

1-1-1973

In-service teacher education in England : a descriptive case-study of the Oxfordshire Advisory.

Peter R. Roberts

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Roberts, Peter R., "In-service teacher education in England : a descriptive case-study of the Oxfordshire Advisory." (1973). *Doctoral Dissertations 1896 - February 2014*. 2718.

https://scholarworks.umass.edu/dissertations_1/2718

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013582768

IN-SERVICE TEACHER EDUCATION IN ENGLAND:
A DESCRIPTIVE CASE-STUDY OF THE OXFORDSHIRE ADVOSORY

A Dissertation Presented

By

Peter R. Roberts

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

April, 1973

Major Subject: In-Service Education

COPYRIGHT 1973

by Peter R. Roberts

IN-SERVICE EDUCATION IN ENGLAND:
A DESCRIPTIVE CASE-STUDY OF THE OXFORDSHIRE ADVISORY

A Dissertation

By

Peter R. Roberts

Approved as to style and content by:

Richard D. Kinnick

Chairman of the Committee

Richard D. Kinnick

Dean's Representative *for H. H. Hunsbaker*

Geoffrey W. Wint

Ann Liebman

ACKNOWLEDGEMENTS

My sincere thanks go to the Oxfordshire Advisory team and to all those in the County's educational establishment who gave so generously of their time during my visits there in 1971 and 1972. I consider myself fortunate that the writing of this study has not only been for me a culminating exercise in my chosen academic discipline, but also an experience which has changed my views about education and planned change within educational institutions. I wish to thank, too, my Committee, Dick Konicek, Ann Lieberman, Gerry Weinstein and Mike Greenebaum for their patience, assistance and good humor. They form a part of the faculty of the School of Education at the University of Massachusetts, with whom I have spent many stimulating hours and to whom I would like to express my deep appreciation. With all its faults and failings -- reflections of its author and no-one else -- I dedicate this work to my wife, Charlotte.

ABSTRACTIN-SERVICE TEACHER EDUCATION IN ENGLAND:
A DESCRIPTIVE CASE-STUDY OF THE OXFORDSHIRE ADVISORY SERVICE

The group under study is the Advisory team, a part of the Oxfordshire, England, educational system. It is the product of a stable, long established and smoothly-functioning Local Education Authority (L.E.A.), and came into existence in answer to pressing needs within the County following World War II. It was and is conceived of as an agent of gradual change and assistance, rather than a revolutionary force with the power to mandate innovations. The Advisory and its precursor, Her Majesty's Inspectorate, have much in common, especially stability, tenure, prestige and non-authoritative mode of operation. A significant difference is that the Advisory's prestige must derive from the efforts of individual advisors, since they are formally on the same footing as the teachers with whom they work.

The precise function of the Advisory is vague and hard to describe, but "encouraging and training other teachers and interesting them in trying out new ideas" is close to the mark.

The Advisory is a small group, six people charged with responsibility for over 200 schools, and their status has never been formally defined. It is suggested that their role is thus primarily catalytic. A reluctance to promulgate written aims characterizes the Advisory and the school system as a whole. Yet a high level of consensus has been achieved as is obvious from visits to the County's schools. Such agreement implies excellent communications and consistent leadership over a considerable period of time, which has in fact been the experience in Oxfordshire.

Considerable stress is laid upon the fact that the cultural differences between England and the United States and the resulting organizational differences render direct transmission or even comparison between school systems here and those in England misleading. Nevertheless, an examination of the preconditions within which the Advisory has grown and flourished provides starting points for implementation of similar programs here. Readers are urged to view the film, "A British Junior Classroom", available from I/D/E/A/, Inc., P.O.Box 446, Melbourne, Florida 32901, which gives an excellent idea of the results obtained in the County's schools by the Advisory and other agencies.

IN-SERVICE TEACHER EDUCATION IN ENGLAND:
A DESCRIPTIVE CASE-STUDY OF THE
OXFORDSHIRE ADVISORY SERVICE

TABLE OF CONTENTS

CHAPTER	page
Introduction.....	i
I BACKGROUND INFORMATION	
Approach to the Problem.....	1
Educational Background.....	17
The Inspectorate.....	21
History of the Advisory.....	33
Analysis.....	41
II PLANNING AND ORGANIZATION	
The Advisory in Context.....	51
Staff Structure.....	53
Logistical Structure.....	60
Goals of the Advisory.....	61
Analysis.....	64
III IMPLEMENTATION	
Recruitment and selection of Personnel.....	74
Daily Activities and Inservice Programs.....	83
Teachers' Centers.....	118
Analysis.....	124
IV EVALUATION	
Research and Reports by Advisory and County.....	135
Individual Opinions.....	136
Analysis.....	152
CONCLUSION.....	170
BIBLIOGRAPHY.....	183
APPENDIX.....	189

CHAPTER I

BACKGROUND INFORMATION

We have described the support the individual teacher can get within the school from being a member of a team guided but not dominated by the head teacher. But help from within the school is not enough, especially at this time of rapidly changing curriculum, methods and organization. The freedom of the class teacher to prescribe for his pupils, and of the head teacher to prescribe for his school must be informed by a knowledge of the successes and failures of others. Both will benefit from outside advice from somebody who knows the inside of their school. How is the knowledge and advice to be supplied?

The present study does not pretend to the kind of confidence engendered by a large-scale, deductive study in which a broad survey is made to yield, through sophisticated statistical techniques, confident conclusions, however limited such conclusions may be in scope. Rather, I have attempted to examine a small, almost familial group of educators at work over a period of twenty-five years in a milieu which appears to me to be particularly conducive to personal and professional growth. In such a study, personalities must figure strongly, and rather than seek pseudo-anonymity for the protagonists I have, wherever prudent, named or identified them and attempted to give the reader some sense of the kinds of people they are. Only thus can an attempt be made to separate personal from organizational strengths. If, as I hope, attempts will be made here to replicate Oxfordshire's achievements, such a separation is important.

Inductive studies like the one in hand have a number of inherent pitfalls, the most obvious of which pertains to the validity of generalizations made upon the basis of the

evidence presented. I see no way of ascertaining that a strict causal relationship does in fact exist between the educational preconditions in Oxfordshire -- of which the Advisory is a part -- and the excellence of what happens in schools there. All I can do is to present as fully as possible a picture of things in the county and to trust the reader's critical ability when I suggest, under the rubric of 'analysis', why things happened as they did.

Despite much-vaunted progress in communications during the past half-century, the professional isolation of teachers from fellow-teachers in the U.S., of schools from schools and school districts from each other is more reminiscent of medieval monasticism than modern McLuhanism. Most teachers today rely for their professional growth more on travelling text-book salesmen than upon any coherent in-service program. The fragmentation of the educational enterprise into 19,000 autonomous school districts only exacerbates the situation. The recent recognition of this state of affairs by the U.S. Office of Education and its current efforts to set up teacher centers throughout the country is an encouraging sign. The present study is intended as a contribution to this movement and a partial answer to the

question: How is the knowledge and advice to be supplies?
Partial in that it focuses upon one aspect of in-service
training, the work of the Advisory Service within the County.

The study grew out of the admitation I share with others*
for the work of primary educators in Oxfordshire County and
the suspicion that the quality of education there is more
than merely coincident with the existence of a powerful and
highly professional team of Advisory Teachers. This group
of educators, under the direction of its Chief Advisor,
seeks to assist, by precept and example, teachers and
administrators throughout the county in implementing
progressive instructional methods while nourishing and
supporting their personal and professional development.
The Advisory strives to provide assistance in virtually every
learning area and the team gives workshops, demonstrations
and in-class help in disciplines ranging from mathematics to
art to dance. It also advises the County administration
upon questions of promotion and selection of teachers and
school principals.

* Featherstone, Rogers, et al. (see bibliography)

RELATED WORK IN THE FIELD

While I am not aware of any body of educators in the United States whose status, role and function approximates that of the Advisory under study, nor of any study like the one in hand, there are a number of groups whose work should be mentioned.

Several bodies in this country operate or operate as Advisories, either under that title or a similar one. These include:

- (1) City College of New York Advisory - Lillian Weber, Director;
 - (2) Community Resources Institute - Herb Mack and Ann Cook, Directors;
 - (3) Education Development Center Follow Through Program - George Hein, Director;
 - (4) The Advisory and Learning Exchange, Washington - Mary Leila Sherburne, Director.
- Yet none of these, nor the many similar ones from Maine to North Dakota, are like the Oxfordshire Advisory in any way other than their willingness to give advice to teachers. Most or all are - or will be - short-lived projects, living almost day-to-day upon foundation or Government grants and "outside", in one way or another, the school systems they serve. These differences are debilitating at best, self-defeating at worst - for reasons that will be fully dealt with in the body of this study, if they do not indeed become obvious from the mere description of the role and function of the

Advisory in Oxfordshire.

However ephemeral such groups may prove to be, however, a thorough, subtle evaluation of their efforts is being carried out by Educational Testing Services, under the direction of Edward Chittenden and Ann Bussis. This is an interview study conducted with 75 teachers affiliated with advisories listed above. Factual information is not the primary aim of the study; rather, the researchers will make interpretive analyses of attitudinal responses to questions about working environment and about open teaching in general. The study "views knowledge and belief systems as important intervening variables between the philosophy a teacher may espouse and what she actually does." ¹ The conclusions of this study and the light it throws upon the effectiveness of the advisories concerned should be a significant addition to the growing body of knowledge about open education. Part of it has already been adapted for the purposes of this dissertation.

¹E. Chittenden and A. Bussis, A Study of Teachers in Open Education Settings: A proposal to the Ford Foundation (Princeton: By the authors, 1971), p. 14.

SIGNIFICANCE

The growth of interest in the United States in both in-service education and "open" education (also known as "integrated day" or 'Leicestershire Plan') renders this study a timely one.

Oxfordshire County is a world leader in open education and the relationship between the style of education in the county and the work of the Advisory will be dealt with at length. While wholesale importation of a British model would be inappropriate even if it were possible, I believe that we have much to learn from the twenty-five years of experience accumulated by the Advisory. This study will inform those at Schools of Education and others who are beginning to work in open education and/or are interested in examining an alternative mode of in-service work. That such a study is needed is evidenced by the paucity of literature (see below) and the almost universal ignorance of advisories among American educators.

REVIEW OF THE LITERATURE

The American, Joseph Featherstone, writing in the Harvard Educational Review ² seeks for reasons why the best English primary schools are so much better than ours and concludes that the autonomy of administrators and their staffs in the leading counties is a vital factor, but he adds:

² Joseph Featherstone, "Report Analysis: Children and their Primary Schools". Harvard Educational Review. Vol.38, No.2., Spring, 1968

The relative freedom of teachers and principals is one of the most important elements in the reform, but by itself it was not sufficient. There is another element that seems to be equally important, although we in America have very little understanding of how it works. This is the emergence of a class of people whose precise function is vague and hard to describe. The archetype of the class, although perhaps not its most influential members, are the HMI's, the government inspectors, who in recent years have stopped playing the role of educational policemen in charge of enforcing standards and instead have become advisors, agents for disseminating change and identifying good schools and willing teachers. In what is perhaps an even more important departure, local authorities have set up similar groups, either formally or informally: in some cases the work of local inspectors has taken on an advisory character, and a few exceptional authorities have set up advisory offices with teams of teachers whose sole responsibilities are to encourage and train other teachers and interest them in trying out new ideas. In some places heads of schools seem to fill an advisory role; there are infinite variations. But references to Advisories in the English literature - like that quoted on the first page of this study - are both stimulating and

baffling. Stimulating in the warmth of their admiration for the work being done by advisories; baffling in their almost off-hand brevity. The Plowden Report ³, a milestone in the recognition of English progressive schooling, devotes seven enthusiastic paragraphs to advisories -- out of a total of 1,243! Brown and Precious ⁴ similarly devote two paragraphs to their own Leicestershire Advisory. In praising it they are unstinting in all but length. Leonard Marsh, in his insightful, lucid examination of the assumptions and practices of good English educators says: ⁵

The success of the professional community is largely dependent upon the organizational pattern encouraged by the local authority. The role of the Advisory teacher seems vital, for they can act as a focus for a group of schools, as school managers encouraging the particular skills of the heads in their parish... Teachers need support in their daily task of developing a "good school" and the importance of considering the development of children through the child's experience must be seen to be accepted as a framework for discussion and education. The social climate of a school and the emotional health of individuals needs the attention of advisors and others who are concerned with more than the 'parts' of a school.

-
- (3) Great Britain, Children and their Primary Schools, A Report of the Central Advisory Council for Education. (London: H.M.S.O., 1967. para. 335 et seq.
 - (4) Mary Brown and Norman Precious, The Integrated Day in the Primary School (London: Ward Lock Educational Co. Ltd., 1968)
 - (5) Leonard Marsh, Alongside the Child in the Primary School. (London: A. and C. Black Ltd., 1970) p.31

And, after admitting the 'central', 'vital' role of these 'school managers', he mentions them no more.

John Blackie, a former HMI and Chief Inspector of Primary Schools, mentions advisories only cursorily:

They [short courses] consist, typically, of lectures and discussions, or of training classes in movement or music. Only about 50 of the 162 L.E.A.s [Local Education Authorities] in England and Wales maintain a staff of advisors, apart from those concerned with youth and school meals whose appointment is obligatory, and, important and valuable as their contribution is, it is inevitably much less comprehensive than that of H.M. Inspectorate. (6)

The similarities and differences between the work of the Inspectorate and that of the Advisories will be discussed at length below, as will the changes which have occurred in the six years since those words were written.

⁶John Blackie, Inside the Primary School, (London: H.M.S.O., 1969), p. 138

Beyond the sources cited, there are virtually no significant references to advisories in the literature. The Educational Index lists none, nor does the Times Educational Supplement. The British Education Index,⁷ an exhaustive bibliography, is similarly barren. In that a large proportion of published educational material in England comes from official (Department of Education and Science - henceforth "D.E.S.") or semi-official sources, and that the pressure to publish is not as great in the English academic educational world, the lack is at least explicable. The Inspectorate is over a century old, after all, while the oldest advisory had yet to celebrate its majority. Cultists and fanatics are always at a loss to explain popular indifference to their personal enthusiasms, but this neglect of advisories by educational writers is not so easily dismissed. If the advisories are as important to the growth of English progressive education as is claimed then it is time to make their work more widely known.

⁷ British Education Index (London: British National Bibliography)

It is perhaps appropriate to conclude this brief review of the literature with a further passage from the 'Plowden Report', especially since much of what is said in it refers to and takes its inspiration from the work of the Oxfordshire Advisory - a fact revealed by an HMI and a Chief Advisor*, both since retired, who were consulted by the Central Advisory Council for Education, authors of the Report. ³

Advances in Education or practice are often surprisingly local and often owe much to local inspectors and advisors... Local inspectors through courses, visits and placing of staff can help to build up a group of outstanding schools which may serve as a spearhead of advance within their own authority and often in the country as a whole.....

We have been much impressed by the work of advisory teachers who have a small group of schools, and who concentrate on help for teachers. What distinguishes them from other inspectors and advisors is that much of their time is spent in teaching in the classroom, often side by side with the

*Private Conversation, 4/21/71

³Children and their Primary Schools. A report of the Central Advisory Council for Education (England). (London: H.M.S.O., 1967), pp. 335-6, paras 944-6. (op.cit.)

class teacher.

An apt description of the Oxfordshire Advisory.

APPROACH TO THE PROBLEM

The purposes of this study are to

- (i) describe and analyze the history, planning, organization and implementation of the Advisory Service
- (ii) describe and analyze the roles and functions of the advisors
- (iii) Make recommendations to American educators for adapting or modifying their practices in the light of English experience.

DESIGN OF THE STUDY

Immegart's work⁸ will provide a framework and the investigation

⁸ Glenn L. Immegart, Guides for the Preparation of Instructional Case Materials in Educational Administration (Columbus, Ohio: The University Council for Educational Administration, 1967).

will span the entire history of the Advisory, focussing upon four basic areas:

1. Background Information
 - (a) the county; geographic and socioeconomic overview
 - (b) history of education in the county
 - (c) history of the Advisory
2. Planning and Organization
 - (a) The Advisory in the context of the county's educational program
 - (b) staff structure
 - (c) logistical structure
 - (d) goals of the Advisory
3. Implementation
 - (a) recruitment and selection of personnel
 - (b) daily activities
 - (c) inservice programs
 - (d) teacher centers
 - (e) external relationships
4. Evaluation
 - (a) research and reports by the Advisory
 - (b) research by the County and other bodies
 - (c) personal opinions of teachers, administrators, advisors, influential/expert individuals.

In gathering data for these categories the following sources were drawn upon:

- (i) interviews and written reports from county office personnel, Advisors, school personnel, HMI's, knowledgeable educators, and persons with first-hand knowledge or the Advisory
- (ii) Newspapers and journals; written records of the Authority; reports by the Chief Advisor and his staff; records of staff meetings; government and Teachers' Union documents; records of inservice workshops and programs; personal letters
- (iii) my own observations.

The overall problem and its component parts will be analyzed from five perspectives to facilitate coherence and the production of systematic recommendations.⁸

<u>Perspective</u>	<u>Purpose</u>
1. Historical	To illuminate social science concepts as applied to educational change

⁸ Op. cit.

2. Problem
To describe human behavior and interaction in program and policy development.
3. Thematic
To explicate relationships between groups and individuals.
4. Process
To examine decision-making situations as they evolved in program and policy development.
5. Causal
To precipitate data collection for situational analysis of events occurring as a result.

The above schema will form an implicit part of this and later chapters and the conclusion. The historical perspective of this chapter, in addition to illuminating social science concepts as applied to educational change, also serves to give the reader some

sense of the continuum of which the Oxfordshire Advisory is a part. The description of behavior and interaction in program and policy development, found in Chapter II, attempts to throw into relief some of the problems of the Advisory and to analyze existing solutions to them. The thematic perspective, which aims to explicate relationships between groups and individuals, is evident throughout the study, but especially in Chapter III where the multiple relationships of the Advisory are examined. The process perspective, an attempt to examine decision-making situations in program and policy development, is prominent in the last three chapters and is analyzed in considerable detail in Chapter III and the Conclusion. The fifth perspective, a causal analysis aimed at precipitating data collection for situational analysis of events occurring as a result, is treated somewhat more circumspectly than the other four. As is made evident in the Conclusion, there are severe cultural restrictions upon a study like this one, both for the writer who is presumed to be familiar with the *milieu* in which he is working, and for the reader, who is not. Rather than suggest simplistic *post hoc* explanations of events and their causes, I have attempted to make explicit the pitfalls which lie in transcultural studies like this.

EDUCATIONAL BACKGROUND

1. The County - the Oxfordshire Education Committee is the Local Education Authority (L.E.A.) charged by the National government's Department of Education and Science (D.E.S.) with administering the educational process for the county of Oxfordshire. The Committee's jurisdiction does not, at present, include the large industrial/academic city of Oxford, though the two authorities will merge in 1974.

The county is considerably longer than broad (see map, Appendix A), a source of some travel problems in a rural county. A brief outline of vital statistics may help to provide a sense of scale:

Area: 735 sq. miles (approximately 15 x 50 miles)

Population: 501,000 (incl. Oxford city)

A further outline, of primary education in the county, will also be helpful⁹

(i) School rolls Date	No. on roll	Increase over previous year	No. of Schools
Summer term 1968	26,150	1,734	163
Summer term 1969	27,573	1,423	164
Summer term 1970	29,089	1,516	165
Summer term 1971	30,957	1,868	167

The county's primary school population (K-6) is thus seen to be comparable to that of, say,

The County is pursuing a policy of closing its smallest schools whenever a drop in numbers appears to warrant it, but the average elementary school in the county contains less than 150 pupils. The general opinion among educators there is that this figure is not far from ideal, though, of course, some schools have nearly 700 pupils while some as few as 20. An idea of the spread can be obtained from the following table:⁹

(9) Primary Education. Progress Report. September 1970 - September 1971. Appendix 'A'. Presented to the Oxfordshire Education Committee Primary Education Committee (On file, County Hall, Oxford.)

(9) op. cit.

	Number of classes																					Total No. of Schools
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21		
April 1969	23	36	26	15	9	8	8	7	5	4	7	4	5	3	2	1	2	-	1	-	166	
April 1970	19	32	29	14	7	13	5	10	7	5	6	3	3	5	3	1	1	2	-	-	165	
April 1971	18	32	28	13	12	9	4	8	10	5	6	9	2	4	2	1	1	1	1	1	167	

The average class size hovers around 32, though efforts are being made, successfully, to lower this figure. There are 1006 full-time and 89 part-time teachers in the County, assisted by 222 full-time and 79 part-time para-professionals.

A brief examination of the financial milieu in which the Advisory functions might also be illuminating. The per-pupil cost of educating primary school children in Oxfordshire is remarkably close to the national average, which in 1970 was \$174 and in 1971, \$195. The figures for Oxfordshire are \$173 and \$193, respectively. This in a country where the cost of goods (if not services) is approaching parity with that of the USA., and where automobiles and gasoline are almost twice as expensive as in this country. Teachers' salaries represent 87% of the cost.

It is fortunate for the purposes of this study that Oxfordshire is, in

many ways, an "average" English County. It is neither very rich nor very poor, neither remote from the national centers, nor very close. When, in obedience to Raleigh's dictum, I spent a month there in the Spring of 1972, it struck me as a pretty, quietly prosperous County, its economy well balanced upon a mixture of manufacturing, defence and agriculture.

2. Educational History - the Education Act of 1870 enlarged enormously the scale of National (tax) support for public education and the subsequent Act of 1902 created the framework within which modern education in England has developed. The intention of these Acts was to provide sufficient education for the poor (the rich were and are adequately provided for) to be able to read their Bibles and function in what was then the most technologically based economy in the world. The Acts provided money for school buildings - in which buildings, dated "1871" and "1872" many of the County's children are still educated today - supplies and teachers' salaries at a level commensurate with the intentions of the Act's framers. In Oxfordshire the spirit and the letter of the law were carefully observed, and by 1945 the County's schools were characteristically small, isolated and desperately ill-equipped and poorly supplied. The County was generally regarded as an educational backwater, remarkable mainly for its tranquility. After

the cessation of hostilities the then Director of Education for the County, who had remained at the post well beyond normal retiring age, relinquished his office to Mr. Charnton, a man of extraordinary vision, warmth and zeal. He was to serve as Director for 23 years and in that time affect deeply the shape of Oxfordshire education. One of the agents of change which he was to employ is what is now known as the Advisory. Before passing on to an examination of the Advisory itself it would be well to examine its illustrious antecedent, and to some extent its progenitor, the Inspectorate. Without a thorough understanding of this powerful institution, much of the main concern of this dissertation, the Advisory, would be difficult to understand, and would appear, like Atlas , to have sprung fully grown from the Hera- like head of its founder.

The Inspectorate

I THE PAST

In 1833 Parliament voted 20,000 pounds towards the erection of school buildings for the education of the poor and in 1839 a Committee of the Privy Council on Education was created to administer the grants. This was the start of Her Majesty's Inspectorate, a watchdog to ensure the proper spending of public money. An extract from the minutes of its meeting in 1840 is reproduced here both for its quaintness and for the flavor of the thinking of the founders of the Inspectorate:

EXTRACT FROM THE MINUTES OF THE COMMITTEE OF COUNCIL ON
EDUCATION, 15TH, JULY, 1840 11

The Lord President having called the attention of the Committee to their previous Minutes relating to the appointment of Inspectors of Schools in connexion with the Church of England, their Lordships deliberated thereon, and resolved, that a report be presented to Her Majesty in Council, embodying the following recommendations: 1. That before any person is recommended to the Queen in Council to be appointed to inspect schools receiving aid from the public, the promoters of which state themselves to be in connexion with the National Society, or the Church of England, the Archbishops of Canterbury and York be consulted by the Committee of Privy Council, each with regard to his own province; and that they be at liberty to suggest any person or persons for the office of inspector, and that no person be appointed without their concurrence.

2. That the Inspectors of such schools shall be appointed during pleasure, and that it shall be in the power of each Archbishop, at all times, with regard to his own province, to withdraw his concurrence in such appointment, whereupon the authority of the inspector shall cease, and a fresh appointment take place.

3. That the instructions to the inspectors with regard to religious instruction shall be framed by the Archbishops, and form part of the general instructions to the inspectors of such schools, and that the general instructions shall be communicated to the Archbishops before they are finally sanctioned.

(11) Great Britain, Minutes of the Committee of Council on Education, (1840). London: Her Majesty's Stationery Office, p.21

4. That the grants of money be in proportion to the number of children educated and the amount of money raised by private contribution, with the power of making exceptions in certain cases, the grounds of which will be stated in the annual Returns to Parliament.

The Secretary of that Committee, Sir James Kay-Shuttleworth, was not content with this negative function. He advised the Inspectors that:

...it is of the utmost consequence that you should bear in mind that this inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement; and that its chief objects will not be attained without the cooperation of the school committees - the Inspector having no power to interfere, and not being instructed to offer any advice, or information excepting where it is invited.¹¹

The strong positive tone of this directive, though it was to be modified as described below, had a deep and lasting effect upon the institution of the Inspectorate and, it is reasonable to suppose, upon modern Advisories.

In 1861, as a result of a Commission appointed in 1858 to examine methods of extending sound cheap education, a code was promulgated which made grants dependent on examinations. This system of payment by results was gradually modified but it provoked opposition which continued into the twentieth century and may even have some effect today. Today, the modern Inspector's duties are clearly spelled out:

It shall be the duty of the Minister to cause inspections

(11) Op cit.

to be made of every educational establishment at such intervals as appear to him to be appropriate, and to cause a special inspection of any such establishment to be made whenever he considers such an inspection desirable....Provided that the Minister shall not be required by virtue of this subsection to cause inspections to be made of any educational establishment during any period during which he is satisfied that suitable arrangements are in force for the inspection of that establishment otherwise than in accordance with this subsection¹²

These unequivocal words require the Minister for Education to cause inspections to be made of every educational establishment at appropriate intervals, or to satisfy himself that there are other suitable arrangements. H. M. Inspectors are not the only education inspectors, however, for many are employed by local authorities. London has had its own inspectors ever since it became an education authority.

II THE PRESENT

A. Establishment

In 1871 there were 82 H.M.I.'s, in 1922, 383. Today there are approximately 500 - at an estimated cost to the nation of 4,000,000 pounds (about \$10,000,000). To carry out its statutory duty of inspecting every educational establishment the Inspectorate would require a large increase, for its establishment has not kept pace with the much larger numbers of schoolchildren and Further (tertiary) Education students and the increasing complexity since the war. That these statutory duties are now being performed by local Advisors and County Health Officers will become clear in Chapter III,

(12) quoted in: Great Britain, Report from the Select Committee on Education and Science (Session 1967-68), London, H.M.S.O., Q.11.

below.

B. Recruitment

Recruitment to H.M. Inspectorate is mainly from teachers, often from heads of department or head teachers, the exceptions usually being where technical or special knowledge is required. The number of specialists is increasing. Inspectors are no longer recruited almost entirely from Public (ie., private) Schools, but from a wide range of establishments. Some teachers, however, particularly non-graduates from primary and secondary schools, are not well represented. Vacancies are advertised nationally, the first qualities sought in otherwise suitable applicants being "modesty, enthusiasm and the absence of the purely administrative mind, together with powers of persuasion and of giving advice" ¹² There are comparatively few women, the mobility expected of an Inspector having militated against their appointment in the past, but their number is increasing.

C. Organization

The higher officers of the Inspectorate are concentrated in London, but the field work is spread over the country as a whole. The areas in which Inspectors work generally conform with local authority boundaries. Communications within the

(12) Great Britain, Report from the Select Committee on Education and Science (Session 1967-68), London, H.M.S.O. Q.5.

Inspectorate are through a panel system supplemented by conferences, but within the department itself methods of diffusion are not clearly formulated and sometimes dysfunctional. Although the Inspectorate is a part of the Department of Education and Science, it carefully safeguards its capacity to give independent advice both to the other arms of the Department and to its client schools. Senior posts within the Inspectorate are filled by promotion from the main civil service grade and there is little or no movement of personnel between the Inspectorate and the rest of the Department.

D. Functions

(a) Formal Inspections

A formal inspection is just that: a team of Inspectors visit a school for several days, inquiring into every aspect of its work and examining its buildings and equipment; this is followed by a comprehensive written report. Such inspections used to be made every five years but the intervals between inspections seems to be growing as schools proliferate and nationally agreed-upon standards become accepted. Reports following formal inspections, before being filed at the London office are made available to local education authorities and governing bodies. Although formal inspections are still made, the Inspectors' work is increasingly done by informal visits, by sampling and by surveys of particular aspects of education over a number of establishments.

(b) Other Inspections

H.M.I.s inspect private schools which seek national accreditation. All independent boarding schools are also inspected to ensure that they reach standards required for recognition. Some 90 Inspectors deal with the work in 700 Colleges of Further Education and in non-vocational University programs. Special schools for handicapped children are dealt with by a small, highly qualified team.

(c) In-service training

A basic task of the Inspectorate is to help teachers to teach better. Many teachers have little chance to meet H.M. Inspectors, but the in-service courses run for teachers by the Inspectorate are clearly popular and useful. The extension of teachers' centers gives an opportunity for teachers to meet local authority inspectors in a setting removed from the inquisitorial atmosphere of old style inspection, and provides a useful forum for discussion with H.M.I.s. Most of the in-service work is done in "short courses" lasting from five to fourteen days and generally held during vacations in a school or college. In 1968/69, over 10,000 teachers attended nearly 200 such courses.¹³ The main program is divided into broad categories -- courses for primary school teachers, for secondary school teachers and for teachers in colleges of further education. Naturally, there is considerable overlap

(13) Great Britain, HMI Today and Tomorrow, London, H.M.S.O., p.20

as in a course on Mathematics. The instructional level at such courses is generally very high, with a Math course taught by H.M.I. Edith Biggs for example, a world figure in mathematics teaching, being booked out a year in advance. Many courses are conducted in the style of a conference and in all the exchange of ideas and experience is encouraged. Field and laboratory work, study groups and individual assignments are normal fare in most courses. Their object is not simply to examine and to discuss teaching methods but rather to draw attention to advances in the study of particular subjects and provide points of contact between teachers and leading authorities. The help of experts from within the teaching force, including many university professors, and from other sources, is enlisted. Inspectors, too, play some part (and a growing one) in local and regional courses conducted by Advisories and teachers' organizations. It was my privilege to attend a joint meeting of the Oxfordshire Advisory and the District Inspectorate. I was struck by the amicability of the groups and their obvious commonality of purpose. The advisors eagerly solicited the cooperation of individual Inspectors in forthcoming workshops and they in turn proffered help and advice of their own and from the far-flung network of scholars and practitioners which is the Inspectorate.

(d) Publications and Curriculum Development

As might be expected of such a group, Inspectors play an active role in writing for both scholarly publications and teachers' journals. A major activity is the production of a series of "pamphlets", some of which are, in fact, books on a broad variety of educational topics. Language, sub-titled

'Some suggestions for teachers of English and others', is a popular example, as are Music in Schools and Towards World History.¹⁴ More recently the Inspectorate has published a series of Educational Surveys, ranging from short monthly reports on aspects of education to substantial volumes presenting the results of national surveys carried out by the Inspectorate.

The main involvement of the Inspectorate in curriculum development is through the Schools Council for the Curriculum and Examinations, a national body with \$3,000,000 annual budget. The Council's commissions research new methods and evaluate them; H.M.I.s advise on their use; the teacher decides on their benefit to him. Though there are fears and misgivings about the possibility of centralised control of national curricula, such fears have not been borne out in fact, and the quality and usefulness of materials produced by the Council have been of a remarkably high standard.

III THE FUTURE

The Department of Education and Science foresees a time, perhaps fifty years hence, when local inspectorates (advisories) will be adequate to undertake all inspection work.¹⁵ The current re-organization of local government units into a smaller

(14) Great Britain, (London: H.M.S.O., 1958, 1956, 1967
Respectively.)

(15) Great Britain: Report from the Select Committee on Education and Science, Session 1967-68, Part 1; London, H.M.S.O., Qq.62,63,70

number of larger authorities will doubtless hasten this process. The role of the H.M.I. has already changed considerably. Inspection itself is no longer regarded as his main function and his statutory inspectorial charge has long been disregarded. Formal inspections of maintained schools are still held but at long intervals, haphazardly, and for no clearly understood purpose. H.M.I.s regard themselves in the main as advisers and consider such inspections as they do conduct to be incidental to their advisory work.¹⁶ Nor does the Inspectorate now function alone. The work is shared both by the local Advisories and, through the Schools Council, by the teachers themselves. As the local authorities have become increasingly jealous of their responsibilities and teachers increasingly conscious of their professional status so the share of the Inspectorate will inevitably continue to diminish. A smaller, more integrated and perhaps more specialised Inspectorate seems to be in order, and this is in fact being considered by the Department of Education and Science¹⁵ and urged by the National Union of Teachers.¹⁷ An eloquent case for a more flexible, responsive Inspectorate has been made by John Blackie, a former H.M.I. in his book Inspecting and the Inspectorate.¹⁸ Despite the traditionally glacial pace of change in such British institutions, it seems likely that the Inspectorate will undergo considerable

(16) Private conversation with six H.M.I.s, Oxford, 4/21/71

(15) Op. Cit.

(17) Great Britain, Memorandum of Evidence Presented to the House of Commons Select Committee on Education and Science; (London, mimeograph by N.U.T.; May 1968) p. 1

(18) London, Routledge & Kegan Paul, 1970.

fundamental change within the next few years. Several features of the Inspectorate, however, are unlikely to change, and it would be well to examine these at this stage. It is by no means coincidental that these are some of the same principles which are incorporated into the structure of the Advisory. They are:

* continuity. The Inspectorate is a career - usually a life-long one - for the men and women in it and part, perhaps a greater part than they would wish to admit, of their acceptance by schools and teachers stems from this fact. They need not depend upon winning ways nor access to grant monies when they have the greatest of all luxuries at their disposal, time. With this comes a strong personal historical perspective stemming partly, no doubt, from their role as a member of an historic organization, but partly, too, from the broader English cultural tradition. For all the knowledge we have of human sloth in accepting change and the lip-service we pay to gradualism in the promotion of change, there is no educational change-agent in this country which has patience, so to speak, *built in* to it.

*professionalism. More and more a vogue-word in education today and more and more justifiably so, the professionalism of the Inspectorate is an interesting blend of institutional and personal characteristics. Institutional in that their appointment is ritually marked by an Order in Council from the Queen - hence the title: Her Majesty's Inspector - serving as a reminder of the limited but important degree to which the Inspectorate is independent of the executive branch of the Department of Education and Science. And

institutional in the historic prestige of the Inspectorate-- Matthew Arnold, the poet, was but one of the many scholarly, creative men who have graced its ranks. Institutional, too, in that their work is recognized in the same way that other professional work is -- monetarily. HMIs are well paid by the standards of the educational world and there is no doubt that the common knowledge that this is so enhances their prestige. Personal in that HMIs are seasoned people and educators. Men and women who have won their scars honorably in the battle for the hearts and minds of the young, have shown devotion to that struggle, and are now willing to make a full-time career in helping others to carry on the fight. That this background engenders trust in teachers and school administrators almost goes without saying.

* operational. The HMI is very much a guest in the schools he visits, as Sir James Kay-Shuttleworth so forcefully put it, "...the Inspector having no power to interfere, and not being instructed to offer any advice, or information excepting where it is invited"¹¹ and much of his influence stems from this fact: he is an officer of the Crown, erudite and experienced, who proffers advice only when it is requested. Human suggestibility being what it is, it is difficult to imagine wuch advice being ignored.

Perhaps this discussion of the Inspectorate has been vain historiography and a slight to the uniqueness of the Advisory which forms the main part of this dissertation. *Post hoc* reasoning is seductive, and one does not have to look far

(11) loc. cit.

to see antecedents of the Advisory in the Inspectorate. It is hardly reasonable to assume that the founders of the Oxfordshire Advisory were unaware of the Inspectorate or oblivious to its greatest sources of influence. To what extent they consciously modeled the younger institution upon the older is unclear and perhaps by now irrelevant. That there is a strong resemblance and affinity between the two institutions is sufficient to warrant this investigation.

History of the Advisory

In 1947 the Oxfordshire Education Committee advertised for a person to assist the newly-appointed Director of Education in his task of renewing the county's schools and helping to lead them out of their war-enforced isolation. The Director had seen that there would be little impetus developed in the schools, given the chronic shortage of public transportation in the area and the post-war gasoline rationing, unless some initiative were taken by the central office. The successful applicant for the position, Miss Edith Moorehouse, was at the time on the faculty of a teachers' college. Before that, she had been a primary teacher and a Head Teacher. Her initial appointment carried an administrative title, Assistant Education Officer for the County,

and thus she became a member of the County's educational administration (central office), a group which is seen by teachers and Heads--and sees itself--as quite distinct from them. She found the status and prestige of this position extremely valuable in dealing with recalcitrant Heads who might otherwise have resisted outside advice however it was proffered. She also seized the opportunity the position afforded her of attending Primary Education Committee meetings, and of influencing administrative decisions. This was particularly valuable when encouragement of vertical age grouping and the use of manipulable materials led to space problems; she was able to have direct and immediate influence in planning the County's and, in 1951, probably the world's first open-plan public school. Initially her appointment was to work only with the rural village schools in the County where, in the aftermath of war, with gasoline rationed and salaries amongst the lowest in the nation, isolation was most severe.

Within a few weeks of taking up her position Miss Moorehouse began holding group meetings in three County centers. Most of the village Heads who attended had had no training in education whatever, and these meetings constituted their first formal introduction to pedagogy. Not surprisingly, the meetings were well attended; many of those who came had not met in years. It soon became obvious that follow-up work in the schools was necessary if the meetings were to have any lasting effect. The Director agreed that someone was needed who would not be seen as coming from "the Office" and thus in 1948, the position of

Advisory Teacher was created. It is interesting to note that this appointment was made over the opposition of the National Teachers' Union, who felt that teachers had no right to advise other teachers!* The Advisory Teacher's job was to work alongside rural teachers and Heads in implementing the new ideas which the Chief Advisor had introduced at meetings. The schools were so ugly and dull, and money for supplies so lacking that Miss Moorehouse and her Advisory Teacher, Miss Mary Bews (who is still an Advisory Teacher today), turned to local art and craft-work as central activities, an emphasis which is evident throughout the County still. They began by closing schools in an area for a day and bringing the teachers to see an exhibition of children's craft and art work and to hear comments and explanations from the advisors. Then the group was invited to spin, work with clay, make books, or participate in some similar activity. The follow-up to such an occasion would be a 6-8 week course once a week after school, again run by Miss Moorehouse or Miss Bews. The children, starved as they were for activity, reacted so positively to what their teachers brought back that for many years there was 100% attendance at the afternoon courses. As part of a campaign of public education the school Managers were always invited to the exhibits, with parents coming at night and children in the morning. The Director would play his part by calling

*private conversation with E. Moorehouse, 5/3/72, passim.

Managers' meetings at schools which had vigorously adopted the advisors' suggestions.

A second Advisory Teacher was appointed in 1950 and the group, which could now refer to itself as an "Advisory" or a "team" met regularly and frequently to plan and analyze. Then as now there was little attention given to the theoretical side of advisory work. Practical, commonsensical considerations were foremost and a shared set of values and assumptions was assumed. Miss Moorehouse and her staff considered close camaraderie of great importance and veteran advisors today look back nostalgically to long afternoons spent with the team at some favorite rural pub, asking and giving advice and planning campaigns. But there were broader considerations which concerned the Chief Advisor, among them one which ranks high in Oxfordshire's educational planning - the choosing of leaders for its schools.

The tradition of seeking *leaders* for the County's elementary schools was established by the first post-war Director. The implications of this policy will be dealt with at length in Chapter III. It is sufficient to say at this stage that the Chief Advisor was given the responsibility of preparing a "short list" of candidates for school Headships from the applicants who responded to nation-wide advertising of the positions. Though such a list is presented to school Managers (local school committees) over the Directors signature, it was and is the Chief Advisor's task to select those few applicants whom she felt could provide the kind of leadership and direction which she was seeking in the County's schools. Accustomed as we are to thinking of small American-sized school districts and

rapid administrative turnover, we might be inclined to miss the importance of this function. To an English Director, however, who has 200-300 schools in his charge and the prospect of considerable stability in his administrative team, the appointment of Heads is of paramount importance. It is therefore hard to overestimate the impact of the first Chief Advisor upon the County's schools when we consider that not only was she the prime agent of selection of candidates for administrative roles but also that, in twenty years, she never missed attending a Managers meeting at which a Head was to be chosen. In this role the Advisory acted, in the then Director's words, as "the eyes and ears of the Committee," an acknowledgement of the dual clientele which the Advisory serves. The theoretical implications of this function will be dealt with in the analysis, below, and the current effect and implications of the policy will be examined in Chapter III. The growth of the Advisory continued as its value to the County became steadily more apparent. A third Advisory Teacher was recruited in 1955. A significant change in the Advisory's image, if not its function, came about in 1956 when the Chief Advisor decided to relinquish the title and administrative role of Assistant Education Officer and become simply, Chief Advisor to Primary Schools. The step from the prestigious, secure and well-delineated role of A.E.O. to one which had at the time no place in the hierarchy of the educational system was, as the present Director of Education put it, "An attempt, and a very successful one, to have

* private conversation, 5/5/72

a foot in both camps." Miss Moorehouse felt *that, having gained acceptance in both County Hall and in the staff rooms of the County's schools, she could best serve the interests of her clientele, the teachers and heads, by distancing herself from the Central Office. The move served to confirm the tone of the Advisory's work and, as so often happens in such cases, the prestige of the Chief Advisor rose still higher in the eyes of both administrators and teachers. The dichotomy between school staff and central office administrators is certainly more marked in English school systems than American, but it would be ignoring some obvious facts of organizational psychology to assume that because the distinction is less clearly drawn here it does not exist. The analysis, below, of Miss Moorehouse's decision has, I believe, considerable significance for U.S. educators. An interesting parallel to Miss Moorehouse's decision to eschew administrative status was the request by the Advisory team as a whole to be placed on the Burnham national salary scale for teachers and headmasters rather than on the more lucrative Solbury scale for Inspectors and Advisors.** They wished to affirm that they are in fact *Advisory Teachers*.

No description of the Advisory's history would be complete without mention of the role of H.M.I. Robin Tanner. Tanner, a world-renowned aesthete and artist with works in many National

* private conversation, 5/3/72

** private conversation with Advisor L. Bennett, 5/3/72

galleries, including the Boston Museum, was asked by the Ministry of Education in 1956 where he would like his next posting to be. "Oxfordshire," he replied, "because I've met a woman named Edith Moorehouse who was a student at one of my courses and is doing some interesting things there."* Tanner was posted to Oxfordshire and found the time and place right for his personality and ideals. He and the Chief Advisor worked in close harmony and Tanner's position and reputation did much to enhance and inspire the still-young Advisory. He became, quite conciously, an inspiration to and conscience of the Advisors in the many hours which they spent together in informal discussion. He found the administrative ambience of the County, too, much to his liking, and its reflection in the tone of the teachers' work was much to his liking:

Oxfordshire teachers are amongst the hardest working in the country: after school, week-ends, holidays and social occasions. If someone is doing something good, everyone rushes to see him. Despite poor public transport, they all get around to spend time with each other socially. There has been a consistency of treatment of Oxfordshire teachers--kindness and respect. They love one another and are cherished. And they work hard.**

Each Christmas, Tanner would prepare an anthology of poetry and the Heads in his area would gather for a reading. This he considered to be as highly relevant to his work as to

* Robin Tanner, private conversation, 5/4/72, passim.

** *ibid.*

theirs, as was their shared social life. In illustration of Tanner's mention of the thoughtfulness of the County administration (above) and in closing this brief historical section, it is interesting to note that in 1970, when Miss Moorehouse reached retiring age, she was kept on for six months on full pay, and Tanner was brought back from retirement to help the current Chief Advisor, John Coe, become settled in his new position. Upon the basis of such thoroughness and thoughtfulness was the Advisory founded, and to a brief analysis of such early trends we now turn.

ANALYSIS

For the purposes of analyzing the work of the Advisory I have chosen to refer primarily to one source, the monumental Group Dynamics.¹⁹ It is not only the primary source in the field, but also sufficiently comprehensive to provide a broad base of reference. Unless otherwise stated, references throughout the analysis will be from this work.

Background

The broadest group of which the Advisory can meaningfully be considered a subgroup for the purposes of this study is the British nation, and more specifically, the dominant English subgroup of that nation. The insular nature of this society and its relatively long history have engendered a stability and historical perspective in its people which, while in no sense approaching that of the Chinese, colors a great deal of group and institutional thinking. This attitude is augmented by a strong sense of place and a

(19) Darwin Cartwright and Alvin Zander, Group Dynamics, (New York, N.Y.: Harper and Row, 1968), passim.

general de-emphasis of personal mobility - especially in view of the natural limits imposed by geography. Such attitudes work in favor of the administrator, whether feudal baron or corporate technocrat, since they assume a considerable degree of predictability and permit long range planning. The social qualities referred to above are, if anything, more pronounced in rural areas and this holds true of Oxfordshire County. The County's otherwise average expenditure on education as compared to other parts of the nation is fortunate, too, for the purposes of this study, since it does in a sense remove a distractor from consideration.

Founding of the Advisory - the founding of the Advisory in 1947 was a response by the Director of Education to the isolation of the rural schools during the immediate post-war period. That worthwhile progressive changes in those schools could not be mandated was and is taken for granted. (The absence of local control of schools, in the American sense, frees administrators from the necessity of simply insisting on progressive appearances - a point to which I will return in the Conclusion). Although the Director had control over the conventional reward and punishment system of the County's educators, he chose to work through persuasion. Persuasion, it is commonly argued in the literature of organizational studies, ²⁰ is particularly appropriate for

(20) see especially: French, J. R. P. Jr, & Snyder, R., Leadership and Interpersonal Power. In D. Cartwright (Ed.), Studies in Social Power. Ann Arbor, Mich. I.S.R., 1959, Pp. 118-149

bringing influence to bear in "democratic" social systems. The Director had a long-range, vested interest in maintaining the autonomy of his Principals, and thus in maintaining, at least to this degree, the democratic nature of his relationship to them. Persuasion was suitable for two reasons: first, the recipient of persuasion is constrained only by his own evaluation of the merits of what is being offered (advice), though inevitably his attitude will be colored by his feelings towards the source or agent of the advice. Second, the object of persuasion is still permitted to behave "voluntarily" - through direct influence only upon his beliefs and attitudes. There were and still are in the County Heads who rejected the Advisors' counsel and are still, 25 years later in charge of large schools. By and large, though, the Director's implicit support for the Advisory combined with careful choice of personnel was sufficiently powerful to influence the majority of teachers and their Heads.

The Inspectorate

None of the people interviewed nor sources consulted for this study was able to state with any certainty the extent to which the form of the Advisory was influenced by the Inspectorate. Since academic studies of such matters are rare in England, especially in the area of education, and since relatively little pertaining to organizational development is committed to paper, a search for antecedents could quickly become mired in *post hoc* fallaciousness. However, without seeking for causes and antecedents in the deterministic sense of those words it is important to bear some facts in mind. Prior to the formation of the Advisory, an organization had been in existence for over a century which:

- was maintained, full time by the state from regularly allotted funds
- provided a life-long and well rewarded career for its members
- was employed to visit among schools
- was expected to assist both its employers and its hosts
- was not expected to dictate change but rather to make suggestions when invited to do so
- was composed of men and women in whom personal qualities were valued above organizational
- recruited only seasoned, expert personnel from the ranks of practitioners
- offered in-service training to teachers in the form of courses and workshops
- influenced informally the appointment of like-minded educational administrators.

At the very least it is safe to say that a climate had been created by the Inspectorate in which an institution like the Advisory might gain acceptance both from its employers - in their appropriating necessary funds - and from its clientele - in their following the proffered advice. It is, however, equally clear that no power relationship exists between Inspectorate and advisory such as is referred to in the section entitled *Power and Influence in Groups*, 20 since neither group falls within the other's domain of power. The influence of the Inspectorate upon the Advisory is historical rather than personal.

History of the Advisory - the narrowing of focus begun in this section and to be continued throughout the remainder of the study brings under consideration the preconditions existing in Oxfordshire County which have significantly influenced the Advisory's foundation and development. That preconditions peculiar to the County must have existed and must continue to exist is obvious from the singular nature of the Advisory. At this stage, however, I would like to postpone identification and examination of such factors until the working out of this study allows the reader to better grasp their practical consequences. This discussion is therefore to be found in the analysis of Chapter III. Two incidents critical to the later development of the Advisory should nonetheless be mentioned

(20) Op cit, pp 215-335

at this stage. The first, the decision by the first Chief Advisor to relinquish her administrative position as Assistant Education Officer is especially interesting in the light of recent research into the effects of de-emphasizing the hierarchical structure of organizations.²¹ The positive effects of such a move which McGregor anticipates and records seem to have materialized in this case. In private conversations and interviews* with veteran teachers who were working for the County at the time, I found the sentiment repeatedly expressed that the move convinced many that the Chief Advisor was "on our side". This is a highly desirable sentiment towards an agent already invested with formal powers by the Educational Authority but with very little control over the teachers' reward system or even over the micro-environment of school and classroom. In the more formal words of Cartwright and Zander:²⁰

Even a casual observation of interpersonal influence as it occurs in everyday life reveals how frequently an appeal is made to values such as fairness, rationality, generosity, honesty, and bravery. When P accepts this appeal by O as appropriate, there can be little doubt that it adds weight to O's influence attempt.

Thus previously oft-expressed suspicion of the Chief Advisor, and by implication the Advisory, as being merely an arm of "management" was dissipated when P, the Chief Advisor, accepted O's appeal to act (be) more like an advisor (colleague)

(21) see esp. Douglas McGregor, The Human Side of Enterprise

* see appendix

(20) op. cit p.226

and less like an administrator. The apparent *power* formally vested in the Assistant Education Officer was, by the act of renunciation, traded for a strengthening of *influence* - a consummation devoutly to be wished by anyone professing to give advice. The decision by the Advisory Teachers to be paid on the Burnham salary scale is an interesting re-statement of the Chief Advisor's position. Only those unfamiliar with the power of symbols to influence human behavior would dismiss either decision as merely symbolic. Robin Tanner, H.M.I. - that Mr. Tanner did and still does influence the advisory deeply is admitted by all concerned. His influence appears to have derived from a number of sources. His relationship to the Advisory was far from one based simply on power, the more so since the Advisory Teachers themselves fall quite outside an H.M.I.'s bailiwick. Cartwright and Zander state that:²⁰

A rather different method of influence relies on O's ability to affect P's knowledge, beliefs and attitudes. Just as with the other forms of influence, the use of persuasion requires that O have appropriate resources at his disposal. One of the most obvious of these is the possession of information.....
.....Research on persuasion.....makes it clear that the perceived nature of the "source" of a message affects its effectiveness. If, for example, a person has prestige in a group, his messages tend to carry weight among its members. Prestige is thus a resource of influence. Other resources are credibility, expertness, a reputation for objectivity, and personal charm.

(20) op. cit. pp. 220-21

Both by virtue of his official position (prestige, professional objectivity) or his personal accomplishments and qualities (credibility, expertness, personal charm) Tanner was in a strongly influential situation vis-a-vis the new advisory. Though his presence in the County may have been almost accidental and his effect on the Advisory due largely to personal qualities, he represents a direct and powerful input from the senior organization, the Inspectorate, in a way which, while it could not have been predicted from the formal structure of either organization, is quite in harmony with the *modus operandi* of both -influence—in the sense of a willingness to be open in both giving and receiving advice.

SUMMARY

The Advisory is the product of a stable, long-established and smoothly functioning educational system. It came into existence in order to help to improve a situation which was no fault of the County's teachers and was always conceived of as an agent of gradual change and assistance, rather than a revolutionary force with the power to mandate innovations. The Advisory and its precursor, Her Majesty's Inspectorate, have many characteristics in common, stability, tenure, prestige and approach being the most notable. A significant difference is that the Advisory's prestige must derive from the efforts of individual advisories, since they are formally on the same footing as the teachers with whom they work. The Inspectorate and at least one individual H.M.I., Robin Tanner have had considerable influence upon the Advisory though the degree of influence appears to be diminishing as the younger organization gains confidence in itself.

CHAPTER II

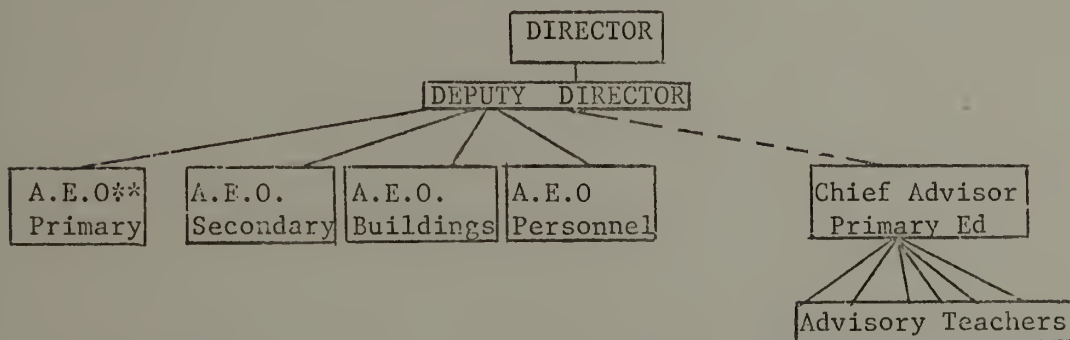
PLANNING AND ORGANIZATION

The relative freedom of teachers and principals is one of the most important elements in the reform of English Primary education, but by itself it was not sufficient. There is another element that seems to be equally important, although we in America have very little understanding of how it works. This is the emergence of a class of people whose precise function is vague and hard to describe. The archetypes of the class, although perhaps not its most influential members, are the HMIs, the government inspectors, who in recent years have stopped playing the role of educational policeman in charge of enforcing standards and instead have become advisors, agents for disseminating change and identifying good schools and willing teachers. In what is perhaps an even more important departure, local authorities have set up similar groups, either formally or informally: in some cases the work of local inspectors has taken on an advisory character, and a few exceptional authorities have set up advisory offices with teams of teachers whose sole responsibilities are to encourage and train other teachers and interest them in trying out new ideas.²²

Joseph Featherstone

I. THE ADVISORY IN CONTEXT

Somewhat less than .3% of the County's educational expenditure is budgeted for the support of the Advisory--about one third of the amount spent on janitorial supplies--but still a significant figure in view of its "supernumary" quality in the eyes of many traditionalists. That this percentage has more than kept pace with the growth in enrollment of the schools ²³ reinforces the impression of effectiveness and growing appreciation of advisory services. The place of the Advisory in the organizational structure is ill-defined, a fact which leads to speculations about its catalytic role (see analysis of this chapter). Its place in a flow chart is shown thus*:



(23) Primary Education Progress Reports, Sept. 1950-Sept 1971, mimeo, County Offices, Oxford

* E. J. Dorrell, Director of Education, Oxfordshire, private conversation, 5/5/72

** Assistant Education Officer

Though the Chief Advisor's role is not clearly delineated, he is paid more than the Assistant Education Officers, whose status is clearly established and with whom he is grouped in the organizational hierarchy. He is spoken of by the Director as their peer and treated as a member of the administrative "cabinet" which oversees the County's education. The Chief advisor is provided with the perquisites of office, in the form of a large, spacious office, multiple telephones, a private secretary and generous travel funds, and his daily operations show little signs of accountability to anyone but the Director. His role is typically one of multiple interfaces. He must deal, on behalf of the Education Department and the Advisory, with many clienteles: H.M.I.'s, parent groups, the University, the national Department of Education and Science, the British Council, local radio stations, headmasters, School Managers and Governors, and so on. He is host to almost 1,000 visitors each year who come from twenty nations to see Oxfordshire's primary schools, and yet must keep his primary duty--to teachers and schools--clearly in mind. His daily activities and those of his Advisory Teachers will be dealt with at length in Chapter III. The Advisory is, however, a very small group indeed when compared to the County's educational force as a whole: six people amongst almost 2,000. Yet the impact of their work is pervasive.

They act, in the Director's words, as his "eyes and ears" and have primary responsibility for public relations, staff promotions, monitoring of instructional quality and staff development. They are highly trained and motivated people who testify to the effectiveness of a small, cohesive group in bringing about broad, significant and lasting changes in an educational system.

II. STAFF STRUCTURE

The Advisory Teachers show a degree of independence proportionate to that of their leader. They operate out of their own homes, usually situated in their pastoral district, and make their own schedules as they see fit. Recent pressures from the Chief Advisor to have them submit their plans in advance have been quite firmly resisted! Each advisor is responsible for approximately 40 schools in 'his' area and is expected to build up, over a period of years, a close personal bond with the staff of each of them. The number of schools for which each advisor is responsible is diminishing steadily due to closure of very small schools and increase in the number of advisors, but there are still too many classrooms to allow for as much 'Teaching' as 'Advising.' The Chief Advisor is seeking to augment his team in hopes of steering them away from inspectorial functions and into a more practical role. He is also seeking to have

advisors given, officially, the status of Officers of the Education Committee, much as H.M.I.s are Officers of the Crown. This would give them the right to enter classrooms at will, even though this right would normally only be an implied one in negotiations with Headmasters and their staffs. The advisability of such a move will be discussed in the Analysis, below, as it appears to run contrary to the early spirit of the Advisory's move *away* from dependence upon hierarchical status. Cartwright and Zander list four types of relations among the parts of a group which have received most attention, especially from theorists concerned with work-groups and organizations: ¹⁹

(a) the flow of information (b) the flow of work (c) authority and (d) the mobility of people. It may be found with respect to each of these for any specific pair of parts that the relation between them is symmetrical, asymmetrical or absent, though the different types of relations may, in principle, be quite independent of one another. Different approaches to the study of groups include analysis of interpersonal relations, ranking, and even mathematical treatments of group structure.

(19) Op cit, p. 489

For purposes of generalization, the first mentioned approach is used here.

(a) Flow of Information: As leader of the Advisory, the Chief Advisor has greater access to channels of interpersonal communication than his inferiors in the hierarchy--if we envision the "channels" in a traditional, hierarchical sense. There is, however, an interesting symmetry evident in the direct, frequent access which individual advisors have, through their close pastoral ties, to many sources of information--teachers and principals--which are not readily available to their superior. Nor is this information trivial or subordinate in any sense. It is the substance of, and to some extent the justification for the existence of the Advisory. Unless it is carefully garnered and accurately interpreted it will be of little use to the Chief Advisor or anyone else. The Chief Advisor is privy to information from a number of "Superior" sources not accessible to other members of the Advisory. His consultative role with the Primary Education Sub-Committee gives him formal and informal access to supra-executive information and opinion. This access to the Director and his function as the Director's Deputy in administrative appointments mark him clearly as an influential person. He relays and interprets the information

gleaned from his superiors to the advisors who in turn relay it to their clientele. The flow of information back from the advisors, mentioned above, will be dealt with in the analysis below.

(b) Flow of Work: Here again, the independence of the Chief Advisor is mirrored in his team. While there is no doubt that the leader coordinates and, when necessary, directs the team's efforts, he is rarely called upon to assign work as such to any individual member. Such assignments do occur sporadically, of course, but are usually connected to activities having to do with public relations rather than the day to day work of the advisors. The foregoing description of the flow of work is characteristic of long-established groups. The settled nature and constant aims of the Advisory mask the fact that the leader is responsible for the flow of work downwards--as is evident when he appoints a new member of the team and makes corresponding alterations in the work load. Too, there is very little actual work that team members require from their superior. Most of his activities (see Ch. III, ii) are initiated by the Director of Education, himself, or an outside body like a board of School Governors. The flow of work is, then, basically asymmetrical as could be expected in a hierarchy.

(c) Flow of Authority: the Director of Education in Oxfordshire refers to the Advisory thus:

I've always taken great pains to point out that advisors are synergists, not administrators. They give advice to schools and they give advice to me. The advice is given and taken by both parties in the same way: there is no responsibility or obligation to accept or follow it--or even listen to it! Its acceptance or rejection depends upon my estimation of the advisors' good sense and sensitivity. I like to hear teachers asking advisors questions like "What do you think the Director will think of this?" because then they're being treated as professional equals. And even at the expense of some school Heads treating advisors offhandedly, we must support the autonomy of the Heads if we are to have healthy schools.*

Implicit in this statement are some very clear assumptions about authority. The first and, for the purposes of this study, the most important being the Director's disavowal of an administrative role for his advisors. They do not have the right to tell anyone what to do and are hence dependent upon their own credibility and the good will of their audiences. The Chief Advisor, on the other hand, while holding no clearly defined position in the

* E.J. Dorrell, private conversation, 4/27/72

County's overall administrative structure, has a very clear-cut relationship to both his superiors and his advisors. He 'takes orders' from the Director and the Deputy Director, and to some extent from the Assistant Education Officers in charge of such matters as personnel, plant and finance. In turn, the advisory team must accede to his administrative wishes. I often witnessed this latter during the course of my time with the Advisory and never felt in any doubt as to the asymmetricality of the flow of authority. Individual advisors may and do seek to persuade the Chief Advisor, but any authority they possess is of a moral order, stemming from personal prestige and experience rather than being formally conferred. The flow of authority from the administration through Heads and to their teachers is parallel to the advisors' situation. The teachers' clientele (children), however, are directly below them in authority and are compelled to listen to and follow all directions while the advisors' clientele (teachers) are under no such obligation, as the last part of the Director's statement makes clear. The implications of the similarity and differences will be examined in the analysis at the end of this chapter.

(d) Mobility: In a group as small and settled as the Advisory, there is little opportunity for mobility in the current, corporate

sense of that word. There are only two levels in the hierarchy-- Chief Advisory and Advisor--and the former level contains only one person. The salary scale is nationally determined and increments are automatic once entry level has been determined. Nor does the County administration seek to alter this rather static situation in any way. When the position of Chief Advisor became vacant some years ago, the Director carefully avoided promotion from within the ranks of the Advisory and sought an outsider who could bring new perspectives to the leader's role. Disappointment at this decision is evident in at least one advisor interviewed, but on the whole the move occasioned neither surprise nor disappointment within the group. If anything, it appears that advisors do not see mobility as a factor of great importance. As one put it: "It is self-contradictory to use the Advisory as a stepping-stone to other things. After all, can any real work be done in only four or five years?"* and her attitude is echoed by an advisor who took a considerable cut in pay when he accepted the position. He said, "Oxfordshire has been able to keep its outstanding advisory team at bargain rates because the County is such a nice place to live. We did approach the

*Advisor, private conversation, 5/2/72

Director to point out the anomaly of being paid less than the Heads we advise. But we asked not to be paid on the Solbury (Inspectors and Advisors) Scale, but to move to the top, Group V, of the Burnham (Headteacher) Scale since we want teachers to know we're on the same footing." Certainly, efforts are made by other Authorities to lure members of the Advisory away to higher-paid posts, but generally such efforts meet with remarkably little success. Working conditions for advisers in Oxfordshire appear to satisfy their most important needs without allowing much latitude in terms of money or mobility--two factors traditionally regarded as vital to an organizational reward system. In the analysis at the end of this chapter this will be examined more carefully.

III LOGISTICAL STRUCTURE

Though 'logistics' is far too grand a term for the supplying and quartering of the Oxfordshire Advisory, I have included the heading because it is worthy of consideration by, for example, large city groups planning advisory activities, and because it provides an opportunity to reemphasize what I believe to be one of the central *raison d'etre* of the Advisory: the support of the Advisory. For twenty-five years the Advisory has been an unquestioned part of the county's educational

apparatus. A modest, expanding budget has been allotted to supplying and supporting it and it has become, in every sense of the word, established. It is a constant factor in the system and its unquestioned support from upper administration has been influential in its acceptance by teachers throughout the system. This point will be returned to briefly in the analysis and at length in the conclusion.

IV GOALS

Unlike the grandiosely-titled, spectacularly-funded, short-lived "projects" in which the author has half-guiltily participated, where 100 pages of bombast is employed to obscure the unattainability of elaborately stated goals, the Advisory has no written objectives whatever (just as its schools have no formal curriculum guides). It began because of a clear, urgent need to help isolated, demoralized teachers. The Director chose, quite conciously, a strong, devoted, enthusiastic woman whom teachers would respect, and both proceeded upon the assumption that what they and others of informed good will felt to be best for young children would be best for the schools as a whole. With typically British understatement, the Director

showed Miss Moorehouse the state of the Count's schools and simply said, "See what you can do to help them."* Of course there was far more to the subsequent success of the Advisory than this initial pat on the shoulder, but it is amusing to contrast this informal approach with what happens when a similar project begins with \$250,000 seed money and 400 pages of behavioral objectives. The goals of the advisory are the expression, architecturally, financially, aesthetically and pedagogically, of professional educators who share a deep concern for the quality of the lives of young children. While they remain implicit in daily practice they evolve through the stresses and strains of healthy dialectic. I have grave doubts whether they could survive being committed to paper. The only advisor who, albeit reluctantly, would give any statement of the team's aims said simply, "Better schools, better teaching, happier children." Though far too modest to suit the scholarly aims of this investigation, such aims take on real meaning when it is noticed that there is a team of

* E. Moorehouse, private conversation, 5/3/72

expert educators, paid, full-time workers who are employed to work daily with teachers in the classroom in pursuit of just those ends.

ANALYSIS

Due largely to the small size of the group under examination, its simple structure and its informal methods, this chapter is extremely short. There seems to be little value, for the purposes of the present study, in examining interpersonal aspects of the advisory, intra-group resentments expressed to me during interviews have little useful generalizability unless one were interested in examining the group *per se* rather than the Advisory as a goal-oriented entity. Some points raised in this chapter do, however, bear closer examination.

Advisory in Context--the Advisory has existed for twenty-five years as part of a formal, hierarchical educational system, yet its place in the system has never been clearly defined. This gives rise to the suspicion that influential members of the system must see definite benefits arising from this situation else it would long ago have been changed. Normally, organizational experts, when seeking to design a structure which as optimal organizational performance, are primarily concerned to see that each position

(a) consists of a set of functions that

can readily be performed by one individual (or sometimes a group), (b) has unambiguous responsibility to some other position, (c) has clear authority over other positions, and (d) is directly connected in a communications network with some positions but not with others¹⁹

In several subtle ways, the Advisory fails to meet each of these criteria: Its functions cannot be 'readily' performed by any individual or group. The multiplicity of functions and the subtlety of many of them (see Ch.3) resists any normal job description. The place of the Advisory in the administrative chain of command is anything but clear, as stated earlier. Nor do the advisors have clear authority *over* anyone, though they do possess a great deal of influence in the system. The Advisory is directly connected with virtually every position in the system and many outside it. Its job of multiple interfacing and its ready access to many teachers and Heads in many schools clearly make it an exception to the general rules of organizational communication.

(19) op. cit. p. 487

' Staff Structure--yet there are signs that the status of the Advisory may become more defined. As mentioned in II, above, the Chief Advisor is seeking to have advisors given the right to enter classrooms as officers of the Education Committee. Such a move, while it might confer formal status upon the advisors and allow them to deal more firmly with the 3% of Heads who are at present uncooperative (see Ch. III) could have subtle, unforeseen effects upon the operation of the advisory. Advisors who have, until now, had to rely for acceptance upon teachers' high opinions of them would no longer be quite so dependent upon their clientele. Nor would they be seen to be on an equal footing as *Advisory Teachers* any longer: their already pervasive influence would be translated into power. This would shift the Advisory towards the 'X' and away from Mc Gregor's 'Y' end of the spectrum, ²¹ an eventuality which would seem to run counter to the Advisory's history and one of its greatest sources of strength. The analysis of the goals of the Advisory, below, will elucidate

(21) op. cit.

this point further. The current situation still appears organizationally healthy. The symmetrical flow of information and work helps ameliorate what could otherwise be described as a clearly hierarchical group structure, while reliance upon authority and influence among peers would, if McGregor's analysis is accepted, seem better suited to the long-term aims of the team.

Goals--in contrast to the informally-expressed aims of the Advisory, it is interesting to examine alternative approaches to planned change as outlined by Bennis. The approaches are described thus: ²⁴

1. Indoctrination Change. Mutual and deliberate goal setting but under unilateral power
2. Coercive Change. Unilateral goal setting with deliberate intentions using unilateral power. Coercive

(24) Warren G. Bennis in "Emergent Notions about Planned Change", The Evolution of Planned Change, ed. Bennis, Benne, Chin (New York: Holt, Rinehart and Winston, Inc., 1961) pp. 81-2

change would be exemplified by Chinese "brainwashing" and thought control practices.

3. Technocratic Change. Unilateral goal setting but shared power. One party defines the goal; the other party helps to reach that goal without question as to the goals value.
4. Interactional Change. Shared power under conditions where goals are not deliberately sought.
5. Socialization Change. Unilateral power but collaborative goal implementation e.g. small children develop under the influence of parents who unilaterally define the goals.
6. Emulative Change. Unilateral power without deliberate goals. This is found in formal organizations where subordinates "emulate" their superiors.
7. Natural Change. A residual category. Shared power with non-deliberate goal setting; i.e., changes are due to accidents, unintended events, etc.

In another study Greiner ²⁵ searched the literature on organizational change and identified the most commonly used approaches as:

1. The Decree Approach. A "one-way

(25) Greiner, L.E., "Organizational Change and Development." Unpublished Ph.D. dissertation, Harvard University, 1965 Quoted in (24) pp. 82-3

- announcement originating with a person with high formal authority and passed on to those on lower positions.
2. The Replacement Approach. Individuals in one or more key organizational positions are replaced by other individuals. The basic assumption is that organizational changes are a function of personnel changes.
 3. The Structural Approach. Instead of decreeing or injecting new blood into work relationships of subordinates working in the situation. By changing the structure of organizational behavior is also presumably affected.
 4. The Group Decision Approach. Participation by group members in implementing alternatives specified by others. This approach involves neither problem identification nor problem solving, but emphasizes the obtaining of group agreement on a predetermined course.
 5. The Data Discussion Approach. Presentation and feedback of relevant data to the client system by either a change catalyst or by change agents within the company. Organizational members are encouraged to develop their own analyses of the data which has been given to them in the form of case materials, survey findings or data reports.
 6. The Group Problem Solving Approach. Problem identification and problem solving through group discussion with the help of an outsider.
 7. The T-Group Approach. Training in sensitivity to the processes of individual and group behavior. Changes in work patterns and relationships are assumed to follow from changes in interpersonal relationships.

Of the fourteen categories described above, the Advisory would seem to fit best into Bennis's Emulative Change (#6) category and Greiner's #5, the Data Discussion Approach. The fit is less comfortable in the former than the latter, for educational

goals do exist in the system even if they are not formally promulgated. Greiner's description of the Data Discussion Approach is much closer to the mark. The Advisory is constantly engaged in presentation and feedback of relevant data to the client system (from formal work with probationary teachers to deliberately holding after-school workshops in exemplary schools). It has already been described, above, as a catalyst ("change catalyst" is redundant) and it is certainly "within the company". Organizational members-teachers- are encouraged to develop their own analyses of the data; indeed, it is essential that they do so since advisors have no power to oversee implementation. Thus the Advisory's *modus operandi* in achieving its goals is seen to conform quite readily with a well-known approach to planned change. This is hardly surprising, for the system in which it must function is scarcely less bureaucratic and stratified than any similar, long established educational system. Indeed, it is a particularly encouraging thought, for the replicability of the Advisory elsewhere is thus, at least in this dimension, enhanced.

SUMMARY

As Featherstone noted in the opening quotation to this chapter, the precise function of the advisors is vague and hard to describe, but "encouraging and training other teachers and interesting them in trying out new ideas" is close to the mark. The group in Oxfordshire County charged with this task is a small one, six people amongst 2,000, and their status has never been formally defined. These two considerations lend weight to the idea that the Advisory's action is primarily a catalytic one--the parallel being with chemical catalysts, which are used in minute quantities to stimulate chemical change while keeping their own chemical integrity. The high degree of independence demonstrated by all members of the Advisory, and their geographical mobility multiply the effectiveness of the group in bringing about planned change. While the heirarchic structure of the group mirrors most traditional organizations, including the schools they serve, the flow of information and work, and consequent sense of worth and independence create a stable, contented, yet dynamic group. Constant, unquestioned support of the Advisory by the administration has been effective in both maintaining this high morale and gaining acceptance of the advisors by teachers. A reluctance to promulgate written

aims characterizes the Advisory and the school system as a whole. Yet a high level of consensus has been achieved as is obvious from visits to the County's schools. Such a level of consensus implies excellent communications and consistent leadership over a period of time, both of which factors will be more fully examined in the following chapter.

CHAPTER III

IMPLEMENTATION

If we wish the professional to explore systematically the processes of education and be intrigued by unsolved riddles; if we wish him to construct tentative new theories, finding connections between his old beliefs and his new ideas and then synthesizing the totality of his experience so that he becomes a better teacher; if, in a word, we wish him to grow, then it is essential that something or someone prod him into more vigorous professional pursuits.

Louis J. Rubin

The Nurture of Teacher Growth

RECRUITMENT AND SELECTION OF PERSONNEL

In the section following the opening quote to this chapter, Rubin goes on to ask

But what manner of man is this ally -- this facilitator -- and under what conditions does he function? He needs to be free from the usual school and district restrictions and to have recourse to outside resources. He needs to be extraordinarily adept at human relations. Above all, he must be a scholar of the teaching-learning encounter, know how to use his knowledge to assist the professional, and have the rare capacity to inspire others to new heights.

Where, we might ask, are such people to be found? How trained and tempered? This section looks at the background of the individual members of the Advisory, the selection process which brought them to Oxfordshire, and the sources which they themselves call upon for self-renewal.

I. RECRUITMENT AND SELECTION OF PERSONNEL

County Council of Oxfordshire
Education Department

Appointment of Advisory Teacher

The Oxfordshire Education Committee wish to appoint as Advisory Teacher, a man or woman who can give sound evidence of distinguished service in primary schools.

The role of the advisory teacher is seen as that of someone who goes into the schools to work alongside the staff, setting an example and disseminating new ideas and methods. Thus the advice offered at courses and within the schools by the Senior Advisor for Primary Schools is followed up in a practical way. The Senior Advisor leads a team of five advisory teachers each of whom works with a group of 30 - 35 schools. Over the years the advisory teacher's role has widened and deepened to the point where they are acting as counsellors and friends of the teachers in the schools. They are an effective channel of communication between the Authority and the schools, perhaps discussing and interpreting policy or in a reverse direction alerting the Authority to circumstances which warrant attention.

The advisory teachers are particularly valuable in promoting cooperation between schools. Much in-service training is undertaken through the calling together of the staffs of the advisory teacher's group of schools. In this way training is closely related to day to day experience in the classroom. Latterly the advisory teachers have extended their function to include secondary schools by acting as correspondent and guide to groups composed of a comprehensive secondary school and the partner primary schools. This is helping the spread of child centered methods into the secondary schools.

Although specialist qualifications and experience are not sought specifically, the advisory team constitutes a blend of interests and the successful candidate can expect to have opportunities to offer advice and leadership in a particular field (or perhaps with regard to a stage of primary education e.g. the infant years) both to colleagues and to schools outside his or her area. In the main, however, what the Committee looks for from its advisers is an endeavour on their part by all means at their disposal to improve the standard and quality

of work in a group of schools. They attach on the whole more importance to powers of inspiration and encouragement than to concern for curriculum.

The salary attached to the post is that of Burnham Headteacher Group IV, 2184 to 2436 per annum (\$5,500 - \$6,200). In fixing the initial salary allowance will be made for any previous service within this salary range.

The person appointed will work with schools in the area of Kidlington, Woodstock and Bicester and will be expected to live at some convenient point within this area. His or her home will then be regarded as the approved centre for the payment of travelling expenses.*

That there are people to be found who measure up to the requirements set forth in the advertisement will become evident as this chapter progresses. Advertisements for advisory positions are nationally circulated, especially in areas like the West Riding where 'Open' education has been long established. Advisors themselves are constantly alert for promising candidates for positions which become vacant. One of the frustrations they report, however, is that many such people are heads of schools and are unwilling to relinquish their Headships for an advisory role. Heads whom I interviewed on this point expressed no interest in monetary considerations but felt that the job they are doing in schools has more immediacy and relevancy for them than ministering to a much larger, more diffuse pastorate. Given the independent, influential role of advisors in the County, this attitude says much for Heads' own sense of independence and the worth of their jobs.

* mimeo 5/7/70 County Council Files, Oxford.

The wording of the foregoing advertisement was very carefully chosen, and a detailed examination of it proves illuminating:

Para 1. "A man or woman who can give sound evidence of distinguished service in primary schools.": Two of the present five Advisory Teachers, and the first Senior Advisor are women, while over 90% of the County's administrators are men. No doubt this is partly attributable to the association of women with primary and infant education, though even here there has been a tradition in England of men making careers in this field. Certainly there has never been a question of efficacy of the women on the team and perhaps the part Miss Moorehouse played in establishing the image of the Advisory has avoided this becoming a disputatious question. The requirement that applicants give "sound evidence of distinguished service in primary schools" is both more substantial and more significant. This is an expression of the belief, so readily ignored in this country, that advising is a business for mature, professional people. Such an observation appears trite when thus stated, yet how often in this country do we see "bright" young people thrust into advisory roles long before they have had the seasoning, at all levels of the profession, which will make them valuable counsellors to their peers. The advisors' vitae, below, will make clear what breadth and depth each brought to the team.

Para 2. "Someone who goes into schools to work alongside the staff, setting an example and disseminating new ideas and methods." The key words, often repeated in interviews with teachers, administrators

and advisors, are *alongside*, *example* and *dissemination*. Teachers in the County often recur to Leonard Marsh's phrase "alongside the child"²⁶ when attempting to describe an ideal mode of classroom interaction. It is no accident that the same phrase appears here and in the conversation of every advisor in discussing his or her approach to pastoral care. Though use of the phrase has become slightly self-conscious, it is a useful reminder of the relative positions of teacher and Advisory Teacher as well as an expression of a high aspiration of all who are engaged in the teaching/learning process. "Setting an example" means just that. As the next section of this chapter will show, advisors are essentially expert practitioners who are expected to "do it" daily and repeatedly in front of and alongside regular classes throughout the County. Only this way do they feel that their task of "disseminating" can be more than merely preaching. In observing advisors in the classroom, I was struck by the absence of "potted" lessons and techniques so popular with many traditional supervisors. Usually what was demonstrated was as fresh to the advisor as it was to the teacher and the sharing of impressions afterwards was, and was expected to be, of mutual benefit. The requirement that advisors act as "counsellors and friends of teachers in the schools" and at the same time be "an effective channel of communication between the (Educational) Authority and the schools" presents the advisory in what at first appears to be two

(26) Marsh, L., Alongside the Child in the Primary School; London, A and C. Black Ltd. 1970.

potentially incompatible roles. Indeed, the extent to which advisors can do both jobs well is a basic measure of their success in the job. The successful advisor is able to transcend this apparent duality, as the Director pointed out,* and through his integrity and openness make evident his devotion to the health of the school system as a whole and the long term well-being of all who teach and learn in it. Advisors meet this challenge by confronting problems directly with teachers and Heads long before the (very rare) necessity of reporting dissatisfaction to the Authority.

Para 3. "The advisory teachers are particularly valuable in promoting cooperation between schools:" a form of cooperation which is rarer than between classrooms. Here again, delicacy and sensitivity are important. When, as frequently happens, an advisor wishes to hold a meeting for a group of schools and he chooses an exemplary school or classroom in which to hold it, he must be sure that those teachers and Heads whom he invites feel sufficiently esteemed in his eyes so that the invitation will appear as an opportunity and not as a threat. Interviews with older and more traditional Heads indicate that such has not always been the case in the past, and defensiveness and further withdrawal have resulted. The Senior Advisor* has made considerable progress in alerting his team to this danger, and I was unable to discover any such current dissatisfaction.

* E.J. Dorrell, private conversation, 4/27/72

* John Coe, Senior Advisor, private conversation 4/17/72

Para 4. "Although specialist qualifications and experience are not sought specifically . . . what the committee looks for from its advisors is an endeavour on their part by all means at their disposal to improve the standard and quality of work in a group of schools. They attach on the whole more importance to powers of inspiration and encouragement than to concern for curriculum." This passage would be little more than a pious sentiment were it not for the fact that both the Director and the Senior Advisor attach so much importance to it in selection of candidates. They share the opinion that personal qualities must take precedence over all others in the selection process, and have an almost equal lack of regard for the relevancy of advanced academic degrees. The Senior Advisor was careful to point out, however, that while "personal qualities, charm and inspirational ability are high on our list, one other quality -- given the delicate, independent and often crucial nature of the job -- must come higher. That is personal integrity." Again, this may appear trite but it is not difficult to imagine what damage could be caused by an advisor who was unable to confront situations directly as they arose, thus undermining teacher confidence throughout a broad area and erecting a barrier between the Authority and its employees.

What kinds of people become advisors in Oxfordshire? What are the backgrounds of the people who are selected to fill these sensitive, influential posts and continue the tradition of excellence in the schools? A brief review of their experience prior to joining the Advisory is helpful:

Advisor A: primary school teacher and deputy Head -- 8 years; primary school Head -- 7 years; deputy Head, Secondary Modern school -- 1 year; Royal Air Force instructor (part time) -- 3 years.

Advisor B: primary school teacher -- 10 years; secondary school teacher -- 3 years; supply teacher -- 3 years; primary school head teacher -- 2 years; primary school Head -- 13 years; British Council teacher in Gambia, Africa -- 3 years.

Advisor C: primary school teacher -- 12 years; primary school head teacher -- 6 years.

Advisor D: infant school teacher and head of infant department -- 9 years; assistant Head, junior school -- 2 years.

Advisor E: primary school teacher -- 9 years; primary school Head -- 10 years; lecturer at Froebel Institute, London -- 3 years.

Advisor F: nursery school teacher -- 2 years; primary school teacher -- 16 years; primary school Head -- 5 years; nursery and playgroup coordinator -- 1 year.

Senior Advisor: primary school teacher -- 3 years; primary school Head -- 4 years; attended University -- 1 year; large primary school Head -- 8 years; Inspector of Schools in West Riding -- 4 years.*

The overwhelming impression given by this list is one of seasoning and experience. Before they began their advisory careers, each advisor had had time to demonstrate mastery of his profession at several levels. If there is another factor as noticeable as the years of experience in the field, it is that lack of University experience -- relative to our expectations in the United States. Not

* private conversations, 5/3/72, passim.

only is a University degree unusual for an English primary school teacher, it is widely considered to be irrelevant. The same lack of concern for formal academic qualifications was expressed by the Senior Advisor when discussing recruiting. Once again, he stressed personal qualities like ingenuity and integrity and stated that academic degrees had, in his experience, little direct bearing upon performance in the field.* I had the impression in this and subsequent interviews that the Senior Advisor and his team would be difficult people to "impress" with formal qualifications and a well-written vita.

The mechanics of recruiting new advisors are quite simple and reflect the rather traditional views of leadership and administration current in the County. The Senior Advisor works (sometimes with the Director on short listing applicants). Then the two men interview candidates separately, with the Senior Advisor in the position of a principal interviewing prospective staff for his school in conjunction with his superintendent. The successful candidate is recommended by the Director to the Education Committee and confirmed by them. Though he plays little direct part in the selection and appointment of school Heads in the County, the Director is actively involved in the process of choosing new advisors. Beyond the Senior Advisor's overall view of the team's needs for Infant or Junior School expertise, personal achievements and qualities are paramount. Unless a candidate has

* *ibid.*

been recommended by one of their number, members of the advisory team are not invited to play any part in the recruiting process.

II. DAILY ACTIVITIES

The duties of the Senior Advisor and those of his advisory team are sufficiently differentiated to make separate treatments worthwhile. There will inevitably be overlap, but the areas of coincidence are themselves illuminating.

Senior Advisor - an extract from the Senior Advisor's diary for the week 4/24/72 - 4/30/72 gives some impression of the kinds of duties and activities which engage his time:

- 4/24 Monday a.m. Office: wrote lecture on "Religious Education for Department of Education and Science"
p.m. Radio Oxford advisory panel for educational broadcasts
night English and Foreign visitors schedule for term
- 4/25 Tuesday a.m. Office: visiting education/problem parent/ visiting educator.
p.m. visit schools
night Interview prospective Head Teachers with school Managers.
- 4/26 Wednesday
a.m. Office
p.m. Interviews for deputy Head with Managers
night Give D.E.S. Course, "Religious Education"
- 4/27 Thursday
a.m. At D.E.S., meet with six advisors from British Commonwealth Countries.
p.m. Meet with neighboring Berkshire County Education Authority re teacher training
- 4/28 Friday Education exhibit, County Show.
- 4/29 Saturday Education exhibit, County Show.

And the outline of two months' major scheduled activities:

September Four day course, Cambridge
 Advisors' meetings
 Headship interviews
 Work week in Malta with Heads
 Weekend inservice training course environment
 Weekend inservice training course crafts

October Day conference with infant teachers
 D.E.S. meeting re inservice training
 Minibus meeting
 Lunch with City of Oxford Senior Advisor
 D.E.S. Conference
 Architects' meeting -- new school plans
 Visit school currently without a Head
 Take Froebel College course, along with whole
 Advisory on slow learners
 Meet with HMIs to organize a course
 Chair a discussion on D.E.S. in Oxford
 Take 12 County Head Teachers to Spain
 Headship interviews
 D.E.S. meeting
 Talk to Housewives Register
 D.E.S. meeting "Young Children and Sex"

This brief sample suggests that the Senior Advisor's role is a complex one involving multiple relationships with a wide variety of groups. An overview of these relationships is not only interesting in itself but gives a composite picture of the place of the Advisory in the County's education:

Director: the Senior Advisor is responsible directly to the Director of Education and is considered a member of the County's educational "cabinet". Though the Assistant Education Officers (Assistant Superintendants) have a formal status which he lacks, the Senior Advisor deals directly with the Director and his Deputy. As this account of the Senior Advisor's duties will show, a great deal of trust and responsibility are his, and only an extremely healthy relationship with

the Director would make the position tenable. Fortunately this exists, due in no small part to the Director's having taken considerable pains to select a compatible leader for the Advisory. The two consult formally and informally on a daily basis, with the majority of consultations being initiated by the Director.

Education Committee: the County's governing educational body is a Committee of the County Council. The Senior Advisor has no official access to the Committee and is forbidden to communicate with them directly under normal circumstances. He regularly attends Committee meetings, however, prepares reports for them, and is often called on for advice. He sees his task as offering advice that is more idealistic than expedient -- a luxury provided by his past as a non-administrative, "pure" educator.

A.E.O.s: the Senior Advisor frequently acts as an intermediary between school staffs and the County's Assistant Education Officers. Each of their departments, Building and Planning, Finance, Personnel, etc., is responsible for the regular administration of its field of operation throughout Oxfordshire. Delicate questions of procedure and preferment are often directed to the Senior Advisor either for his opinion or for intercession. As a member of the non-administrative staff he is seen -- and acts -- as a champion of teachers and Heads rather than a messenger from "Head Office".

H.M.I.s: relations with the Inspectorate have, in the past, been quite delicate. As both the Advisory and the Inspectorate have carved out their respective niches the situation has improved. Though the

Inspectorate has no formal responsibility to the County proper (it is an agent of the Department of Education and Science in London, and through the D.E.S., of the Crown) and its reports go via London to the Director, marked "Confidential", there is growing liaison between the groups. Schools which an Inspector has found unsatisfactory in some way now may be informally discussed with the Senior Advisor in hope that his team, with the luxury of greater time and more intimate knowledge, will be able to effect changes without official action being taken. The Senior Advisor has built a relationship with the area's Chief Inspector which includes both formal and informal meetings.

D.E.S.: though the Inspectorate is officially a branch of the Department of Education and Science, there is little intercourse between it and the remainder of the department which plans and manages the nation's education. The Senior Advisor is regularly invited to attend D.E.S. sponsored meetings of local advisors and also, as the calendar above shows, to develop programs and talks which are given under their auspices. He thus is provided with opportunities to influence the country's central educational administration in a variety of ways.

School Managers: in twenty years the first Senior Advisor never missed a School Managers' meeting at which a school Head was to be chosen. No doubt the high even quality of the County's schools is a reflection of this effort. The present Senior Advisor places equal emphasis upon this function and although he is under no obligation to attend these meetings and has no vote in them he is always present. His lack of power in these meetings is only apparent since he has responsibility for choosing from the list of applicants the three, four or five

candidates who will be interviewed and is, as the only professional educator present at most meetings, almost always called upon for an opinion. He prepares his cases well in advance, consults with his advisors and area Heads about the needs of the school in question and thoroughly researches the background of each interviewee with a view to suitability for the school and its district. (Typical comment to Managers "Yes, J. has a good reputation in Banbury (a large city) but he's not what you need as a leader here in _____ (a small village)"). It is scarcely surprising that the Senior Advisor usually has his way. If all else fails he has yet another resource, the Director's veto. Some years ago when the Managers of a village school insisted upon choosing a weak candidate because he was an excellent organist and a friend of the vicar, the Senior Advisor recommended to the Director that he veto the decision. This was done, though not without some hard feelings, and a more suitable Head was subsequently chosen. Though this was the only such case in the past five years, the implied threat of such an action further strengthens the Senior Advisor's hand. On the positive side, great pains are taken to educate Managers about their and others schools' educational aims and activities. Primary responsibility for this work falls on the Senior Advisor and he schedules workshops, courses and conferences which will help to build understanding.

Heads: at the point where advisors write recommendations about teachers seeking promotion, the Advisory departs most markedly from its stated

aims and original vision. (See below for a full discussion of this dilemma). The Senior Advisor is at present building enough knowledge to be able to write confidential reports on all the County's Heads and Deputies. While most or all are aware of this, the Senior Advisor must, if he is to foster the special relationship between himself and the school heads, retain their confidence. This is by no means an easy task, for many ambitious would-be principals are wary of sharing fears and doubts with their evaluator. The Senior Advisor meets (and avoids) this situation in two ways: one, by insisting that anyone unable to disclose their professional concerns to him will probably not be sufficiently secure to deal openly with a staff and two, by striving for a high standard of personal integrity in all his dealings which have to do with Heads and Deputies. Their personal confidence in him is, he feels, his best defence against doubts arising from his dual role.

Other Advisories: when the first Senior Advisor retired several administrators argued for replacing her with a K-12 advisor who would be in a position to aid the whole development of the County's schools. The Director decided against this and appointed a Primary and a Secondary Senior Advisor, arguing that thus a healthy tension might be developed between the two. This has proven to be the case and the two men act in many respects as proxies in the struggle which is taking place between the progressive English primary schools and the extremely conservative secondary schools. The Senior Advisor also maintains extensive contacts with Advisories and local Inspectorates in other

Local Education Authorities. Though there are relatively few areas with aims and achievements comparable to Oxfordshire's, the ties which bind them are strengthened through intervisitation and recruiting. The Senior Advisor attends regular meetings with his counterparts around the country and is regularly invited to serve as a special consultant in other L.E.S.s.

Parents: the Senior Advisor is the last recourse for parents who are dissatisfied with their children's education since the Director is virtually unavailable for such matters and the Education Committee considers parental concerns to be within the province of their executives.

(An interesting and significant difference from American attitudes!)

About a dozen parents a year are dealt with by telephone and another half dozen meet with the Senior Advisor in person. In such meetings -- almost invariably with parents who have transferred from more traditional counties -- the Senior Advisor puts his case and Oxfordshire's policies with considerable force and eloquence, secure in the knowledge that he has the full confidence and support of both his Director and the School Committee. Such forthright and unflinching defence of the schools' practices does a great deal to reassure school personnel and to give them the confidence to follow their best instincts in their dealings with children. This function of the Senior Advisor will be examined in the analysis at the end of this chapter. Beyond such defensive activities, the Senior Advisor is regularly called upon to address parent groups (he is an accomplished, inspiring public speaker) both in person and through the media. This function, which he shares with

his advisory team, is regarded as a regular part of the advisory program and one for which no end is seen. The active propagation of the views of the County's educators is, indeed, ranked second by the Senior Advisor -- after direct work in the schools -- in his list of professional priorities.

Visitors: over 1,000 educators from foreign countries visit Oxfordshire each year. The Education Committee rightly regards this as complimentary to the County and the Senior Advisor, who is charged with the responsibility for them, sees their presence as an opportunity to extend the County's educational philosophy far beyond the borders of Oxfordshire. Despite the fact that the (rapidly increasing) number of visitors threatens to disrupt the flow of work in some schools of the better known schools, every effort is made to accomodate all those who are attracted by the county's reputation. The Senior Advisor personally entertains a large proportion of the visitors and deputizes his advisors to discuss with the remainder what they have seen in the schools. Considerable pains are taken to see that visits are of significant length, and ample opportunity is provided for discussion in order that misconceptions about the schools are not widely propagated. The attitude taken towards visitors is one of genuine responsibility.

Inservice Training and Scheduling: The Senior Advisor is responsible for coordinating and scheduling the County's inservice program. Though the list is extensive and to a considerable extent repetitive, it will help the reader grasp the scope and content of this program if one semester's training schedule is reproduced here ²⁷ *

Primary In-Service Training
Autumn Term 1971

13	Sept.	4:15	Juniors and Science	Bicester St. Mary's P.	Mr. B or Mr. R.
13	Sept.	4:15	Handwriting & Presentation	Woodstock P.	Mr. C.
14	"	4:15	Pottery	Langford P.	Mr. A.
16	"	3:45	Reading	Caversham Park P.	Miss B.
16	"	4:15	Religious Ed. of Young Children	Steeple Aston P	Miss B.
16	"	7:30	Gathering of N. Qualified Teachers	School to Be Decided	Miss B.
18	"	10:00	a.m. The Use of the Environment	Residential Thamesfield	Mr. V. Miss B.
20	"	4:15	Local Studies	Henley R.C.P.	Miss B.
21	"	4:15	Pottery	Langford P.	Mr. A.
21	"	4:15	Children's Writing	Bladon P.	Mr. B.
21	"	4:15	The Use of the Environment	Henley Centre	Miss B.
22	"	4:15	Film Previews	Banbury Centre	Mr. G.
22	"	4:15	Young Children & Science	Kidmore End P.	Mr. R.
23	"	3:45	Reading	Cavenham Park P.	Miss B.
23	"	4:15	Ed. Discussion Group	Henley Centre	Miss B. & Mr. R
23	"	4:15	Film Previews	Witney Centre	Mr. G.
23	"	4:30	Movement	W. Kidlington P.	Mr. B.
24	"	4:30	Three Crafts	Sandywell Park	Mr. B.
25	"		for Children		
26	"		Residential		
28	"	4:15	The Use of the Environment	Henley Centre	Miss B.
28	"	4:15	Reading	Edith Moorehouse P. Carterton	Miss B.
28	"	4:15	The Classroom Environment	Wheatley P.	Mr. V.
28	"	4:15	Children's Writing	Kirlington P.	Mr. B.
28	"	4:15	Juniors and Science	Bicester St. Mary's P.	Mr. B & Mr. R.
28	"	4:15	Movement	Witney, Queens Dyke P.	Mr. A.
28	"	4:15	Pottery	Langford P.	Mr. A.
29	"	4:15	Film Previews	Banbury Centre	Mr. G.
29	"	4:15	Environmental Studies	Chipping Norton Jnr.	Mr. A.
29	"	4:15	Young Chdn. & Science	Woodroote P.	Mr. R.
30	"	4:15	Film Previews	Witney Centre	Mr. G.
30	"	4:15	Religious Ed. of Young Chdn.	Steeple Aston P.	Miss B.
30	"	4:30	Movement	W. Kidlington P.	Mr. B.
30	"	10:30	Day Conference: Recent Developments in the Ed. of Yng. Children	Thamesfield	Mr. C.
30	"	3:45	Reading	Caversham Park P.	Miss B.
30	"	Even.	Local Radio & the Schools	Henley Centre	Miss B. & Mr. R.

4	Oct.	4:15	Primary Maths	Henley Valley Rd. P.	Miss B.
4	Oct.	4:15	Primary Workshop	Wroxton P.	Miss B.
5	"	4:15	Reading	Edith Moorehouse P. Carterton	Miss B.
5	"	4:15	The Classroom Environment	Wheatley P.	Mr. V.
5	"	4:15	Children's Writing	Coombe P.	Mr. B.
5	"	4:15	Movement	Coombe P.	Mr. A.
5	"	4:15	Pottery	Langford P.	Mr. A.
5	"	4:15	The Use of the Environment	Henley Centre	Miss B.
6	"	4:15	Music	Wheatley P.	Mr. S.
6	"	Even.	Primary Maths	Banbury Centre	Miss B.
6	"	4:15	Environmental Studies	Chipping Norton Jnr.	Mr. A.
6	"	4:15	Young Chdn. & Science	Kidmore End P.	Mr. R.
7	"	3:45	Reading	Caversham Park P.	Mr. B.
7	"	4:30	Movement	W. Kidlington P.	Mr. B.
8	"	Even.	Surveying in the Local	Henley Centre	Miss B.
9	"		Environment non residential		
12	"	4:15	Reading	Edith Moorhouse P. Carterton	Miss B.
12	"	4:15	The Classroom Environment	Wheatley P.	Mr. V.
12	"	4:15	Children's Writing	Wootton P.	Mr. B.
12	"	4:15	Movement	Witney, Queens Dyke P.	Mr. A.
12	"	4:15	The Use of the Environment	Henley Centre	Miss B.
13	"	4:15	Music	Wheatley P.	Mr. S.
13	"	4:15	Movement	Freeland	Miss B.
13	"	Even.	Primary Maths	Banbury Centre	Miss B.
13	"	4:15	Environmental Studies	Chipping Norton Jnr.	Mr. A.
13	"	4:15	Young Chdn. & Science	Woodrote P.	Mr. R.
14	"	4:30	Movement	W. Kidlington P.	Mr. B.
14	"	4:15	Metrication in Schools	Henley Trinity P.	Miss B.
18	"	4:15	Local Studies, Visit to	Reading Activities	Miss B.
19	"	4:15	The Classroom Environment	Wheatly P.	Mr. V.
19	"	4:15	Children's Writing	Bletchingdon P.	Mr. B.
19	"	4:15	Movement	Witney, Queens Dyke P.	Mr. A.
19	"	4:15	The Use of the Environment	Henley Centre	Miss B.
20	"	4:15	Music	Wheatley P.	Mr. S.
20	"	4:30	Movement	Freeland P.	Miss B.
20	"	Even.	Primary Maths	Banbury Centre	Miss B.
1	Nov.	4:15	Handwriting.	Banbury Neithrop Jur.	Mr. C.
1	"	4:15	Primary Workshop	Wroxton	Miss B.
1	"	4:15	Primary Maths	Henley Valley Rd. P.	Miss B.
2	"	4:15	Handwriting	Banbury Neithrop Jur.	Mr. C.
2	"	4:15	Music	Woodrote P.	Mr. S.
2	"	4:15	The Classroom Environment	Wheatley P.	Mr. V.
2	"	4:15	The Use of the Environment	Henley Centre	Miss B.

3	Nov.	Even.	Primary Maths	Banbury Centre	Miss B.
3	"	4:15	Young Chdn. & Science	Kidmore End. P.	Mr. R.
3	"	4:15	Movement	Chalgrove P.	Mr. V.
4	"	4:15	Movement	Banbury Queenway P.	Miss B.
4	"	4:15	Education Discussion Group	Henley Centre	Miss B & Mr. R.
9	"	4:15	The Classroom Environment	Wheatley P.	Mr. V.
9	"	4:15	Music	Woodroke P.	Mr. S.
10	"	Even.	Primary Maths	Banbury Centre	Miss B.
10	"	4:15	Movement	Chalgrove P.	Mr. V.
10	"	4:15	Metrication in Schools	North Leigh P.	Mr. A.
10	"	4:15	Young Chdn & Science	Woodrote P.	Mr. R.
11	"	4:15	Movement	Banbury Queensway P.	Miss B.
11	"	4:15	Movement	Caversham Park P.	Miss B.
12	"	4:15	New Qaulified	Cowley Manor	Mr. S. &
13	"		Teachers		Mr. C.
14	"		Residential		
15	"	4:15	Handwriting	Banbury Neithrop Jur.	Mr. C.
15	"	4:15	Local Studies	Henley R.C. Primary	Miss B.
16	"	4:15	Handwriting	Chalgrove P.	Mr. C.
16	"	4:15	Music	Woodrote P.	Mr. S.
17	"	4:15	Music	Edith Moorhouse P.	Mr. S.
17	"	Even.	Primary Maths	Carterton	
17	"	4:15	Movement	Banbury Centre	Miss B.
17	"	4:15	Metrication in Schools	Chalgrove P.	Mr. V.
17	"	4:15	Young Chdn & Science	Hailey P.	Mr. A.
18	"	4:15	Movement	Kidmore End P.	Mr. R.
22	"	4:15	Handwriting	Caversharm Park P.	Miss B.
23	"	4:15	Handwriting	Banbury Neithrop Jur.	Mr. C.
24	"	4:15	Music	Cahlgrove P.	Mr. C.
24	"	Even.	Primary Maths	Edith Moorhouse P.	Mr. S.
24	"	4:15	Movement	Carterton	
24	"	4:15	Metrication in Schools	Banbury Centre	Miss B.
24	"	4:15	Young Chdn & Science	Chalgrove P.	Mr. V.
25	"	4:15	Movement	Ducklington P.	Mr. A.
25	"	4:15	Movement	Woodrote P.	Mr. R.
25	"	4:15	Movement	Banbury Queenway P.	Miss B.
26	"	4:30	Schools of the Future	Cavenham Park P.	Miss B.
27	"		Residential	Sandywell Park	Mr. C.
28	"				
30	"	4:15	Handwriting	Chalgrove	Mr. C.
1	Dec.	4:15	Music	Edith Moorhouse P.	Mr. S.
1	"	Even.	Primary Maths	Carterton	
1	"	4:15	Young Chdn & Science	Banbury Centre	Miss B.
2	"	4:15	Movement	Kidmore End P.	Mr. R.
				Cavenham Park P.	Miss B.

2	Dec.	4:15	Ed. Discussion Gp.	Henley Centre	Mr. R.
6	"	4:15	Primary Workshop	Wroxton P.	Miss B.
7	"	4:15	Handwriting	Chalgrove P.	Mr. C.
8	"	4:15	Young Chdn. & Science	Woodroote P.	Mr. R.
8	"	Even.	Primary Maths	Banbury Centre	Miss B.
9	"	4:15	Movement	Caversham Park	P. Miss B.
15	"	Even.	Primary Maths	Banbury Centre	Miss B.

Much of the repetition of workshops in the schedule above stems from the need to present them at different centers in the relatively large County. The repetition of Schools as centers for workshops stems partly from geographic considerations but also from a desire to "show off" excellent schools to as many teachers and administrators as possible -- a favorite play of the Advisory. Some of the workshops, too, are part of a course which may meet three or four times or, say, on the first Monday of every month throughout the term. The Senior Advisor handles the overall planning of this program, its publicizing and enrollments, particularly when workshop leaders set limits upon numbers who may attend. Beyond these brief, late afternoon meetings, the Senior Advisor also has responsibility for a broad range of more intensive workshops and "short course" whether given by his advisors or by some outside agency. These range from courses for prospective para-professionals ("helpers" in England) to three day residential courses in available motels ("Music for Retarded Children") and college dormitories to overseas visits for groups of Head Teachers. Putting aside the question of the energy and logistics required to make such a program work, it is sobering to consider what the impact of this array of inservice offerings must be upon teachers in the system -- in view of the fact that it represents only a fraction of the advisors' activities and that all of it takes

place outside school hours.

Universities and Teachers Colleges: The Authority's relationship with Oxford University is a delicate one since the University has statutory powers, dating back hundreds of years, over the instruction of teachers in the county. It offers pre-service and in-service teacher training, though no courses leading to certification. Such courses usually only coincide only accidentally with the county's needs. The Senior Advisor attends many meetings with the University in his capacity as liason officer but the divorce between academia and the classroom persists. Relationships with Teachers' Colleges are closer if only because of the colleges' need for practice teaching placements. The Senior is a member of a consultative committee charged with establishing closer bonds between the Authority and the colleges.

Schools: As may be readily deduced from the foregoing discussion of the Senior Advisor's activities, his time in schools is severely limited. School visits all too often occur as adjuncts to other functions -- visitors, workshops -- and their brevity is ensured by the number of schools in his care. As with many superintendents of schools in this country, his chief complaint is that he is unable to spend enough time in schools but he feels that his assumption of many administrative tasks frees the advisory team from the necessity of becoming office-bound.

His status and expertise also make it possible for him to call several or many people, especially Heads, from their schools to spend time with him. Through careful budgeting of time, he is able to build up a strong, if impressionistic, picture of educational activity throughout the county. Previously-mentioned excursions like the visit to Malta with twelve Heads give the Senior Advisor opportunities for intensive exposure to administrators in the Authority and are looked forward to by all concerned as opportunities for both personal and professional renewal as well as chances to further integrate the county's educational hierarchy.

The Team: the trend in this country towards shared authority in groups like the Advisory is scarcely evident in England. The pressure of traditional class distinctions is still very strong as is the 'top down' flow of authority. While there has been considerable pioneering research done by British institutions, notably the Tavistock Institute, on the effects of different managerial styles, the visitor from this country is likely to be struck more by the lack of managerial experimentation than by its presence. The Oxfordshire Advisory is run on traditional, hierarchic lines, with the Senior Advisor making decisions about such matters as staff appointments and general deployment virtually without reference to team members' wishes

and opinions. This is not to say that such wishes and opinions are brushed aside. Rather they are taken into consideration in the making of the decision but the process of reaching that decision is unilateral rather than consensual. This approach is carried over into the field of staff discipline and allows an effective, confrontational style. An ineffectual advisor is appraised of his shortcomings quickly and directly and the Senior Advisor's decision to send him to a college for a year's advanced work is final and is presented as such. The theme of a combined schools' display, under discussion by the team is decided upon by the Senior Advisor contrary to the wishes of the majority of those present; a brief explanation from him and the meeting turns to the next item on the agenda. The team is discussing the relationship which exists between primary and secondary educators in the County; lively discussion on mutual misapprehensions continues until the Senior Advisor interrupts with, "Very well, then, X and Z, you'll serve on the joint committee, won't you? And who would be a good Head to work with you?" The manner is brisk and enthusiastic and the decisiveness is taken in good part by the advisors. The Senior Advisor was trained under Sir Alec Clegg, Director of Education in the West Riding and a leader of Napoleonic bent. It is therefore scarcely surprising that his style of leadership

should be as it is. Nonetheless, one cannot help noticing the contrast between the leadership style which advisors must use in the field and that which is exercised by their superior. To my eyes, one of the costs of this approach is a considerable degree of passivity among the advisors at team meetings. Certainly there must be some price to pay for the efficiency of an autocracy and a further aspect of this will be examined in the following section.

The Senior Advisor, while he has cut back on the informal team meetings as held by his predecessor in various country pubs, has striven to strengthen interpersonal relationships in other ways. The entire team attended a Froebel Institute course in London in the winter of 1971, a deliberate move to get them all away from the County and into the roles of learners. Despite this and similar activities, the Senior Advisor feels that the team does not have enough reflective time and is in danger of creating an educational idiom which could become a packaged idiosyncrasy. However, the advisors' lack of administrative responsibility, which he insists upon preserving, he believes to be conducive to reflection. Though all advisors attend any course given by one of their number, the Senior Advisor admits to having little success in encouraging them to work together in pairs for a day.

He sees this self-imposed isolation as harmful, and attempts to subvert the tendency by assigning them County-wide responsibilities beyond their own areas: two advisors may be assigned to a task force on the needs of Service children, two as liason with secondary school educators, and others will be put to work on short-term, *ad hoc* tasks. Nevertheless, he regards area responsibility as vital -- to the extent that all teachers and Heads in the advisor's area know the advisor's telephone number and know that they can call him late at night. The Senior Advisor himself often chooses not to telephone team members in school time so as to reinforce the non-administrative nature of the Advisory.

The Advisors - the advisors' daily activities lend themselves well to direct reporting by quotation. This method is used throughout the section to give not only an accurate impression of the kinds of negotiations in which they engage, but to convey a *sense* of how they accomplish their goals.

Location and Work Load: the five current advisors are fairly evenly spread throughout Oxfordshire county. Their homes/offices are located in Minster Lovell, Kirtlington, Headington, Caversham Heights and, in the south, Henley-on-Thames (see map, Appendix A). It is expected of new advisors that they will choose a geographic

location in keeping with the needs of their pastorate because of the personal nature of the job and its irregular hours. The number of schools within an advisor's pastorate varies according to distances between schools, school size, self-sufficiency of schools, advisor's years of experience and personal capability. Advisor A (he and the remainder of the team will henceforth be referred to consistently by an identifying letter) has 49 schools in his district; B has 32; C, 36; D, 28; and E has 37. Though there are other factors operating, it is significant that A is the most senior member of the team and D its newest recruit. There is no requirement for strict regularity or rotation of advisory visits to schools. Some schools with long established, cohesive staffs and strong, creative Heads may only be visited when the districts advisor chooses to hold a course or workshop there. Others, especially those newly established or with new Heads, may receive weekly visits for an extended period of time. Visits may vary from a full day to a five minute stop to announce the acquisition of a new minibus. The Oxfordshire Advisory is probably unique amongst English advisories in that the advisors spend -- by their own and others' estimate - 95% of their daylight working hours in schools. At least one other county advisory admits to spending 70% of their time on administrative work in offices. Typically, Oxfordshire advisors do their "paper work" before

school hours, in-service workshops and courses in the afternoons after school and attend school board (Managers) meetings an average of once each week in the evenings. The devotion required to maintain such a schedule is a strong indication of the kind of people occupying advisory posts.

Probationary Teachers: non-tenured teachers in England must serve a term of probation before becoming eligible for permanent status. The probationary status may be extended at the discretion of the Director of Education. Probationers in Oxfordshire are fortunate in coming under direct responsibility not only of their building principals and department heads, if any, but of the County's advisors. During the first week of the school year probationers are invited to meet with their advisor. Thereafter, they can expect to be visited more or less frequently according to their ability and the resources available to them within their building. All advisory visits are of a practical nature, passive "observation" and "supervision" being almost unknown in the county, but careful note is made of the quality of the probationer's work throughout the visit and detailed counselling is given at the conclusion of the classroom visit. Generally, advisors expressed uneasiness about their effectiveness with probationers more than about any

other aspect of their work. This feeling may stem from the fact that it is the advisors who must pass the (usually crucial) final opinion on the effectiveness of untenured teachers -- against which there is virtually no recourse -- and such make-or-break responsibility leads to misgivings when time is a critically limiting factor. In doubtful cases, after discussing matters with the building principal, the advisor will notify the Chief Advisor and/or ask a fellow advisor to work with the probationer (e.g., an advisor expert in infant teaching, if this is the teacher's field) and, finally, call in an H.M.I. The pains taken in such cases, and the panoply of powerful, senior people called upon to help form a nice balance to the absolute power of the advisor to order dismissal.

Curriculum Development: it would seem odd if such a seemingly central educational concern were to go unremarked in a study such as this, yet there is considerable justification for omitting it altogether from these pages. Curriculum development as we know it is not a function of the advisory, largely because of the philosophy of education to which they are committed. This philosophy was brought out during an advisors' meeting to discuss courses and workshops for the coming school term. A decision was made to bring in a dynamic, forceful HMI to do a workshop in

one part of the county because, as the advisor for the area said, "they need an intellectual 'bomb' to get them thinking about what they're doing. They really don't understand what 'learning through experience' is about: they still decide on what the experience will be that the children will learn from, rather than using the children's experiences." While broad goals are firmly agreed upon (a love of reading, for example) and techniques are being constantly refined, advisors stress that the most meaningful learning comes when an alert teacher intervenes strategically and honestly in a child's experience, helping him move towards new insights -- but always with the realization that the direction of the movement and the insights gained may not and need not conform to the teacher's original expectations. For these reasons the Advisory has consistently opposed any moves by the D.E.S. which might result in anything resembling a 'national' curriculum, and "curriculum development" as such is not one of the team's priorities.

Inservice Training: Below is a typical term's inservice offerings by the advisors:

THE PRIMARY AND MIDDLE YEARS

In-Service Work - Spring Term 1972

LANGUAGE

Primary School Children and Their Reading Advisors B and C	Bicester Lower School 4.15 p.m.	January 12, 19, 26 February 2, 9, 23 March 1, 8
Current Reading Schemes Advisor A	Teachers' Centre Witney	Exhibition Week January 24-28 Meeting 4.30-6 p.m. January 26
Children's Books Advisor A	Teachers' Centre Witney	Exhibition Weeks Begin February 14 End February 25 Meeting 4.30-6 p.m. February 23
Children Writing Advisor B	N. Kidlington Primary School 4.15 p.m.	February 24 March 2, 9, 16
Primary Book Exhibition Advisor D and a Head	Teachers' Centre Henley	February 28 - March 8 9 a.m. - 5 p.m. From 7 p.m. on March 3
Breakthrough to Literacy Materials Head	Teachers' Centre Witney 4.30 - 6 p.m.	March 9
Handwriting Senior Advisor	Chalgrove Primary School 4.30 - 6 p.m.	March 9, 10, 17, 24

* * *

MATHEMATICS

Maths Group Advisor D	Valley Road Primary School, Henley 4.15 p.m.	First Monday of each month
Towards Logical Thinking Two Heads	Teachers' Centre, Henley 4.15 - 6.15 p.m.	9 sessions, commencing January 20 (omitting March 2)
Mathematics Advisor C	Teachers' Centre, Banbury 4.15 p.m.	January 26 February 16 <u>or</u> March 1 March 22
The Use of Apparatus in Mathematics Advisor E	Primary Schools: Chinnor Berinsfield Watlington 4.15 p.m. * * *	February 23 March 8 March 15
Art in the Comprehensive School (Contributory primary school headteachers visit to Art Dept. for discussions with staff) Advisor A	Burford Grammar School 4.15 - 6 p.m.	January 25
Craft Advisor A and visitor	Carterton Junior Comprehensive 10.30 a.m.	Preliminary visit by contributory primary school headteachers January 26 Meetings for assistant teachers will follow

* * *

MUSIC

Music Head	Deddington Primary School 4.15 p.m.	March 1, 8, 15
---------------	---	----------------

* * *

SCIENCE

Ecological and Animal Teachers' Centre March 22
Behaviour work at Henley
Marlborough School 4.30 p.m.
Head

* * *

FIRST AID

First Aid in Schools Goring Primary Date to be arranged
Advisor D, Dr. Ward Gardner School

* * *

GATHERINGS OF NEWLY QUALIFIED TEACHERS

Newly Qualified Teachers Various Schools Tuesdays in
East Oxfordshire By invitation February and March
Advisor E only

Newly Qualified Teachers - By invitation only February and March
Seminars Central Oxfordshire
Advisor B

* * *

GENERAL

B.B.C. Materials in Schools Teachers' Centre January 12 (two
Advisor A, Head Witney films for primary
schools) 4.15 p.m.
Date to be arranged
(films for secondary
schools)

Group Meeting: Film "Children Chalgrove Primary January 13
Are People" School
Advisor E 4.30 p.m.

Introduction to the Centre Teachers' Centre January 13
Teachers' Center Director Henley
and Advisor D 4.30 - 7 p.m.

Middle Years of Schooling Teachers' Centre January 17
Discussions Henley
Teachers' Center Director 4.15 p.m.

Middle Years of Schooling Discussions Senior Advisor, Advisor A, Head	Teachers' Centre Witney 4.15 p.m.	January 19 February 2, 22
Use of TriWall for Room Dividers Senior Advisor	Hailey Road Primary School, Witney All day	January 21
Primary Workshop Advisor C	Wroxton Primary School 4.15 p.m.	February 7
Children Who Learn Slowly Senior Advisor and panel	Teachers' Centre Witney 4.30 - 6 p.m.	February 17, 23 March 1, 8, 15, 22
Infants Advisor C	Neithrop Infants School 4.30 p.m.	February 21, 28
Middle Years of Schooling Discussions J. Coe and P. Baker	Teachers' Centre Banbury	February 2, 9, 16, 23, 28 March 1, 6, 8, 13, 15

* * *

COURSES FOR HELPERS

Helpers Course Advisor D	Henley Tech. Craft Centre 1.45-3.45 p.m.	Ten consecutive Mondays from January 10 (omitting half-term)
Helpers' Meetings Advisor A	Teachers' Centre Witney 1.30-3.30 p.m. 7.30 p.m.	Ten consecutive Thursdays from January 13 January 13, 20

* * *

RESIDENTIAL COURSES

Music Specialist	Cowley Manor	January 21 - 23
Children Who Learn Slowly Senior Advisor	Oxford Motel	March 3 - 5
Music for Retarded Children Specialist	St. John's College	March 24 - 26

* * *

These are typical short courses and will be supplemented by numerous after-school workshops lasting for one or perhaps two sessions. Many of these short workshops are advertised and planned as shown in the preceding section, while as many again are held on an *ad hoc* basis. Sometimes these afternoon workshops are limited to the staff of the school in which they are being held. More frequently the staffs of schools in the advisor's pastorate will be invited. There is a strong feeling among the advisors that the time they spend after school produces a two-fold result in the teachers. The first and most obvious is the imparting of new knowledge and skills, whether in music or penmanship. This is the explicit aim of each workshop and advisors take pains to plan their offerings for maximum impact. The other, implicit benefit of the workshops lies in the attitude advisors are able to create towards after-school activity. If they are willing to devote time and energy to "after hours" work,

and are seen to do so, teachers are likely to follow this example, it is felt, and devote their own time generously to improving the instructional program. That the county's teachers do, in fact, spend long hours in preparing materials and classroom environments is an indisputable fact.

Workshops and courses are only beginning points of the advisor's intervention. A careful note is made of all workshop participants and follow-up visits at school are scheduled for the following week or as soon as possible. Such visits are prefaced by a telephone call to the teacher asking whether she is planning to use any of the workshop ideas in her classroom soon and if so, when could the advisor join in the activity? Advisors admit that while such follow-up activity could be construed as pressure on the teacher, their offers of assistance are warmly welcomed in all but a few cases. Many teachers admit that their workshop experiences might remain as nothing more than "good ideas" were it not for the follow-up visits. It is interesting to note that when schedules are being drawn up for courses and workshops to be given by experts from outside the county, competition among the advisors themselves for places in the courses is very keen. That advisors still regard themselves as learners is a healthy sign.

H.M.I.s: advisors' attitudes to HMI's are ambivalent. While the overwhelming sentiment is one of respect and admiration for the men who carry on the Matthew Arnold tradition, there is also a sense of rivalry and a keen sense of relative status. Although it remained no more than an implication during interviews, advisors obviously felt that their close, day-to-day involvement in schools, their intimate knowledge of staffs and even children, and their repertoire of classroom techniques is, in the long run, of greater value to teachers than the more abstract expertise of the H.M.I.s. There is a feeling, too, that the advisor's prestige and status does not yet reflect his value to the educational community to the extent that the H.M.I.'s does. Good relationships between the Advisory and the Inspectorate in the county (by no means typical elsewhere in England) allow advisors to call upon great artists, poets and mathematicians from the ranks of the Inspectorate whenever circumstances demand such expertise.

Managers: just as the Senior Advisor attends every school managers' (school committee) meeting at which a principal is to be appointed, so do the advisors attend all meetings at which new staff is appointed or promotions recommended. Neither the principal nor the advisor has a vote. They are merely asked for their opinions. Considerable effort is made to educate managers at such meetings

and advisors familiarize themselves with each manager's background and attitudes so as to be able to deal more effectively with him. Advisors regularly invite managers in their district to attend educational meetings, take in-service courses with teachers and visit exemplary schools. Though advisors have behind them, ultimately, the Director's power of veto over managers' decisions, every effort is made to "bring the managers along" into the mainstream of the county's educational thinking.

Staffing: without doubt the most sensitive, dangerous and rewarding functions which the advisors have to perform have to do with staffing. The danger, discussed in the preceding section, lies in the conflict between the supposedly non-supervisory role of the advisor and his actual role as an evaluator of staff who must make regular recommendations on promotions. Advisors in the county vary in their attitudes to this dilemma. One rather naively states that she "wouldn't want anyone in my district to know I have a hand in promotions" (this while we were visiting a school so that she could observe a young man who had applied for promotion). Other advisors vary in their degree of unease on this question but all regard the preparation and submission of confidential reports on teachers as being of vital importance. The role of the advisor is still evolving and this is one of the questions which all agree is in need of greater clarification.

Perhaps because the exercise of power is exhilarating for most people, advisors seem to derive keen enjoyment and satisfaction from this aspect of their jobs. A dialogue may help to capture the flavor of these negotiations:

Visit I

[en route to a large school] Advisor B: "the role I play in a big school is different from in a small one. The big school Head with his deputies and secretary can do his own advising -- but he feels lonely. The small school teaching Head needs another pair of hands and, because he's kept in the school so much, needs connection with other teachers and ideas."

[at the school, where the Head is considering applications for a deputy's job]

A(dvisor): H, do you already have someone in mind, or is the field wide open?

H(ead): Well, I do like this lad in Kidlington whom his Head says is a good teacher, but apart from that, its pretty open.

A: Yes, he's a cracker-jack teacher, alright. There's no doubt about his teaching ability; he'd give your staff a wonderful lead and his thinking's in line with yours. My order of preference, which I encourage you to disagree with, is X, Y and then Z.

H: Well, I go along with that just so far. As far a X! Ha! ha! Do you know this woman? (passes application form over).

A: *I've seen her two or three times. She's not what you want, H. She may set things alight in Dorset but she wouldn't set much alight here. You know my reservations about X? That he's sometimes untactful with his colleagues?*

H: *Tell me what he does. Is he intolerant?*

A: *No. Basically he's a shy young man. He sometimes appears aloof. And therefore sometimes a bit abrupt. I think what he needs is the kind of responsibility you're offering.*

Visit II

Advisor D visits a medium-size school whose Head has just been appointed to one of the largest schools in the county. He is in the process of choosing his new deputies. Some good-natured banter ensues about a candidate the Head likes but whom the advisor would like to see take a Headship. The Head decides to go ahead and offer her the job despite what she may want to do in the future. Frank discussion about the woman follows, advisor and Head seeing eye to eye about her strengths and weaknesses. The Head's present deputy, a man, has also applied for the new post, but the Head prefers the woman: a potentially embarrassing situation. There ensued a very sensitive discussion about whether to short-list this man and what it would imply for his self-confidence. The discussion, which lasted 45 minutes, was a nice example of a head using an advisor as a sounding board -- a sounding board seasoned by ten years' experience as Head of a large school. The advisor's comment following the discussion: "The Head is a facilitator and needs to

lean on someone driving and creative. That's why he wants that woman as deputy; she complements him nicely. It's a pity, though, that he shied away from taking on someone younger and training them up from being a master teacher."

One of the strongest contributions advisors can make to the process of selection and promotion stems from their mobility. They are able to travel, observe and discuss potential and likely candidates, to distill their knowledge with the help of their many years of relevant experience and to present what they have learned to Heads and managers in such a way as will have the most impact and do most to further the needs of education in the county. It is scarcely surprising that most advisors find this pivotal role so satisfying. After the appointment has been made, whether or not it is to the advisor's liking, the second phase of the process of promotion begins. The new appointee's needs and his risk of spectacular failure are greatest during the initial months of his tenure and it is then that his advisor will strive to see him most frequently. Young Heads interviewed frequently referred to their advisor in such terms as "a comfort", "a tower of strength", and admitted that their newly-won positions of authority had done much to convince them of the value of the Advisory. Whether their questions concerned fire laws, field trips or administrative philosophy, all expressed gratitude for the soundness of the

advice and promptness of attention they received. Such panegyrics are not so unanimous amongst senior Heads, as will be seen in Chapter 4.

Administrative Duties: while the great majority of the advisor's time is spent in interpersonal, directly educational pursuits, there is still a residue of tasks which can be termed 'administrative' and which contribute primarily to the smooth functioning of the school system as a whole. The Assistant Education Officer for Buildings and Equipment will, for example, occasionally question orders for equipment and the district advisor will be asked to examine the situation. A small school Head may feel that larger neighboring schools are unduly pre-empting use of the local mini-bus and will ask the advisor to review the situation. Or a part-time teacher with many years of service may be summarily dismissed because her position has been reclassified as full time and she will first turn to the advisor for relief. Such duties, though they often involve delicate negotiations, are of a more perfunctory nature than the strictly educational ones and, both because of their relative infrequency (the Senior Advisor hearing most of the burden of such work) and their 'closed ended' nature do not constitute a significant proportion of the advisor's time.

Parents and Community: because the advisor is seen as an 'expert' and someone above the strictly local concerns of each individual school, he can be highly effective in dealing with parents and the general community. Such work, though it represents a further drain on the advisor's after hours time is seen by the team as an integral and important part of their work. One of the main ways advisors seek to influence community attitudes is through their work with school helpers (para-professionals). Helpers are paid on little more than a token basis and widely used throughout the county. Advisors run after-school courses for these people and consider their relationship with the school a useful channel for dealing with parents who don't come to PTA meetings and who, in England as much as in the USA, are the most missed. Visits to children's homes in the company of the Head are also part of the advisor's community duties, especially where the cause for the visit may transcend purely local concerns. Parents with questions and complaints about the county's general approach to education -- usually those who have just arrived in Oxfordshire -- are referred to the district advisor if the Head is unable to provide satisfaction.

Salary and Status: Oxfordshire Heads are aware that advisors are often paid less than those to whom they give advice (the deputy's

post discussed above carries a salary higher than that of the advisor whose judgement on it was sought). Those advisors who have been Heads are little troubled by this anomaly in their dealings with Heads in their area, though all feel that the situation *is* anomalous and hope to see it changed in the near future. The status of the advisors remains indeterminate and this seems to bother them less than it does their leader. Most feel that, while the status of "Officers of the Department" would be personally gratifying, it would interfere with their close, personal relationship with teachers. They feel, too, that such a status change could have long-term deleterious effects upon their own work by discouraging, subtly, the need to prove and re-prove themselves to teachers by demonstrations in the classroom. As stated above, the role of the advisor is still evolving. This is another area in which clear definition has yet to be achieved.

Self-Renewal: the Senior Advisor, above, expressed concern over the lack of reflective time for his team, and individual advisors (see 'Evaluation') demonstrated a concern over the isolation which they feel from each other. Yet there are few evident signs of stagnation in the Advisory to date. Informal channels of self-renewal are perhaps more plentiful for advisors in the county than anywhere else in the country except London. Advisors are able to

participate as learners in the rich program of workshops and courses given by consultants invited by the Senior Advisor, the plenitude of highly qualified foreign visitors provide constant stimuli for personal re-evaluation, and the Senior Advisor's encouragement of advisors' working in foreign countries all contribute to an enviably stimulating intellectual atmosphere. Advisor C, a senior member of the team with twenty-six years of experience, agreed that all these factors make for constant re-creation but she added, "The most real and lasting self-renewal comes through working with children, something which I am privileged to do every day."

III TEACHERS' CENTERS

Though Oxfordshire's commitment to Teachers' Centers is among the lowest of the 'progressive' counties, a separate section is here devoted to the question because of the recent and growing interest in the Centers both in England and in this country ²⁷. Oxfordshire has three Teachers' Centers, in Witney (central), Banbury (north) and Henley (south). They are located in a disused police building, a disused city office and a disused school building, respectively. The relationship between the Advisor and the Centers is still, two years after their establishment, uncertain. Though the Senior Advisor certainly outranks the Wardens of the Centers -- as do the

(27) Stephen K. Bailey, "Teachers' Centers: A British First"
Phi Delta Kappan, Nov. 1971, pp.146-149.

advisors -- their relative places in the system's picking order is unclear. And while the Wardens are in no position to impose their individual or collective wills on any member of the Advisory, neither do the Wardens fall clearly under the advisors' authority. Such uncertainty can be productive, as was shown earlier, and there are signs of a developing symbiosis. At present, as far as primary schools are concerned, however, the Teachers' Centers appear to be little more than echoes of the advisors' work -- with the only significant difference being that they have the doubtful benefit of their own facilities for offices, meetings, and workshops. The stimulus for the establishment of the Centers came not from the teachers themselves so much (as it has in other Authorities) but from the offices of the Director and his Special Assistant who wished, as the latter put it, "to keep the Centers very much under our wing, to know what's going on -- and influence it."

Interview With a Warden: the official designation of Wardens in Oxfordshire is 'Curriculum Development Leaders', giving them a foot in both advisory and Teachers' Centers' camps. The Warden, Mr. J., is high-school trained and serves both primary and secondary clienteles. Oxfordshire appointed Wardens who were formerly High School department heads, from outside the county, and they are under direct control of the central administration. No-one from the primary side had any say in the appointment of the Wardens

and this probably led, says Mr. J., to initial suspicion on the part of the primary people. A suspicion which has by no means disappeared. Wardens report to the Director's Special Assistant, a former Curriculum Developer, who has little contact with primary people. In other counties, Teachers' Centers have steering committees. Alas, says Mr. J., these often turn out to be Union -- or Headmaster -- controlled and the Warden becomes their clerk. The Oxfordshire Director has stated that he will not permit steering committees but has made compensation to teacher sentiments by appointing and paying Wardens at a level which teachers could not hope to equal independently. Mr. J. is happy with this arrangement; otherwise, he fears, primary vs. secondary, Heads vs. Union rivalries would emasculate him. As it is, he is able to call meetings and hold courses in schools if he chooses without over concern for rival sensibilities.

While the bulk of Mr. J.'s work has been with secondary schools (which are traditionally wary of advisors) he has organized courses for primary teachers. These are in response to initiatives from three sources -- the Senior Advisor, the district advisor and local teachers. Such courses as are run at the Center are generally those in need of facilities for a permanent display during the course, or for, say adult carpentry facilities. They have been given the blessing of the Senior Advisor and have been generally accounted very successful.

The local district advisor has begun to make the Center his informal base of operations, an eventuality which Mr. J. says makes him feel both relieved and pleased, for early relations between Wardens and the Advisory were quite strained. The district advisor usually comes into the Center two or three times each week to chat and keep in touch, and the relationship has now been carried one stage further: twice each term all three Wardens meet informally with their local advisors, independently of the Senior Advisor, to socialize and discuss common concerns. The genesis of the Centers is secondary concerns and the bulk of the Wardens' time is spent on these. Schools helped by the Centers financially, secretarially or through curriculum development must in turn feed back their results to the Wardens so that curriculum thus developed can be fed into the County's cooperative retrieval system. The Primary Advisory objected to the idea of such a curriculum bank as being too directive and thus there is none for primary schools. But one Warden has begun to put together some concrete science materials (much like those from the Boston Museum of Science) for loan to schools, while the other Centers are developing similar materials in Math and Social Studies.

The amount of friction which still exists between the recently-established Teachers' Centers and the much older Advisory appears to be tolerable and even potentially healthy. There are some obvious

advantages to advisors having access to permanent facilities within their own areas and administered by people whose aims and ideals are similar if not identical. Whether the opportunities will be fully utilized will be seen as both the Advisory and the Teachers' Centers continue to evolve and grow.

EXTERNAL RELATIONSHIPS

The Advisory looks upon its external relationships as both a service to others and a means of self-renewal for itself, as mentioned above. The thousands of visitors who come to see the county's primary schools each year are the most obvious and plentiful of the advisors' outside contacts. While the majority of these people may do little to stimulate the advisors' thinking, a significant few -- often people from outside the field of education -- raise questions which, as one advisor admitted, "keep us busy for weeks". Visitors are thus regarded with a mixture of dutiful reluctance and expectation and while schools have begun to object to the disruption caused by their numbers, the advisors strive to make their visits worthwhile and meaningful to both parties.

Neighboring and 'related' counties form another set of relationships which benefit and are benefited by the Advisory. Nearby Hartfordshire, whose educational philosophy is close to Oxfordshire's maintains close contact through intervisitation. The West Riding has a

relationship which is almost avuncular, since both the Director and the Senior Advisor received their early experience in that remarkable school system. Formal and informal meetings and exchanges of personnel continue to strengthen the bond.

Courses at Colleges of Education and Universities are a primary form of self-renewal for all advisors. Several advisors are graduates of London's distinguished Froebel College and team members frequently attend courses there. The Advisory regularly supplies staff, on a one-year basis, to Goldsmiths' College, London, in order to provide individual advisors with time for reflection and growth in a rigorous intellectual atmosphere. The county's prestige in English education is sufficient to make acceptance of advisors for such positions almost automatic. Advisors express considerable enthusiasm and gratitude for the opportunity to be able to take time out for thought and for experiencing themselves in new roles.

The Advisory maintains close contact with several overseas countries through intervisitation, the relationships with Africa and the United States being particularly intimate. Oxfordshire 'adopted' the African nation of Gambia shortly after it ceased to be a British colony and the Advisory has invested considerable time and energy in the country ever since. Present and former members of

the Advisory have spent a total of sixteen school years in Gambia, and teams of the county's Heads visit the country for six weeks every year. Gambian educators make extensive visits to Oxfordshire and receive training in all aspects of educational work from Science teaching to administration. With the growth of American interest in English elementary schools, the Advisory has been called upon to share its expertise here, too. In recent summers the entire team has scattered across the American continent to direct workshops and consult with school systems. The rewards offered to advisors by both countries are in the form of radically new perspectives and opportunities to test the universality of some often unconscious assumptions about the process of learning.

ANALYSIS

Louis J. Rubin's examination of the role of the educational facilitator²⁸ provides a cogent and convenient framework within which to examine the practical, day-to-day activities of the Advisory. Describing the situation as it exists in this country today, Rubin warns:

In sum, the present scene is characterized by a dangerous tendency to change haphazardly, with little regard for the understanding and sophistication of the practitioners who must sustain the change and by a tendency to disregard the teacher's right and obligation to be captain of his professional soul. We have become preoccupied with the achievement of visible differences without adequate concern for the

internal restructuring within the system -- and within the individual teacher -- on which such overhaul depends. We need a method and a program that will ensure rational change, that will generate a professional growth in the teacher as a necessary precondition to better schools, and that will make possible the utilization of ongoing research in a sensible manner.

A more cogent statement of the antithesis of the Advisory's aims would be difficult to find. In the analytic scheme employed below, Rubin lists a number of operational factors which he sees as contributory to an amelioration of this state of affairs. On a broader scale, Bennis, Benne and Chin have derived, from systems analysis of planned change, a schematic outline which is of value here: 29

The necessary elements in implementation:

- (a) The *client system* should have as much understanding of the change and its consequences, as much influence in developing and controlling the fate of the change, and as much trust in the initiator of the change as possible.
- (b) The *change effort* should be perceived as being as self-motivated and voluntary as possible. This can be effected through the legitimization and reinforcement of the change by the top management group and by the significant reference groups adjacent to the client system. It is also made possible by providing the utmost in true volition.
- (c) The *change program* must include emotional and value as well as cognitive (informational) elements for successful implementation. It is doubtful that relying solely on rational persuasion (expert power) is sufficient. Most organizations possess the knowledge to cure their ills; the rub is utilization.

(29) Warren G. Bennis, Kenneth D. Benn, and Robert Chin, The Planning of Change, Second Edition; New York: Holt, Rinehart & Winston, 1969) p.77.

- (d) The *change agent* can be crucial in reducing the resistance to change. As long as the change agent acts congruently with the principles of the program and as long as the client has a chance to test competence and motives (his own and the change agent's) the agent should be able to provide the psychological support so necessary during the risky phases of change. *As I have stressed again and again, the quality of the client-agent relationship is pivotal to the success of the change program.*

Rubin translates these dicta into educational terms by analyzing the role of the "facilitator" thus:

The facilitator will serve as a support person. The essence of his task is to assist teachers to exploit their own potential in self-determined and self-directed programs of growth.

He then lists a number of attributes, qualities and privileges which a facilitator must possess in order to function effectively:

Three major dimensions to the facilitator's role

- (i) creator
- (ii) sustainer
- (iii) mediator

And his assets

- (iv) time
- (v) means
- (vi) power

He becomes

- (vii) guiding spirit
- (viii) affectionate taskmaster

To cope with his responsibilities he will need

- (ix) high native capacity
- (x) to be well trained
- (xi) unusual sensitivity to other people
- (xii) intimate contact with a wide variety of technical resources
- (xiii) to be able to empathize so that he can adopt the problem of someone else as his own
- (xiv) a high degree of openness
- (xv) ability to reckon with diversity
- (xvi) tolerance for frustration
- (xvii) mastery of the teaching craft
- (xviii) coaching genius which produces great performances

The requirements for the facilitators working conditions are similarly imposing. It is essential that

- (xix) he be a free agent
- (xx) he have the tolerance and respect of school officials
- (xxi) he have the privilege to move about freely
- (xxii) he have the privilege of working with teachers on his own terms
- (xxiii) he have the ability to inspire trust
- (xxiv) he have high persuasive powers
- (xxv) he be accountable only to the organization which sponsors him
- (xxvi) he be devoid of direct authority
- (xxvii) his energies be devoted exclusively to teacher growth
- (xxviii) he be admired and respected, but not feared
- (xxix) his relationships with teachers and administrators be private so that he is not an apparatus for either
- (xxx) he be a continuous student of the resources for his task

Rubin then goes on to propose the establishment of a team of facilitators, which he calls a "consortium", to work in the manner outlined. Significantly, he says, "because there are no prototypes of the consortium, it is difficult to describe with any precision its operational methods." That the Advisory might serve as a 'prototype' becomes obvious when we examine it against Rubin's criteria, in the framework provided by Bennis, Benne, and Chin:

The Client System: understanding, influence and trust are the factors called for in the teacher clientele. That this milieu for the advisory has been successfully created and maintained is perhaps already evident from the foregoing chapters. Chapter 4 will present more direct evidence in support of this contention. One does not have to be adept at systems analysis to realize that

while this favorable climate is a *sine qua non* for the success of the Advisory, so too are the other three elements vital to systemic health.

The Change Effort: "as voluntary as possible ... through the legitimization and reinforcement of the change by the top management group and by the significant reference groups adjacent to the client system." The wholehearted support and indeed leadership of the Advisory by the top echelons of the county's educational administration is everywhere evident in this account. The initiative for its establishment came from the Director and his endorsement of its work is consistent, clear and wholehearted. The Advisory is itself a "significant reference group adjacent to the client system" whose major task is change reinforcement.

The Change Program: "rational persuasion" and "expert power" play little part in the county's change program as is evidenced by the practical, almost non-verbal *modus operandi* of the advisors. The emotional and cognitive elements of advisory work are already obvious and will become more so in the concluding chapter.

The Change Agent: congruence, competence and the quality of the client-agent relationship are, according to the authors, pivotal to the success of the change program. Let us glance at some of the qualities of a change agent enumerated by Rubin and relate

them to the modes of implementation described in this chapter:

Rubin specified (ix) high native capacity, and both the Director and Senior Advisor refer specifically and repeatedly to the "type of person" as being far more important than any formal qualifications. The personalities and demeanor of all advisors embody this criterion, as they do (xi) unusual sensitivity to other people. The dignity and reserve of the individual advisors is well matched by their intellectual penetration and ability to empathize, (xiii), with their clients' situations. That criterion (x), to be well trained, is evidenced by the advisors' vitae above, and by their on-going participation as learners in a broad range of in-service work. The personal resumes also reveal (xvii), mastery of the teaching craft, so important if non-coercive leadership is to be successful; the allied skill of coaching, (xviii), while it cannot be automatically derived from its predecessor, is strongly evident in all current advisors. Teachers reactions, examined in Chapter 4, make this obvious. Openness, (xv), and its counterparts, tolerance for frustration, (xvi), and for diversity (xv) are perhaps better evidenced by action than by words. The patience of advisors in dealing with teachers and the long time scale against which they measure change are a significant measure of the degree to which advisors are willing to forego impatient, judgemental behavior and encourage their diverse clientele to develop their equally diverse styles.

Rubin's requirements for the facilitator's working conditions are met with considerable ease. That the advisor is a free agent, (xix), has been, until recently, unquestioned. The new Senior Advisor's efforts to have advisors schedule their movements in advance has been stoutly resisted -- perhaps because of the implied lack of trust. That advisors can and do resist such infringements upon their freedom is perhaps the most significant and hopeful sign of a healthy organization. The Advisory has, almost since its inception, had (xx) the tolerance and respect of school officials, evident from virtually everything that has been said so far. The training and background have helped to ensure this as much as (xxiii), the ability to inspire trust. It is only with (xxvi), the requirement that he be devoid of direct authority, that an incongruity begins to appear between Rubin's demands and the functions of the advisors. While Leicestershire County takes considerable pains to publicize their advisors' lack of authority, and the West Riding is clear about their contrary position, Oxfordshire has continually avoided dealing directly with the question. Certainly there is a fine line between influence and authority and there is little point in hair-splitting definition. But it is equally certain that advisor's written, confidential reports on candidates for promotion must be taken as exercises of authority, especially when their opinions -- however tempered by years of experience and proven insight -- are

often the only ones which are thoroughly researched and fully written out. In the unlikely circumstance that a disgruntled teacher were to expose this practice, a severe blow would be dealt to the effectiveness of the Advisory. While it is difficult to see an alternative which possesses the "best of both worlds" quality of the present arrangement, it seems advisable, in these days of growing teacher militancy, that the issue be more thoroughly thought through.

SUMMARY

Like any human organization, the Advisory is a complex system. Despite its small size, it maintains multiple organizational interfaces and pursues a variety of ends simultaneously. The critical process of personnel recruitment reveals the breadth and depth which are demanded of every advisor and his daily activities reveal why such personal qualifications are necessary. The team must deal with many publics -- parents, visitors, universities, other L.E.A.s, H.M.I.s, foreign countries and even directly with the Department of Education and Science. At the same time it comes in almost daily contact with, and must serve the needs of the Director and his Assistant Education Officers, School Managers, Teacher's Centers, probationary teachers, tenured staff and Head Teachers. Through extensive and intensive in-service experiences the Advisory seeks to provide opportunities for growth and through long hours of devoted pastoral care, to see that these experiences become meaningful and worthwhile to all in their charge.

CHAPTER IV

EVALUATION

Evaluation is often viewed as a test of effectiveness or ineffectiveness -- of materials, teaching methods, or whatnot -- but this is the least important aspect of it. The most important is to provide intelligence on how to improve things. ³⁰

Jerome Bruner

This investigation purports to be no more than a tentative and preliminary groundbreaking, providing only glimpses into a broad field of endeavor which has for too long gone unknown in this country. Nevertheless, it would be incomplete without some attempt, however cursory, to look at the Advisory in other than the Advisory's own terms of reference. At the same time, it must be made clear that no attempt to evaluate the work of the Advisory in 'hard' sense of that word, is either appropriate or possible here. Rather, this chapter seeks to provide other perspectives from which to view the team's work, and to suggest starting points for American advisories to look at their British counterpart. Scriven³¹ calls this "formative" evaluation. Bruner³⁰ (opening quote) regards it as "the most important" kind. It is important to note that, unlike most truly formative evaluations, this is primarily aimed not at the group under study, who are well-established and enjoy the counsel of many experts highly attuned to their work, but to American readers and advisories yet unborn. These may glean from the pages which follow some sense of where, why and with whom the English team is successful and unsuccessful, and thus, with the gift of transposed hindsight, be

-
- (31) Michael Scriven, "Methodology of Evaluation." American Education Research Monograph Series on Curriculum Evaluation. (Chicago: Rand McNally, 1967) pp. 39-83
- (30) Jerome Bruner, Toward a Theory of Instruction. (Cambridge: The Belknap Press of Harvard University Press, 1966) p. 165

enable to modify their own plans and activities as a result. If the current study is able to provide such insights for even one fledgling group, its *raison d'etre* will be more than adequate.

RESEARCH AND REPORTS BY THE ADVISORY

Q: What does your department budget for evaluation of the Advisory's work?

Director Education: We do not have, have never had and probably will never have a budget for evaluation of their work.

Q: How, then, do you know you're getting your money's worth?

D: This can only be a subjective answer -- the effectiveness of the Advisory is a matter for the good judgement of the Chief Education Officer (Director). The balance of the opinion is the H.M.I.'s -- they are the backstop. The Education Committee could ask the Inspectors for an opinion, as could, indirectly, parents and citizens. This has never happened, however.

Q: Your reply implies that you have a great deal of autonomy.

D: Yes. Partly because I've been around a long time (he was Deputy Director before assuming leadership of education in the county) and the Committee trusts me because of this. I think I have more autonomy than most educators in the United States. And I do not have the problems of partisanship, patronage and overnight discontinuity of power that many educators must contend with.

The Senior Advisor had much the same comments to offer and, from the point of view of an American interviewer, showed an equal insouciance about the issue of education.

County Councillors and members of the Education Committee gave corresponding responses: the Director is pleased with the Advisory's work to the point that he is seeking to raise their salaries and status. We accept his professional opinion that the Advisory is at least partly responsible for the excellence of our primary schools.

Before we dismiss this attitude as casual, idiosyncratic or typically British, it would be wise to delve more deeply into the basis for such a seemingly off-handed approach to a process -- formal evaluation -- which has assumed an almost central role in American education. Underlying the attitude of Oxfordshire's administrators (and Leicestershire's and West Riding's) we may find, I believe, a clue to much of the lasting and pervasive success of progressive practices in English primary schools. An investigation and discussion of this question will be found in the analysis at the end of this chapter.

PERSONAL OPINIONS

For the purposes of this chapter an informal survey was made of teachers, administrators, advisors and influential or expert individuals who are familiar with the work of the Advisory. Again it must be emphasized that, given the time and resources available, and the exploratory nature of this study, little more than a firmly based impression of the Advisory's work can be offered.

Teacher's Opinions -- as part of their Ford-funded project, "A Study of Teachers in Open Education Settings" (32), Bussis and Chittenden investigated the attitudes of American teachers towards "advisory" groups (C.C.N.Y., C.R.I., E.D.C.) which served them. The interviews were conducted with approximately 75 American teachers engaged in 'open' teaching, the majority working with the assistance of an outside advisory system.

Only eleven major question categories from the E.T.S. questionnaire were employed for this study, and only eleven Oxfordshire teachers were interviewed. While pains were taken to ensure that the interviewees represented a fair cross-section (based on age, experience, sex, background and observed classroom practices) of the county's teachers, it was unfortunately not possible to interview teachers from several schools whose heads were uncooperative towards the Advisory -- although it was possible to interview the Heads themselves (see below). Where responses were unanimous or tightly clustered around two or three viewpoints it is possible to give representative answers as direct quotations. In other cases a condensed report suffices. Comments on teachers' backgrounds are given where appropriate, but conclusions are left to the analysis at the end of this chapter.

(32) Ann Bussis, Edward Chittenden, and Marianne Amarell, A Study of Teachers in Open Education Settings (Princeton, N.J., Educational Testing Services, 1971). Unpublished proposal to Ford Foundation.

Q: I'd like to ask you about the advisory system.
How long have you been aware of the Advisory?
 Probing for -- awareness of advisory
 approach at time of entering
 employment

A: *"I got a letter from Mr. C., our advisor, inviting me to a probationer's meeting the first week of school. I knew that the County was a good place to work -- very liberal -- but even after the meeting I didn't realize how important the advisors are in this." (Probationer)
*I met Miss B. on my last practice teaching assignment. The Head introduced her and explained what she did. I liked teaching here so I applied for a job, but the advisor didn't have anything to do with my decision." (4th year teacher -- typical response)
*Two teachers pre-dated the Advisory, admitted initial qualms about their being 'only teachers' but now accept them and their aims.

Q.2. Now I'd like to get your ideas of how the advisory system functions: its strengths as you see them, and its weaker aspects. Although your ideas are undoubtedly influenced by the particular advisors with whom you have worked, I hope that you can think in terms of the general advisory system -- as a system -- as a way of helping teachers.

What are the ways you work with an advisor? Do you:

- (i) participate in group discussions with advisors?
- (ii) have brief, incidental discussion?
- (iii) correspond
- (iv) have advisor work directly with children or materials
- (v) have lengthy discussion on some substantive questions
- (vi) other

Probing for -- which of these (or some combination) represents the most typical kind of interaction

-- to what degree have interactions been actively sought.

Most typical: (i), (ii), and (iv). This combination was given by nine teachers. Least typical: (iii) -- nil. #(iv) was given as

'common' by five out of the eleven interviewees, two of whom were probationers, two with less than five years' experience, and one senior teacher. Typical responses:

- A. * "Yes, at lunchtime, for example, or after courses. We often seize the opportunity to talk after lunch with Miss B."
* "Especially when some new Maths materials come out. He's good at Maths and the kids like to work with him." (response to (iv))
* "Oh yes, and they come in and get down to it. My advisor took my class one day when I was interviewing for this job (a promotion). And the things she said that evening opened my eyes, I can tell you. I used her for a reference, though." (iv)
*"I don't like to take up their time too much. I feel I get my fair share at courses. I've been to about six each year: two weekends and the others for one afternoon for 3-4 weeks. Well worthwhile." (i)
*"When I first moved into the County three years ago it was the advisors who sought me out. Now I suppose its about even." (vi)

Q.3. How often during the course of the year would you have such contact with advisor(s)?

- A. * "About once a week, if all the different ways of meeting are combined." ("average" teacher in "average" school)
*"About every 6-7 weeks" (young career teacher, well regarded by advisor, in outstanding school).
*"Well it's up to me really. If I really need some special help they seem to know. Otherwise they leave you alone. After all, your Head's supposed to be the one to turn to for day to day things."

Q.4. Have you attended any workshops sponsored by the advisory?

- how many
- what duration
- when given (summer; after school; etc.)

*"Four this year; one was a full day, a Saturday. The other three were after school and lasted 3-4 weeks. They were all pretty down-to-earth and useful in my classroom. I know what to expect, now. I know the advisors pretty well and know what their strengths are so I pick and choose." (8th year teacher)

*"It was an advisor's workshop that really got me started, you know. In 1960 I was a school secretary for a term, then a Helper (paraprofessional) at the same school for five years. Then my Head suggested I take a Helper's course, being given by an advisor one afternoon a week. It opened my eyes, and when the Head suggested Teacher's College, I jumped at it. Now I'm a department head!"

The general consensus was that the courses and workshops deliver just what is promised. The rating of outsiders brought in by the Advisory was much more variable. The average number of workshops and courses taken in a year was 2.7 with one teaching taking none and one taking eight. For those from big schools, courses offer the prime source of contact with the advisors, since Heads of large schools are of advisory quality and are expected to perform correspondingly. For those from very small schools -- one, two and three-teacher schools -- the courses offer the main source of professional peer contact. Oxfordshire teachers are not as interested in long (7-14 days) residential workshops as are teachers in some other counties. Only one interviewee had attended such a course in the past year. All, however, expected to spend several hours weekly after school on professional development.

- Q.5. In thinking about the various facets of the Advisory, what aspects do you think are going particularly well?
- concrete examples?
 - of personal value to teachers, or perceived value to others?

*"The very close, friendly contact encourages confidence. They are especially good in their specialist areas; they do know what they're talking about." (typical)

*"Being kept abreast of modern trends. What's accepted in the County or not."

*"Helpful to others -- yes. I saw our advisor really bring a new teacher out of her shell." (typical)

*"They're very good with probationers. They were with me and I see it going on."

*"Not much use to me, really. Though perhaps they are for others."

The second and last respondents to this question are interesting, and their situations throw some light upon their answers. The former, a young man in his fourth year of teaching, is quite ambitious, and unabashedly so. His responses throughout showed that he views the advisor as not only a resource but also a means toward furthering his own career. He is well aware of the influence which advisors have in promotions outside his own school, and his conversation was peppered with phrases like the above, "What's accepted in the County," "doing things the accepted way," and "fit in with the philosophy of the County." Of the 40-50 teachers contacted in the County, he was the only one to discuss such considerations.

The last response came from an experienced, relatively traditional teacher in a medium-sized school. Her attitude towards advisory services was guarded and uninterested throughout the interview.

On checking, it was discovered that she had come, at the beginning of the year, from a county whose counterpart to the Advisory was a local Inspectorate, which was rather feared. This information was provided, immediately, by her advisor. His comment was "I think she needs a year or two to get over that attitude and then she'll probably come around. She's a very sound person."

- Q.6. "Are there some features that make good sense in principle, but for one reason or another have not worked out as well as they might?
-examples
-suggestions for improvement

*"Nothing stands out. Perhaps because the Advisory has never published any aims?"

*"Occasionally some of the advice is a little divorced from the school situation."

*"Our new chap goes on a bit. He sometimes doesn't come to grips with the problem."

The last response was typical of comments about this new advisor.

The Senior Advisor was well aware of the situation and had made relatively drastic plans to remedy the situation. Generally, responses to this questions were vague and mild.

- Q.7. Are there features of the Advisory that you have severe reservations about -- that you feel definitely should be changed or abandoned?
-nature of difficulty (steer away from "particular person" gripes or personality clashes)
-what problems have been caused or created by difficulty?

*No (unanimous)

Although this response does not imply an overwhelming vote of confidence in the Advisory, it demonstrates that the team has, in 25 years, been successful in eliminating major sources of friction between itself and its clientele.

Q.8. Thinking back over all the people and resources that are available (helpers, other teachers, parents, Heads, advisors), what or whom do you consider have been major sources of help and support in accomplishing your teaching objectives? -do they still play this role or has support been outgrown?

*"The Head." (8 out of 11 responses)

*"All of them, really, but my advisor was probably crucial at first. Now I'm more self-sufficient." (3)

On being questioned about this response, the advisors expressed considerable satisfaction. "Weak Heads," was a typical, laconic comment about the latter three respondents. The Senior Advisor felt that even two responses indicating an advisor as the primary current resource would be cause for concern: "Advisors could not be, even if they so desired, primary resource people. We do not have the time or the numbers."

Q.9. On the other hand, are there obstacles that have made it difficult for you to move ahead? Did someone or something hinder you in the accomplishment of your objectives?
-locus of hindrance
-how serious
-ways of overcoming

*"My career is going well. Being at _____ School (well-known) is a help. The non-availability of graded posts is the main obstacle, especially as I would like to stay in the County."

"I don't see any real hindrances." (typical)

"The only problem is I want to stay in Oxfordshire, and the competition's pretty stiff."

No real career hindrances were perceived by those who were concerned with career advancement, except for the widespread desire to stay in the County, and the problems which that entailed.

If the teacher interviews produced no surprises, they did reaffirm two principles which are almost axiomatic amongst the administration and the Advisory in the County: the high acceptance/low threat level at which the team functions, and the centrality of the building principal, the "Head", in the teachers' professional lives and in the advisors' planning.

Principals' Opinions -- as mentioned elsewhere in this study, there are several Heads in the county who have long resisted the Advisory's efforts to influence their behavior. They are senior men, usually predating the advent of the Advisory, and are leaders of some of the strongest schools in the county. Thus, though their number is relatively small, they occupy a considerable amount of advisory attention -- even if most of that attention is manifested as frustration. They are deeply entrenched in their positions, with well-established community relations and Managers who support them.

The Oxfordshire practice of granting almost total autonomy to its principals is nowhere more evident than in these schools. When I visited one such school with an advisor we had difficulty in getting past the lobby, and did not even see the Head, although this was the purpose of our visit. A later, solo, appointment at this large, neat, orderly and tranquil school produced the following interview, which is quoted verbatim:

I've been Head here for 27 years. The Advisory has never affected me. The first advisory teacher I came across was Miss X. who came around supposedly to help people with Reading. I like Miss X. very much as a person, but I couldn't see her as a help -- because we've never had many young teachers. Also because of the older staff querying whether advisory teachers have not gone beyond their original brief -- or been pushed beyond it. Originally, they were skilled teachers, extremely well paid, better than me, in fact (*they are paid considerably less*) who could show newly qualified teachers what to do. I don't think they could tell me very much, nor many members of my staff. We're old hat, in the eyes of the Advisory, because the three R's are the most important thing for my kids. Reading has declined because there isn't as much time given to practice.

Q. How has the Advisory gone beyond its original brief?

There was a letter from the office last month about appointing staff: "the Advisory Teacher should always be called in..." Well, I never get them into school. Why the hell should I let them in? The letter went on to say: "this will usually assure Committee approval of any appointments." If you aren't with the advisors, you won't get very far. I've got a deputy Head who can't even get an interview in Oxfordshire -- yet he's at least as well qualified as any of the advisors! And when advisors come into my school and say to a young teacher, "I should apply for job X, you'll almost certainly get

it"! They are really far more than skilled teachers. They will soon be Local Inspectors in all but name.

Q. How would you feel about a proper Local Inspector?

I believe in letting teachers get on with the job. I don't pry into what teachers are doing. If things are going badly, I intervene. Otherwise, I let them get on with their jobs.

Q. Have you attended any workshops sponsored by the Advisory?

I have attended a considerable number of H.M.I. courses. There's a vast difference between H.M.I.'s and advisors. Mr. X. (the local Chief Inspector) is a gentleman. I can't see the point of Local Inspectors, and I'm wary lest advisors should be drifting, willy nilly, into that position.

Q. Thinking over the various resource people who are available to you, who do you consider to have been the most important in helping you achieve your professional objectives?

My fellow Heads, without a doubt. They have been enormously helpful over the years because they know the job from the inside. If I don't know the problems of this school why should I ask an advisor, who has probably never worked in a school like this (*the local advisor was Head of a school like this one for nine years*); or the Office, who hardly knows where the school is? Next I would put H.M.I.s They have been a great source of succor to me in times of trouble. And next, a good experienced Chairman of Managers -- my chairman started with \$60 and made his fortune. He runs the Church Choir and has put his foot down very firmly on the relations with the (County)Education Committee.

This head demonstrated a strong paternal feeling for school, staff and children. He pointed out beautiful trees and hedges which he planted many years ago, reminisced about the number of panes of glass broken since 1954 (six) and constantly referred to staff as "my" infant teachers, "my" deputy, "my" caretaker. Lest this

account leave an impression of a stern martinet, it should be pointed out that at the conclusion of the interview, as he was escorting me to my car, two seven-year-olds (there are 630 children in the school) ran up and seized his hands and began chattering about their domestic adventures. He responded to each by name and knew their family situations throughly. When he noticed me observing the pleasure which he took in this encounter, he blushed deeply.

The next interview was with a somewhat younger Head -- 15 years experience -- in a school of 320 children. His personality and attitudes are by no means very different from those of the first interviewee, but the results of his relationship with the Advisory are somewhat different. Whether or not he is aware of it, his appointment as Head was strongly influenced, if not determined, by Edith Moorehouse. It is tempting to speculate that the degree of openness that this 'traditional' administrator demonstrates may be one of the qualities which persuaded Miss Moorehouse to support his candidacy.

When I started in Oxfordshire in 19__ , Edith Moorehouse was well established. When Robin Tanner came along things really started to happen. But I was not "in" with the Moorehouse-Tanner coterie. And I felt out of it. It's very difficult to talk in the abstract about a system which depends upon personalities and rapport. An advisor must be a person who can be accepted by the Head and all the staff.

As a Head, one is in a lonely position and wants someone to chat with. To have someone coming in who is detached from the school, yet interested in it, is a blessing.

Q. What are the ways you work with advisors?

Well, for example, our local advisor put on a workshop on "Children's Writing" here last week, and I played Devil's Advocate -- elicited quite a fiery discussion. I enjoyed working with the advisor here in my school.

As far as specific help goes, well, the other week I found out at the last minute that a license was required. I called the Senior Advisor, because of the public implications, and he gave me very prompt, appropriate advice. In this case, he was the natural person to call, because I look upon the Advisory as the link with the administration, who are not much help. I think the advisors are useful both ways -- for getting my point of view across in County Hall, and for giving me theirs.

Q. Are there some features of the Advisory that have not worked out well, or that need to be changed?

Over the years, I'd say work with probationers has been the weakest point, though that's improved since Mr. B. became our advisor. Planning of new buildings is a big role of the advisors. When this building was designed, Miss Moorehouse presented me with virtually completed plans. The new Senior Advisor has promised early consultation and consideration of my rather conservative ideas.

Some advisors tend to push the "County line" -- rather like the "Party line". Our previous advisor made us feel almost sinful because we didn't use italic script, which is very popular with advisors. The new chap, however, gave us an even-handed presentation of the pro's and cons of it and even though we decided not to convert, we weren't made to feel outcasts. I must add, however, that as a result of that meeting all of us at the school have become much more careful about our handwriting.

The appointment of a new area advisor to the above school had obviously had considerable impact upon the Head. His earlier feelings of exclusion from the charmed circle were obviously somewhat justified, for the current advisor reported that he is eager to cooperate with the Advisory and does not hesitate to invite his advisor into the

school to work on specific problems or with specific teachers.

Among the remaining five Heads interviewed there was little significant variation in response. All had been appointed to headships within the last ten years -- during the period of rapid expansion in the County's school system -- and all were obviously products of the increasingly painstaking process of selection and promotion employed by the Advisory. The only notable differences within the group were between very new Heads -- first or second year -- and the more experienced. Typical composite responses are given.

Q. What are the ways you work with an advisor?

*"Apart from casual visits, I see my advisor pretty much on a one-to-one basis. My job is a lonely one and I like to have someone with whom I can sit down in private and let off steam. I value his sympathy and tact."

*"Occasionally I'll put something in writing. But that's usually to the Senior Advisor. Usually a chat or a phone call will do it."

*"I never hesitate to call in advisor to work with a probationer or a teacher newly transferred to the school. These people need all the help they can get and often they'll confide more readily in the advisor until they get to know me."

Q. How often in the course of the year would you have such contact with an advisor?

Average: every 5 weeks. Varying from twice annually (most senior Head) to 15 times per year (second year Head).

Q. Have you attended any workshops sponsored by the Advisory?

Senior Heads were more apt to give workshops themselves or in conjunction with an advisor. Many of

these men had special skills and one has a national reputation as a potter. Junior Heads are more likely to attend weekend or week-long workshops with special focus. Average participation was two per year.

Q. In thinking about the various facets of the Advisory, what aspects do you think are going particularly well?

*"Pollination" (unanimous)

*"Sense of togetherness in the County" (four)

*"A sympathetic ear, and an expert one, for lonely administrators" (three)

Q. Are there some features of the Advisory that make good sense in principle but have not worked out as well as they might?

*"Probationers. I think we all feel very responsible for them and very few people have the knack of both setting them at ease and bringing out the best in them." (three)

*"No. Generally the Advisory seems to be a learning organism. Mistakes do not go unnoticed or uncorrected. They are constantly learning about and modifying themselves."

In general the younger Heads expressed themselves well satisfied with the extent and quality of the services provided by the Advisory. They gave the impression of taking those services very much for granted yet, despite the fact that actual contact with advisors occupied a minuscule proportion of their time, they were both aware of and articulate about the benefits which accrued from such contact.

One other readily available group from which much could have been learned about the Advisory -- the Inspectorate -- was,

unfortunately, unavailable for comment. A sense of *noblesse oblige* permeated their comments about the junior organization. Coupled with the fact that, as officers of the Crown, they must speak most tactfully about colleagues, even under the cloak of anonymity, and a natural reserve which fits them well for listening rather than opinionating, the H.M.I.s interviewed did not see fit to offer evaluative comments about the work of the Advisory. If there was any sentiment towards the Advisory which was evident in their discussions it was one of nostalgia tinged, perhaps, with envy. As the senior organization shrinks -- relative to the national education establishment -- its contact with schools and children must, perforce, become more tenuous.

ANALYSIS

A moment's reflection will show that the great majority of educational evaluation is of a normative nature: the "least important part of it," in Bruner's words³⁰. Though many pious words are spoken about the diagnostic value of standardized academic achievement tests they are, by their purpose and title, normative. And while it is currently fashionable for proposal writers to employ Scriven's³¹ terminology somewhere in the evaluation section of their proposal, they are fully aware that funding agencies are and must be interested in "tests of effectiveness or ineffectiveness." How, one might ask, could things be otherwise? Before we attempt to answer that question with reference to the Oxfordshire experience it might first be illuminating to inquire into how the present state of affairs came to be.

As might be implied from the present study, there is a considerable difference between the underwriting, administration and expectations of planned educational change here and in certain English counties.

(30) Bruner, op. cit.

(31) Scriven, loc. cit.

Underwriting -- the Oxfordshire Advisory is underwritten by the County Education Committee from regularly allocated funds. This has been the case for a quarter century and will be the case in the foreseeable future. Like any administrator, the Senior Advisor seeks additional funds to augment the team and to raise advisors' salaries. He does not have to expend energy on submitting annual or biannual proposals and is not concerned about the whims of the funding agency. This represents a great saving for him over his American counterpart and allows a considerable measure of assurance to team members who wish to make careers in advising. In an analogous American situation, advisory leaders must expend great amounts of energy in keeping their groups financially solvent and are thus partly and, for some periods, wholly unable to exercise the kind of leadership which their teams need. American advisors, by the same token, must be constantly alert for changes in the financial wind and have their contingency plans ready for the inevitable day when funding is no longer available. They have no right to look forward to stable careers in advising, much less to leisurely growth in the field. Their teacher clientele, who do look upon teaching as a career, cannot help but sense this incipient instability.

Administration -- the need for change in Oxfordshire's schools was perceived by the Director of Education as were the means of achieving it and the direction it would take. Thus the Advisory

not only has administrative support and understanding but also guidance, of a positive nature, from above. Far from calling in outside experts, the Director, a professional educator and semi-autonomous leader, analysed the situation and then set about hiring his own personnel in accordance with his prescription. The success of the advisors whom he hired was his responsibility as much as theirs since they were and are his permanent employees and personal appointees.

In this country advisory services have, to date, been of a consultative nature. American advisories exist "before the fact". Far from coming into being because of a Superintendent's analysis of a need, they exist because small groups of dedicated educators are reacting to perceived needs of their professional colleagues. To this extent, the relationship of American advisory groups to their client school systems is not an organic one. They remain, despite their best efforts, outsiders whose services may be terminated at any time, for whom and to whom the school systems have no responsibility.

Expectations -- the leisurely English attitude to change, whatever we may think of it in other spheres, has obvious validity when applied to human behavior. The Director of Education who initiated the Advisory set no target dates or behavioral objectives for the team. Indeed, he considered that a generation would pass

through the schools before significant progress could be perceived.*

Progress has been more rapid than this, but not greatly so.

People are slow to change and it is as well for administrators to recognize the fact and work with it rather than ignore it.

While no one can doubt the high expectations which Directors and advisors have of themselves and their school system, it is impossible not to notice the lack of pressure upon teachers to produce tangible, measurable, "results" within a given time.

By contrast, American foundations must justify their existence by producing results that are measurable, reportable and quickly attained. It is odd that such august bodies should not be aware that, in human terms, such results are almost invariably trivial. Similarly, a Superintendent who makes use of the services of an advisory must justify himself to his School Committee (to whom he is often little more than a hireling with a job-life expectancy of 2.8 years) and continue to justify himself annually thereafter. Such justification is easiest when based upon tangible -- if possible, dramatic -- results which must, by the nature of the political realities of the situation, be rapidly forthcoming. An outside body, the advisory has no recourse to legal action to protect its tenure, and can expect to belong to the category of last hired, first fired. Thus the Superintendent's

* E.M. Moorehouse, private conversation 5/3/72

expectations must be shaped by the realities of his situation: financial and political uncertainties coupled with a pervasive, naive view of the change process cannot but raise false hopes.

Teacher's Opinions: Q.1. Newcomers to the county, whether experienced transferees or beginning teachers, show little awareness of the functions and often, the existence of the Advisory. This is hardly surprising in view of two factors: the small amount of time any advisor can devote to a school, and the lack of apparent authority which advisors possess -- and thus a relative insignificance for those concerned with finding their bearings in the power structure. Though the pivotal role of advisors quickly becomes apparent to ambitious teachers (see later questions) there was some indication that a year or more may elapse before the local advisor assumes real significance for transferees. Probationers, because their re-employment is contingent upon their advisor's opinion, generally become aware of their importance much more quickly.

Q.2. It is hardly surprising that most interviewees reported contact with advisors in modes (i), (ii) and (iv), which are either extremely economical of the advisor's time (i), (ii) or extremely influential of teacher behavior (iv). Advisors and teachers report that direct advisory work with children is by far the most powerful experience in both the short and long

terms, for a teacher. It is therefore likely to be most readily recalled in an interview, even though -- as was true in four cases -- it occurred more than five years previously. The significance of this mode of interaction cannot be overestimated. Any advisory program which ignored direct classroom work would, the interviewees suggest, be foregoing their potentially most powerful tool. There was no indication, either from the eleven interviewees or other teachers interviewed more casually, of any long-term shifts in frequency of contact with advisors. Certainly, neophytes welcomed and sought advisory help, as did dedicated, "keen", and ambitious teachers. But nowhere was there an indication that a teacher had outgrown the Advisory. This suggests that advisors have been successful in instituting a relatively open-ended program, a highly desirable state of affairs in view of the range and number of teachers in each pastoral area.

Q.3 A remarkably wide range of frequency of contact was reported. A larger sample would have proven much more illuminating in this instance. It seems little short of remarkable that a teacher could see her advisor as often as once each week and obviously the average frequency falls far below this. The last response ("If I really need some special help they seem to know. Otherwise they leave you alone") appears far more typical, judging by advisors' accounts. The advisor's "seeming to know" when a teacher needs help is an indication of Heads' willingness to call for assistance rather than advisory clairvoyance.

Q.4. Oxfordshire teachers expect to spend a considerable amount of their own time on classroom-related activities. Proportionately, workshops form only a small part of this time, though the average frequency of 2.7 per year is still very high by American standards and teachers frequently claimed that they were unable to take Advisory workshops and courses because they were booked out. It is tempting but not very fruitful to ask whether the existence of the workshops is responsible for teacher eagerness or vice versa. Certainly there is a climate in the county which makes for a high level of acceptance of such activities.

Q.5,6,7. It is interesting that probationers and former probationary teachers see advisors as being more helpful than advisors see themselves or are seen by Heads. This may be due to two factors, the absence of unsuccessful probationers to testify to advisory incompetence, and the very stringent standards which advisors apply to themselves when dealing with people whose professional survival is dependent upon them.

Responses to the last two questions were uniformly mild. Given the power which the Advisory has in the county (a source of friction with some Heads?) and the fact that they are, by profession, dissatisfied with much of what goes on in the county's schools, this is perhaps the strongest indicator of the acceptance that the

team has won. The means by which this is achieved would be worth closer investigation. It is rare for a group with a catalytic role to win such broad approbation without becoming innocuous.

Q.8. The whole thrust of the enquiry and the bias which I had unconsciously developed in this country about the duties and value of Principals left me unprepared to the overwhelming response to this question. While it in no way detracts from the lustre of the Advisory (especially in view of the fact that the Senior Advisor has, in effect, chosen almost every Head since 1947) the response is a reminder of the magnitude of the difference between American and British schools. Heads in England are seen as master teachers and exemplars of professional competence while in the U.S. their role is far more administrative and diffuse. This response alone suggests a fruitful line of inquiry for American scholars of comparative education. It further emphasizes the English attitude to outside expertise -- in-service responsibility clearly begins at home .

Advisors as evaluators

It would appear from teachers' responses that the advisors have generally escaped the bind which most American evaluators/administrators/facilitators find themselves in: the essential incompatibility between offering help and evaluating. Certainly, the whole question

has not been confronted by the Senior Advisor and the Director, despite the fact that both the West Riding and Leicestershire have made an important issue of it. The Oxfordshire dilemma appears to remain subacute for a number of reasons. First, Advisors are called upon to make evaluations at only two periods during a teacher's career: probation and promotion. It is unlikely that the first of these will cause resentment. Evaluation of untenured teachers is generally accepted, and particularly so in Oxfordshire where so much help is offered along with it. Again, when teachers apply for promotion, they intentionally render themselves vulnerable to negative evaluation, though they have less to lose than probationers. An evaluation which is carried out on such an occasion and for such a specific purpose -- virtually at the teachers' instigation -- does not create the sense of free-floating anxiety provoked by so many administrative evaluations in the U.S.A. Perhaps the most important reason why advisors need not confront this problem annually, as do so many American educational leaders, is the County's policy of selecting teachers with care, culling them thoroughly during probation, helping them generously with all aspects of their professional development, and then making a life-time commitment to retain them as employees. After pursuing this policy for twenty-five years, there are few teachers indeed who merit dismissal. The attitude of the County administration towards the situation is that dismissal of such

people would do far more damage to the inter-personal climate in the school district, and thus to the children as a whole, than their continued employment -- mediated by Heads and Advisors -- does to the relatively small number of people over whom they have influence. If the reader doubts the value of such a policy, let him reflect upon the way in which responsible, dedicated teachers in America will rally to prevent the dismissal of a teacher whom they know and admit is incompetent.

Q.9. The bland nature of the responses to this question conceal a central, important point about Oxfordshire's teachers, a point which moves into high relief only when we consider the job dissatisfaction of teachers in the U.S.A. The English teachers are generally satisfied and even happy with their lot. It could easily escape our attention that this attitudinal climate is one of the most important preconditions for the county's educational achievements. Without it, the system would be little more than a hollow shell and the Advisory, mere ornamentation. No doubt 25 years' work by the advisors has made a significant contribution to the present state of affairs. Its existence is, however, only a symptom of the general health of the school system as a whole. School systemic health is rare enough in the United States at present for it to be worth closer scrutiny. James V. Clark ³³ offers an outline which may point a direction for future

(33) James V. Clark, "A Healthy Organization" The Planning of Change, Warren G. Bennis, Kenneth D. Benne, and Robert Chin. (New York: Holt, Rinhart and Winston, 1969) p. 282

analysts of educational systemic health:

I consider an organization to be healthy if its members observe certain unstated but quite uniform codes of behavior which they accept as quite normal things to do, provided these codes produce behavior which allows all levels of the organization to meet two basic but diverse requirements -- maintenance of the status quo, and growth. Since man is a social being and business a group activity, the healthy organization must afford groups as well as individuals chances to fulfil their tendencies and capacities for equilibrium and growth. It must do this for the individual and small groups, for the inter-group relationships and for the total organization . . . on balance and over time the healthy organization is one in which its component parts -- groups and individuals -- somehow manage to achieve an optimal resolution of their tendencies toward equilibrium . . . and their capacities for growth.

As in any human organization, the tendencies towards equilibrium are certainly present: simple inertia, career promotion within schools, long tenure of administrators, and protection from the public's adversary actions. The capacities for growth are stimulated primarily through gentle insistence on the part of the Advisory.

Principals' Opinions: the resistance shown to the Advisory by several Heads is the only example of a clear cut negative reaction to the subject of this study. In view of many American principals' hostility to change agents from outside their own schools, closer examination of the English situation is in order. The Director of Education for the county, when asked how it is that advisors experience difficulty gaining access to several schools

replied, "At all costs we must preserve the autonomy of our Heads and their schools."^{*} In this brief statement lies one of the keys to why advisors are so readily welcomed by most county heads and why the appropriate unit for educational analysis in the U.K. is the school, whereas in this country it is the school system. The autonomy of the Heads, long a tradition in most English school systems, is of paramount importance in Oxfordshire. It is scarcely surprising that the men and women who administer the schools should welcome advisors, or reject them with equal assurance -- when they, unlike their American counterparts, know themselves to be in full charge of their buildings and staffs. The knowledge that most post-war Heads owe their positions in large part to the Advisory is an important factor prejudicing administrators positively. While the reasons for the advisors' effectiveness are examined at the end of this chapter, the reasons for their ineffectiveness in dealing with some Heads is of equal importance. Goodwin Watson³⁴ lists two sources of resistance to change, intrapersonal and social, from which we may hypothesize not only the origins of the vestigial resistance with which advisors must deal, but also the likely sources of opposition to planned change which any advisory must be aware of:

* E.J. Dorrell, private conversation, 4/27/72
(34) Goodwin Watson. "Resistance to Change," The Planning of Change, op. cit. pp. 488-497.

Resistance in Personality

1. Homeostasis
2. Habit
3. Primacy
4. Selective perception and retention
5. Dependence
6. Superego
7. Self-distrust
8. Insecurity and regression

Resistance to Change in Social Systems

1. Conformity to norms
2. Systemic and cultural coherence
3. Vested interests
4. The sacrosanct
5. Rejection of "outsiders"

For a student of the change process it would be a fascinating exercise to examine the history of the Advisory in the light of Watson's listed sources of resistance to change. The resistance of Heads whose appointments preceded the establishment of the Advisory could, for example, be probed at different levels. At the personal level it could be asked why some welcomed the team while others rejected it. On social grounds it might be observed that to these senior Heads, and these only, the advisors are outsiders.

Dealing with resistance: more pertinent to the purposes of this study are Watson's recommendations for dealing with resistance.³⁴ The recommendations are organized under three headings: who brings the change? What kind of change? How is it best done?

(34) Watson, loc. cit.

Who brings the change?

- (i) Resistance will be less if administrators, teachers, Board members and community leaders feel that the project is their own -- not one devised and operated by outsiders.
- (ii) Resistance will be less if the project clearly has wholehearted support from top officials of the system.

What kind of change?

- (iii) Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
- (iv) Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.
- (v) Resistance will be less if the program offers the kind of new experience which interests participants.
- (vi) Resistance will be less if participants feel that their autonomy and their security is not threatened.

Procedures in instituting change

- (vii) Resistance will be less if participants have joined in diagnostic efforts leading them to agree on what the basic problem is and to feel its importance.
- (viii) Resistance will be less if the project is adopted by consensual group decision.
- (ix) Resistance will be reduced if proponents are able to empathize with opponents; to recognize valid objections, and to take steps to relieve unnecessary fears.
- (x) Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the project and for further clarification as needed.
- (xi) Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
- (xii) Resistance will be reduced if the project is kept open to revision and reconsideration if experience

indicates that changes would be desirable.

If the reader has found the present study credible he will recognize intuitively that the Advisory has been highly effective in its task of upgrading the quality of education within the county.

Watson's recommendations help us to see why this is so:

Who brings the change? There is little in the work of the advisors which is not in response to frequently-expressed teachers' needs: there is little fear that anyone would mistake their aims and methods for the work of outsiders (i). Certainly Watson's second recommendation is fully implemented; the team not only has the whole-hearted support of the senior administrator, it was brought into existence by him (ii).

What kind of change? Although advisors, through their own example, may encourage teachers to work harder, they are primarily concerned with making teachers' lives more interesting and rewarding (iii).

In doing so they allow teachers to put into practice many of the profession's long-cherished aspirations (interesting classes, independent learners) (iv) through in-service programs which provide new tools and perspectives appropriate for and interesting to their clientele (v). All this is accomplished while enhancing teachers' independence: the team merely advises when asked, and the skills and knowledge which they supply raise the teachers' self-respect and professional competence, and hence their autonomy (vi).

Procedures in instituting change: certainly teachers join in the "diagnostic efforts" leading towards identification. Individually,

they ask for help about specific problems. Collectively, they determine by their requests and attendance, the scope and content of the in-service courses (vii). This kind of consensus is assiduously sought by the advisors (viii). The empathy of advisors, who favor change, for those teachers and principals who do not is clearly evident throughout this study (ix). It is evidenced by a clear, genuine respect for the views of others balanced by an equally clear demonstration of what it is that the Advisory stands for. Although the advisors' aims can no longer be properly called "innovations" in the county, and misunderstandings about them are rare, there is, as Watson suggests, clear provision for and use of feedback (x). Teachers' responses show that their needs are being met and that the 'frictional loss' of the Advisory is low indeed. The acceptance, support, trust and confidence which the county's teachers display and enjoy is, of course, as much the product of enlightened administration as of the Advisory (xi). Nevertheless, advisory support is keenly appreciated, and the very presence of the advisors is tangible proof of the system's concern for teachers' wellbeing. While the work of the team cannot adequately be described as a "project" in Watson's terms, there is no doubt that current teacher attitudes provide convincing evidence that the Advisory has, over the past 25 years, indeed remained open to revision and reconsideration (xii) of its aims and methods.

SUMMARY

This chapter was designed to provide a glimpse of the Advisory's ways of looking at and modifying itself. The lack of 'hard', normative evaluation was regarded as highly significant, as was the confidence which the school system placed in the team in the absence of any such data.

A brief questionnaire given to eleven teachers, and informal discussions with and observations of perhaps another fifty failed to reveal any serious complaints about advisor worth or effectiveness. The perceptions of the Advisory expressed by county Heads did, however, show a considerably greater variation, mostly coincident with, if not resulting from, the Heads' predating the Advisory. The unusual degree of autonomy granted Oxfordshire Heads has made it possible for these senior administrators to greatly lessen, if not entirely eliminate advisory effectiveness in their schools.

The analysis of this chapter suggests we in America are handicapped by a number of destabilizing (in respect to establishing an advisory) forces which render our situation incomparable with that existing in England. The underwriting, administration and expectations of advisory activity in this country are seen as

inherently debilitating for such groups. The analysis of teachers' and administrators' opinions, in the light of the sources of resistance with which the Advisory has dealt and continues to deal, suggests that the team's presumably instinctive responses are extremely effective.

CONCLUSION

*The Sage is self-effacing and
scanty of words*

*When his task is accomplished and
things have been completed*

All the people say:

We ourselves have done it!

Lao Tzu

OVERVIEW OF SOCIAL DIFFERENCES

It would be misleading to American educators if no attempt were made to summarize and emphasize the major societal influences which differentiate the English educational experience from our own and the Advisory's current experience from what their American counterparts may expect.

Culture: as was pointed out in Chapter I, there are cultural preconditions acting in favor of planned change in England. The country is long-settled, stable and relatively coherent in customs, outlook and expectations. A certain degree of docility is evident in English attitudes to authority and this is reinforced by a national admiration for personal endurance under adverse conditions. The relative lack of mobility, both geographically and socially, reinforces the first-mentioned characteristics and makes long-range planning -- such as is evidenced by the Advisory's growth and expectations -- vastly easier there than here.

Education Committee and the Director: English Education Committees fall, ultimately, under the sway of the national Department of

Education and Science. Although the D.E.S. is rarely called upon to exercise its power in this regard, the power is nonetheless present. The existence of such power tends to act subtly, as a cohering influence, rather than a controlling one. Committee members are appointed rather than elected, and are thus removed from the most severe pressure which their American counterparts experience. When the Committee appoints a Director Of Education there is an implicit assumption that the appointment is for life, and that the Director will be charged with the task, primarily, of educational leadership for the district. It is assumed that he has the professional qualifications and personal ability necessary for the job and that he will give the lead not only to his subordinates but, in educational matters, to the Committee too. This issue of autonomy has been emphasized through the present study and suffice it to say here that no one in the school system, child, teacher, principal or advisor, is likely to enjoy much more autonomy unless first their leader does.

Community: only 5% of English children go to University and although this proportion is rising slowly, it nevertheless speaks strongly about what expectations parents may realistically have for their children. The effect of this lack of "opportunity", coupled with a relative lack of concern on the part of employers for University education, renders English parents considerably less likely than Americans to exert pressure on schools for academic performance.

English parents also tend to give their children a greater degree of trust and independence at an earlier age than in this country. There can be little doubt that this trust, coupled with an encultured docility, prepares children well for Oxfordshire's "open" schools.

Heads: the status of English Heads is a reflection of the status of their director, just as that of American principals reflects their superintendent's situation. English Heads looks upon school administration as their life's work -- as well they might since it is relatively well paid and there are very few avenues of advancement open to them. The compensations for this situation are correspondingly substantial: almost total job security, little harassment from the community and, in counties like Oxfordshire, the right to operate their schools autonomously. Perhaps only those who, like myself, have been principals in America can appreciate the contrast between the English and American principal's situation.

Teachers: while the status of English teachers has never been as high as that of their Scottish counterparts, they are, nevertheless, accorded considerably more respect than teachers in this country. Along with this respect goes a willingness on the part of the community to allow teachers to get on with their jobs without public interference or advice. The distrust which many American teachers sense from their communities is almost entirely absent in England, making it possible, under the guidance and protection of tenured educational administrators, for them to devote themselves more

fully to their jobs. The nation-wide salary scale for all educators removes yet another distractor from the teacher's world.

Advisors: are part and parcel of the educational enterprise. They are permanent employees, sufficiently well paid to be able to make a career of advising without having to worry about the continuity of their jobs. The society in general and the educational profession in particular finds it easier to accept their existence than would be the case here largely because of the historic, prestigious example of Her Majesty's Inspectorate.

IMPLICATIONS FOR RESEARCH

The theoretical treatment of the Advisory in this study has been eclectic. Nevertheless, it seems clear that research on planned change, such as that by Bennis, Benne and Chin (29), Cartwright and Zander(19), Greiner(25), and McGregor(21) is especially helpful in examining the aims and methods of the Advisory.

Leadership studies within these works are particularly interesting in view of the Advisory's role as an administrative tool for effecting planned change. Systems analysis, such as that employed in (19) and (29) is particularly appropriate for a detailed study of the Oxfordshire school system: while the present study has emphasized the importance of the Advisory's work almost to the exclusion of other agencies, a systemic approach

would provide insights into how the Advisory is effective in relation to the other components of the system, and show how the interrelationship produces the effects it does.

It is my hope that this study will stimulate others to look more closely at the work of advisories and of the *milieus* in which they function. Questions whose answers may yield valuable information for American educators have been alluded to throughout this study and will bear repetition here. What, for example, is the relationship between Directors' tenure, their autonomy, and the excellence of their school districts? To what measurable extent is such autonomy reflected in principals' autonomy? Is there any direct correlation between principals' autonomy and their acceptance of outside, advisory counsel? What is the effect of Advisory power over promotions in the three progressive counties (West Riding, Leicestershire, Oxfordshire) whose policies differ so greatly in this respect? What are the effects upon planned change of the fact that length of tenure diminishes as we move down from Director to teacher, while in America this progression is reversed?

No doubt the sharp-eyed reader will have been struck by these questions and anomalies and many more in the course of perusing this study. If any one should stimulate him to further action I shall consider my work well justified.

FINAL CONSIDERATIONS

Since I began visiting and studying Oxfordshire's primary schools I have become convinced that they represent a functionally healthy system. Certainly, it has weaknesses, some of which I have no doubt ignored in my eagerness to present the Advisory as a fit subject for investigation. No doubt the Advisory has more weaknesses, too, than indicated in this study. But what remains striking about the county's schools is the *lack* of debilitating friction and organizational malaise so common in American school systems. We have become so accustomed to cries of despair and tales of educational woe that to brand a whole school system as healthy seems almost self-contradictory. And yet, without fanfare of publicity, the county's school system has achieved not only organizational health in terms of group dynamics, but also health in terms of enhancement of the human spirit: the young people who grow and work in the schools are often truly inspired, as the film "A British Junior School"³⁵ clearly shows. There are many factors which make for organizational health which are beyond the scope of this study, the personal qualities of the county's Chief Educational Officers being one,

(35) Great Britain, A British Junior School (film), distributed by I/D/E/A, P.O.Box 466, Melbourne, Florida 32901

but a reconsideration of those mentioned in the foregoing chapters may throw light upon the rather gloomy scene in this country.

First, it can be safely said that material conditions are not a significant differentiating factor in the success of Oxfordshire's schools. Unremarkable location and pay scales and relatively large classes give no clue to excellence. Yet with a per-pupil expenditure that would make an American educator blanch, the quality of the children's school experience is remarkably high. Despite its proximity to Oxford University, the county's educational history was, until 1946, remarkable largely for its dullness. What positive factors and what combination of them combined to produce the current excellence, and what part does the Advisory play in its production?

Certainly, Her Majesty's Inspectorate must be accorded some credit for current achievements. Even if we were to limit consideration to the most influential H.M.I. in the county's history, Robin Tanner, we could see what power, largely of an inspirational nature, one member of the Inspectorate has to influence the Advisory and the county. Such particulars apart, what can we learn from the existence of the Inspectorate and its benign effects? We might say that it is possible for a national body of educators to influence schools positively without in any way threatening their integrity or dictating

curriculum. This is an almost revolutionary notion for most Americans -- the inviolability of local control being generally seen as an insulation from outside influence. And yet the drab homogeneity of schools in this country, compared with the rich diversity of Oxfordshire's schools must give us pause. The diminishing need, even in Britain, for a national body of inspectors and the cumbersome nature which such an organization would have in this country militate against such a move here. There is nothing, however, in the foregoing chapters that suggests any organizational reason why such bodies should not be established on a local scale.

What can we learn from the Advisory's history which might be of value to American educators? Foremost, I think, is the manner in which the Advisory came into being. The Chief Education Officer himself felt a strong need to assist the system's primary teachers. This is not an uncommon sentiment in administrators elsewhere but, unlike so many who are willing to shuffle responsibility onto an outside group, he personally hired a team of master teachers to carry out his wishes. He then allowed the team to grow slowly and organically as time, resources and results warranted. Each addition to the team, whether a new Infant School advisor or a Junior School expert, was carefully planned and integrated into the county's educational system. Personal qualities, sympathy and integrity above all,

were sought at the expense of formal qualifications. The general approach was, through the excellence of what advisors had to offer, to create a demand among teachers and only then to expand to meet that demand. We in America have much to learn from this *festina lente* attitude. There is little doubt that the Director was as eager for progress in his schools as any superintendent, but his change strategy took into account the many obstacles, organizational and personal, which lie in the path of reform. His decision -- to work slowly, from within and through a non-administrative group of permanently employed master teachers -- is an example to all would-be educational reformers who grow impatient for results. The fruits of patience may be long maturing but they are sweet indeed.

The Advisory's ill-defined position in the county's educational hierarchy has already been noted. As non-administrative non-teachers, advisors have many of the freedoms of a consultant. As permanent employees of the system, however, they must answer continually to the director and, in a sense, to the teachers and the public at large. Anyone planning to initiate an advisory service would do well to consider how, in organizational terms, the catalytic role of advisors is enhanced by this apparent lack of role definition. At the same time it may be well to warn that the many diverse assignments performed by the advisory team, and

especially by the Chief Advisor, could not be expected of a fledgling organization. The remarkable productivity of the Oxfordshire group stems, I believe, from two sources: the well-established, smoothly operating regime of twenty-five years, and the self-actualizing behavior of a group of people who are functioning under virtually optimum organizational conditions. Only after such preconditions have been established can such performance be hoped for.

The almost studiously vague attitude of the county's educators towards written philosophies and goals is frustrating to an investigation such as this but it contains a warning which should not go unheeded. As Roy Illesley* said on this point, "When you put it on paper, you kill it." There is a feeling among progressive English educators that a school's or school system's philosophy must be a living and therefore changing corpus of beliefs. Once it is made "official" it loses the vitality of healthy dialectic and may even tend to stifle the very aspirations it sought to encourage. The Advisory has carefully avoided committing anything to paper except for a modest annual summary of events and activities prepared for the County Education Committee. Advisories which would emulate their success

* Roy Illesley. then Head Teacher, Battling Brook School, Leicestershire, private conversation, 4/71

would do well to confine themselves to cryptic comments and leave exegesis to scholars.

The extremely practical, "nuts and bolts" approach of the advisors is something which sets them apart from most experts and consultants, and which earns the gratitude and admiration of teachers. The reader might reflect how often he or she has had the pleasure of watching a master teacher take charge of a class and set an example of excellent teaching. Reflect further on the prospect of being able to call on such a person, repeatedly, for inspiration and assistance, and the day-to-day value of the advisors becomes obvious. Even within advisories in this country, staffed as they are with highly-motivated subject area specialists, there are few who could repeatedly take charge of a primary class on demand with any expectation of consistent success. The opportunity for lengthy seasoning in both classroom and curriculum does not exist in this country as it does in England.

A role which the Advisory plays which is virtually denied its American counterparts is that of liaison between schools and particularly between Heads of schools. In America, to an even greater extent than in England, the principal's job is taxing and lonely. Yet with few exceptions advisors here are expected to work with teachers and merely keep busy principals informed of their joint progress. How many American advisors have themselves

been principals? The question is almost ludicrous in our context, yet it is the first one likely to be asked by a harried principal. Advisors will be hard pressed to break down the very real isolation between schools until they can meet with the schools' leaders on more common ground.

Clearly, there is little point in alluding to the positive evaluation of the Advisory in the preceeding chapters as "proof" of the team's success. Nor, even if the most rigorous investigation showed equally promising results, would we have any right to suggest that the English practices should be adopted here. The Advisory is but one factor in the overwhelmingly healthy system which is Oxfordshire's. That health is the result of thoughtful adaptation, over a period of twenty-five years, to the cultural, organizational, pedagogical and personal facts of life in one county. Any attempt to transpose one part of it without careful planning and painstaking modification of the recipient system would be rash indeed. If, on the other hand, American educators are willing to analyze carefully the needs of their teachers in the light of this and similar studies, we may yet hope to see the rebirth of vital, humane learning in our schools for adults and children alike.

ANNOTATED LIST OF WORKS CITED

The reader is strongly urged to view the film, "A British Junior Classroom", available from I/D/E/A, Inc., P.O. Box 446, Melbourne, Fla. 32901. This is a 30-minute color film of the Edith Moorehouse School, Oxfordshire. It gives an excellent idea of the results obtained in the county's schools by the Advisory and other agencies.

Bennis, Warren G. "Emergent Notions about Planned Change".

The Evolution of Planned Change, ed. Bennis, Benne, Chin.

New York: Holt, Rinehart and Winston, Inc. 1961.

-a collection of articles dealing with current social science research on planned change, its agencies and effects.

Blackie, John. Inside the Primary School. London: H.M.S.O., 1969

-a well-known, progressive H.M.I., now retired, surveys progress in primary education and gives an account of the roles of various agencies at work.

Blackie, John. Inspecting and the Inspectorate. London: Routledge and Kegan Paul, 1970.

-a progressive H.M.I. reviews achievements of the Inspectorate, examines its emerging roles and suggests some alternatives for the future.

British Education Index. Great Britain. London: British National Bibliography.

Brown, Mary and Precious, Norman. The Integrated Day in the Primary School. London: Ward Lock Educational Co. Ltd., 1968.

-a combination of history, theory and practical classroom suggestions by two Leicestershire Heads.

Cartwright, Darwin and Alexander, Alvin. eds. Group Dynamics.

New York, N. Y.: Harper & Row, 1968.

-a comprehensive collection of articles on current research in group dynamics. Contains a wealth of bibliographical references.

Children and their Primary Schools. Great Britain. A report

of the Central Advisory Council for Education. London: H.M.S.O., 1967.

-The Plowden Report. A remarkably progressive document of great scope. Generally endorses progressive practices in English primary schools in cautious, lucid language.

Chittenden, Edward, Bussis, Ann, and Amarell, Marianne. A Study

of Teachers in Open Education Settings. Princeton, Educational Testing Services, 1971. Unpublished proposal to the Ford Foundation.

-a progress report on this project which is receiving Ford funds, will be found in "Teacher Perspective on Change to an Open Approach", Amarell, Bussis & Chittenden; A paper presented to the American Educational Research Association, New Orleans, March 1, 1973.

Featherstone, Joseph. "Report Analysis: Children and their Primary Schools". Harvard Educational Review. Vol. 38, No. 2. Spring, 1968.

-a sympathetic analysis of the Plowden Report by the man who has done most to introduce American educators to progressive English practices. Available as a reprint from Harvard Educational Review.

French, J.R.P. Jr., and Snyder, R. "Leadership and Interpersonal Power" in D. Cartwright. ed. Studies in Social Power. Ann Arbor: I.S.R., 1959.

-an examination of the modes of exercising leadership.

Greiner, L.E. Organizational Change and Development. Harvard University: unpublished PL.D. dissertation, 1965. Quoted in (20).

H.M.I. Today and Tomorrow. Great Britain. London: H.M.S.O., 1970

Immegart, Glenn L. Guides for the Preparation of Instructional Case Materials in Educational Administration. Columbus, Ohio: The University Council for Educational Administration, 1967.

-a booklet of procedures for presenting case studies in education.

Marsh, Leonard. Alongside the Child in the Primary School.

London: A. and C. Black Ltd. 1970.

-a sensitive, perceptive examination of the various modes of functioning in a progressive school. This beautifully produced book, while practical in the best sense, is also inspirational.

McGregor, Douglas. The Human Side of Enterprise. New York:

McGraw-Hill, 1960.

-a pioneering work which suggests an alternative managerial paradigm (Theory Y) to the traditional (Theory X) set of assumptions about employee behavior in groups.

Memorandum of Evidence Presented to the House of Commons Select Committee on Education and Science. Great Britain.

London: National Union of Teachers, 1968. Mimeograph

Minutes of the Committee of Council on Education. Great Britain.

London: H.M.S.O., 1840. p. 21

-an. early document, now virtually unobtainable, dealing with the founding and functioning of the Inspectorate.

Music in Schools. Towards World History. Some Suggestions for

Teachers of English and Others. Great Britain. London:

H.M.S.O., 1956, 1958, 1967.

Primary Education Progress Report. Appendix A. Great Britain

Oxford: September 1971. unpublished memo, County files,
Oxford.

-standard annual report by the County's Primary Education
Subcommittee.

Primary Education Progress Reports, Sept 1950 - Sept. 1971.

Oxford: County Offices. Unpublished memo-graph.

-standard annual reports.

Primary Inservice Training Autumn Term, 1971. Great Britain.

Oxford County: unpublished memo.

Report from the Select Committee on Education and Science, Session

1967-68. Great Britain. London: H.M.S.O., 1969.

Rubin, Louis J. "The Nurture of Teacher Growth".

Educational Leadership Vol 28. April 1971. pp 701-3

APPENDIX 'A'

WARWICKSHIRE

NORTHAMPTONSHIRE

GLUCESTERSHIRE

BUCKINGHAMSHIRE

BERKSHIRE

WILTS.



COUNTY OF OXFORD

County Boundary marked thus
County Borough, Municipal Borough, Urban & Rural District Bds also shown.

Scale 0 20 Miles

