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11 Geography for the Young School Leaver

Basic information

Sponsor Schools Council.

Grant £127,300. This includes all additional funds made available to the project up to the time of writing and £600 from Northern Ireland for the period 1976–79 for support and dissemination.

Location Avery Hill College of Education, 1970–76.

Designated pupils 14–16 average and below average ability pupils (originally).

Period of funding Development phase 1970–74. For dissemination and support from 1974 to 1976 and on a reduced level 1976–79.

Project team 1970–74 Rex Beddis and Tom Dalton – co-directors (each $\frac{1}{2}$ time). 1974–79 Pamela Bowen and Trevor Higginbottom research officers. Trevor Higginbottom was funded for a further two years full-time to act as national co-ordinator for the project. He is now an adviser with the Sheffield Metropolitan District Education Authority and continues to act as national co-ordinator.

Co-ordinators to support the schools in their locality were appointed during the project trials. 12 regional co-ordinators were appointed at the dissemination stage in 1974 and they continue to operate. LEAs were invited to appoint local co-ordinators. Regional co-ordinators receive expenses and honoraria for their services.

Trials Pre-trials work was carried out in a small number of schools in the south east London area. Testing of the first pack of materials began in 1971 in 23 schools clustered in five areas of England and Wales. 22 'associate' schools were also involved.

Materials Three published themes: *Man, Land and Leisure; Cities and People; People, Place and Work.*

Each published theme contains a teachers' guide; 30 copies of numerous resource sheets for pupils; other audio-visual material. Published by Thomas Nelson & Sons Ltd. from 1974.

Teachers Talking: a magazine about GYSL. The first two issues were produced by the project. Since 1976 it has been published biannually by Nelson, still edited by the project team and containing mostly articles by teachers on the use and development of GYSL.

Introduction

Geography for the Young School Leaver Project has arguably achieved a success unrivalled by any other Schools Council project, and that at a time of financial stringency, when the education system has supposedly wearied of innovation and when the Schools Council sorely needs to display its merit marks. The project has attained a considerable penetration of the market, the classroom resources and teachers' guides have been favourably reviewed by teachers, educationists and geographers and almost every local education authority has established a GYSL teachers' group, appointed a co-ordinator and in most cases provided financial assistance. This 'success' resulted from an ambitious interpretation of the brief which was 'to examine successful work being undertaken with pupils in the 14–16 age range; to define the contribution that geography might make to these pupils, particularly those of below average ability, whether taught as a separate subject or as part of an interdisciplinary course; and to investigate the ideas that might be understood, the skills that might be developed and the values and attitudes that might be considered'.

Origins and early plans

In this decade two other projects in geography have been funded by the Schools Council; Geography 14–18 and Geography 16–19. They are both exclusively for secondary pupils and one is for the more able pupils of the same age range as GYSL. Developments in the subject at university and research levels, particularly in human and applied geography, can be seen as creating an advantageous climate for proposals for the reform of school geography.

The project team referred in meetings to the publications of Chorley and Haggett (1965) and to the Madingley lectures[1] which endeavoured to communicate the innovations in geography to teachers. There was also the American High School Geography project to look to as an example of the sponsorship of 'new geography' at school level. Chorley and Haggett wrote, 'The thread linking research, university teaching and school teaching, a thread already pulled taut, should not be allowed to part' (1965). To this warning GYSL responded by representing at school level the areas of concern, the concepts, the techniques of model building and quantification, etc. which would reflect the advances made in geography in the preceding two decades.

This being the intellectual rationale behind the three upper secondary geography projects, it might also be worth considering pressure from organised geographers. The Geographical Association and the Royal Geographical Society help to confer identity on teachers of geography and the latter organisation, particularly in the 1950s, was vociferously defending the subject against encroachments by social studies and environmental studies (Williams 1976). At one GYSL conference in 1975, the comment was made that 'Geography has never been in a stronger position, no question of it fading away ... Environ-

mental studies and humanities will not shake geography'. The team, however, did not expressly support a single subject approach.

Geography for the Young School Leaver was one of the last of the RSLA projects but its only concession to the Newsom thinking of the 1960s was in its resources and suggested classroom procedures which were selected with the average and less able in mind. In view of the changes in thinking in the early 1970s the team considered it would be 'terribly out of step' to propose a curriculum for the average and less able with the implication that a different fare was appropriate for the more able. A common course was advocated, despite the existence of another geography project aimed at the more able:

> common schools imply equal opportunity and equal access to knowledge. While technique and methodology may vary with different ability groups, it should be possible to identify aims and content applicable to the whole age range. (Introduction to *Teachers' Guide*).

The team members themselves at dissemination meetings would apologise for the 'mid-sixties RSLA title' and the publisher's advertising booklets would bear the titles and logos of the three themes on the cover rather than the project name. The team emphasised that it was not 'geography for yobos' and even attempted through the Schools Council to change the title in 1976 to escape the restrictions it implied and also to make it more feasible as a submission for an alternative O-level course.

The Schools Council's growing concern with dissemination is also an important background feature. The Schools Council Working Party on dissemination and in-service training belatedly rejected the prosaic notion of diffusion which characterised much earlier research development and diffusion work and recommended a greater attention to positive promotion and after-care. Thinking about dissemination occurred early in the project's development (though the word was 'diffusion' in pre-1973 documents) and undoubtedly this, the perceived merit of the team's productivity and the funder's concern with dissemination had something to do with the granting of no less than four extensions of varying generosity, partially or wholly for dissemination.

Thus developments in academic geography, geographers' organisations, comprehensivisation and RSLA (and the changing emphases in policy and debate within these), together with Schools Council's deeper contemplation of strategies of curriculum development (possibly prompted by a consideration for its own survival) had implications for the destiny of the project. Taken together with the widely attested dissatisfaction of geography teachers with conventional geography courses, there were favourable signs beneath which the project worked.

The development work of the project

The production of classroom materials was from the outset accepted as a prime task of the project; a need for materials especially for the least able was made

plain by early committee meetings, by a brief survey and by early piloting experiences in five local schools. The 'situational analysis' survey also confirmed that interdisciplinary courses for the less able were widespread, a fact which they recognised in their *Teachers' Guides* with suggestions for interdisciplinary work.

The three themes to be developed – leisure, urbanisation and work – were confirmed very early after a consideration of many other possibilities. A consideration of objectives in geography teaching in general and with regard to the three themes in particular was pursued throughout the project and the objectives model of curriculum development was to be one hallmark of the project's 'philosophy'. Problems of later 'diffusion' also occupied the team from the beginning. It was with these in mind that the 23 main trial schools were in five clusters in England and Wales so that teachers from different schools could meet and discuss the project and serve as nuclei for later 'diffusion'. Each school was visited where possible at least once a term, usually by two project team members, who would also meet termly for one whole day with the trial teachers in one region. A co-ordinator, usually an adviser or college lecturer, was appointed for each cluster to offer more locally based expert support to the teachers. This experience at the trial stage led to 'collaboration' being another hallmark of the project.

A further 22 schools were involved as associate schools in testing the project material. These received much less support from the project. The idea was that this increased number would widen the spectrum of participating schools and enable a better grasp of likely problems at the dissemination stage. The associate schools also did not have the benefits of a co-ordinator and inter-school collaboration, and this provided interesting comparative information.

The team sees the production of materials as just one facet of the policy for dissemination and implementation, and they reject any charge that GYSL is simply about materials. The three-fold strategy consists of:

1. The publication of resources and guides which are to serve as a short-term support for teachers, but more importantly as 'a catalyst in the continuing debate concerning the contribution of geography to the curriculum'.
2. The setting up of the local curriculum groups which will prepare local resources, alternative case studies and further curriculum units, serve as a forum for discussion and exchange of ideas and 'act as an advisory team to assist other teachers in the local authority willing to develop the project's style of work'.
3. Collaboration with external examination boards so that teachers wishing to incorporate the project's work into an examination course may more easily do so.

Thus the changes the project hopes to provoke in the teaching of geography (and not just to the specified age/ability group) are to be seen in relation to the institutional arrangements it hopes to establish for the reception and development of the project in local authorities and schools.

The choice of themes was influenced by four main principles:

1. The work should be concerned with all aspects of pupil development – understanding ideas, acquiring facts, developing skills, engaging attitudes, etc.
2. The themes should be of interest and relevance to the pupils now, but should also be of more than transitory significance.
3. There should be a structure of ideas which focus attention on the concepts of the discipline. These ideas may be initiated by a consideration of the local environment and community. By linkage and analogy these could be extended to more distant parts of Britain and the world.
4. The methods used should encourage full pupil involvement and participation.

Within the themes, the 'new geography', especially social geography, is very much to the fore, involving analysis of spatial patterns and decision-making in the environment. Through case studies the aim is to show that conservation, immigration, location of factories or shops conform to certain patterns. Pupils are intended to grasp the universality of these patterns, in contrast to traditional geography which remained very much in the descriptive mode, dealing with unique instances. The process of spatial development is studied by reference to social factors and decision-making; geographical determinism plays a far smaller part in the consideration of such issues as play space, high rise flats, holidays and journeys to work.

There is an emphasis on precision, not just through quantification and the use of graphs and statistics, but also in the definition of concepts, and there are also elements of prediction on the basis of knowledge built up of the variety of factors and the models which may be developed.

The moral issues which arise in considering such issues are regarded as indispensable to the subject area. The project strongly advocates work in the sphere of values and attitudes, but not as a means to inculcate middle-class standards; conflict in land use, the differing qualities of housing areas and pollution are issues inextricably bound up with moral judgement. As one team member put it: 'The hope is that judgements will be made, as far as possible, on the basis of evidence and that pupils will realise that differences of opinion and attitude will exist and demand some form of choice, give and take and compromise.'

In dealing with the topics and issues, particularly where value questions are raised, and to do justice to the principle of relevance, the value of drawing on other disciplines and subject specialists is recognised, and the project team have been in no way averse to the use of the project within an interdisciplinary context.

In terms of styles of learning, the project encourages a move away from the 'didactic' method to one which 'involves' pupils more; individual and group work, discussion, field work, role play, games and simulations are examples of the 'activity' methods that are suggested in some detail for pupils. The emphasis

is on guided discovery approaches with great variety, well structured by the teacher. The team stress that these activities should 'enable the pupil, whatever his ability or level of motivation, to test evidence, to interpret, to use his own judgement ...' There is a requirement here, it would seem, for different attitudes on the parts of both teacher and pupils, and consequent changes in teacher-pupil relationships.

In both suggesting styles of learning and in the development of resources, a major consideration has been the problem for the teacher of the ability and attitude of the less able adolescent. Whilst choice of teaching techniques and resources is made with regard to the achievement of specified learning objectives, the aim is also that they should be interesting and engage the pupils; the resources are bright and colourful with modern layout to make an impact on pupils and thereby help to overcome the problems of low motivation in so many of these pupils. The resources, the team emphasises consistently, are exemplars, serving to show how the geography curriculum might be developed. The bounteous supply of resource sheets together with other audio-visual material is intended to be used flexibly, adapted and supplemented and eventually replaced as curriculum development within the schools and local groups moves on.

The illustrative content, the case studies and the resources are examples and the first task upon which most local groups have been engaged is the production of parallel studies of a local national park, urban area, etc. This local material still exemplifies the key ideas in the project but being closer to the experiences of the children and offering possibilities of field visits, it introduces a more marked reality and relevance which will serve to motivate pupils.

The resources in the published packs and many parallel resource units developed subsequently by teachers, are seen as a medium of stimuli and data, a basis for developing the techniques, understanding the concepts and addressing the complexities of the issues. This contrasts with the view of conventional text book resources which have tended towards descriptive information to be learnt.

Assessment, according to the team's view, is to function not merely to grade pupils but also to evaluate the success of the teaching provided. Tests are to be of comprehension and application, not mainly of recall as most school geography testing has been.

If the foregoing can be seen as the 'cart' of GYSL then the horse is the curriculum development model which provides the power and rationale for the whole vehicle. Drawing on Bloom and Krathwohl (1956 and 1964), Taba (1962) and Kerr (1968), the team employed what would be called a 'rational curriculum development model'.

This model, also intended as a basis for teachers continuing the development work of the project, starts with objectives which are derived from a consideration of

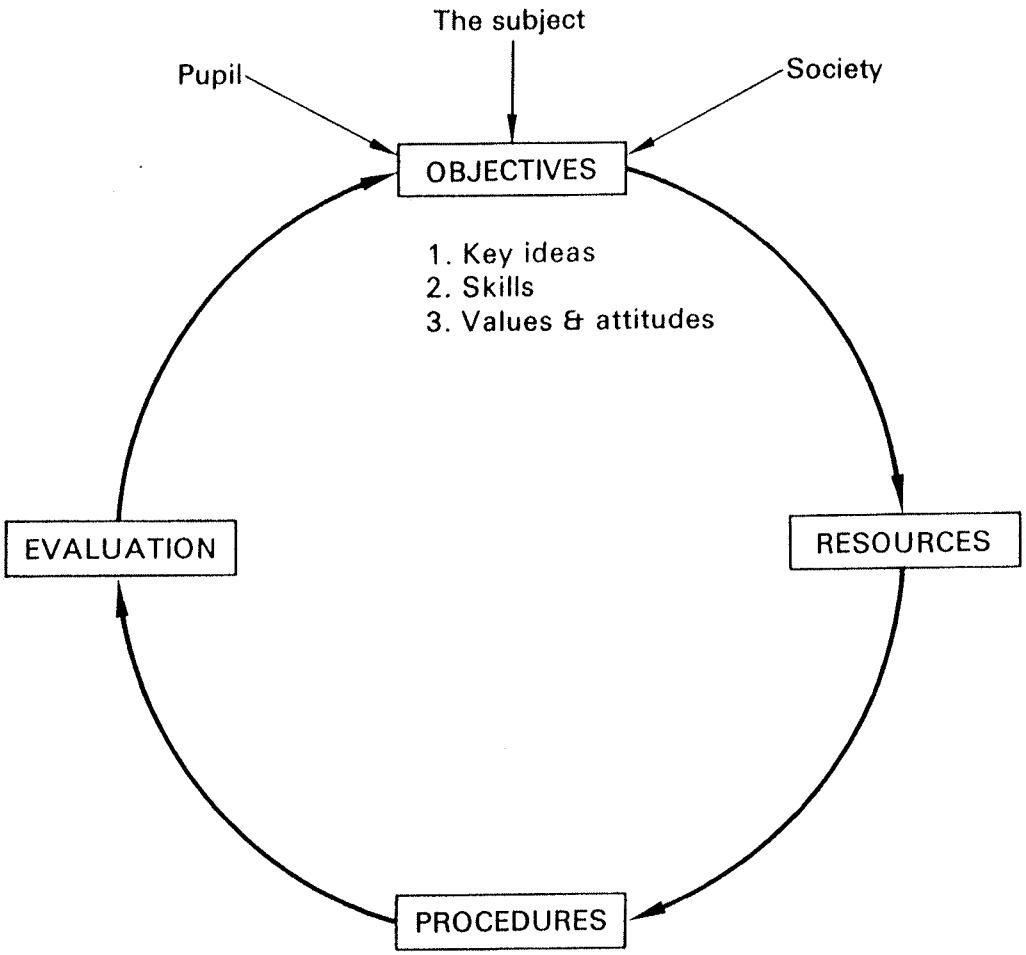

Figure 11.1

1. the pupil – and what topics are of immediacy and relevance to him;
2. the subject – the conceptual revolution in geography, its techniques, and the developments in human and applied areas;
3. society – issues of the time, the forces at work and the changes taking place.

The objectives are framed in terms of discovering important ideas, mastering relevant skills and developing attitudes.

Having established the 'why' of teaching through specifying objectives, the task of resource development follows. The areas of study and the style of presentation are chosen with the aim to engage pupils and exemplify the key ideas. The design of procedures, how best to use the resources is the next step. Variety is the keynote, and pupil-centred approaches predominate. Assessment is the final step and in the cycle of curriculum development gauging pupils' levels of attainment is secondary to evaluating the teacher's success. The objectives specify key ideas and skills, and evaluation, by whatever means – formal tests, question and answer episodes, analysis of pupil work – is intended to produce information about how appropriate the lessons or units of instruction are and how effectively they have been taught. By this measure of the

extent to which learning goals have been achieved, guidance can be gained as to how (or if) the teaching should be modified in future practice. By comparing *teacher* attainment with pre-specified goals, need for revision of objectives, resources, or procedures (or for that matter assessment techniques) can be considered. It is not intended that the quality of pupils' values and attitudes should be tested but rather their selection of evidence and the skill with which they master it to support a viewpoint.

Geography for the Young School Leaver, as originally conceived, was a development project, but as this development took place it clearly inclined towards reform. The team claims that GYSL is a 'teacher-based' project. Much of the material having been produced by teachers, it was tried in classrooms in the trial schools across England and Wales, criticised, adapted and even subjected to an editorial board of local teachers in South London. The team claims to have been inspired by and guided by the teachers with which it worked, but one can see that the development project it clearly started out as, developed very much a reform stance in which the teachers' contribution was almost exclusively to do with materials. Despite the continuous and close contact with teachers and the responsiveness this fostered, in the relatively unfettered situations that such curriculum development teams find themselves, significant innovatory elements have been incorporated which go beyond the basic brief. These include radically new content, emphasis on concepts, core curriculum, new styles of learning, a new style of resource provision, a new role for assessment, emphasis on relevance, topicality and value questions, the interdisciplinary potential, the objectives based curriculum development model. Though logically cohering in the development phase of the project, the question is whether this unity comes through to teachers, whether it is *in total* acceptable and feasible for teachers and whether they might not select from it those aspects which best suit their needs – in particular the attractive, motivating resources.

The curriculum development model, the kernel of the project's development 'philosophy', receives great emphasis in dissemination meetings as the team wishes to avoid the situation where teachers' views of the project are dominated by resources. The team expresses the wish that there were some self-destruct mechanisms in the resources so that they would act only briefly as a support for innovating teachers, introducing them to a style of curriculum development, and would motivate local groups to sustain the development of the geography curriculum through collaborative effort. The team even distances itself from its material products by referring to them as 'the Nelson version'.

Dissemination

Diffusion/dissemination had occupied the thoughts of the project team from its earliest days. A large number of meetings were addressed in 1972 and in the 1973–74 academic year dissemination was in full swing. The team has seen its task as 'changing a system' and recognised that curriculum development in

their terms is a long process with many constraints. With this in mind, the project addressed the system at a number of levels. Through the Schools Council curriculum officer for the project, a discussion paper was sent to every LEA in England and Wales outlining the role that they might play in the implementation of the project in their area – the appointment of a co-ordinator, possibly with some free time from lecturing/teaching duties, and support for teachers wishing to adopt the project. Three conferences for LEA representatives were held early in 1973 to explain the project and delineate the strategies LEAs might use to support teachers wishing to become involved with GYSL. Thus a solid approach was made to the management levels within LEAs before teachers were exposed to the project. Before the main phase of the project finished in August 1974, eleven regional three to five day conferences for teachers were held, to which representatives from all CSE boards were invited. The *Man, Land and Leisure* resources were available by May 1974, *Cities and People* by October and *People, Places and Work* by May 1975, so that teachers contemplating embarking on a two-year course for their average and below average pupils in September 1974 would be able to base it on GYSL. Few projects were fortunate enough to have such a short time period between the termination of their main dissemination efforts and the point of implementation.

The regional courses were intensive and had the varied format of lectures by team members, trial-school teachers, college lecturers and examiners, discussion groups and workshop sessions.

The lectures, though stressing the academic content of the project and the 'philosophy', evinced significantly a 'project-for-the-people' character with references to '4D on a Friday afternoon' and the 'wet wellies on a Monday morning' realities of innovation at the 'chalk face' of curriculum development. The enthusiasm of most teachers at the conferences was considerable and, as usual, a representative from the publishers was present to deal with queries on the commercial side.

As a project with a long-term developmental view of curriculum change, with involvement on the part of large numbers of teachers teaching and learning through the published materials as the springboard to continuing development, the evangelistic campaign with an emphasis on sales is inescapable. So too is a certain ambivalence in the project message so that its appeal should be to *every* geography teacher; despite an extensive array of innovatory facets, the message is softened at points by references to how the emphasis in geography should be 'slightly different', that for the teacher who is a little worried about the swing away from what he knows 'here, there's an opportunity for some good solid regional geography'. Thus at times the radical nature of the project was underplayed to make it easier for teachers to engage in it. Teachers representing the project at dissemination conferences also provided, and were asked for, information about its success with the less able and less motivated pupils and such information was very positive in its support. There was, at times, from

such teachers an importance attached to the published resources which did not correspond to the team's position: 'we [teachers] must guard these [resources] with our lives'.

Further dissemination and support

From September 1974 further funding was received for one year, and later for a second year to enable a member of the project team to continue as national co-ordinator of the project. This is a role Trevor Higginbottom continues to play on a limited part-time basis for the period 1976–79, yet further funds having been successfully requested from the Schools Council.

Further dissemination and consolidation conferences were held, though on a more local basis, in 1974–76 and the local groups were set up in greater numbers. The local, regional and national network of co-ordinators was established with termly meetings of local co-ordinators within their regions, and separately of regional co-ordinators, permitting considerable exchange of examination syllabuses, test items, resources and experiences.

In the conferences during this period, when many schools and local groups were already actively working with the project, points of emphasis by the project change. With common examinations at 16+ being widely debated and feasibility studies in some areas under way, the 'common core' potential of the project was greatly emphasised. In addressing one meeting the national co-ordinator said that the only word he would agree with in the project's title was 'for'. Not only was this a claim for the project's applicability to a wider age and ability group – 'The project could be used as a basis for remedial or Oxbridge pupils' – but to a wider curriculum area also. One project team member claims there are no skills which are specifically geographical and further that the project, and geography in general, should aim to 'give insights' and 'youngsters should be concerned with political decision making in the local area', which is opening the way still further for an integrated approach to the humanities curriculum.

As Stenhouse puts it, the products of a curriculum development project are 'educational proposals' (Stenhouse 1975). Certainly to make it a classroom reality GYSL was more widely communicated over a longer period with greater energy than other projects have found it possible to do. The strength and extent of the co-ordination network has no doubt contributed much both to spreading the word and to supporting and urging forward those already involved. The deliberations at the regional co-ordinators' meetings offer interesting insights into the strategies thought necessary by the project to effect change and the nature of the system within which they see themselves working. Dissemination for GYSL became not simply a matter of uniformly extending a message far and wide, but developed to a stage where problems in particular areas could be analysed and solutions discussed. Approaches to decision-makers were deliberated, documents which might generate support at this level were specified,

the careful wording of examination syllabus submissions was emphasised – 'These are political documents', and throughout 'wheeling and dealing' terminology enters.

'Curriculum development' avowed one of the team 'is about personalities', and with no ready-made system through which a national project can be converted into wholesale school practice, informal, particularised, sometimes ulterior strategems are required. The support of decision-makers, LEA advisers and examination board personnel particularly, was sought throughout. Teachers were encouraged to keep their authority informed, send documents which might further the cause of collaboration. At one local meeting the teachers were urged: 'If we are to sell the idea of local curriculum development, let's start with the head'. As implementation was taking place in schools and teachers were seen to be dealing with the nuts and bolts of local resource provision, consideration was given to 'the next stage' and how local groups could be moved into a wider and more fundamental development of the project.

Such a co-ordination system is a support for teachers at both the intra- and inter-schools levels and a driving force to maintain the project as a dynamic developing entity. Though the original materials of the project will not self-destruct, the hope is that they will be rendered obsolescent through local developments shared throughout the country.

The response to Geography for the Young School Leaver

The customers, teachers and pupils, have praised the project (Hebdon *et al.* 1977). Though the novelty of the project has raised eyebrows and been rejected by some, the quality of the resources, the relevance of the subject matter and the stimulating nature of the classroom activities are particularly esteemed, despite the lengthy preparation time needed. Customer satisfaction is one measure of success, though one by which not all curriculum development projects would care to be judged. From its beginnings as a development project emerging as reform, it can now be viewed as a stimulus project, and the team certainly see that in the long term its major achievement may well be the setting up of the collaborative network.

With its main audience of teachers and administrators, GYSL has forgone the benefit (some might say, avoided the irrelevance) of debate with academics. Geographers have in general endorsed the project as sound geography, though it is suggested that the project has settled for a list of second order concepts. Others have suggested that a consensus view of society is represented by the project (MacDonald and Walker 1976). If the project aims to engage pupils in discussion of burning issues of our world and sees the school not just as responding to change but as a potential agent of change, then this implicit model of society deserves attention. Other claims against the project are that it

is insufficiently child-centred, has not clearly thought out a pedagogy to handle the values and attitudes aspects, has used an inappropriate development model i.e. an 'objectives model', while curriculum development purists denigrate the provision of materials. The team's response typically has been that of modesty; the published products of GYSL are but starters through which much has been suggested but little prescribed. The local groups are to continue to work, fill the gaps, correct the errors, etc. and so criticism of the project to some extent is premature. The project team can argue with some justification that the central project has been translated into over 100 local development projects. The flexibility of Mode II and Mode III CSE examinations and now the availability of an O-level based on the project present considerable opportunities for development and, with the support of geographers in higher education, the potential for local groups grasping these opportunities would seem good. Resources, test items, syllabus examples produced by local groups are being 'banked' for circulation to and use by other teachers; and new curriculum units are being developed, particularly on the Third World and physical geography, with the new GYSL O-level course in mind.

The logic of the project's curriculum development model, the cycle of objectives, resources, procedures and assessment, is compelling, but one can question the extent to which this is more of a rationalisation than a rationale for both project team and the teachers. Although modification may go on in local groups through the inclusion of additional concepts and new issues, supplementary materials and procedures, assessment as a measure of course effectiveness has never been strong in our schools. Arguably, assessment at the trials stage was of 'utility' at classroom level with the average and below average – a question of whether pupils' interests were engaged rather than whether learning (conceptual development) took place. If evaluation for teachers rests principally on 'how well it goes down with 4Z' (MacDonald and Walker 1976), the project will in the end be sold short. Even applied to the whole ability range it could remain a tool of divisiveness, judged as *socially* acceptable for the less able and *educationally* successful for the more able. A premature speculation perhaps, in view of the fact that co-ordinators – local, regional and national – are expected to constantly raise broad educational issues related to project use and not just see that the group busies itself with test items and resource provision.

The position now (September 1977) is that local GYSL groups are at work in 102 of the 104 local education authorities of England and Wales, and more than 2,000 schools are said to be working with the project. There are also groups in Scotland and Northern Ireland. The project's extension to the higher ability pupils is being consolidated with 19 schools involved in the pilot O-level examination and approximately 100 schools are expected to present pupils for the first main examination in 1978. By managing the examination system in this way the common course principle of the project is supported. Interestingly, the project team claims to have been 'dragged' into the examination field by teachers.

The mass acceptability that the project has won may imply that it is not challenging, not radical and no great advance (though mass acceptability of projects is one criterion by which the Schools Council will undoubtedly be judged). The team will claim that curriculum change is a long process, that GYSL has scarcely begun and that through the recently instituted curriculum groups, linked and co-ordinated, the potential of the project will out – in due course. Charity James has urged that curriculum development should aim to make it possible for the less able to learn the same sorts of things as the more able (James 1968); the team has tried to do just that, but 'the control and occupying of time of increasing numbers of children who would rather not be in school at all' (Young 1972) could be a partial fate of GYSL. But what curriculum development project can do more?

TREVOR HIGGINBOTTOM

Geography for the Young School Leaver: A Response

The author's generous comments relating to Geography for the Young School Leaver suggest that he may have succumbed to what he refers to as the project's 'evangelistic campaign'. However, he still needs convincing on a number of issues:-

1. The project does attempt 'to appeal to *every* geography teacher'. National curriculum development is not simply about working with teachers who are already heavily committed to innovation. The charge of 'ambivalence in [the presentation of] the project message', in order to ensure a large take-up, is perhaps a little unkind. Certainly any team member involved in dissemination work with teachers must judge his audience and respond accordingly, even to the extent of emphasising some aspects of the project's philosophy rather more strongly than others. Once teachers are involved, however, it is hoped that all the many facets of GYSL can be explored. This should certainly be possible if they are members of an active LEA curriculum group.
2. The suggestion that the project has 'forgone the benefit of debate with academics' is erroneous. The team has in fact maintained a continuous dialogue with many colleagues working at the frontiers of geographical and educational research. However, it has always been felt that the major emphasis should be on work with teachers, who are seen as the key figures in the curriculum development process. This issue highlights a dilemma faced by central project teams: the need to meet what sometimes appear to be the conflicting demands of two different audiences, drawn from the 'academic' and 'practical teaching' worlds of curriculum development. For example, in the late 1970's the majority of the 'academic' world appears to be seriously questioning the value of the 'objectives model' and yet many members of the 'practical teaching' world, influenced no doubt by the DES Green Paper, exhibit a seemingly insatiable appetite for this mode of curriculum planning.
3. Curriculum purists may 'denigrate the provision of materials' but these

certainly appear to be welcomed by many teachers. It is totally unrealistic to suggest that colleagues working at the 'chalk face' of curriculum development should produce all their own materials, particularly in view of the fact that classroom pressures appear to have increased in this decade. GYSL has always taken a compromise stance on this issue, with the publication of exemplar teaching materials and the provision of many opportunities for teachers to develop further curriculum units. This policy is well illustrated in the project's GCE Ordinary Level scheme.

4. The 'common course principle of the project' is now being applied in many schools, with the adoption of common CSE and GCE syllabuses. Examination performances suggest that 'educational success' can be achieved with a very wide ability range. This does, however, raise another key issue: should GYSL ever have become involved with external examinations? Here at least one team member does have to admit to a degree of ambivalence. Certainly those external examination schemes which incorporate group syllabuses have helped the project to create long-term collaborative frameworks. When continuous assessment has been involved the teacher has often been provided with feedback which has become 'a measure of course effectiveness'. Much of the project's philosophy has been incorporated into examination syllabuses, including 'child centred approaches' relating to coursework. But are other important aspects of GYSL, such as value and attitude clarification, unexaminable and therefore often not included in teaching programmes? And what happens when the central team loses control of an external examination scheme?
5. Whether or not GYSL is 'challenging, radical and a great advance' obviously depends, in the final analysis, upon teacher interpretation in the classroom context. The project's view is that teachers are more likely to implement the total philosophy if they are working within a framework which involves collaboration between those at all levels in the educational system.

It must be admitted that GYSL leaves many questions unanswered, particularly in relation to the affective area of the curriculum. But the relatively small team has inevitably had to work within a limited programme and has certainly experienced a number of major constraints. For example: in some cases lack of effective support at the LEA level (even now almost half the authorities have no geography adviser); shortage of teacher time for local curriculum development activities; lack of interest in some teacher training establishments; unfavourable climates for curriculum change within some schools; the attitudes of a number of CSE geography panels.

One of the most important outcomes of GYSL as far as the central team is concerned is the realisation that there is a need to give almost as much

consideration to the management of innovation as to the nature of the innovation itself.

Note

1. Courses for teachers of pre-university geography held at Madingley Hall near Cambridge, under the aegis of Cambridge University's Extra-Mural Board.