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I am only interested in self-education that is life-long. As an educator, I am able to help people towards that goal while developing my own talents.

In visiting over a hundred schools in England, I have met some rare and amazing individuals among staff and pupils, but I have never known an entire school that, in my eyes, was truly educational.

After speaking with hundreds of teachers, teachers in training and senior pupils in schools, I have rarely encountered people who did not feel threatened by the presence of a person (child or adult) who was an unashamed free individual, rather than a conforming member of some peer or social group.

Most so-called educational establishments merely echo and support the existing power structure and promulgate the prejudices and attitudes of principle and sub-groups in today's society.

For schools to justify their existence as educational centres, they could be analysing the basis of power, prestige and wealth and questioning it. They could be leading their members towards a refreshing examination of the social attitudes that block the development of the individual.

For a school to be educational it should stop segregating young people as if they have some contagious disease. It should welcome people of all ages into the school and encourage young people to live and work alongside others in the larger community who are different from them. A school (and that includes much of further and higher education) should stop putting education into a separate box and trapping in it people from five to twenty- three.

For schools to continue, they could concentrate more on the continuing life education of the teachers. For any institution to encourage the flowering of the individual, all of its members could benefit from being interested in their individual growth and development.

To encourage true individuality, which is the freedom of the individual from the ghosts and restrictions of the past, the adults must feel free from their own inner neurotic knots; other wise the same mistakes will be perpetuated.

For a school to foster excellence, its adult members must be dedicated and committed to the use and development of their own talents.

For a school to encourage creativity, then the grownups in that community must be excited by new ideas, able to explore the unknown, and say, enthusiastically, "Yes!" to Life. For an educational institution to be adventurous, then the staff must be able to take risks, leap at a challenge and not go to pieces when they cannot control what tomorrow may bring.

Faced with the lack of sense of achievement and satisfaction among many young people in these artificial institutions, many adults might turn either to further repression or to an abandonment of the adult role; both are equally anti-educational. It is through the model of the creative, risk-taking, open, honest, generous adult, able to make loving intimate relationships and able to be unpopular without feeling inadequate, that children and young people grow in self-confidence, start to realise their potential and eventually surpass the older generation who are their role models.