



The Educator

Journal of the Worshipful Company of Educators



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From the Master



A Happy—but rather different—New Year. Did any of us expect to be back to the future in early 2021? Who could have imagined that in a few short weeks and now months we would have adapted as a Company to new ways of working and new ways of keeping in touch? Particular thanks must go to our Clerk Christian Jensen.

I planned my year as Master to include a mixed diet of dinners, seminars, lectures, and trips. Dinners—with their opportunity to build and develop networks—are an important part of every Livery. Could we have guessed that they would come crashing to a halt? In retrospect, it was remarkable that—through Christian's efforts and ingenuity—twenty-two members were able to enjoy dinner together at five socially-distanced tables at Coq D'Argent, No 1 Poultry, after the Annual Service last September.

If the face to face events have been cancelled, the Company has shown energy, resilience and imagination in other ways. Zoom means that we can all participate in events wherever we are. It has the potential to make us more inclusive. Similarly, our weekly bulletin—Extracurricular—has gained greater importance as the regular source of news within and beyond the Company. The programme of live events has transferred online. So far, speakers have ranged from: Professor Sir David Cannadine from Princeton University on 'Is too much history happening now?'; and Dr Jack Brown, King's College London on *The Geography of Power, Downing Street*; to Lord Chris Smith on *The Arts and Social Inclusion*; and Professor Paul Palmer from the Cass Business School on *From the Periphery to the Mainstream: a case study of a social purpose management initiative in a business*

school. I know from the feedback I have received that these events have aroused great interest outside the Company. While doors are shut, they are a positive way of keeping connections within the City.

The Social Committee has been creative in keeping us entertained. Remember the *Treasure Hunt* and *London from the Top of a Bus*. Literally real eye openers! We are looking forward to the cheese tasting on 26 January. The presentation will be online, but there's still time to order the actual cheeses. As ever, the Special Interest Groups continue to thrive and promote discussion and debate.

2021 will be the year when all City institutions will rethink their purpose. I believe there will be a greater emphasis on the role of charitable giving and a focus on giving that makes a real difference to people's lives. Livery Companies will need to examine their engagement with the City of London. We should play our part. In addition, as Educators, we have specific concerns about the effects of Covid and the lockdowns on schools, colleges and universities, and their communities, not just in the short term but the potential damage in the future.

Sarah Jane and I would like to take this opportunity to thank you for your continued support in what has been an unparalleled year. I would like to express my warm appreciation to all of you for your continuing membership and the part you play in the ongoing life of the Company. Here's to 2021 and remaining safe and well. I look forward to meeting you in person sooner rather than later'

Richard Evans, Master 2020-21, richardevans.re@btinternet.com, 07958 984161



The Sermon: Annual Service, St James Garlickhythe, 25 September 2020



Rt. Rev. Rose Josephine Hudson-Wilkin, MBE, QHC, Bishop of Dover

I am honoured to have been invited to share in your service this evening. You meet for your worship as the Worshipful Company of Educators at a critical time for many in the education profession. The impact of the corona virus has disrupted the familiar way of how we deliver key messages and of how we relate to one another. We are all having to learn new ways of imparting the information which we wish to—or need to - share with those around us.

During my last term at college back in the eighties, I was given a poster with the following words:

'Do not go where the path leads, go where there is no path and leave a trail.'

Those of you who are referred to as educators will need to navigate how this is experienced by those around you. You are not laying a definitive path and expecting others to follow along it; instead, you are creating a trail. By the very nature of being a trail, it is never complete. Anyone can add to it or dare I say create a different direction that others may follow in. The trail is that place where nothing is taken for granted; questions are allowed, such as, "I wonder if this is the right way or might another direction be the way to go at this point?" The trail allows anyone new embarking on it to make their own mark that will enable them to recognise the way they have come from.

It is incumbent on you as educators to make sure that the lessons you share are shared in a way that allows others with an equal sense of pride in what they have to contribute, to deliver their lessons with a similar sense of pride. We must speak about our own areas of expertise without leaving another to think that their area of expertise is of less value. There is a need for you to deliver your message with confidence. Any sign of insecurity will make your students feel that you really do not believe that which you are imparting. If it is felt that you do not believe in what you are sharing, then I believe your students may well struggle to understand and value the lessons being taught.

The weight you carry as educators is phenomenal. Although my family were illiterate, they would say to us as children, "Make sure you get an education because once you have it, no one can take it away from you." Your ability to influence others is enormous and we can either do so for good or for evil. Today I heard 'The Man Booker Prize' winner of 2019, Bernadine Evaristo [author of: *Girl, Woman, Other*] who is of dual heritage—her father being Nigerian—speak of crossing the road as a little girl when she saw her father in the distance. She was ashamed of him because of the colour of his skin. What was it that she learnt from the society that she was born in and grew up in, that caused her as a child to recoil from her father, ashamed of him?

Actually, in reality she was ashamed of herself. A child with his blood running through her veins unable to be separated. I am often left wondering, if we as a society share in the responsibility of what was taught to her about herself and taught to the wider society about black people; if we share in the responsibility of what has been taught over the years to children black and white alike? The damage done is not just to black children. Our communities are scarred by those lessons. New lessons are needing to be taught.



The socially distanced choir and organist

We need educators who are not just enamoured about themselves; educators who not only know their subject area like the back of their hands but educators who seek excellence from those around them. Educators who recognise that they are not just imparting their knowledge but enabling others to grow in confidence within themselves and in time come to share their knowledge too. Much more is expected from those who seek to educate. They must believe in the potential of those being educated. Educators must recognise that in effect, they are equipping students for life. Trevor Cooling's report published in the 'Think Tank, Theos', calls on us as a society, to look more closely at the purpose of education. In educating our children we must be preparing them for life and not just want them to achieve academic excellence.

Trevor Cooling goes on to share this letter, which was once read at the United Nations:-



'Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness: Gas Chambers built by learned engineers; children poisoned by educated physicians; infants killed by trained nurses; women and babies shot by high school graduates; so I am suspicious of education. My request is: help your students to become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human.'

We need the kind of education that is going to create better human beings. With this new and meaningful kind of education we will be able to build a better community, a better country, and a better world. One where we respond to each-other's needs. One where we are our brother's and sister's keeper. One where we become better stewards of the environment entrusted to us. One where we reach out to the homeless, the refugee and asylum seeker and those most vulnerable. One where through education we leave a legacy of belonging.

Rt. Rev. Rose Josephine Hudson-Wilkin, MBE, QHC, Bishop of Dover



The Master reading the Lesson



Membership Gazette

	26 Nov 19	1 Mar 20	4 May 20	24 Aug 20	25 Nov 20
Liverymen	217	218	217	216	221
Freemen	104	116	126	122	132
Associate Liverymen	2	2	2	2	2
Total paying members	323	336	345	340	355
Honorary Liverymen	10	9	9	9	9
Total on Register	333	345	354	349	364
Friends of the Livery	0	0	3	3	6

Admissions to the Freedom and to the Livery: Court 25 September 2020

Admitted to the Freedom		Admitted to the Livery
Moawia Bin-Sufyan	James O'Higgins Norman	Brett Bader
Sue Brindley	Hannah Perry	Theodore Frazer
Sara Counter	Ryan Ramsey	Michael O'Reilly
Alderman Emma Edhem	Mary Robey	Pamela Thomas
Gloria Elliott	Elisabeth Soare	Jack Yeomanson
Tim Fish	Margaret Wilson	
Frank Hurl	Carol Yeomanson	
Matthew Jackson		

New Court Assistants

At Court on 25 September 2020, the following new Court Assistants made their declarations in accordance with Bylaw 47: Liveryman Anne Bamford; Liveryman Martin Collins; Liveryman John Dewhurst; Liveryman Alice Hynes; Liveryman Jon Pettigrew; Liveryman Anne Punter; Liveryman Carole Still.



Declarants



Derek Bain — 9 October 2020

Derek Bain is co-founder and Business Development Director at The Box Consultancy. He helps senior executives and project teams to fine-tune and enhance bids and tenders for complex large projects. Much of Derek's work has involved educating and training clients to improve their skills and enhance the effectiveness of their teams. Previously, he was director in a number of UK businesses in the leisure and hospitality sectors, hiring, coaching and developing staff skills. Derek says that he looks forward to joining our livery company, which has skills development at its core.



Moawia Bin-Sufyan — 9 October 2020

Moawia Bin-Sufyan is an Investment Director. He spends three days a week in his employment and three days in service to over 16 appointments and roles that range from health, education, criminal justice, emergency services, local authority, media, charity and voluntary sectors. He is the founder of a charity that provides health and educational services in South Asia and has personally donated considerably to the charity. He is quintilingual, lecturing and speaking across the world on a range of issues, including education. Moawia's passion to help, support and mentor has earned him accolades and honours from the Her Majesty the Queen, Prime Minister, House of Lords, and universities. He is a member of the Guild of Young Freemen. Moawia welcomes joining a livery company with a strong sense of purpose, where belonging nurtures friendship and connections.



Dr Sue Brindley — 9 October 2020

Dr Sue Brindley has worked for 25 years in Higher Education for four Universities. She has also worked in government policy in Education—including during the development of the national curriculum. Now Senior Lecturer at the University of Cambridge, Sue is developing blended learning Masters courses for national and international audiences, and leads a teacher research network of some 280 schools. She is a Teaching Fellow at Clare College and a Visiting Professor at Anglia Ruskin University. Sue has a BA (Hons) from the University of London, MAs from the Universities of London, the OU and Cambridge, and a PhD from the University of London. In 2012, she received a prestigious Pilkington Prize from the University of Cambridge in recognition of her teaching and research in Education.



Sarah Counter — 9 October 2020

After decades working in all sectors of education, Sarah Counter founded the first Free School in the heart of London's Docklands. She opened two more free schools, thus creating the Canary Wharf College Multi Academy Trust. Sarah is a social entrepreneur. She provides high quality education for those from lower socio-economic backgrounds. She is also a founding Trustee of a tertiary college of Mechanical Engineering in Zambia and founding Fellow of the Chartered College of Teachers. Joining in the Company's meetings, dinners, discussion evening, seminars and social events gives Sarah opportunities to network and to gain knowledge and understanding from other experienced educators within different spheres.



Matthew Jackson — 9 October 2020

For over 10 years, Matthew Jackson has worked in senior roles in the education sector. Initially an education and charity consultant for two global education companies, he moved into start-ups, developing an international growth strategy for an edTech company. In 2018, Matthew began teaching and led, as Vice Principal (Development), a transformation programme in a small boarding school. In 2020, he co-founded a small international school in France, which opened in September. Matthew is an NGO board member, a non-executive director of several international organisations and a trustee. He also manages an educational scholarship fund in Sri Lanka. After completing his undergraduate studies, at Queen Mary University of London, he received an Attlee Award for Excellence. He worked as a member of a policy think tank, during which time he completed post-graduate studies in contemporary political and economic history. For Matthew, membership of our Company would allow him to use his skills, experience and passion to support a broader educational mission.



Hannah Perry — 9 October 2020

Hannah Perry is an educational professional from the University of Cambridge, a Fellow of the College of Teachers and holds a Masters in Education Management and Leadership from Kings College London. Her research dissertation was, 'What is the impact of dyslexia on a teaching career trajectory to the route of headship?' An experienced Science Teacher at senior and preparatory schools (8-18), Hannah has a history of working in a boarding school environment. Her appointments include: Duke of Edinburgh Award Manager; PGCE and NT Mentor; Head of Science; Housemistress; Head of Girls and Girl's Board; and designated Safeguarding Lead on a Senior Management Team. Hannah is currently in the Boarding and Science departments at Eastbourne College. Her engagement with non-profit volunteering is underpinned by Church of England values. She is an experienced School Governor, chairing Staffing and Curriculum Committee.



Ryan Ramsey — 9 October 2020

After 26 years' in the Royal Navy Submarine service—in which the zenith of his career was to captain HMS Turbulent—Ryan Ramsey started his business journey, leading in a range of organisations from large corporates to start-ups. Education underpins his professional journey. Ryan has: led at Flag Officer Sea Training; taught the Submarine Commanding Officers course; and run graduate programmes within businesses. He has an MA from Kings College London, an MSc from Kingston University and is a published author. Keen to help others, Ryan is a charity trustee and works with veterans transitioning to the civilian world. Ryan would like to be part of an organisation with like-minded and focused individuals to learn, share and together make change.



Professor Michele Russell-Westhead — 9 October 2020

Michele Russell-Westhead is the Provost and Head of Development Faculty at the Defence Academy of the United Kingdom. She is a Senior Civil Servant in the Ministry of Defence and Professor of both Professional Military Education and Clinical Education. She is also: a National Teaching Fellow; a Principal Fellow of the Higher Education Academy; a recipient of the prestigious King's Teaching Fellowship; and a Visiting Professor at Newcastle University and New York University (NYU). She has held senior positions at King's College London and at LSE. As the military liaison between our livery company and the Defence Academy, Michele welcomes the opportunity to engage with educators from a broad spectrum.



Carol Yeomanson — 9 October 2020

Carol has been an author since 2015 and has now published 19 books. Prior to this she worked in the Civil Service on the Polaris Project and at Wandsworth Council's Housing Aid section. Carol left full-time employment in 1985 to raise her son. Now she spends her time mentoring many young, aspiring writers, a number of whom have gone on to experience success themselves. She has also volunteered with the Sailors' Society, a charity close to her heart as her father was a Submariner. Carol believes everyone has a right to an education and access to literature and she supports the Mission to Seafarers' floating library, which travels around the world giving seafarers access to the books she has donated.



Edward Allanson — 14 October 2020

Edward Allanson has been Assistant Headmaster at Stonyhurst College in Lancashire for the past two years. Before that he was Head of Faculty and Head of Department (Religious Studies) for eight years as well as Master in charge of Scholars. Edward has a BA from the University of Birmingham and an MLitt from the University of St Andrews. He has recently submitted his dissertation for his MSc at the University of Oxford. He is a Fellow of the Royal Society of Arts and of the Chartered College of Teaching. Edward says, 'I prize the collaborative nature of working in education and I believe joining the livery company is a natural step.'



Tim Fish — 14 October 2020

Tim Fish has been Managing Director of Dukes Education (Colleges) Ltd since 2019. He joined Dukes initially in 2017 as the founding principal of Earlscliffe, an independent sixth form boarding college in Folkestone, which he opened with his wife Julie in 2011. Prior to Earlscliffe, Tim was a headteacher for twelve years in Sussex, before which he was housemaster for nine years at an international college in Oxford. In his executive roles Tim has always successfully initiated plans to widen access to independent learning opportunities through generous bursary schemes. He is Fellow of the Royal Society of Arts, a supporter of local school projects in Rwanda and Myanmar and an ardent promoter of international education.



Dr Frank Hurl — 14 October 2020

Frank Hurl has worked in education in Ireland all his professional life, teaching at Blackrock College and becoming Assistant Principal and lecturing at Hibernia College. Frank is a graduate of universities on both sides of the Irish border, having an MA in Philosophy and a PhD in Education. He is a Knight Commander of the Order of the Holy Sepulchre, a Member of the Royal Society of Antiquarians of Ireland and was recently appointed a Peace Commissioner. Frank says, 'The Educators Company has members with much in common and with diverse experiences.' He hopes to benefit from their expertise whilst contributing from his own expertise.



Cecily Liu — 14 October 2020

Cecily Liu has worked for 10 years across different education charities helping children from disadvantaged backgrounds. She is Senior Research Advisor at the City of London Corporation. She devotes much free time to a voluntary role as managing director of Visionary Education, working to improve the quality of rural education in China (<https://www.oneyoungworld.com/node/409946>). Previously, Cecily volunteered at Music of Life, Paddington Children's Library Homework Club, and UCL's Access and Widening Participation programme. Cecily is a Fellow of the Royal Society of Arts. She has a BA from UCL and an MA from City University. Cecily says she admires the Worshipful Company of Educators' ability to bring together pioneers from all parts of the Education world to shape this industry's future.



Professor James O'Higgins Norman — 14 October 2020

James O'Higgins Norman is Director of the National Anti-Bullying Research and Resource Centre (ABC) and Professor of Sociology at Dublin City University. He holds the UNESCO Chair on Tackling Bullying in Schools and Cyberspace. He has led 23 projects and guided 12 PhD students over the past 20 years. James led the first national studies on homophobic bullying in secondary schools in Ireland, worked on projects funded by the EU, Fulbright, Government of Ireland and Irish Human Rights Commission and others concerned with cyberbullying and gender, and workplace bullying. James's research is published in national journals; he has also co-edited books. He holds a Bachelor of Divinity degree, a Higher Diploma in Education, a Masters degree in Education, a Doctorate in Education, and a Graduate Diploma (Law). James believes becoming a member of the Educators will provide him with a network and platform to strengthen his educational links.



Simon Turner — 14 October 2020

Simon Turner is Assistant Headteacher and Director of Co-Curricular at Haberdashers' Aske's School for Girls. He has taught in a number of settings in both state and private schools while running his own design business. Simon is a governor at City of London Highgate Hill and also contributes to the training and advising of teachers involved in educational visits. He has been a classroom teacher, head of department, pastoral head in schools while teaching PGCE students at Goldsmiths and has also taught Theatre Design at RADA. He says, 'It will be good to have the opportunity to attend—and hopefully to contribute to—the Educators' seminar programme.'



Dr Margaret Wilson — 14 October 2020

Margaret Wilson was awarded a CBE in February 2019 for her services to education. She is currently Chief Executive Officer of Zenith Multi Academy Trust. Before that Margaret was the Headteacher of a secondary school in Essex from 2001-2017 and, prior to that, the Principal of a co-ed school in London from 1997-2001. Margaret holds Bachelor of Education, a Master of Science and MBA degrees and, in 2012, was awarded an honorary doctorate. She is Vice Chair of Anglia Ruskin University and also sits on various other Trust boards. She is a Deputy Lieutenant in Essex.



Alderman Emma Edhem — 25 November 2020

Emma Edhem was called to the Bar in 1993 by The Honourable Society of Gray's Inn. Over the years, Emma's practice has taken her into international and geopolitical law, spanning across the world. Emma was Head of the Pupillage Committee in her previous chambers and Pupil Mistress for over 20 years. She sits on the Scholarship Panel of the Inner Temple and is a Governor of the City of London School for Girls. She was elected to the City of London, first, to the Court of Common Council in 2014, then as Alderman in July 2018. Emma recognises the importance of Livery Companies, she is a Freeman of the City of London and Court Assistant to the Worshipful Company of Woolmen.



Gloria Elliot — 25 November 2020

Over the past 36 years, Gloria Elliott has worked as a teacher, manager, researcher and writer. Her main fields are Adult Education and Lifelong Learning. Gloria is committed to educational provision achieving inclusion and social justice for the good of society. She continues to pursue her vocation in General Education and Continuing Education. Along her career journey, Gloria has gained various teaching qualifications and experiences, including an MA in Adult Educational Guidance from the University of East London. She is a keen gardener and an eco-friendly observer of the life cycle of garden life. Supporting the Educators Criminal Justice and Adult Online Learning Special Interest Groups are her interest areas.



Mary Robey — 25 November 2020

Mary Robey has worked in education for 37 years across both the Primary and Secondary sectors. For over three decades, she has been involved in school governance, most recently as the Chair of Governors at The Cavendish Preparatory School. For more than a decade she has governed at the City of London School for Girls, where she chaired the Education Working Party and was a member of the Bursary Committee. Mary has taught Modern languages in a variety of state primary and secondary schools and now teaches part-time within the City of London Academies Trust. She holds an MA and a PGCE from the University of Oxford, where she was one of the first women to be admitted to Magdalen College. Mary is currently Chair of Governors at the City of London Primary Academy Islington.



Members' News

Court Assistant James Crabbe has been appointed an Honorary Professor at Wuhan Business University, China. This is a 'promotion' from his Guest Professorship appointment at the University last year. It is not time-limited. James is also an Honorary Professor at Changchun University.



Obituary - Dennis Osborne

We are sad to report that after a decade of ill health, Dennis Osborne died on 19 May 2020, aged 85. Dennis was a Liveryman of the Stationers' Company, having been clothed in 1984. As the husband and Consort of Judith Osborne, the second Master of the Guild of Educators, he was a great support to her and to the emerging Guild during its formative years.



Nostalgia

For reasons all too well-known to us all, we cannot report on the 2020 Lord Mayor's Show. But this picture of the 2006 Show reminds us of how things were and will be again.



Distinguished Service Award to Liveryman Enid Weaver



The recently-established Distinguished Service Award was first awarded and presented at the City Celebration Dinner in November 2019. It is a way of recognising the outstanding debt the Company owes to individual members who have done so much. Every thriving body relies, often more than can be said, on the unstinting

efforts of officers and members who show such commitment and dedication. The award would have been presented at this year's City Celebration Dinner in November 2020. Unfortunately, the coronavirus pandemic has prevented this dinner (and many others) from being held, but I am delighted to announce that Liveryman Enid Weaver has been awarded this Award for her valuable contribution to the music of the Educators, since the foundation of the Guild in 2001. However, the award will be presented at the earliest opportunity at a dinner when we are able to meet again.

Enid Weaver is a very long-serving member of the Company, having been Mistress to Past Master Max Weaver. As a regular attender

at events since the early days, her piano-playing of the music from Handel's 'Scipio' became synonymous with the introductory procession by Master, Wardens and guests at our statutory events, and her musical prowess has always been a distinguishing feature of her contribution. This became all the more evident with the establishment of the Company's very own choir where she has sung, co-directed and more recently conducted the choir when it has performed. Her dedication in this role has been commented on by members of the choir, who have appreciated both Enid's great musicality and her efficiency and energy in leading the choir to its finest hours—at successive Annual Services and at the highly successful Advent Carol Service last year. Her commitment and brilliant leadership have taken the choir from its modest beginnings to a group of over 20, which is singing at a high standard. She has also provided the musical entertainment at several dinners. You might think that this would be enough of a contribution for one person, but in fact it does not tell the half of it. Unobtrusively and behind the scenes, Enid has been a tower of strength to our hard-pressed Clerk, working selflessly and entirely voluntarily in the Office with unfailing good humour and assiduously conscientious, selfless devotion to the Company's business. Never seeking the limelight, though as conductor completely comfortable in it, Enid's reliability and superb skills have made her an exceptionally worthy recipient of this special award. Enid, we thank you and salute you.

Pamela Taylor: Immediate Past Master



THE EDUCATORS' TRUST

Your Donations—Your Awards: Trust Awards 2020, COVID and Plan B

As most of you know, despite our best efforts, the postponed Awards 2020 Dinner on 9th October had to be cancelled as the second spike of the coronavirus forced the Government to restrict social gatherings even further.

The Trustees, however, had a Plan B which went into operation as soon as the decision to cancel was made. Under the excellent supervision of the Clerk, the certificates, the inscribed crystal glass plaques and the cheques were parcelled up and sent by post to the winners. As a memento, I converted the usual Awards Dinner Booklet which contains a one-page citation for each winner into a commemorative Awards 2020 Booklet, removing the succulent menu, and securing an upbeat Foreword from the Guest Speaker, Patrick Spottiswood, Director of Education at London's Globe Theatre. Also included was an invitation for them and their nominators to join us at a formal dinner in the City as soon as it was possible to gather as an assembly again.

Winners and their nominators were kept informed at all times and had always been supportive of our efforts to celebrate their achievements. However, the emails of appreciation from every one

of the winners and their nominators following Plan B was really amazing. I quote only one, but it reflects the many:

Thank you so much for the certificate, awards book, glass plaque and cheque, all very gratefully received. I can only imagine how tricky all of this arranging and re-arranging must have been for you! And you have done it all with such grace, in these challenging turbulent times. Thank you for keeping us all in touch, and when we all meet, it will be with such gladness and a lot of knowledge about the other artists. (Lizzi Kew Ross, Trinity Laban Conservatoire, Winner of Keith Hutton Legacy Bursary in Theatre and Performing Arts)

COVID also dashed our hopes for our annual public seminar, this year spotlighting the work of the 2019 *Inspirational Educator* award winners in hospital education. The event was to have been held in the Apothecaries Hall, courtesy of that Worshipful Company's generosity. The National Association of Hospital Educators, which had fielded a panel of national experts for the seminar, remain keen to look for opportunities in the future, when, as it has happened, the topic will be made even more interesting by how our colleagues in the hospital setting of extreme health security coped with continuing the education of sick children.



Trust Awards 2021

Plans are well ahead for Trust Awards 2021, conducted largely through Zoom meetings with representatives of potential nominating organisations. Most exciting is the theme for the eight *Inspirational Educator Awards* – environmental education. While chosen by the Trustees some time ago, the environment has been brought into public consciousness with a vengeance by the pandemic. With the help of four Liverymen of our Company, specialists in different aspects of this field, we were able to identify a wide range of organisations which make a substantial contribution to environmental education. These include universities and colleges of agriculture and horticulture, national associations of teachers and researchers, large national and

international charities, like the WWF, Outward Bound, RSPB and Kew Gardens, and modest local ones with impact exceeding their size, such as Social Farms and Gardens, Farms for City Children and Learning Through Landscapes. We are hopeful of an excellent tranche of candidates by the deadline of 19 January.

We are hopeful with the advent of a coronavirus vaccine, that our Awards Dinner will take place as planned on April 30th 2021 without a hitch, so that we may join together in celebration of some of the wonderful inspirational education that this Company supports through its generous donations.



New Bursary Scheme with City & Guilds

The Trust has just confirmed a new bursary scheme with the City & Guilds to jointly fund a Peer Advisor Programme delivered by St Giles Trust in English prisons. We are grateful to Past Master Peter Warren, who has generously offered to contribute to the scheme.

As described by the Ministry of Justice, 'The St Giles Trust Peer Advisor Programme is a mentoring intervention that trains offenders and non-offenders as advisors, teaching them to assist their peers in accessing support services that will help those peers to address their own needs. It aims to increase support to offenders and to give qualifications and mentoring experience to advisors as a route into employment.'

The Trust previously awarded one of its Inspirational Educator Awards to one of St Giles' Trust trainers. Subsequently, the Chairman, Dr Jennifer Somerville, was invited to visit HMP Send to observe the programme in situ and meet some of the offenders on the course. She was impressed with what she saw: 'The women were hugely enthusiastic about peer mentoring and believed it was a powerful tool in engaging prisoners in education and in changing their lives.'

The beneficiaries of the Trust-C&G bursaries will have completed the industry standard Advice and Guidance qualification up to Level 3. They will be funded to undertake the 'further skills development programme' which specifically addresses skills gaps in digital skills and mental health. The training will last 3 months and upskill 50 people each year.

This development supports the other initiatives in the Company in the area of prison education, begun with the Inspirational Educator awards in this field in 2018-19 and continued in our joint annual award with the Prisoners' Education Trust, the Prison Educator of the Year award. This partnership for match-funded bursaries with the C&G is a successor to an initial agreement with C&G for bursaries for educators in vocational education, established by the previous Chairman of the Trust and Past Master, Susan Fey. Such transformative work is made possible only by the generous donations of Company members every year.



Valedictory: Yvonne Burne, Sir Peter Estlin, David Taylor

The Board of Trustees must say goodbye to three of its members – Yvonne Burne and David Taylor, who have come to the end of their term of office, and Peter Estlin, because of the pressures of his professional life. They are all long-serving members of the Company, Yvonne and David are Past Masters, and of the Trust. Sir Peter brought great kudos to both the Company and the Trust by being appointed to the Lord Mayor of London, the highest office in the City of London. We thought that, as they leave the Trust, an interview—by its current Chair, Jennie Somerville—with them might draw out some insights into the Trust's past and its future.

Jennie: *How did you come to join the Educators' Company and what role did you play in the setting up of the Trust?*

Yvonne: The Chair of Governors at The City of London School for Girls and I, as Headteacher, used to wonder why, given the range of Livery

Companies, there was no Company dedicated to education and educators. I was therefore surprised and delighted when Keith Lawrey invited me to join a small group of people dedicated to forming the Guild of Educators. In those early days we met, courtesy of our founding Master, Professor Raoul Franklin, at City University. Sir John Stuttard encouraged and supported us and thanks to the tireless efforts of those very first members everything progressed surely and steadily.

Sir Peter: The Company's sponsoring Alderman was Sir John Stuttard. It was he who encouraged me to become a Freeman of the Guild back in 2005. At the time I was Chair of Governors of King Edward's Witley, a school supported by the City since 1553. As the Guild progressed and approached Company and Livery status, I was asked by Susan Fey to help with the charity, and specifically how the growing level of assets should be invested, alongside how the charity might best be structured.



David: This is an easy one! Neither Pam nor I would have thought of joining the nascent Guild had it not been for the blandishments of Yvonne, who was even in those early days a powerful figure in City circles. Neither Pam nor I had ever dreamt to be part of the Livery movement, but from our earliest days (2002) we loved the Guild's fellowship and aims, and rapidly became involved in its activities.

Jennie: *What, in your opinion, were the key points in the development of The Trust?*

Yvonne: We very much wanted to consider how our Company could best develop charitable giving, the core of the Livery movement. I was Master when our Guild became a Company. Building the Trust Fund was a key area, partly so that we could fully engage in charitable activities, and therefore could meet the target set by the Court of Aldermen to enable the Company to apply for and receive full Livery status, as we did!

Sir Peter: One of the strengths of the livery, and indeed this Company, is the way in which it manages our charitable assets, ie. those that have been donated by members and others, not only for distribution to appropriate beneficiaries today, but also in the future. While we do not have an endowment, the Trust has become a widely recognisable entity to facilitate this.

David: This is a very tricky question! I am not at all sure that I can identify particular moments. I suspect that the evolution of the Trust developed in line with the Guild's recognition of the need for a clear mechanism for members to channel their desire for us to strengthen our charitable outreach. It seems to me, looking back to my own year as Master, that the impulse to acknowledge exceptional contribution by individuals in education led to our being able to make awards that, while not monetarily of huge significance, at least highlighted excellence and inspiration. I recall vividly nominating a highly meritorious recipient of the Master's Award, and the thrill of presenting it. It has been a huge pleasure to witness the evolution of our awards, the scrupulous and meticulous process of sifting the merits of candidates and the joy of celebrating the winning applicants' success.

Jennie: *What have you enjoyed most about being a Trustee of the Educators?*

Yvonne: It has been a real joy to work with a dedicated and well led team and fun to help explore how the Trust could develop. It has been good to be able to identify and highlight some of the often unsung heroes and heroines who educate people with more than their fair share of problems, particularly in prisons and hospitals and in the areas of special needs and disability. This has been gratifying on a personal as well as a professional level, as we have a severely disabled little grandson, and a granddaughter who is currently benefiting from the educators who help her in hospital. As a magistrate, I was also particularly interested in prison education especially that of young offenders.

Sir Peter: For me the inspiration of our members is a real asset to the Company. I so enjoy being around people with passion, and educators, if nothing else, exude an enormous amount of passion. While some of our business is of course serious, it is great to work with people who have a bit of fun in the process. Fun isn't often immediately recognised as a characteristic of a chartered accountant, but I would retort by saying, don't always judge a book by its cover!

David: Meetings have been expertly led by our successive Chairs, and they have had wise and perceptive contributions by our outstanding Trustees, whose skills and understanding leave me in awe. It is a real privilege to be party to discussions and decisions of such quality. I have also enjoyed, in a strange kind of way, our evolving attempts to navigate a course between excessive separation between the Company and the Trust and complete inseparability. On the whole, I think we have done so: mutual interests and objectives; separate structures and methodologies.

Jennie: *What do you think are the opportunities for the Trust in the future?*

Yvonne: Educators have been particularly challenged over the past months with how to continue education in the midst of this deadly virus. I think we have real opportunities longer term to consider how professional educators have adapted during this pandemic and to see how we might be able to celebrate the innovation and excellence which has been taking place across such a range of institutions. This is just one opportunity for the future, but more generally I think that the Trust has the chance to continue in what perhaps is a unique way to shine a light across the whole gamut of educational institutions and to acknowledge, thank and encourage dedicated and often 'unsung' educators.

On a separate note, I feel sure that Jennie Somerville will continue to guide the Trustees unerringly over the coming years. Her commitment and unstinting hard work are an inspiration and she brings laughter as well as dedication to our meetings!

Sir Peter: The ability of the Trust to continue to make a difference is largely dependent on all of us. Some are able to contribute financially, some have great ideas, and others great networks. What each of us brings to the Company, will to some degree determine the scale and ambition of our Trust in the future. This is probably a good moment to pay tribute to Jennie Somerville, who has chaired the Trust for the past few years. Under her leadership we have clearly punched above our weight and I have great hopes that we will continue to do so for many years to come.

David: Limitless! For me, an outstandingly successful aspect of our recent development has been the recent focus on the less well-recognised and less 'mainstream' aspects of education. I hesitate to use the word 'Cinderellas', but that term has become a way of epitomising the Trust's concern to highlight the many areas of inconspicuous excellence which abound. I can foresee a plethora of opportunities for the Trust to build on the substantial achievements in bringing such work to the Company's attention. There are many unsung heroes who emphatically seek no public accolades and who are content to hide their light under a bushel. However, by focusing on the achievements of the unremarked but remarkable educators all around us, the Trust can help to bring to the Company a celebration of inclusiveness, and an embrace of diversity. If the City and its institutions occasionally retain a faint whiff of privilege and elitism, the Educators can surely play a small part in a process of modernisation which helps retain our Companies' contemporaneity and relevance.

Jennie: *As interviewer and Chairman of the Trust, I get the last word. And it is to say how valuable Yvonne, Peter and Sir David have been to the Trust over the years they have served. You can see from their replies what different personalities they are, what different interests and what different skills they have brought to the work of the Trust. I am sure we will still seek them out for advice and support in the future. I know my remaining*



fellow Trustees will join me in a heartfelt thank you for their varied and valued contribution and in wishing them every future happiness and fulfilment—outside the Trust! However, this occasion is not as sad as a real departure because, of course, we are fellow Liverymen and have every opportunity to meet and talk and laugh in each other's company through the Educators' Company.



Public Speaking Competition 2020

The Company's annual Public Speaking Competition was due to take place on 27 March 2020 but had to be postponed because of the looming C-19 pandemic. The rearranged competition took place—via Zoom—on the evening of Wednesday 18 November. There were twelve competitors from seven schools: Lillian Baylis Technology College; Merchant Taylors' School; City of London School for Boys; Latymer Upper School; City of London School for Girls; James Allen's Girls' School; and Grey Coat Hospital School. The judging panel comprised: Immediate Past Master, Pamela Taylor; His Honour Judge Richard Hawkins QC [Ret'd] (Renter Warden, The Worshipful Company of Curriers); and Professor Sir Deian Hopkin (Liveryman & Court Assistant, formerly Vice-Chancellor of London South Bank University). Past Master David Taylor undertook the vital role of Official Timekeeper, and the whole evening was managed by our Gallant Clerk and accomplished Zoom-meister, Christian Jensen.

The necessarily restricted 'virtual' audience was treated to twelve extremely interesting and very well-presented speeches on a wide variety of fascinating topics, including: period poverty; blood donation; 'the 51 per cent'; and 'tea or coffee?' The winner—and the judges' unanimous choice—was Mila Stoilova of City of London School for Girls with a compelling speech intriguingly entitled 'Are we, and were we ever, in control of our future?' The two runners up were: Sophia Coningham (Grey Coat Hospital School) who spoke on 'The EU and Languages'; and Ethan Williams (Merchant Taylors' School) who considered the highly topical question 'Is it time to

I leave them and you with a contemplative thought from Winnie-the-Pooh: 'How lucky I am to have something that makes goodbye so hard'

Jennie Somerville, Chairman, The Educators' Trust

leave social media?' (He convincingly concluded 'No'). Anfal Kadir (Lillian Baylis Technology School) was highly commended for her passionate speech about Islamophobia. The competitors are all to be congratulated on their mastery of 'virtual' presentation, and, in some cases, for their mature composure in moments when the technology conspired against them.

The competition winners were presented (regrettably by post) with glass trophies specially commissioned from Royal Scot Crystal, along with certificates bearing the Company's seal and WHS vouchers for £100 (winner) and £50 (runners up). Each participant received a certificate, along with some brief feedback about their performance. At the end of the evening, there appeared to be a unanimous view that the Company's first-ever 'virtual' Public Speaking Competition had been a remarkable success. The schools were particularly appreciative—not least because of the competition actually went ahead at a time when so much other extra-curricular activity had been cancelled. Some of the teachers commented that participation in the competition had provided their pupils with a valuable boost for their self-confidence. Several schools held internal competitions in order to select their entrants—and so the 'reach' of the competition extends well beyond the event itself.

The 2021 Public Speaking Competition will take place—almost certainly via 'Zoom'—on 17 March, 2021.

Court Assistant John Dewhurst



Mila Stoilova



Sophia Coningham



Ethan Williams



FEATURES

Pinner's Progress - HEAD ON!

PINNER
HIGH SCHOOL

We are Trailblazers. We enjoy finding creative solutions. So much that makes Pinner High School such a vibrant place to learn, teach and grow has been exemplified over the last few months.

Resilience, dedication and empathy are all Pinner High School Values. What could be a better way of bringing these to life than the amazing colleagues who manufactured over 200 masks in our DT workshop for front line health workers? Or the members of staff who gathered up all our Science and DT goggles to deliver them to our local hospital, the first in the country to declare a 'critical incident' as COVID-19 cases surged? In difficult times, communities emerge stronger, and I am prouder than ever to work with the inspiring students and staff of Pinner High School.

Our students have been particularly remarkable over the last few months, adapting quickly to our new way of working. Podcast assemblies, virtual House Events and Google Classroom are now part of the language of the school. And the school itself has changed shape whilst all this has been going on.

It turns out B&K, our building contractors, are problem solvers too; we are in the midst of a complex multi-phase £16 million refurbishment programme. Inevitably work slowed during the first lockdown, and the first phase was not completed when we had expected. Yet, by rescheduling the whole programme and prioritising certain areas, whilst still maintaining strict social distancing, we had enough additional teaching spaces to accommodate our new year group. We are now 900 students strong, across five year groups.

We have not just had a new year group to plan for over the last few months, we have enjoyed working with local schools too. With a rapid expansion even by our own standards, we found ourselves four schools strong through the Easter holidays, with students and

staff from Nower Hill, Hatch End, and Cannon Lane based with us to ensure key workers could remain at work in their critical roles during the peak of the virus. We were delighted Cannon Lane were able to stay on for half a term in this arrangement. We know we are all stronger together. The NHS rainbow mosaic the children of key workers from Pinner High and Cannon Lane made together during this time is a lasting tribute to the work of many of their parents, and this collaboration.

Fitting, then, that it is for collaboration that our Mandarin teachers were awarded a Certificate of Excellence in the 2020 Pearson Teaching Awards, for their innovation working with Cannon Lane and West Lodge Primary Schools. In our communities, students from year 5 upwards have access to high quality Mandarin teaching—and are really thriving with it. We successfully joined the prestigious Mandarin Excellence Programme this year, further enhancing our own provision. Our Headteacher's Challenge Clubs leaders were recognised in the 2017 awards, but this year we are proudly double winners, as our ASD Leader received a Certificate of Excellence for his contribution to excellence in Special Educational Needs. Congratulations also to our Head of PE, recognised this year as a 'Harrow Hero' for his commitment to inclusive and inspiring sport. It is quite a staffroom!

So, when I talk about the school motto, 'Inspiring Learning', or the Pinner High School Values, I think you will agree they are everywhere you turn, at school, or at a distance. Being shortlisted for the TES Secondary school of the year award, one of eight in the country and the only one in Greater London further endorses everything we have been doing. Trailblazers, you see.

Given that COVID-19 has constrained some of the Given that

Freeman Chris Woolf, Head Teacher, Pinner High School



Footnote:

Great news! Pinner High has been short-listed for the TES Secondary School of the Year award. 'This is an amazing achievement for the students and staff at Pinner High School. It reflects everything that everyone does every day and I am so proud of them all.' Chair of Governors, Dr. Ahmed passed on her congratulations to the whole community for their support.

<https://www.pinnerhighschool.org/blog/?pid=35&nid=2&storyid=261>



COVID-19 has constrained some of the Company's activities and consequently reduced the number of events that we can report in *The Educator*, it seemed an opportune moment to experiment. This section is the result. It is rather like the book review section of an academic journal.

The rise of populism, Brexit and the episode that was Donald Trump instantiate a deeply divided politics in many countries, our own included. This has prompted a revival of interest in Michael Young's, *The Rise of the Meritocracy* (1958) and a new wave of publications re-examining and questioning the way in which merit and reward



A Review of David Goodhart's *Head, Hand, Heart: The Struggle for Dignity and Status in the 21st Century*

[Audio version: Head, Hand, Heart: Why Intelligence Is Overrated, Manual Workers Matter, and Caregivers Deserve More Respect]

Higher education has long been a subject of interest by sociologists, economists, demographers and even novelists and scriptwriters. The current problems faced by many universities, and the challenges posed by a system that is financed by student contributions rather than state aid, has generated even more interest. In recent years, a number of key texts on the subject of higher education and the role of universities have appeared, ranging from Stephan Collini's *What are Universities For?* (2012) and *Speaking of Universities* (2017) to David Willett's *A University Education* (2017) and most recently Ed Burne and Charles Clarke's *The University Challenge. Changing Universities in a Changing World* (2020). A common theme of these books is that universities are essentially a 'public good'. The debate is often over: the way they are managed; or the way massification and commercialisation threatens the core traditional culture; or whether, as Collini argues, universities should be valued more for their economic contribution than for their inherent intellectual and cultural value. The debate over the management of universities has been particularly vigorous, involving not only the trade unions but also The Council for the Defence of Public Universities. The latter represents a large community of academic scholars and has consistently argued for a return to a pre-managerial system of governance and engagement. It has recently even begun to campaign for the election rather than the appointment of Vice-Chancellors—a rather easy target nowadays of course.

Much of the discussion on education and its purpose has been led in the past by those who, with the exception of the authors of the Black Papers, belong loosely to the liberal wing of politics. But there has been a recent flurry of different views—often led by former Marxists—where education is seen as a divisive force and which questions the utility of much university education. David Goodhart's new book *Head, Heart and Hand*, belongs firmly to this revisionist trend. He describes himself as 'an old Etonian Marxist' and briefly flirted with left-wing politics at university before migrating to the right. Unlike other lapsed Marxists, such as Clare Fox or and other members of the Institute of Ideas, he was never identified with groups such as Living Marxism or the Revolutionary Socialists. Nor is he, like Toby Young or Dan Hodges, a refugee from Left-wing parentage. Rather he is the very opposite, the son of the late Conservative politician and doyen of the 1922 Committee, Sir Philip Goodhart, a relative (through his mother) of the US Republican

operate. They are, like most philosophy, just new and elaborate 'footnotes to Plato'. (Whitehead, 1929, p. 39) The list of books includes: (Collini, 2012); (Collini, *Speaking of Universities*, 2017); (Markovits, 2019); (Sandel, *The Tyranny of Merit*, 2019); (Mandler, 2020); (Byrne & Clarke, 2020); (Goodhart, 2020).

Sir Deian Hopkin reviews the last of these and your Editor breaks his self-denying ordinance by reviewing (Sandel, 2019). A complete reference list for the two reviews appears at the end of the second review.

politician and New Hampshire Governor, John Gilbert Winan and a descendant of Mayer Lehman, co-founder of the ill-fated bank. Formerly editor of the political journal, *Prospect*, and a director at the consultancy Demos, he is now Director of Immigration and Integration at Policy Exchange, the right-leaning think-tank founded by Michael Gove. Although his background and connections suggest he is quintessentially a member of the Establishment, over the years he has gained a reputation for his relentless assaults on what he calls professional elites.

His latest book takes his arguments into the realm of education, which he clearly blames for some of our current predicaments, economic, social and political. While the central theme of the book is concerned with issues wider than education it keeps returning to his assertion that education has had a malign influence in creating an unequal society.

His argument is relatively straightforward. Human activity, Goodhart claims, falls into three main categories, which he terms the Head, Heart and Hand (retaining the capital letters throughout). What has occurred over the years has been the growing dominance of one form of human aptitude, cognitive-analytical abilities, over other qualities and skills. Certified by the education system, these particular abilities—the Head—have become 'the gold standard of human esteem'. In turn those with a significant amount of these qualities have formed a new elite which shapes society in their own interest: in other words, 'smart people have become too powerful'. By contrast, those with fewer cognitive skills are becoming increasingly disadvantaged. Moreover, this is a relatively recent phenomenon. Most people left school in the 1970s with few if any qualifications and, even in the 1990s, many professional people lacked university degrees. In an extensive review of the international context, he claims that the UK has diverged from other, more successful, countries in its overemphasis on the cognitive skills and the qualifications which signal them.

There is much to agree with in this book, not least the suggestion that an overemphasis on academic achievement alone has tended to under-estimate the social and economic value of other forms of activity, such as manual or social work or the soft skills gained from work experience and teamwork. This, in turn, has led to a



disproportionate allocation of rewards with 'Head workers' enjoying rising returns, while the relative pay and status of manual workers or those involved in care and the family continue to be undervalued and even to decline.

While Goodhart describes himself as a social democrat, the book displays a remarkable oscillation between: a recognisably liberal lament about the predicament of the under-privileged; and a more strident conservative assertion of the importance of family and identity. A case in point is his comparison of the views of the egalitarian socialist, Michael Young with his classic liberal son, Toby Young, whose libertarian views have attracted controversy. Young Junior curiously believes in equal right and equal opportunity but not equality of outcome, hence his advocacy of a meritocracy and the power of wealth; something his father famously satirised in *The Rise of the Meritocracy*. By contrast Young Senior argued that one person's inclusion in a meritocratic system was another's exclusion. Goodhart seems to agree with the socialist author of the 1945 Labour manifesto in suggesting that exclusion from this meritocracy, combined with the higher democratic expectation of modern citizens, partly explains the current political alienation of so many citizens. But that is as far as Goodhart is prepared to go.

Little by little, however, the book begins to focus on the real target, the rise of mass higher education and the dominance of academic qualifications. Indeed, he goes so far as to suggest that the admission of unprecedented numbers of students into universities has triggered a decline in non-graduate employment. He is almost nostalgic about an age when the majority of people entered the workplace with no qualifications. He even suggests that the migration of young people—from industrial towns such as Bolton or Blackburn to university, never to return—might be responsible for a decline in the gene pool of these communities. At the same time, he questions the value of much higher education, quoting Alison Woolf's well-known argument that there is no necessary correlation between degrees and economic performance and that higher education has done nothing to reduce inequality—indeed that it has done the very opposite. Curiously, the print edition's subtitle is *'The Struggle for Dignity and Status in the 21st Century'*, whereas the Audio edition carries a somewhat different subtitle—*'Why Intelligence Is Over-Rewarded, Manual Workers Matter, and Caregivers Deserve More Respect'*—which underlines his key theme. It is not clear why someone who listens to the book rather than reads it needs to have it all spelt out.

Some of Goodhart's arguments are perfectly reasonable, not least the observation, shared by many, that the 50 per cent target of admission to universities was not accompanied by a similar policy focus on what happens to the other 50 per cent. And we have certainly witnessed a significant reduction in the resources allocated to further and vocational education, something which only now is beginning slowly to be addressed—perhaps far too slowly, given a decade of austerity. This is where the argument leads to unnecessary reductionism and a rather familiar populist attack on higher education. In an early summary of his argument, Goodhart suggests that 'the brightest and best' nowadays trump 'the decent and hardworking' and that qualities such as character, experience, common sense, courage and industriousness command less respect than cognitive skills. But there is a false trichotomy at the heart (no pun intended) of the book. There is no inherent separation between cognitive and other skills. Indeed, the artist who primarily uses the hand also uses the head,

while the surgeon who clearly uses his/her head and skills gained from years of education, must surely be deft with hands (robotics notwithstanding) and even more, hopefully, the heart. One could list any number of occupations and professions where the combination is essential—from the concert pianist to the landscape gardener. There are, of course, some activities where there is clear dominance by one attribute, such as the theoretical mathematician at one end of the spectrum or the bricklayer at another: and, whilst the lawyer may not use the hand, one rather hopes s/he has a heart. But to suggest that one is superior to the other misses the point. We are, in all respects, members of a diverse society and inter-dependence is an essential requirement for its social and economic development. We need technicians and advanced apprenticeships as much as research scientists and we certainly have an increasing need for social and care workers in partnership with medical professionals.

Arguing the case for a greater emphasis on vocational and professional skills gained in the workplace or outside the academy does not require a parallel assault on higher education or to assert that 'there is plenty of evidence that students forget much of what they have learnt at college' or that 'many students are learning almost nothing at college'. One can't help making the obvious retort that one can't forget what one has not learnt. Goodhart also claims—with little evidence—that the standard of achievement is declining and that there are too many undeserved Firsts. But he then asserts—again with little hard testimony—that many students, especially those in the humanities, have to 'unlearn the style and rhetoric they have acquired' in order to be 'of any use to their employers'. On the contrary, the particular skills that historians gain in sifting through complex evidence and arguments in order to produce balanced and coherent explanations and conclusions are valued by many employers. Much the same could be said for other humanities or social science subjects. The evidence for some of Goodhart's large claims is, unfortunately, both random and slender—a reference to a friend's experience or some conversation in the past with an exasperated news editor or a painful account of his being ostracised by his left-wing friends.

Interspersed with these anecdotes and reminiscences, Goodhart engages in elaborate accounts of contemporary thinking on sociology and in a rather over-complicated and unnecessary examination of the scientific discussion of cognitive ability and its assessment. He concludes that this 'cognitive takeover' is the result, in part, of the way advantage has been passed on through upbringing and genes as well as through education—the dominance of the Head at the expense of Heart and Hand. The advantage that some young people gain from their parents' educational achievement or social standing is incontrovertible: but what is the answer? Goodhart might, indeed, have gone on to talk about the even greater advantage usually gained from going to Eton or similar institutions. Why else do parents pay such vast fees if not to gain such advantage? Here it is not education but wealth, often inherited, that conveys advantage. And wealth is something to which Goodhart pays less attention.

It is interesting to see how the reactions to the book follow an almost predictable trajectory. For the reviewers in the *Telegraph* and the *Times*, this is a splendid denunciation of mass higher education, reinforcing their long-held view that too many people go to 'inferior' universities to read 'useless' subjects. For others, notably from the FE sector, this is welcome advocacy of vocational education and support for their under-funded Colleges—although it is not entirely obvious



that this is what Goodhart is actually saying. Two former Conservative Education Ministers—Lord Baker and Lord Willetts—take up almost diametrically opposite positions. Lord Willetts later issued a most trenchant attack on Goodhart's thesis—hardly surprisingly, given Goodhart's rather dismissive account of Willett's period in office as Universities Minister. There is more than a hint of Brexit here too, with Goodhart implying that somehow Remainers and profligate academics are synonymous, and that liberal educators and politicians have ignored the predicament of working-class Conservative voters and inadvertently turned the Red Wall blue.

While Goodhart may be controversial in some quarters, that has not prevented his ascendancy within the Conservative elite. Eyebrows have been raised at his recent appointment by the Government to the beleaguered Commission on Racial Equality, often the subject of attack by the right-wing press. His role at Policy Exchange might be seen as relevant to this appointment but of greater importance, one suspects, are his triumphant endorsement of Home Secretary Priti Patel's proposals for Post-Brexit immigration controls in the *Daily Mail* and his past comments on 'white rights as a counter to 'racism'. David Goodhart does not flinch from unpopular arguments, even when they are based on ideology rather than evidence.



The Hubris of Merit, a review Michael Sandel's *The Tyranny of Merit*

Michael Sandel is a superstar public intellectual. He has taught political philosophy at Harvard for forty years and has held an endowed chair there since 2002. His Harvard lectures on justice (Sandel, 2009), have attracted massive in-person enrolments—and, as Harvard's first online offerings, they have been viewed by more than 12 million since 2009. Sandel has been BBC Radio 4's 'public philosopher' and is now its 'global philosopher'. He writes beautifully, albeit somewhat repetitively. His most recent book prompts many questions. Those that struck your reviewer as most significant are explored in this review, which begins with what your reviewer takes to be the book's key concept.

Hubris

Over 40 years ago, in the midst of a very cold winter, one of my sons was hospitalised. Returning to my car in the hospital car park after visiting him, I saw a driver with a rear wheel drive car, spinning the driving wheels and thereby digging a pit in the packed snow from which the driver was unable to escape. Remembering the advice my father had given me about driving in such conditions, I volunteered my help. My offer accepted, I proceeded to: reverse the car gently, applying a little right lock; put the car in second gear; and gently ease it out of the pit and onto a cleared patch of hospital road. The driver thanked me and—feeling proud of myself—I proceeded to walk over the icy car park towards my own car, only to slip and fall flat. That's *hubris*.

The ancient Greeks thought *hubris* a character flaw—a human presumption that would provoke the wrath of the gods. Unfortunately, the shift from legitimate pride in performing skilfully and usefully to an over-weening pride that seems to deserve a fall can, I suggest, be difficult for the individual to appreciate and control. Pride is not 'reasonable'—a product of dispassionate 'reasoning'. Something

For members of our Company—and especially for our Special Interest Groups on Higher Education and on Further Education and Skills—this is a text which does, however, merit further debate. Despite the irritating and oversimplistic categories of the three Hs and the selective use of evidence in support of the claim of a 'cognitive takeover', there are elements here that can contribute to a healthy debate about priorities and future policies once one gets past the polemic. Perhaps our Company can even offer solutions which David Goodhart has not suggested or may not wish to.

This book was completed and published after the COVID outbreak had begun and at a time when the severe restrictions were being imposed. The irony is that, given the critical role played by medical researchers in our universities and research institutes in developing a range of tests and vaccines, in the end it will be the Head as much as the Hand or Heart, which may liberate us all.

Liveryman Sir Deian Hopkin

'passionate'—in David Hume's terms, manifestations of desires, aversions, pride, humility, etc.—is also at work.

One Platonic view is that reason can block the passions, making it impossible for us to 'know the things which are best, and not do them when [we] might.' (Plato, 1937, *Protagoras*, p. 352, cited by Gendler, 2014, p. 188). But, as Tamar Szabó Gendler explains, that view must be based on one of two assumptions about the effect of 'knowledge of the right thing to do'. It either (i) 'eliminates all tendency to perform actions to the contrary', or (ii) 'is sufficient to bring one to perform that action when the possibility of doing so arises.' (Gendler, 2014, p. 188) But both assumptions are false. We often reason and know, say, that an omission will have adverse consequences but nevertheless remain indolent in its regard. A glance at my back garden provides sufficient confirmation.

However, in *Phaedrus*, Plato provides a more plausible model. He suggests that we are charioteers driving two horses: one is noble and rational; the other is selfish, impulsive—or 'passionate'. He warns that this combination has dangers for us.

'Therefore in our case the driving is necessarily difficult and troublesome.' (Plato, p. 246b)

The crucial point is that we might well not know when reason does not rule. Indeed, David Hume accorded little fundamentally determinative power to reason.

'We speak not strictly and philosophically when we talk of the combat of passion and of reason. Reason is, and ought only to be the slave of the passions, and can never pretend to any other office than to serve and obey them.' (Hume, 1975 (1739))



Modern equivalents of Hume's view can be found in 'dual process' psychological theories such as Daniel Kahneman's, (2012) and Jonathan Haidt's (2013), which hold that reason does not always rule and, indeed, that it might rule less often than we like to imagine.

Much of our moral thinking is, in Kahneman's terms, 'fast thinking' (Kahneman, 2012). It involves no 'slow'—and effortful—reflection. Its heuristics are ready for instant application. It uses only minimal working memory and is thus 'efficient' in most contexts. It follows Zipf's law or 'the principle of least effort' (Zipf, 1949).

'We see an act of violence, or hear about an act of gratitude, and we experience an instant flash of evaluation, which may be as hard to explain as the affective response to a face or a painting. That's the intuition... In most cases this flash of feeling will lead directly to the conscious condemnation (or praise) of the person in question, often including verbal thoughts such as "what a bastard" or "wow, I can't believe she's doing this for me!" This conscious experience of praise or blame, including a belief in the rightness or wrongness of the act, is the moral judgment.' (Haidt & Bjorklund, 2007, p. 181)

Of course, we need that efficiency. We lack the time and energy to work out everything from first principles. As Edmund Burke put it,

'we are generally [people] of untaught feelings; that instead of casting away all our old prejudices, we cherish them to a very considerable degree, and... the longer they have lasted, and the more generally they have prevailed, the more we cherish them.' (Burke, 1790, pp. 129-130)

But, sometimes slow thinking is needed. The problem here is that, even when engaged, slow thinking is not always up to the task. Confirmation bias is powerful, making it difficult to override the original fast thought. Jonathan Haidt puts the point neatly in this passage (think Donald Trump!).

'[C]onscious verbal reasoning [does not] command...our actions [but]...is rather more like a press secretary, whose job is to offer convincing explanations for whatever the person happens to do.'

We might claim that pride is legitimate when it is constrained by reason. But, on the dual process view, it is difficult—if not impossible—for us to notice when our pride oversteps the boundaries of legitimacy and becomes *hubris*. Gendler cites the example of a Yale faculty survey in which scientists (supposedly the most evidence-driven and rational amongst us) assessed curricula vitatarum in which the given gender of otherwise identical applicants was varied. The participant faculty members—irrespective of their age, gender, particular scientific discipline or tenure status—showed a very strong tendency to rate 'male' applicants more appointable and to award them higher starting salaries. Gendler comments,

'As the result of living in a world structured by certain sorts of gender norms, individuals encode associations that implicitly guide their patterns of attention, interpretation and evaluation.... [These cases] are not easily amenable to introspective discovery. Instead, uncovering them may require...[us to] reflect...on the self by reflecting on others... Given the structure of the human mind, it is inevitable that we will encode such patterns as statistically normal.' (Gendler, pp. 194-196)

A somewhat more optimistic view can be found in Hanno Sauer's version of a 'triple process' theory of the mind and morals. He argues that there is an additional kind of mental activity (he calls it 'Type III') which is capable of initiating the kind of effortful reflection—slow thinking—that can override our intuitions and prejudices. Nevertheless, he cautions that,

'[w]hat it takes to get our critical thinking juices flowing is a healthy dose of epistemic queasiness, a "feeling of error". The feeling of error is a critical thinking flag that sometimes comes attached to our intuitions. This feeling of error, when present, has a decent degree of reliability... When assessing or justifying their beliefs, people have a tendency to seek out confirming rather than disconfirming evidence and are more likely to discount discordant information. Generally speaking, our minds seem to be on the defensive.' (Sauer, 2019, locations 703-719,)

Given the need for a 'trigger' feeling and the powerful influence of our confirmation bias, it is doubtful that Sauer's Type III can be guaranteed to control the deep-seated and socially-entrenched constructions of the world that lead to *hubris*.

Hubris is often manifest as a sense of 'entitlement'. That entitlement might be awarded through: systems of qualification, experience and promotion; or through the clubability of educational or professional environments. It might be self-awarded on the basis of the achievement of qualifications and experience. Importantly, this 'entitlement of the qualified' separates the qualified from the unqualified, whose feelings are not much present to the *hubris*-affected minds of the entitled. That sense of entitlement is delineated—marked off and protected—by the qualifications that it has become the business of educational systems to produce.

The effect on those who feel disoriented is to alienate them—not only from the fruits of their labours but also from their jobs (with their associated sense of self-identity and place) and from the social, economic and political systems on which depend a constructive and engaged approach to the common economic, social and political good. For the unentitled, globalization and robotization are not opportunities but threats and economic, social and political 'goods' are mostly viewed through the lens of the nation state (think 'Brexit' and 'America First').

Sandel's thesis

Sandel argues that it is meritocratic *hubris* for the entitled to salve their consciences by doing no more than insisting on formal equality and removing formal barriers. Formal equality does not address the substantive inequalities—the substantive advantages and opportunities—that the great majority of the entitled have—by happenstance of birth—enjoyed and exploited to their advantage. Thus, through their meritocratic *hubris*, the 'qualified entitled' fail to respect the unqualified as persons and fail to understand that their own obsession with the indicators of their own merit has a corollary—that telling the unqualified that they too can qualify if only they are good enough leads to the unqualified to feel that they are disoriented because they lack meritorious qualities, they are inferior persons. The popularity of Brexit and Trumpism manifest a reaction to disorientation and alienation.

Nevertheless, Sandel holds that the educated liberal elite of the centre left—of Tony Blair, Bill Clinton and Barack Obama—is as guilty



of meritocratic *hubris* as is the right. By contrast, Donald Trump might be unsavoury, but he appreciated—and then exploited for his own ends—the resentment of the disenthralled. Donald Trump did not divide the USA. Nigel Farage did not divide Britain. Rather, they sensed that their countries were already divided and appealed directly to, and exploited, the part that felt disenthralled, aggrieved and alienated. Although Joe Biden won in 2020 with 81.2 million votes, 74.2 million Americans voted for Donald Trump. That is more than the 69.5 million who voted for the victorious Barack Obama in 2008 or the 65.85 million, who voted for the losing Hilary Clinton or the nearly 63 million who voted for the victorious Trump in 2016. As Justin Webb wrote on 15 November 2020,

‘Perhaps the most interesting story of the election is not Biden’s victory but that a Trump coalition has looked remarkably durable.’ (Webb, 2020)

Webb cites Chris Arnade’s report of a rust-belt bar’s clientele watching a Trump speech.

‘That everyone [else] hates Trump makes them more confident, further cementing the feeling that they are members of an exclusive club ... A man yells ‘You get them, Donald. They been getting us for ever!’ (Arnade, 2019)

The centre-left—a principal target for this anger—had come to be dominated by credentialed and advantaged graduates and the centre right, by the economically successful, some of whose significant success was grounded in unproductive activity in the provision of financial services. As evidence of that unproductivity, Sandel cites Adair Turner’s perhaps controversial assertion in 2010, when chair of Britain’s Financial Services Authority.

‘There is no clear evidence that the growth in the scale and complexity of the financial system in the rich developed world over the last 20 to 30 years has driven increased growth or stability, and it is possible for financial activity to extract rents [unjustified windfalls] from the real economy rather than to deliver economic value.’ (Turner, 2010, pp. 6-7)

Sandel holds that the *hubris* of the centre left is most graphically illustrated by Hillary Clinton’s remark in 2016 about ‘a basket of deplorables’. (Sandel, page 118) Such *hubris*, he argues, has turned the American dream into a nightmare of division. It is not the vision of the common good that James Truslow Adams—the originator of the phrase ‘the American dream’—envisaged in *The Epic of America* in 1931 and hoped would become ‘an abiding reality’. However, Adams’s dream was not just about individual advancement—or rising. He saw in the Library of Congress, a vision of ‘the common good’ that Sandel takes to be ‘civic’ rather than merely ‘consumerist’—one in which democracy is not ‘simply economics by other means’ or ‘a matter of adding up our individual interests and preferences’ but one that ‘depend[s] on the moral bonds of citizens’. (Sandel, 2019, pp. 226-227) Adams wrote,

‘As one looks down on the general reading room, which alone contains ten thousand volumes which may be read without even the asking, one sees the seats filled with silent readers, old and young, rich and poor, black and white, the executive and the laborer, the general and the private, the noted scholar and the schoolboy, all reading at their own library provided by their own democracy...a perfect working out in a concrete example of

the American dream—the means provided by the accumulated resources of the people themselves, [and] a public intelligent enough to use them.’ (Adams, 1931, pp. 404, 414-415 cited in Sandel, 2019, pp. 225-226)

Against *hubris*, Sandel sets humility.

‘For why do the successful owe anything to the less-advantaged members of society? The answer to this question depends on recognizing that, for all our striving, we are not self-made and self-sufficient; finding ourselves in a society that prizes our talents is our good fortune, not our due. A lively sense of the contingency of our lot can inspire a certain humility: “There, but for the grace of God, or the accident of birth, or the mystery of fate, go I.” Such humility is the beginning of the way back from the harsh ethic of success that drives us apart.’ (Sandel, 2019, p. 227)

There are clear parallels here with John Rawls’s ‘difference principle’. Rawls famously posits the concept of an ‘original position’ in which people are imagined to have met behind a ‘veil of ignorance’ of what their natural advantages and positions will turn out to be in the real world. Not knowing which axes they might have to grind, they develop a prescription for a just society based on equal respect. They establish two primary principles:

First—and lexically superior to the second—equal liberty of conscience, speech, movement, association, civic participation cannot be overridden by economic policy.

Secondly, the difference principle, by which social and economic inequalities are unjustifiable unless there is equality of opportunity and they confer the greatest benefit on the least-advantaged in whatever society actually exists. (Rawls, 2001, pp. 42-43; and see Wenar, 2017, §4.3)

Although this has a noble ring to it, Sandel argues that

‘consistent[ly] with Rawlsian principles, a wealthy CEO could justify his or her advantages to a lower-paid worker on the factory floor [by saying] ‘[R]emember, you and I would have agreed to these rules had we thought about the matter before we knew who would land on top and who at the bottom. So please do not resent me. My privileges make you better off than you would otherwise be. The inequality you find galling is for your own good.’ (Sandel, 2019, p. 144)

Sandel’s suggestion is that when the veil of ignorance is lifted, we concentrate too much on formal fairness and not enough on respect. Richard Peters argued that it is possible to

‘consider people’s interests with fine impartiality and with a genuine regard for what is good for them [but to] be unmoved by the thought that [we] are dealing with people who are unique centres of consciousness [and to] [s]ee people only under a certain description as belonging to a certain category. This is what justice requires...Respect for persons requires much more. (Peters, 1966, p. 142)

There are powerful resonances here with David Goodhart’s thesis in his recent book, *Head, Hand, Heart: the Struggle for Dignity and Status in the 21st Century* (Goodhart, 2020), and with Richard Peters’s comment that, in educational categorization, ‘difference’ is too often



generalized to mean either ‘worse’ or ‘better’. Peters doubts that any particular categorization of schools and universities is the cause of this tendency. He points to the failure to realise the principle—supposedly underlying the Education Act 1944—that ‘children should have different education in accordance with their differences in age, aptitude, and ability.’ (pp. 119 and 137-138). Peters concludes that ‘secondary modern schools were not thought of simply as different; they were thought of as being worse schools’.

‘It is more likely that this system simply provides clear-cut channels through which existing class-attitudes can flow; for in England the old class consciousness has not disappeared. Its basis has merely shifted from birth and wealth to occupation and education.’ (p. 141)

Looking to the seemingly less class-ridden USA and seeing parallel problems, Peters is moved to question ‘whether any society can exist without such attitudes developing.’ (Peters, 1966, pp. 141-142). As we shall see below, Sandel explores this issue in relation to university entry.

Collective manifestations

Sandel works *hubris* hard. However, he concentrates on the collective manifestations rather than on the individual psychology of those who comprise those collectivities—how the individual feelings are shared, magnified, entrenched.

It is probably no injustice to say that Sandel implicitly rejects any notion that knowledge and reason control feelings, attitudes, opinions and behaviours. Unlike Jaspal, Carriere, & Moghaddam, (2016), he does not explore the complex and contingent mechanisms or processes by which attitudes develop from:

- the individual and micro psychological level just discussed; through
- the meso level, of families, close ties, neighbourhood, ethnicity, etc. and the associated loose ties—of which the advantaged have many that open social or economic opportunities, whereas the disadvantaged have fewer and those that they have are less powerful economically or socially (Granovetter, 1983); to
- the macro level of ‘Leavers v. Remainers’ or ‘Trumpers (and Trumpettes) v. the Rest’.

Sandel argues, that the *hubris* of merit—the sense of entitlement that masks appreciation of the value and sensibilities of others who are not similarly meritorious—has corroded and divided western societies and seriously damaged conceptions of the common good. According to Sandel, Trump and Brexit are spectacular symptoms of the tyranny of merit.

Notably, both Clintons, Tony Blair and Barack Obama come in for Sandel’s criticism, but the causes of the deep divisions run deeper than politicians. We tend to get the politicians and the politics that we ‘deserve’ and we have a neoliberal politics that takes for granted that the removal of formal barriers will overcome the inequalities produced by a formidable list of causal factors. Sandel’s list of such factors includes: private schooling; helicopter parenting; coaching for the tests; elite universities; financial services; globalization; the

confusion of market value with moral value; and the neglect of the dignity of work.

Sandel makes abundantly clear his view that the centre left is as likely as the right to invoke the rhetoric of rising. On his account, by the 1990s, marketization and globalization were embraced by all but the far left. Thus, Barack Obama spoke often of the possibilities of rising

‘Now, as a nation, we don’t promise equal outcomes, but we were founded on the idea [that] everybody should have an equal opportunity to succeed. No matter who you are, what you look like, where you come from, you can make it. That’s an essential promise of America. Where you start should not determine where you end up. And so I’m glad that everybody wants to go to college.’ (Obama, 2014) cited (Sandel, 2019, p. 68)

And Tony Blair said in 1996,

‘We believe that people should be able to rise by their talents, not by their birth or the advantages of privilege.’ Cited (Sandel, 2019, p. 152)

Sandel contends that this ‘rhetoric of rising’—a term he uses forty times—functions to justify and/or to deflect attention from the uncomfortable realities of unequal resources and unrealizable opportunities. A Marxian might call that ‘false consciousness’, but Sandel does not use that term. Furthermore, his references to ‘ideology’ are generally about conscious contests about values. He alleges no deliberate deception or deliberate self-deception on the part of the advantaged. Instead, his ‘rhetoric of rising’ is a concomitant of *hubris* and, as such, thought true and sufficiently fair by the advantaged and—until the recent Trumpian and Faragist awakenings—by most of the disadvantaged. Recall that the thing about *hubris* is that one doesn’t know one has it. One simply believes that many economic and social inequalities are acceptable so long as formal barriers to advancement have been removed and the playing field is plausibly level enough for a decent game to be played.

The centre left was, and perhaps still is, more alert to the unevenness of the educational playing field, but the UK’s incomplete comprehensivization of secondary education has not overcome the differences between the attention and tutoring that the better-off parents can, and do, provide and others cannot or do not. Furthermore, it leaves the independent sector to claim excellence and access to opportunities for advancement that—saving bursary schemes—only the relatively well-to-do can afford. Independent schools may be charities in law (Charities Act 2011, section 3(1)(b): section 4 requires that they be for the ‘public benefit’), but their business model entails the marketization of educational advantage.

However, levelling the educational playing field apparently does not guarantee genuine equality of opportunity. There are other forces at work. The recent report, *The Long Shadow of Deprivation*, (Social Mobility Commission, 2020) marshals

‘new evidence [that] tells a story of deep unfairness in the context of place. However, it is not a story of north versus south or urban versus rural; it is a story of local areas side by side that have vastly different outcomes for the disadvantaged sons [apparently reliable information for daughters cannot be provided, see page 5, footnote 1] growing up there. And crucially, this is not a problem that equalising education alone can fix...[T]he greatest



inequality is driven by factors outside education, and in these areas it is far harder to escape deprivation....In areas with low social mobility, pay gaps between deprived and affluent sons are 2.5 times bigger than in areas of high social mobility.' (Social Mobility Commission, 2020, pp. 3, 5 and 9)

In The Times, 27 October 2020 James Kirkup, Director of the Social Market Foundation, commented,

'[I]n the event that the state does level the educational playing field, a big gap in outcomes remains....Children of richer parents do better in life not just because they get better grades but because they also get connections, "social capital" and soft skills that those from poor homes can lack. What future awaits the hungry children Rashford is campaigning for, even if they do get fed in the holidays? A parent who struggles to feed their child during the holidays might struggle too to read books at bedtime, review university application forms, arrange work experience and all the other things that give children a leg up.'

The neighbourhood meso-level matters. Back in 1966, Peters drew attention to neighbourhood variations and to the now commonplace dilemma of choice for the moderately well-remunerated middle class (he cited American professors) between: buying a cheap house in a poor area and paying for their children's education; or exhausting their resources by purchasing a more expensive house in an area in which the state schools are better. (Peters, 1966, p. 137) Sandel recounts his own experience in a Californian junior high school at around the same time. It was a school that excelled at training for the tests that sort and select winners and losers. (Sandel, 2019, p. 194) Students' seats in class were varied with the regular test results. Your reviewer experienced exactly that in Edmonton, London, in the 1950s—at Oakthorpe Juniors. All 40 of us in the upper stream, and a significant number in the lower stream, passed the 11+. We were taught to the test—taking a mock 11+ every week for a dozen or so weeks—and duly sorted and selected.

Sandel devotes his chapter 7 to 'recognizing work'. He rightly criticises 'the tendency to confuse the money we make with the value of our contribution to the common good.' (Sandel, 2019, p. 213) and asks 'why should income from capital gains be taxed at a lower rate than income from labor?' (p. 220). Although this is a valid part of his exposé of the hubris of merit, it does not engage with the kind of issue that *The Long Shadow* highlights.

Antecedents

Sandel talks and writes about sophisticated ideas, without jargon or over-simplification, taking his reader carefully with him from sentence to sentence, paragraph to paragraph and section to section. He is not afraid to repeat or recapitulate and is generous in his citations of other writers—especially of Michael Young's satire, *The Rise of the Meritocracy* (Young, 1958). This precient passage from R. H. Tawney's 1931 book, *Equality* is also cited approvingly (Sandel, 2019, p. 224).

'Social well-being...depends upon cohesion and solidarity. It implies the existence, not merely of opportunities to ascend, but of a high level of general culture, and a strong sense of common interests....Individual happiness does not only require that men should be free to rise to new positions of comfort and distinction; it also requires that they should be able to lead a life of dignity and culture, whether they rise or not. (Tawney, 1931, reprinted 1964)

The themes of his latest book are not entirely new to Sandel's writing. For example, in 2002 in a paper entitled 'What's Wrong with Enhancement', he suggested that an appreciation of the "giftedness of human life" would—and should—impose some limits on 'the project of mastery and control' of life. The following passage might be seen as an antidote to *hubris*.

'To acknowledge the giftedness of life is to recognize that our talents and powers are not wholly our own doing, nor even fully ours, despite the efforts we expend to develop and to exercise them. It is also to recognize that not everything in the world is open to any use we may desire or devise. An appreciation of the giftedness of life constrains the Promethean project and conduces to a certain humility....The moral problem with enhancement lies less in the perfection it seeks than in the human disposition it expresses and promotes.' (Sandel 2002)

In 2012, he concluded his book, *What Money Can't Buy: The Moral Limits of Markets*, thus,

'At a time of rising inequality, the marketization of everything means that people of affluence and people of modest means lead increasingly separate lives we live and work and shop and play in different places....democracy does not require perfect equality, but it does require that citizens share in a common life. What matters is that people of different backgrounds and social positions encounter one another, and bump up against one another, in the course of everyday life. For this is how we learn to negotiate and abide our differences, and how we come to care for the common good....In the end, the question of markets is really a question of about how we want to live together. Do we want a society where everything is up for sale? Or are there certain moral and civic goods that markets do not honour and money cannot buy? (Sandel, 2012, p. 203)

But in *The Tyranny of Merit* he pushes the point further and goes so far as to offer some prescriptions.

Credentialism

In a meritocracy, the indicia of merit are crucial. In chapter 6, Sandel discusses the credentialing function of universities at some length. Here's his starting point:

'The meritocratic mission of American higher education is of relatively recent origin, a product of the 1950s and 1960s. During the early decades of the twentieth century, admission to Harvard, Yale, and Princeton, the influential "big three" of the Ivy League, depended largely on having attended one of the private boarding schools that catered to upper-class families of the Protestant elite. Academic ability mattered less than coming from the right social background and being able to afford the tuition. Each college had its own entrance exams, but even these were flexibly administered; many who failed to get a passing grade were nonetheless admitted. Women were excluded, black students were barred from Princeton and scarce at Harvard and Yale, and Jewish enrollment was restricted by formal or informal quotas.' (Sandel, 2019, p. 156)

Sandel goes on to tell the story of James Bryant Conant, President of Harvard University in the 1940s, who spearheaded a 'meritocratic coup d'état' (155). Conant worried that the Ivy League was producing an 'hereditary upper class' whereas 'intelligence and scientific prowess'



were what the country needed. He put his faith in the Scholastic Aptitude Test (SAT) as a means, not of expanding the intake, but of ensuring that the most able comprised it. Although Conant did not achieve that in practice. (Sandel, 2019, pp. 161-163) the meritocratic ideal he envisaged has 'become the conventional wisdom of our day' (162) and credentials from elite universities are high value currency in current society.

Sandel excoriates 'the condescending attitudes of the credentialed, professional classes toward blue-collar workers' (145) and notes that, '[The] aristocracy of inherited privilege has given way to a meritocratic elite that is now as privileged and entrenched as the one it replaced. Though far more inclusive in terms of gender, race, and ethnicity, this meritocratic elite has not produced a fluid, mobile society. Instead, today's credentialed, professional classes have figured out how to pass their privileges on to their children, not by bequeathing them large estates but by equipping them with the advantages that determine success in a meritocratic society.' (166)

Sandel denies that elite colleges are 'effective engines of upward mobility' (167) and argues that

'those who lack high-powered educational credentials resent the globalization that elites promote, and turn to populist, nativist candidates, such as Trump in the United States, and Marine Le Pen'. [Thus the] 'relentless credentialism of our day has driven working-class voters toward populist and nationalist parties and deepened the divide between those with and those without a university degree. It has also led to increasingly partisan views of higher education, the institution most emblematic of the meritocratic project.' (103-104)

The commodification of credentials is, in Sandel's view, morally corrosive. He argues that it corrodes those who seek entry for their offspring—giving rise to: intensive tutoring where parents can afford it; and to dubious practices, the most extreme examples of which are William Singer's elite college entry securing service, which grossed \$25 million in eight years (Sandel, 2019, pp. 7-13) and former Harvard College fencing coach Peter Brand and Maryland businessman Jie "Jack" Zhao who were arrested in November 2020 and charged with conspiracy to secure admission for the latter's two sons in exchange for \$1.5 million in bribes.

Sandel also believes that credentialism corrodes the university itself. In similar vein, Bruce Macfarlane has recently drawn attention to the growth of

'practices that might have been regarded as ethically dubious by earlier generations of academics, such as grantsmanship, self-justificatory expressions of interestedness and tangential claims to authorship, [that] are now regarded as legitimate and positive virtues in a more aggressive age of hyper-performativity.' (Macfarlane, 2019, abstract)

Prescriptions

If Sandel's causal analysis and evaluation of the present state of affairs are broadly accepted, how might we respond? Sandel offers two important prescriptions.

Entry to elite universities

Sandel argues that the present arrangements—he takes US examples but there are UK equivalents—for elite university entry are doubly objectionable. The kernel of his argument on this point is probably also the fundamental argument of the whole book.

'Among those who land on top, it induces anxiety, a debilitating perfectionism, and a meritocratic hubris that struggles to conceal a fragile self-esteem. Among those it leaves behind, it imposes a demoralizing, even humiliating sense of failure. These two tyrannies share a common moral source—the abiding meritocratic faith that we are, as individuals, wholly responsible for our fate: If we succeed, it is thanks to our own doing, and if we fail, we have no one to blame but ourselves.' (Sandel, 2019, pp. 183-184)

Sandel's starting point is that there is nowadays a large pool of well-qualified applicants and that fine distinctions between them are invidious and almost largely irrelevant. Hence, he proposes a 'lottery of the qualified'.

'This proposal does not ignore merit altogether; only those qualified are admitted. But it treats merit as a threshold qualification, not an ideal to be maximized. This is sensible, first of all, on practical grounds. Even the wisest admissions officers cannot assess, with exquisite precision, which eighteen-year-olds will wind up making the most truly outstanding contributions, academic or otherwise. Although we valorize talent, it is, in the context of college admissions, a vague and watery concept. Perhaps it is possible to identify a math prodigy at an early age, but talent in general is a more complicated, less predictable thing.' (Sandel, 2019, p. 185)

Quality is pretty well guaranteed by the threshold (185-186). Diversity could be encouraged by giving minority applicants additional lottery tickets (186). Universities that wanted to privilege the sons and daughters of donors could give them additional lottery tickets, but Sandel prefers an auction of a proportion of places (186). As to the risk of damage to institutional prestige, he concedes that it might occur, but argues that that is only an objection

'if you believe that the prestige-driven "re-sorting" of higher education in recent decades has improved the quality of teaching and learning. But this is highly doubtful.' (187)

The dignity of labour

Sandel also argues that the problem of the common good cannot be solved merely by making academic credentials more openly available. Those who do not access academically oriented secondary and higher education and their attendant job opportunities would still feel not just different but also inferior. The dignity of labour must somehow be restored. 'To renew the dignity of work, we must repair the social bonds the age of merit has undone.' (Sandel, 2019, p. 222) This matters because '[w]ork is both economic and cultural. It is a way of making a living and also a source of social recognition and esteem.' (p. 198)



Sandel argues that,

‘over the last several decades, the idea that the money we make reflects the value of our social contribution has become deeply embedded. It echoes throughout the public culture’ (p. 198) [and that] ‘[e]conomic concerns are not only about money in one’s pocket; they are also about how one’s role in the economy affects one’s standing in society.’ (p. 206)

Furthermore, there are desperate physical consequences. Apparently, ‘[m]ore Americans now die deaths of despair—deaths caused by suicides, drug overdoses, and alcoholic liver disease—every two weeks than died during eighteen years of war in Afghanistan and Iraq.’ (adapted from Sandel, 2019, pp. 199-200 where Case & Deaton, 2020 is cited).

The first step recommended is to recognise: the importance of ‘contributive justice—an opportunity to win the social recognition and esteem that goes with producing what others need and value’ (p. 206); and that the common good is not simply a matter of satisfying consumer preferences. That ‘consumerist notion of the common good’ should be replaced by ‘a civic conception’, which ‘requires...a kind of politics...that provides venues and occasions for public deliberation...about... the moral and civic importance of the ends our efforts serve.’ The market can neither make that moral judgment nor recognise that, in the words of Martin Luther King Jr., ‘the person who picks up our garbage is in the final analysis as significant as the physician.’ (pp. 208-210)

The second step involves ‘shifting the tax burden from work to consumption and speculation’ perhaps by ‘lower[ing] or even eliminat[ing] payroll taxes and...rais[ing] revenue instead by taxing consumption, wealth, and financial transactions. (p. 218). That would be ‘a way of expressing a society’s judgment about what counts as a valuable contribution to the common good.’ (p. 219)

Sandel concludes:

‘Only insofar as we depend on others, and recognize our dependence, do we have reason to appreciate their contributions to our collective well-being. This requires a sense of community sufficiently robust to enable citizens to say, and to believe, that “we are all in this together”—not as a ritual incantation in times of crisis, but as a plausible description of our everyday lives.’ (pp. 221-222).

Whilst the patterns of polarisation in the UK might be less extreme than those in the US, Sandel’s thesis is challenging at all levels: at the grand macro levels of national or even international policy; at the huge range of meso levels of systems, institutions, organisations, associations, clubs, societies and, networks; and at the micro-level of inter-personal relations. In each and all of these contexts, *hubris* can override humility—and the hubristic parties will not even realise.

Past Master Max Weaver

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COVID and the business of teaching

On-Line University Work

It looks as if there will be one whole year at least of the new abnormal in University Life. It was in March 2020 that I had one remaining student for a lecture but around 60 missing, then the instruction was sent out to work from home—WFH.

Steadily adjustments were made. In fact, I was relatively lucky in that I was not required to create on-line lectures or set up Zoom seminars at that time. That would all come later. There was no change to essays. They are uploaded electronically and assessed on-line.

The one major change which was implemented was to change from timed, invigilated exams with memory being needed and understanding required, to fixed word count, open book exams over a timed 24-hour period. It should be noted that the students or in many ways now, student-clients, were mostly international—that is not from UK or GB which are generally referred to as ‘home’ students. So, most of the students at that time would have been taking their open book exams in different time zones - a continuing issue for the 2020/21 academic year we are now in.

From September 2020 we knew that we would have to create an academic year with modules of digital materials for remote access. In spite of some discussion about potential present-in-person teaching, the 20/21 academic year is destined to be completely digital and remote - in human and technological terms. Necessity is the mother or invention, but all that glistens digitally is not good either.

There is a requirement to create non-synchronous lectures and to provide seminar materials to be discussed at regular fixed time Zoom

Seminars—a little like Master’s Seminars, but with the difference that only a minority of students choose to show their video feed. It took time to adjust to the software system—Panopto—which enables lecturers to run the slide decks and add an audio commentary. Most lecturers seem not to have their video feed included.

There is a requirement for students to attend the synchronous, fixed time, Zoom seminars and a register is taken, afterwards, from the Zoom invitation admin data trove. Perhaps like all seminars in real life, not all students participate fully and generally there are four or five students out of a maximum of 20 who decide to talk about the prepared readings and questions. Managing the discussion on Zoom Seminars is one new skill. Other lecturers also use the online breakout rooms to enable more discussion by the students but without teacher presence, similar to real-life group work in Seminars, but I have not started to do that.

Clearly there are affordances with digital material in terms of availability and we can all pretend that digital is new and therefore better in all respects. It may be true that the digital native generation expect to be able to use Chat in Zoom rather than talk in real time, for instance. It may be true that digital trickery like games and quizzes would be a good advantage to engage students more with what they expect or need or as customers, ask for. The philosophy of on-line universities and the epistemology issues are fascinating to consider. How to make a generative and complex world simpler, in order to encode it digitally, has its unintended consequences. It is the binary paradox.

Liveryman Jon Pettigrew



Changing Focus

The experience of the last ten months of teaching in Higher Education without ever meeting students in person has given us an unusual insight into teaching and learning at universities in general. This insight did not tell us anything that was entirely novel and surprising, but it did highlight features that were not a central focus of our educational policies and discussions before the pandemic.

By replacing the usual social setting of Higher Education—lecture rooms, seminar rooms, offices, libraries, student restaurants, cafes—with an entirely different setting, we were able to see the effects of this particular setting with hitherto unknown clarity.

In a lecture room setting, many students usually arrived a few minutes early, creating an opportunity to exchange thoughts about the material; the physical location in the room allowed for verbal and non-verbal networking between the students during the lectures; their movements in the university buildings gave rise to chance meetings of potential educational relevance; their communal meals and workspaces in the libraries helped them to form bonds; etc. These psychological and social features of physically located teaching had an effect on learning experience by creating motivation, organisational and temporal structure, support networks, and more. This positive effect was built into the setting: it was something that happened automatically, without requiring any conscious action from the educators.

In the novel setting of online Higher Education, we found ourselves in an unfamiliar social situation, and most of these phenomena disappeared. It is not surprising that many of us felt disoriented: decades of social practice were suddenly replaced with a new environment whose social norms were still undeveloped. To use

Parikh’s term, we were missing the ‘Social Software’ for the new setting. This was particularly hard for the new first year students who joined universities in the academic year 2020-21. Everyone else could rely to some extent on their pre-pandemic social networks, but first year students had to start building a new network from scratch without the possibility of being in the same room with their fellow students.

And yet, that it was hard for us does not imply that purely online teaching is fundamentally unfit for Higher Education. A person who suddenly finds themselves in a social environment where their social skills are no longer useful and has not yet developed appropriate new skills will underperform at first. That is neither the fault of their old skills nor the fault of the new environment, but it is due to the lack of fit between these two.

Online teaching has advantages and disadvantages and many of us (not least our students) are unwilling to give up the advantages entirely. Consequently, online teaching is not going to disappear. Hence, the real questions for the next years will have to be: which educational instruments work and which do not work with which form of teaching? Which advantages of online teaching do we want to keep? What are the positive effects of physically located teaching that we are losing and how can we replace them? Which skills do Educators need to develop to succeed in the new setting? Which skills do we need to teach the students so that they can prosper in the new environment? The next few years will be interesting for everyone in Higher Education.

Liveryman Benedikt Löwe
(who teaches at the Universities of Amsterdam, Hamburg, and Cambridge.)



The Challenge of the Virtual Rehearsal

Musicians have been in the forefront of those whose opportunity to work has suffered badly as a result of COVID-19. It has been interesting to hear of the many successes there have been when—with some determination and reorganisation of facilities—musicians have managed to continue to work safely in some way.

The most restricted areas of performance have appeared to apply to singers and those playing wind instruments. Whilst wind instrumentalists have appeared to be successful with distancing and the use of Perspex screens, singing has continued to be very much restricted. Consequently, this has proved to be the basis of much frustration among those who participate in choirs, especially those who sing for pleasure and enjoyment.

For some years I have been music director of a choir in the Havering area. The choir numbers around fifty. Our repertoire tends to be on the lighter side, but we do venture into the more serious side with some Handel and Vivaldi occasionally. We run on an evening class basis with fees being paid termly. We perform a series of four Summer concerts and four Christmas concerts. For many of the members, the weekly Tuesday evening rehearsal is their night out each week. The cup of tea half-way through rehearsal is especially enjoyed with a chance to catch up on members news, good or bad.

With the arrival of lockdown, our rehearsals discontinued and consequently our Summer concerts, and eventually the Christmas concerts were all cancelled. I began to have concerns as to whether I would still have a choir to retrieve when it was safe to recommence rehearsals.

A number of choirs started virtual rehearsals and, after some research into this possibility, I thought it worth offering the idea to those choir members brave enough to give it a try. At the very least, it would be an opportunity to keep up the momentum.

Although I had used Skype for my private teaching at the start of lockdown, I decided that Zoom would be more user friendly for choir rehearsals. Virtual rehearsals commenced last September with about 50 per cent of the choir showing interest. These rehearsals have greatly helped to keep a sense of community in the choir and, although we have just one hour's rehearsal, I open up the meeting fifteen minutes before we start to sing. So, there is a chance for some social reaction, which I am sure is good for the soul. For those members who live on

their own, it helps for them to just say 'hello' and to see that other choir members are still around. There is also great swapping of news and it is surprising how many pets appear at this time.

Once the chat period is over, it is necessary to lay out some ground rules. All members are muted but have the opportunity to unmute if necessary. We also have hand signals with thumbs up if all OK—and down if not. As I would in a normal rehearsal, I teach from the piano—going over each vocal part line by line and then putting the parts together. There is a chat box, which I try to keep an eye on. I'm very lucky that a member of my bass section records the rehearsal and puts it on the choir website. So, any member can listen to the rehearsal during the week and go over their part at their leisure. Even members who are unwell can just connect and listen in.

I'm careful to try to lead a balanced rehearsal, with challenging as well as more straightforward songs worked on. I also will include a unison song that gives everybody the chance to really air their lungs and not worry about keeping to their particular part.

There is a negative side. All are aware of the latency (lag) between members of the choir singing and other hearing. It feels very strange to lead a rehearsal and not be able to tell whether or not the participants are singing accurately. Feedback from participants has highlighted the strangeness of being singing alone. There's nobody sitting next to them to lean on if they make a mistake. However, some have appreciated that they can sing as loudly as they wish without offending anyone.

Looking to the positive side, there is, with this type of rehearsal, the opportunity to build confidence and vocal skills. Hopefully, there might also be a sense of motivation and purpose. Participants are having to take responsibility for their own performance. Music we work on each week will eventually be performed at future concerts. To have a weekly rehearsal to attend helps to give a feeling of normality, especially when items in the daily news bulletins give rise to much concern.

The virtual rehearsal is not for the fainthearted, but—as with all languages—music needs practice and I have found that members who persevere and attend rehearsal regularly have gained much from this activity.

Liveryman Enid Weaver



Special Interest Group: further education, skills, lifelong learning (SIGFESL) considering the impact of COVID 19 on the education sector, 19 October 2020.

SIGFESL convened a panel of speakers, each of whom considered: how COVID has changed what and how they managed; what's worked and what hasn't worked; how to define the new normal; how to build resilience to cope with whatever COVID or the government throw at us for the foreseeable future.

1. Dawn Ward CBE, CEO and Principal, Burton and South Derbyshire FE College

Because parents were beginning to stop their children coming to College, the decision to move to 'off-site' working was taken three days before announcement of lockdown. Communication—always

key in any organisation—became critical. Internal communications and frequent staff surveys for feedback were crucial. Nevertheless, a complete and rapid change of management style from consultative to a command and control model was essential, there being no time to build consensus with staff and consistency was essential. Weekly meetings of the Senior Management Team with Chair and Vice-Chair of Governors and the Clerk to the Governors were instituted.

Safeguarding for students and staff was the paramount concern. Initially, their mental health and welfare took precedence over the quality of education. We just had to make sure they were safe and then to build resilience.



The College had a digital head start due to its 5-year strategic plan that started in 2015. 18 months before COVID, we had invested in digital for teaching and learning (including staff training). We had not implemented the plan fully but were able to bring it into action rapidly. The nature of virtual technical and vocational education demanded staff creativity: they worked together to develop materials. We also soon discovered during lockdown that we cannot assume that all students are fully competent in using digital devices.

The endless streams of emails from different parts of government and associated agencies caused complete information/guidance overload. There were also constant external demands for reports. We had to be disciplined about all this in order not to be swamped out of existence.

There was a pleasing increased sense of community and cohesion. Acceleration to digital was achieved successfully, thanks to that earlier investment and strategic decisions about the future of Teaching and Learning. The Business Continuity Plan stood the test well. Educators were rapidly upskilled. We used our data collection to check and pursue student engagement. Many SEND students blossomed with online learning and benefitted from the 1-2-1 tutor support. And there was much enhanced collaboration and sharing between colleges in the region.

Nevertheless, the governmental decision-making was at times erratic, with U-turns and frequent changes in government action. The guidance issued failed to differentiate adequately between schools and colleges. There was a complete lack of understanding of important differences. The external assessment organisations delayed and prevaricated, affecting school leavers waiting for results to come to college and college students waiting for results to make decisions about the next stage of their lives. Lockdown has created gaps in learning and 'lost learning' and vocational skills deficits. The College recruits from four of the most deprived wards in the country. Students from those wards have borne the brunt of the adverse impact, particularly in terms of digital poverty leading to a digital divide.

As to a 'new normal', the College is cautious but optimistic about: blended learning; greater collaboration and open dialogue between colleges; and the building of 'bespoke' curricula. Key success factors include: building resilience for students and staff; and responsiveness and quickness to change, keep agile and flexible. The task is to inspire learners to be the entrepreneurs and wealth-creators of the future.

2. Andrew Gower, CEO and Principal of Morley College, London

Andrew's experiences were in many respects similar to Dawn's. As an Institute of Adult Learning, Morley has some 15,000 students aged 19-90+, the majority of whom are part-time as are the majority of the 800 staff. The newly merged FE College has younger students and tends more towards full-time. Morley was already undergoing a fundamental change, having been asked by the DfE and the Borough of Kensington-Chelsea to effect a merger with Kensington and Chelsea's FE provision. The merger took place formally in February 2020, a celebration was held on 3 March. 20 days later came lockdown. Another change was also in progress: an ambitious fund-raising campaign for the modernisation of the main College building in Waterloo. Senior management decided not to hold back or reverse the changes already embarked upon but to keep moving, fulfil the ambition of the merger and the fund-raising aims. This includes: curriculum restructuring; professional services restructuring; and challenges for employee relations and internal communications and the appropriate IT, HR, MIS, Finance systems.

At lockdown, some changes had to be immediate. The curriculum had to be adapted rapidly and quite radically, whilst recognising that it was 'early days' for online pedagogy and that there were significant problems of digital exclusion. Morley provides 'Essential Skills' education for some of the most deprived boroughs in London: students. But students do not have the digital devices they need nor, in many cases, a home environment conducive to online learning. The College is bidding to a GLA fund for digital devices for the students. Some face-to-face classes, especially in the Creative Arts, have resumed but social distancing means that they are restricted to groups of five or six, instead of the normal twelve to fifteen. This is not cost-effective. In the summer term alone, there was a loss of some £1.5m in fees and the need to make 1,000 refunds (some students do not like courses online). And we must recognise the reputational and confidence risks. Future finance is unpredictable.

Our prior investment in digital facilitated a rapid acceleration of digital capability. Staff engaged well, especially helping with the merger and the 'cultural' challenges associated with mergers. There were masses of communications with both staff and learners. The College created a new website—'At Home with Morley'—in response to the COVID challenge (type the title into your search engine if you want to have a look). Morley has three physical centres—and is now planning a fourth virtual centre, working with Mark Dawe on a distance learning offer. The focus is on how to address learning for the future. The College was able to support the local community with Essential Skills leading to pre-employment training together with upskilling; working with DWP (Dept of Work and Pensions), JCP (Job Centre Plus).

Just as Dawn had noted, the external demands and confusing messages increased stress levels very substantially. The initial novelty of digital is at risk of wearing thin. The challenge is to keep positive as leaders. That's key to future sustainability.

3. Mark Dawe, CEO, The Skills Network (until August, CEO of Association of Employment and Learning Providers)

For the three months of total lockdown, AELP worked on behalf of its 900 members across the sector: representing their problems to ministers and civil servants; trying to persuade them to accept the sensible and workable solutions offered; trying equally to persuade them to speed up their slow decision-making processes; and fighting for Work-Based Learning and for flexibilities, especially with assessments and Functional Skills. Apprenticeship starts were plummeting, apprentices in mid-course were put on furlough and increasing numbers were made redundant. Employers still working on site barred tutors from premises due to COVID precautions. All these were uphill battles. It was three months of hell.

We moved to weekly (instead of normal monthly) policy update Webinars for members and cultivated two-way communication with members. We conducted surveys to secure feedback on issues and to seek out problem areas for representation to government. We provided support through specific Webinars with external experts and, on specific issues, from AELP staff. Whilst the massive and rapid shift among providers to online was impressive, online teaching and learning can range from dire to excellent.

The Skills Network (www.theskillsnetwork.com) was established in 2009 as an online learning provider to adult learners and has reached some 30,000 learners. It assigns individual tutors to its learners. Its experience shows that rigorous development processes are needed to produce good online learning and that effective data collection is essential for learner support systems to enable early intervention at signs of disengagement or problems.



The Skills Network will move to a more blended approach for apprentices. Tutoring staff will need to change their attitudes to and practice in teaching and learning. It is simply no longer viable to drive around the country making visits to learners in their workplaces when it can be done more effectively online at a time that suits the learner best. For adult learners, there will be moves: to short, sharp programmes of upskilling either in work or to enter new work—no more large chunks all at once; and to a blended approach—already in use by some Colleges—consisting of a 30-hour tutorial pack and self-assessment with online tutor support.

In the longer term, the skills sector faces a challenge: It must: develop more content; upgrade its systems; ramp up development to meet demand. The focus must be on to learners, tutors and employers. There can be no more silo working, duplication or re-invention of wheels. Collaboration between colleges and providers is essential to produce top quality materials for sharing. The opportunities presented by artificial intelligence to release teacher time that can be better spent on supporting learners must be exploited.

4. Carole Still, Head of External Engagement and University Lead for Professional Development Simulations, Coventry University, London.

Carole's experience echoed much of that of previous speakers. There had been an early investment in digital. That included a decision to switch from Moodle to AULA in 2021. That shift was brought forward with immediate effect and rolled out across the University in May 2020 so as to avoid the uncertainty and frequent change that can lead to 'managing in the moment'.

How do young people want to learn? Because they do not want always to be lectured at, HE teachers need to change their habits and move to a facilitation model. Massive re-training is required together with a willingness to be part of the change—the latter being probably more difficult than the former. It is crucial to find better ways of engaging with students.

In the shorter run, the University had to address the issue of refund demands, which was especially pertinent with international students. Before the University acceded to requests for refunds, students were offered alternatives, such as deferral for a year and extra-curricular workshops support. The downside is that the process needs an army of people to help carry out the support activities. Furthermore, there is a limit to how far a university can go in making promises about the future when the future remains uncertain. There is a risk of reputational damage to the University.

Mental health and well-being are issues for students and staff. The University provided various kinds of support.

- 'Coffee and Connections': communication between staff to generate a feeling of connectedness. The shift from email to Microsoft Teams made for faster and more efficient communication. Emails can get buried with so much traffic. Conversations on Teams—however brief—are immediate and connect in a more human way.

- 'Computational Kindness': we tried to desist from 'blame' type questions—such as, 'I need this from you.' 'Why haven't you done this?' It is better to instead use calibrated questions—such as 'What do you need from me?' or 'How can I help?'

- Resilience: a new language is needed to cope with the challenges of the virtual classroom. New learning and teaching habits have had to be formed quickly. Teachers have had to become better facilitators. But questions abound for us. How best to support the transition from face-to-face to virtual? How do we, as educators, show up in the virtual classroom? How do the students show up?

- Digital exclusion: this difficulty arises not only in terms of hardware and software but when the student's technology goes wrong in mid-virtual session and he/she is cut off. Described as 'Unintentional abandonment'.

Carole gave a living example of this from an inter-active professional development session using simulation that she had run that day. International students were based in different locations around the world, including India, China, Africa. The staff team had to take on various roles. Using Zoom, Carole introduced the session, set the scene then handed over to a colleague as 'gamesmaster'. She then took a technical support role. Suddenly one student was 'lost'. Carole contacted her tutor to find out what was wrong. The tutor contacted the student and found that she was on Teams and not able to get into Zoom. Carole contacted student via Teams then got her back into Zoom, 'holding her hand' until she was safely back into the session.

5. Court Assistant James Crabbe, Chair of Governors, Central Bedfordshire FE College

For governors, it is 'leading in the moment' rather than 'managing in the moment', focussing on: strategy and support, for those leading and 'managing in the moment.' With COVID's onset, the College's direction of travel had to change suddenly. Consequently, governor involvement had to be more frequent and to bring together the Governing Body, the Clerk and the Senior Management Team for regular long conversations, using Yammer. Finance had to be a major concern for the governing body.

Phase One: lockdown created the need to build collective cohesion within the College and with other colleges in the sector. Collaboration was important in respect of mental health and well-being. James led the governing body's communications with staff. Communication with students was challenging – how to develop new ways of interaction using technology.

Phase Two: planning for the new term with a return to face-to-face teaching and learning. Students' mental health and well-being were still concerning. Surveys of staff and students were completed in mid-term and will be used to plan further developments. Assessments: centre-based assessments went well; rigour was maintained through working with QA people.

The new normal will evidence a modified direction of travel with greater emphasis on digital. Apprenticeships are a challenge. It is difficult to recruit employer recruitment in a time of recession and lockdowns.

6. Kirstie Donnelly, CEO, City and Guilds.

Kirstie took up her post six days before the COVID lockdown, following which 1,400 staff were working from home (in different parts of the world).



COVID, like a soccer match, has two halves. In the first three months from March to July, the challenges brought out the best in people and energised them. In the next two months, people were overwhelmed or, to put it more graphically, they are knackered. The challenge is to keeping organisation and its people open and safe, and to build resilience to sustain energy, enthusiasm, optimism.

Necessity is the mother of invention. So, we must wonder why has it had taken so long to embrace digital when COVID forced us to do it in a few weeks. Within 3 weeks C & G made 80,000 learning resources available and in a short period organised a Webinar on digital teaching that was attended by 1,000 people. COVID has shone a light and exposed another major fault line in the sector: there is no coherent skills infrastructure. We need a single eco-system across the FESL sector.



EDUCATION COMMITTEE

Digital Skills Education in Prisons: 4 November 2020

A baker's dozen group members, chaired by Court Assistant, met with three experienced practitioners: Claire Collins, adult literacies researcher and consultant and director of ccConsultancy; Steve Grix, Digital Learning Lead for Novus, a leader in prison education; and Tanvir Hynes, Head of Learning, Skills and Employment, HMP and YOI female prison, Bronzefield. All three of the guest speakers expressed their concern to ensure that the needs of all marginalised learners—including those in prisons—are met. Such learners must be provided with the tools needed to transform their lives. There was a consensus that it is imperative that technology is used in the battle to reduce reoffending.

Claire invited the meeting to think about digital literacy and to understand what it means for prisoners in the context of their education in prison and post release. If the gap between those who have digital skills and those who do not is left unaddressed, it will only widen at an accelerating rate. Supporting prisoners as they improve and extend their understanding of digital practices will improve their digital literacy and as a direct result their ability to engage fully in the modern world.

Steve explored the problems common within the prison system. Some progress has been made but hardware and software available is often inadequate. Reports from companies such as Lloyds have highlighted that those with digital skills are more employable, can access essential services more readily and have a more enriching social life. Digital illiteracy must now be acknowledged as a life limiting disadvantage along with literacy and numeracy. There is a direct correlation between digital skills, employability, social mobility and social skills all of which relate directly to the successful rehabilitation of offenders.

The five essential digital skills were identified as: using devices and handling information; creating and editing; communicating; transacting; being safe and responsible online. Tanvir shared case studies of how these skills can be developed within a prison—and result in empowerment of the individual. The Sodexo café for staff

The personal dimension embraced: panic—chaos—crisis—settle down—develop sustainable ways of working. Stop talking about 'Return to Work'; there will be no mass return to physical locations; start talking about 'Future of Work'. Ours is the most important sector for both young people and adults—preparation for employment, sustainable employment, upskilling for changes in employment. We must move towards a 'new humanity of leadership'.

C&G now has an all-organisation meeting with some 1,300 people on a webinar every month. Members of the trustees to come in and talk as well. It's about inclusivity and the three emotions: resilience, grit and compassion. It's about involving your workforce in helping us 'back to our future'.

*Adapted from notes of the meeting made by
Past Master Susan Fey and Freeman Mike O'Reilly*

In Bronzefield allows prisoners to handle cash and manage digital transactions in ways commonly used in the outside world. Kiosks within the prison allow residents to order their own food. Other devices allow them to communicate with key workers and offender managers. A lack of understanding of—or a scarcity of access to—modern technology can result in students being unable to word process and to take advantage of the opportunity to develop skills as basic as how to navigate and edit a word document—even when studying advanced science topics. Pre-release courses should address these issues urgently

Talking and thinking is necessary in order to understand what is needed. The work undertaken by the *Through the Gates Project* was described and praised. Too often we take for granted the skills that for us are reflex actions, but which prison residents lack and should be taught before release. The meeting was shown a smartphone simulator that can teach individuals how to: use Skype and Zoom; access universal credit; install Train-line and other apps; and more basic actions such as how to text, make a call or take a voice mail message. In other words, the simulator enables prisoners to model what needs to be known post release. Steve emphasised that technology in prisons must keep pace with what is happening outside. Prison residents need to be aware of scams and fake news. Their financial literacy must be developed, and trending terminology explained to them. Family visits with teenagers can point to the need for prisoners to be educated about the terms young visitors use in conversation. Whilst some of these skills can be taught on paper, we are increasingly becoming a paperless society and possibly a cashless society. These trends also need to be factored into education in prisons. There are available presentations designed to support teachers as they innovate in the classroom. Simulator programmes—of the kind routinely used for pilot and astronaut training—can be used in prisons to develop skills for the workplace—for example forklift driving. The programmes were developed using PowerPoint software.

The power of 'Virtual Campus 1' and the development of version 2 was described. However, its success depends on the development of



sufficient access and availability. The effectiveness of tailored learning programmes, tracking and rewarding individual progress were also described. The provision of technology in cells is a complex issue—influenced by funding, buildings and public opinion—but there are discussions and investigations ongoing.

Many prisoners begin their sentences presenting with complex needs. Many have repeatedly failed to make progress educationally and therefore are unable and/or unwilling to engage with offered programmes. Feelings of shame and embarrassment further hamper progress; however digital skills can be accessed with poor language skills and programmes of study can be individually adapted. Clicking on a screen can engender confidence and provide opportunities for success which can be built upon. But it is a battle to engage adult male learners. Using technology to assess levels of need can help teachers differentiate in a potentially non-judgemental way. Those who do not learn well in a classroom environment may find a computer laboratory better. Technology can help engagement, but it must be regularly reviewed, upgraded and teachers supported.

Concerns were raised that—by focusing on technology—the needs of illiterate and innumerate offenders could be overlooked. The meeting was assured that digital skills are linked to functional skills and are seen to improve engagement. There is more to do, but, with imagination, something like a weather app can become the starting point for a maths lesson. We need to group English, Mathematical and digital skills together and recognise them as ‘Social Enablers’.

The importance of all sections of the arts in improving life in prisons and encouraging rehabilitation was raised: art can be a gateway to learning. Technology is a formidable tool enabling offenders to see beyond the prison walls directly into museums and galleries, theatres and concert halls. Art produced in prison can be exhibited physically and virtually and online discussions validate and celebrate achievements.



Founder of the Prison Opticians Trust honoured

[Editor's Note: Back in 2017, Freeman John Harding wrote an article for the Educator about the Pen Optical Trust, now the Prison Opticians Trust—an experiment in second chance learning for offenders. (Issue 43, May 2017). His update (below) is fascinating. John has been a trustee and former Chair of the Prison Opticians Trust since 2015. He was formerly the Chief Probation Officer for Inner London, an ex-Parole Board member and a visiting expert in criminal justice in Russia, Serbia and Turkey.]

In the Queen's New Year Honours list 2021, the founder of the Pen Optical Trust—now called Prison Opticians Trust (POT)—Tanjit Dosanjh, was given an OBE for services to prison optometry and reducing offending. We do not hear much good news coming out of our prison system, especially during the pandemic with most prisoners confined to a cell for 22 hours a day without opportunities to take part in activities or rehabilitative programmes or, indeed, learning occupational skills which could be used on their release.

The latest POT story is encouraging as it continues to build on the original starting block of offering serving prisoners an opportunity to develop skills in optics to NVQ level II. Tanjit—with initial help from three grant awarding charities—set up the first workshop for

It was recognised that COVID-19 has exacerbated the situation, but we were already in danger of losing a generation of those sentenced who become trapped in a revolving door of ‘sentencing—reoffending—sentencing’. Education—developing skills for life—must be seen to have rehabilitation at its core. Lobbying for investment in technology and for the development of strategies is of course vital but working towards a culture change is equally important. The entire prison system must see rehabilitation to prevent reoffending as the core activity.

Other initiatives were presented to the meeting. The Worshipful Company of Information Technologists have recognised that adults with low reading ages need appropriate reading material. That Company is assembling collections of books to encourage reading during lockdown. Many offenders are unable to read their charge sheets. Scanning pens in custody suites could help and may also encourage a desire to read.

Disquiets about the security regarding internal and external connectivity were raised. Phones circulate in prisons illegally, but devices and networks used legally are subject to many layers of sophisticated filters and restrictions. All URLs are controlled, and the virtual campus can be used to upskill prisoners without any necessity to connect to the web.

Because of the Corona virus, there is currently no meaningful access to teaching staff or resources—a stark picture. Most prisons are in lockdown and their education programmes are suspended. At best, worksheets may be slipped under doors. The meeting thought the situation dire and disgraceful. A whole cohort of learners has been marginalised and is missing out. The educational gap is widening at an alarming rate. Education in the criminal justice system saves money and saves lives. It is imperative that a culture change is energetically pursued.

Report based on Liveryman Evelyn Guest's minutes of the meeting

offenders on day release in Maidstone, Kent in 2015. Since then, over 50,000 spectacles have been made by prisoners. After initial training, those on day release are given paid work placement opportunities at Specsavers in Maidstone. To date, more than 50 ex-prisoners have found jobs in optics since leaving POT.

In addition, Tanjit secured a five-year contract with Care UK for POT to provide rehabilitation and eye care services in over 55 per cent of prisons in England and Wales. Tanjit subcontracts with qualified optometrists to visit prisons all over the country to conduct assessments and provide eyecare services. Since the Trust was established, more than 42,000 sight tests have been provided in prisons. Tanjit has also started supplying frame and glazing services, delivered by prisoners to independent optical practices under the Liberty glasses umbrella and plans for the Trust to start making its own branded frames in 2021. As a consequence of these activities, the Trust has been self-funding as a social enterprise for the past three years.

Tanjit's next goal—with the approval of the Board and the backing of the Ministry of Justice—is to establish a training workshop in a prison



so that a larger number of people can be trained on the inside in preparation for work on release. Down the line, Tanjit's future expectation is that, by 2025, he will be employing ten prisoners full-time either making spectacles, doing administration or providing telephone support and sales.

POT has come a long way since Tanjit started visiting his father in 2012, whilst the latter was serving a lengthy prison sentence for attempted murder. He saw that so much more could be done to provide skill training for prisoners, preparing them for the world of work. His enterprise and vision—from small beginnings to a corporate identity that embraces rehabilitation, eyecare services, skill training and manufacturing, relying on the trained work of ex-offenders—has now been publicly recognised



Freeman John Harding, CBE, Educator and Spectacle Maker

Tanjit Dosanjh



SOCIAL COMMITTEE EVENTS

The Social Committee had planned an exciting programme of visits for the current Master's year, which commenced at the end of June 2020. But, with the advent of COVID19 imposed restrictions, we had to totally rethink the programme and quickly arrange virtual events. Initially, we hoped that we would be able to carry out some of the visits we had planned, albeit at a later date. We kept in touch with staff at the venues who were as keen to see us as we were to go. However,

it seems that virtual events are going to be the 'norm' for some time to come—with little, if any, social interaction off the screen. Although we are looking forward to the time when we can meet again face-to-face, we are planning a number of future virtual events in the meantime. We would be delighted to receive your suggestions for virtual events. (renterwarden@co-educators.com)



Master's Desert Island Discs, 2 July 2020

Twenty-five Members and four guests Zoomed in to celebrate the beginning of the year for Master Richard Evans. Liveryman Dr Steven Berryman interviewed the Master in the style of Desert Island Discs. The evening saw Dr Berryman in the interviewer and DJ seat, chatting to the Master, who generously shared anecdotes from his life, alongside the pieces of music that shaped those particular moments.

We heard a range of music, such as excerpts from *Harold in Italy* by Berlioz, and Mendelssohn's *Octet*, some of which the Master had played as a budding violinist in his youth. Members attending were treated to insights into the Master's musical upbringing and learned about the Master's mother—a committed and excellent operatic soprano. The Master's autobiographic anecdotes took us on an interesting musical journey encompassing a range of styles—music of the more distant past and also contemporary music—taking us to a range of locations, including his time in the USA and in Oxford.

The evening was enjoyed by all; everyone felt they gained an insight into the Master's musical passions and into the various facets of his younger years that have shaped his present, strong educational aspirations.

Report: Renter Warden Sandra Holt and Liveryman Dr Steven Berryman



FULL SCORE

Octet in E \flat major

Op. 20
for 4 violins, 2 violas and 2 cellos

F. Mendelssohn-Bartholdy (1809-1847)

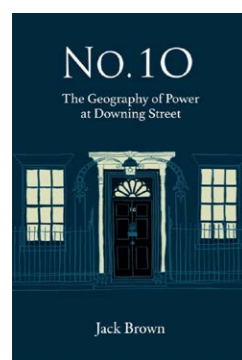
Allegro moderato ma con fuoco

www.virtualsheetmusic.com



Geography of Power at Downing Street, 7 July 2020

Twenty-five members and 58 guests, including Members of 28 different Livery Companies, listened to a Zoom presentation given by Dr Jack Brown, who was the first ever researcher in residence at 10 Downing Street. Dr Brown has written a book on the subject: *Number 10: The Geography of Power at Downing Street*. (London: Haus Publishing, 2019).



The Master welcomed Jack, who is now Lecturer in London Studies and London Partnerships Director in the Department of Political Economy at King's College London. He is also Research Manager at the Centre for London, the Capital's dedicated think tank.

Fronted by one of the most iconic doors in the world, 10 Downing Street is the home and office of the British Prime Minister. Jack spoke about the impact of the building on the business that goes on inside it and about how successive Prime Ministers have sought, while in office, to shape it. Jack explored the history of the building: how the property reverted to the Crown; and how it has been developed since then. Number 10 was designed in the late seventeenth century as a residence. One common misconception—that the building is small inside—was dispelled when Jack explained that No. 10 is really three buildings knocked together. The famous terraced house on Downing Street is joined to a much grander property at the back by a series of corridors and rooms. Jack explained that this can be very disorientating—it can be difficult to keep track of where you are in the building. The property contains over 100 rooms and over 200 people work in numbers 10, 11 and 12.



The constant adaptation that has been necessary to accommodate the changing role and requirements of the premiership was illustrated by a series of old maps and photographs. A series of quotes from different Prime Ministers and politicians were used to demonstrate that not everyone views the building in the same light. Different people described it as a 'dreadful' or an 'exciting' place to live

and work, 'a jewel' or (from the outside) a 'classic example of British understatement'. What is not in dispute is that it was a cheap and shoddily built Georgian house and that the legacy of that low-quality initial build is still there. By the time it was reconstructed in the mid-twentieth century, an on-site carpenter had to be employed to fix doors and windows that regularly became inoperable as the building shifted about.



A number of photographs of the inside of the building showed well known views of the cabinet room and the grand staircase, the walls of which are lined with portraits of every British Prime Minister in chronological order.



This was a fascinating account that revealed the connection between political power and the building. Jack's answers to the many questions added greatly to the information already given. We discussed issues such as: the 'pecking order', evidenced by where each person sits at the cabinet table and where offices are situated; the state of the building; the living quarters of the Prime Minister and the Chancellor; and that every portrait has to be moved every time a new Prime Minister is appointed (apparently, there is still room for more). The answer to the final question asked revealed that Larry the cat is not very good at his job as chief mouser.

*Report: Renter Warden Sandra Holt
Photographs by permission of Dr Jack Brown*



Magician, 8 September 2020

Fifteen Members and eight guests attended an online virtual magic show, The Magic Zoom, presented by Alan Hudson, an Inner Magic Circle member with gold star.

The show was advertised as being interactive—and it certainly was. Alan had a particularly good rapport with the audience. He was friendly and cheerful. He engaged everyone to take part and created a supportive atmosphere. Whilst he involved specific people to 'help' with different tricks, this was done in a light-hearted way. Sometimes when someone is picked out in this way an audience ends up laughing at their expense. That was not the case with Alan. Even though he made each situation amusing, it was done in an empathetic manner so that people laughed together with a real sense of fellowship.

The show, which lasted approximately 30 minutes, included a variety of magic tricks including mind reading, use of a mobile phone, sleight of hand and close up magic. Individuals were asked to think of a card, word, colour or number, and even a book title. In every case Alan was able to tell us what the participant was thinking of. Not only was he accurate but he also showed the object to the audience, including a copy of the book.

The astonishment of not knowing how he pulled off every 'trick' was amazing and made the event so enjoyable. Some people seemed sceptical at the start of the show but admitted that they found the tricks intriguing and also great fun. The ending was fantastic and quite unexpected; it was really difficult to comprehend how he had got there!

This was a thoroughly enjoyable evening, presented in a humorous style. Because everyone in the group was involved, a shared experience was created that would not have been possible if we had all just sat and watched a magic show passively. The feedback from the participants highlighted that it was a fun and interactive evening with 'superb magic'.

*Report: Renter Warden Sandra Holt
and Alice Hynes, Liveryman and Court Assistant.*





Treasure Hunt, 6 October 2020 and 17 November 2020

Liveryman Angela and Adrian (past Sherriff and past Master Actuary) Waddingham kindly offered an evening to entertain and stimulate Educators with an original and amusing Treasure Hunt via Zoom. The first one was so successful that a repeat performance was requested and was kindly offered.

On 6 October, 18 Members and eight guests sat nervously in their homes in front of their Zoom screens, not knowing what to expect. Angela and Adrian quickly put everyone at their ease with their clear description of the tasks ahead. There would be five categories or themes. The participants had to find three items for each category, with a few minutes allowed to find them and bring them back to the screen for a brief discussion or explanation of the items they had found. Some items were easy for all to find, some difficult, a few with a twist.

We are used to seeing inside people's homes by now, thanks to Zoom. But this was different. We could be nosey—with a purpose! It was interesting to listen to the stories, explanations, or excuses behind the objects.

The second Treasure Hunt on 17 November took 15 participants and 2 dogs via 10 screens on a global journey to Egypt, Africa, Scotland, and even Kent. We got to see some varied clothing: a stripy blazer; glamorous dresses; but some dubious ties. We learnt about people's reading habits and culinary expertise. Some items were stored in boxes in attics, so we didn't see them, another participant was living

in an antique collector's house, so was spoilt for choice. None of this mattered; there were really no winners or losers, we all enjoyed it so much.

Two extra challenges brought each evening to a grand finale: The winner of the oldest person-made object by many years was a piece of Egyptian hieroglyphics dating back to about 13,000 BC; and 'the strangest object' challenge produced original artworks, jewellery-making and military artefacts, wooden objects from Australia, Africa and Canada, and a TfL/Crossrail prism.

The 90 minutes spent doing something that was different and fun took our minds off lockdown. World news whizzed by. I am sure most of us spent the next day tidying up and returning the random objects to their correct place, no doubt smiling as we recalled the stories behind the objects. A big thank you to the 'Master of the Treasure Hunt', the superbly witty Adrian, and to his glamorous assistant Angela, who made sure we behaved, recorded the scores and kept us all on track. Their intriguing challenges kept us all busy, and we are so grateful to them for conjuring up such an enjoyable evening.

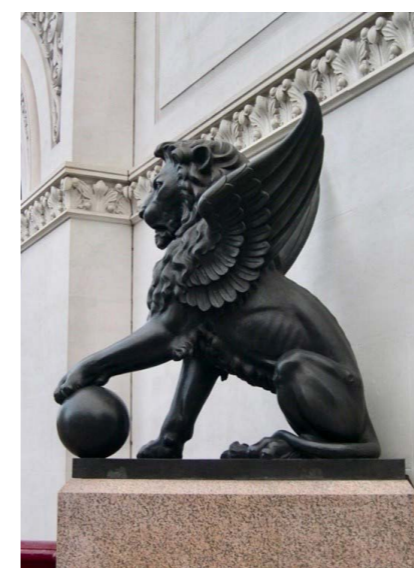
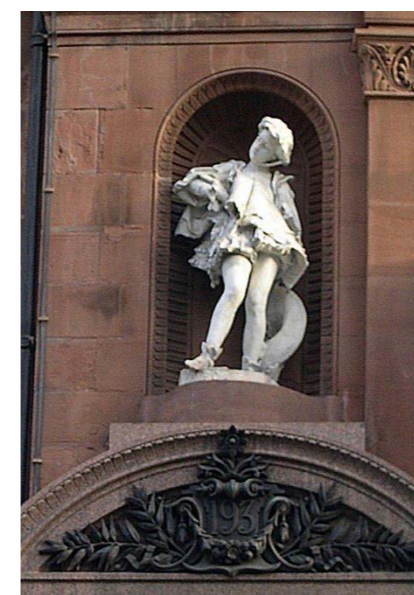
Advice for any future lucky Treasure Hunters: don't have a heavy supper beforehand!

Report: Renter Warden Sandra Holt and Court Assistant Ruth Briant



London From the Top of a Bus, 3 November 2020

The Master and his Social Committee invited Educators and Members from a range of City Livery Companies to join them on an iconic red London Bus for a 'virtual' photographic tour of some interesting and unusual buildings and sculptures in the cities of London and Westminster. There were 36 Members and 33 guests from 25 different Livery Companies, including The Master Glover, who had been installed on the very morning of the talk. Acting as 'Conductor' was Court Assistant Martin Collins who Zoomed us around the city, showing us his personal selection of unusual and little-known historic sites. The journey was peppered with many interesting anecdotes, as we travelled along the routes of four London buses (15, 19, 25, 88).



This fascinating and fast-moving tour, during which we discovered numerous examples of the amazing history of our great city, included: (i) some interesting animals, including the spout of a wolf's head on the Aldgate pump, that allegedly marks where the last wolf in London was slain; some unusual beasts, such as demons on a building in Cornhill; (ii) statues of Kings and Queens and other famous people, especially along Fleet Street, on Holborn Viaduct and on Parliament Square, and why three have been criticised; (iii)

some of the oldest buildings seen on these four buses, including a 1741 shopfront in the Haymarket; (iv) a number of buildings that show evidence of their previous usage, such as the 1898 'Apple Store' building in Regent Street that has an interesting mosaic created by the Venice and Murano Glass and Mosaics Company that once occupied it, and those in 'Little Canada' along Cockspur Street; (v) an explanation of some friezes, including that of Liberty's in Regent Street and in the pediments of the Mansion House and the Royal Exchange; (vi) and last, but by no means least, several interesting pubs: The Viaduct Tavern, The George, The Hung Drawn and Quartered, the Liberty Bounds and three pubs in Whitehall.



Those of us watching were certainly made aware that we don't always notice what is around us. The tour whetted the appetite, perhaps for a real bus tour in the future—with the advantage of now knowing what we might look for. In the meantime, many more fascinating details can be found in Martin Collins's book, "London from the Top of a Bus", which was published at the end of November. Martin generously encouraged the virtual travellers to donate to the Educator Trust fund. This raised £730, an impressive achievement that has been applauded by the Trustees.



*Report: Liveryman Joanne Share-Bernia,
and Renter Warden Sandra Holt
Photographs by Liveryman Martin Collins*



2020 presented the Company with extraordinary challenges. The Company could have gone into hibernation, but instead it adapted to the conditions. That theme pervades this issue, which is the fiftieth printed newsletter-cum-journal in the Company's history. Some items report on intra-Company activities—we've had to change 'the way we do things around here'. Other items look at the wider world of educational activity and at the way in which COVID has forced practices to change from time-honoured methods, the efficacy of which has perhaps too easily been taken for granted.

Some of those changes—intra- and extra-Company—have pointed the way to improvements. Others have just stretched—sometimes to breaking point—patience, competence with the new technology and institutional financial resilience. Furthermore, as the evolutionary psychologist, Geoffrey Miller—author of *Spent: Sex, Evolution, and Consumer Behavior*, New York, NY, Viking, 2009—argued in a 2009 podcast, '[F]or the last two million years or so we've lived during human evolution in small scale hunter/gatherer societies, little clans of 20 or 30 people, and they would interact with other clans to make friends and allies and choose mates. And there would only be a couple of thousand people in your area who even spoke the same language...If you actually want to make friends and meet people, you have to do it face to face, that's the way that we have evolved to assess people—through face-to-face conversation.' (my emphasis)

Can Skype, Zoom, Teams, Blue Jeans and the rest of the virtual conference systems meet that imperative? Or can we *evolve* to compensate for it? I can cope pretty well with virtual one-to-one

supervisions and small group sessions, but, being faced with an onscreen table of 30 plus sets initials and a chat line on which only some are active, demands skills that your Editor has not yet mastered. You will find in this edition several other explorations of these immediate challenges.

McKinsey's forecast in January 2021 is that, *inter alia*, '[d]igitally enabled productivity gains [will] accelerate the Fourth Industrial Revolution' and that '[p]andemic-induced changes in shopping behavior [have] forever alter[ed] consumer businesses'. Much of the education sector is a 'consumer business'. However, we are probably too close to all this to make a proper assessment of: the changes that should endure; and the more traditional methods to which educators should revert. For example, we might enjoy 'lecturing' and students might feel comfortable or 'satisfied' being lectured, but—although lecturing is 'traditional' and in our comfort zone—is it the best way of educating? Some recent research suggests that it is not (see Louis Deslaurier *et al*, 'Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom', PNAS, Sep 2019, <https://www.pnas.org/content/116/39/19251>). Perhaps we might have contributions on these crystal ball themes in *Educator 51*. Thoughtful articles are always welcome.

Finally, Covid uncertainties mean that a hard copy Calendar could mislead as more than inform. So please check the Company's website regularly if to catch the events you want.

Past Master Max Weaver, Editor



*This gull caught what it wanted at the City of London's Connaught Water.
The shot is from the Editor's series on 'Gull-ability':*



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Per doctrinam ad lucem - from learning to light

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