

Schools Curriculum Assessment

Tomorrow's Company - Education and Employment

Sir Antony Cleaver chaired an inquiry into the changing patterns of employment and the nature of "Tomorrow's Company" set up by the RSA (Royal Society for the Encouragement of Arts, Manufacture and Commerce) in 1992. The full results of this enquiry were published in June 1995 and focused specifically on the relationship between a company and its employees. An agenda for action by 'learners and educators' was suggested. The following paper was given by Sir Antony Cleaver at a Schools Curriculum Meeting held in Cambridge on April 2nd 1996.

Schools Curriculum Assessment Cambridge 2 April 1996 Tomorrow's Company - Education and Employment

"Everything changes, nothing stays the same", the words of Heraclitus something over 2,500 years ago, or, if you prefer his more picturesque version, "You cannot step into the same river twice". Words from a different age but I can think of no more appropriate text if we consider the needs of the curriculum as we enter a new millennium.

To suggest that Heraclitus' words are just as true today is, in fact, an understatement. What period in history has seen changes as dramatic as the last decade? At the political level, the collapse of Communism bringing with it the end of the Cold War and the East/West confrontation, counter-balanced, sadly, by the upsurge in more local, ethnic strife. In the global economy, the rise of huge trading blocs, the European Union, NAFTA and ASEAN, the Asia Pacific alliance. In technology, the advent of the Personal Computer, electronic mail and genuinely global communication at affordable cost. These leading, in turn, to the globalisation of markets, the destruction of barriers between countries and between industries and to revolutionary changes in company structures. There is increasing concern over issues such as the environment and traditional hierarchies are constantly questioned, "The death of deference" as some members of the Inquiry chose to call it.

In 1962, when I left university, a number of my friends went into the financial world. Some joined banks, others joined building societies or insurance companies, while others joined retailers. Each of these were seen as separate industries and, in each case, their representatives would happily forecast just where the new graduate might expect to be in that organisation in 25 years time. Today, the boundaries between such organisations are almost non-existent and few dream of predicting their organisation's structure even 10 years ahead. Much of this has been driven by technology, which has also brought about the huge reduction in numbers in many large organisation. Recent studies have shown that 9 out of 10 of the larger organisations in the country have removed at least one layer from their management structure in the last 4 or 5 years - IBM UK was by no means unique in reducing its management levels from 7 to 4. This in turn has meant more decisions are taken at lower levels in the company and employees require broader skills far earlier in their careers.

At the same time, more work is being done outside the company. Today 80% of companies employ temporary or part-time workers, 60% use flexible work patterns, with 22% already using home-based workers. It is now estimated that by the year 2000 the UK will have some 10.5 million managers and technical employees, compared with only 7 million manual workers, reversing the situation in the 70s. Just what does this mean then to those in education and those who provide it?

For the learners and their parents we suggested three requirements. First, the need to try to understand the realities of global competition and the implications for their future working lives. Second to seek the sort of education and training that *promotes self reliance, flexibility and breadth*. And third, and most important, to understand the importance of *acquiring the learning habit*, something on which one can rely for the rest of one's life. How do you know that your current educational

approach and the curriculum are appropriate for tomorrow's business world? Do you include students, parents, employers and the wider community in efforts to bridge the academic and vocational divide? Do you reflect the need for multi-skilling, rather than the qualification specific to particular industries? And then what are the students' preconceptions about companies? Do you exploit your opportunities for partnership with businesses to deliver as much value as possible?

Every individual situation will differ but at least the last few years have seen a number of initiatives which provide a more promising platform for the future. While the national curriculum has been introduced in schools, much more attention has also been given to subsequent training opportunities in industry. The Training and Enterprise Councils cover the country and provide an overall framework for company training initiatives. More options have been opened up, largely for the less academic, with GNVQs and NVQs. In parallel, the Investors in People scheme provides companies with a benchmark and recognition for their internal training. These and other developments mean that, for the first time for many years, we begin to have a coherent approach to education and training. This in turn has caused industry to consider more clearly what it is seeking from the education system.

I can do no better, in this respect, than quote from a letter I have just received from the Training and Enterprise Council's National Council, which says "You may know that the government has commissioned a review by Sir Ron Dearing of the qualifications available to 16 - 19 year-olds, young adults preparing to enter work. We have consulted across the country with over 2,000 employees and have said to Sir Ron 1) The driving force behind reform should be increasing the competitiveness of British business in world markets; and 2) Core employment skills (communication, numeracy, teamworking, willingness to learn, problem solving, IT) *are more important than subject specific skills*. Let me put on one side, for the moment, whether you accept that the driving force behind such reform should be the competitiveness of British business, and focus primarily on the so-called core skills.

This conclusion tallies exactly with the findings of a study five years ago by the Council for Industry and Higher Education. To take just a few of the conclusions from their report "The best preparatory education for 40 working years is one which closes off as few opportunities as possible." Apart from demonstrated academic abilities, it is general intellectual skills and particular personal qualities that employers most seek". "Business is beginning to describe managerial virtues in the humanities' own vocabulary" and "Humanities graduates are eligible for about half of all the graduate jobs advertised, including the very large number of jobs (over 40% of the total) for which employers specify no particular degree subject".

So where does this lead us? Well, another study, also for the Council for Industry and Higher Education, looked at engineering graduates and their strengths and weaknesses. The major concern of those who had taken them on was, again, their lack of inter-personal skills, an inability to work in teams, their inability to communicate clearly and effectively, and so on. Are the humanities an answer to this?

I believe they are but let us now revert, for a moment, to some of the traditional arguments advanced. You will, I hope, forgive me if my examples concentrate specifically on the value of classics - I cannot deny that I see it as a special case - but those of you who champion other subjects will no doubt agree that if the case can be made even for classics then your own task is relatively easy.

For my first witness, I call Charles Kingsley, writing the preface to his 1855 edition of "The Heroes". He began, "My dear children, some of you have heard already of the old Greeks; and all of you, as you grow up, will hear more and more of them. Those of you who are boys will, perhaps, spend a great deal of time in reading Greek books; and the girls, though they may not learn Greek, will be sure to come across a great many stories taken from Greek history, and to see, I may say every

day, things which we should not have had if it had not been for these old Greeks.

You can hardly find a well-written book which has not in it Greek names, and words, and proverbs; you cannot walk through a great town without passing Greek buildings; you cannot go into a well-furnished room without seeing Greek statues and ornaments, even Greek patterns of furniture and paper; so strangely have these old Greeks left their mark behind them upon this modern world in which we now live. And as you grow up, and read more and more, you will find that we owe to these old Greeks the beginnings of our mathematics and geometry - that is, the science and knowledge of numbers, and of the shapes of things, and of the forces which make things move and stand at rest; the beginnings of our geography and astronomy; and of our laws, and freedom, and politics - that is the science of how to rule a country, and to make it peaceful and strong. And we owe to them too, the beginning of our logic - that is, the study of words and reasoning; and of our metaphysics - that is, the study of our own thoughts and souls. And last of all, they made their language so beautiful that foreigners used to take to it instead of their own." I trust that you will forgive both the length of that quotation and its Victorian lack of political correctness - it does cover so much ground.

My second reference point is the "Classical Investigation", conducted in the United States in the 1920s which set out a list of 21 "ultimate objectives" for the secondary school course in Latin. The first group, the so called "instrumental and application objectives" include increased ability to read English with correct understanding, increased ability to speak and write correct and effective English and increased ability to learn other foreign languages. Under "disciplinary objectives" they included "the development of correct habits of reflective thinking applicable to the mastery of other subjects of study and to the solution of analogous problems in daily life", and "increased ability to make formal and logical analyses". While under "cultural objectives", they listed "an increased appreciation of the influence of Roman civilisation on the course of western civilisation" and "a broader understanding of social and political problems of today". They also suggested the "development of right attitudes toward social situations" - you may feel that is a bridge too far.

My third witness is Sir Richard Livingstone writing in 1941, when he said "Ours is a very good age on the technical side; there is nothing wrong with its physics and chemistry, its biology, its mining and metallurgy; its political administration, considering human nature, is not bad. But it lacks that clear purpose which in prosperity guides men to use their resources and opportunities nobly, and in adversity keeps them steadfast and undismayed on their course and sustains them with the certainty of a better day which, if not they, their posterity will see. We live in a world clear, efficient, and creative in the realm of means but almost wholly at sea about its ends. And our education suffers from and aggravates this weakness. At the best it teaches admirably isolated subject, mathematics, languages, science, history, literature, technology; but they remain isolated...we cannot have too much science, technology, economics, but they lose their usefulness unless we see clearly the ends for which we intend to use them and unless those ends are worthy of man. They deal with means and not with ends, and the more we have of them the more we need to strengthen in both education and life, those studies whose subject is the "Knowledge of good and evil".

Let me comment now, briefly, on my own experience. From a village school, I was lucky enough to win a scholarship to Berkhamstead and, in due course, from there to Oxford. Four years of Greats gave me first, the rigour of Latin and Greek prose and verse, and then the breadth of philosophy and ancient history. In 1962 I joined IBM UK, initially to become an instructor in its Education Department teaching computer programming. Over the years I moved through marketing, research, production scheduling and general management, finishing with responsibility for the UK company as chairman and chief executive. Throughout that time I always felt that my education served me remarkably well. Of course, in a company that depended for its very being on high technology, there was always a need for technical expertise of the highest order. But no-one could have stayed abreast of

all the skills necessary to achieve success. What was always required, however, was the ability to analyse recommendations and situations accurately, to take as broad a view as possible of the implications, political and human as well as technical, and then to communicate one's views clearly and unambiguously. These abilities were necessary whether teaching the very first course on a new computer language, developing the world's first on-line variable-amount cash dispenser, trying to schedule production from 17 manufacturing plants in 7 different countries across Europe or persuading the UK government that IBM should provide the next generation of naval helicopters.

In 1993, following IBM, I was asked to become Chairman of the UK Atomic Energy Authority - again, perhaps, not the most obvious task for a classicist. But here too I was relieved to find the same underlying reality. To meet the needs of the nuclear industry, AEA has an unrivalled range of science and engineering skills. AEA Technology, the commercial arm which became a company just three days ago, has nearly 2,000 science and engineering graduates, representing almost every discipline from astro physics to zoology. Our unique ability is to pull together these disparate skills and bring them to bear on our customers' problems.

To lead such a team requires the ability to analyse requirements, the vision to appreciate opportunities, both here and abroad and, above all, the ability to communicate effectively at every level. With world-class scientists and engineers working at the leading edge of so many different disciplines, no-one can be in command of all the detail and one soon learns not to be afraid to ask enough questions. Again, things move so fast in many of these areas. At the basic level, the European Commission has recently forecast that only 25% of today's technology will still be in use in the year 2020. While an American think-tank predicted last year that the sum total of our knowledge today will represent only 1% of what is known in the year 2050.

What then should those of us who believe in the value of the humanities be seeking to do in the coming years? Well, I have four suggestions for you to consider:

First, we must set ourselves clear objectives. We must be clear, for example, about the benefits of the traditional, rigorous classical education, undoubtedly presenting the ablest of minds with the toughest of challenges in writing Greek prose or translating Latin verse. I hope and believe that such an education will continue to be available for some and I have no doubt it will continue to provide them with an intellectual discipline second to none. But we should not confuse this with the enormous value of a cultural background that enables us to understand the inheritance we share with our European neighbours, based on an understanding of the classical civilisations, possibly attained entirely in translation. Let us start then with a clear analysis of what we are seeking to achieve and just what outcome different approaches can achieve.

Second, let us think as widely as possible about the options and combinations that we can provide. Lord Porter, a previous President of the Royal Society, and I were each bemoaning the narrowness of our education recently, he because he did no arts subject beyond 'O' Level and I because I had a similar lack of formal science. Let us look for as many practical combinations as possible and let us also consider new approaches.

A recent straw-poll of sixth formers studying classics at five of our leading public schools showed a clear division into two groups. Both, I was delighted to see, showed a far wider range of subjects being studied than in my day. But while one group had many pupils combining maths, physics or biology with Latin and Greek, the other clearly limited them to other arts subjects, usually English or History. I can well understand the timetabling issues that must arise but I have no doubt which group will be better placed to enjoy a fuller range of opportunities in the future.

Alternatively, can we reconsider the normal assumption that Latin must be learned before one can study Greek. Though slightly more complex in its moods and tenses, Greek is, in many ways, closer to modern English in its simple directness - one of the few points on which I was in agreement with this year's Reith Lecturer. Once the initial hurdle of the strange script has been cleared, Greek should prove no more

difficult than Latin to learn and be at least as valuable in the avenues it can open, as Kingsley reminded us.

Third, let us ensure that, although the subjects we are teaching are the humanities, we make the best possible use of the most effective technology available. Multi-media systems, for example, will prove an enormously powerful tool in the teaching of language and literature.

Some four years ago I was able to spend an hour playing with a prototype multi-media package developed by IBM. It was based on Tennyson's poem "Ulysses" and started simply by displaying the text. At any stage the click of a button would bring up the OED definition of any word selected. In the case of items described, another option was to view a picture, of a Greek ship, for example. Where appropriate, video clips could also be viewed showing, for example, the landscape described. Alternatively one could ask for the poem to be recited, choosing the voice of John Gielgud, Richard Burton or Vanessa Redgrave. At that stage the equipment needed to use the package would have cost about £10,000 but today it would be less than £2,000. Once developed, albeit at huge initial cost, the compact disks can be made available to thousands of schools across the world, opening up tremendous new opportunities for millions of children.

Equally, the core skills now demanded can be developed just as effectively in a humanities course and, in the case of communication, for example, can be made integral to the course not "bolted on". What employees want in IT skills is the employees' ability to use the Technology effectively and know how to apply it - not the detailed technical understanding of equipment that will be obsolete anyway in four or five years time. An understanding of how to create and use a database can be imparted just as effectively on a course on, say, archaeology as on any scientific subject.

And finally, we must speak up for what we believe. Too often, in the recent past, the debate has been carried by those who advocate the overriding need for more scientists and more engineers. They may be right but history is not necessarily on their side. In a recent speech at the RSA, Polly Toynbee, Associate Editor of the Independent said "Predictions as to what future labour markets will want have almost always been catastrophically wrong. Government planning has been

notoriously bad, educational priorities usually wrong by 20 years. When I was at school there was tremendous pressure for everyone to learn Russian, as we were told trade with Russia would be an economic imperative in the future - and a great many poor souls did learn it, but there were precious few jobs to be had for Russian linguists when they set out looking for work.

All we can hope to do is to train the intellect, create alert and flexible minds to their highest potential. So it is time to stop worrying about so many people going to university to read arts subjects instead of industry-based degrees, since the arts and media are the great growth area and will be one of our economic mainstays. Similarly, it's time to stop our decades-old whinge about British children's failure to speak French, Spanish or German. They won't need to now, except as a pleasure, because the rest of the world is speaking English.

Of course we cannot afford to be scientifically illiterate or innumerate but how much easier it is to acquire those skills, given a broad base, than to do things the other way round. Given the immediate value of acquiring technical skills and the reinforcing effect of using them continually once acquired, technical competence can be achieved very effectively later in life. How much harder to achieve a breadth of view and an understanding of the wider issues if one has not been given an appropriate framework in the formative years.

The reports of the death of the humanities are, yet again, grossly exaggerated. Thinking about today, I was reminded of the entry in the Personal Column of the Times the day after Oxford abolished Latin as an entry requirement, which I cut out at the time. It read "Latin - For disposal, following sale of western civilization by Oxford & Cambridge Universities, several thousand Latin grammars; one penny a dozen for quick sale or would exchange lot for a few spanners, comics, coshes or bicycle chains." While the decision was followed by a dramatic decline in the number taking O-Level Latin, I wonder how much harm was actually caused. I believe the need to attract pupils has led to a real improvement in the quality of many Latin courses in the intervening period.

Another encouraging feature of my straw-poll of sixth formers was that the overwhelming majority replied to my question "Why are you reading classics?" with the simple statement "because I enjoy it".

O Tempora, O Mores

Address to JACT May 1996

A bad time for classicists and we are good at feeling sorry for ourselves. There are few career routes, few of us will be heads of departments and those of us who are, know we have little strategic importance within the school. Each budget is awaited with trepidation. If we have survived so far, can we survive the next round of cuts?

I would like first to examine the nature of our complaints and the reasons why we feel so threatened, then consider what opportunities are open to us, and to conclude with some issues which I feel we should address.

I was appointed a head in 1988 at the beginning of the recent period of turmoil in education. But what an exciting time to have been a head! The introduction of the national curriculum, whatever we may feel about its impact on our subject, has revolutionised the curriculum for pupils. I agree it is far from perfect but I suggest we look back to the glorious days of our own education and ask ourselves whether our own education was so much better. To take Greek I dropped all science at 13. I am woefully ignorant of the simplest scientific or technical concepts. Surely we would never want a return to that. Even at my school in 1989 many girls only took one or two sciences at GCSE, severely limiting their options at A level.

As a head, the national curriculum has opened important debate, quite often very painful, about how we meet the needs of our pupils entering the next century with its shrinking job market. If they are to stand a chance in a multi national world they must have a sound knowledge of scientific concepts and be fully aware of the potential of technology. As classicists, teaching about the great achievements of the classical world we should not find this difficult to grasp.

Professor Gordon in his book 'The new science of strong materials' discusses Pliny's contribution to the understanding of the nature of diamonds and his misunderstanding of the difference between hardness and toughness. In his passage on tension and compression Professor Gordon analyses the difficulty with boat building experienced by ancient boat builders as they could not master tension joints; in contrast he acknowledges the great contribution made by Roman arches which utilizes compression in two directions. The durability of many a Roman arch is evidence of the success of this structure. In his book 'Structures' he describes the Homeric chariot and the flexibility of the wheel, necessary for the terrain, which demanded its removal from the chariot at night; he shows how the ballista demonstrated the mastery of strain energy to devastating effect. Professor Gordon, previously professor of materials technology at Reading, puts the skills of the ancient world within the wider context.

Our subject has sought to demonstrate to pupils the achievement of powerful and successful societies and the beauty of their technology. Our preoccupation with language should not obscure this.

Let us then be clear about our distress. We suffer from loss of status, from being marginalised, from not being part of curricular debate, from the lack of value given to our views.

I regard the success of the science and technology curriculum as very challenging to my subject but not a development I personally would want diminished in any way. Think of what splendid chorus in *Antigone* which I was made to learn by heart to my lasting delight.

"Many the wonders but nothing walks stranger than man.... Clever beyond all dreams the inventive craft that he has which may drive him one time or another to well or ill". (Translated by Elisabeth Wyckoff).

The aims of the national curriculum remain to provide a broad and balanced curriculum for every pupil up to school leaving age. From 1996 the national curriculum at KS4 will remain unchanged for 5 years. The core subjects are Science, English, Mathematics, to be taken as full GCSEs, at least a half course must be taken in a modern foreign language and design technology, courses must be taken in PE, RE, sex education, careers education. IT skills are clearly specified. This is the

entitlement of our pupils and one which I, as a head, feel leaves all doors open to pupils post 16. However at KS4 the Dearing review of the National Curriculum hit the humanities and creative and performing arts hard. The recent excellent conference organised by JACT and SCAA did much to raise the confidence of classicists and made us feel very much equal members of the humanities and language groups. At the SCAA/JACT conference in Cambridge before Easter, all these feelings of threat to our subject were clearly shared by all humanities and language teachers. We are members of an embattled tribe.

At KS4 there is no requirement for pupils to study any humanities subject. The expressive arts and the second foreign language are also at risk. So called choice for pupils may well turn out to have been in their best interests. Many comprehensive schools are encouraging pupils to take 10 GCSEs to ensure that the full range of subjects is covered. I require all pupils to take one of geography, history, RE or classical civilization.

As a head, I should also point out that the funding situation in schools is deteriorating. Heads out of weariness are making decreasing fuss each year as we are continually faced with cuts. Many authorities are spending the last of their reserves. The only further substantial cuts which can be made in school budgets is staffing cuts and it is with good reason that teachers faced with smaller groups at KS4 feel anxious. What will this do to the A level numbers which are so vital financially to the survival of department?

However I do feel we should also beware of false friends. There will be no going back and Sir Anthony Cleaver, a classicist and Chairman of AEA Technology, in his opening address to the conference, reminded us of Heraclitus' flux. Acceptance of change is a necessary part of our survival. Dr Tate stressed that no change to the curriculum will be considered by either political party for at least 5 years. His message is hard and that is from a friend.

I dare not give you an example closer to home but as an example of support which is not helpful I recommend you to read last Autumn's *Granta*. Our image is often seen as a group of academics, very clever but who hanker back rather than move forward and we have had some strange friends. Caroline Alexander writing in the Autumn 1995 *Granta*, 'Plato speaks', describes the dream of Dr Hastings Banda that he should be a professor of classics; she was invited to set up a classics department at the university of Malawi. The staff of the faculty were mostly Malawian and British with a handful of other nationals. 'Most of my students,' she writes, 'had come from Catholic secondary schools where they had studied Latin for several years. I was twenty six and had all the excitement and zeal of a missionary charged with bringing classical enlightenment to darkest Africa. I had ambitious plans for a small but bustling department which would integrate a traditional classics curriculum with what I thought might be Malawian interests: oral traditions (Homeric and African); the sociology of slavery; epic Roman and British imperialism; praise poetry (Pindaric and Zulu); these were some of the ideas which excited me and that I looked forward to presenting to my colleagues.'

My assumption that my arrival would be greeted with reciprocal enthusiasm however was quickly shattered. "So you're the one who's come to make us a real university" said a fellow lecturer soon after I arrived. The sneer became typical. I was bewildered. At first I thought that, as a classicist, I was as seen as representing the forces of cultural imperialism - though it was the British rather than the Malawians who resented me most. The cause was far less subtle. Dr Hastings Banda had been haranguing the university, the national parliament, the press and the population at large about the need to study "the classics"; that no person was truly educated unless he knew Latin and Greek; an institution could not claim to be a real institution unless it had a department of Latin and Greek. She goes on to describe how Banda's Malawi was modelled on Plato's Republic with Banda as the

philosopher king. He made decisions and he was wise. The role of the Guardians, the men who protected the state, was fulfilled by the despised Young Pioneers.'

Entertaining but nothing to do with us, you say. Yes, but it is easy to welcome comments, say supporting prose and verse composition, the rote learning of large amounts of classical literature. This support does nothing for our future and does not provide friends 'we would take tiger shooting', as Geoffrey Williams describes the identity of true friends. Sir Anthony Cleaver's personal example of the success of a classicist in the world of technology tells us little of his education but much of his own personal qualities. Would he have done less well if he had studied history or physics? The Rev Sydney Smith wrote in 1809 "It is vain to say that we have produced great men under this system (teaching Latin and Greek). We have produced great men under all systems ... to produce the talents which it has not been able to extinguish. It is scarcely possible to prevent great men from rising."

I am also anxious about the role of classicists as promoters of correct English. Edward Blishen's account of his grammar lessons at school as described in the TES of May 3 are a salutary warning. "Most of our time was spent in the engine room of language among the parts of speech, bolting and unbolting - assembling a sentence only instantly, guiltily, to break it up again. I loved language, and was dismayed by the implication that only through this activity, bleak and bewildering, could it be approached." Blishen goes on to recognise the need for some study of grammar, 'We must have a simple, diverting language in which we can say why a usage works or why it doesn't, or what we need to do to turn a clouded utterance into a clear one. This unrealised grammar must take into account awkward truths such as the fact you cannot define a sentence to the satisfaction of someone who doesn't already know what a sentence is. It must reverse the bizarre situation in which human beings, with their astonishing innate gift for grammar, are persuaded that grammar is beyond them, or a barren study. It must be designed to run alongside, and never ahead of practice in language. The experience of being a working writer is exactly the quality of experience I think the young should have - of coming into possession of grammar out of a labourer's need for it.' I share his love of language, both Greek and Latin, but also French, Italian, and particularly English. By all means provide the tools for our students as classicists and share our love of structures with them but let us not ever suggest our structures should be used to assess current English. From Caesar to Tacitus we enjoy the development of language and I am wary of every suggesting a rigidity in any language.

However enough doom and gloom. Where next? There are great opportunities open to us and we must seize them enthusiastically.

Even before secondary school we have the example of Jean Cross' highly successful teaching of Latin in the primary school. Barbara Bell's project to prepare suitable material for KS2 is hugely encouraging. Many of you in more privileged secondary schools are parts of strong departments. At The SCAA conference Julie Wilkinson gave an inspiring presentation, of which any classicist would have been proud, when she described the introduction of Latin into Nower Hill School in Pinner at KD3. Her department is now thriving and clearly highly regarded. We need to encourage classicists possibly teaching other subjects in schools to tackle heads and governors with similar proposals. These staff could be identified if heads were encouraged to do an audit of staffs' skills. At my school my department thrives with all pupils taking Latin in Y8 and Y9 for 2 periods a week. All pupils also take French and German and I have to watch the balance of language in the curriculum and I recognise that the pupils miss out on creative and performing arts, particularly drama. At KS3 I think we can do much to keep our foot in the door if we are determined and innovative. Remember that 75% of schools and colleges offer no classical subject at all. A taster, any introduction to the classical world, is a gain.

With the new orders at KS4 we will need to be more creative. We are now in direct competition in the options blocks with a diversity of subjects. I am sure Latin and Classical Civilisation will continue to thrive where it is well taught and well supported by all stake holders in the school. Let us consider the pupil who has a wide range of interests?

Much as I would be unhappy to introduce short courses at the moment in my school because of my uncertainties about their perceived value, as classicists we should not miss out at this crucial developmental stage. In the TES of April 26, there was an indication that few schools will be adopting them this autumn because of fears of the demands they might make and their credibility. I am sure these courses will develop but not short courses for non national curriculum subjects are planned yet. Nick Tate has asked whether we feel there is a place for them in classics. I urge us to demand them, make these courses challenging and original so that we can inspire a wide range of pupils to start, to continue and even to go on with our subjects post 16. These courses should not be watered down versions of GCSE but have a validity in their own right. For those pupils who have had little or no opportunities at KS3 they could provide that essential access. Please write to SCAA to request these courses and be prepared to create them.

The other opportunity we must not miss is post 16. Sir Ron Dearing consulted very widely in his review of the post 16 curriculum and his final report carries cross-party support. Another document which will not go away. Academic A levels will continue and we should welcome the possibility of continuing to produce the traditional classicist. After all there is still more than our fair share of places to read classics at universities and the increasing flexibility of admissions requirements must be welcomed. No Latin or Greek is now required by an able student for Oxford.

Ron Dearing's 'Review of Qualifications post 16' is an important document and I will refer to it in some depth.

'Education is about developing all the talents, abilities and faculties of young people. It is about developing them as human beings, and about preparing them for citizenship and parenthood as well as for the world of work. We should encourage all our young people to achieve as much as they are capable of, from those young people with serious learning difficulties, to those who are highly talented'. Nothing for us to disagree with here.

Looking at the needs of our students he identifies skills essential to them moving into a rapidly changing world and suggests that these should be as much part of A level courses as vocational courses. They are skills in working effectively with other people, presentational skills, a problem solving approach, the ability to manage one's own learning as a necessity in a society that needs to be committed to life-long learning. Can we show that we are using our material and teaching methods to develop these skills through our subjects at A level?

What are we going to do about the new Advanced Subsidiary exams? To quote 'It will cover the first half of the A level syllabus and represents the level of achievement expected after one full year's A level study. The AS core should cover those aspects of A level most relevant to young people who may not wish to progress to the full award, as well as providing a firm foundation for progression to the full A level'. Now is the time to ensure that these work to our advantage. Many pupils understandably are reluctant to choose Latin and Greek for a full A level especially when their teaching up to Y11 has often been in difficult circumstances. If a pupil can continue with say Physics, Maths, and AS Chemistry and AS Latin, not only will their education be broader and enormously richer but at the end of Y12 they may choose to take Latin to a full A level rather than Chemistry. A possible candidate for Physics and Philosophy?

In the inevitable review of the KS4 curriculum over the next 5 years we should all insist in schools on the drawing up of a whole school policy for the humanities. We should take this opportunity to discuss with historians, geographers, religious education specialists what we feel is the peculiar contribution we make to the curriculum. Martin Roberts, head of Cherwell School, made an impassioned plea at a conference for history in a society where so many young people have no interest or faith in politics, do not understand the importance of suffrage and the rights of the individual in a democracy. Classicists can address these issues equally well. We must make these values and the potential of our subjects explicit and need to work in harmony with our colleagues not in competition. We need to preserve our subject boundaries but not allow ourselves to be picked off separately. Our pupils need to know what these values are and they should be firmly

embedded in our schemes of work and all the humanities must be seen to address them overtly in their teaching. We have a marketing exercise to do together. We should speak up for what we believe in. Sir Anthony Cleaver reminded us of what the new technology could do for us as teachers of humanities such as the use of multimedia. He showed us we can provide the understanding of global competition which he felt was so important for our pupils, the developments of multi skilling, the learning habit, the problem solving. Do our schemes of work show our commitment to these aims?

We need to be clear about the aims and objectives of a classical education in the 21st century and ask ourselves is there a way forward. A resounding 'yes'. I would like to suggest that opportunity stares us in the face. Do we have the courage to move forward?

Nick Tate, writing in the TES of March 1, said thinkers from Plato to Aristotle to TS Eliot have identified education as forcing us to define our ends and purposes as human beings. These arise whenever we discuss the transmission of culture, knowledge and values from one generation to the next. These are fundamental questions we must face on behalf of our pupils. We need to embark on a period of honest review and evaluation. What works, what will work, will we have credibility if we move forwards in this way? Universities need to be part of this review.

To take advantage of the opportunities I have outlined, I feel there are big issues for us to face. What are these issues? I would suggest equal opportunity for all pupils to benefit to the full from their education, and linked with this teaching and learning styles and differentiation; spiritual and moral awareness; preparation for the next century.

Bob Lister once remarked to me that we classicists are still locked in a male dominated tradition, heavily based on language, developed as part of the essential education for a public school boy. I often wonder what a strange image of the classical world is left with pupils who have had relatively little exposure to its beauty. Few pupils go to GCSE, fewer to A level and few to university. Surely at each stage we should ensure that a pupil has been left with an experience that allows some understanding of the joy we find in our subject. No set book should be read which does not enhance this. Do we ask ourselves enough what a pupil has gained from perhaps their 2 year KS3 course? For many pupils I suspect we would rather not know the answer.

What would I like? A radical rethink of what classics has to offer; we have done this successfully before but this needs to be a continuous and creative process. I would like a greater concentration on conceptual thinking, the awareness of the classical world as a successful economic and technological society and less on the pure linguistic and historic; less division between classical civilization, the languages, ancient history and philosophy and more on modular building blocks. This has to be the challenge of the new approach to AS which will inevitably change our approach to A level. How about a pupil being able to choose 3 modules in Y12 to include say 1 from philosophy, 1 design in the classical world, and Latin language. Lack of purity yes, interest to the student huge. Think of the success of "Sophie's World." Why is Roman technology or Greek architecture not drawn to the full attention of all our pupils at each key stage? Language is only a part of the heritage we gained from the classical world. We do not want to be left with the role of purveyors of grammar. I know this sounds provocative but you will have many ideas of how we could develop courses of depth and challenge and on a modular basis. We could not have material of a higher quality.

At the moment very often where classics survive at all Latin is taken by the brighter pupils and Classical Civilisation by the less able linguists. We may need to ask ourselves what this has done to the image of Latin. It has done much to continue our elitist image. David Blunkett said the study of Latin should not be left to the independent sector but it will be increasingly hard to justify the inclusion of the subject as it stands. A subject needs to offer wide opportunities for the full range of pupils, and yet be able to challenge the most able. Differentiation is a concept we still have to get to grips with but we need to if our subject is to earn its place. Schools are increasingly aware of equal opportunities and at a time of tight resources they cannot be ignored. Julie Wilkinson gave an inspiring presentation at the conference of how she, once given an opportunity by a supportive head introduced Latin and had made it a valued part of the curriculum. I think it is no coincidence that she is the equal opportunities coordinator in her

school and her willingness to give access to all pupils and to embrace current issues and concerns in education must have brought the respect of the staff and pupils. What I understand by equal opportunities is giving each child access to the curriculum. This is not the same access but creating an environment where each pupil can experience success. Julie described her methods of pair work and whole class teaching and I admired the range of teaching and I admired the range of teaching and learning styles she is adopting and the differentiation she is enabling in the classroom. It is important the brightest pupil is stretched but also that the less able are set and achieve realistic and challenging targets. Every day in every lesson I feel I should ask myself how many pupils have been enabled to learn in the way most accessible for them and has had a stimulating and rewarding experience. Am I developing the skills identified by Sir Anthony as essential to future success such as problem solving, team work, self reliance, flexibility?

The Cambridge Latin Course has enabled us to make huge strides in the development of our subject but will its approach meet the new demands post Dearing. For example I find Unit 2, both A and B, increasingly hard to stomach with its stereotypical views of women. A large proportion of children have experienced disharmony at home and humour can be hard won. In a multi-ethnic school such as mine the portrayal of ethnic groups both in the text and pictorially is crude and under developed. For a long time our material was an inspiration to the modern language and history departments but I think we have lost that lead. Presentation of our subject is enormously important when technology is so advanced and we should look at our teaching material critically.

The contribution we can make to the spiritual dimension of our pupils' learning is I think often underplayed by classicists. To quote from Ron Dearing again 'Education means preparing young people for life in the widest sense. As adults they will assume responsibility for the quality of our society and civilisation. Spiritual and moral values must therefore be an essential element in education'. We can introduce our pupils on a daily basis to material to inspire awe and wonder, at the top of OFSTED's checklist for schools. The conference held by SCAA in January on the spiritual dimension of education was thought provoking and stimulated some profound debate. It was a natural haven for those with a classical training. Could we not embrace this opportunity more vigorously? I joined the group on philosophy and I felt classicists had every bit as much to contribute as RE specialists to these developments. We should take a high profile in that debate. Nick Tate is concerned about our loss of identity as a nation, our loss of national pride. We can put this in an appropriate context.

I would like to end by referring to Charles Handy's book "The Empty Raincoat". We fear as classicists that our values have no place in the brave new technological world based on profit and loss and high finance. Sir Nicholas Goodison was asked to speak on the spiritual and moral dimension of industry at the conference which I have already referred to. It is this theme that Charles Handy discusses more fully. He says that organisations can no longer thrive on the large corporate unit; if people are to lead productive and happy lives they need to feel a commitment to a smaller unit to which they are personally accountable. There needs to be soul even in industry. We can provide plenty of soul.

We could create a powerful subject round these expressed values in a way that gives breadth and depth to the education of our pupils. I come back to the learning of the pupil in the classroom which is the focus of education. To quote from the editorial in the Independent of April 10 this year 'after the tumult of change in recent years, there is a glimmering of national consensus on education. It centres on the need recognised by teachers, parents and politicians alike to make improved classroom teaching the beginning and end of education policy. Most people see that the national curriculum needs to be pared back to a core of numeracy and literacy, that pupils need to be regularly tested. Who now dissents from the national objective of striving to make all 16-year-olds better readers, better users of the languages of maths, better thinkers, better equipped to make a living and go forward to learn more in this ever-changing world?'

We have a place if we have the courage and creative strength to meet these challenges.