Education 2000

A Report on my visit made to the United States between June 21st and July 4th 1995, prepared specifically for the Trustees of Education 2000, and to help develop plans with The Johnson Foundation for the emerging programme at Wingspread to commence this coming autumn.

As Trustees know I have been anxious for some time to draw upon the best of international thinking to help us in the United Kingdom develop the very best possible arguments to support our proposal for a New Model of Learning. I have also been keen to quote whatever examples of actual practice which start to demonstrate these ideas, wherever in the world these can be found. I first wrote a Paper on this, "The Hearts and Minds Initiative", for UNDP and USAID in October 1992.

In November 1994 I was introduced to The Johnson Foundation at a point where they were looking to reshape their education guide lines for the next five years to explore "Enhancing Learning Productivity at all educational levels". They were interested in this having an international perspective. These discussions coincided with the Trust's own series of Research Seminars which we conducted in London (with the assistance of British Airways), from which I concluded that, to support the case we wished to make, this would necessitate drawing ever more strongly on the international community of thinkers, and practitioners.

Subsequent discussions with The Johnson Foundation (Wingspread) have led to an initial agreement to set up a series of conferences at six monthly intervals over probably the next five years. These would not be conferences in the normal meaning of the word, but rather a facility to host an on-going Dialogue that would draw together key thinkers, practitioners and experts from around the world. These people would be expected to use their expertise to analyse all relevant research, and ground breaking innovation that is to be found scattered unevenly, around the world, and to synthesise just what Informing Principles emerge from this which should guide the creation of new and more dynamic "Models of Learning" anywhere. The essence of such Informing Principles is that they would be based exclusively on what research and practical evidence shows is essential in terms of developing effective learning strategies, without being shaped by the political imperatives of particular locations.

The essence of the issue is well set out by Charles Bray, the President of The Johnson Foundation, when he wrote recently:-

"In a world that has exploded with change, our children are still confined within an educational system devised for a time long gone. New advances in learning theory, technology and communication have produced only the slightest shifts in the way in which our children are prepared for their lives as productive citizens. The current school model is generations old, and its age is showing.

Yet, declining budgets, increasingly diverse student bodies, emerging theory and knowledge about the learning process, and the increasingly obvious inefficiencies of the traditional classroom all suggest the need to break out of the declining systems of the past, to fling open our minds to new ideas and new ways of learning. It is time we revisit not just what and how we teach, but also how we most productively help individuals to learn."
The summer issue of The Wingspread Journal contains a reprint of my paper "Towards a New Synthesis for Effective Learning".

In preparation for setting up these Wingspread conferences it is essential to find the very best participants...people who really are at "the cutting edge" and have still more to give; people who are as interested in the overlap of these ideas with the work of people in other disciplines, as they are in further work in their own specialisms. People who can work together, and people who understand that all this special knowledge counts as nothing unless they can communicate the essence of this in ways in which society at large can understand and make a response to.

Working from my own knowledge of such people, and drawing upon the ideas of Frank Method of USAID, The Johnson Foundation and others, I initially compiled a list of just over 60 people which I hope to reduce to no more than 30 for the first conference. Some three-quarters of these people are based in North America - and nearly all have English as a first, or working, language.

Not knowing most of these people well enough to make valid decisions on their general suitability, and knowing that many of them would be "gateways" to others, possible, of greater suitability, I see it as necessary to literally "get out" and start building up a team. This is what I have started to do in the past fortnight, by concentrating firstly on some of those in North America.

Initially I wrote to each person, enclosing a copy of the paper "Towards a New Synthesis for Effective Learning". In the covering letter I included the following three key paragraphs...

"As Education 2000's work in the United Kingdom has developed so we have become ever more aware that the struggles which nations face in trying to give practical expression to new concepts of learning are very similar to those which innovators - be they researchers or on-the-ground practitioners - face in many other lands. In particular we have become increasingly concerned at the difficulty of trying to synthesise the findings from a growing number of disciplines, all enquiring into the nature of human learning. To express these findings in ways which are helpful to all those interest groups who are currently attempting to reform education, is difficult but critically important if we are not each to reinvent the wheel... thereby wasting precious time in a world where the human development agenda is becoming increasingly trans-national. I should add that Education 2000 is totally independent of the British Government. Indeed we do not see that our conclusions have to concur with any specific party political expectations.

"Since the autumn of last year I have been working with The Johnson Foundation Inc., of Racine Wisconsin, to develop the outline of an international programme that would seek to address these very issues through calling on best-thinking wherever in the world this is to be found. In outline this would involve joining together a select group of leading theoretical researchers (from disciplines as diverse as psychology, neurology, education, genetics, evolutionary psychology, system of theory, cognitive sciences, the social sciences and the new technologies of information and communication) and a second group of key leading-edge practical innovators already working on programmes..."
that challenge conventional structures, and ways of doing things. Neither group is likely
to comprise more than 20 people, and would be drawn from a number of countries.

"Both Education 2000 and The Johnson Foundation, believe that there is much to be
gained from the deliberations of such people. They should be able to establish
(particularly if developed over a significant period of time) what, currently, we are
calling Informing Principles, which could become the preconditions for the effective
development of learning opportunities in a variety of cultures. Certainly we believe
strongly that the lack of such a forum, able to legitimise the importance of new ideas,
lays much educational innovation in any country most susceptible to the immediate, yet
ever changing, expectations of essentially party political agendas."

Based on their availability to see me (no one declined an interest in the idea) I put together an
itinerary that enabled me to see over three-quarters of those I wrote to... but it was certainly
demanding. I had to travel first to Seattle and then as far south as San Diego (with several
stops in between), back to San Francisco and then on to the Chicago area, on to Boston, to
Washington and up to Toronto. I had discussions with 24 people, and a brief resume of these
discussions follows the section on Conclusions. In turn these have suggested further people to
consider, published works to study, other opportunities to develop, and possible sources of
funding to follow up.

My Conclusions from all these discussions are as follows;

1) There really is an emerging crisis; it has started with a recognition that children
    are not gaining what they need from school, or their families, or from the community at
large for the kind of world that is emerging. But it goes far beyond just the needs of
young people to a consideration of how world society will be able to adopt to quite
massive change; where many essential long term programmes will have short term implications
that are certainly not immediately attractive. How society successfully moves beyond an
immediate interest in the "here and now"; how it will successfully build economic systems that
are deemed equitable by all those who have to live within them; how society finds (in the
words of Gerald Edelman the Nobel biologist working on the nature of the brain as a learning
mechanism) "What is the BIG IDEA around which we can organise ourselves in the
future?" which is inclusive, rather than exclusive. All this seems virtually impossible to take
in. The issues are so interconnected. Yet the lack of worked out solutions is scary. Time and
again people commented that the Third World is no longer across the water - the new
technologies, in effect, mean that the unskilled of every nation now compete directly with each
other in low wage economies that now exists immediately next door to affluence.

Central to all these concerns is the need for people to so learn how to learn that a) they
can re-skill to keep up with, and maybe even lead, economic technological and social
change, and b) they can find ways of life which are both satisfying and creative in
themselves, and contribute to the well being of the others.

It is the absence of thinking on such matters which frightens people, and leads to a polarisation
of apparently political stances. In seeking solutions it is seen as essential to recognise this fear
(which cross all forms of political persuasion) and to look for strategies that help people realise
their own potential, and their corporate responsibility. "For the first time in human history",
several people commented, "the Human Race can consciously decide on its own future.
That is such an opportunity as to scare me rigid... unless people really know what it is that they are doing."

2) Current Models of Learning have grown out of a world which is rapidly disappearing; assumptions about intelligence, about the pace at which learning takes place, how and where it happens, are all being challenged. So well "institutionalised" however are earlier models of learning that most people find that to consider fundamental change only increases their sense of insecurity.

3) It is seen as entirely right by everyone that, at a time when studies within many disciplines have much to contribute to our understanding of how human learning takes place, that a most serious attempt should be made to synthesise all this work and express the most significant of these findings in the form of Informing Principles. Without such statements it does not seem likely that any community will feel able to move much beyond what the perceptions of most people comprehend about learning from their own, historic, perspective. i.e. serious reform has to start by disseminating on a very wide scale the reasons for change... people won't accept that which they can't readily appreciate.

4) This is an issue of universal significance; almost everywhere people hold back from large scale change (even when they are intellectually persuaded of its necessity) because they are not sure if it will work. Working models of genuinely new ways of doing things, ones that are very obviously successful, are infinitely more persuasive than any number of powerful, erudite statements.

5) There is an absolute lack of people who can articulate these ideas and take a genuine leadership role. People who can give substance to a real vision. As the whole system has to change, so it is unrealistic to expect that the present structures will breed new leaders - schools breed head teachers and principals; local and national government breeds administrators... what is needed are people who can lead and give substance to the idea of "the learning community". To do this people have to escape from seeing learning and schooling as synonymous, and instead see learning as an integrated (and integrating) activity right across the community.

6) There is therefore strong support, amongst those already spoken with, for the kind of programme posed for Wingspread.

a) It is essential that a forum is established quickly in which key thinkers from all the related disciplines, and from which every country has most knowledge upon the topic, work together over a period and establish those key informing principles that others can use to shape up new structures for learning. There is a ready appreciation that it is the lack of such a forum at the moment which nullifies and frustrates so much of the potential impact of thinking and research world-wide. There is just too much of it! Too often it is so riddled with jargon and special exceptions that it becomes virtually impossible to see the significance of this "in toto". Clear statements, in easily understandable language would i) be immensely helpful to lay people, and ii) provide guidance to the research community about unstudied topics.
This is an immense task calling for enormous goodwill, very careful thinking and terrific sensitivity. It is not to be undertaken lightly. Leading thinkers are scattered around the world.

b) Clear statements alone are not enough. The hardest task is to demonstrate the effectiveness of such ideas on the ground, in real places with real problems... and real opportunities. This is undoubtedly happening already in scattered locations around the world, but the innovators themselves (on whom so much depends) are extremely vulnerable to local pressures. They have to contend both with the "not invented here" syndrome, and the fact that "prophets are never without honour save in their own lands". Frequently they have to work with limited budgets, and unrealistic expectations that they can bring about change in short periods of time. They are vulnerable to change in political imperatives, and always dependent on carrying large numbers of people with them through difficult times. While effectively challenging existing practice on intuitive grounds, they frequently lack sufficient understanding of theoretical issues to make their own proposals truly effective. But they are the best we have... and it is on them, even more than the informing principles, that this programme will be judged.

It is therefore universally accepted that a team of such people should certainly be formed at the same time as the leading edge researchers are identified. Theses practical innovators, possibly 15 or 20 of them, should meet at Wingspread for the same 2 or 3 days every six months.

The support of such a team will be enormously important, and will again call for some very special skills

c) Leading-edge researchers and practical innovators should then join together for at least one day at each of the 6 monthly conferences to explore common issues and exchange observations on how best to develop strategies for the implementation of the Informing Principles.

d) It is seen as important that...

.....members of each group should be assisted to communicate directly with each other between conferences,

.....the status of the whole programme should be such as to offer some "protection" to practical innovators from the immediate problems of the "here and now" in their own land,

.....full costs of travel and accommodation will have to be available to all those participants who cannot easily claim these from else where,

.....urgent attention must be given to seeing how effective dialogue can be maintained during each meeting,

.....the trans-national nature of the programme must be consciously stressed at all times.
e) I am told that people are likely to participate because they would work with me "because you are not one of us", but that it would strengthen my ability to network and support individual contributions if a separate chairman were found for the meetings.

f) Many people warned that the programme must not be dominated by "educationalists".

7) Some people have talked of developing "god-fathers" to the programmes; people of seniority, high standing and good will who could both promote and protect the programme. Others call such people Trustees. Whatever the name the role could be very important.

8) Several times people have asked if they could act as a local support for the Wingspread programme by arranging for me to address groups of their own colleagues and challenge them to think through these issues; so far these include... The Institute for Neurological Sciences (San Diego); The Institute for Research into Learning (Palo Alto), USAID (Washington), USCEFA (Washington), The Learning Circle (Boston), North Eastern University (Chicago), New Horizons for Learning (Seattle). This element is somewhat comparable to those groups which I currently address in the UK - this could be a very important on-going role for Education 2000 in the UK.

9) Some people have suggested specific sources of funding. These include:

.....MacArthur, through the Corbelly Lecture in Seattle (Dick Williams)
.....George Lucas, the producer of Star Wars (Dee Dickinson)
.....Morton Meyerson, the Perrot Communications System (Peter Henschel)
.....The Kaufman Foundation (Rita Cleary)
.....The Kellogg Foundation (Michelle Hunt)

10. The programme will have to have an administrative/organisational structure approved by the IRS for 503 C 3 acceptability. Tentative offers to host this have already been made by

NCREL in Chicago
CEDaR in Washington
And, if needed, by EDC in Boston.
Others need to be explored. The advice of one (current government employee) discussant was "keep it well clear of government at all time!"

11. I have to follow up on this form and have meetings shortly with the following people:

Dr Marion Diamond - San Francisco
The Institute for Research into Learning - Palo Alto
Dr John Bruer, St Louis
Prof. David Perkins, M.I.T.
Prof. Seymour Papert, M.I.T.
Dr Gordon Lamb, Chicago.
12. Two memorable expressions!

"Leading a Research Institute is like herding a flock of squirrels!"

"While the chaos is going on, the new order is inevitably being formed."

Summary of Meetings (In chronological order)

Professor Dick Williams, University of Washington, Seattle, and one-time Principal of the Seeds Elementary Experimental School at UCLA. Much involved with educational innovation for many years, and recently Chairman of the Puget Sound Education Consortium. As part of the continuing relationship between his work and Education 2000, I am to give the first of the newly established Corbelly Lectures at the University on 15 August 1995.

Dr. Dee Dickinson, of Seattle, President of New Horizons for Learning, and the convener of the 1985 Rio de Janeiro Symposium on Accelerative Learning. An extremely influential and well connected woman, who was one of the first to recognise the emerging relationship between psychology and the social sciences, with neurology and other associated medical sciences. Currently much concerned to understand the implication of new ideas on learning for social structures, and on the future of work. (She is arranging to collect some of her professional colleagues to meet with me in Seattle in August).

Professor Robert Sylwester, Biologist and Professor of Education at the University of Oregon, at Eugene. One of the first professional educators to understand the significance of the findings within biology for learning theory. Gave an early, and good, explanation of how the brain could operate according to evolutionary principles, and has effectively interpreted many of the technicalities of the new science for the benefit of practicing teachers. Very well connected, and has just published another book.

Doctors Renate and Geoffrey Caine, psychologists of Idyllwild, Palm Springs, California. With Bob Sylwester they were one of the earliest to recognise the significance of neurology, and then wrote a most influential study "Making Connections; Learning and the Human Brain", which has had a record sale. Very good perception of the variety of influences significant to human learning. Much concerned to make all this useful to teachers, and to learners in general. Stressed the need to understand Dialogue as a way of building open discussion. Currently involved in developing ways for teachers to incorporate new understandings of learning into teaching, and writing a further book for ASCD.

Dr. Gerald Edelman, San Diego, Nobel winning biologist who for the past twenty years has worked on the brain as a learning mechanism operating to a principle of neural Darwinism; now Director of the Institute of Neurological Scientists. Vastly excited at the scale of current discoveries, and at the new technology's ability to draw all this out much faster. Much concerned with the social implications of new science "What is the big idea around which we can organise forms of life". Currently building a new 'Monastery of Science' to house the NSI on a hillside adjacent to The Scripps Institute. Also involved in these discussions was Dr Evan Balaban, formerly a musician and a linguist from Harvard, and now doing genetic research on the cortex.
Prof. Marion Diamond, University of Berkeley, San Francisco. This was one of two meetings that did not properly materialise as her husband was ill, and a meeting that was to have been in Los Angeles had to become a phone call from San Francisco. Her work on the brain, and her particular interest in explaining its function to children, has been most influential in shaping up "brain-based learning". She is also the Director of the Lawrence Hall of Science. (I hope to have an actual meeting with her in San Francisco in August).

Peter Henschel, the Director, The Institute for Research into Learning, at Palo Alto, San Francisco (one-time Deputy Mayor of San Francisco and once special advisor to Prince Charles in London for Urban Initiatives; friend of Sir Ernest Hall in Halifax). Specifically concerned with the social implications/interconnections with learning, and currently the Institute is much involved with "learning organisations". Initially set up by Xerox as a way to further their understanding of how learning takes place, but now employing some sixty researchers and working extensively with both commercial and educational interests.

Dr. Martin Engel, ex-Apple Classroom of the Future, San Francisco. A marginal contact now, and one which I will have to defer until I'm in the area again with more time.

Charles Bray, President, and Susan Poulsen, Programme Officer at The Johnson Foundation at Wingspread. See note at end of this section.

Jeri Nowakowski, Director and Beau Jones, Senior Researcher, at The North Central Research Regional Educational Laboratory (NCREL), Chicago (reputed to be the most influential of the seven Federally funded educational laboratories, and herself employing more than 100 staff). Jeri has long been extremely interested in these ideas, and is currently setting out programmes for Federal funding that would seek to develop "the learning community" (and is anxious to have a letter from Education 2000 validating their proposals). Much interested in Wingspread as, in her terms, such work will almost be like "an Educational Bill of Rights". Beau Jones has, for a long time, encouraged my work enormously and given me many good introductions. Recently she has herself done excellent work on the inter-relationship of new research into learning with the preferred use of technology to create "the engaged learner". Both have an excellent understanding of "who does (the best) what". Pointed to the inter-related significance of (i) technology, (ii) cognitive developments, (iii) community and (iv) the changing nature of work/society.

Frank Method, Education Officer, United States Agency for International Development (USAID). An early phone conversation in Boston, as he would no longer be in Washington DC that coming weekend. Expects that, even with the latest cuts coming out of Congress, AID should be able to fund the participation of people from countries in receipt of aid to attend Wingspread, as well as some general funding. He still expects that he would be seconded to work with me either full-time or part-time as from early 1996. Very well connected.

Rita Cleary, the Director, The Learning Circle, Boston. Suggested as a person to discuss issues with in the absence of Peter Senge of the Sloane School of Management at MIS, and author of "The Fifth Discipline; The Art and Practice of the Learning Organisation". Much experience of implementing innovative ways of building such communities; of the need to challenge conventional researchers to see their work in context, and to enjoy pressing the limits.
Good, non-educational connections and totally wed to the idea of building small communities, but these ideas can be developed in practice. Very well connected.

**Dr Janet Whitla**, President, Educational Development Centre, Boston. A fine organisation built up over the years which manages to hold together a number of discreet research programmes, which also demonstrate that it is "creating communities of practice which cross boundaries". Very well connected in both the Boston academic circle, but also through higher research in the rest of the States, but fiercely critical of those things that are not really of real value. Certainly she employs some good people within the Centre.

**Dr Beryl Levinger**, now a Private Consultant, but much involved with EDC, USAID and UNDP. Lives in Connecticut (this was a phone conversation from Boston). Has recently produced an exposition of key research into "the building of sustainable human communities", which is a very fine summary of, amongst other things, the latest cognitive research. Again very well connected with the best of the research world, and able to make a living on her own feet. Is providing me with a personal introduction to Peter Drucker.

**Gordon Ambach**, Director, Council of Chief State School Officers in Washington, and spokesman for the States to Federal Government; very well connected and knowledgeable about the present. Well linked into SEO (England) and other such bodies; has a powerful critical mind and urged (a) that if we are thinking outside the system... "keep clear of Government at all costs", and (b) "limit your agenda, i.e. do elementary education one year, research the next"; (which I certainly did not agree with). With his connections, however, his support would be significant. Spoke glowingly of the work done by Milburn McCloughlin, at Stanford, which was funded by The Pew Charitable Trusts.

**Dena Stoner**, Director, The Centre for Educational Development and Research in Washington; the policy/lobbying wing of the Federal Education Laboratories. Very keen on giving all possible support to something which would make research intelligible and usable. Much influenced recently by the energetic enthusiasm of Professor Ken Wilson, of Ohio State University and a Nobel winning biologist, wanting to help lobby for effective educational research. She believes such people could well be "godfathers" to a programme like Wingspread. Mainly concerned, however, to urge me to think about the creation of imaginative, powerful educational leaders who could lift people's thinking out of the current mire.

**Michelle Hunt**, now Consultant to Kellogg for their Leadership in Education programme, one-time CEO of Major Corporation; member of the Aspen Institute and recently Executive Director of the Federal Quality Programme. Very well connected, thoughtful, imaginative and certainly dynamic. Convinced that conventional education is missing endless opportunities because it does not link through to business people, many of whom have comparable concerns for education, and some very wide experience of achieving it. Knows Charles Handy well; much involved with Herman Miller Inc. Very close to (and concerned for) Peter Senge. Also knows Peter Drucker well. Currently advising "on-line America". Very anxious to ensure that the ideas are tested out in real communities, and wishes to get me into a meeting with both Senge and with Max du Pree.
Professor Seymour Papert, Chairman of The Learning Research Centre at MIT. A phone conversation that I could not tie up from Washington. Having overslept (Saturday am) I couldn't get an answer on any one of his numbers, while the others were constantly engaged.

Dale Shuttleworth, Executive Director of The Centre for Community and Economic Renewal, Toronto, Canada. Much experienced in community regeneration where this is linked with education. Has been an independent thinker for many years, and has good connections inside and outside North America. Anxious to develop learning strategies which aim to give learners increased autonomy, while reducing institutional dependency.

Carl Bereiter, and Marlene Scardamalia, Centre for Applied Cognitive Science, Toronto, and authors of the recent book "Surpassing Ourselves". A couple I was most interested to meet as their work is already becoming influential for its understanding of the development of transferable skills. It was a most valuable discussion, particularly as I could see such a strong link between their work, the use of information technology to build learning communities, and the work of John Brue in "Schools for Thought".

Charles Bray and Susan Poulsen at Wingspread. I met with Charlie and Susan midway through my tour (after Peter Henschel and before Jeri Nowakowski) and spent a couple of hours exploring options.

I explained that, in principle, Education 2000 would second me on full salary for a couple of years to get the transnational programme set up, and that this would probably take effect from January 1996. I said that we would probably live in the Washington DC area, and that Frank Method was likely to join me. We spoke of the need to establish an American 501 (c) (3) organisation (charitable status as agreed by the IRS), though we agreed that it was always right to say that the initial sponsors of this initiative would include The Johnson Foundation, as the host, and Education 2000 as the immediate organising agency.

We spoke of the need to match the urgency of the agenda [now published in the Wingspread Journal] with the need to have the right people present. I reported on the favourable reactions I was already getting, yet people's concern that November - originally proposed for the first meeting at Wingspread - was already too close; there would just not be time for me to see enough people to select the most appropriate. We have therefore shifted the first meeting to January '96 (sometime between January 20 and 23) and are retaining the November date (7-9) for a planning meeting.

However successful I have been on this trip I will still need to follow up some of those with visits when I am in America in August. I will probably need to meet with others in late September/early October. I will also have to make a number of visits in Europe, which I may well be able to link to the two conferences I'm addressing in Warsaw and Oslo in mid-September.

We have agreed to meet again in August (10/11) when we will be passing through Chicago and spending two days staying with Susan and Bud Poulsen. Charlie hopes to fix a meeting with Michael Jordan, the President of the Howard Bradley Foundation, in Milwaukee at that time. He and I will also aim to visit Adele Symonds, the President of the MacArthur Foundation (see notes for other sources of funds).
While something less than $200,000 per annum would be needed for transport and accommodation costs in any one year, it would be wise not to underestimate the total costs likely to be incurred, and that an all-in budge of $750,000 is, I think, a fair estimate. Immediately we would be looking for three or four grants of $15,000 to $20,000 for the first Conference.

We spoke at length about the need for an actual Chairman of the meetings, someone other than myself, so that I would be free to listen carefully, and make contacts as appropriate. The person should be more than a facilitator. My favourite option at present would be for this to be Colin Power of UNESCO, though Charles Handy, Ernest Hall or even Christopher Ball could do it well (if it were just a facilitator then I think Michelle Hunt would be excellent).

I need to think very carefully about the form that the meetings will take, and steer carefully between everyone else's agenda, and the need to get a specific set of outcomes.

We agreed that the invitations to address other groups (NEI, IRL, etc.,) were all to the good.

We must work hard to establish the right "grandparents"/trustees.
Additional reading and other materials.

Coincidental to the meetings, and therefore partially influential in my thinking - and the topics I introduced to the discussions - were (A) the topics I'd been working on just before going to the United States, (B) the papers/books I took with me and (C) the books/papers that were recommended to me on my travels... and which I was able to read on various flights.

(A)

(i) Foremost in my thinking as I left for the States was the suggestion to write a Paper for the Social Market Foundation's forthcoming publication "Memo to Modernisers". This Paper, to be entitled "A Challenge to Government to Invest in a New Model of Learning for Social and Economic Regeneration", was largely written just before leaving though I had to fax the last part back from San Francisco. It says what I believe needs to happen, though whether it is able to communicate this with the intensity of commitment which I believe should be involved, only time will tell. Such practical testing arrangements as this have to be at the heart of the second tier of the Wingspread programme.

(ii) The recent DEMOS quarterly "The Time Squeeze" which effectively argues why corporations see it as being more profitable to employ three people working for sixty hours a week, rather than six people working for thirty hours... and all the implications this has on "non-family-friendly employment policies".

(iii) The recent Schumacher Lecture, which argues that world society must learn to live within the energy levels that are self generating on an annual basis... a chilling reminder that policies which are dependent on continuous economic expansion are in the long run, materialistically unsustainable and socially destructive.

(iv) Two recent books by Robert Fisher (of Brunel University) on Teaching Children to Think, and Teaching Children to Learn, which contain much material of great use to Education 2000, but written in such a way as only to interest teachers... and marketed strictly for such an academic audience. This is a pity. There is a market for far more popular writing but taking the same critical stance about new ideas.

(v) A manuscript aimed to show teachers how to incorporate the latest ideas on learning theory that I had been asked to review.

Both items 4 and 5 raised real questions in my mind about the need to open up the issue by producing material usable by parents and, perhaps far more significantly, by young people themselves... it is after all these young people we hope to develop as masters of their own learning. So far we, and most other nations, are still failing to recognise how alert are young people themselves in wanting to improve their own techniques.

(B)

(i) On the flight to Seattle, British Airways were offering, as one of their video options, an hour long programme entitled "Visions of Heaven and Hell", which is an account of
the possible impact of the new technologies on future lifestyles. Central to this were several interviews with Charles Handy in which he eloquently showed that whether these were to lead to heaven or hell would depend on the value which we, and particularly younger people, would place on what it was in their lives that they deemed to be important. Central to this were the concepts of community... does involvement in an international community on Internet destroy personal communities "that you can touch"? Or can we develop forms of society that can sustain both. Frankly Charles did not seem to be optimistic that we could... which was just what he had said to me at Windsor two weeks before.

(ii) In sympathy with this was Christopher Lasch's "The Revolt of the Elite, and the Betrayal of Democracy", which I finished reading and left me ever more concerned that we - Education 2000 and Britain as a whole - are continuing to avoid the question of "education for what?" in a world where currently 30% of all able-bodied adults are unemployed. To link education ever more closely to employment may seem an attractive political strategy, but of itself it is no answer (NB As of July 5 the UK will have a Department of Education and Employment, while Norway will have retained its Ministry for Education and Church Affairs... which country, I ponder, will be the first to have a Department for Sustainable Human Development?).

(iii) The Wingspread Journal

(iv) I read again the work of Bereiter and Scardamalia on "Surpassing Ourselves; An Enquiry into the Nature and Implications of Expertise". I was not to know that, on my return to the United Kingdom, I was to receive a letter from Christopher Woodhead, the Chief Inspector of Ofsted, returning a copy of both their book and Howard Gardner's "The Unschooled Mind", with the comment

"Dear John, I am returning the two books that you lent me. I have dipped in as you suggested, and while I cannot pretend that I have entirely changed my mind, what I read certainly gave me food for thought. Kind Regards, Christopher"

This of two books which an ever increasing number of people are now seeing as so revising our understanding of learning, that we really have little choice but to completely redesign our structures for learning delivery! My dismay, of course, was to be reserved for my return home later. I have also loaned the same book to Tim Lankester, the Permanent Secretary of the Department for Education, in early May, but so far have heard nothing.

(v) From the Internet I also read two significant articles. "What do we want our schools to do?" published in Phi Delta Kappa, that argues most forcefully for the inclusion of Arts education in the formal curriculum; not by simply quoting social/cultural reasons, as would be the case in the United Kingdom (at which we would do well), but by linking it to the research on the way musical intelligence is a key part of the effective functioning of the brain (something which the United Kingdom seems unable to draw upon).

The other, also from Phi Delta Kappa, pleads for a better appreciation of the diversity of forms of intelligence that the schools need to appreciate... "It is also becoming clear that asking the old factory-model education system... to take on the task of
preparing every child to get high test scores and be accepted into Harvard, makes no sense at all. It is like asking a Model T4 to complete in the Indianapolis 500!”. The writers urge that attention be given to studying the works of Deborah Meier in New York (Tom Griffin will know of this through Si Fliegel at The Manhattan Institute).

(C)

(i) In Eugene I was given a pre-production copy of Bob Sylwester's "A Celebration of Neurons", which was to be published by ASCD at the end of June. Writing as a Professor of Education with a Degree in Biology, this seeks both to summarise the present findings of biology and neurology into the operation of the brain, and show the implications of all this for education. With such a wide sweep at this it is not surprising that I found parts of this to be fascinating, and other bits somewhat pedestrian. But there is no doubting the central message... that formal education can no longer afford to ignore the neurological explanation of how learning takes place. Strategies for learning which "go with the grain of the brain" could be immensely more effective than conventional programmes... but they are not easily implemented.

(ii) Bob Sylwester urged me to read much else - much of which comprises of a further dozen books which now sit on my bookshelf. One of these I read on various flights, but its title "Eve's Rib; Searching for the Biological roots of Sex Differences" was so provocative as to draw me into too many discussions with fellow travellers and the occasional air hostess! It's significance? The evidence that men and women think differently (not that either is intended to be superior) is controlled more by genetics and hormonal influences before birth seems to be increasingly compelling, and that it is not simply a matter of cultural conditioning... a theory much in vogue over the last twenty years.

(iii) I also read "Dr Edelman's Brain". An article in the New Yorker of May this year, that prepared me more for my meeting with him than having read his book "Bright Air, Brilliant Fire"; it certainly helped to show that, approached the most ultimate questions of human life and thought, he is now turning to philosophy and posing key questions about the future philosophic base of society.

(iv) I also had the opportunity of reading an interesting response to "The Bell Curve" from writers at The Brookings Institute.

(v) Of particular interest to me was the book "Leadership is an Art" by Max du Pree, CEO for many years of Herman Miller and strongly recommended to me by Michele Hunt. In its simplicity, directness and sheer common-sense it it, as President Clinton says, "an astonishing book". As the Harvard Business Review suggests, all other books on management could be put to one side in favour of this. Although written to describe the on-going development of a business corporation, so much of what he says could be transferred to the creation of learning communities. It is an immensely impressive and challenging book.

(vi) From Wingspread I was loaned "Dumbing us Down, the Hidden Curriculum of Compulsory Schooling" by the recently nominated New York State teacher of the
year, and strongly recommended by Deborah Meier, whose own book has just come out "The Power of Their Ideas".

(vii) From the European side I now have the Final Papers for the Oslo Conference and for the Warsaw Conference, both to be held this September.
A list of other people whom I should consider talking with, as contributed by various people I talked with.

**Dee Dickinson** suggested
- James Moffet
- Roy Pea, Dean of Education, Northwest University, Illinois
- Professor Jane Healey
- Professor Jean Houston
- Dr Louiz Machado of Venezuela
- Several Australians... names to be provided
- Bill Dagget
- Professor Robert Ornstein, President, Institute for the Study of Human Knowledge.
- Dr Richard Restack

**Bob Sylwester** suggested
- Antonio de Marzio
- Prof. W Calvin, Univ. of Seattle
- Together with any of the references in his recent book

**The Caines** suggested
- Margaret Wheatley - (Leadership and New Science)
- Freefough Capra of Palo Alto
- Prof. Lyn Dhoria, MIT
- Langdon Morris "The Evolving Corporation" San Ramon CA
- Prof. Lyn Nadell, Dept. of Psychology, Univ. of Arizona
- Prof. Mark Whittick, UCLA, Prof. of Psychology.
- Prof. Willis Harman, Chair of The Inst. of Noetic Sciences
- Prof. Ann Lieberman
- Dr Ernest Boyer of The Carnegie
- Tim Maples, New Zealand
- Marilyn Ferguson "The Brain/Mind Bulletin"

**Gerald Edelman**
- He will send me a list of people.

**Peter Henschel** suggested
- John Seeley Brown of Xerox, and Chairman of his Trustees
- Mort Meyerson, ex-MD The Perrow System Corp.
- Susan Stuckey, Asst. Dir. of IRL
- Penny Eckert, Researcher on human identity
- Solomon Grey, Implementation of Learning Organisation Ideas
- David Masters, Head of Training at Warner Brothers

**Jeri Nowakowsky & Beau Jones**
- Names to be provided.

**Frank Method**
- See earlier list

**Rita Cleary** suggested
- Peter Senge, MIT
- Michele Hunt
- Judy Brown and Donna Markova
- Dee Hock, Founder of Visa
- Russ Acof (comparable to Margaret Wheatley)
Janet Whitla suggested  Will provide a list later but... has high regard for Colin Power and Margaret Wheatley Has Akilou Habte and Shirley Williams on her Board.

Beryl Levinger suggested  Peter Drucker, International Guru and thinker extraordinaire Monica Earing, Researcher on Business Education Links Oscar Mogollon of Columbia Yeltiou de Baessa of Guatemala Johan Filp of Chile

Gordon Ambach suggested  Bob Schwartz of The Pew Foundation Other suggestions are available once priority stated

Dena Stoner suggested  Prof. Ken Wilson of Ohio State University Ronald Heffetz

Michele Hunt suggested  Max du Pree of Herman Miller Bootle of Levi Strauss MacBeth of Polywear Lou Platt of Hewlett Packard Charles Handy

Dale Shuttleworth suggested  Allen Tough of OISE Andy Hargreaves, University of Toronto Prof. Norman Hinchev of MacGill Father Greg MacLeod, Univ. College of Cape Breton Prof. Lionel Orlikow, Univ. of Manitoba in Winnipeg

Bereiter and Scardamalia suggested  Fraser Mustard, President of The Canadian Institute for Advanced Research David Keating of OISE Paul Feltovitch, South Illinois Medical School