

FORUM

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FOR THE DISCUSSION OF NEW TRENDS IN EDUCATION

16 — 19

Alienation by Sixteen

Eric Midwinter

Sixth Form College

M L Vale

14—18 Upper School

W O Ruffle

School and FE Links

H R Wilcock

The Exeter Scheme

Philip Merfield

Is it Further Education?

H S Milner

Discussion: C Brentley

A Schools and Youth Service Project

Sheffield teachers and youth workers

Reviewing exams

Tom Kydd

Reviewing recreation

John Ewen

Infant to Junior

Annabelle Dixon

Reviews

*C Jackson, E Linfield, D Metcalfe, G Neave, O Watkins,
N Whitbread, E R Davies*

**FORUM and the CAMPAIGN for
COMPREHENSIVE
EDUCATION CONFERENCE**

**EXAMINATION
POLICY IN
COMPREHENSIVE
SCHOOLS**

Saturday, 16 June, 1973

10.00 am to 5.00 pm

**FRIENDS' MEETING HOUSE
Euston Road, London WC1**

The present examination system, both at 16-plus (GCE and CSE) and at 18-plus, presents every kind of problem to comprehensive schools. The Schools Council's proposals for a single examination at 16 is a step forward—but even this is subject to criticism as sharply divisive. There is also an urgent need for comprehensive schools to formulate a clear policy for the 18-year-olds which will meet the needs of a much larger proportion of students, including those in further education.

This conference will be concerned with both these issues: the first in the morning, the second in the afternoon. Both sessions will include contributions by teachers in comprehensive schools and colleges.

10.00 am to 12.30 pm

**Examination policy for the 11 to
16-year-olds**

arranged by *Pat Daunt*,
Head of Thomas Bennett School, Crawley.

2.00 pm to 5.00 pm

Examinations at 18-plus
arranged by *Brian Simon*,
University of Leicester.

You are advised to apply immediately as space is severely limited—all the larger halls in London being used for examinations throughout May and June!

Conference fee: £2.00 with meals etc;
£1.00 without.

Send cheque or postal order to:

**Organiser, Conference, 52 Wood Vale,
London N10.**

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Largely as a result of pressure from all areas of the teaching profession, the **White Paper** fortunately rejected the worst features of the **James Report** on the preparation of teachers and the validation of their qualifications. It even managed to salvage the only two positive features by promising somewhat more generous in-service opportunities for all teachers and surer support for new teachers.

Forum also welcomes the long overdue withdrawal of **Circular 8/60** and the prospect that the proportion of under-fives provided for may soon reach that achieved by the School Boards at the end of the last century.

But the cut-back in teacher supply will slow down reduction of class size and many consequent improvements just when this possibility is in sight. This may indeed undermine the gains made by expanding nursery education.

Predictably, Mrs. Thatcher put forward no policy for secondary education. Eleven-plus selection is now educationally and socially discredited, yet her 'framework' ignored this continuing in-built injustice and the various selective devices within semi-comprehensive schemes. **Forum** deplores this irresponsible dereliction of duty in a government **White Paper**.

By limiting student places in higher education well below the number needed to accommodate those expected to qualify for admission by 1981, and by promoting a cheaper and shorter degree-substitute called a Diploma of Higher Education, Mrs Thatcher has betrayed the legitimate hopes of thousands of young people leaving sixth forms and FE over the next decade. She blighted career prospects for many other sixth formers already by refusing to accept the proposed Certificate of Extended Education. Thus she undermines the potential of ROSLA to encourage more sixteen-year-olds voluntarily to continue in full-time education.

Raising the minimum school leaving age to 16 opens up the real possibility of extending comprehensive educational opportunity to the 16-19 age group. Some of these young people simply need six years to do what has been arbitrarily defined as a five-year secondary course and may then or later find they want to go further, while some are ready to tackle advanced and specialised work. Some are vocationally motivated, but it is unrealistic to expect most sixteen-year-olds to know just what jobs or courses they are suited for. Many need time to find out. Educational institutions must be flexible enough to allow for this.

Nationally provision at 16-19 is chaotic, and at worst totally divisive in some places. Many LEAs

have a long way to go in creating comprehensive education below 16—a very long way in terms of criteria for which **Forum** has argued. In reorganising secondary schools crucial decisions are made which militate for or against comprehensive education beyond 16.

Over the past two decades the number of LEAs operating sixth form colleges has risen from ten to twenty-seven. These range from elitist and exclusively academic 'A' level institutions, through somewhat broader based yet essentially selective, to 'open access' colleges and combined technical and sixth form colleges. Elsewhere, strong and coherent links are forged across comprehensive school sixth forms and further education colleges. A sixth of university entrants now come from FE. Student demand is causing radical rethinking in sixth forms and further education, blurring the divisions and moving erratically towards more comprehensive and democratic patterns.

While it is neither likely nor desirable that national uniformity will prevail in education beyond 16, it is time to focus attention on provision at this stage. Those committed, as **Forum** has always been, to seeing comprehensive education come to fruition must put forward criteria for 16-19 education. Minimum conditions would seem to be: 'open access' and the right of return to full-time education for early school leavers; part-time education as of right for young workers; course and careers advice, counselling and eligibility for school or student health and psychological services; and a teaching qualification for all who teach this age range.

Research is urgently needed to monitor the variety of developments that are extending comprehensive education from 16 to 19, and to assess policy decisions affecting children under this age in comprehensive schools. The NFER research project on comprehensive education, regrettably wound up last year, was severely limited in scope. Schools Council Working Parties are no substitute for the kind of research needed—and without this cannot be expected to produce sound recommendations. A review article surveys their work concerning the 16-19 age group.

In this issue we publish a series of case studies of different forms of educational provision for the 16-19 age range. We hope these will promote debate and help teachers and administrators to reach criteria for extending comprehensive educational opportunity beyond the statutory leaving age. We are planning a conference jointly with the **Campaign for Comprehensive Education** on 'Examination Policy in Comprehensive Schools', which is germane to this—see our announcement opposite.

Alienation by Sixteen

Eric Midwinter

The Director of **Priority** and Co-Director of **ACE** analyses some of the ways by which secondary schools may be promoting alienation and suggests some alternative strategies.

Only some 20% of pupils achieve by sixteen that nap hand of five 'O' levels which has come to be regarded as the mark of initial educational success and the cachet required for dining at life's rich feast. Some of the remainder find other ways to educational qualifications: the remainder never again see chalk dusted from the blackboard. It must be said immediately that our educational system is a very uniform one. Although it has developed haphazardly (and although it is subject to the genial eccentricities of headteachers) the forces of perpetuation, the sameness of training, experience and predeliction and the pressures of examinations and authorities, do make for an unwritten convention of secondary education that, basically, is similar the nation over. It would, then, be a miracle if a singular education system satisfied all needs; maybe it's a miracle that so many do in fact find the school suitable. Obviously, if you only try one major strategy, you won't win them all.

However, we can't construct schools for each individual, although we might manage to construct schools that offered varied opportunities for more individuals. There are some guide-lines. For example, the fall-out rate for sixteen year olds has a heavy class bias. Only one working-class child in eight or nine obtains the magical five 'O' levels; one middle-class in two-and-a-half (if half a middle-class child is imaginable) hits the JMB jackpot. This is much to do with the rapport between school and middle-class home—the language, the mores, the know-how and so on. Given what we now know about the influence of home and neighbourhood on educational attainment, it's not surprising. The school by and large, underlines and affirms the impetus of the home. The reverse is not just neutral. The uniform system meets the middle-class child fairly and squarely, whereas the gap between the system and the working-class child can be a widening one. Put another way, the school out of rapport with the values of its community might create a hostile, not just a blank, reaction. Worse, it might be failing to tap an existing potential. The unsuccessful child is only 'deprived' by arbitrarily arrived-at standards. There may well be strengths to draw upon which the traditional structure finds difficult to touch.

This, of course, is a problem throughout education. It is one of the reasons why varying kinds of pre-school provision are at present being mooted, precisely to cater for a wide variety of need. The fall-out at sixteen is not unexpected. It has been building up since birth. Because everyone enters the school at five on the tacit assumption that they will go up to Oxbridge or, if not those dizzy heights, pick up an 'O' level or two, then for those who fail—and the overt indicators of failure are early apparent to child, teacher and parent—then, for those, schooling is an education for frustration. Can secondary schools overturn this pursuit of academic triumph, this hard run race with too few winners and too many losers? Can they adopt the more pleasing characteristic of that race in *Alice in Wonderland* where everyone won a prize?

adolescence ignored

The process is, for the school-leaver, blighted by adolescence. The raising of the school leaving age since the beginning of the century has casually by-passed this most traumatic human experience. In 1900, very few stayed at school beyond the onset of adolescence. Now everyone negotiates that watershed while at school. The school is, for the sixteen year old, much the same as it was when he was five. It has the same ethos, atmosphere and attitudes; it has the same sort of rooms, desks, dinners, rules and what have you. Something goes radically wrong. One so often sees the eleven year old trotting off gaily, all spruce and cheery, to his new secondary school, eager to taste the fresh delights of strange-sounding subjects and odd-looking apparatus. By the fourteen or fifteen mark something has too frequently gone wrong, and the youngsters are rejecting the school and what it stands for. This is so strong a syndrome that it is almost worth saying that schools are for pre-adolescents. At least, one can argue forcibly that the whole climate—physical, emotional, intellectual, spiritual—should be vastly different for the post-adolescent. It should, in a word, be adult. As one interested in curri-

culum, I have been disappointed to hear secondary pupils say, 'Yes, these new approaches are fine, but I still want to leave'; and then, often undergoing the old type of restricted and outmoded course in a further education college, they say, 'it's much better here: they don't treat you like children.' The clinching point to remember is that the successful children don't necessarily *like* school. They suffer its foolishness gladly because there is a pay-off. Perhaps we should not assume that they are automatically more grateful and less critical than the drop-outs.

The irony is that the better primary schools are giving a lead in more 'adult' approaches, along what we normally refer to as 'Plowden' lines. They are flexible, open-ended, child-centred and democratic in approach, in many ways a miniature version of the liberal, non-rigid society most of us prefer. Why don't we have the courage of our primary convictions? I heard Lady Plowden recently state quite bluntly that some children must think they have been deceived when they arrive at secondary school after such a primary schooling. She, and others, relate tales of primary 'initiative' becoming secondary 'impertinence' or of primary 'discussion' becoming secondary 'cheating'. The good primary school has learned the lesson of differential success, of finding the strengths of individuals and releasing them creatively. The secondary school, with its timetables, its streamings and settings, its departments, its subjects and its examinations, soon sternly puts a stop to that. It is not, obviously, as clear-cut as that: one sets the best primary against the worst secondary, but I do wish that, for at least the first three years, secondary schools would abandon the stifling regimen of groups of thirty children studying some sterile aspect of an unreal subject for forty minutes. It has been said again and again. It must be said yet again. There is an awful lot of plain, old-fashioned boredom in our secondary schools. Too many children are playing truant with their minds, and the flesh might as well be absent if the spirit is unwilling.

what matters?

Nothing short of a wholesale transformation of the structure, content and method in secondary schools will really suffice. All one can do in the short-term is ask secondary teachers to set their work critically against this sort of question: namely, do the lessons *matter* to

the pupils at this moment?—and never mind so much about it being 'useful' later; and do the youngsters wholeheartedly *enjoy* what they're doing, and feel that it combines reward and pleasure? As for the mood of the school, how many of the rules and conventions are not strictly necessary to assure the empire doesn't topple; are some of them perhaps more for teacher- rather than learner-convenience; and to what extent does decision-making and decision-enforcement permeate all levels and stages of school-life?

We are often astonished how much easier it is to promote 'social education' in infant and junior than in secondary schools, where one might expect it to be more necessary as the pupils are that much nearer the hurly-burly of everyday life. By 'social education' we mean that amalgam of social skills, social content and social attitudes which conceivably might help the youngster to be a more critical and inventive participant in whatever walks of life he chooses or finds himself. The reluctance of secondary schools may partly be explained by their rigidity, but one must also agree that 'social education' has an explosive quality. It is all very well having a democratic process for eight year olds or getting ten year olds worked up about housing or the motor car; but, if sixteen year olds are so inspired (as they should be) it is that much more difficult to control or monitor. Nonetheless, this air of relevance, this feeling that education matters, must imbue all that is done. It must begin with, I believe, a complete overhaul, if not abolition, of departmentalism. By weaving a web of subject threads across the warp of class strands (and sometimes adding a third thread of the 'house' system), an overtight and stifling mesh is completed which is unable to cope with the needs of particular children faced with particular problems in particular areas. A group of sixteen year olds in an inner city area suddenly expected in toto to be interested in and cope with the intricacies of some obtuse biological or linguistic or historical or mathematical topic at 9.30 am on Tuesday, 14th October, is really quite absurd. My own preference would be for a team of mixed specialists leading groups of children in longer-term examinations of realistic issues. It might be the problems of old age, coupled with some worthwhile practical work; it might be a survey of the local political and economic scene, with a view to giving the youngsters a critical awareness of the structures in which they live; it might be the creation of some combined arts festival or production; it might be a deep study of some 'universal' force in their lives, like football, fashion or television.

The possibilities are inexhaustible, and it should be recalled that each enterprise would necessarily draw on the skills and approaches of the traditional subjects, so that these would be vigorously built up as part of the pupil's stock-in-trade. It might be hoped that each pupil might eventually comprehend more of the ancient order of subjects than hitherto. It is not that these subjects are valueless; it is the fact that, as entities, they stand remote from the mainstream of human existence. Deployed as servants, rather than masters, they have a proper part to play. The use of the modular system of teacher-teams matched with learner-groups has two additional advantages. It releases the teacher from the constraints of a discipline (he becomes a human being, professional, of course, but a man who is interested in interior decorating, or motoring, as well as geography) and it also allows the so-called 'pastoral' and 'academic' sides to be merged. The separation of the two, with group tutors or housemasters not always involved in the teaching, is a reversal of true educational development, wherein 'social' and 'academic' should be one. Surely the great lesson of post-war research has been the interdependence of educational attainment and social context. Naturally, examination structures would need to be altered, and, once more, it is a case of not letting the tail wag the dog. We must insist that, if we *have* to examine, we *must* examine in those areas and by those modes which are most appropriate. Some of the moves made in CSE circles could be helpful in this regard.

Yet a huge question-mark hangs over all these suggestions for improving the school situation apropos the early leavers and raising the possibilities of further education and examination qualifications. Let us postulate an inflationary spiral in 'O' levels, with the working-class lads trebling their output and thousands more staying on blithely at school. As ever, we return to the point that education cannot operate alone. Will society make available the opportunities—not only the jobs, but the chances of civic responsibility or constructive leisure—which allow youngsters to reap the reward? This is not the 'hewers and drawers' argument, beloved of the élitists, about who is going to empty the dustbins if everyone has a diploma. It is a tacit reminder that a full run programme of social education would create a huge demand for all manner of life-chances. Rather more cynically, one might hazard the guess that the market would be controlled, with, for instance, the standard for 'O' level artificially raised and so forth. We must make certain that society *wants* this heightened educational acumen and is ready to provide for it accordingly.

Probably, as a last suggestion, teachers should worry more about the present, about the jam today. This is not a 'for tomorrow we die' approach—nobody learns willingly, intensively and validly unless contented and stimulated. The five years of secondary life is a long and important time in anyone's life. We should not spend all of it looking to the future and preparing youngsters sternly for that future. They are alive now. They should be given the joy and satisfaction of exciting and inspiring experiences, because they are human beings who, here and now, deserve such treatment. Children should stay at school basically not for what it promises after they leave: they should stay because they are attracted by it and find happiness there. Box-office is the chief answer.

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Sixth Form College

M L Vale

In the first of our five case studies of provision for the 16 to 19 age group, the Headmistress of one 'open access' Sixth Form College in Southampton describes how this policy has operated there over the past five years. Miss Vale has taught in girls' grammar schools in various parts of the country and is a member of the Southern Region Council for Further Education.

When the reorganisation scheme for Southampton was introduced in 1967, and the three grammar schools of the City began their evolution into Sixth Form Colleges, we at the Grammar School for Girls began with the advantage that 'open-access', an integral part of the scheme, had been a principle of our Sixth Form provision since 1964, when we first dropped demands for the usual academic qualifications (ie a minimum of four Ordinary Level Passes) from all entrants to the Sixth from the other secondary schools in the city. Our experiences since 1964 lead us to believe that the principle of 'open-access' is educationally sound. It is obvious that all children do not develop at the same rate physically, emotionally or mentally. 'Open-access' gives a girl or boy the opportunity to attempt a course at the stage at which he or she feels ready to attempt it and no-one is debarred by the accident of calendar age. We have had 'open-access' long enough to prove from statistics that the late developer takes full advantage of the opportunities it gives: these statistics show, for example, that many now teaching successfully or training to teach would otherwise have been lost to the profession. Conversely, one may quote examples of girls who would not have been debarred by the demand for four Ordinary Levels who have gained less academic success in their Sixth Form courses. Motivation, often very strong indeed in the slower developer, is undoubtedly of major importance in this age-group.

vocational bias

If the Sixth Form College is to be part of a fully-comprehensive scheme, then it follows logically that Sixth Form provisions must be much wider than they have commonly been in the Sixth Form of a grammar school. One of our first appointments in 1967 was that of a teacher whose main task was to explore and establish courses in areas of extended education not previously

offered. These courses would have a vocational bias but would not be vocational, since purely vocational courses were properly the province of the Technical College. The already existing pre-nursing and secretarial courses were obviously ripe for expansion to meet changes in the fields for which they were catering and they had to be more closely integrated into the main stream of the curriculum. Degree, nursing diploma and SRN students can be catered for largely from Advanced Level and Ordinary Level courses, with additional subjects with a nursing bias and some practical experience. SEN students have slightly different needs and so Mode 3 CSE courses in nursing science, etc, were introduced for them. The secretarial course became a two-year course, combining secretarial skills, Ordinary Level accounts, Business French, Spanish or German and either one Advanced Level or additional Ordinary Level courses or courses of general educational interest not leading to examination.

new courses

New courses introduced included one for intending animal nurses: this offers work-experience with local veterinary surgeons, combined with such subjects as animal physiology, science for animal nurses and laboratory techniques. New subjects, or different interpretations of those already on the time-table, were made available for girls thinking of careers in beauty therapy, cadet housemother work, horticulture and floristry, institutional house-keeping, retailing and Physical Education. One of the most popular courses is concerned with child care: this includes child health, child development, child education, home economics, needlework, art, English, movement, music and woodwork. CSE Mode 3 examinations cover parts of all the new courses.

In a comprehensive organisation there should be as many opportunities as possible for girls to work together,

no matter what their stage of academic development or ultimate objective. Our time-table is therefore so arranged that these courses may be taken as complete in themselves but in parts of them girls with quite different aims may be working together; eg parts of the child care course (child development, child health) are popular with girls who intend to teach or to nurse and who may be taking two Advanced Levels.

sampling experience

Practical experience is now given in many fields. All intending teachers have, for instance, the chance to spend three periods a week, for part of their course, in a primary school; those wishing to specialise in Physical Education help with the coaching of younger children who regularly use the College playing fields; intending nurses have practical experience in special units and in hospitals; girls thinking of retailing spend one day each week in one of the large departmental stores; intending Institutional Housekeepers go to hospital and university kitchens; horticulture or floristry students have one day's practical experience at nurseries, etc.; secretaries spend a full week in an office. This 'sampling' proves invaluable in helping a girl to decide whether she is making the right choice of career.

individual needs

Girls who come to us at 16+ usually fall into two categories: those who are sure that their objective is an academic one and those who do not know very certainly what they intend to do. (The vocationally-biased course may give the latter an opportunity to make up their minds). If one recognises that many of the 16-year-olds are not clear about their ultimate objectives or, if they are academically-biased, are not always certain about the subjects they really wish to study in depth, then the time-table must be flexible enough to provide for changes. From the beginning we stress the possibility of catering for changes in objectives. Each girl, with the help of teaching staff, builds up a time-table to suit her individual needs. Experience of Sixth Form studies helps her to crystallise her ideas; when she does, the teaching as well as the time-table must be flexible enough to allow for a

change of mind on her part—a change which she is encouraged to express. We have found that a girl will, with guidance, quickly make up any work she has missed in a new group which she may join—the motivation she has discovered makes this possible.

'Open-access' does not benefit only the less able; the more able gain a great deal—and are consciously aware of this. They estimate their own ability more accurately against a broad range and are consequently encouraged, in many cases, to aim higher than they otherwise would have done. Because numbers in the Sixth are larger, more staff are available not only to cater for subjects for the less able but also to introduce more subjects for the most able. Our Advanced Level choices are now much wider than they could formerly be. Advanced Level subjects are offered in three main groups with most subjects repeated in each group. This year we are offering 36 'A' Levels which include 7 languages, 8 sciences with 3 Nuffield, 6 in mathematics and 5 aesthetic; in addition there is a wide choice of syllabus for English, history and art.

mixed ability groups

The composition of each subject-group depends not upon the level of attainment in the subject but upon individual choice. This means therefore that each teaching-group may cover a wide ability range and this demands flexibility in teaching methods; teachers must combine individual help with encouragement of general discussion within the group. The latter is very important, for girls in the 16-19 range learn at least as much from each other as they do from the teacher. Much of the first year's work is designed to encourage the gathering of information by the girl for herself and the selecting from wider reading beyond the requirements of the examination syllabus.

Advice and guidance are readily available for each girl from many sources—from her tutor, from her form mistress, from the careers staff, from subject teachers and from myself—but each girl makes up her own mind about what she wishes to do at every stage, including examination entries. Experience of her work and the opportunity to measure her achievements realistically against those with whom she is working—and she meets a broad range of ability in most lessons—help her to make sensible judgments. She understands that we do not promise

success in any particular objective; we promise only the opportunity and aid towards the attainment of that objective.

a common core

One afternoon of every week is given up entirely to Common Studies, which all girls follow, irrespective of their objectives or the level of their attainment. These are under two very broad headings, the one concerned with the development of Western Man and His Civilisation and the other with Modern Man and His Possible Future. Those teachers involved in the first usually begin with a series of introductory lectures; the group then splits to follow individual topics, often in projects, these being again the choice of the student. Usually, two topics are dealt with during the year. At the end, the group comes together to report on what each section has been doing. Those in the main group dealing with Modern Man usually choose one topic per half-term, which may be dealt with either by guest speakers and/or by individual projects and discussion. At the end of the year, the two main groups change over, so that, in her two years in the Sixth, every girl will have had the opportunity to study topics under both broad headings.

tutorial system

Forms are very small in size, ranging from 12-15, and are kept mainly for administrative purposes. The division into forms is on an alphabetical basis. After the girls have been with us for nearly half-a-term, they are allocated to tutors. These are usually members of staff with whom the girl comes into contact fairly often in lessons, etc.; this year, each girl suggested some names of staff from which her tutor could be chosen. Occasionally, a girl has a tutor with whom she does not come into contact in lessons: this may be better for some individuals. Girls discuss not only their work but also, very frequently,

personal problems with their tutors. We have just appointed to the ancillary staff a State Registered Nurse with experience in counselling and with a family of her own. She will, we hope, provide yet another source of help not only in matters of health but also in personal problems. I, of course, spend much of my time in personal discussions with individuals on a wide variety of topics.

personal identity

Some of the arguments for 'open-access' Sixth Form Colleges have already been dealt with in the course of this article, albeit indirectly. I mention others briefly. At some stage in a boy's or girl's education, he or she should have the opportunity to meet and work with others from other areas: the Sixth Form College provides this opportunity. Between 16 and 19, a girl is becoming increasingly conscious of herself as an individual. At this stage she needs more than at any time perhaps to be in a community in which she feels that she is considered as precisely that. At the same time, that community must be large enough for her to recognise the value of the contributions she can make to it; she must learn to live with herself and with her contemporaries. Since each girl is in the College *by choice*, the atmosphere and staff-student relationships are much easier and more friendly. The girls are themselves responsible, through their elected Executive, for the running of their own general and social affairs. They have a weekly Sixth Form Business period, chaired by their Chairman of Executive, in which they discuss their activities and matters concerned with the College—I may even raise questions of priority in expenditure with them. Many activities (eg drama and music) are shared with the neighbouring boys' College; some lessons, too, are inter-changed.

The 16-19 institution should be large enough to make community life possible, but not so large that the individual may be lost in it. A community of 500-600 seems to me to be the ideal size—a prejudiced view, no doubt, since we are now about 575! We have found that it is certainly a size that works.

14—18 Upper School

W O Ruffle

The Headmaster of a Leicestershire Plan co-educational Upper School assesses the advantages of catering for the 14—18 age group in one establishment. Mr Ruffle has taught in all types of secondary school, was a County Adviser for three years and has been Vice-Principal of a College of Technology.

The 16-18 year age group in an Upper School community cannot be considered in isolation. The absence of the 11-13 age group enables the 14 year old to be regarded more like a young adult and, although there will always be a small minority who do not respond favourably to this treatment and for whom therefore special care and supervision are essential, the number of these is surprisingly small. For example, in an intake of 800 students spread over the whole ability range, fewer than 1% show any tendency to truancy and a very small number of students present any disciplinary problems. Experience suggests that this is not unconnected with the relationship between the 'establishment' and the 14 year old which an Upper School organisation admits and which is nearer to, yet distinct from, the relationship expected at sixth form level. In practice the presence of the sixth form is a continual if unobtrusive encouragement to students of all abilities and in every field of activity. It helps to provide a framework of standards and a more mature leadership which makes genuine discussion between staff and students in committee a realistic possibility. One in five of all 16 year olds in Hinckley now stay on into the sixth form (the figure is higher in some other Upper Schools); they range in ability from the 'average student' (CSE grade 4) to the potential Oxbridge scholar, and I'm sure this is the result of the many points of contact which exist between 5th and 6th form students in their day-to-day life about the school.

Sufficiently detached in its own centre of carpeted lounges, study rooms and private dining room, and with its own committee of management, yet sufficiently involved in school organisation through the House system and through School and Sports Councils and activities, the sixth form in an Upper School has the double advantage of satisfying its own needs, with little limitation, and of helping younger students in many ways. Apart from providing the wide range of 'A' level courses which any large institution can include, the presence of 1,600 14-16 year old students and the

facilities and subject courses they require offer 6th formers opportunities which might not otherwise be available. For example, although a large range of 'O' level and CSE courses are offered to sixth form groups, the whole range of subjects is available to individuals by joining main school groups where separate sixth form provision would be uneconomic. A Design Centre offering auto-engineering, jewellery, sculpture, plastics, fabric design and printing, in addition to the more traditional woodwork, metalwork, engineering and pottery is very much appreciated by a growing number of students as an additional 'O' level or just as a relaxation from 'A' level studies. Here, as in physical activities, in the drama workshop now under construction and elsewhere, sixth form students can work with and help main school students, and in the process younger students see and hear something of what the sixth form can offer.

curricular gains

The presence of 4th, 5th and 6th forms in the same community has proved of unexpected value in curriculum development and in ensuring continuity of new programmes (eg Nuffield science) through 'O' and 'A' levels. Russian was tried first at 6th level and was subsequently fed into the main school. This satisfied a need, widened the choice and incidentally provided a worthwhile timetable in this subject for the teacher concerned. Computer Studies was introduced at 4th form level via the same route. Engineering Science proved itself as a CSE subject and the teachers involved saw a development of it as a worthwhile 6th form 'A' level study. Link courses with the local College of Further Education have proved extremely successful in the main school and the experience gained is proving valuable in planning new link courses at 6th form level. The advantages of involvement of a member of staff right through the 14-18 year range in this context are obvious.

Continued at foot of next page

School and FE Links

H R Wilcock

Roland Wilcock, Principal of West Oxfordshire Technical College, with twenty-three years' experience of further education has been involved in developing and writing about education from an F E viewpoint since 1967. Here he portrays the work of a **Consortium** of four schools and a technical college.

'We believe that the 16-19 stage of education is the *joint* concern of the schools, further education colleges, and industry and commerce, and co-operation by all three partners will be needed on an increasing scale'—thus the Schools Council Second 6th Form Working Party in **Working Paper 45**. The purpose of this article is to outline a situation in which it is explicitly recognised that *fulltime* 16-19 education is the joint concern of schools and a further education college, and in which the implications of this concept are being explored more deeply than elsewhere.

The present position is based on the statement by Oxfordshire Education Committee in its secondary re-organisation plan (1966) that both schools and colleges have a contribution to make to the fulltime education of the 16-19 age group. The form which school-college co-operation takes and the pace at which it develops vary from one part of the county to another.

There are four West Oxfordshire secondary schools—two in Witney, one at Eynsham (about five miles to the east of Witney) and the other at Burford (about eight miles to the west). Each is now a comprehensive, although they have reached this stage of development from different starting-points and are at different stages

of evolution. In Witney itself, Henry Box School was, until 1969, Witney Grammar School, founded in 1660. In 1969 it took its first unselected 'zoned' intake and is now comprehensive up to the 4th year with just over 800 pupils enrolled. The other school in Witney, Wood Green School, was a secondary modern until 1968, but is now comprehensive up to the 5th year, having nearly 900 pupils on roll. Bartholomew School, Eynsham, has had a development identical with that of Wood Green, although it is at present somewhat smaller, with nearly 650 on roll. The fourth is Burford School, an 11-18 comprehensive school for many years, has nearly 850 pupils on roll. The fifth member of the **Consortium** is the West Oxfordshire Technical College in Witney. This is a small (group 4) local college of further education with nearly 3000 students on roll containing three departments—Agriculture, Business and General Studies, and Engineering. It has about 250 fulltime students, almost all between 16 and 19 and on various courses up to 'A' level and OND.

Systematic joint provision for 16-19 year olds has been going on in Witney for the past six or seven years. In its early days it took the form of formal co-operation between the then Witney Grammar School and the

Continued from previous page

On staffing in general it has not proved difficult to recruit high calibre staff even in 'difficult' subjects and the turnover has been very small indeed. Although a substantial amount of the teaching consists of sprint courses to examinations, the possibility of involvement with students through the whole Upper School age range in curriculum and/or club activities and the width of experience available appear to be factors which incoming staff find attractive.

I have not highlighted the value of continuity of pastoral care and careers guidance through all stages of

the Upper School because this is obvious. Nor have I dealt with Further Education links in any great detail, though, whether they are joint OND/'A' level courses or courses designed to widen students' horizons in business and commercial studies and in various aspects of industrial technology, the school does not meet the real needs of the age group without them. Finally, many of the Leicestershire Upper Schools are also Community Colleges and this adds another dimension which cannot be disregarded in considering the total educational facilities available to the 16-19 year old student.

Technical College. It was to describe this co-operation that the term **West Oxfordshire Centre of Advanced Education** was coined. From its inception, one of the cardinal principles was to publicise the fulltime educational programme of the partners in one booklet.

What began as a partnership between a grammar school and a technical college had to adapt itself to the introduction of comprehensive education in the area. What now exists is the outcome of this response. The umbrella organisation is the **West Oxfordshire Consortium**, consisting of the four schools and the college. They 'consort' purely for the purpose of providing fulltime education for the 16-19 age group; for other purposes they go their own ways, although it is becoming apparent that providing for the 16-19s cannot be separated from providing for 14- and 15-year olds. The **West Oxfordshire Centre of Advanced Education** is the instrument whereby the Consortium carries out its purpose.

This Centre provides three services: a system of publicity and careers and educational guidance in the schools; a programme of courses, each of which takes place at one of the five establishments, but planned as one programme and publicised as such; an admission procedure which operates right across the programme of courses, no matter where the applicant applies from or is applying to go to. The WOCAE is under the direction of five **Joint Directors**—the four Headmasters and the College Principal. Its day-to-day operations are the responsibility of **Joint Secretaries**—one senior member of staff from each of the five establishments. They meet at least once a week throughout the academic year and at busy times much more frequently. The overall direction of the WOCAE is in the hands of the **Consortium Management Board**, which meets monthly and consists of the Joint Directors and the Joint Secretaries. The Chairmanship rotates among the Joint Directors. This device means that each head of an establishment is thoroughly familiar with all that is going on and that no one is in the position of an overlord. Twice a year a large meeting is held consisting of three representatives from each of the Governing Bodies of the five establishments (the **Joint Panel of Governors**) meeting with the Consortium Management Board. These meetings receive reports on enrolments to the current programme, progress of former students, proposals for development of the programme and requests by the Joint Directors for resources from the local education authority. It reports to both the Secondary and FE Sub-Committees of the Education Committee.

Much of the work of the Consortium Management Board follows a yearly pattern: the autumn term begins with problems arising from too few or too many students in courses; and later the contents of the WOCAE programme booklet for the following September have to be agreed and got into print in time for distribution among the 4th and 5th years in the schools in the first week of the January term. The main activity in the spring term is arranging publicity in the Consortium schools for WOCAE courses in order to achieve the culmination of a two years' guidance programme in the schools—the completion by a 5th-former of an application form for admission to one of the Centre's courses. Dealing with WOCAE application forms, arranging for the interview of applicants and admitting applicants to courses keep the Joint Secretaries extremely busy in the summer term. Very early in September, before schools reassemble, the Centre completes its yearly cycle of operations by providing a vacation advisory service primarily for the applicants whose plans have to be modified once GCE results are published.

crucial factors

The volume of this joint activity in the interest of young people at a critical point in their education is a demonstration that the WOCAE has evolved from being a concept of co-operation into a reality as an institution, supported by an **Administrative Budget**. For the 1972/73 session the WOCAE secretariat dealt with 326 applications, resulting in 275 admissions—a visitor to the Centre once described it as 'a local UCCA'.

This Centre is a good deal more of a reality to the members of the Consortium Management Board than to the rest of the staff of the five establishments, who mostly see simply the end-product of the exercise—students in classrooms—and whose opinions on the whole idea range from philosophic acceptance to downright scepticism. To keep staffs informed, the Consortium periodically issues a **Bulletin** which goes to every member of the teaching staff of the five establishments. A more effective way of involving staff and of breaking down the barriers created by ignorance, suspicion and prejudice is to involve them in ad hoc **study groups** appointed to look into a specific matter as the need

arises: they report to the Joint Directors, and then disband when the task is done.

To the five Consortium establishments, the WOCAE is primarily a means of benefiting the young people in their area. To the LEA (and, it must be admitted to the technical college) it is at least as important that it should be a means whereby the development of 6th form work in the schools will be controlled. In this respect the Consortium is now entering a critical phase.

In July 1973 all the comprehensive schools, and notably the two ex-secondary moderns, will have all-ability 5th forms requiring provision in the 6th year and beyond. Will the Consortium concept and its machinery be an effective means of controlling the development of 6th form work along sensible lines, with the technical college continuing to provide its wide programme of fulltime courses? The machinery for discussion and planning developed by the Consortium over the past few years has provided a favourable setting for tackling the problem. It has been agreed that the schools will not compete with the technical college over the provision of vocational courses, that all four schools will base their 6th forms on a range of 'A' level subjects, and that the technical college will continue to provide fulltime 'A' level courses as well. These have been divided into two kinds—'common' (English, Maths, French, German, History, Geography, Physics, Chemistry, Biology) and 'special'. Each establishment may provide any or all of the common 'A' level subjects but the special ones will be provided at only one of them, the technical college having the largest list with a couple of the schools covering such specials as Music, Home Economics and Religious Knowledge.

Key times in the daily timetables of all five establishments will be synchronized to produce an 'A' level Consortium timetable operative from September 1973. This will make it possible for students in any one of the five establishments to have an 'A' level programme part of which is done at the college or at a school other than their own—the distances involved make travel practicable. The LEA has agreed that this arrangement can operate for two years from September 1973, when the situation will be reviewed.

The value of the Consortium arrangements for 1973/75 is that they should provide valid experience on which to base future decisions about the location of post-5th grade work. In fact, continued growth of population in the area and an increasing tendency by pupils to stay on beyond 16 may make a continuation of these

arrangements into the indefinite future a defensible proposition.

Growth in the number of those staying beyond 16 raises the question of how to deal with those who are not up to an 'A' level course and for whom transfer to the technical college does not seem to be the answer. Many simply require six years to do a five-year secondary course. A pattern of linked courses is being developed for them, whereby the technical college supplements the school's programme: the WOCAE admission procedure will operate, obliging each one (and the parents) deliberately to decide what to do at the school-leaving age.

It is difficult in a short article to convey the effect which the West Oxfordshire Consortium is having on the educational provision in the area, and the possibilities for educational innovation which it opens up. As far as the technical college is concerned, two significant facts may be mentioned: first, the college has the highest share of the 16+ age group in fulltime education in the county; second it has become apparent that the traditional departmental structure and course approach of the college have distinct disadvantages for the provision of fulltime education and both of these are being modified.

Fulltime education beyond 16 is a crucial element in our educational system, presenting some of our knottiest problems. During the first phase of development it seems likely that in most situations schools (or Sixth Form Colleges) and technical colleges must both be providers.

In a situation such as West Oxfordshire, with five establishments providing 16-19 education, there are in-built features inimical to the real interests of young people wanting to continue in fulltime education beyond 16 and to the economic use of resources. The West Oxfordshire Consortium is tackling these problems along two main lines. It provides for school pupils a much more impartial and fair service of information of all the opportunities beyond the school-leaving age than is usual; and an admission procedure which removes some of the defects of the haphazard process whereby most young people continue their education fulltime beyond 16, although it is not claimed that the service does more than reduce the number of cases where young people between 16 and 19 are in the wrong sort of education. As far as economic use of resources is concerned, what is happening in West Oxfordshire is spelling out with unusual precision the problems which must be faced and solved when, in a local situation, fulltime 16-19 education is, in fact, 'the joint concern of the schools and further education colleges'.

The Exeter Scheme

Philip Merfield

Philip Merfield was sixth-form master at a county grammar school, administrative assistant in Birmingham, principal of a small college in Malvern and a large one in Tunbridge Wells before taking over at Exeter College in 1969. His own children are passing through the system he describes here.

The Exeter Scheme of Reorganisation involves radical change at all levels: schools for 5-8, 8-12, 12-16, and an integrated college for those over 16; but in 1970 the real innovation was at college level. Exeter College which now combines the functions of Technical College and Sixth Form College under Further Education Regulations was the first to be approved in this form and remains unusual, though several others have followed, mainly in the West Country. The transfer of sixth formers from the two grammar schools has been phased over the years 1970-73, during which time the school system is also changing over.

rationale

First it may be worth looking briefly at why it all happened—especially in the sleepy South West. One reason is a hard-headed attitude towards the cost of education: Exeter does not regard itself as wealthy and the burghers traditionally seek value for money. Another reason is that discussion about the various alternatives was conducted largely by a Working Party in which councillors were in a minority and professionals (from all types of schools, colleges and the University) were in the majority.

Economy and practicability of the alternative schemes seem to have been the deciding factors, rather than educational or political ideology. The size of existing school and college buildings, the level of their facilities, the number of sixth-formers and of their teachers all seemed to point towards the logic of concentrating resources at 16+ as well as to the desirability of introducing the First and Middle School concept. Moreover, the Technical College was already providing all 'sixth form' studies for pupils from the secondary modern schools, including GCE 'O' and 'A' levels—indeed there were over 800 full-time students from these schools, from private schools and from schools in the county area.

Other factors were of course given full weight. There are academic advantages in providing a much larger choice of subjects and types of course at several levels. There are social advantages in gathering all students over 16 together in a comprehensive college: academic and technical, full-time and part-time, adolescent and mature, local and 'foreign' (whether out of town or overseas). There are psychological advantages in providing teenagers with a more adult environment than is possible in school.

There are community advantages in focusing attention upon an educational centrepiece for in addition to the closer involvement of parents, employers and the Council it becomes feasible to plan special facilities such as Arts Centres, Drama Halls, Sports Centres, Technical Libraries because these will be very fully used if they are freely available to students and the total community at all convenient times, including evenings, week-ends and holiday periods.

problems of size

How big is the College? We have about 1350 full-time students of all kinds (probably 1000 aged 16-19); around 2350 part-time day and block release; and another 1350 evening students; say 5000 in total; with 210 academic staff. This is large compared to even a big comprehensive school, especially when you consider the range of courses, facilities, equipment, non-teaching staff and links outside the College (employers as well as parents, school and regional liaison, numerous examining boards and national committees) but it is small compared with most polytechnics and universities, let alone many business firms. There is no reason to believe that management cannot be found, or developed, in education which can cope with much larger establishments than are customary. The answer to both personal contact and good administration in any large institution is efficient delegation and adequate communication.

tutorial arrangements

In the first place, then, the College is divided into seven departments. The Heads of Departments (Grade III or IV) are senior men, equivalent in salary and status to the Head of a medium-sized school, and fulfil much the same role. At the same time the range of courses in each department is confined within reasonable limits so that the Head can maintain close personal control over curricular development and professional liaison. This reduces a student's 'home base' to a unit which is comprehensible in size and scope and with a recognizable leader. But we want the student to have a much closer sense of belonging, so all of them are attached to courses in groups of between 10 and 20 with a Course Tutor who normally teaches one of the main subjects and can therefore get to know the members well. Apart from teaching a key subject the Tutor is responsible for pastoral care and for organising a programme of General Studies for his course. The student will also do most of his work in a limited area of the College and will usually have a Course Study with a Tutor's Room in close proximity. In these ways a large and rather amorphous college can be reduced to human proportions.

Apart from the GP role of the Course Tutor, specialist attention can be provided for students in a large system. We have two Counsellors, male and female, to deal with the more difficult or sensitive personal problems which are referred to them in complete privacy either by direct approaches from a student or by reference from a tutor (incidentally these counsellors also deal with Lodgings problems and Students' Union Liaison). We have an Admissions and Careers Officer who monitors all full-time admissions and advises on careers and is the link man with schools and the City Careers Officer for this purpose. We have a Senior Tutor who co-ordinates the work of all tutors and gives individual advice on higher education entry. And we have a full time College Nurse with a part time College Doctor and extremely good outside links with medical, psychological and welfare agencies. All the academic staff involved in these duties teach about half a timetable.

students' union and liberal education

No student should therefore feel isolated or neglected but his or her sense of satisfaction will also depend upon

the opportunities which the College offers for social involvement or new interests. In the first place we rely largely upon the Students' Union and the PE staff. The Union is universal and influential with an efficient committee which achieves a remarkable maturity of attitude and management control. Its income from subscription and grants now approaches £4000 pa; it runs a large Coffee Bar employing four staff and a turnover of £10,000 pa; a social programme which also turns over thousands; and plays an active role in the newly formed Federation of Exeter students alongside the older people at the University and Colleges of Education. The Union also collaborates with PE staff in a considerable programme of sports and recreation. Outside these there are not, as yet, many clubs or societies but activity is growing especially in music and drama. Within the curriculum, too, we endeavour to encourage new interests through an extensive system of liberal studies, some of which are related to examination work (enrichment or linking study) and some of a contrasting kind. Both in recreations and liberal studies we try to offer a lot of scope for variation and student choice.

college management

These delegations of function benefit staff in much the same way. Almost every lecturer has a special task of some sort in addition to his teaching, whether as a Course Tutor or in charge of a laboratory or workshop or some aspect of departmental administration. This helps to build up co-operation as well as status and is indeed the only way in which a College nowadays can cope with the amount of technical development, paper work and tutorial responsibility.

Co-ordination between departments and overall policy formulation is achieved by a small management team consisting of the principal, two vice-principals (one for academic matters and the other for administration) and a Director of Industrial Training. These, acting as the Executive Committee, implement decisions of the College's Academic and Administrative Committees and develop new policy for presentation to those committees. Under the new Articles of Government these functions will transfer to an Academic Board and its sub-committees. There is no doubt that this spread of democracy in a large institution also helps to break down the feeling of size and impersonality but there is equally little doubt that it makes efficient management more complicated and decision-making slower.

better opportunities

There also seem to be substantial academic advantages in our scheme. Here I can only refer to two of them. First there is a far greater range of courses; second, closer links between schools and College leading to a better planned admissions system. Even in GCE courses there is a wider choice of subjects than in a sixth-form or technical college; at a recent count there were about 40 'A' level subjects listed and nearly as many 'O' levels. Of course there isn't a completely a la carte choice. We have progressively worked towards a system of planned table d'hôte menus which aim to combine coherence with reasonable freedom of choice. Combinations could range from 3 'A' + 1 'O' to 5 'O'. Some of the subjects are located in 'technical' departments, eg Engineering Science, Accounts, Surveying, Law which may not be so freely available on the timetable but there are no other restrictions to interchange between departments. Entry to any 'A' level course normally requires four passes at 'O' or (CSE 1) in appropriate subjects.

The Ordinary National Diplomas are the next extension of choice for a College entrant. As stated the entry standard is the same and the level of ability required is similar but the mode of study and objectives are different. There is more emphasis on vocational applications and on integration between subjects. This suits many boys and some girls better. Also the higher education objective may be clearer and more likely of attainment in the shape of a CNA degree or HND at a poly or a job plus HNC.

At lower academic levels we have two ranges of courses: General and Vocational. The former consist largely of 'O' levels but are slanted towards a particular career and usually prepare for technical exams as well eg City and Guilds or a G Certificate. They normally aim at entry to OND courses or into apprenticeships. Vocational courses are very varied, eg Secretarial (several levels), COS, pre-apprenticeship (building, engineering, hairdressing), pre-nursing, preliminary child care, technician (construction and engineering), craft (catering).

All these are full-time courses but one advantage of the College based system is that contacts with industry enable informed advice to be given on entry to industry with day-release as an alternative. The large number of part-time students in the College makes this quite a natural choice for a school leaver.

Clearly with so much choice there is a large task in informing and advising new students. This is much easier

to plan in the Exeter Scheme than most because there is no competition between sixth forms and college and there are organised links between each school and the college. The City Careers Officer is a key figure and his work is reinforced by school careers teachers, by visits from college staff, by visits to the college and the College Open Week. Full records and reports are also passed from school to college. After Easter this leads to interviews at the college, often in more than one department, organised by the College Admissions Officer. Even then a school leaver may change his mind or fail to get the necessary exams for entry to an Academic or Diploma Course. Further interviewing and new choice can be made in the first week of the year—Induction Week. After this Course Tutors continue to check programmes and a change may be made quite readily up to the end of September. At the end of the year it is also easy to transfer to a different level or type of course.

links with schools

In addition to the Admissions scheme links have been forged with schools in a number of ways. It was agreed to transfer sixth form teachers with their students, if they wished, and about 25 came over. Some of the most senior double up as Advisers for the LEA and can continue to help the new comprehensive schools.

Recently the City has established an Academic Council which will act as the main policy making and co-ordinating body for the whole comprehensive system. The College and all levels of school will be represented together with the Education Committee, the University, the Colleges of Education and the Inspectorate. The Academic Council will set up Boards of Studies which will perform a similar function in each main subject area to secure rationalisation of resources, matching of syllabuses, balance in the curriculum and planned innovation.



The Exeter Scheme is a very logical one. Naturally it has its teething troubles, especially in a time of acute shortage of funds. Human problems have been few and can be overcome. We believe strongly that this pattern of schools and of an integrated college at 16+ is the best method of reorganisation. It may well be that pressure on resources and attitudes of teenagers will make it the normal method in the 1970s even if it was almost ignored in the 1960s.

Is it Further Education?

H S Milner

Stuart Milner has just become Vice-Principal of Guildford County Technical College after eight years as Vice-Principal of a London college of further education. Long concerned with bridging the culture gap, he here discusses some of the problems and potential of FE.

Further education has grown too quickly and covers too wide a field of training and education for it not to have created a large number of problems for itself.

For years colleges have tried to cope with swelling numbers, extending into annexes where possible, putting on courses at short notice, always lacking sufficient supervisory staff to deal with the mass of problems such activity generated. My own college was conceived so many years before it was completed, that the student enrolment never matched up with the accommodation provided. Then in the first three years the staff and student numbers increased some seven times. The recent DES figures show that further education now accommodates 3.4 million students compared with less than 10 million in schools.

The years of expansion have been good years in FE. Principals were like buccaneers plundering new sections of training and profiteering on the territorial rights of other colleges. Heads of departments assembled empires greater in size and range of work than secondary schools, frequently finding themselves providers of all trades and masters of none. Teachers were eager to meet the new challenges, to experiment in the more liberal atmosphere that well-motivated students created, convinced that they were providing the last educational opportunity. The emphasis on vocational training by experts from industry and commerce gave the colleges their purposeful and practical, no-nonsense attitudes.

This vocational concern has been the lifeblood of FE and yet it has meant that the main influences have been external and little of the work has been internally created. The CSE has enabled schools to participate in constructing and examining their own syllabuses, but within FE, apart from the growing interest in GCE Mode IIIs, all the other GCEs, RSAs, City and Guilds and other regional examining bodies' papers are externally set and tested. There are obvious advantages in having national certificates, and maintaining national standards in commerce and industry, but when examinations are set on fixed syllabuses and on minimum attendance

requirements, then the amount of control colleges have over their work is small. The City and Guilds may regard English and general studies as an important if non-examinable part of their courses but allocate only one-seventh of the time to it. Colleges make representation to the City and Guilds, partake in working parties, experiment in examination techniques, but at present they can do little separately to effect any changes.

wide ability range

Vocational courses also impose an educational problem on the colleges. Students brought together for a particular vocational course vary enormously in ability. One excellent course that I have had some experience of is the in-service training course for residential child care officers. Unlike most vocational courses, this one makes the employing authority responsible for the students' training. Each student has a suitable study supervisor nominated, who is expected to keep abreast of the course, visit the students in their practical placements, and help to integrate education and training. Within a lecture situation in college, however, the group of childcare officers assembled may range from a graduate to early school leavers who have had no further study for twenty or thirty years. The main problem for the course, so good in every other aspect, is this disparity in ability. The answer so far has been to try to remove the least able and provide special individual programmes. But this depends upon the numbers of students in attendance, because employers prefer to have them spread over the week. My own college recently decided to run a one-year preliminary technical course which used the students' vocational interest to boost levels in literacy and numeracy. When the suggestion was presented to two employers, they sacked their students because they were not ready to begin the required City and Guilds course.

Most of the day-release students attend college in the

first instance because they are sent; day-release is usually considered part of the firm's policy to improve employability. This invariably produces some initial reluctance and colleges try to overcome this by making attendance meaningful, perhaps enjoyable. In the end students become used to the new experience and accept it. Some still find it hard to settle down and prefer the fixed routine of work. College attendance jars their otherwise harmonious week. Those who have had an unpleasant secondary experience often cannot accept education no matter how it is wrapped up. Student 'motivation' is a difficult quality to assess and even more difficult for them to explain. There is such a background of social influences coercing them to improve and get on, that few students can explain their particular sense of ambition. Most students find college more irksome than work and yet continue attendance because their job and their futures depend upon it. The fact that the firm pays them to attend is probably one of the 'motivating' factors; rather like getting something for nothing.

day-release impersonal

The truth about day-release attendance is that colleges depersonalize the students. At work they have their own well-defined rôles, particular objects which belong to them their own tools and work-places. Colleges provide few if any of these personal objects. Books and stationery are brought in or bought on the premises and burdensome bags are seldom part of what a student considers fashionable gear. At work the young employee is given status by the award of a wage; at college he becomes yet another student. Even where he enjoys a stimulating and direct relationship with a teacher, the allegiance is towards the individual and not the institution.

The situation is very different for full-time students. If their recent experience is of school, then colleges make them feel more important and can treat them as young adults. The statutory school-leaving age no longer applies in college and disciplinary problems can be shown out into the street. FE teachers need not be afraid of making friends with their students and can use their own experiences and personalities as teaching aids. Adolescence is a difficult enough period for young people but our student counsellors, welfare officers, tutors and teachers find the initial trickle of problems which FE dislodges soon develops into a flood. A recent case load of our own welfare officer ran as follows: 14 problems at

home, including one of physical ill-treatment; 6 problems with boy friends; 3 problems with other relationships, inability to get on, loneliness etc.; 2 pregnancies; 5 seeking family planning advice; 2 mental illness, both under psychiatric treatment; 4 accommodation problems; 10 financial; 4 examination nerves and fear of failure; 2 career problems.

As an alternative to studying or making up 'O' and 'A' levels at school, FE has much to offer. The school drop-outs are the less successful and confident; immature, they usually find school tiresome, and are often emotionally disturbed. In my own college, students do very well in the purposeful and relaxed atmosphere taking 'O' level subjects, but when they try to get back into the academic stakes they find one-year 'A' levels at another college too demanding and difficult. Yet it is extremely hard to impress upon them the need to consider career possibilities before the end-of-year results are published. Most FE colleges have established reputations for the calibre and success of their GCE work. They offer a wide range of subjects and combinations of subjects and usually have carefully selected and recently appointed staff. All colleges have active student unions which are munificently financed. Some may be lacking in recreational facilities but the students obtain a great deal from running their own union and its many clubs.

Our problems with full-time students are the same as those experienced by the universities and polytechnics but are less severe. Drugs concern the college authorities far more than they do the students. We know that pot is smoked but we seldom catch a smoker. We consider ourselves fortunate if that is all, but we never know. Because most colleges provide for local communities we encounter lodgings problems which are peculiar to our sector. Most of my own college's full-time students are under eighteen and the few who can escape parental responsibility unsettle the others. My sympathies waver according to the family situation but I have settled on the side of the parents who are so often more sinned against than sinning.

full-time elite

FE does very little for the parents of day-release students but now that this type of enrolment is unfortunately declining more will be done. London colleges have particular problems in this matter and the attitudes of full-timers tend to alienate day release students still

further. When one lot of students are described as the lords of the canteen-queue and masters of the scr it is not difficult to decide who they are. Full-time students hold all the principal union offices, are voted on to the academic and governors' boards, are represented on sub-committees, and so it is apparent whose problems receive most attention. There was a time when the length of hair divided the day-release skin-heads from the rest but unisex has homogenized all. Still the greater privileges of full-time students are frequently criticized. It struck me as very odd the first time I heard an eighteen-year-old apprentice indignant about the waste of his taxes on 'these long haired layabouts'.

education or training

This gap between full- and part-time students highlights the difference which exists in FE between education and training. The vigorous yoking together of industry and commerce with education and culture could have produced a fascinating integration of disciplines. Perhaps it is too soon yet to expect results. My experience is that FE teachers learn very little from each other; we display our specialist skills in the classroom and exchange friendly inconsequences in the staffroom. Often our staffrooms contain a dividing line between the academics and the engineers, or whatever groups within a college have mutually decided to differ. It will take a long time for us to settle our feelings of superiority and inferiority and to accept each other as teachers, professionally equal. The development of strong trade unionism has helped in this regard; the formation of academic boards with equal departmental representation and the appointment of teacher governors has pushed individuals closer together; but the increasing provision of teacher training is providing the greatest boost of all to professional pride and competence.

The difficulty of bridging the gap between education

and training has been manifest in the attitudes staff have held towards *liberal* and *general* studies. The vocational teachers recommend general studies while the academics are often more liberally inclined. The difference which frequently divides them is that general studies complement the student's course whereas liberal studies contrast or balance out the vocational element. As the name implies, liberal studies can take many forms: it may examine some aspect of social or political life, it may try to extend the student's use of his leisure time or his understanding of himself. This additive may be restricted or unbounded and, not surprisingly, liberal studies teachers have often lost themselves on the spectrum. Yet if colleges are to provide further education as well as training, then something more than a liberal college environment is required.

self government

The new instrument and articles of government which has been approved for all FE colleges is presenting problems to shop floor as well as to management. Colleges which have a predominance of over-eighteens must submit all academic decisions to their academic boards. The immediate consequence is that college policies are discussed and agreed upon, perhaps for the first time. The procedure is democratic and therefore slow. Students have been among the first to benefit because administration has to solve problems and not prove them to be insoluble. The authority in colleges today may still reside in the principal's chair but power often resides elsewhere.

Democratization ensures that colleges will try to benefit all equally. If they do not then the college as a whole will be to blame. The greatest problem of all for FE is how to make the new system work. If they succeed then perhaps they will truly become colleges of further education.

Discussion

Christine Brentley replies to Peter Mauger's review of Hannam, Smyth and Stephenson's *Young Teachers and Reluctant Learners* (1971) in *Forum*, Spring 1972:

The beginning of an unintentional third year at a girls' independent school seems a good time to consider the effects of having been involved in the Hillview Project during my Post-Graduate Certificate year. I must emphasise the personal nature of any assessment—my experiences in the Project were quite different from those of the other students in the group in the same year, let alone other years—and the effect on my teaching too must be personal. However, perhaps some general pattern can be discerned by those familiar with training young graduate teachers.

I believe I was, and am, a typical graduate teacher—a conventional child, adolescent and adult, conforming without much question, and succeeding happily in the grammar school and university set up. I returned cheerfully to this environment, still believing most children to be just like myself and totally ignorant of those with whom I had not come into contact whilst single-mindedly climbing the academic tree. In a typical comprehensive school such a well-intentioned, but naïve, teacher would soon come to grief as an educator and as a happy personality. The Hill View Project helped to prepare me for the problems of teaching in schools today in a way none of the other training methods did.

The immediate effects of spending every Wednesday afternoon with my two 15-year-old boys were daunting. My ego was shattered, my value system threatened, my confidence undermined and my eagerness to teach—frustrated. I wept, swore and regularly breathed sighs of relief as they turned up, didn't turn up, and waved goodbye. However, it wasn't just the grammar school puritan ethic of 'what hurts must be good for you' which kept me going, but also the knowledge that I was committed, not only to the Project, but also to Teaching, and if I couldn't face this,

then I couldn't teach such pupils.

The situations we found ourselves in were usually so far removed from school that I often wondered what we were all 'learning'. Teaching Practice came half way through the year, after one term with Andrew and Nigel. By this time I had absorbed the facts that children who hated school and got little or nothing from it existed, that their social background was often totally different from mine, that frequently we failed to understand each other, and that it wasn't always their fault. Peter Mauger asked if during Teaching Practice we saw 'the class as a collection of unique individuals'. In my case this was not really true. On Teaching Practice I could throw myself into teaching my subject, planning lessons, trying new methods and finding new materials, all based on an elementary knowledge of educational theory. I tried frantically to learn 200 names in a few weeks, but got to know few individuals. Within the school, and even a progressive comprehensive, the young teacher is backed up by other staff who create and reinforce immediate reactions and attitudes with a plenitude of information on the 'baddies' and 'goodies'. However, this knowledge of individuals is only discovered within the context of the group rather than in the individual relationship which I had with Andrew and Nigel. The school situation inhibits exploration of children as individuals and deprives the teacher of an identity outside the role that the institution creates, and so he or she can similarly not behave as an individual.

In this way the Project began to make sense and outside the school I could learn about my own reactions to the boys as well as see them on their own ground. This again brings up the personal nature of this training. Teaching is still a fairly self-

sufficient job. Teacher training institutions have long accepted that you cannot teach someone a teaching technique. Given that educational theory, methodology, sources of materials can be passed on, no-one can teach how to relate to other adults and to children. It is essentially a personal response acquired through self-knowledge and experience of situations and individuals. Teacher training, through lectures, seminars and Teaching Practice, all too often takes for granted the motivation of young teachers and the *raison d'être* of schools. There is not only the need to consider what you are teaching and how—but, why teach? Why teach *these* children in *these* schools?

The Hillview Project posed all of these questions and provided experiences and discussions. The Project provided no answers. In the best educational way our tutors provided situations, stimulated questions, provoked and pacified, but did not lead any of us into the comfortable knowledge that there were easy concrete answers.

Thus I began my teaching career, (quite accidentally in a girls' independent school), without solutions to problems, enormous problems, of whose existence I was well aware. I had acquired no magical classroom competence, nor a unique empathy with reluctant learners. Am I, after 2 years, a 'more understanding and successful teacher', as Peter Mauger asks? Well—I am still a teacher, I like children, and I believe in the power of education. I think I am much more understanding than I was before. I still wonder if what I teach is of any value; I still don't know every individual in the classes of 30+ I teach; I still doubt the whole educational aim of my school. In a small single sex school, I don't meet pupils like Andrew and Nigel, and you would be quite justified in thinking that I would still not feel competent

A Schools and Youth Service Project

This article is based on a pilot project which took place in the Summer Term 1972 involving Sheffield Youth workers and two Comprehensive Schools in the City, in one case on a full day per week and in the other, a half day per week. It is written by some of the workers.

The raising of the school leaving age has brought into sharper focus a number of questions which relate to education at all levels. One of these is, as Professor Tibble stated, that 'we are asking those who are concerned with the present school leavers and the new compulsory stayers on to operate on a different set of basic assumptions and work out a different kind of relationship with these pupils.' (*The Extra Year*, 1970).

Many schools have recognised that one way to do this is to take young people out of the immediate school environment. They have provided facilities for school holidays, residential experience in school 'cottages' and elsewhere, school leavers courses and a range of visits and excursions.

Youth Service buildings have often been used by schools for some of these purposes without necessarily involving the full-time youth workers in their professional capacity. Thus many youth workers have felt that Youth Centres can all too easily be seen merely as buildings which can serve as extensions to schools and themselves as caretakers or coffee bar assistants.

In Sheffield it was recognised that if an effective relationship between schools and Youth Service were to evolve the workers from each discipline would need to develop a greater understanding and awareness of each other's role, function and skills. Thus, when Walter Humpston, Headmaster of a Sheffield Comprehensive School approached the Youth Officer, Joan Bennett, for use of Youth Service facilities for ROSLA work, she proposed mounting an experimental joint schools/Youth Service project and devised a scheme which made pro-

vision for teachers and youth workers to work together with small groups of young people in a discovery/learning situation, using as a base a nearby LEA Youth Centre.

An important feature of this project was that all the workers should undergo a special programme of training. During the training period the workers saw the possibility of using the original scheme in a more flexible way. One of the most important features of the scheme as it evolved was that, first and foremost, it should attempt to offer real and honest relationships. Thus, the working sessions with the young people during the project centred around three questions: What does a real relationship mean?; How is it created and maintained? and How can such a relationship be used to assist the learning process?

External pressures and the organisational problems affecting schools generally mean that the average school has little opportunity to develop really relaxed and free situations within the school day where pupils can relate to adults primarily just as other human beings—where the reality of the person is more important than the preservation of his or her role, whether this be that of pupil or teacher.

Thus teachers all too often are not able to become aware of all the facets of each of their pupil's personality. One of the teachers involved in the project records:

'Robert was sat opposite a chess board set for play. I asked him whether or not he was waiting for anybody to commence a game. He intimated that he was not, and so I volunteered myself as an opponent. He accepted—I honestly do not think because it was me but merely because he wanted a game. I cannot

to teach them in schools today. On the other hand I knew Andrew and Nigel as individuals outside any large group situation, and I only know my present students as individuals within the school. So Andrew and Nigel within school should be no more foreign than Caroline and Lynn at the

Mecca. As long as we accept that children ought to be treated as individuals, and can understand both the Andrews and Carolines, any personal experience like the project is valuable.

Andrew and Nigel eagerly left school in July 1970, aged 15, and went into jobs they were not really looking

forward to. Now such as they will be in school for another year and we must do something about their education. The Hillview project did not stimulate a simple answer from us, but it did produce sympathetic teachers who can comprehend the problem, and this is vital.

remember the result of the game—I wish that I could—but I remember being remarkably struck by the skill displayed having always assessed this student as being of low potential.'

Beyond the organisational difficulty lies the individual professional difficulty. To enter into such an honest relationship requires of the adult considerable skill, and considerable confidence in the strength of his personality rather than the strength of his 'uniform'. Further, this breaking away from the generally accepted pattern of relationship between teacher and pupil in a school can be misunderstood by other members of staff and too easily written off as demonstrating inability to control and get the 'respect' of the pupils. Thus situations can arise where 'a young teacher who has established friendly relationships with at least some of his pupils is warned off from becoming too familiar with them on the ground that the teacher's authority depends upon the distance of formal relationships.' (*Young Teachers and Reluctant Learners*, 1971, Penguin). Because this understood pattern of relationships within the schools is accepted by the pupils as well as the staff any change in such a pattern means that the pupils have to learn to adjust before they can participate in the new situation.

As anticipated, the attempt to develop genuine relationships was confusing to some of the young people; this uncertainty can be seen in the vacillation described in the recordings between the formal and informal ways the young people used when addressing the workers—'Sid' or 'Sir'; 'Sue' or 'Miss'.

The emphasis placed on the overriding importance of relationships in the scheme inevitably meant slow progress—at least as far as tangible, demonstrable results were concerned. Time is of the essence in relationship building.

Perhaps the outstanding feature of the scheme was that everyone involved became gradually aware of how much more they need to learn and the scheme threw up more questions for future thought and discussion than it answered.

training and preparation

Although the training for involvement in the Project was provided at no financial cost to the participants, the time commitment represented a considerable burden to the workers. All felt that the training experience was essential, and that the training period should have been longer. Its particular importance was the increased

awareness it gave to the workers of their ability to continue learning in the working situation. As one teacher records:

'Training for the totally uninitiated like myself must be longer, be in more depth and be more specific, especially about roles.'

working with small groups

Individual young people gained from the small group the experience of group decision making, the implementation of such decisions and how they affected other groups. They began to develop group norms and began to understand the implications of group cohesiveness; both positively in terms of security and identification and negatively in becoming exclusive of some of their peers.

real choice

The school, with the best intentions, will always tend to offer the young person a choice between alternatives all of which are acceptable to the teacher. The teams in this project made a conscious effort to extend to the young people a real freedom of choice in their activities, whilst at the same time encouraging them to perceive and understand the limitations facing anyone when making a choice. The young people tested the authenticity of being offered opportunities to make real choices by challenging the workers on this issue very early. This is evidenced by their requests for activities not normally associated in their minds with school time, eg the request at one centre for a 'trip' to Bridlington and at the other to play football in the park. It was by working through with the young people and jointly agreeing the limitations of the chosen situation that the workers learnt they could offer a much more extended choice than they had at first thought possible. They had to wrestle with their own understanding of what was valid, particularly when faced with the reality of some of the young people's choices.

In practical terms, the real freedom of choice offered to the young people in the scheme seems to have been a revelation to them. A boy who was offered the use of a polystyrene cutter asked 'Can I make what I like?' The answer here was 'Yes'. (As was apparent at Summerhill, a real freedom can be a distressing experience to some young people who have come to feel secure in the externally ordered environment of the traditional school—there may be a considerable period of exploitation of the freedoms offered, a period of 'kicking back'. Such

exploitation by the young people in this scheme did not occur to any significant degree; a reason may be that neither school maintains a severely disciplinarian approach, so that in a sense there was less to 'kick' against, and that in any case the involvement in the ROSLA project represented only a part of the full working week.

emotional and social development

It is difficult in such a short time to assess satisfactorily any real emotional or social development but some indication of such development is evidenced generally in the workers recordings.

One teacher comments:

'In the situation there were adults who wanted to be of value and assistance to the students. They treated the students as normal young people because there were no academic, authoritarian or other strictures to be considered. As such this brought the best out of the young people. It may be more honest to say, it enabled them to be themselves.'

No matter how actively the worker aims to meet the young person where he/she is, until the young person himself can reveal his own personality confident that such confidence will not be abused, no real and effective working relationship can exist.

Both the worker and the young person need the freedom of being honest—but this demands of the young person a great deal of emotional and social maturity and of the worker great sensitivity and skill in helping the young person to reach this stage of development. This process inevitably takes time.

The last word ought to go to one teacher who at the beginning of the scheme was 'confused about certain issues' but 'willing to give it a darn good try'. He summarised his involvement in the scheme as follows:

'When the scheme started I had many doubts as to whether the scheme would work. I had the feeling that the more rope the pupils were given to play with the tighter they would pull the noose around their own necks. I was also afraid that working in a freer atmosphere would breed a type of familiarity that would be difficult to control on their return to school.

'I can now say that this did not happen and in all cases—if a graph had been drawn, we would have an upward swing.

'As a teacher who had to take many of the children (not all from my own group) I was seeing changes every week. Work improved, the teacher/pupil relationship took on a new light. These changes were also noticed by other members of the school as well.

'Finally, although I hold no records, I think it true to say that we had fewer cases of truancy on the Tuesday, as well as cases of improvement at school.'

The full report, ROSLA Schools/Youth Service Project, is available from the Chief Education Officer, (Ref. FE/E/JB) Education Offices, Leopold Street, Sheffield S1 1RJ, at 30p per copy (post free).

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Reviewing exams

A Common System of Examining at 16+ : Schools Council Examination Bulletin 23. Evans/Methuen (1971) pp. 60, 35p.

General Studies 16-18: Schools Working Paper 25. Evans/Methuen (1969) pp. 24, 16p.

16-19 Growth and Response, 1: Curricular Bases: Schools Council Working Paper 45. Evans/Methuen (1972), pp. 139, 65p.

In these three publications the Schools Council contributes to discussion of the curriculum and examinations in the 16 to 19 year old area of educational provision. One is forced to use such a general term since there is so wide a variety of schools and colleges in which the English child may find himself in the last two or three years of his childhood and perhaps the first year of his majority. At the one end of the spectrum there is the selective academic sixth form, the top of a selective 11-18 grammar school, at the other the specialist technical college orientated towards vocational training related to a particular local industry. In between there lie various selective and non-selective sixth forms, some sixth form colleges, colleges of further education, all varying in their bias and size and objectives and traditions. The metaphor of the spectrum, however, is misleading, for it disguises the fact that, despite recent moves in some few places towards co-operation between schools and colleges of further education there is a polarisation between the world of schools and that of Further Education. Just to reflect on the use of terms like pupils and teachers in the former and students and lecturers in the latter is to realise the very different histories they have, the very different methods they use to reach basically similar ends. Among the most important differences is that of status; even though many colleges of further education are as well equipped and staffed as any secondary school (and equally successful in examinations), in the eyes of the public colleges of further education are for the less able, the less successful, those who cannot aspire to the more secure professions. The divide is not so great as that between the secondary modern and the grammar school but it is sufficient to prevent the free flow of students to the courses most suited to them.

With such a diversity of 16+ provision and in the face of this polarisation it is not easy to discuss examinations and curriculum without first discussing the relations between the schools and colleges and, to be thorough, to air the proposition that they should fuse. However, organisation is beyond the remit of the Schools Council

let alone any of its working parties and there is therefore a basic unreality about much of the excellent work represented by these three reports. Though **Working Paper 45** is illustrated by a remarkable collection of statistics about what is happening to sixth forms and colleges of FE today and though the overlapping between the types of pupils and the types of studies they follow in these institutions is obvious, there is an assumption that organisationally things will stay much the same. The best that can be done it seems is to hope and recommend that pupils should be well informed and well advised about the options open to them at 16; even this would be a welcome improvement.

Strictly speaking the remit of the second working party excluded the examinable work of the sixth formers heading for the university and directed it to curriculum and examinations of those increasing numbers of students not intending to go on to higher education. It is clear that there is a large overlap between the two groups; the only method of grouping them, that is, in the light of their declared examination target, emphasises this, especially when we take note of the fact that over thirty per cent of 'A' level aspirants leave school without any 'A' levels at all. (This thirty per cent must have much in common in educational needs and motivations with the new type sixth formers who do not assert 'A' levels to be their aim). The Working Party wisely makes its study cover all classes of sixth formers, and reveals, amongst other interesting points, that the majority of 'A' level aspirants sit some form of external examination at the end of their first year in the sixth form, indicating how exam-orientated they are and how much pressure they are under. Any sixth form teacher will find the Working Party's statistics thought provoking but will probably be stimulated by them to ask for more. In particular one would like to know from careful questioning something of the personal motivation of the new and old type sixth former and FE student. To declare 'A' levels to be one's objective may be to make a superficial statement; what curriculum makers need to know in addition is the

influence of the aspirations of teachers and parents, the status value now attached to 16+ education. Perhaps the most important thing we need to know is to what extent sixth formers think, perhaps not overtly, in vocational terms. The traditional sixth former very often has a strong vocational bias even though he may be studying ostensibly academic subjects; it may be that the new sixth former without necessarily being aware of it himself desires to postpone employment until he has acquired something vocational, vocational training or an examination certificate, to give him confidence to face the outside world. An assessment of the vocational drive must be made so that we can take account of it in framing a liberal curriculum which they will swallow voluntarily and digest with profit.

When the Working Party comes to its primary purpose, the discussion of curriculum (which it wisely puts before examinations) it tackles the problem of the narrowness of the present specialisation and its particular unsuitability for the new type of sixth former. For this purpose a good outline of a balanced curriculum is put forward and with it there is 'an Equation of elements in a balanced curriculum and traditional subject areas', in all a good synopsis starting point for any school determined to rethink its sixth form curriculum; a good starting point, that is, provided an examination is devised in which the school will be sufficiently involved to be able to exercise an immediate influence on its content and administration. The Working Party puts forward proposals for such an examination, the Certificate of Extended Education, and in view of the prospect of the increasing numbers of the new type sixth former and in the light of the success of the CSE methods, such an examination will probably come into being. How strong the position of that exam will be will depend on what type of answer the SCUE comes up with. If it has anything like the dominating influence of the present University Entrance system and is as narrow in the band of ability it is aimed at, it will serve to weaken the power of the CEE to re-inforce liberal methods in a liberal curriculum. Since the Universities are offering the most prized rewards, their examination will be the more influential in moulding the sixth form of the future. That thirty per cent who leave without even one 'A' level will continue to try their luck in the less suitable course if two courses are offered, and will go away empty handed without certificate or much in the way of education to show for their two years in the sixth form. It surely should be possible to devise one examination aimed at a sufficiently broad continuum of candidates so that it

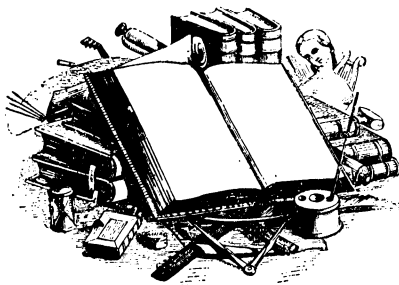
would serve a balanced and liberalised curriculum at the same time as it offered a means of University selection and recognised the efforts of the rest, perhaps the majority of the students.

These three publications deal with a great many matters not mentioned here and, in general, offer a great deal of food for thought. The 'general studies' element is particularly well canvassed and due recognition given to the widespread anxiety so many teachers feel about the effectiveness of their work in this area. Once again one would ask that consideration might be given to the strongly vocational motivation so many sixth formers seem to have; there must be some reconciliation between this motivation and the educationalists' more broadly educational objectives, perhaps the harnessing of the former for the latter.

One final small point; it is difficult to find a word to describe the style implicit in the use of titles like **Growth and Response** but the expression 'silly' does occur to one reader. If the Schools Council does wish to expand its readership it should consider the possibility that some well intentioned but rather tired teacher might be dissuaded from picking up one of their publications for this, no doubt reprehensibly trivial, reason.

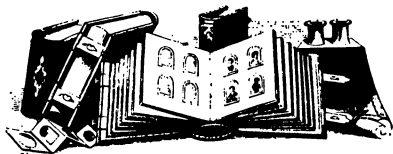
TOM KYDD

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Reviewing recreation

The Youth Service and Similar Provision for Young People, by M. Bone and E. Ross HMSO (1972), pp. 292, £3.00.



In 1969, the Youth Service Development Council with its dying breath published its report **Youth and Community Work in the 70's**. It had previously commissioned two pieces of research, one quantitative to be carried out by the Office of Population Censuses and Surveys (the one that forms the subject of this review) and the other qualitative by Keele University, yet to appear. The YSDC report was therefore based considerably on conjecture, appearing nearly three years before the data on which it might have been logically based. As it turns out, its guesses were not all that far wrong, though it erred on the side of pessimism, better perhaps than being over complacent and self-satisfied.

The Government Social Survey finds that most young people between 14 and 20 (65%) go to a club—defined in very wide terms—and nearly all (93%) have passed through a club before the age of 21. Only a minority of the age group (26%) attend what they would term a 'youth club', but most (68%) pass through 'youth clubs' before the age of 21. The least likely to use clubs are the early school leavers, girls, older teenagers, those at work and working class children. A much higher proportion of the 14-16 year olds use youth clubs than of the 17-20 year olds.

Amongst those still at school, the early leavers were less likely than late leavers to use school-linked clubs. Sports clubs were patronised more frequently than any other kind, followed in order of use by youth clubs, social clubs, and special interest groups (eg drama clubs). Youth clubs were the organisations most frequented by early school leavers, and sports clubs by later leavers who were also more likely to use special interest clubs.

The main reason given for joining a club was the influence of other people, and 87% first went to a club in the company of others. Early leavers cited this reason more than later leavers and were also more likely to say

they first went for lack of anything else to do. On the other hand, more later leavers first went because of an interest in the activity provided.

The pattern of activities young people claimed they would like in an ideal club was similar to that provided in actual youth clubs, but they asked for more interest-centred activities (perhaps a natural statement, but not necessarily guaranteeing that they would take part in them if offered), especially domestic and motorised pursuits. A third of young people, mainly the older early leavers, said they preferred commercial provision to youth clubs, because they were more professionally organised but less supervised.

Just over a third of young people had undertaken voluntary service; more girls than boys; over a quarter had been on a non-vocational residential course, more boys than girls.

An analysis of their leisure activities showed those attached to clubs to be more physically, socially and intellectually active than the unattached.

The data thrown up by the Survey is not over-surprising, and it appears that there is little change in the youth club-using habits of young people since the early 50s, when, for example, Peter Wilmott's study showed roughly 70% of young people in East London passing through youth clubs at some stage between the ages of 14 and 20. Perhaps the one significant change is that their contact with the Youth Service tends now to be at an earlier stage of their development than in the past—they grow out of youth clubs quicker. This may merely indicate the earlier maturity of the young and it may be that the youth service fills the leisure gap for the less mobile, less sophisticated, and less affluent 14 and 15 year old before he is able to reach, appreciate and afford the commercial-style provision to which he, but especially she, becomes attracted in later years.

It is significant, but again not surprising, that the early school leaver finds the school-based club less attractive than the more academic stayer-on. Significant, because with so much accent on and development of school-based youth work (700 teacher/leader posts now in existence, over 400 youth wings attached to schools, the Cambridgeshire Village Colleges, the Leicestershire Community Colleges), there is a strong danger that the less academic may be squeezed out by the pressures of

administrative convenience. Of course it is administratively easier, and certainly cheaper, to centre all child, youth and adult education on a single institution, but it is quite clear (unless we want to take a totally blinkered view of our secondary schools), that many young people have been so alienated by the educational process before they leave school, that they are unlikely to return to it as a natural focus for their leisure. Since this group often ends up at risk in our society, it would seem even more vital to offer valid alternatives to school-based youth work, perhaps more akin to the cultural expectations of these young people, if we are not to disenfranchise them entirely. The 'all eggs in one educational basket' policy being adopted by some Local Education Authorities is, by the evidence of this survey, a dangerous one. Liaison with other agencies in offering such alternatives, particularly the Social Services departments who are committed to programmes of social education by the Children and Young Peoples Act, would seem essential. It will be particularly important not to create a two-tier system of youth provision, with the 'goodies' based on the schools, and the 'baddies' on the intermediate treatment front, and this can only be avoided by careful co-ordination at local and neighbourhood level. It is in this area that the voluntary organisations, who cannot hope to compete with the activity plant available in the schools, have a particularly valuable role to play.

The early drop out from the Youth Service would also indicate less priority on buildings, and more priority on personnel. It would surely be foolish for the youth club to compete with the sophistication of commercial provision, but rather to make its trained personnel available to the older young people where they are in the pub, the dance hall, or the entertainments centre. Growing out of the youth club does not necessarily imply growing out of the need for supportive adult contact. There is no reason to believe that commercial operators would not welcome the presence of unobtrusive concerned adults, but little evidence that the Youth Service has yet responded to this more difficult outreach area of work.

At the same time, the Youth Service needs to maintain its universal concern for all young people, and the needs of the more activity oriented young person, which have perhaps been increasingly disregarded during the past decade, must be of equal concern. This may not necessitate direct provision, but a greater financial and support commitment to self-programming groups of older young people who have the organisational skill to make their own provision.

All in all, it looks as though the Youth Service Development Council in its report **Youth and Community Work in the 70's** got things about right. It is therefore a pity that the social philosophy of the active society which it offered caused the Report's rejection, when the structures and patterns it was suggesting have a lot to commend. This is not to suggest that the active society concept was not the most important contribution the Report had to make.

JOHN EWEN

The Youth Service Information Centre

B F HOBBY

Mr B F Hobby, for many years a loyal member of the Editorial Board of **Forum** and a strong proponent of comprehensive education, died at his home in Abergavenny, Monmouthshire, towards the end of October last year at the age of 72.

For several years a member of the Executive of the National Union of Teachers, Mr Hobby (known to all his friends by his surname) fought consistently against 11 plus selection and for comprehensive education. As a grammar school master this was an unusual stance, ten or more years ago, and all the more valued by his **Forum** colleagues for that. As Chairman of the Birmingham NUT's Education Main Committee, **The Teacher** wrote that Mr Hobby 'could justly be considered father of the cause (of comprehensive education) in the City.'

Although an extremely busy man, Hobby found time to attend consistently at Board meetings while he was a member, joining the Board very soon after the foundation of **Forum** in 1958, and remaining a member till his retirement. As an experienced teacher, with his feet firmly placed in the classroom throughout his life, Hobby's advice and criticism were always to the point and greatly valued by his colleagues. He took a full part in planning each succeeding number of the journal.

He leaves a wife and daughter to whom we extend our deepest sympathy.

Editors

Infant to Junior—the continuing hazards

Annabelle Dixon

At present away teaching in Geneva for a couple of years, until recently Annabelle Dixon taught at Minet Infant School in Hayes, Middlesex. A member of the Editorial Board, she here tackles the vexed question of the transition from infant to junior school.

Towards the end of the summer term the rumours begin to fly about: I don't get called upon to verify facts, only to act as arbitrator when there seems to be a conflict of such rumours. 'He *has* got a cane—my brother Stevie *saw* it!' '... You're not allowed to get up to go to the toilet *all day*!' '... He smacks you if you get in the Late Book three times.' '... You have to do hard work all the time and sit at desks, and you're not allowed to walk about'. Private worries start to loom large as September approaches: 'I won't know where the toilets are.' '... What's the name of my teacher again?' '... Where will I put my things?' '... Will I get told off if I can't read?'

In some respects the children I teach are fortunate: their junior school is on the same site as their infant school. They visit their new teacher before the end of the summer term, they see their new classrooms and they are introduced to the whereabouts of the toilets. In recent years the first-year junior teachers have visited the infant classes and talked to the children they will be teaching and to their teachers. Both infants and juniors go to see each other's plays and concerts. Unfortunately though, both infant and junior school are more than usually large and further contact would need deliberate planning, involving fair numbers of staff and children.

There are encouraging signs that more humane approaches to junior transfer like this, are spreading, but they should not be thought of as an entire solution; there are, unfortunately, considerably more problems to be tackled than the simply practical matters mentioned above. In recent years, so much attention and discussion has been focused on the advent of the First and Middle Schools and their various advantages, that the long-standing problems of the old-style establishments have been overlooked and even thought to have been solved. To most infant school teachers the idea of a first school and the age range it encompasses, is blessed common-sense, but it simply isn't happening everywhere, and the problems of the transfer between infant and junior school remain, and stand in need of close and constant review.

It has been the increasing pressure of evidence concerning the educational disadvantages of those improvident enough to have been born in the summer, that has provoked the thinking behind the establishment of first schools and such studies as Richard Palmer's *Starting School* and the *London Plan* (reviewed in *Forum*, Vol 14 No 3 by Eric Linfield) and which has given fresh impetus to the campaign for more extensive nursery education. Nonetheless, the problems of the child with only six terms infant school experience remains, and it is the hazards that this child faces that should take priority in discussions about the difficulties of infant school transfer.

ineffective solutions

Can anything be done within the existing structure of separate infant and junior schools in particular, to alleviate the problem? It may not be taking the fashionable line, but I don't think the answer lies entirely with just giving such children an earlier start in school. The odds are that if such children are finding reading rather sticky at rising 7, they are just as likely to find it so whether they started school at 4-plus or 5-plus. Too often, it would seem, have solutions been looked for in various and detailed schemes of staggered entry to infant schools, while little change appears recommended in the junior schools' approach to their new entrants.

Junior school organisation, like that of the grammar school, has a greater built-in resistance to change than either secondary modern or infant schools. Much of the initiative for greater contact between infant and junior schools comes mostly from the former. Many alterations, I would advocate, could occur in the educational practice of the first year of the junior school which would be of great benefit to six-term infant children. It should be at this point that changes should be urged as much as anywhere rather than continue

with a situation in which infant schools have to accommodate themselves to the less enlightened approaches of junior schools.

The first step that would be of mutual benefit to both sorts of schools, would be the recognition that particular problems existed. Ideally, junior school heads and staff should be sufficiently well-informed to acknowledge that some children coming from their infant schools will be at a recognisable disadvantage. Too often, unfortunately, such children are categorised as those who 'played too much' in their infant schools and now look what's happened to them. Although a child's birth date is there for all to see in the register, there is no real reason why his junior-school teacher should ever need to refer to it, and she probably won't. They are all 'first-year' juniors irrespective of length of infant-school experience. The record cards that are passed on to the junior schools are not particularly likely to emphasise how long a child has had in school, although this can be deduced from the date of entry. However if record cards did indicate quite specifically the length of infant school experience, it would at least serve to alert their junior school teachers as to the additional and relevant help a child might need and to assess his progress and maturity with more justice.

Having taught both junior as well as infant age children, I think one ought to add that the kind of help the younger first-year juniors might need with their reading (and/or number, come to that) will not necessarily be similar to that required by the slower, older, first-year juniors; it is to be emphasised that it is not *remedial* reading help that these children require. Staff-room discussion of these children and their handicaps should be common practice in junior schools, and although 'streaming' is now less favoured than heretofore, within-class streaming, ie grouping, is still fairly widespread. Regular checking of the less able groups to examine the percentage of younger children could serve as a salutary exercise to class teachers, possibly leading to reconsideration of the ultimate usefulness of the grouping technique used.

Much is gained, also, where schools are separate, by planned and deliberate professional contact over a wide range of educational matters affecting both schools; even where this tends to be explosive, it marks at least the beginning of a dialogue, where before there was none. Sometimes the infant school teacher is just about as hazy as her children when it comes to the educational practices of the junior school, and vice-versa. Misunderstandings arise only too easily and

needless antagonisms take firm roots. It is interesting to speculate whether the reasons are as much territorial as historical, but the end result often reflects little credit on primary school education. Doubtless there are many more schools making efforts in this direction than formerly, but one school's experience can perhaps serve as a demonstration, and an illuminating case study. Most noticeable in their account is the degree of care and precaution that was felt to be necessary to avoid tension and make the experiment successful.

symbolic corridor

The opportunity arose when the head of the junior school retired. His successor showed more interest in the existence of the infant school which fortunately happened to be on the same site, and which shared one common area—a wide corridor which linked their respective halls. This common area has been, in fact, the key to much of the subsequent contact between the two schools and has obviated much of the 'artificiality' which such attempts at contact between schools sometimes engender.

It was agreed by both the head of the infant school, who had long wanted better contact, and the new junior school head, that children worried unnecessarily about 'going up to the juniors', and were prey to the unsettling and unreal fears like those mentioned at the beginning of this article. Initially, this was all the increased contact was intended for, but, interestingly, this has gradually evolved into a new relationship between the two schools. To start with, it was agreed that the more the top infant children saw the juniors and their teachers, the better. (Even the teachers, it was discovered, didn't know each other's names.) Thus it was arranged that on appropriate occasions, the junior children took some of their work and models into the infants' assembly period, and vice-versa. It also became the practice in the summer term for the top infants to go into the junior assembly once a week.

Following on this, junior children made more frequent visits to the infant school, sometimes to help in various ways, sometimes to show and explain to a particular class a specific model or piece of work; infants, especially those engaged in some topic work, would and could, go to the junior school to ask certain teachers for information or to use the junior reference

books. They also went more frequently on messages or errands between the two schools. Small group visits by both sides were started for particular occasions and to individual classes. The junior school teachers who took the first-year juniors began rather longer visits to the infant classes from which their children were to come the following September.

Alongside this, some of the more experienced top-infant teachers were able to visit the junior school classrooms and assist the younger junior teachers with any special problems they might be experiencing with individual children, or with the more modern methods that the new junior head was now trying to encourage. This, in turn, has now led to the experiment of the junior school having the assistance of one of the infant teachers for one day a week and for a junior teacher to do likewise for the infant school. In an area where staffing is not easy in either school, such a venture has needed planning and extra work, but the results have been so rewarding in terms of attitude and understanding that both sides are willing to continue with the experiment.

At the same time as these links are being established, so increased use is being made of the joint corridor space that was described above. Instead of lines of children passing each other as they went in opposite directions towards their halls, which was all the 'meeting' that occurred in former times, the walls are being used for joint displays and small work groups of infants and less able juniors work side by side in the corridor on various forms of creative work. This, fortuitously, has had unexpected and beneficial side-effects: the children and teachers of both schools who previously just passed through, stop to have a look and often start a conversation. Amongst other things, the children of both schools see the teachers talking to each other!

The next move, as both heads realised, was to attempt an open discussion of some common problems, eg keeping records, approaches to teaching maths, language, etc. Such discussions in many schools can be rather fraught occasions, and it was realised that it was going to be even less easy for two separate schools. However, it was felt that if the new 'entente' was going to really develop, it should do so along these lines, and that, having achieved a certain change in attitude, it was only discussion at this level, that would really produce a basic change in understanding. As might be expected, when the meeting between the staff members did take place, and attendance was entirely voluntary,

it opened with guarded pleasantries all round, but by the end a few feathers had certainly been ruffled. However, it was, importantly, decided mutually that such occasions had their value in getting to know how the respective staffs thought about various matters and future meetings were agreed upon, although it was decided to keep to the voluntary nature of attendance.

ethos conflict

For all the minor points of agreement however, a fundamental divide was perceived: the junior school staff were evidently surprised that the infant teachers should still be so interested in the children who had left them years ago, and the latter saw that it was not necessarily the individual child that took first importance in the junior school and nor was the home background of the children seen to have the significance it had for the infant school staff. Nonetheless, one practical success that emerged was the agreement that there should be further discussion on a common reading programme.

This case study charts the attempts of two ordinary schools to start some working relationship with each other for the mutual benefit of each. Without the undoubted interest of both heads in such a programme it is unlikely that it would have shown the progress it has, but it certainly underlines the kind of difficulties that have to be overcome before a responsibility for the children at all stages of their development is seen to be a matter of common concern. Given that, is it any wonder that trying to do something about the problems of transfer between junior and infant schools meets with the snags that it does; fundamentally, as the school study shows, it illustrates that it is differences in essential value structure that are at the heart of the problem. If the organisation of the junior school was as orientated as the infant school towards the needs of the individual child, one then realises that the drawbacks of the summer-born children would be taken care of automatically.

Reviews

Priority breakthrough

Educational Priority, Volume 1: EPA Problems and Policies, ed. A H Halsey. Department of Education and Science, (1972) 209 pp, £1.20.

This report is almost certainly the most important contribution to the understanding, and ultimate defeat, of the problem of social and educational deprivation, that has been published for many years. It may seem that action and research in the EPAs has only limited relevance for the majority of teachers and educationists. Not so: there is so much here that has significance for every school and every region of Britain that, at the risk of using a cliché, one is compelled to say that, as with Newsom or Plowden, no staff room should be without this report.

In 1968 both the government and the SSRC provided money to run EPA projects, in Birmingham, Liverpool, London and the West Riding, with the aim of examining the relationship between educational achievement and social and economic status. The question was whether the fact that the economically poorest 10% of the population do less well than their contemporaries in school was basically an educational problem or whether their performance was inextricably linked to their being from overcrowded homes, from families so large that mothers are overwhelmed, or homes where fathers are unemployed or from single parent families. Halsey's report shows that while schools alone cannot resolve all the problems it is possible to make education central in the approach to these difficulties, and for schools to be far more influential than has ever been previously accepted. This achievement has been closely related to the fact that the projects have been based on

the 'hidden curriculum'; that is the view that attitudes, values and aspirations are more significant for inner cities than the orthodoxies of education.

The projects were fundamentally about two things: pre-schooling and community schooling, and to achieve their ends the workers had to tackle two problems, previously believed to be particularly intransigent. The one parental apathy and the other the question of influencing primary school performance through nursery and play group attendance. The remarkable thing is that we now know that these two objectives are not beyond all hope of achievement. Halsey reports how parents became keen to come to school, to work with their children and to deal with educational matters with a new assurance. The project workers drew on new kinds of resources: local shops and industry as well as voluntary bodies helped to finance and organize pre-schooling. In this area of their effort a real strike forward was made, since, contrary to experience in the USA, gains made during pre-school experience were carried on into the early years of full time schooling.

The different project teams seem to have seen the function of community schooling rather differently. In the West Riding and Birmingham the aim was to raise general academic standards and hopefully thereby to achieve gains in political consciousness concerning the needs of inner cities. By contrast the Liverpool project may be accused of encouraging people to adjust to and accept their lot since their curriculum was based upon work highly relevant to the environment and sub-culture of that part of Liverpool where they operated.

Nevertheless whatever criticisms may be offered, whatever failures may be recorded in the report there is enough there to excite admiration for achievements so far and to point the way towards even more dramatic and wide-ranging efforts in this new sphere of action research.

There is however a rub, as Halsey points out; 'it had always been hoped that the projects developed in the different districts would be of lasting value in persuading the government of the need for a policy of positive discrimination and in suggesting the most effective ways of pursuing such policies. These hopes have yet to be fulfilled so far as the government is concerned, though the work begun under the research programme will survive locally, supported by some local authorities and by some voluntary funds.'

It would be more than unfortunate if the government does not respond now that the potential for throwing more light than ever before onto the twilight areas has been so clearly revealed—it would indeed be tragic.

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Historical dilemmas

The Evolution of the Nursery-Infant School by Nanette Whitbread, Routledge (1972) pp. 146, £1.80 cloth, 90p paperback.

English Primary Education and the Progressives, 1914-1939 by R J W Selleck, Routledge (1972), pp. 192, £2.00 cloth.

Historical studies in the development of our educational system have improved considerably in recent years; more traditional work associated with the private sector of public, grammar, dame and charity schools has given way to research into the maintained sector, with some extremely valuable studies of individual elementary schools by groups of local historians, and of whole areas such as London, Bradford and Leicestershire. Of course, there remains the need for more careful analysis of the origins of the contemporary primary school before we move into a fully comprehensive system, but at least the detailed analysis is beginning. In this sense, Nanette Whitbread's study and Selleck's book together with his previous, **The New Education, 1870-1914**, (1968) complement each other. Both authors have difficult tasks confronting them as they try to unravel the varying strands which have contributed to the fabric of our primary schools today; Nanette Whitbread seems to have clearer objectives in her book, but R J Selleck has the more complex challenge. Progressives are notoriously apt at shrouding their ideals and philosophies in a romantic vagueness. Despite the contemporary demands for intellectual rigour in stating educational aims and

objectives, the joy in infant and junior schoolrooms is partially due to this magic which Selleck tries so hard to trap.

Both books will be useful to students and teachers; they supply succinctly the background to present-day nursery and infant and junior practices and one hopes that these enlightened traditions will be the main rationale of the newer middle schools. It seems a pity that this tradition has received so little attention but the bibliographies in both books show that the interest is increasing. The work of the History of Education Society begins to focus on some of the gaps in our knowledge of the elementary schools which were the only truly people's schools until after the 1944 Education Act. Nanette Whitbread tackles the distinction between the growth of more radical ideas, associated with the early pioneers such as Robert Owen and Samuel Wilderspin and the Infant School Society movement at the beginning of the nineteenth century, and the influx of continental ideas, associated with the names of Pestalozzi and Froebel, influencing the growth of the more middle-class kindergarten movement in which play was as important as enlightenment and instruction. If a clearer policy had emerged from the best of these early experiments in schooling for the very young we might have a more effective plan today, but as the book shows in its later chapters concerned with developments since 1900, the drive towards more nursery education which reached its zenith in the last years of the century was dissipated by increasing anxiety about the curriculum for the youngest children. The nursery school and infant school movement in this century, with the Macmillan sisters and Susan Isaacs pioneering a more purposeful approach, enabled a rationale to be worked out in the last twenty-five years when everyone sees the basis for all effective schooling in a well-organised, well-financed and well-staffed nursery and infant sector in primary education.

Nanette Whitbread has written an excellent introduction to this part of the system and shows the continuing dilemma which bedevils the financing of this area in the future; the Plowden committee might have been more positive in their proposals in 1967. Her study shows that we need a fully comprehensive nursery and infant school provision in every place so that the democratic vision of Robert Owen and Susan Isaacs may be realised before this century reaches its last decades. An index would be useful in a later edition, and perhaps the influence of Freudian and neo-Freudian theories on the training of infant and nursery school teachers could be evaluated in some future studies; it might be useful too if someone looked at changed child-rearing practices in society as a parallel to schooling developments for young children.

As R J Selleck explains in his introduction, his book is intended to focus on progressive influences on the primary school—infant and junior—complementing the two important books by Professor Stewart on **The Educational Innovators**. Actually, the title of Selleck's book is a misnomer for the notion of the primary school only emerged after the Hadow reports of 1926, 1931 and 1933 and little reorganisation had occurred before the outbreak of war. The primary school is largely a post-1944 growth and so 'English Elementary Education and the Progressives' would be a more accurate title. I think he overvalues the influence of the Montessori and Froebel movements and more detail of the LEAs where more progressive ideas were encouraged would have been useful. In this context Van Eyken's book **Adventures in Education** (Allen Lane, 1969) might be consulted, but I like the way in which he describes the varying influences at work amongst the more flexible teachers of elementary schools.

When I heard W B Curry, Headmaster of Dartington Hall, lecture in Brighton, after leaving a conventional

grammar school sixth-form, my educational ideas began to change: but I personally feel that Selleck undervalues the influence of progressive movements like the WEA (only two pages) and the Trades Union Congress Education Committees. He is good on the happy band of pilgrims who joined together at the many progressive educational conferences, and I suppose he is correct in calling the movement a faith, with its disciples keen to spread the good news. The book entertains as well as instructs and it should be a welcome addition to reading lists in colleges of education.

Forum readers ought to read both books and they might provoke some contributions to our discussion page. In my personal experience, I owe most to some excellent schooling in a Sussex village infants' school; my identification with the 'progressives' came much later; have readers some educational turning points too, like my first meeting with W B Curry?

ERIC LINFIELD

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Lost chance

Children using language, ed A Jones and J Mulford, Oxford University Press (1971), pp224, 75p.

The National Association for the Teaching of English was offered a Gulbenkian Foundation grant in 1966 'to examine the future of primary school teaching in the light of the Plowden Report . . .', and **Children using language** is the initial product of this sponsored investigation.

Given the Gulbenkian brief, there is a sense in which one might have expected the book to record a NATE instigated discussion on the directions which language-teaching might take to meet the needs of children who will inherit the immediacy of a verbal-visual electronic future. Or, if such a discussion is asking the impossible of a body which appears to direct its attention almost exclusively to the past, then at least one might have expected the book to record examples of current excellence in teaching as demonstrated by NATE members and thus point an inspirational finger, as it were, towards the future.

However, one's expectations are not met. The various authors, instead, set out 'To study the place of language in the life and growth of young children and produce a report on this.' The objective is fine. Unfortunately, the team produces neither a *study* nor a *report* but rather a collection of disparate papers which vary in standard and in value. Nevertheless, it should be stressed that certain of the theoretical contributions are of great interest, notably Nancy Martin's paper on **Writing**. Unfortunately, no matter how fine these words about words might be, one can only grieve that NATE has lost a unique opportunity to delineate the paths language teaching might take in the primary classroom.

DERRICK METCALFE

Flexible exam

International Baccalaureate by A D C Peterson, Harrap (1972) pp.181 £2.60.

Like the fate of martyrs, the history of examination and curriculum reform at the post 16 stage is sad and interesting. It is sad because so much energy has met with so much resistance from both schools and universities. One need think no further than the Q and F Level of blessed memory. But also twice sad, because the vast majority of the proposals are little more than reiterations of an old theme: how to broaden the education of future university students. In fact what is required is a reform to cover all children in the New Sixth. Mrs Thatcher's recent rejection of the Schools Council proposal for a 20 point grade system for 'A' Level shows how constant is the theme of protecting the academic élite in the minds of curriculum planners, administrators and Ministers of Education!

If curriculum reform has an interesting history, the International Baccalaureate is no exception. The background of the IB bears strange resemblance to the History of the Nuffield Science projects. Both began in minority schools and both considered the interests of a miniscule fragment of Sixth Formers. Nuffield Science aimed at stemming the swing from science in Public Schools. The International Baccalaureate started out as a possible solution to the chaotic education of 'children of the rapidly growing and highly mobile international community' (p.10)—the sons and daughters of NATO officials, international business people and international administrators.

But from 1963 it has grown in scope, reaching down into national education systems to an ever increasing degree.

In its present form, the IB has an educational as well as a social aim. It aims at broadening the education of all post 16 students and to this end proposes a 6 paper examination to cross the Arts/Science/Social Science boundary. Its acceptance in most Western countries equal bids fair to make it the educational equivalent of a 'Nansen passport', allowing students in one country to gain admission to the higher education of another.

The IB is thus a reform which started out élite-based and has filtered down from above. But changing and expanding in application as it does so. Its flexibility, as Mr Peterson has argued elsewhere, makes it highly suitable for comprehensive schools, with their more complex educational demands at the post 16 stage. Unlike other proposals designed with higher education in mind, the IB has shown itself well aware of the problems of the 'non academic' sixth former.

The real strength of the IB lies precisely in its flexibility which, hopefully, it will retain even when generally accepted. If it cannot, then it will revert to being like a host of other proposals, beginning as educational reforms and ending as educational straight-jackets. Of such stuff are martyrs made.

GUY NEAVE.

FE facts

Further Education in England and Wales by Leonard M Cantor and I F Roberts, 2nd edition, Routledge (1972) £4.00 hardback, £2.00 paperback

The fact that a second edition of this book has been called for within three years of the first is some evidence of its usefulness and popularity, and extensive revisions reflect the many changes in the Further Education sector in that time. These changes have continued trends begun soon after 1944, and Professor Cantor and Mr Roberts entitle their first chapter 'The Explosion of Further Education': since 1946 student numbers have doubled to over three million, while there are now six times as many full-time students and ten times as many staff; in 1969 about 140,000 students took GCE examinations in FE as compared with some 500,000 in schools; in 1970 16.5% of university entrants came from FE colleges as compared with 9.7% the previous year.

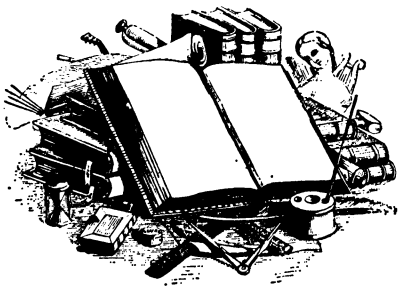
FE, then, is making a large and growing contribution to the education of the 16-19 age group, and the demarcation lines between FE and the secondary school sector are becoming increasingly blurred. There is growing pressure for a common policy, but many difficulties in the way: notably differing assumptions, methods, objectives, values, and patterns of administration. The authors compare a school to an island, in that it is insulated to a considerable extent from pressures bearing upon FE institutions which must serve a wider region and many masters. Every principal and head of department, and many lecturers, must maintain a ramification of contacts with employers, professional bodies, examining boards, advisory panels and advisory councils. Within quite a small college there is

preparation for a wide variety of careers in engineering, agriculture, pharmacy, catering, the public services, commerce and the retail trades, to mention only a few. The range of courses available and the organization needed to support them are clearly described in this book. Four chapters on the historical and organizational context of FE are followed by five on specific fields within it—business studies, agriculture, professional training for art and music, the Youth Service, and industrial training. These are followed by chapters on teachers, on students, on FE in Wales, on research, and finally a long discussion of possible future developments. 21 appendices give detailed sources of further information.

Revision has been done with care and thoroughness: hardly a page remains unaltered and long sections on the polytechnics, industrial training, technician courses, and art education have been completely rewritten in the light of recent reports and other developments, as has the entire final chapter. Diagrams have been updated and often clarified. Appendix 16, though, on qualifications for youth leaders, is now out of date following reorganization in 1970, but the new courses are mentioned in the text.

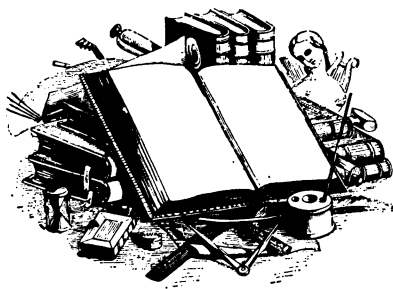
I should have liked more on the ethos and atmosphere of the colleges and why they appeal to many students of 16-19. Readers who want this might turn to Adrian Bristow's small paperback *Inside the Colleges of Further Education* (HMSO, 1970), if they can put up with his somewhat relentless joviality.

Cantor and Roberts are trying essentially to describe and comment on the FE *system*, and so their book inevitably lacks the liveliness of more personal or polemical writings. But it is well organized and lucidly written; not, perhaps, to be read at a sitting, but taken a few chapters at a time it is sure to illuminate many features of the most complicated sector of our educational system, and thus help



teachers to help their pupils. Recommended for every secondary school library, or preferably the staffroom.

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Comprehensive facts

Halfway There by C Benn and B Simon, 2nd edition, Penguin (1972) pp 591, £1.50.

This new edition of the Benn and Simon **Report on the British Comprehensive School Reform** includes the finding of their December 1971 sample survey that there has been 'a relatively massive swing away from streaming' since 1968. There is also new material on Middle Schools and on arrangements for the 16-18 age group, as well as a chapter on Labour and Conservative strategies since 1969. Considerably cheaper than the first edition or the NFER Reports, it is an essential compliment to and in many respects more comprehensive than the latter in its analysis of what is really happening on the comprehensive school front.

NANETTE WHITBREAD

British Primary Schools Today, Macmillan (1972):

Educating Teachers by M Brearley, N Goddard, B Browse and T Kallet 40p

Evaluation of Achievement by D A Pidgeon 35p

Trends in School Design by E Pearson 47p

Mathematics for Older Children by E Biggs 70p

Science by P Shaw 37p

Recording Children's Progress by J Dean 45p

Informal Reading & Writing by J Johnson and J Tamburrini 30p

Drama by P Blackie, B Bullough and D Nash 40p

Art by H Pluckrose 40p

Music by J Horton 60p

These ten booklets form a second phase in The Anglo-American Primary School Project prepared under the aegis of the Schools Council with the support of the Ford Foundation in the United States.

The aim of the scheme is to provide descriptions of the way that British primary schools work by drawing on the experience of 'that large minority of primary schools that have adopted informal methods'. It is not intended 'to provide theoretical discussions or prescriptive manuals to informal education, but rather to present accounts from which deductions and generalizations can be made'.

The intent to describe in broad terms is well fulfilled within the limitations of these booklets. They are attractively produced and well illustrated, but the proliferation of excellent pictures in some of the slimmer volumes reduces the work of the authors to little more than the briefest of essays.

These booklets will be welcomed as descriptions of 'progressive' British primary schools and will probably be very popular in the USA. As source books for British student teachers they have disadvantages. They constitute excellent introductory

reading to the student beginning a course but with some exceptions are too limited in content, too expensive and too fragile to be recommended for student purchase. While attractively bound and well illustrated the books are easily damaged. The stitching seems to act as a kind of perforation and pages are easily torn out.

Brearley, Goddard, Browse and Kallet give a brief but lucid account of initial and in-service education of teachers. The comments of the latter on the Leicestershire Advisory Centre are especially interesting. Pearson's **Trends in School Design** is a very welcome text from a national authority and is an excellent foil to Seaborne's recently published **Primary School Design** (1971). Pidgeon provides the most penetrating contribution to a general view of primary education with an essay on evaluation which was written just before the publication of the NFER 1970 reading survey. **Mathematics for Older Children** is a sequel to Edith Biggs earlier book in this series and is likely to be popular with students and teachers despite its poor binding and relatively high cost, for it is packed with excellent examples of enlightened mathematics teaching. Shaw's **Science** and Joan Dean's **Recording Children's Progress** though rather slim volumes will probably be sought after in the same way for they contain much that is of direct use in the classroom.

Fulfilling a similar role but with perhaps less material which can be turned immediately to use are **Drama** by Blackie, Bullough and Nash, **Art** by Pluckrose and **Informal Reading and Writing** by Johnson and Tamburrini. **Music** by Horton has a useful descriptive account of the development of primary music from singing to pitch percussion and includes an attractive gramophone record of music making in four primary schools.

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