layman alike appear fascinated and impressed, but I do not think the school should be regarded as experimental. Its unusual design merely means that new ways of learning and teaching can be used as variants of—not replacements for—more traditional ones. I am suspicious of 'whole-hogger' and am relieved that the fettering inflexibility of so many schools with rigid physical structures has not been replaced by an equally inflexible situation here. Individual and small-group work can flourish side-by-side with more formal teaching, whilst up to 120 pupils can be accommodated in the lecture theatre. But there is no variation in our approach to children; we regard each as an individual person with his own horizons, needs and problems. We see this school as a community where individual differences between children can be respected, and where a new concept of relationships can be established.

My initial staff totalled thirteen, and we had the advantage of being able to plan together for some months before opening. We decided on a simple basic philosophy—to reach out to the individual child. Our aim was to create an enlightened educational atmosphere by the use of caring, liberal attitudes, so that children could be allowed to develop their own unique

potentials within a framework of support necessary for stable growth. Our tactics were also simple—to capture interest, stimulate imagination, exploit innate curiosity. In order to do this effectively, it would be necessary for staff and children to appreciate that life is not composed of compartmentalised subjects, that learning is not a matter of isolated collections of unrelated facts but rather an intricate pattern of interdependent experiences. From these aims, and with the belief that learning potential can only be met by a challenging curriculum, our planning began.

We knew that ninety per cent of our first-year children would be drawn from three primary schools, the remainder from independent schools; we decided to group them into mixed-ability forms. Our second-year pupils were to be transferred from another high school with a banded structure, and it was decided to retain this type of organisation for them; this was an example of expediency to meet an existing situation, but we envisaged our future organisation as unstreamed in the first two years with regroupings in the third year, when children would be in a transitional stage between the exciting freedom of the past and the more specialised work awaiting them. It is worth noting that Leicestershire upper schools appear in general to be well-disposed towards curriculum reform and new classroom approaches, and the future could bring a more liberal attitude towards external examinations involving greater use of C.S.E. Mode III at the expense of 'O' level. This would be advantageous to children leaving us; the attitude of our own upper school is particularly encouraging.

Because of the design area's layout, it was clear that subject-integration within it would be straightforward. We decided that our other major innovation would be an integrated course of English, history and geography for first-year pupils under the title of liberal studies. This would be handled by a team of seven using a tutorial system, and taken in three half-day blocks each week. Members of the team would in turn present lead lessons to the complete year in the lecture theatre to stimulate individual learning, and the course would include films, exhibitions by staff and children, drama, discussion, and visiting speakers. Before opening, the team met frequently—usually in each other's homes—to decide on content and detail of method. A flexible, pragmatic approach was agreed; this was wise, for mistakes became evident as time passed and serious rethinking took place.

Children plunged into the course with enthusiasm,

producing a prodigious amount of written work (much of it done at home) and using A/V aids confidently and responsibly. But towards Christmas interest began to sag noticeably, and we also realised that much work was of a shallow nature. Basic changes were clearly necessary, and these took effect after the first term. The previous mainly-chronological approach was discarded in favour of monthly topics, with the study of man's reaction to his world as the central theme. Typical topics were 'Man the Traveller' and 'Man the Social Animal'; these had the desired effect of stimulating interest in children and staff alike, and the same approach has been continued this year. Concurrently, in order to avoid shallowness and safeguard standards, the decision was taken to give the course greater inbuilt structure and to introduce more extensive use of prepared resources. This involved more control of children's work and seemed at variance with our ethos; but we considered it necessary even for the more able (American visitors confirmed this view), for only in this way can topics be studied in real depth and the danger avoided of work becoming diffused and uncertain.

It also became evident that a team of seven was too large, resulting in communication difficulties. Decisions on content and method must be made democratically by the team as a whole and the aspect of personal friendships within the team is supremely important. Accordingly, even though a larger team affords a wider spread of specialist expertise, we decided that an overlap of one teacher—e.g., five for four classes—was sufficient, and this system now operates. Work along these lines makes heavy demands on staff. They must believe in what they are doing; be prepared to plan and analyse imaginatively; and put their expertise to use within a team by giving relevance to their own specialist disciplines. Letters after names bear little significance; a non-graduate with good primary experience could be invaluable in this type of school.

With children operating individually or in groups of changing size, it is necessary to ensure they feel 'at home' in a particular space with a stable group of others; too many groups lead to a sense of insecurity. There must exist a rapport between children and staff, who in their turn need an outlet for their desire for responsibility and some autonomy. Structure and control are therefore necessary in the interests of teacher and taught; this may ring of heresy, but results from trial and error. Another long-held assumption we are

now questioning is the value of large time-blocks for subjects such as liberal studies. Half-day allocations can be too long; we have found a need to vary children's activities within them, and this year we are using blocks of varying lengths. Provision for children with reading and other difficulties is vital, but can easily be overlooked in a group-teaching/individual-learning situation where children work at their own pace; such children can remain 'hidden' and become depressed unless given special treatment, preferably by a qualified member of the team.

The question of assessment is not easy to solve, for only limited research has been done. When children are working at different levels and paces, what should be our attitude? Is it necessary to assess; if so, what should we try to assess; and how? We have barely scratched the surface in one year, but believe that effort and achievement should somehow be measured because these are basic, that personal qualities and attitudes must be recorded, and that assessment in general should be detailed and constant, so that a comprehensive profile of each child can be supplied to the upper school when transfer takes place. Overall responsibility for assessments and records is one duty of the course co-ordinator, who holds a senior position. Other senior staff act as year tutors, whose function is to assess individuals' needs, difficulties and gifts; they interview and advise children, watch general development and welfare, and consult parents if necessary. Their rôle contains a strong pastoral element.

I think we can feel reasonably satisfied with much of our work during the first year, which has at least confirmed that a talent for making relationships with children is vital for teachers. If this exists, a relaxed and civilised atmosphere can be created. I was able to

hand-pick my staff; half were with me at my previous school, others were appointed in the face of fierce competition, two posts alone attracting 246 applications. It is a young staff, but all have an incandescent enthusiasm, a broad range of interests and an appreciation of their rôle as child-specialists. We have found no need for a house system or prefects, and children's presence in school is not restricted to set times. Co-operation from parents is enthusiastic, and the number of children admitted from independent schools has increased significantly.

I expect accelerated progress in our second year. We have reorganised into four faculty-groups (Language and Social Sciences; Natural and Mathematical Sciences; Design; Cultural and Recreational Activities), each composed of related subjects, which are timetabled simultaneously where possible so that integration can take place if desired. Naturally, faculty-groups must not themselves become rigid or artificial compartments; cross-fertilisation is necessary if children are to appreciate educational unity, and the fostering of liaison is another of the co-ordinator's responsibilities. All members of staff have the duty of promoting another type of co-operation: that which exists between ourselves and our upper and primary schools. I hope in the fulness of time to see a lease-lend staffing system evolve within the group.

Looking back, I think that in order to create a school like this, one must aim at a 'non-school'. Many visitors have appreciated this, and have wondered if our approach would show similar results in less-favoured areas. I believe it would be harder and take longer, but that the net result would be the same. There seems little doubt that schools on this pattern will emerge in other parts of the country, and we should not have to wait too long for an answer.

Reader's Experiences and Opinions

The editors would welcome contributions to discussion (up to 800 words) or articles (about 1500 words) describing the development of new curricula and

teaching methods in the more flexible school situations that are currently being evolved at all stages of primary and secondary education.

Resources in the Primary School

E. M. Cornelius

Miss Cornelius was Headteacher of Drew Street Primary School, Brixham, Devon, for nearly twenty years. She looks back on the changes that she and her staff deliberately introduced to the way their school was run—and even the way it was built. Miss Cornelius is now Middle School Adviser for Exeter.

Although the **Plowden Report** has led to a deeper appreciation of the work of primary schools, much of the contemporary criticism is also being directed to this stage of education. Many people are questioning the effectiveness of the new developments, where the emphasis is on children and how they learn, rather than on the traditional, instructional role of the teachers. Many of the terms used to describe the new approach are vague and general, and there is a desire for a clearer understanding of the attempts which are being made, to translate the theoretical recommendations of the report into practical terms.

In an effort to do this, it will be necessary to give details about the learning provision in a specific school and to show how the building, its surroundings and organisation have been adapted to provide for the educational requirements of the children. Similar situations are, of course, to be found in many other schools, but practising teachers are so involved in the day to day sharing of their practical skills, that they have little time to write of their experiences.

I have just relinquished my post as a headmistress after spending almost twenty years in a school which first catered for infants and junior girls and, after reorganisation, became a school for junior boys and girls. Perhaps this is an appropriate time for me to try to evaluate some of the objectives which have been important to us as a staff. I was fortunate to have the help of teachers who were prepared to experiment and to share the responsibility of running the school. I also appreciated the trust and help of the education authority and the freedom which we could exploit if we wished. Changes of staff were not very frequent, and were largely due to reorganisation, and to the gradual growth of a school in an area of rapid housing development. Most of the parents were unskilled or semi-skilled workers connected with new buildings, holiday camps, the tourist trade and the fishing industry. Recently, people with larger incomes have been attracted to some of the newer estates, and there is now

a greater cross-section of children attending the school.

Every school has a different set of factors and problems which have to be considered. Usually a great divergence of educational opportunities exists between individuals and groups of children. In our area, these were the slow learning children and the bright children, the underprivileged and the fortunate individuals. There were homes where the children were deprived and the security and affection varied as much as all the other factors. When thinking about our objectives, we realised that we should need a flexible programme to provide for a wide variety of learning situations. We wanted the school to be a natural, happy place, where the children could share in the responsibility of their own living and learning.

We were extremely fortunate in the siting of the school, which was away from the main road, in a sheltered orchard valley. Built in 1913, the school originally consisted of four very small classrooms with a parallel corridor, a hall, and a small staff room and store in the turret. At various times, the accommodation had been increased to include three temporary classrooms, a larger staffroom on the ground floor, extra cloakrooms and a dining centre.

Each of these additions brought temporary relief and increased the possibilities for development, but the continued pressure on the accommodation made it difficult to achieve the more imaginative changes we had in mind. We wanted the children to be able to move freely and to have a variety of learning resources at their disposal. It became apparent that, if we were going to make the most effective use of the building, a reorganisation of some parts would be necessary. The corridor was the obvious place to modify first and this became a central area for mathematics. Formica topped work benches with sliding door storage cupboards, and pegboard panels with shelves, were fitted, so that the accumulation of mathematical equipment would be easily accessible.

The gradual growth of creative music making, and

the variety of instruments, also presented a problem. By transferring the stationery from a corridor store to the office, we were able to provide storage for the instruments and a practice room for a small group of children. The hall became a dual purpose room which was shared between activities connected with music, movement, etc., and a class that used it as a base. Mobile furniture units, with folding flaps, were garaged by the wall, and the children took their trays of possessions when they moved to other areas.

One of the greatest drawbacks was the lack of a classroom sink, and repeated attempts to secure this improvement failed because of the expense involved in bringing the water supply from the other end of the building. This situation compelled us to use the canteen and adjacent wash basins for science and the messier craft activities.

By fitting sliding doors to enclose a recess in the cloakroom, we were able to store our physical education equipment indoors and to release the playground shed. This galvanised hut was then fitted with tool racks and work benches, to become a permanent wood-work base.

With the addition of a staffroom on the ground floor, the turret room became one of our greatest acquisitions. It was easily adapted to become a quiet library area. Suitable furniture, curtains and carpet were chosen to give the room a homely, comfortable appearance, and various racks and fittings were installed in the store, to display magazines, pamphlets, maps and project material.

The natural surroundings of the school provided opportunities for gardening and simple fieldwork. We were able to use the orchard, the grassy banks, shrubberies and walls. The children cared for a variety of pets. They also helped in the making of a pond, a sand-pit, an outdoor kiln, and a swimming pool, and participated in numerous other activities connected with current work.

Many of these modifications had a humble 'Heath Robinson' character and materialised in a do-it-yourself manner, with the help and co-operation of staff, parents, and the authority. Those modified areas also made it easier for us to organise our tools and apparatus, so that the children would have free access to all the physical resources of the school.

The response to this environment varied considerably. Some children were spontaneously stimulated by displays of books and materials, but others needed much help and encouragement. In catering for the

educational needs of the children we used many variations of flexible timetables. After arranging for the shared use of essential facilities, we allowed time for work where the sequences of learning experiences were organised by the teacher, and time when the children could organise their own work and move to other areas in the school. Much of our work was connected with the environment; social studies and religious education was approached by the theme or topic method. The quality of the teacher's inspiration was often reflected in the children's work and the most skilful teachers were able to cater for the special interests of the children and lead them to make discoveries for themselves.

The eight classes were arranged chronologically, and for certain periods of time, four classes combined for integrated work. The rooms and spaces were organised for mathematics, science, reading, writing and music in the morning. In the afternoon, when the canteen could be used, creative craft work was included. For these periods of integrated work, the children chose the most appropriate area and the staff were responsible for a cross-section of the classes. This gave the children access to a team of teachers with special skills, and freedom to work individually or in groups. Problems and difficulties were shared and provision was made for slow learners and gifted children. Obviously it was essential to keep records and to see that progress was made and maintained in the basic skills of learning. Frequent discussion and consultation took place between the teachers who were involved. All needed to have a clear idea of the topics and interests in progress, so that they were ready to help with any possible developments.

This way of working makes very heavy demands on a teacher. The success of the work depends on the stimulating experiences which are created and the tools and equipment which are available. It entails arranging visits, inviting speakers, using good programmes, books, films, slides etc., and intuitively helping children to integrate new experience with previous learning. I think the most successful results are achieved when a careful balance is maintained between conceptual and creative learning. To be creative in any area of the curriculum, the discipline must be understood. Few children can be left to learn automatically, or to discover the essential concepts of mathematics and science for themselves. They may be successful if they are able to select and manipulate the appropriate apparatus, but it will require a shrewd teacher to

The BEd Degree

Graham Owens

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The first Bachelors of Education have had a year in school and the Colleges are now geared to the production of graduates. Many problems, however, remain—not least among them our basic attitudes. It seems reasonable to suggest that qualifications don't exist to provide a series of hurdles, with suitable rewards for the successful; but unfortunately, because our national philosophy still centres on keeping people out, the whole concept of a series of hurdles to be jumped or scrambled over dies hard. The first of these hurdles in 13 of the 21 Institutes (According to the NUT document, **'The Future of Teacher Education, 1969'**) is still matriculation, as if using 'O' and 'A' levels as a means of assessing a student's real potential hadn't been discredited long ago and as if Robbins had never recommended that selection 'should not be limited to those

who had university entrance qualifications at the beginning of their course'. Exceptional provisions for matriculation for mature students were no different, dependent as they were on a pass in a rigid, fragmented General Studies paper. 38% of College students overcome this particular hurdle: at present only 5% undertake BEd courses. However, progress has been made and the matriculation requirement is on its way out.

Approximately half the Institutes have a three-year certificate course followed by a one-year degree course; the other half have a bifurcated course: a diagnostic year followed by three years of BEd or a two-year common and two-year BEd course, Certificate and BEd running concurrently—which leads to streaming, with consequent ill-effects on both individual students

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structure a relevant situation, to ask questions, and to assess whether the concept has been acquired. At a certain stage of learning, repetition and practice may be needed to reinforce and establish the new knowledge. Many primary children are able to organise this aspect for themselves, but they need time and opportunities to talk, and discuss, and to work at their own pace. The function of the teacher in this situation, where the children are creating and experimenting, may well be that of an observer, evaluating the success of their efforts, planning further help, or alternative experiences.

We often discussed future developments and saw many possibilities for involving parents, students and visitors. Our overcrowded conditions did not allow us to include parents to the extent we would have wished, but we invited them frequently and kept them informed

about all our plans. They contributed in various ways and we were grateful for their confidence and support. The number of visitors had to be limited, too, but in this informal atmosphere they could be welcomed without causing disruption, and the children benefited from the verbal exchanges and social contacts. Students could be included in a natural way and their contributions were effective.

I find it impossible to assess the value of this approach to learning, or to know whether we really succeeded in putting our philosophy into practice. Visitors often commented on the children's poise, confidence and absorption. We saw them as friendly, resilient individuals, ready to experiment without fear of failure. As teachers we were often aware of our short-comings but, in encouraging the children to think for themselves, and, in making decisions about the kind of programme we were arranging, we also learnt more about the job of teaching.

and the morale of the college, not to mention the handicap of having to stifle criticism of streaming in schools while it still operates in colleges. One way around this particular hurdle is to open up particular BEd courses to non-BEd second and third year students (see, for example, Sheila H Williams, 'The First Years of the BEd Degree—A Report and a Structure of Study', **'Education for Teaching'**, Spring, 1969) but this remains at best a palliative. Selection at the end of the first or second year inevitably involves a devaluation of the certificate because of its implication that such work is of a lower standard than that of a university student and is not flexible enough to meet the needs of a good third year student. A 2+2 system in which the three year certificate comprises Part I is in any case illogical. The 3+1 pattern, without the matriculation requirement, where a certain level of achievement in the certificate itself is the criterion for selection, is a better answer, though even here many colleges are supplementing the certificate with 'enrichment' courses for prospective BEd students. It must be a matter for the college in consultation with the student to decide who shall go forward to a fourth year of study. Only in this way will we avoid injustice to a student whom the college has graded as outstanding, but who fails part of the selection examination set by the university and is therefore unable to proceed to BEd. Such a 3+1 pattern provides for the student to be judged on his work during the three years of his course and not on an inflexible examination. It allows for his development throughout the course and enables him to delay his choice as long as possible. It prevents the distortion of the certificate course by BEd requirements—and the danger of the tail wagging the dog is still a very real one. The certificate course taken by the majority retains its status, its integrity as a common course, its balance and its unity. Presumably no one wants students to go to college to obtain a degree if they come to think less of their certificate course. There isn't the same pressure as in a 1+3 or 2+2 pattern to step up the academic work to achieve high 'standards'. There are no BEd 'drop-outs' from the third year course. College administration is simplified; for example, there is no need for continual sifting out of students: those who are matriculated, those proposed by the Education Department, those proposed by the Main Subject Departments, and so on. Practising teachers can more easily take BEd at a college different from their original one. Above all, this pattern allows the col-

lege to take each student as far as he can go and devise an individual course for him without worrying about examinations, internal streaming or arbitrarily imposed standards. What a Certificate/BEd course needs is an organic, continuous approach: something that is lacking when students begin at different times. We should really be discussing, not a 3+1 pattern but a continuous four year course: three years for those who wish to enter the schools as trained teachers, four years for those who wish to undertake, beyond that, more advanced study. Fourth year work should follow on from and arise in part out of the work of previous years.

Streaming of students can in this way be postponed until the end of the third year. Another pernicious practice current in certain universities—the streaming of tutors so that some are 'recognised' and others not—needs not postponing but abolishing: as a first step, recognition should be given to departments, rather than to individual members of staff. Even more discriminatory is the practice in certain universities of placing an upper limit on the number of teachers they are prepared to recognise. Moreover, there is still a wide variety in the staffing of BEd courses; some are staffed entirely by the universities, some entirely by colleges.

A further problem is that the existing hierarchy among colleges is exaggerated by the lack of uniformity in level of awards. Though some progress has been made here, there are still universities that do not allow students the opportunity of a 'Good Honours' award, with the difference in status, monetary reward and employment prospects that this entails. (Even then, the number of first and upper second class degrees to date has been extremely low). It seems highly likely that the fact that certain universities offer only a pass degree will affect the pattern of recruitment of well qualified students in the Institute areas concerned. Sixth formers will tend to make for the colleges in Institutes offering an honours degree, and so teachers' salaries throughout their lives will vary according to where their degree was taken. (It is only fair to add that it has been the Senates, not the Institutes of Education, who have been at fault in their reaction to honours degrees. It is clear that, if they had trusted their Institutes, Robbins would have been implemented without much strain on the universities). The BEd must be an honours degree comparable in status with any other degree. It seems strange that Burnham shouldn't consider a professional

degree, honours or not, worth as much as one which has no professional relevance.

Another problem is that certain subjects are still excluded by some universities as being 'non-academic', though again there has been some progress here.

A Travesty of Education

What hasn't gone far enough is the move towards college control of curricula. Far too many courses reveal a misguided concern with maintaining 'academic standards' at the expense of professional relevance. It is the old story of setting 'standards' high for a new venture in order to achieve academic respectability. At present there is great variety in the amount of staff participation in the control of syllabuses, with the result that too many courses are dominated by traditional university syllabuses, out-dated teaching methods, and a plethora of three-hour exam papers. It is ironic that students who have benefited from three years of flexible teaching methods, project and group work, long essays, creative work of all kinds and course work assessment, should in their fourth year, in the interests of 'education', be plunged back into the stresses and absurdities of the university examination rat-race. What is needed is common standards and structure of degrees and of entry requirements, allied to college control of curricula and methods of teaching and assessment in order to provide the flexibility and freedom to experiment that will cater for the needs of every student. The Universities Council for the Education of Teachers was, of course, set up to standardise the structure and level of award of the degree, but is unfortunately toothless, having no means of ensuring the implementation of its decisions in the universities.

One of the difficulties by no means yet fully resolved is that there is still insufficient recognition among University Senates of the distinctive nature of the BEd. The Honours Degree of the traditional type (still prevalent) seems to be largely a matter of holding oneself up by one's bootstraps: in English, for example, the production of more scholars, literary historians and textual editors to staff courses which produce the next generation of scholars etc. It is more Literary than literary, concentrating on the accuracy of scholarship and historical detail and therefore tending to overlay the larger questions: concerned with High Literature and therefore bypassing other valid forms of literary expression. Large colleges offering a wide range of specialist subjects may well wish to con-

tinue subscribing to this: which would leave more integrated ways of working to the smaller colleges. If so, it seems a pity. Whatever its merits as an Honours English Degree, such study is inappropriate to a professional degree, which above all needs to begin with the student's own experience and move to the texts most relevant to him. Similarly, the academic study of educational philosophy, history, psychology, sociology, technology or any other 'ology' has an unfortunate tendency to become remote from real educational issues. Instead of beginning where the student is now and moving into parts of the history of the structure as he needs them, education is too much concerned still with the total structure of education and the history of ideas. Add these two elements together without relating them to each other—which is what the majority of universities are doing—and the degree becomes a travesty of education and the teacher's real needs. And where does the classroom fit into this? The Certificate course—open to attack though it is on many counts—has achieved some kind of balance between theory and practice; why should the fourth year of study now keel over towards the 'academic'? And why should universities demand a higher grade in academic studies than in teaching practice? The fourth year of study has at present the least relevance to the classroom, though the successful BEd student will be in a key position in the classroom. This final year must include 'practice', though the most active kind of further experience will be found in the probationary year and afterwards. There is no doubt that many universities, like Robbins, regard 'professional' subjects such as 'Education' or 'Art and Design' as suspect: the only way for 'Education' to become respectable' is to make it academic, along with the other specialist subjects. Theory arising out of good practice is the only true answer to this; but, however inappropriate the present specialist courses are for BEd, this is not to argue, as the NUT young teachers do, that they should be cut out completely and educational theory and practice form the only component. One of the more fruitful developments in BEd has been the 'Link Study', of the student's choice, uniting main and educational studies and based on the environment of the classroom. What we need to do now is to find a larger place in the BEd course for the real social and educational problems manifest in our society: loneliness, and alienation, poverty, backwardness in reading, physical and mental handicap, violence, pollution of the environment,

problems of disturbed children, the chaos of our cities, and a host of others. When students are engaged for four years on the real issues; are trained in, for example, field techniques so that they can undertake solo and group, pilot and major research; are involved in creative workshops, writing plays etc. around these themes; and are committed to doing something about the problems: then the degree will come to mean something, and the quality of work—school, college, and community based—will convince the universities that the link study can be broadened to embrace the whole of the fourth year work in an integrated course of study.

The truth is, these distinctions between main study and education, theory and practice, academic and professional/vocational, mean very little. Take a student who states as his objective, for a link study, an investigation of part of the learning of a small group of children. He works with the children, getting them to write creatively: so the work is firmly based on the classroom, with the student himself participating, and also feeding in imaginative literature. It involves his learning about educational investigation; methods, proof, the shortcomings of evidence, and so on. He reads the relevant literature. He has to apply criteria for judging investigations. Then he needs conceptual clarification of the ambiguities and relationships of ideas. He needs to understand, in order to

operate them, a number of fundamental concepts, such as creativity: he reads the literature (Torrance, Getzels and Jackson, Hudson, Koestler, Harding). Theory and practice, main study and education, research and creative work are bound together in an integrated whole. (Dennis Fox, 'What kind of degree is the BEd?', "Education for Teaching", Summer, 1969, suggests that, if the BEd were regarded as an 'applied' degree, there would be no dichotomy between academic and professional. As agricultural chemistry is the study of chemistry related to the problems of agriculture, so BEd chemistry, he argues, should be the study of chemistry related to the problems of science education. Chemistry alone is no longer a sufficient qualification for a chemical engineer: he needs a degree in chemical engineering which has chemistry and engineering related to each other and to the job. So the appropriate qualifications for a teacher should be a degree in education with one or two subjects related to each other, and to education, and to the job of being a teacher.)

We have been talking about full-time BEd courses for teachers in training. In May came the DES circular at last permitting the BEd, full or part-time, for serving teachers. It remains to be seen how the universities will deal with the applications for courses and the LEA's with the demand for grants. But a number of important questions are still unanswered: the proportion of part-time courses; the place of BEd in the total in-service education programme and in relation to the Open University; the timing of courses (day, evening, summer vacation); the importance placed upon good teaching experience as a qualification for entry; doubts whether CNAA will allow colleges to provide a more flexible type of course, or be able to cope with a flood of applications; queries whether we shouldn't be thinking in terms of training teachers alongside other professions; and reasons for the BEd being confined to the colleges of education and not open to the colleges of technology. Teachers prefer part-time courses at home to full-time courses away from home, as Brian Cane's NFER survey shows. (But, then, part-time courses leading to a qualification are not respectable; the old snobberies die hard.)

The only real justification for the degree in education, full or part-time, will be that the teachers taking it benefit professionally. Progress has been made, but there is a long way to go before the BEd becomes an organic, dynamic, professionally relevant degree course open to all who can profit from it.

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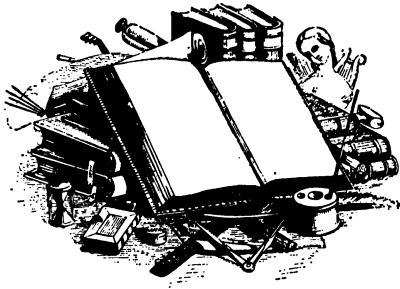
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Reviews



Teachers as Despots

Society and the Teacher's Role, by Frank Musgrove and Philip H Taylor. Routledge & Kegan Paul (1969), 21s.

The greater part of this short book is based on previously published research by the two authors. There is some very fair comment and the research itself throws up a number of revealing and even fascinating details. The authors' main contentions, however, are such that it is more than possible to disagree with them: it is virtually essential to do so.

For example, Professors Musgrove and Taylor are much concerned to draw a distinction between good teacher-pupil relationships, which they consider to have been over-emphasised in recent years, and effective instruction – the imparting of a body of knowledge – which they seem to accept as the teacher's proper duty. A third factor which they distinguish is success in maintaining discipline. Now to a thoughtful teacher these three aspects of his work are mutually interdependent, and while it is useful to consider each separately, any real success in one goes together with success in the other two. When teachers emphasise the personal qualities of their successful colleagues, and children say that they admire

teaching skill most of all, the authors appear to find a genuine discrepancy in these two statements; but if a good teacher's personal qualities predispose children to learn from him it is perfectly natural that they should (no doubt rightly) ascribe to him a high degree of teaching skill: there is absolutely no contradiction here. Significantly, it seems that children in streamed junior schools attached less importance than other children to the teacher's personal qualities, and one must agree with the authors' comment: 'It is possible that in the relatively informal situation of the unstreamed class . . . the personal qualities of the teacher are of especial importance.' But, of course, a relatively informal atmosphere, natural and without strain, is the best for any full education, any healthy development of the individual child's potential. Only the second-rate teacher needs to protect himself by unduly emphasising his formal role as an instructor. The authors could be doing a disservice if they appeared to defend this mistaken approach.

There is much less original research behind the first chapter and the final chapter. Through both runs a recurring theme, the present autonomy of the teaching profession in this country, a position vigorously assailed by the authors as 'privileged' and 'in the strict sense, irresponsible'. 'The rule of the teachers' is 'a new despotism'; 'the despotism of a self-styled *corps d'élite*, which decides the kind of creatures (the nation's) children shall be'; the teacher 'claims the right to disregard his client which no other professional worker enjoys'. Good stirring stuff, but really rather wild. However, it does raise some important issues. For one thing, who is the teacher's client? At first we are left to infer that the parent is meant; but the child is a separate human being, not a chattel and not a creature over whom the modern parent can reasonably claim a sort of divine right. It may be better, as the authors

themselves belatedly suggest very near the end, to regard the child as the client: however, he is a minor, learning (though not fast enough, in most schools) to take more and more responsibility for his own life, but not yet an adult in the sense that a lawyer's or an architect's clients are normally adults. Certainly it is no solution for the teacher to claim a divine right in place of the parent. But the teacher should be the better equipped to put children gradually in the way of making responsible decisions for themselves. The most promising current development towards this end is the trained counselling service newly available in a few English schools. It is a sad irony that, by an extraordinary error of judgment, the authors see in school counselling a sinister, last-ditch attempt to retain despotic teacher control!

The whole book contains a number of internal contradictions, the elimination of which would need meticulous revision and indeed some re-thinking. (One glaring example, involving the authors' favourite theme of teacher-pupil relationships, occurs on the very last page.) The writing itself, particularly in the two outer chapters, is lively, provocative, even occasionally epigrammatic, and if some of the less fully substantiated statements were half as sound as they are arresting it might have been quite a brilliant little book.

ANDREW FINCH,
Longslade School, Birstall,
Leicestershire.



Black Realities

Black Paper Two.

The Crisis in Education. Edited by C B Cox and A E Dyson (1969), 10s.

Favourable reviews may be more likely when books express beliefs and ideas which the reviewer shares but it is normal to welcome a book which puts a contrary view so long as it is lucid, consistent and logical in argument and development. Planners profited from John Jewkes's *Ordeal by Planning*; and Hayek's *Road to Serfdom* pointed to real dangers. Cox and Dyson are entitled to their views, but from the elite of the elite, brimful of innate intelligence and selectively nurtured, we expect more temperate language and more detailed evidence. The average grammar school staff room and average comprehensive staff room is accustomed to more logic and less emotion, to more wit and less arrogance.

The Black Paper begins with a letter to Members of Parliament and then deals with what it terms Basic Realities. A section on 'the Comprehensive Disaster' is followed by 'Moving Progressively Backwards'. University Education follows the section on Primary. The short articles obviously vary in quality and the Primary section merits serious consideration – but these contributors must have found it disconcerting to find their articles alongside letters of the sort usually signed 'Disgusted' (Cheltenham). There is the Headmistress who escaped from the state system unable to endure falling standards of work and behaviour in pupils and younger staff. Oddly, she taught in Grammar Schools which are 'among the best schools in the world'. The younger managers who are described as 'almost as backward in writing and speaking their native tongue as the working classes' by



Management Consultant, are unlikely to be Comprehensive products. The argument seems a little confused.

June Wedgwood Benn is full of June Wedgwood Benn and emotive language. Teachers in Comprehensives cannot answer questions because they are quelling riots; children become 'a screaming mass'. Tibor Szamuely sees 'Maddened hordes of British self-styled progressives'. Observation and judgment both seem fallible.

Third-hand snippets from a variety of newspapers provide more irrefutable evidence. Progressive education in Germany led to sex in the Kindergarten cots. A comic 'O' level examiner imaginatively reproduces bits of his scripts.

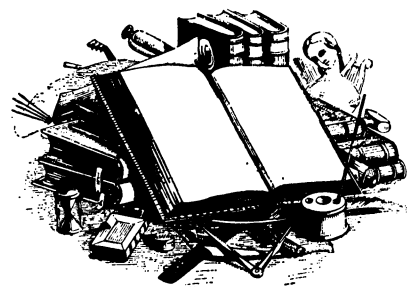
Richard Lynn's exercise called 'Comprehensives and Equality' is surely a double agent's attempt to discredit the Black Paper. He argues for the basic beliefs of Cox and Dyson in such an extreme and illogical way that his opposition is obviously preferable to his support. His table of placings in the mathematical olympiad shows the USA bottom because of its comprehensive schools, Israel top because of the 'excellent Jewish genes' and Britain at fourth place preparing for a slump as the comprehensive rot sets in. Few CSE candidates suffer from such hallucinations about causal connections. The direct relationship

between intelligence and class proves that the working class is ineducable: the odd intelligent exception is best leaving school at fifteen to become a millionaire like Lord Stokes. We are in for a second Fall of the Roman Empire.

We might all be saved, of course, if the only permitted comprehensive school is run by Rhodes Boyson. Several contributors, including Rhodes Boyson, agree on this. He has no truck with educational nonsense and wants to surround himself with Grammar and Public Schools: competition is the thing. Grammar school children will then choose his Comprehensive. He does not explain who will choose the Secondary Moderns.

All in all, the Black Paper is disappointingly feeble. It costs ten shillings; I suggest you borrow one.
DEREK ROBERTS,
Bugbrooke Secondary School,
Northamptonshire.





Valuable Reprint

The Home and the School, by J W B Douglas. Panther paperback, 6s.

I am not sure how much one is *influenced* by books; certainly the one I have most often *quoted* during the past few years is **The Home and the School**, J W B Douglas' well-known statistical report on factors influencing ability and attainment among primary school children.

Use was made of its statistics in both Robbins and Plowden and its conclusions are now generally accepted, though many of them were questioned at the time. It was then being said, for example, that transfers between modern and grammar schools were frequent; in fact, they catered for no more than 2.0% of pupils, most of whom came from the middle class. Streaming in the primary school was clearly demonstrated to have a markedly adverse effect on the progress of many pupils, particularly on manual working-class children (and particularly on the summer-born). Home-school contacts, well before

Plowden, were shown to be of vital importance. Douglas provides much of the basic ammunition with which the battles on these and other issues have been fought.

The book is disturbing too. Plowden has won acceptance for the principle of giving extra support to EPA schools. Douglas has already made it clear that schools with a high record of 11+ passes were actually winning 20% more grammar school places than their test scores entitled them to. Since such schools were usually favoured in staffing and accommodation, this would seem to support the EPA idea, which aims to provide precisely these benefits to disadvantaged schools. However, Douglas also reported that the favoured schools had much less effect in improving the achievement of such manual working-class boys as they had. Presumably home influences are of over-riding importance for these children: will the EPA programme, then, achieve as much as has been hoped, or would we be better engaged in pursuing a different approach, for example in ways suggested by Bernstein?

In any case, the importance of home-school contacts is indisputable. As a head myself, I only too often felt defensively hostile when facing an unsympathetic parent. Each time I made an extra effort to be understanding it was above all due to Douglas' research.

ROY WATERS.

Concepts of Play

Priority Playgroup Project. A first year report of an experiment in pre-school education in an Educational Priority Area. Prepared for ACE by Brian Jackson and Ruby Rae (1969), 5s.

This admirably concise, objective and interesting report tells the story of an attempt to establish a pre-school playgroup in the Balsall Heath area of Birmingham, and an attempt to project it nationally to encourage similar work in other EPAs.

Much of the report deals with the special problem of persuading immigrant families to send their children to the playgroup, and underlines the many difficulties facing primary schools with a large immigrant intake. The report points out that Asian boys and girls are in many ways like 18th century children – 'they are small adults, junior attendants of the adult world'. Often



they do not know how to play. Fantasy, social or puzzle play are all strange, and a great deal of patience is needed to lead them into creative play. Immigrant families do not perceive the purpose of pre-school education, especially if it is play-centred.

The emphasis of the playgroup was on free activity, art, drama, music, story and song, and though this worked well for the English children it was not so successful with the immigrants. By the end of the year the group was looking for a more systematic introduction of concepts in the play situation, and they were especially impressed by the syllabus prepared by the Children's Television Workshop in America.

Knowledge about the work of the Balsall Heath group was spread more widely by the co-operation of the BBC which transmitted, through its Immigrant Language TV series, programmes explaining the activities of the playgroup. This TV series reached 80%-90% of all immigrant households in this country.

In the Balsall Heath area there are some 4,000 children of pre-school age who could benefit from playgroup or nursery work; less than 200 attend such activity. In many other large cities the situation is even worse.

Finally, the report says that no voluntary action is good enough; the Government must be persuaded to establish a state nursery system: 'All that later happens in education is basically remedial - stopping up the leak - compared to getting things right at the beginning, and giving equal children equal chances to be equal.'

KENNETH CORAM,
Bandle Hill Junior School, Stevenage.



For example, we learn that most teachers prefer to attend courses during school time. However, less obviously, a large number said they were prepared to attend *local* courses in the evenings or *during holidays* (few wanted residential courses). In fact, in the areas involved, no local holiday courses were provided at all.

Teachers failed to attend courses because they saw little practical value in what was offered; because they were exhausted by their work; because they were not consulted in the planning; because they did not want to neglect their classes (in school time); because they had too many other commitments (in their own time). A large number did not know what courses were available - there is a failure in communication.

The report is less helpful than it might be in listing the most popular subjects for courses, as it uses rather vague classifications. They include: Learning difficulties of children; Pros and cons of new methods of school/class organisation; Audio-visual aids, etc; Findings of educational research in specific fields; Planning of syllabus; Teaching methods for the less able.

Teachers want to be involved in the courses, not simply to be lectured at, and it may be that working parties on curriculum development will draw them in. Well run, well-equipped and attractive Teachers' Centres could provide a breakthrough here.

ROY WATERS,
Inner London Education Authority.

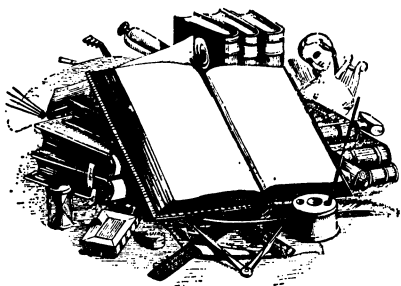


Courses for Teachers

In-Service Training (A study of teachers' views and preferences), by Brian Cane. NFER (1969), 21s.

This book presents the statistics collected from questionnaires sent out to teachers in Durham, Glamorgan and Norfolk. It contains very little speculation and not very much comment on existing provision, and is likely to be of interest mainly to those responsible for organising courses.

Statistical reports are notorious for triumphantly confirming the obvious, and this is true of much of this book.



Reviewing Comprehensives

The Comprehensive School. Revised Edition 1969, by Robin Pedley. Penguin, 5s.

Professor Robin Pedley has ensured that the light his book has spread on comprehensive education since 1963 will not diminish as we enter the Seventies. Though recognisably the same book in its philosophy, coverage, and general plan, the revised edition has taken account of developments in the last six years more far reaching in themselves than whatever occurred in the previous twenty, and more revelative of the directions of educational change and the climate in which it is likely to come about.

Of the five original chapters all but the fourth retain their titles. The content of the fourth (*Different forms of comprehensive education*) is now subsumed under *Framework*, the second chapter, as part of the present scene. In its place a new fourth chapter has been written: *Marlborough College and Risinghill*.

In Pedley's view, the Marlborough experiment (towards closer integration of Public School and State systems), as evaluated by Dr Royston Lambert's research unit, and the 'tragedy' of Risinghill, so passionately but meticulously described by Leila Berg, bring into sharpest focus the fundamental issues which result from acceptance of the comprehensive principle.

At Marlborough all the controllable factors were made to favour the experiment: at Risinghill external factors could not be so controlled: they could only be faced, and more than courage was needed. The failure was not so much that of a comprehensive school as of a society that also has its Marlboroughs. We cannot bridge the gulf between a Marlborough and a Risinghill.

Perhaps Pedley makes too much of Risinghill as a 'test case'. As a headmaster whose newly-opened grammar school at Forest Hill was closed by the LCC in 1932, I can sympathise with Michael Duane, without ascribing martyrdom.

To the attempt to resuscitate the Fleming proposals Pedley opposes the kind of arguments we members of the then Conference for the Democratic Reconstruction of Education put to the Fleming Committee, but also brings his own critique, with the support of more recent testimony, of the educational and other purposes served by the Public schools. He does not look for the new democratic spirit that is beginning to stir among educational institutions to lead to their abolition. Independence is too precious. But he would make staffing ratios and salaries comparable in State and Independent systems, and he now emphasises a third stipulation: that we should set about a wide and regular interchange of teachers.

The main appendix, which in the original edition was a list of schools broadly comprehensive in character, now shows the progress of reorganisation up to the end of 1968

according to the various modes: all-through (85 LEAs), middle school (40 LEAs), two-tier (37 LEAs), sixth form college (19 LEAs). Almost two-thirds of the select list of books suggested for further reading have been replaced by works published since 1963.

Along with most of the old reading list have gone most of the original examples and illustrations, to give way to what is more recent and more typical of the great variety of new developments. London is nowadays less of an inspiration and furnishes fewer examples – and some of these not flattering. It must have been a complicated task to bring passages describing trends up to date, but again and again one notes that things have moved in the direction that Pedley



foresaw, and he has not had to change his tack.

Movements, too, have tended – and seem likely to go further – in the directions he advocates. ‘End-on’ as against ‘all-through’ planning is a case in point.

Of course, within the range of the possible, tiering in some form was inevitable from the start, if a start was to be made. Plans of mine for local two-tier reconstruction were discussed with the EO before the end of the War. The wonder is that some sort of Leicestershire Plan was so long delayed.

But Pedley had by 1963 moved more and more from ideas of a lower tier towards proposals for a separate top tier: the sixth form college. He now elaborates the arguments against the 11-18 school, but, appreciating the sociological weakness of the sixth form college as a self-contained institution, argues for the College of Further Education as a comprehensive tertiary institution to follow comprehensive schools for the 11-16 group.

He cherishes a filial nostalgia for the small school. But who nowadays is content with its exiguous resources? And is a cosy ‘ready-made’ community the best training ground for young people who have to learn to *create*

community in the world they are going to live in?

Pedley accepts, but I wonder if he likes, the term ‘neighbourhood’ school as applied to the comprehensive. It was illuminatingly and truly used in the County of London Plan for a primary school’s area. He wants to see the comprehensive more organically linked with its community. Good. But the logic of breaking the institutional barrier may take more and more school learning out into the community where potentially rich resources are available. Is he now disposed to pursue this line?

‘The Comprehensive School as we see it at present may not be the final solution to the problem. Perhaps we shall eventually arrive at a new conception of the school as a function of the community . . . (It may be regarded) as a step along that road . . . but a necessary step.’ This piece of pure speculation (from **The Comprehensive School**, a booklet I wrote for the ENEF in 1949) was embodied in real substance in Pedley’s first edition, and is weightily reinforced by his account of developments in the last six years.

But the impressive range and detail of the substance he has so ably gathered and articulated over the years in pursuit of his vision, point to

the conclusion that it needed and still needs the comprehensive school that we know to swing educational and public opinion away from the divided system.

The revised edition adds still more to his stature as the foremost authority on comprehensive reorganisation.

RAYMOND KING.

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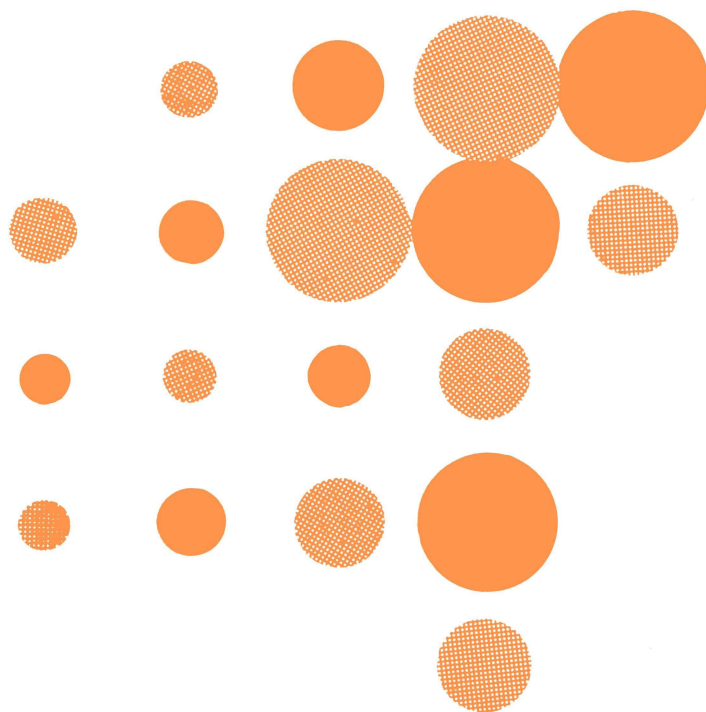
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