

NATIONAL UNION OF TEACHERS

General Secretary

Sir Ronald Gould MA LLD Hon FEIS



Lambeth Teachers' Association
General Secretary:
Tel 769 5216
D. Capper
14 Rural Way SW16.

May 23 1969

Dear Mr Yowitz,
Thank you for your letter of
May 20th. I shall not be able to
deal with your "Case" till my
return from a (well-deserved) short
holiday next week-end! In any event
nothing effective can be done by Union
headquarters till after Whitsun.

I intend to send to the Union
with your statement(s) (copies),
covering letter asking for speedy
action to be taken. I shall press
for your position to be safe-guarded,
temporarily if necessary, by your
retaining your present post or
obtaining a post in another London
school, so that you do not suffer
unemployment.
Please inform me of any further
developments. Yours sincerely

D. Capper

NATIONAL UNION OF TEACHERS

General Secretary

Sir Ronald Gould MA LLD Hon FELS

Lambeth Teachers' Association.



Tel. STR 5216.

14, Rural Way,
S. W. 16.

June 2nd, 1969.

Dear Mr. Yanowitz,

I enclose a copy of the covering letter which I have sent, together with your documents, to the NUT Regional Official who will be looking into your case. I shall be keeping in touch with him with a view to his treating it as urgent.

I assume, from your last letter, that you have not yet secured a post for September. Please let me know of any progress in this connection.

Yours sincerely,

D. Capper

Secretary,
Lambeth Teachers' Association
(NUT)

P.S. Will it be possible for you to stay on at Tulse Hill, should this be necessary?
(see enclosed).

Lambeth Teachers' Association
14, Rural Way,
S.W. 16.
Tel. STR 5216. June 2nd. 1969.

Mr. C.L.Allen,
Regional Official,
NUT, Hamilton House,
Mabledon Place, W. C. 1.

Re Mr. Richard Yanowitz M.A.
Tulse Hill School.

Dear Mr. Allen,

Here is another "case" for you to look into. I think it requires urgent attention, as you will agree when you have read the enclosed letters.

The salary aspect of the case is straightforward, but the ^{other} aspect of ~~of~~ the case which, on the surface, appears to imply the use of secret reports being employed by the ILEA in such a way as prejudice very seriously the employment prospects of Mr. Yanowitz, seems to me to require immediate investigation.

Mr. Yanowitz, an American graduate, is a recent arrival in this country. He first telephoned me on April 14th, to explain the situation he was in, and how he had become aware of the "confidential" report to which he refers in the enclosed. I advised him to secure some written evidence of this report. This too is enclosed; it is a letter from Mr. Woodroffe, head of the English Department at Tulse Hill School.

I should add that Mr. Yanowitz is a member of the Union through the Lambeth Association.

As far as I know Mr. Yanowitz has not yet secured another post as from next term, and he is due to leave his present post at the end of this term.

The withdrawal of the "confidential" report about which he complains from the files of the ILEA is obviously the only ~~way~~ that will fully protect his interests. Should this take time, I suggest that he endeavours to secure a temporary post in another London school or college or that he takes steps to stay on at Tulse Hill School in September. The Union should be able to help him in this.

I shall be glad if you will acknowledge receipt of this letter and keep me informed of developments.

Yours sincerely,

DC

Secretary,
Lambeth Teachers' Association.

NATIONAL UNION OF TEACHERS

General Secretary Sir Ronald Gould MA LLD Hon FEIS

MR. C.J. ALLEN, JP - Regional Official

Hamilton House Mabledon Place London WC1 Telephones Euston 2442 & 9191-3 Telegrams Curriculum London WC1

R. Yanowitz, Esq.,
8, Gascoyne Avenue,
N.W.6.



13th October, 1969.

Dear Mr. Yanowitz,

re: Salary Assessment

Your query about your salary assessment was referred to Dr. Barnes, Secretary of the N.U.T. Salaries Department. He has replied as follows:-

"From Part C of Appendix 1 to the current Burnham Report, it will be seen it is not possible for degrees to foreign Universities to be recognised for the purpose of the Good Honours addition. The position with regard to Good Honours degrees and their equivalents has always been rather difficult. In the first place for a very long time no equivalence to Honours degrees were accepted at all. Thus unless a person has obtained an Honours degree or a higher degree of an English, Welsh, Scottish or Irish University then the payment of the Good Honours allowance under the Burnham Report could not be made. Sometime ago, however, a slight relaxation of this position was made making it possible for the Good Honours payment to be made in respect of certain Good Honours or Higher degrees obtained at Universities in the Commonwealth where the Department of Education and Science had satisfied itself that the particular degree of the University concerned could be regarded as on a par with that of an Honours degree extended to cover Universities in other parts of the world although the question has been considered from time to time. I am sure Mr. Yanowitz will appreciate the difficulty in this situation. There are of course many Universities in different parts of the world offering "Honours" degrees but the standards may vary enormously and in any case they may not be relevant to the teaching situation in this country.

Quite apart from comparisons of this kind there are a number of persons holding qualifications obtained in this country in a particular field of study where they feel that an equivalent of a Good Honours degree standard has been reached. However, because there are so many different qualifications both in this country and abroad the Burnham Committee has felt it better to restrict the application of the Good Honours payment in the way I have indicated.

Continued

The question of the acceptance of qualifications for the Good Honours payment is, of course, one which is reviewed from time to time, but I am afraid I do not feel it likely that the matter can be raised for some considerable time having regard to the general salaries situation.

Of course it is not possible under the provisions of paragraph 1 (a) of Appendix 11 to the Burnham Report for Mr. Yanowitz to receive increments in respect of study/training which was undertaken before his 18th birthday. I appreciate what Mr. Yanowitz has to say with regard to his own position but as you will know the provisions to the Burnham Report are mandatory. There are of course teachers who, for various reasons, undertook study/training in this country before the age of 18 but they nevertheless only receive increments for that part of their study which was after their 18th birthday."

Yours sincerely,

C. L. All
REGIONAL OFFICIAL.

*Just submitted
Draft of letter 23/11/69*

Dear Mr. James,

In conversations with Mr. Russell on Friday, 21 November 1969,
~~examinations~~ Mr. Russell said ~~some~~ things which I think ~~to~~
I should clarify for the purpose of ~~any~~ ^{an agreed meeting} he proposed ~~to~~ with
1. I was criticized for not having submitted a properly formal syllabus
for my A level English, and I was told that consequently that syllabus was
not to be included with other department syllabuses. I was not told what
was wrong with my syllabus. I was under the distinct impression that
its form was appropriate, for I had spoken with Mr. Russell about it after
a business studies department meeting earlier this term. I said at that
time that with all my courses I could only give a general statement of
my overall aims in the course, with occasional specific book references,
since the pattern of my teaching is to consult ~~with~~ the students about what
they want to discuss or read, and to follow their advice insofar as it ac-
cords with my own general goals in the class. Mr. Russell said that as
long as I ~~wrote~~ ^{it} write such points in the syllabus, ~~this~~ would be satisfactory.
2. I was told by Mr. Russell that his impression, formed from feedback
^{+ he mentioned} from other staff--specifically unnamed members of the engineering department--
was that I was not teaching my social studies classes as I should. In
particular, Mr. Russell said, I was teaching students to "doubt," a term
he used to show disapproval in contrast with his ~~approving~~ approving
assertion that one should teach the students to "question." I frankly

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fail to see a discrete difference between these, for to question implies the equally logical possibilities that ~~the~~ the questioner will come to embrace or doubt the point being questioned. ~~thus~~ I am always careful to tell ~~the~~ my students (a) that any opinion I may ~~occasionally~~ express (~~and there are rare~~ such occasions are rare) is my opinion only, and should be questioned by them; (b) that whether they agree or disagree with a given idea ~~or~~ or philosophy, it is important they first understand the ~~philosophy~~ ^{of the side} in order to ~~understand~~ understand the point(s) of agreement or disagreement; (c) that nothing is rationally certain in this world, a doctrine held not only by myself but by orthodox ~~or~~ theology ^{+ philosophical skepticism alike,} (d) that because nothing is rationally certain does not mean nothing can be believed; (e) that ~~because~~ they are welcome to believe what they like, but they must, insofar as possible, understand the pros and cons of their beliefs.

I ~~am not sure~~ ^{do not know} if this is what Mr. Russell meant by "doubt," but this is what

~~is~~ the teaching approach I used—and I believe any other ~~the~~ approach which

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3. Mr. Russell said that ~~it was his belief~~ he felt ~~it was his belief~~ the content of my social studies courses to be wrong. I might note as a start that this was the first I heard~~d~~ the criticism, and I had ~~had~~ submitted my syllabus for social studies within a day or two of the business studies department meeting that took place ~~at~~ some weeks ago.

I made my attitude towards higher social studies clear at my interview, when I said that I thought the important purpose of such a course in engineering or secretarial ~~discipline~~ was to broaden the thinking of the student beyond ~~the~~ vocational discipline ~~which he is studying~~. I emphasized at that time that I felt this meant the student should be exposed to ideas and subjects with which he was not familiar; that the important issue in any discussion was the development of the student's critical faculties and self-expression. I said at that time that purely practical matters like hire-purchase or knowing one's rights under the rents act might very well be relevant, but that the bulk of the subject matter should center on knowledge not obviously practical or familiar. ~~(I might note that from your attitude you agree with what I said.)~~

In addition, when I later spoke with Roy Wynne, ~~when Mr. Russell last summarized to me his program of~~ ~~what he wanted me to do~~, ~~he~~ ~~wanted me to discuss with him the relevant approaches to social studies.~~ I was told that my approach was highly appropriate, and that Mr. Wynne himself was greatly concerned with the reasoning abilities of the students.

You yourself, Mr. James, have said to me more than once that what is crucial in social studies is to teach the student to question, to purge himself of the close-mindedness too many of our students have.

And I have been told by several people at the college, during and since the interview, that what ~~one~~ ^{one} teacher ~~teaches~~ in the classroom is ~~one's~~ own business. ~~Indeed, Mr. Russell said to me on Friday that he had never before sought to interfere with a lecturer's approach to his subject.~~

<?> There are many different approaches possible to any subject. In ~~most~~ social studies, where the potential topics are so broad and the goals so

in the gen studies portion of an engineering syllabus
which Mr. (Frescott had.)

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general, I should think it especially important--and necessary--that each lecturer develop his own curriculum and methods ~~with his students~~. A lecturer is going to have his own interests, his own specialties, and certainly his own ways of teaching. I am open to suggestions, which is the end. I must choose & accept or his own ways of teaching. I do not insist everyone teach as I do, ~~nor do I~~,
no more expect anyone else to tell me to teach as he does ~~than I expect some another teacher to conform to my methods!~~ ~~so that I have no objection at all~~

The first & ~~most~~ important thing a teacher must achieve with his students is to ~~develop~~ a relationship which leads the student at best to want to learn the material, at worst ~~to hating~~ ~~to despise~~ ~~to hate~~ to like ~~the teacher enough~~ and respect the teacher enough to go along with what is happening in the classroom even when the student would not normally be interested. Different teachers develop this relationship in different ways; ~~but I have found w/ most~~ ~~the smaller the class, the better~~ ~~the result~~ ~~is that my approach has worked with almost all my students (I~~ doubt whether ~~any teacher can ever develop a good relationship~~ ~~with all students, especially in large classes); and while I do not at all demand that other teachers use my methods--indeed, it would be fatal to try to superimpose another's methods on oneself--I do demand that others leave me to use my approaches.~~

~~DOVER~~ A ~~minimum~~ good ~~beginning~~ ~~in~~ ~~developing~~ a relationship with students is not the end of teaching, but it is an essential preliminary to be able to teach in any other but a rote-learning, repressive atmosphere. And a part of the student's very education--especially in social studies--should be the experience of ~~treating~~ ~~his teachers as~~ ~~not~~ ~~human beings.~~

~~also~~ A teacher must try as much as possible to deal with material that can interest his students. Not all students will be interested in any given topic; many students may sometimes not be immediately interested in a given ^{even} topic; and sometimes one must teach a topic which will have no immediately ap-

(W)

I might note here a specific criticism along these lines which Mr. Russell made: that I ~~sit~~ sit on desks now and then, and that I allow students to do the same. ~~This is a very good point.~~ This seems such a trivial objection that I hesitate to discuss it. Let me note only that I sit on desks because it is natural to me, and I know that it ~~encourages~~ encourages the kind of informal relationship I want (which in part involves breaking down a stereotypical image of the teacher as a god who always behaves in certain supposedly proprietous ways); and I allow students to sit on desks only when I am convinced it is not interfering with their own or others' concentration on the lesson. But if no such interference is occurring, I would find it ~~unnatural~~ and antithetical to the informal atmosphere I ~~want~~ try to achieve if I ~~sit~~ told the student to sit in a chair because it is "appropriate." If ~~I act~~ I act like that, my students will quickly stereotype me as one who makes arbitrary rules as some kind of superior being who ~~does not need to justify his actions.~~

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apparent interest even when the topic is finished. (An example of this
~~is my~~ last I can use ~~my~~ discussions of the difference between fact and value: this
~~distinction, between descriptive and prescriptive statements,~~ is usually not
initially interesting to most students, but the distinction is an absolutely
vital one in any kind of thoughtful discussion. The point is that a teacher
~~should minimize the times when he~~
~~cannot discuss material directly~~
of interest to the students. ~~We should minimize these occasions.~~

Further, it is not a teacher's job ~~appropriately~~ ~~to impose~~ to ~~his~~
~~prescribe beliefs to his students.~~ ^{Out of} ~~is, however,~~ ~~his~~ key function
to expose the students not only to relevant contemporary social issues, but
also to all arguments concerning those issues. Thus, whatever a teacher's
own political persuasion, ~~for example~~ he must be able to present his oppo-
sition's arguments as clearly as his own. I personally go out of my way to argue
against ~~anything~~ ~~and~~ ~~any~~ opinion a student asserts, regardless of my
own convictions. This is not only justifiable in terms of the value of pure
knowledge, but also on the very practical grounds that students, who now or
shortly will be ~~involved~~ directly involved ~~in~~ our social problems, must under-
stand both (or all) sides of an argument: his own, the better to defend it;
his opponent's, the better to oppose it and to ~~bring~~ show others the
fallacies of ~~the~~ opponent's case.

I ~~not~~ ~~admit~~ have said a teacher should not impose his own
views; I must add that ~~though~~ this is rarely, if ever, possible. ~~as~~ Students
are thought to be far more pliable and corruptible than they are; but anyone
who has ever tried to argue against any student's strongly-held attitude will
know how difficult it is even to get ~~the~~ student to admit ~~that~~ he may not un-
derstand some of the logic or implications in ~~his~~ position. It is this for
which I strive: not to change a student's viewpoint, but to make him ~~me~~ face

This means I no more prescribe beliefs of ~~the~~^{the} ~~society~~^{and} other lecturers or the society than I do my own beliefs. ~~minimum~~ Certainly there are some prescriptions we cannot avoid--but here again the point is to keep them minimal. Thus, as far as I am aware, the only attitudes~~s~~ I demand are that the students ~~think~~^{think} and try to ~~deal with~~^{cope with} the class material, (b) participate in class~~s~~ and (c) think.

~~If the teacher must not dictate beliefs, it~~

SA

the rational ambiguities inherent in his argument. We must encourage students to make up their own minds, and give them credit for having this potential. ~~For~~^{that} This argument is really moot, for students will make up their minds about current issues regardless of our encouragement; it is all the more important, then, that at this stage in their development, we expose ~~them~~^{clear} objectively and ~~through~~^{with the} thoughtfully ~~to~~ problems around them. Many of these students already are old enough to vote; all of them will be able to vote within two years. They are interested in contemporary problems, especially those upon which their elders frown most. They will investigate regardless. All the more reason, then, that social studies teachers in particular ~~give~~^{not the many of} take up these matters in class rather than leave the students' ~~only source of information~~ newspapers, politicians' speeches, television, or their own friends' often ill-founded information. ~~One~~^{more}

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~~The rational ambiguities inherent in his argument.~~ Indeed, the one opinion I would like very much to change--the racism present in a majority of my students--is exactly the attitude which I find the most difficult to counter-
~~act. And even here I do not argue that racism is necessarily wrong, since~~
~~as a value can be proved wrong,~~
~~nx but~~ ^I show the basis for prejudice, to show that racialist attitudes are
~~invariably irrational~~ always irrational. Now that is a statement of fact; to say something is irrational is not to say it is bad, although I would hope that with this particular argument a student who comes to see the fact will also come to change his value. ~~xxxxxxxxxxxxxxxxxxxxxx~~

Here it is important to show facts. And whether anyone likes the facts ~~or not~~ about racism, ~~for one believe it both important and edu-~~
~~cationally justifiable to expose~~ ^{the facts} ~~to education~~ racism
~~on Mr. R's~~
part as a symbol of my approach to any class topic, but in part because ~~one~~ specific complaints against me is my assigning of The Autobiog of M X to one of my social studies classes. I did not, in fact, arbitrarily assign this text, but consulted the class about it and found that almost all wanted to read it. (I have since found that the decision for many was spur-of-the-moment, and some students now regret the work ~~this will turn~~; this ~~says~~ only says that I made a mistake--and I do feel it was a mistake--in not being more cautious about ~~taking the book~~ assessing the students' interest. This does not at all say that Malcolm X is an inappropriate text for students interested in it.) And my motives were to let the class read a first-hand account of the degraded youth ^{to which} one black man was forced ~~into~~ ^{book's} The discussion would ~~make~~ hopefully not focus merely on the American context.

but would lead to an understanding of the general nature of prejudice in America or Britain or Nazi Germany or anywhere else it exists. The discussion would hopefully show the environmental reasons why many people turn out as they do, and could perhaps have relevance not merely to ~~xxxxx~~ why racialist attitudes develop, but to why and how social groups and social values develop. All of this, to be sure, is far reaching and could lead to points beyond the present understanding of the student. One of the teacher's duties is to recognize those points and avoid them. But ~~xxxxxxxxxx~~ depending on how they are handled, many of the most complicated ideas can often be expressed in an understandable way. At any rate, most of the discussion that would grow out of Malcolm X would unquestionably be on a level the students could understand.²

I have been criticized for wanting to deal specifically with black power. In fact, ~~this~~ my main interest in Malcolm X has nothing directly to do with black power, and indeed only in the last ~~10%~~ 10% or so of the ~~my~~ book does Malcolm state what is now known as a black power position. (In fact, Malcolm X was assassinated before the term 'black power' was coined.) I am not saying black power should not be discussed in the classroom; it ~~xxxx~~ should be. .

And if, as Mr. Russell has argued to me, the students associate my use of M X with my assumed approval of all or some of his attitudes, I can only try to ~~arrive at~~ expose this illogical conclusion as I try to oppose all the illogical statements students make. Moreover, it is irrelevant whether I approve all or part of any work, both because that is my business and because that is not the point of the class discussion: as well argue I should not teach ~~Paradise Lost~~ to ~~Mock~~ my A level students because I agree or disagree with Milton's theology.

Furthermore, there is a key issue of academic freedom involved. To deny the right to teach a particular text because one personally disagrees with it is to censor both the teacher's and students' choices; and to this I cannot be a partyx in my own classes. All over the world censorship is one of the key tools used ~~by far~~ to deny viewpoints with which the censor disagrees; and as I told Mr. Russell, such an attitude seems to me to be leading to fascism. And in a country that was nearly destroyed by fascism, ~~such a state of affairs~~ ~~such a situation~~ ~~such a state of mind~~ educators above all must become aware ~~of this danger~~ and Imposition of one's will upon others, whether one be in the minority or majority, is surely an activity a free society must shun.

Waffen 27-11-69

Fri., 21 November 1969.

Conversations with Mr. Russell, first in his office, later being called out of class. I was told ~~many~~ several people in the engineering dept. had complained about me. Russell said he felt my attitude was negative; I was trying to teach people to doubt rather than to question, and these are different, he said. He noted that he felt he and I did not think similarly. He said he could tell me what to teach or not teach in my classes--that I was under his orders. I said my first responsibility is to my students, not to him or anyone else. I said I must teach what I think relevant in a way I felt was appropriate. He criticized my allowing ~~the~~ students to sit on desks in class, and when I noted that I did ~~x~~ this where appropriate, and that I myself often sat on desks, he said he thought this was inappropriate. He said he felt that I was not trying to cooperate at all. He noted that when he came in on the last few minutes of one of my A level English classes on Paradise Lost, he was very pleased with what he saw, except that he thought the ~~girl~~ girl sitting on a desk should not have been. He said ~~xxxsxtsxhingx~~ ~~the~~ ~~student~~ we are here to make the students 'good citizens,' and this did not mean teaching them to doubt their society's institutional or social values.

When I was called out of my PTS 1 B social studies class later on, Russell told me in particular I should not have ordered the Autobiography of Malcolm X for any of my classes--that I should have cleared any text through him, and that he would not have allowed this one. I said (a) I didn't know I was to order books through him, and (b) I did not feel he had the right to veto such a text. I added that I had assigned this book in consultation with the students. Russell said this topic is dynamite, and inappropriate for students at this educational level. I said I believed they could deal with the topic, and it was crucial that at this stage of their education the students be exposed to controversial subjects, ~~whix~~ for this would be their only chance--for most of them--to discuss such subjects objectively, and to learn the facts relevant to forming opinions. I added that I never dictated beliefs to my students, and that when I expressed an opinion I stressed that the students were not to agree with it just because I said it, and that they were to question it if they disagreed with it. I stressed that I thought Russell's interference in this matter was an abridgement of my academic freedom. Russell asked me if I would like to discuss ~~with~~ all this with Mr. James; I said that would be fine; he said he would set an appointment for Monday.

24 November 1969

Dear Mr. James,

During our meeting this morning, you said that as things now stand--and you added that you saw no prospect of their changing--you would not re-hire me at the end of my first year's contract at this college. You gave no reasons at that time. Last Friday, 21 November, Mr. Russell alluded to the existence of several complaints from other lecturers, notably in the engineering department. Neither the specific complaints nor the names of the lecturers nor the contexts of the complaints was stated to me by Mr. Russell.

As I have only been at the college for ten weeks, I fail to see why or how you could make so definitive a statement. I am especially surprised that if there are complaints about me from yourself or anyone else at the college, you have not specified those complaints, nor have you given me an opportunity to reply to them. Only once has anyone sat in on a course of mine: Mr. Russell was present during the last few minutes of an A level English discussion of Paradise Lost, and last Friday he commented to me that he was quite pleased with my performance in that class.

I would request, therefore, that you give me a list of any such complaints, and give me the opportunity to reply to them.

Yours truly,

Richard Yanowitz

Mr. R. R. James
Principal
Borehamwood College of
Further Education
Boreham Wood, Herts.

8 Gascony Ave.
London, N.W. 6
24 November 1969

Dear Mr. Parker,

I am writing this letter for you to use as you see fit in union assistance of the problem I outline below.

I am a full-time Lecturer I in English and Social Studies at Boreham Wood College of Further Education, Boreham Wood, Herts. My teaching time is about equally divided between English and Social Studies.

Until this point in the term I have been creating my own syllabi for my several social studies classes, all but one of which are engineering classes. I rely for class topics mainly on a list of potential ~~topics~~ topics in which the class expressed interest. Many of these topics are clearly controversial. My approach in class is to present as factually and objectively as possible the reasons behind a particular side on a given topic, and to encourage argument pro and con once the students have understood the arguments they are discussing. I rarely ~~will~~ express my own opinion, and I always stress that any opinion I state is mine only, and is to be questioned by anyone who disagrees with it.

On Friday, 21 November, Mr. Russell, my head of department, told me he did not agree with my approach, and ~~today~~ today, during a conference with himself, myself and the Principal, Mr. James, I was told by Mr. James that I would be forbidden to cover certain topics. The one specific topic mentioned was a discussion of black power; Mr. James also made it clear there were a number of other unspecified controversial topics which he would forbid me to discuss in class. He asserted that controversial topics were too dangerous—"dynamite" ~~was~~ was his expression—and the level of my students was too low to deal with such topics. When I said that I intended to go ahead and teach as I planned, asking to know what sanction would be used against me, I was told that several alternatives were ~~open~~ open, but that Mr. James could not make up his mind until I actually disobeyed his order.

I will not explain the educational bases for my objections to this treatment, other than to note that I believe in a social studies class no issue should be shirked, and that the students' awareness of my feeling helps establish the good relationship I have with most of my classes.

My more abstract objections are related to how much authority the school has over me: I believe there is a crucial question of academic freedom here. I would agree that one must gauge his material to the achieved level of his students. But this must ultimately be left to the teacher who regularly takes the given class. Sometimes a teacher will err; I have done this; but a teacher must take that chance and hope he can develop judgement that will minimize his errors. Thus, my first major objection of principle is that it is not up to anyone but myself to make the final decision on what a given class can or cannot do, should or should not do. Advice is always welcome—but advice implies the possibility of rejection of the advice. Orders exceed the authority of administrators in this area.

My second objection of principle is that no subject should be flatly banned, regardless of context. This is what Mr. James and Mr. Russell are, however, trying to do. Some of my classes might not be able to cope with black power—although generally I think students are not given credit for the ability and maturity that appear before a teacher who respects rather than suspects them. But the subject is certainly appropriate for some classes at a college like this—indeed, I think it appropriate for nearly all (and possibly all) my classes. It is censorship and an abridgement of academic freedom, at this or any educational level, arbitrarily to forbid discussion of topics because they are "dynamite."

I would like to know what union policy would be in these matters, especially in response to possible sanctions, of which sacking seems most important.

I would like as well to know my exact status in terms of probation. I was told at my interview here I would be on ~~probation~~ probation for a year. I noticed this weekend, however, that a brochure on the subject says a teacher is on probation for his first full-time appointment year. Is this actually true—i.e., if I have been full-time before, am I now on probation? I was a full-time lecturer at degree level for one full year in the U.S. in 1965-66; before coming to Boreham Wood, I was a .8 English and maths teacher in the I.L.E.A. for six months at two different schools. Does any of this affect my probationary status? Mr. James told me today that as things now stand—and he said he sees no sign of their changing—he will not recommend me for re-hiring for the next academic year. Indeed, he added that if I found a new job for next summer term, they would be glad to accept my leaving before the year of probation is over.

I shall be glad to provide any ~~useless~~ information which may be relevant to these matters. Thank you for your assistance.

Richard Yanowitz

1 December 1969

Dear Mr. James,

During the past few days I have heard strong rumors about a recent, secret meeting concerning me. This meeting was allegedly attended by you, Mr. Russell, and some staff members; the subject of the meeting was supposed to have dealt with my personality and/or teaching characteristics.

Would you please inform me whether such a meeting--or anything like it--has taken place? If it has, would you please state the details relevant to the meeting: when it occurred, who attended, and what was said? I wish to be able to reply to any points made.

I assume this is a sufficiently straightforward request that I can expect a speedy reply.

Thank you.

Yours truly,

Richard Yanowitz

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

FROM: THE PRINCIPAL

TO: MR. R.B.YANOWITZ

1st December, 1969

Thank you for your letter of the 1st December.

I think you are ill-advised to be worried about rumours, strong or otherwise, and it is certainly not my practice to hold "secret" meetings. On the other hand, every day I am meeting members of staff, and I take it for granted that all that is said in my office is strictly confidential unless agreed by all concerned to the contrary.

Had anything concerning yourself of sufficient importance to merit action been mooted you would certainly know about it very quickly, and in reply to your letter all I can do is assure you that if the occasion arises when anything to do with your personality or teaching demands a decision you will be acquainted with all the relevant facts in ample time for you to take whatever action you consider necessary in the circumstances. Surely this is precisely what has happened to date.

Ronald R. James

2 December 1969

Dear Mr. James,

Thank you for your prompt reply to my inquiry of 1 December.

I take it from your reply that while you choose not to call them "secret," you do hold confidential meetings about staff ~~members~~ members, and that other staff members may be present at these meetings, and that the subject(s) of these meetings may include specific criticisms of other staff members.

I take it as well, from comments both you and Mr. Russell have made to me, that you have had specific criticisms of me made by other staff members, and that some of these criticisms have as yet not been stated to me.

If either of these statements is untrue in whole or in part, please inform me.

I would also like to know specifically if you have held any confidential meetings with other staff members in which I have been criticized.

I might note in response to the last point in your letter that I do not, in fact, feel all relevant facts concerning our present dispute about my job and syllabus have been presented to me. You have alluded to other points which have not been stated, and I have asked you for certain explanations which I have not received.

Thank you for your attention to these matters. I assume, of course, that I may expect your response in writing.

Yours truly,

Richard Yanowitz

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

FROM: THE PRINCIPAL

TO: MR. R.B.YANOWITZ

3rd December, 1969

In reply to your letter of the 2nd December 1969 I do not think there is anything I can add to my previous memorandum dated 1st December, which seems to me to be quite clear.

I am sorry that you still seem to be perturbed, but I must point out that this sort of correspondence between colleagues in the same College is rather unnecessary when every member of staff, both teaching and non-teaching, has direct access to me, without fuss or formality, to discuss any personal problems. I must, therefore, call a stop as far as I am concerned to this exchange of memoranda, and remind you that facilities for seeing me are readily available to all my colleagues.

I hope you will take advantage of this if you feel so inclined.

Ramse R. Janowitz

HERTS COUNTY TEACHERS' ASSOCIATION
(N.U.T.)

Telephone: 01-449 2015
01-953 2218 (Sch.)
General Secretary:
E. R. KIDD

"THE CEDARS,"
3, CEDAR LAWN AVENUE,
CHIPPING BARNET,
HERTS.

13th December, 1969.

R. Yanowitz, Esq.,
8, Gascony Avenue,
London, N.W.6.

Dear Mr. Yanowitz,

Thank you for the copy of your letter to Mr. Horsfield.

I will retain this for reference and meanwhile I would think a talk with our regional official will be the next step. You will hear from Mr. Swift in due course.

Yours sincerely,



E. R. KIDD,
General Secretary.

Hamilton House Mabledon Place London WC1
Telephone 01-387 2442



date 5th December, 1969 our ref 033/PD/BC

your ref

Mr. R. Yanowitz,
8 Gascony Avenue,
LONDON, N.W.6.

General Secretary Tom Driver BA DipEd
Deputy Secretary James Todd AM InstE AIERE

Dear Mr. Yanowitz,

The solicitor of the National Union of Teachers has discussed with me the copy of your letter of November 29th to Mr. Horsefield which you forwarded to him.

May I firstly say that, as far as procedures are concerned, there is no difficulty because of your NUT membership. As a member in a college paying through the NUT you are automatically a full ATTI member and the NUT are treating you as an ATTI member in respect of this case. Further, it may be helpful to you to know that the NUT's solicitors act as solicitors to this Association also. You may prefer to pay your subscription next year through the ATTI but this decision will be entirely up to you.

On receipt of the document, I discussed the matter with your Branch Secretary, Mr. Hunter, and I understand that, in accordance with our normal procedure, the case is now being handled by the Branch and by the Bedfordshire and Hertfordshire Division. I have assured them that we at Headquarters will give any advice or assistance that may be required on your behalf at any time.

Yours sincerely,

A handwritten signature in black ink, appearing to read "J. Peter Dawson". Below the signature is a simple horizontal line.

PETER DAWSON,
Assistant Secretary.

MID HERTS TEACHERS ASSOCIATION

Hon. Secretary:
W. Horsfield,
57 Haseldine Meadows,
Hatfield.
Telephone: Hatfield 62609.



Hon. Treasurer:
M. Mylechreest,
14 Gorse Close,
Hatfield.
Telephone: Hatfield 62829.

Richard Yanowitz, Esq.,
8, Gascony Avenue,
London, N.W.6.

4th December, 1969

Dear Mr. Yanowitz,

Thank you for your letter dated November 29th in which you detail some of the problems you are experiencing at Borehamwood College of Further Education. It is clear that this matter is one for our full time Regional Official and I have passed your letter to him. No doubt he will contact you direct in the very near future.

Yours sincerely,

W. Horsfield

Honorary Secretary.

copy to J. Swift, Esq.,
Regional Official.

Not handed in

5 December 1969

Dear Mr. James,

I am in receipt of your memorandum of 3 December.

I would like to go on record as saying that neither the 3 December note, nor the note of 1 December, ~~refers~~ even remotely satisfactory answers to my enquiries. I have asked a number of direct questions, none of which have you answered directly. Your tactic seems to be to use as many words as possible to give the appearance of an answer without committing yourself. Especially in light of my own frankness in both discussions and letters, I find your lack of reciprocal frankness disingenuous.

I have asked if you have held any meetings about me with other staff members; I have asked if at such meetings either you or the staff members voiced criticisms of me. You and Mr. Russell have alluded to specific official criticisms from other staff members, and I have asked to know who complained and in what context. I have asked you to put in writing your reasons for having been able to say at our meeting of 24 November that you did not expect to be recommending me for re-hiring at the end of my first year of teaching at Boreham Wood College of Further Education. (Your oral reasons were that I use the classroom as "a platform to preach my personal political beliefs"--an accusation for which you have given me no substantiation other than a claim that my syllabus reflects some unnamed bias--and that I am not fitting in with the "team" concept you have of your staff. I asked you to define "team," and I inquired what game we were playing, but your only answer was that my lack of understanding of the term reflected your meaning. Nor, might I note in reference to the accusation of bias in my syllabus, have you made a cogent argument either to support the claim, or to refute my own arguments to you in my letter of 26 November.) To these questions you have as yet pro-

I feel, to use a metaphor, as if I am in some sort of star chamber proceedings. References have been made to criticisms of me by other staff members, yet neither the criticisms nor the individuals who made them have been identified. I have been accused of being biased and of trying to indoctrinate my students to this bias, yet no proof of this has been remotely offered. You state that you hold "confidential" meetings about members of staff with members of staff, yet you will neither affirm nor deny whether such meetings have been held about me, or whether criticism of me was voiced at these meetings. Mr. Russell, during our meeting with Mr. Staple on 27 November, asked me if I had used a reference to "the downtrodden working classes in England." I asked who had said I used the phrase, and he responded that no one had asked--that he just wanted to know. Now if that is true, I must put the question up to [REDACTED] clairvoyance, for randomly to ask about a specific phrase which I had, in fact, used in class, is so improbable in light of the present disagreement as to be impossible. (I explained the context of the phrase to Mr. Russell--that I had certainly used that or a similar statement in explicating either a Marxian or post-Marxian view of society. For someone to overhear part of anything I say in class, [REDACTED] and for that person, if he is upset, not to consult me about the context, but rather to make an official complaint, would be bad enough for the person concerned; but for the authorities to give credence to such a statement--for Mr. Russell asked only if I had made the statement, without questioning its context--is absolutely dangerous.

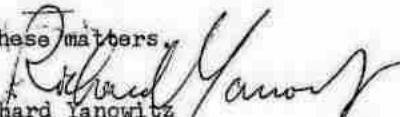
In response to your statement that [REDACTED] "every member of staff, both teaching and non-teaching, has direct access to me, without fuss or formality, to discuss any personal problems," and that therefore it "is rather unnecessary" to carry on "this sort of correspondence between colleagues," I would like to note that I personally do not find any of this true. The fact that I do not get direct answers to my questions means I must put myself on written record to that effect. I do not find the meetings "without fuss or formality," since I find myself on trial--although this is never stated--without any of the normal benefits of being able to hear the specific charges, confront or cross-examine witnesses, and be heard before an impartial body. (You will perhaps argue that by accusing me of bias and of having an unbalanced syllabus, you are confronting me with charges. True--if I were convinced these are the only charges; but since references have been made to criticisms by other staff members, I cannot believe yours are the only charges. Further, it is clear that none of the other normal safeguards of due process is applied.) I find you say one thing at one meeting, and later deny it at another meeting. (Aside from points I made on this subject in earlier notes, I might add here that at our meeting of 24 November, you not only "forbade" any discussion of black power or Malcolm X's autobiography, but you also alluded to your prospective

banning of other topics. At that time you did not make explicit which topics these would be, except that they were "controversial" ones. I have heard nothing further on this matter since then, although Mr. Russell has handed me a syllabus, and in this syllabus no specific topic is forbidden. I might note that when I was presented with the syllabus by Mr. Russell, in Mr. Staple's presence, I inquired about the absence of references to black power and Malcolm X, and Mr. Russell replied that I well knew the Principal had specifically banned those topics at our meeting of 24 November, and that hence these topics were banned in addition to anything stated in the proposed syllabus. If you propose to ban any other topics, please let me know in writing. If you think any such topics fit in with Mr. Russell's general guidelines about prohibited topics, please let me know specifically in writing which topics these would be. I shall shortly be submitting to Mr. Russell my comments on the proposed syllabus, and these comments shall include a discussion of how vague and value-ridden the terms of prohibition are.) And I am not currently interested in discussing any "personal problems." If our disagreement is "personal," then you should not have brought your official capacity into it; when you did so, the affair became more than personal, for any effort on your part to restrict any teacher's academic freedom affects the teacher's colleagues and students.

In light of all this--and especially because of your refusal to make any simple statements of fact in response to either your accusation or my enquiries--I feel that one of my few safeguards is to confront you through correspondence, and to put on written record my dissatisfaction with what has transpired.

I would like to point out, by the way, that I have continued to teach as I planned. I remind you of this because I stated it at our very first meeting on this matter on 24 November. I wish neither to provoke you nor to dodge the issue: I am only continuing to teach as I always said I would, and this has included at times references to black power and Malcolm X. I assume that your failure to interfere with what I believe to be perfectly appropriate to my teaching, but with what you earlier disagreed, means that you have accepted my right to implement my own judgement in these matters with my classes. I assume also that your non-interference means you have changed your mind and no longer believe that I have a bias which I try to preach in class. If this is not true, then I assume you have accepted my right to this form of academic freedom, regardless of your own personal opinions about me. I make these assumptions because you so strongly stressed your duty to see that the college is run properly (whatever that means), that surely if you deemed my teaching "improper" you would have taken measures not to allow the "impropriety."

Thank you for your attention to these matters,


Richard Yanowitz

NOT
SENT

10 December 1969

Dear Mr. Russell,

I have spent some time considering the suggested syllabus for social studies which you handed me, dated 1 December. I have a number of comments to make.

[redacted] I would like first, however, to point out that for my A level English syllabus, I plan to follow the AEB syllabus. Specific texts in the literature section which have thus far been chosen are [redacted] Tom Jones and Books IX and X of Paradise Lost. The other two texts shall be chosen in consultation with the students.

I would also like to remind you that since no decision has been made as yet about what to do with the post-O level girls, I have been unable to provide a syllabus for that course. I was, of course, originally told to do recreational literature with the group, which I have thus far been doing. As you know, however, the question of a further qualifying examination for some of the group has been raised.

I shall move on now to the social studies syllabus. I assume first that when you said I was being called in for a discussion of a [redacted] syllabus, this meant that you were not laying down a specific syllabus which I must necessarily follow.

[redacted] Let me remind you that as I understand it, the dictation of a social studies syllabus to a lecturer is unprecedented at this college. I might add, as I have said before, that on the other hand I certainly think it is appropriate for anyone to give advice to a lecturer; but it must remain to the lecturer to decide whether or not to follow that advice.

Thus, the first point about the syllabus which needs clarifying is whether your outline is advice or command. I assume the former; otherwise, there is no point in my commenting on the syllabus.

Next, I would acknowledge that all of the topics listed in part A of your suggested syllabus can be relevant to a social studies course. Indeed, I hope to cover many of those topics with various of my social studies classes. I would, however, take exception with making these topics "indispensable." Certainly if you "consider" them to be "indispensable," as you write in section A, this is your privilege; it is quite something else for you to dictate to me that I must follow your opinion.

I would note that throughout my perspective on a social studies syllabus, the wishes of the students should be heavily taken into account. Hence, I would probably not force on the students any given topic to which they strongly objected. This would certainly depend on my judgement of the situation.

NATIONAL UNION OF TEACHERS

General Secretary Sir Ronald Gould MA LLD Hon FEIS

MR. C.L. ALLEN, JP - Regional Official

Hamilton House Mabledon Place London WC1 Telephones Euston 2442 & 9191-3 Telegrams Curriculum London WC1

R. Yanowitz, Esq., M.A.,
8, Gascony Avenue,
N.W.6.



12th December, 1969.

Dear Mr. Yanowitz,

You will be aware that when I first heard about the confidential report which had been made about you by the Fresno State College I discussed this matter immediately at County Hall. Although I made a demand that the report should be destroyed I regret to say that the Education Officer would not agree to this being done, but what he did say in a letter to me of the 25th September, 1969 was:

"I should like to assure you that any report that this Authority is asked to give upon Mr. Yanowitz will be concerned solely with his performance as a temporary teacher with us between March and August 1969. I am pleased to confirm that, so far as we are concerned, his service during this period was entirely satisfactory.

So far as I and my colleagues are aware, no request for a confidential report on Mr. Yanowitz has in fact been received from any other appointing body since he left us at the end of last term."

With my best wishes.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'C.L. Allen'.
REGIONAL OFFICIAL.

NATIONAL UNION OF TEACHERS

General Secretary Sir Ronald Gould MA LLD FCP Hon FEIS



My ref: 100/III/68

J. Swift, Regional Official,
6 Freeman Avenue,
Henley, Nr. Ipswich.
Telephone: Whimesham 479

Whimesham 479

Hamilton House Mabledon Place London WC1 Telephones 01-387 2442 & 9191-3 Telegrams Curriculum London WC1

16th December 1969

Dear Mr. Yanowitz,

Your letter addressed to Mr. Horsefield has been passed to me as Regional Official. After carefully reading your letter I reached the conclusion that this would be a matter which would be more appropriately handled by the A.T.T.I.

I have, therefore, forwarded the correspondence to the A.T.T.I. and am sure you will be hearing from them in due course.

Yours sincerely,

J. Swift
(J. SWIFT)
Regional Official

Mr. R. Yanowitz,
8, Gascony Avenue,
London,
S.W.6.

SYLLABUS FOR SOCIAL STUDIES FOR RS1, MT1, O1, OD1, CPR, CP500, G*(b), G*(d),
FTS1B.

In any social studies course, it is advisable for the lecturer at all times to take into full account the age and maturity of the students concerned. This will vary from class to class, which means that some subjects appropriate to one class may be inappropriate to another, or that the sophistication with which a given subject is treated in one class may differ from that in another class.

The present lecturer would hope to treat matters of both a practical and a more abstract nature. Hopefully, the two types would be integrated. An abstract topic, for example, only gains understanding as it is made relevant through application to specific situations.

Practical subjects which would hopefully be treated in one way or another in these classes would include topics relevant to the student's role as a mature individual ~~specifying~~ in British society. Such topics might include British Constitution, practical legal knowledge, ~~national problems~~, ~~international problems~~, ~~national problems~~ institutions (e.g., the national economy, the structure of industry, trades unions, hire purchase, cost of credit, mortgages, housing, insurance), international problems that affect Britain (e.g., simple finances of trading nations, the Common Market), the problems of the next decade.

Other relevant topics might include ~~theatre~~ art, literature, and music.

Hopefully, the lecturer would deal with less immediately ~~practical~~ practical issues as well--tools of analysis in logical argument, the historical and factual background of issues of interest to the student, etc.

The lecturer would certainly maintain as much objectivity as he could, and would encourage the students to question and debate. He would expect to work closely with student interests, and would gear most of his material to fit into student suggestions. He would naturally emphasise dealing with topics in which he is especially skilled by virtue of his education. Since a prerequisite to any successful teaching, however, is the development of a good relationship between teacher and student, the lecturer would endeavour to be as sensitive as possible to student interests and attention. Thus, much of the material listed above might not be introduced as specific topics, but might very well be covered as incidental (or apparently so) to related subjects which the students suggest.

In short, the general purpose of a social studies course as envisaged above would be to broaden the student's thinking, and to equip him better to cope with his environment.

Richard Yanowitz

SYLLABUS FOR SOCIAL STUDIES FOR MT 1, OD 1, CP 4, CP 500, G^a (b)and (d),
FTD 1B.

For: Mr. Russell

From: Mr. Yanowitz

6 January 1970.

The content of this course depends largely on those topics which the students of each section request. Some material will be covered regardless of student interest, but this will be kept to a minimum and will be introduced only as essential to the general thrust of the course. Topics will range over social, political, religious, historical, artistic, and any related areas, for both practical and abstract uses.

The general purpose of the course is to expand the students' powers of critical thinking and to increase their abilities to communicate. The depth in which a given subject is studied will depend on the lecturer's judgement of the particular class' developed ability.

Occasional readings may be assigned when the lecturer deems it appropriate, in consultation with the class. If possible, activities will be carried outside the classroom in class outings, and the course will include relevant teaching aids such as films.

No incursions on the lecturer's academic freedom to implement the purposes of this syllabus will be tolerated, nor will the lecturer allow himself to be limited in his judgement of how best to develop a sound relationship with his classes.

N.B. This syllabus is presented in replacement of two earlier ones which were rejected for reasons the lecturer finds unsatisfactory and inappropriate. Those syllabuses, among other things, had extensive lists of specific topics which might be included in the courses. While the lecturer continues to insist that no topic that fits into the general context of a social studies course may be banned by anyone but himself, in his classes, he is not making a specific list here precisely because he feels it will only perpetuate controversy over individual items--a controversy which has no place in an educational environment. With this in mind, the lecturer feels that this syllabus amply outlines the basis of his course structure, and he is not prepared to waste further time in this matter.

cc: Mr. Jones

SYLLABUS FOR A-LEVEL ENGLISH.

The course will follow the AEB A-level syllabus. In the literature section, two texts have thus far been chosen: Milton's Paradise Lost, Books IX and X, and Fielding's Tom Jones. The choice of two more texts remains; hopefully, these texts will be decided in consultation with the students.

Paradise Lost is being covered during the first term of this two year course. Tom Jones will hopefully be covered in the second term. During the third term of this year and the first of next year, hopefully one text will be covered in each term. The remaining time in the course would be spent in revision of the four texts.

During the first year, the student's essay work will be primarily assigned as homework. This is in order to teach the student to develop a sound writing style without the pressure of an immediate time limit. During the second year, by which time the student's writing will hopefully be well advanced, a sizeable number of timed essays should be assigned in class, in order to prepare the student for the exam itself.

Richard Yanowitz

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

LIBERAL STUDIES SECTION

Sample Scheme of Liberal Studies for Full-time Students

The College

Organisation, courses and structure
Facilities, clubs etc., Library
The student and the College
The College and the Community

The Area

S.E. England) Historical
Hertfordshire) Social
Industrial
review.

Comparative Societies

U.S.A.
U.S.S.R.
Scandinavia
Europe

United Kingdom

Outline Development
From Empire to Commonwealth
World War I and after
U.K. as Europe

Parliament

The British Constitution
The Two Houses
The Parties
Local/Regional Government

Elements of Economics

Money
Control of Industry & Trade
Bank of England
Stock Exchange
Where the money goes?

Industrial Relations

Role of Trade Unions in Free Society
Unions, Wages & Profits
Unions & Politics
Trade Union Structure & Organisation

Social Psychology

The Development of Personality
Mass-society
"Persuaders"
Maturity

Automation & Society

Labour & Redundancy
Change & the Unions
Economic & Social implications

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

ACADEMIC BOARD

The agreed continuation meeting of the Academic Board
will be held in the Staff Workroom at 10.45 a.m. on
Friday next, 23rd. January, 1970.

Registrar

20 January 1970

BACKGROUND FOR THOSE NOT FAMILIAR WITH BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

I was hired as a full-time lecturer I in English and Social Studies at Boreham Wood College of Further Education, Boreham Wood, Herts., as from 1 September 1969. I have a B.A. in Philosophy and an M.A. in English and American Literature, plus a year's further study towards a Ph.D. in English, all at American universities. In California, I taught maths part-time for a year and English full-time for a year. I spent six months teaching English and maths in English secondary schools before my current job. I am an American and have been in England one year.

Beginning on Friday, 21 November 1969, a dispute broke out, ostensibly over my social studies syllabus content, first between myself and my head of department, and then involving the Principal from 24 November. In fact, as I argue in the enclosed document, there is more to this than syllabus content--and there must have been more to it from the start of the dispute. What is at stake is the question of academic freedom, and the propriety of a teacher's losing his job for using that freedom in ways contrary to the opinion of those in authority.

The people and groups involved in the account, besides myself, are:

R. R. James, Principal

M. Russell, Head of Department of Business and General Studies

K. Staple, Head of Department of Engineering

The Board of Governors, whose chairman is I.D. Bayley, Esq., of B.S.P. Industries

The Academic Board, consisting of the Principal as chairman, the two Heads of Department, the two deputy Heads of Department, the librarian, the registrar, and six elected staff members, three from each department.

T. Parker and K. Hunter, local branch representatives of the A.T.T.I., the teachers' union to which I belong by virtue of my membership in the National Union of Teachers.

I welcome observations on my statement, which may be addressed to me:

Richard Yanowitz

8 Gascony Avenue

London, N.W. 6

TO: ALL MEMBERS OF STAFF

20-1-70

FROM: RICHARD YANOWITZ

Most of my colleagues at Boreham Wood College of Further Education know there is a dispute between myself and the Principal. Few have known many details of the history or nature of the dispute.

On Friday morning, 16 January 1970, the Principal told me, with Mr. Parker and Mr. Russell present, that he was unable to sign on my probation report either that I had satisfactorily completed my supposed probationary year, or that the probation should be extended. This effectively means I am being dismissed from my post at the end of my first year of teaching here. I believe this is an entirely unfair and unwarranted position, and in light of this and of the suspicions and accusations which have proliferated about my case, I think it is time that my colleagues knew in some detail what has actually been happening. That the information I am about to present is my own version of events is obvious; but I can do no more than try, as fairly as possible, to present the facts of the case, as I see them, to the open scrutiny of my colleagues.

This report is divided into a general background, the major relevant incidents, further explanations and information, a statement on my approach to social studies and the formation of a syllabus, and brief concluding remarks.

GENERAL BACKGROUND:

Within a few days of a department meeting at which we were asked to submit syllabuses for our courses, I gave to Mr. Russell a copy of my syllabus for social studies. On 21 November, several weeks later, Mr. Russell informed me that the syllabus was unsatisfactory. On 24 and 26 November, I met with Mr. James and Mr. Russell jointly to discuss the syllabus and related matters. On 27 November I met with Mr. Russell and Mr. Staple, ostensibly to discuss the drawing-up of a suitable syllabus, but in fact to hear a syllabus Mr. Russell had drawn up; a written copy of that syllabus was presented to me on 1 December. On 15 December I discussed that syllabus with Mr. Russell, and on the same day I submitted to him a second syllabus of my own based on the discussion. The next day he rejected this syllabus. On 6 January I submitted a third syllabus. On 12 January I met jointly with Mr. Russell, Mr. James and a staff colleague whom I had asked to be present as an impartial observer. On 16 January I appeared at an Academic Board meeting to discuss my syllabus.

THE ISSUES:

1. At the 24 November meeting, Mr. James' very first statement to me--i.e., before he and I had had one word about syllabus--was to the following effect: that he thought it only fair to me to say at this time that as things now stood--and, he added, he saw no prospect of their changing--he would be unable to recommend that my probationary period had been satisfactorily completed or that it should be extended.

He gave no reasons for this statement. (Of the few encounters between ourselves before that time, one was connected with my being asked to take on the task of foreign student co-ordinator and another with my being asked to participate in a social survey of the Boreham Wood community.* I was told concerning both requests that my decision was entirely voluntary, and after some thought on both occasions I declined to take on the tasks requested. It may or may not be relevant that on 26 November Mr. James told me I did not fit into the "team" concept of the college.) Considering that I had almost no encounters with him before this meeting, and that we had as yet had no words at all about my syllabus, and that this was only the tenth week of my employment here, I find Mr. James' statement extremely strange. And, I might add, it hardly put me in the mood for feeling I was about to be dealt with fairly concerning my syllabus.

2. On 12 January Mr. James said he no longer knew what he would say about my probationary report. He informed me that I was being invited to the Academic Board meeting on 16 January to state my case, and that most of his decision on the probation depended on the outcome of that meeting. He refused to say on what else that decision would depend.

On 16 January I was asked into Mr. James' office 20 minutes before the beginning of the Academic Board meeting for the joint meeting with Mr. Russell and Mr. Parker. Mr. James then informed us of his inability to recommend that I be retained as a lecturer at this college. He said he was telling us this before the Academic Board meeting so that we would know he had made his decision regardless of the outcome of that meeting. This directly opposed his statement four days earlier.

At this time, Mr. James also told us he was asking the Board of Governors to investigate my case.

If Mr. James has already made an independent decision in this matter, what point is there in bringing it before the Academic Board? This not only makes superfluous any seeming power of the Academic Board, but also, coming only minutes before I had to address their meeting, made it naturally difficult for me to retain my self-composure during that meeting.

3. On 21 November Mr. Russell told me I had an alternative to accepting his authority over my syllabus content: I could choose to cease teaching at this college. He rejected another alternative which I suggested: that I remain at the college without interference in my teaching.

On 13 January Mr. Russell told me that if I did not conform to the teaching principles being demanded of me, he would have to take me off any courses in question. Mr. James in his letter to Mr. Bayley alludes to the coming of two new lecturers in English and Social Studies, one of whom begins in February and one in April, and writes that with this, "we anticipate an end to some of the practical difficulties."

It would appear that other lecturers may be asked to take some of my classes. I would find involuntary removal from my classes intolerable. I believe many of my students would as well.

[*For the local Manufacturers Association, if I remember correctly.]

4. On 24 November Mr. James told me my syllabus for social studies was biased in a direction that any psychologist would quickly be able to state. I pointed out that nearly all the topics were taken from student requests, and I asked what the alleged bias was. He never answered me. During the course of the meeting he banned from any future discussion in my classes the subject of black power and a book I had assigned to my G⁺ class after asking them if they would like to read it as part of the course: The Autobiography of Malcolm X. He described these subjects as "dynamite" and said our students were not sufficiently mature to cope with them.

Mr. James added that other topics on the list would subsequently be banned, but that he was not yet going to say what they were and that I would be told of them in due course. He said that at this college "we avoid controversial topics," and that this was "in the English tradition." In particular, he said he preferred to deal outside the classroom with the subjects of racial or religious prejudice.

I said that he was welcome to his opinions, but that the concept of academic freedom demanded I have the final say on what content was suitable for my classes, so long as that content fit into the general context of social studies. Mr. James argued that in the first instance, Mr. Russell, and finally the Principal himself must make any ultimate decisions about syllabus content.

He also questioned the subject of communism in my syllabus--a topic all my classes requested--and said if I were to teach it, I should then teach its "corollary," fascism. I considered the question for a few moments, trying to think through his logic, and he immediately took my hesitation as evidence that I was unwilling to teach fascism and somehow favored communism. Perhaps one is not supposed to think before he speaks. At any rate, I replied that I did not think his logic necessarily followed, but that I was certainly willing to discuss fascism with classes, especially if they requested it. (I might note that an accepted syllabus for social studies has listed a session on the U.S.S.R. but none on, say, Franco's Spain.)

He further questioned the relevance of spiritualism; I noted that this, too, was requested by all my classes, and although I am not personally interested in it, I am willing to try to learn something about it because of the students' clearly strong interest.

Neither communism nor spiritualism was specifically banned.

Feeling that this issue was crucial to teaching, I immediately consulted with my union representatives. At the local branch's request, they saw Mr. James a few minutes before my 26 November meeting with Mr. James and Mr. Russell.

I never again heard anything about other banned topics.

On 26 November Mr. James told me he had never made a permanent ban on black power and Malcolm X, but only a temporary one, pending formation of a "suitable" syllabus. On 27 November, after Mr. Russell had read his syllabus to me, I noted there was no mention of black power or Malcolm X in it. He said that I would know that Mr. James had permanently banned those topics, and that ban remained regardless of anything in Mr. Russell's syllabus. I asked Mr. Russell to re-read

this for Mr. Staple's benefit, pointing out how it contradicted Mr. James' statement on the previous day.

" At the Academic Board meeting of 16 January, Mr. James stated he did not believe controversial subjects were irrelevant to social studies. In his letter to Mr. Bayley, Mr. James says he banned these topics because he believed they reflected improper balance."

Shortly after the meeting of 26 November, I wrote a letter to Mr. James, part of which read: "You said [in our meeting today] you felt 'controversial subjects' should be avoided in the classroom, noting that this attitude was an 'English tradition.' In support of this ban, you argued that the students at the college are neither sufficiently 'intelligent' nor 'mature' to deal with such topics, though you asserted you would not object to such topics at university level. (Today, I should note, you claimed that you had made no reference to the students' 'intelligence,' but that you had referred to their maturity!)"

I never received a reply to this letter.

During a discussion prior to 24 November, Mr. James had once emphasised to me that he believed that the key role of social studies should be to teach the students to 'question.' I whole-heartedly agreed with him, and it may be understandable that I thus found his position on 24 November contradicting his earlier assertions.

On 24 November, when Mr. James was reading from my first syllabus, I commented that I had no copy of it. On 15 December I mentioned this again to Mr. Russell, and he offered to return to me the copy he had. I said it wasn't necessary.

I now strongly regret this decision, as on 16 January Mr. Russell informed me he no longer had the copy of that syllabus, and in front of Mr. Parker he said that since he had had no idea it might later be important, it was quite possible he had thrown it in the wastebasket. I observed then and later to the Academic Board that this was a crucial loss, since this was the very document over which the dispute began and on which the charge of bias was originally based. On 13 January Mr. Russell had assured me that all of my syllabuses were being duplicated for the Academic Board meeting.

5. On 15 December, Mr. Russell asked me if I had deliberately tried to stir up trouble by going to the union about my case. I observed that as my job seemed at stake, I considered going to the union essential.

6. At our meeting of 26 November, I asked Mr. James for reasons why he could say two days earlier that he did not expect to be able to sign favorably on my probationary report. He replied, firstly, that we seemed to have differing educational philosophies--a view he based in part on my feeling that I had ultimate authority over my course content.

Yet we had not discussed syllabus on 24 November when Mr. James brought up my probationary report.

He replied, secondly, that he believed I "use the classroom as a platform to preach my personal beliefs." He added that he thought I did this without intent. I remarked that he was welcome to his opinion, but that I could not accept that his guesses about my subconscious feelings should affect my employment status. I also observed that he had never been in any classroom of mine to hear me teach.

On 12 January, Mr. James said that all he had told me was that he would consider it wrong for anyone to use the classroom as a platform to preach his personal political or religious beliefs. I objected to this denial of his earlier statement. Mr. Russell supported Mr. James' version at that time.

The next day, Mr. Russell told me he remembered Mr. James' saying it would be wrong for anyone to use the classroom as a personal platform, but he remembered nothing of an accusation against me on this count. In an effort to get Mr. Russell to recall the accusation, I reminded him of my statement on 26 November that Mr. James had no right to base my employment status on his estimate of my subconscious. Mr. Russell admitted remembering this statement, but said he could not remember why I had said it. He now said that he could not remember definitively whether Mr. James had or had not made the accusation.

In my letter of 26 November to Mr. James, I reminded him of his point about our differing educational philosophies, and also about his accusation that I try to indoctrinate students. The point about educational philosophy has never been rebutted. The accusation about my use of the classroom remained unrebutted until 12 January.

7. On 27 November, Mr. Staple supported the position of Mr. Russell and Mr. James that the Head of Department and Principal must have final say about a lecturer's syllabus.

At the Academic Board meeting of 16 January, I early expressed my desire to read selections to the Board from a 1962 Department of Education and Science pamphlet, "General Studies in Technical Colleges." Mr. Staple at first suggested this was inappropriate. He suggested the Board already knew what was in the bulletin.

When I was eventually allowed to read from the pamphlet, I naturally commented on how the cited passages supported my case. Mr. Staple initially objected to my glosses, indicating I should only read passages and let the Board decide their relevance.

8. I have been asked a number of questions by Mr. Russell and Mr. James. On 27 November Mr. Russell asked me if I had ever used a phrase like "the exploited working classes of England" in a class. I asked who said I had used the phrase. He said no one had said I did, but he wanted to know if I had. I said this was highly coincidental, since I surely had used such a phrase in explicating Marxian and/or post-Marxian theory.

I later regretted having answered the question. Clearly someone had overheard the phrase during one of my classes. (I am well aware I lecture loudly.)

I believe I should not have allowed myself to have considered hearsay accusations against me without knowing my accuser and being able to confront him about the context of the event.

For these reasons, I refused to answer Mr. James' questions on 12 January; he could not grasp my reasons, saying instead that he would expect any teacher unhesitatingly to answer "no" to such questions. They were: Had I ever distributed "partisan political pamphlets" in a class? Had I ever preached the doctrine of "world revolution" in a class?

To clarify the record for my colleagues, however, I shall answer these questions, in spite of their being anonymous accusations.

I belong to no political organisations whatsoever, and I have distributed no political pamphlets of any kind in my classes. As I told Mr. James, however, I would defend the right of any teacher to do so as a basis for class discussion. Mr. James has written Mr. Bayley that I first admitted distributing the pamphlets and then retracted. This is untrue.

To whatever specific doctrine of world revolution Mr. James refers (for as with black power and communism, there are many forms of such a theory--not the least of them being a doctrine of non-violent world revolution), I have preached none. I have obviously discussed theories of revolution in discussions of Marxism; and in particular, in outlining the theories of, say, Che Guevara, I would certainly have explained his approach to "world revolution." Or is it preaching world revolution to suggest that this century's technological developments have reflected a "revolution" on a world-wide basis? I have probably suggested this in some class or other.

Let me repeat that I refused to answer Mr. James when he asked these questions because of the procedure he used, not because of any hidden guilt.

No lecturer should have to worry that a few of his words may be taken out of context and used as the basis for unfair suspicions and accusations against him.

9. On 1 December I wrote Mr. James, inquiring about a rumoured meeting that had been held to discuss "my personality and/or teaching characteristics." Mr. James replied on the same day, advising me not to heed rumours, and neither affirming nor denying the rumour, but saying that if such a meeting occurred, I would be notified of it in due course, if it became important.

On 2 December I again asked for this information. On 3 December Mr. James wrote that he had said all he was going to say about this.

I noted in my letters about this meeting that if any criticisms had been made of me, I wanted to be able to reply to them.

In his letter to Mr. Bayley, Mr. James acknowledges, without giving details, that such a meeting took place.

My first letter of inquiry about this meeting was exactly one week after my first meeting with Mr. James on the syllabus matter. I would still like to know when the meeting occurred, who took part, and what was said.

10. Mr. James and Mr. Russell have seemed to make much of my having sworn at my R.S. 1(a) class once last term. As I have told many people, I did so in anger, without thinking, and I regret the action. (I find it difficult to believe, however, that I am the only lecturer ever to have sworn at a class.)

I differentiate from this event my allowing students occasional, relevant swearing. I openly told Mr. James, Mr. Russell, and some of my colleagues that I allow this. As with most cases when something normally "forbidden" is accepted, breaches of the traditional rule are far less frequent than when the rule is upheld, for with no sanction against swearing, the students seem to find little need to swear unnecessarily.

Still, I personally regret the kind of event in which I swore because I had lost control of myself and the class. Even though it is human and has happened to others, I strongly dislike losing control of myself.

I have been asked as well if I dismissed any classes early after swearing at them. I dismissed the R.S. 1(a) group early one day because there was such chaos that no learning was going on, and I invoked what I assume is a teacher's prerogative to use his judgement at such times. Continuing to hammer at the students would only have made things worse. For authorities not to understand such situations must cast doubt on the authorities' grasp of educational problems. I forget if this was the occasion when I swore at the class.

A lecturer who was originally concerned about the swearing among these students later commended me on apparently having successfully stopped it. I should note that in my difficulties with this class I sought advice from this lecturer. I have since asked to be taken off the course, and do not now teach it.

QUERIES

1. Why, on November 24, before we had even discussed the syllabus, and after I had taught here only ten weeks, did Mr. James tell me that he did not expect to be able to say that I had satisfactorily completed my probationary year, or that the probation should be extended?
2. Why did Mr. James not reply to my letter of 26 November, which contains accounts of the statements he made to me, yet now he denies some of those statements?
3. On what grounds does Mr. James not now give me a satisfactory probation report?
4. What happened at the meeting Mr. James held about me sometime before 1 December 1969?

FURTHER INFORMATION AND DETAILS

1. Where did the belief originate that I teach only one side of a question? Where did the belief arise that I try to indoctrinate students? Someone must

have said these things about me. Who? In what context? Why don't my accusers step forward openly so we can have a face-to-face confrontation and examine the matter in the open?

2. Why do a few people on the Academic Board obviously want to limit what I can say in presenting my case? Surely if I do bring in irrelevant information, the members can judge for themselves--and use my so doing to weigh against me, if they think I am doing it deliberately.

But I believe that key matters, not at first obviously related to the case, are involved, and I should at least be given the opportunity to state the case as fully as I feel necessary. The Board can, after all, always ignore what I say.

Indeed, some of the few people who were complaining that I was not addressing myself to the matter of syllabus proceeded to ask me questions related to my objectivity in class. They considered this important. Surely I have a right to address myself to questions related to this.

If the Board wishes to make a fair judgement, as I believe many of its members do, it must be willing to take the time to consider whatever the parties to the dispute think important.

In fact, it remains unclear exactly what the Board is deciding. Are they going to draw up a syllabus? Surely this is not their prerogative; even Mr. Russell said to me on 15 December that (at least in theory) he left it to me to create a syllabus--he was not going to dictate. Is the Board to decide if my syllabus is biased? But the first syllabus, on which the charge of bias is based, has been lost by Mr. Russell. Is the Board to decide if I am biased in the classroom? Then surely ~~such~~ such a charge, which is one of the gravest that can be made against a teacher, should be dealt with in a much broader and far-reaching manner than the present procedure allows. I should be able to cross-examine my accusers and bring evidence in my defence--including calling student witnesses. Students, like anyone else, can be wrong. But if they say I am fair or unfair, we can try to ask them the reasons for their feeling; and surely if a general pattern of student testimony emerges, it must have significance.

Finally, however, what is the point of any Academic Board proceedings in this matter when the Principal has already decided a course of action regardless of the Board's conclusions?

3. If I were maliciously trying to indoctrinate my students, would I not be covert and secretive about it? Would I not, say, fake a syllabus? Would I not lower my voice in the classroom as I am about to make some key statement in my nefarious argument?

And really: would not my students have very quickly realised what I was up to?

4. At the 27 November meeting with Mr. Russell and Mr. Staple, Mr. Russell spent about the first hour refusing to read me his proposed syllabus unless I first acknowledged his ultimate authority to judge my syllabus content. I refused to do so, and I suggested that perhaps if he read the syllabus it would

turn out that we could, in fact, reconcile our differences. I was adamant, however, in affirming my academic freedom to make the final decision in this matter.

For my attitude towards academic freedom I have been called rigid and inflexible. Yet the essence of key freedoms like this is that we be able to use them without compromising the freedoms because someone disagrees with our own applications of them. Mr. Russell claimed his syllabus was advice--and yet he took the attitude that in the end I had to follow his advice. Advice is to be weighed and then accepted or rejected; this I was willing to do. Advice which must be accepted is not advice but dictation.

At our meeting of 15 December, Mr. Russell said he was not going to write my syllabus: that was up to me. But effectively I am able to provide no syllabus unless he and Mr. Jamss accept it, and thus I must conform to their ideas or have the syllabus rejected. Their authority, I argue, does not extend this far.

5. My A-level English syllabus has been twice rejected because, Mr. Russell said, it was not in proper form. I repeatedly tried to find out what he meant, but have never been told. If there is a standard form (and this is not apparent from other people's syllabuses I have seen), surely instead of being coldly rebuked for my ignorance, as I was, I could have been helped to learn it.

6. I have been accused of not seeking or following advice. In fact, I have sought advice from several colleagues about varicus problems or qustions I have had. In the post I held before this, in which I felt very unsure about many things, I relied heavily on my head of department, in whom I had every confidence.

7. I believe no teacher should be made to feel obligated to take on voluntary duties. I personally, however, am interested in using some of my skills and interests for extra student activities; those skills and interests do not involve social surveys or being a club co-ordinator.

Early last term I offered to organise an improvisational drama group; but when given the go-ahead, I was approximately four and a half hours overtime in stand-by, and I therefore asked to have my timetable rationalised before I took on a further hour and a half of drama. This was not done until the last few weeks of last term; and now, in light of the present dispute, I am understandably hesitant to proceed with this project.

8. Mr. James has on various occasions--including at the Academic Board meeting of 16 January--mentioned such names as Albert Einstein, Mahatma Ghandi and Martin Luther King as people whom he would hope the students learned to emulate. While I personally admiro those thres mon very much, I would find it inappropriate for me to assume I should direct students towards their thinking any more than anyone else's.

9. Some complaints were made last term about my keeping registers, and I was called into the Principal's office by Mr. Russell about this. I noted that this was the first official word I had had besides (a) a business studies department meeting about (I thought) business studies department registers, and (b) requests from some enginoering course tutors to keep their registers. I have kept regis-
ters since receiving official word about it.

MY APPROACH TO SOCIAL STUDIES AND FORMING ITS SYLLABUS

Social studies is to broaden a student's mind and to expose him to ideas with which he is unfamiliar. It is to make him better able to cope with his environment. It is to improve his ability to communicate with others. It is to help him lead a "fulfilling life," whether that be knowing how to enjoy his leisure time, how to deepen a relationship with a loved one, how to enjoy the arts, or how to understand contemporary problems.

Social studies is to discuss controversial problems in which students are interested—social, psychological, political, religious, or any other kind that might arise. Social studies is the free and uninhibited exchange of ideas. It is the last chance most of our students will have to discuss and learn about important social issues in a relatively objective environment.

Social studies can improve powers of critical thinking—one of the tasks I personally consider most important—though it will use all its resources to develop these powers.

Social studies, in short, can deal with anything, either practical or abstract, that might affect the student beyond (and sometimes within) the rest of his curriculum.

The subjects potentially usable in social studies are numerous. Each lecturer must develop his own approach to the subject, drawing on his special interests and skills, and developing the kind of relationship with his students which best suits him. I made clear at my interview that while I considered both abstract and practical subjects relevant, my own emphasis would be more on the abstract.

My role as teacher is (a) to provide information useful to a given discussion, (b) to be the devil's advocate, if necessary, and (c) to guide the discussion in potentially fruitful directions without either dictating those directions or stifling constructive digressions.

I do not demand that other lecturers adopt my approach; but I ask them to leave me to mine.

I emphasize subjects in which the students express interest. There are a few tools of analysis which I normally introduce regardless of student interest. Other material a class may not have directly requested may become of interest to them in the context of a subject they do want.

I encourage informality in my classes. All my students know that no subject is taboo—although there also are times when I may choose not to discuss something. This is not because I feel the topic dangerous, but because I may not feel it to be as important as a variety of other subjects in which the class has interest.

Resistance and resentment of social studies is common among students like ours, and this creates special teaching problems that exist in almost no other course. I believe I have had excellent success with my approach, for many of my students, who would not otherwise enjoy social studies (or who in the past have

rejected it), clearly enjoy most of my classes.

I try to be non-authoritarian in the classroom. With R.S. 1(a) last term this was disastrous. With G*, which has been two merged groups, the unusual size of the class has created special difficulties. With my other classes, my approach has been extremely rewarding.

The encouragement of informality, my openness to any ideas, my not being a petty disciplinarian about language or behaviour: all these contribute to wide-ranging and relaxed discussions. I do not criticise my students for small things; but Mr. Russell told me one day when I came in without a tie that I did not look like "a lecturer in a college of further education." He has criticised me for sitting on desks or allowing students to do so. These, too, are methods I use to encourage a free and relaxed classroom atmosphere. I don't ask others to do the same (though I would be happy if they did). But I do ask to be left along to get on with my job in my own way.

I tend at times to get angry at high spirits that disrupt a class. I refuse to allow students to do other work in my classes. But most of my students usually co-operate, and this helps me overcome my own limitations.

I believe enlightened discussion can only be based on information about the subject at hand. Therefore, I often lecture. Sometimes my students complain that I lecture too much; sometimes I accept this, sometimes not. I try to learn from my students. (I have probably learned more from them than they from me.) I have learned how to increase my flexibility and spontaneity. I have brought improvisation into classwork with great success. I have tried to stop bearing down on the logical problems in students' arguments, for some students have complained I push them too hard. I give serious consideration to student criticisms, although I may often reject them.

I argue against a student's position regardless of my agreement or disagreement with it. This teaching device is essential to my method, for it forces consideration of many points of view. Even when students disagree among themselves, their own arguments against each other often lack real understanding of the issues, and my playing devil's advocate helps bring out these ambiguities. This is a standard teaching device I use all the time--yet I stand accused of considering only one side of a question.

A colleague at the Academic Board meeting criticised me for this method because, he says, the students may not realise what I am doing. In fact, I sometimes tell them. But whatever a colleague's personal view of this method, it remains a method I consider fundamental to my teaching technique; and while a colleague is welcome to disagree with its suitability, it is certainly inappropriate for him to try to force me to abandon my method. (I developed this approach, by the way, during my studies of philosophy: it is sometimes called the Socratic method.)

I try to get students to question anything they believe. This does not mean, as I often remind them, that they are wrong in their beliefs. It does mean that if they are to hold a belief, I expect them to understand the ins and outs of it. I am not here to preach beliefs of any kind--even socially accepted ones. I am here to exposit the various sides of an argument, provide information, and

expose often unrealised ambiguities which exist in any matter of opinion.

I am reluctant to express my own opinions in class. Students often want to know what a lecturer thinks about a given topic, however, and when I do tell them, I am careful to remind them that the opinion is my own, that it is not necessarily right, that it is open to question, and that they should question it if they wish. This is a difficult area. We all express opinions in class at times. Students want to know our opinions, and I don't want to seem to be afraid of being frank with them. At the same time, I often feel that students ask for the wrong motives--e.g., to be able, if the teacher agrees with their own view, to cite the teacher as an authority for it--and hence I am loathe to express opinions under many circumstances.

I have been criticised for teaching Marxian and post-Marxian systems without teaching other systems. (As a point of interest, I am not a Marxist.) I should note that every day the students get arguments about their own society, regardless of whether they are in class. But I do, of course, bring in other systems; one cannot do otherwise, for any system of thought contrasts itself with other systems. No one can discuss Marxism without discussing other political states.

Similarly, no one can discuss black power without discussing racial prejudice in general, integration, segregation, and the many different forms of black power itself. I have been criticised for assigning The Autobiography of Malcolm X (which, I repeat, I assigned only after consulting the class). I have been told it is "dynamite" and "one-sided." But how many people judging me about this have read the book? It contains an absorbing description of American black ghetto life. Malcolm stresses time and again that he ceased to be a black racialist several months before he was assassinated (he was, in fact, still at work polishing the text at the time of his assassination). This book is the catalogue of one man's experience with an environment that molded him to be a criminal and eventually sent him to prison. In prison he educated himself. With many of his views I may personally disagree, but I can certainly admire the man's intellectual and moral development. And I can at least expose students to the kind of man he was, both for them to consider his life and its meaning and for them to contrast the material in the book with other problems of prejudice in general, the effects of environment, self-reliance, and so on.

To assume that because I assign a book I therefore agree with its tenets is to make the kind of illogical jump I try to teach my students to avoid.

At the Academic Board meeting, I found that most of the focus on my syllabus was concerned with the time I spent on Marxism--five weeks in one class and three in another, out of the eight different social studies classes I have had for a total now of 136 meetings. But I have taught many different subjects which have gone unmentioned.

I spent six weeks in one class on the general subject of religion--which, as with the five weeks on Marxism, ranged widely over the subject and led to many relevant digressions. I spent two weeks on poetry and the following two on the theory of art in another class. I spent four weeks reading and discussing a modern play in a third class. I have also discussed the following: hippies, life

styles, world hunger, insanity, morality, the difference between fact and value, relations between authorities and individuals, the nature of proof, racial prejudice, "freedom," censorship, "skinheads," Vietnam, slavery, origins of language, basic logic, male-female relations, the dustmen's strike, civil liberties, contraception, venereal disease, anti-Semitism, spiritualism, nuclear energy and its problems, blood sports, hanging, the police, law and order, masculine supremacy, and the relevance of social studies in this college.

On most of these topics I spent only one week. But each of them contains within it elements that might have more "traditional" titles on other people's syllabuses. I noted at the Academic Board meeting, for example, that several people inquired about my implementation of the second syllabus I submitted. This syllabus, as I wrote earlier, was written largely as an effort at compromise, and hence the subjects listed were taken from Mr. Russell's syllabus. But for example, a practical knowledge of law (listed in the syllabus) would be involved in discussions of civil liberties and the police. Trade unions and their purposes developed as a digression in the discussions on Marx. International problems relating to Britain would include Vietnam. When discussing contraception I touched on what it might have to do with population problems and problems of world hunger. "The Briton's role in his society and the world" comes into most of these discussions.

Again: I try to bring relevant subjects into class discussions as they fit in, rather than to focus on traditional topics in a more formal manner.

My students enjoy and learn in my classes. Why must I conform to others' images of social studies? I know many of my colleagues accept my "eccentricities," "unorthodoxies," etc. Why cannot the others at least be tolerant and let me get on with my teaching, rather than make me waste hours of my time merely defending my teaching?

I do not treat all my classes the same. Some differ in age; some differ in educational and social background. Environmental factors lead to different levels of developed ability, and one task of the teacher is to judge this ability. We sometimes misjudge; we are always improving our ability to judge. But the person best qualified to judge remains the lecturer in his classroom relating to his own class.

As I began to show the Academic Board, and as I hope to show it when I am next invited before them (though again, as the Principal is proceeding regardless of their recommendation, I am not sure what point there is in continuing the hearing), the 1962 Department of Education and Science pamphlet, "General Studies in Technical Colleges," supports many of my own positions, especially those connected with the teacher's need to be flexible and spontaneous. Although I do not agree with everything in the pamphlet, its general thrust is admirable--and surely what I do agree with is at least an acceptable view towards social studies.

In the December, 1969 A.T.T.I. journal, The Technical Journal, is an article ("What is It?" by Brian R. Lee, Senior Lecturer in Communications at Newcastle on Tyne Polytechnic) about the approach to General Studies, and my views are essentially the same as Mr. Lee's. In a footnote, Mr. Lee writes: "I assume throughout (and I am confident that the now publication of the Department [of Education and Science] will assume the same) that there should be no direction of ideas in general studies by the Department, no attempt at the imposition by the central

organising body of anything that could be called a syllabus. The teacher's freedom is one of the most precious heritages of the English educational system." (Page 10.)

And in "General Studies in Technical Colleges," we find the following in the "Conclusion": "The student's life and the variety of his relationships with the contemporary world are its [i.e., general studies'] continuing themes. Many combinations and variations are possible, but in constructing this course, the general studies teacher's final criterion of selection will always be his unique knowledge of the needs, capacities and interests of his own students." (Page 12; emphasis added.)

CONCLUDING REMARKS

The case for my effective dismissal would seem to involve some or all of the following items, and as no specific case has yet been made against me, I am uncertain which points are relevant.

1. I have been accused of: (a) being biased in my syllabus content,
(b) trying to indoctrinate my students to my personal beliefs,
(c) not fitting into the "team" concept of the college.
I have not been told the grounds for any of these points.
2. I am considered to be a relatively unorthodox teacher, because:
(a) I deal with highly controversial topics and make no topic taboo. (b) I often use the Socratic method, which conceals my own beliefs. (c) I sit on desks and allow students to do so if it doesn't interfere with the lesson. (d) I often don't wear a tie.

I call for an open and frank explanation of the case against me, and for an opportunity to meet this case according to the normal principles of the law.

Beyond the personal level, the dispute has applicability to the whole spirit of the teaching profession.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

MEMORANDUM

From..... Mrs. Mabbs, Secretary of Academic Board Date 9/1/70.....

To..... Mr. Yanowitz

ACADEMIC BOARD MEETING

An extra-ordinary meeting of the Academic Board has been convened for 11.15 a.m. on Friday next, 16th. January, to discuss the content of the Social Studies syllabus and you are invited to attend.


.....
Secretary of the Board

7, Northumberland Avenue,
GOSFORTH,
Newcastle upon Tyne, NE3 4XS

January 11, 1970.

Dear Richard Yanowitz,

Thank you for sending your letter to me - I feel very sympathetic about your problems. Your present Principal sounds very much like the person at Letchworth College of Technology (another place to steer clear of) who managed to constrain and frustrate me for three years and keep me there longer than I intended (the attempt to get away was one reason why I was kept). He, however, may have been a less difficult proposition than your own Principal, for as far as I know he never attempted to direct what the content of General Studies classes should be. Your case is the first one of its kind of which I have heard.

I think that the actions you say you have taken have been the right ones; I really don't know that there is much else that you can do. The small points of consolation arise from the fact that the English educational system is very much a civil service institution (in depressed moments I sometimes wonder if the English national character isn't settling down into becoming the embodiment of civil service 'virtues'.) I see that you have probably recognised this when you say that education tends to be run for the administrators - a tendency that I would like to see reversed, as it should only be organized for teaching, not even for teachers, I think. In the civil service situation noone can be easily dismissed; your Principal can't do anything to remove you from your post, though he can make, and probably has made, the working atmosphere unpleasant for you. The union is perhaps recognising this when it appears to remain rather calm about your case. The exception to this would be if you were on a 'probationary year', or first year in teaching. I have only heard of two teachers being advised not to pursue the career, and then because they were utterly incapable of doing the work (though even then they were hardly noticeably worse than many people who are still teaching). In cases like theirs, I think that one of Her Majes Inspectors were called in to inspect. I would have thought that they would have felt obliged to stand up for the principle

that the content of general studies courses should be in the hands of the teacher concerned. The union would have to stand up for that principle too - have you had a look at the ATTI's new policy document on General Studies? As to the question of your reference, I think, in keeping with the ingenious duplicities of the Old World's methods, that if the Principal wanted to get rid of you he would be more likely to write you up glowingly than to damn you with faint praise or praise you with faint damns which are the usual alternative methods. (The personal anecdote here is that my own principal overdid the faint damns, so that he was not believed at one out of the many interviews I went on before I was lucky enough to get here.)

To someone from America all this must seem to confirm any suspicions you may have of European deviousness - things so rarely come out into the open. I am finding more and more that the civil service ethos depresses me; we can do what we like about our balance of payments, but we won't get anywhere until we remove some of the rewards of social conformity. As things are a poor teacher is rarely told that he is poor, which means, that he cannot be helped. Our policy of non-interference has become a desperate social inhibition, a radical inertia. One ought to try to write a novel about it, a kind of Dangling Man, with characters. In certain respects, your experience is typical of education in this country, but I think it is right to get upset about it.

I am perhaps talking a little obsessively about some of my own present preoccupations - I'm trying to produce an article on Education and the Civil Service Ethos - so I will merely say that while my article, What is It? was (deviously) satirising it, the Ministry pamphlet on General Studies in Further Education should lend some strength to your case. The quotes I gave, I think, certainly would, as they imply that the teacher should be very much left to ~~him~~ control his own courses.

If I can be of any help, please write again; or if not, it would still be good to hear how things are turned out. Incidentally, I taught for a while at Letchworth with another American who was also trying to settle in this country. I understand through a mutual acquaintance that he has married and has moved to Barnet College of F.E. Name: Charles Binder.

Yours sincerely,

Fiona R. Lee

Meeting held in Mr. James' office, 12 Jan. 1970. Present: myself, Mr. James, Mr. Russell, Mrs. Smith.

Mr. James denied having ever accused me of using the classroom as a platform to preach my personal beliefs. He claimed that what he said was that no teacher should do that. Mr. Russell supported this claim.

I asked James why he had been able to say he did not expect to be recommending me for re-hiring. He said he was waiting for any further decision about that, pending the academic board meeting of Fri., 16 Jan, at which time I was being asked to appear to discuss my syllabus. I asked if the source of his earlier feeling, then, was based entirely on my syllabus content. He said no. I asked what else, then, was involved in that decision. He said (a) it depended in part on the syllabus question and (b) that he would not say anything about it.

I asked if anyone had come to criticize or complain about me as a teacher. He and Mr. Russell both said that no one had come voluntarily to either of them to make any complaints. I asked if such complaints were made at any meetings called at his request. He said--I think--that he would not say because he considered ~~him~~ it his right to hold discussions about members of staff without having them present or without informing them of the matter until such time as any action might be taken against such a member of staff. He said he was well aware of his concept of professional conduct, and he would not ~~not~~ countenance its breach. ~~XXXXXX~~

(N.B. James says the syllabus is a major part of his reason for having decided he probably ~~wouldn't~~ wouldn't recommend me for ~~employment~~ re-employment; yet he told me he would not do so the very first thing of our first meeting about the syllabus--i.e., before he and I had said anything to each other about the syllabus. Note also that ~~now~~ James is now unclear about committing himself to having said this, and that Russell vaguely suggested this event had never ~~occurred~~ occurred. When I pressed Russell about this, repeating James' statement to me, Russell said that Mr. James would not use the kind of language I used in repeating James' statement. It was never clearly established if Russell acknowledged that the sense of what James said had actually been said.)

James asked me 4 questions to which he asked ~~for~~ for yes-or-no answers. The first question was if ~~he~~ I had used "foul" and offensive" language in any class. I repeated my explanation about what had happened in RS 1, saying that I swore at the class once, that I am not happy I did, but that it was certainly understandable. I pointed out that I felt I had failed with that class, and that teachers do sometimes fail with classes. Q I first said that I didn't know what he meant by foul and offensive, but that if he ~~meant~~ meant ~~the~~ question did I ever swear at a class, I would repeat the bit about RS 1.

I cannot now remember the second question, though I answered it. The 3rd question asked if I had ever distributed "partisan political pamphlets" in a class. I asked who said I did. He said he just wanted to know. I said that was quite a coincidence in the context of the present dispute. I asked

if he normally asked his staff this question. He said no. I asked why he was asking me. He said—I think—that he just wanted to know. I refused to answer the ~~previous~~ question, asserting that I was tired of being accused of things without having the right to know the accuser or context. I refused to answer the 4th ~~question~~ question for the same reason. I forgot at this moment what the 4th question was. I said that I should have answered none of his questions on these grounds. He said that he would himself have no hesitation ~~about~~ about answering such ~~questions~~, and that he would expect any staff member to give a categorical "no" to them. I noted that my refusal to answer had nothing to do with guilt or embarrassment, but with the question of procedure. He said that if I had answered no he would have considered there to be no further issue about these questions.

On all syllabus questions, James said he would say nothing until the Fri. meeting of the academic board. Thus, when I asked what the bias was in my first syllabus, he refused to answer. He refused to discuss syllabus bans on these same grounds.

I said at the very start of the meeting that I intended to seek work elsewhere, and that if I found a job at least as good as this I would leave this post, ~~but~~ but if not, I would make every effort to stay on here.

I said that I had discussed Malcolm X and black power in classes. ~~When~~ I observed that I understood he had said he didn't know this. ~~xxxxxxxxxxxxxx~~ He agreed. I said he should have known, esp considering that he thought this so important. He said he never viewed it as so terribly important.

I alluded to the ban on Malcolm X and black power, mentioning that unnamed other topics had been mentioned. I also repeated to James (with no rebuttal from him) that he had said we avoid controversial topics at this college.

Mrs. Smith reminded me of the other two questions James asked.
2nd question: Have you ever dismissed a class early after using foul and offensive language against them? I thought about it and answered that I had dismissed the RS 1 class early one day because I had such chaos that no learning was going on, and I considered it ~~impossible~~ impossible and pointless to continue the ~~i~~ class.

The other question I was asked was whether I have preached the doctrine of world revolution in my class. I refused to answer this question on the same basis that I refused to answer the question about distributing political pamphlets.

(N.B. On 13 Jan. I received a note from Mr. Russell asking for a record of my work and for copies of any political pamphlets distributed in classes. Mr. Russell showed me the note he received from Mr. James which requested this information. On this note Mr. James wrote that I had admitted at our meeting of 12 Jan. that I had, in fact, distributed partisan political pamphlets. I pointed out to Mr. Russell that I had said no such thing. ~~During~~ During this discussion with Mr. Russell, I also showed him the original copies of my records of work.)

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

MEMORANDUM

From:
Registrar
To:
Mr. Yanowitz

Date
13th. January, 1970

re. Academic Board Meeting - 16th. January, 1970

In reply to your query, this meeting has been convened
to discuss the content of the Social Studies syllabus
recently submitted by you.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

BUSINESS AND GENERAL STUDIES DEPARTMENT

TO: Mr. Yanowitz

FROM: Mr. Russell

DATE: 13th January, 1970.

Will you please let me have your records of work done
and also a copy of any political pamphlets which you
may have passed to students.

M.A.R.

13 January 1970

To: Mrs. Mabbs, as secretary to the Academic Board

Mr. Russell has told me that copies of the three different social studies syllabuses which I submitted are to be duplicated for distribution at the Academic Board meeting at which I have been asked to appear on Friday, 16 January 1970.

I wish first to note my agreement with this procedure. I would ask further, however, that there also be duplicated for similar distribution copies of a syllabus for social studies which Mr. Russell devised last term and which he distributed both to Mr. James and myself. I would like to see the members of the Academic Board have as much relevant information as possible ready to hand, and I consider Mr. Russell's suggestions highly pertinent.

I also request that copies of these four syllabuses be given to me prior to the Academic Board meeting, that I have a chance to ~~check~~ them for ~~inaccuracy~~, ~~accuracy~~, ~~accuracy~~ having to do so during the meeting and thereby take up valuable time that could be used for other purposes.

Thank you.

Richard Yanowitz

14-1-70

TO: Mr. Russell

FROM: Mr. Yanowitz

SUBJECT: Records of work in my social studies classes. I have asked that these be duplicated for distribution at the Academic Board meeting of 16 January.

TERM 1:

Week 1: General introduction. Simple economics concerning world hunger.

2: Hippies, different life styles.

3: Nature of insanity, relativity of morals.

4: Relativity of morals.

5: Discussion of what topics the class would like to discuss in the course.

6: Religion; nature of instinct; difference between fact and value.

7: Continuation of fact-value; discussion about morality.

8: Continuation of discussion on religion.

9: "

10: "

11: "

(N.B.: The discussion of religion ranged over many areas, e.g., the basis for beliefs in God, the maximum origins of morals, the Protestant Reformation and its causes, contemporary religious problems in various churches, anti-Semitism, etc. As with any topic, this discussion could often lead to relevant, but not obviously related, digressions.)

12: Concluding comments on religion. Nature of relations between authority and the individual.

13: Exam.

14: Discussion of exam.

TERM 2:

Week 15: Slavery

16: "

RS & (I had this course first term only.)

Week 1: Nature of proof. Essay.

2: Nature of proof.

3: Grammar. Hippies.

4: Racism.

5: Racism.

6: Essay. Purpose of a social studies course.

7: Discussion on "freedom."

8: Essay. Censorship.

9: Fact and value. Spelling test.

10: Spelling test. Essay. Skinheads.

11: " Vietnam.

12: " Essay.

13: Exam. 14: Discussion of exam.

Record of Work, page 2. From Mr. Yanowitz to Mr. Russell.

O. 1

- Week 1: Fact-value.
 - 2: Nature of proof; nature of reality.
 - 3: Nature of proof. Logic.
 - 4: Origins of language and of definitions.
 - 5: Nature of definitions—a priori vs. empirical; emotive words
 - 6: Poetry.
 - 7: Poetry.
 - 8: Discussion of what is art?
 - 9: "
 - 10: Role of authority in society.
 - 11: Nature of affecting people's beliefs.
 - 12: Exam.
 - 13: Discussion of exam.
- ~~TERM 2~~
- Week 14: Purpose of good writing. *Communications in speech + writing*.
 - 15: Essay. Pornography.

O.D. 1:

- Week 1: Student protest.
 - 2: Fact-value.
 - 3: Nature of logic. Origin of definitions.
 - 4: Nature of logic.
 - 5: Gallows Humour. (This is a play which we read aloud.)
 - 6: "
 - 7: "
 - 8: "
 - 9: General discussion.
 - 10: Finish discussing Gallows Humour.
 - 11: Theatre trip.
 - 12: (I exchanged this class with Dave Burton, who had given up his class, that the group could go to the theatre.)
 - 13: Exam (half the time). The Art of Loving, by Erich Fromm. (This is a book on the nature of relationships ~~between~~ between people.)
 - 14: Discussion of exam.
- ~~TERM 2~~
- Week 15: Nature of relationships. Raising children. Adultery. *Fromm's book*.
 - 16: Nature of relationships. Sexual attitudes. *Fromm's book*.

Record of work, page 3. To Mr. Russell from Mr. Yanowitz.

CP 4

Week 1: Nature of proof; nature of reality.

2: "

3: Hippies.

4: Dustmen's strike.

5: Nature of wealth. Discussion of topics the class would like to discuss during the course.

6: Marxism:

7: "

8: "

9: "

10: "

(N.B. This discussion ranged from the general tenets of Marx to their applications and changes by later Marxists, moving to Lenin, Stalin, Trotsky, Mao, Ho Chi Minh, ~~Fidel~~ Castro, Guevara. The discussion included a class debate on the various arguments of different Marxists, and naturally the class discussions ranged beyond the specific subject to deal with such topics as approaches to capitalism, the Nazi-Soviet pact, etc.) ~~As always, the key guideline in such a discussion is flexibility and openness to digressions related to the central topic. Initially, however, the lecturer emphasized comprehension and understanding of the Marxist and post-Marxist arguments.)~~

11: Relations between individual and authority.

12: Civil liberties.

13: Exam.

14: Discussion of exam.

TERM 2:

Week 15: Pornography.

CP 500

Week 1: General introduction.

2: Nature of reality. Nature of proof.

3: "

4: Contraception, venereal disease.

5: Nature of intelligence. Discussion of topics the class would like to discuss during the course.

6: Nature of insanity.

7: Anti-Semitism.

8: Religion. (Limited to discussion of beliefs in God.)

9: Spiritualism (including a short seance conducted by the students).

10: Nuclear energy—its nature and dangers.

11: (I was absent, chaperoning a college theatre trip.)

12: Relations between authority and the individual.

13: Exam.

14: Discussion of exam.

TERM 2:

Week 15: Pornography.

G# (b) and (d)

Week 1: Fact-value.

2: Hippies.

3: The police.

4: Law and order.

5: Preparation of a class magazine.

6: " (This project was dropped because of lack of cooperation from most of the students.)

7: Marxism.

8: (I was sick.)

9: Marxism and modern communist theories.

10: "

(N.B. See note after mention of Marxism in the CP 4 record of work, page 3.)

11: Relations with authority.

12: Improvised class discussion conducted by students; this discussion ranged over many topics, and the lecturer did not participate.

13: Exam.

14: Discussion of exam. Discussion of class self-government.

TERM 2:

Week 15: Mock application of legal procedures in class, by putting the lecturer "on trial."

FTS 1B

Week 1: Nature of truth, nature of proof.

2: Fact-value.

3: Masculine supremacy; role of authority.

4: Freedom and the feelings associated with it.

5: Discussion of what the class would like to discuss in the course. Discussion of law.

6: Religion. (Limited to concepts of God.)

7: Protests.

8: (I was sick.)

9: Student-teacher relationships.

10: Role of authority in social institutions.

11: (On strike.)

12: Relevance of social studies in this college.

13: Exam.

14: Discussion of exam.

TERM 2:

Week 15: Pornography.

N.B. In all my classes, flexibility and experimentation are key. Improvisational techniques are sometimes used. Class participation is normally encouraged, except when key facts must be communicated to the whole class (e.g., the background of Marxian thought) before an informed debate can occur. The students are at all times encouraged to question the lecturer's arguments. In addition, the lecturer will normally argue against any position a student takes, regardless of the lecturer's own opinion in the matter. The classes are all aware that no topic is taboo; no opinion should be suppressed during discussion.

14th January, 1970.

T. D. Bayley, Esq.,
B.C.T. Industries Ltd.,
Maxwell Road,
Sutton Wood, Derby.

Dear Mr. Bayley,

In due course I shall have to sign the enclosed document relating to Mr. Ianowitz' probationary year, and I find myself unable to append my signature to either of the first two categories without committing what would virtually be perjury at the moment. Despite what I consider to be great patience and tolerance on the part of Mr. Russell and myself, our attempts at communication with Mr. Ianowitz have reached a stage of impasse, and I should welcome guidance on what more can be done. It seems to me hardly likely that the thinking of both Mr. Russell and myself is wrong, in the light of what follows, but I feel the possibility should be investigated. I am also, quite naturally, most reluctant to jeopardise Mr. Ianowitz' position. For these reasons may I therefore request you, in your official capacity, to give Mr. Ianowitz the opportunity of stating his case to the Governor, or a sub-committee of the Governor, either in the presence of Mr. Russell and myself, or on his own. Mr. Russell and I are prepared to accept any conditions you choose to lay down for the interview.

Perhaps, in the meanwhile, it would help if I explained developments to date, as we see them.

Within a few weeks of Mr. Ianowitz taking up his appointment, complaints were being made to me by both Heads of Department about what was happening in his classes. Then Mr. Staple complained to Mr. Russell that Mr. Ianowitz, in slightly unorthodox fashion, had persuaded one Engineering Group to purchase "The Life of Malcolm X", presumably for a study in depth, and Mr. Russell pointed out to me that the syllabus of Mr. Ianowitz could be criticised on the score of imbalance and political bias. On studying it, I agreed, and so not with Mr. Ianowitz in an attempt to persuade him to restore some balance and at the same time make it as relevant as possible for our students. Any serious discussion at this meeting was rendered virtually impossible by Mr. Ianowitz' insistence on his interpretation of "academic freedom", and eventually I felt obliged to state categorically, that in view of the formality of the hours devoted to Social Studies over the course of the

cont'd.....

I. D. Bayley, Sec.

14th January, 1970.

the year, the Malcolm I book would have to be abandoned and balance restored to the syllabus. An appointment had already been arranged for Mr. Yanowitz to sort out a new syllabus with both Heads of Department, but he was persuaded only reluctantly to keep this, saying that he was not prepared to enter into discussion if it meant interference with his "academic freedom". I gather that the discussion, at which I was not present, did in fact prove abortive.

Following this, Mr. Russell several times over the next few weeks queried with Mr. Russell whether the ban on Malcolm I was still operative, and was told he ought to see me about it if he wished the decision changed, but he refused (on one occasion quite angrily) to come and see me. Instead, a week or two later, he started to write me quite copious letters attempting to reargue the arguments and demanding written replies. I found the correspondence unnecessary and undignified, and dropped him a note pointing out that he could come and see me, like any other member of staff, at my time without fuss or formality. My door is always open for any member of staff, teaching or non-teaching, to see me when they wish. He did not accept this invitation.

Mr. Russell then produced a guide-syllabus in an attempt to help Mr. Yanowitz, and Mr. Yanowitz replied with yet another syllabus, an improvement certainly, but still not entirely satisfactory. We did not have the opportunity of discussing this, because Mr. Yanowitz suddenly appeared in my office to make an appointment to see me and stating that he would bring an "impartial observer", Mr. T. Hale. I agreed without hesitation to the presence of Mr. Hale, but unfortunately the only time when they were free together was the Tuesday afternoon of our lunch meeting at The Barn, and then only until 3 p.m. I explained our difficulty, and, in fact, Mr. Russell and I were not able to get back in time, so that another interview, under the same conditions, was arranged for the earliest convenient time for Mr. Yanowitz and Mr. Hale, the following Monday afternoon. On the Wednesday, however, the day after our first attempted meeting, Mr. Yanowitz produced yet another syllabus, so much resembling a declaration of intent and so little resembling any attempt at a genuine syllabus, that Mr. Russell, seconded by three other members of staff, requested the convening of an Extraordinary Meeting of the Academic Board to discuss it, and this meeting is to be held on Friday next.

The Monday afternoon interview, with the "impartial witness", was not a success from the start. Mr. Hale, without explanation, failed to turn up, and Mr. Yanowitz apparently had difficulty in persuading any of his colleagues to take Mr. Hale's place. Eventually, Mrs. Smith, most reluctantly agreed to sit in.

During nearly the whole of this period, I gather Mr. Yanowitz has endeavoured to get his Trade Union to take the matter up on his behalf, and their officers have been to see me and discussed the case in detail, but can't'd.....

I. D. Bayley, Esq.

14th January, 1970.

*I have had
made my
to mind in
Doc, at
last!*

/but whether they are taking any more action I do not know, since I am not a member and I have not heard anything further. Mr. Yanowitz has also had my dilemma and the probationary period explained to him. I very quickly became aware that it would be false optimism to anticipate any change of attitude on his part, and both Mr. Russell, as his Head of Department, and I agree that I would be signing falsely if I certified that he has successfully completed anything resembling a probationary period, or that he is likely to show improvement at the end of another six months, certainly not as things stand now.

To be more specific on certain details, after talking to the Heads of Departments I sent for those members of staff who have observed and complained of Mr. Yanowitz, and I put to them specific questions. I think it is important to point out that not one of them was guilty of "unprofessional conduct" (a tag which Mr. Yanowitz has tried to pin on them) since none of them case of his own volition; they were all sent for. I have so far refused to divulge their names or the nature of our conversations, in the hope that somehow the matter could be resolved without bringing them unwillingly into an embarrassing situation. However, having now decided that writing to you is an unavoidable step, I can, of course, provide you with their details on request. As a result of what they said to me I have put four questions to Mr. Yanowitz, in the presence of his "witness", Mrs. Smith. They are as follows:-

*But he
never
confessed
me of
any crime
here!*

- I said I wrote
it - like
me*
- (1) Question: Have you used offensive, foul language in your classes?
Answer: Yes.
- (2) Question: Have you dismissed any classes early, using offensive, foul language in so doing?
Answer: *on class* He had dismissed classes early. It was possible - he could not remember what language he had used.
- (3) Question: Have you distributed partisan political literature to any of your students?
Answer: *false* At first Mr. Yanowitz said he had, on occasion, as part of his course. Then he retracted and refused to answer until he knew the reason for the question.
- (4) Question: Have you advocated the doctrine of world revolution in any of your classes?
Answer: Mr. Yanowitz refused to answer. I pointed out to Mr. Yanowitz that when I was teaching I could have unhesitatingly answered "no" to any of these questions, that I hoped he would do so and that would be an end to the matter, on professional grounds. I reminded him of his experience when teaching in his American University, when

cont'd.....

I. D. Bayley, Esq.

14th January, 1970

when an irate parent came to complain to his then Head of Department that Mr. Yanowitz was "ramming Marx down the throats of his students" (Mr. Yanowitz's own words when he told us of the incident, presumably so that I might take guidance from the Head of Department, who brushed the matter aside and told Mr. Yanowitz to go ahead because it was "that sort of an area", and presumably reaction was to be expected.)

*This is
what I think*
*In short -
My point*
*From the
view of the
matter*
My difficulties with Mr. Yanowitz have been greatly increased by his admitted inflexible and rigid thought on the subject of 'academic freedom', and by his ability to misinterpret or twist the meaning of phrases. For example, in our first discussion, I said that there were some controversial subjects which were dynamite unless one scrupulously observed a balance, and that the teacher is in a particularly vulnerable position, open as he is to the suspicion of using his classroom as a political platform. This came out at our last discussion as "You have accused me of using the classroom as a political platform". While still on the subject of politics, he hesitated very distinctly at the thought of teaching the other end of the political spectrum to maintain balance, precisely as he has hesitated to enter into any discussion with Heads of Department unless guaranteed first of the results. He has refused to accept guidance, even from his Head of Department.

*This was -
reference to
his record
from class
point of view*
Mr. Yanowitz has now told me, not greatly to my surprise, that he has continued to teach Malcolm X, but his Record of Work does not reveal this, nor am I able to ascertain how many hours have been spent on this study. He has also accused his Head of Department, Mr. Russell, of being "in collusion" with myself, and has stated that he is being "victimized". He is possibly not aware that the other Head of Department, Mr. Staple, not only agrees with us, but was, in fact, one of the first to complain to Mr. Russell, because Engineering students were involved. I am frankly puzzled as to why he should feel that we would wish to victimise him so soon after paying him the compliment of appointing him.

A large part of the Christmas holidays I spent in making a study of the racial problems of the Southern States, hoping to find some clue from his experience there which would enable me to understand Mr. Yanowitz and re-establish satisfactory communications. I failed to find anything of real help, and am forced to conclude that whether his attitude be caused by a deliberate attempt at agitation, or by emotional immaturity, by starry-eyed idealism or by inflexibility of thought, under any circumstances he is proving a most unsatisfactory and disappointing colleague at the moment.

cont'd.....

I. D. Hayley, Esq.

14th January, 1970

it's going to
referend to
my being for
reward from
James

Finally, with the advent of our two new members of staff in February and April respectively, we anticipate an end to some of the practical difficulties. It was our hope, as you know, that, had Mr. Yanowitz proved his worth, he would have been promoted to section leader. Mr. Bees has now been appointed to that post, and will become Mr. Russell's adviser on the syllabus as from April. However, in the light of Mr. Yanowitz's accusations of collusion and victimisation I feel that, In fairness to him, an investigation is called for.

Always say
when he's concerned
about himself.
Yours sincerely,

P

Principal.

3 Gascony Avenue
London, N.W. 6
15 January 1970

I. D. Bayley, Esq.
B.S.F. Industries Ltd.
Maxwell Road
Boreham Wood, Herts.

Dear Mr. Bayley,

Mr. James has passed to me a copy of his letter to you of 14th January 1970.

I welcome the idea of an impartial consideration by the Board of Governors or its committee. I do not feel, however, that Mr. James' letter provides a satisfactory basis for such consideration because it is unclear what the issues before the Governors are.

It may be convenient at this point to say that I am at issue with allegations of fact made by Mr. James, and if these allegations appear to be relevant, I would wish to call evidence to refute them.

There seem to be two issues involved. The first is whether I have taught well. The second is who is at fault for the unsatisfactory relations between myself and Mr. James and Mr. Russell.

In my view, before the Governors can expect me to answer these questions, I should be told in advance what specific complaints are to be made against me in relation to each issue so that I may know what case I have to meet and to what issue that case is directed. Until I have a clear indication of what the complaints are, I cannot decide what evidence I shall wish to produce. It may be helpful, however, to indicate that on the first issue I shall wish to call members of my classes and some of my colleagues, and I shall wish to discuss the work of my classes. On the second issue, I shall wish to produce

contemporaneous notes of what took place between myself and Mssrs. James and Russell, along with copies of correspondence which passed between us, as well as any relevant witnesses.

Depending on what case I have to meet, it may be necessary for me to call representation, legal or otherwise.

I would also suggest that as important matters of educational principle may be at stake, a representative from the Department of Education and Science should be present.

Thank you for your consideration of my points.

Yours truly,

Richard Yanowitz

cc: Mr. James
A.T.T.I. representative(s)

16-X-70 Intro Statement for Acad Board

Please excuse me if this takes a long time, but a number of the issues--unknown to few of you in many cases--are subtle and complex. I have to deal with a history of changing statements as well as of unanswered, crucial questions. I am not at all eager to drag this meeting out, but if justice is to be done, I believe it can only be done if the judges are willing to sacrifice whatever time is necessary to get a full picture. *Nothing can be done faster than the accused's evidence* *for the right of an employer to discriminate in employment for doing it.* I have a number of different points I need to make, all relevant to the issue. Mr. James has accused me of bias in my syllabus, but has never specifically defined this bias. I have to get this clarified.

But there is much more to this than the ostensible subject of syllabus. I ask you to bear with me as I go along, for in fact there are (x) a few crucially related points which must be brought into the open in order to avoid having a smokescreen ~~topic~~ thrown over what is really at stake.

The first and obvious question will be the appropriateness of my syllabus--whether it is in fact oriented to indoctrinate students in inappropriate ways, and whether anyone has the right to interfere with my syllabus so long as I am fitting it into the general context of social studies. I shall try to show you how this issue alone has shifted since my first confrontation with Mr. ~~xxxxxxxxxxxxxxxxxxxxxx~~ James on the matter.

A second issue is the future of my employment here. Again, the issues have shifted during the time of this dispute, and I shall try to show you this as well. Nor is this matter irrelevant. First, Mr. James this past Monday directly related the dispute over my syllabus to his future decision about my employment status. Second, I shall try to show that in fact Mr. James is using the syllabus as a partial cover-up for the more general motive of getting me out of this college. If he is doing this, then this must call into question the purity of his motives in questioning my syllabus; and while impure motives do not necessarily imply ~~had~~ invalid argument—I certainly recognize that—I think we all realize that we must at least give a closer look at those arguments to see if we are missing something about them. Thus I can give you an example on this point from a text I have been teaching the A-level students: Exr Pl. In this, Sitan has many speeches; and these speeches often sound extremely reasonable on the surface. Milton's very point, however, is that evilly motivated arguments ~~will~~ sound reasonable on the surface—but that if we recognise the motives (or if we simply look closely enough at the ~~wrong~~ arguments), we should be able to ~~mix~~ expose their hidden fallacies.

Note: our second argument is who has final say on content. My refusal to accept
I on this will be one reason to judge me in one diff. ed. part.

Mr. Yanowitz,

16/1/70.

Meeting with Mr. James, Mr. Parker
and myself in Mr. James's Office at
10.50 a.m.

M.A.R.

(This was the meeting just before
I appealed at Academic Board)

NY

17-1-70

O

Russell had my first syllabus for social studies within a few days of the department meeting at which he asked for syllabuses. He did not say anything to me about it until our dispute began in Nov. Why the long interval?

On Tues., 13-1-70, the day after meeting with him, James and Emma Smith, Russell told me copies of all my syllabuses would be copied for the academic board meeting. On Fri., 16-1-70, on my way down to a meeting in Mr. James' office with Russell, James and Tony Parker, Maxwell I noted to Russell that among the duplicated documents distributed for the academic board meeting was no copy of my first syllabus. At this point Russell said he could not find that syllabus--though on Tues., he had said that all the syllabuses would be reproduced. I made a statement at the subsequent meeting with James, Russell and Parker, that Russell said he had lost this syllabus, which I argued with extremely crucial as the whole charge of bias had originally been based on the first syllabus. The phone rang and James asked the rest of us to leave. In the hall outside James' office, Russell said to me and Parker that he had no idea what happened to the syllabus, and that since at the time he had no idea it would be eventually important, he may have well thrown it in the waste basket. I pointed out that the syllabus had been present at the first meeting between James, Russell and myself on this matter, and that several days later Russell had it in his possession because he offered it to me. In fact, as I now recall, this was on the last Monday of last term--i.e., 15-12-69--because he offered it to me during our discussion of his syllabus. Thus, it would seem highly unusual that at such a late date, and at a time when Russell already knew the matter was to go before the academic board [check dates on this; had the academic board already said it would take up the matter, or had the union only communicated its approval of this course of action? in either case, the first syllabus at that time should obviously have been important to any future discussion of my syllabus contents], he should have been so thoughtless as not to regard this syllabus as an important document to be preserved. I had, incidentally, in the course of discussions with James and Russell during the dispute, mentioned that I had kept no copy of the syllabus. In fact, I believe I mentioned this at our first joint meeting, for at that time James had ~~xxmmpy~~ the copy of my first syllabus before him, and I commented that I had had no chance to re-study it because I had not kept a copy and had submitted it several weeks earlier.

During this same meeting with Russell, on Tues., 13-1-70, Russell said to me that the eventuality might develop whereby if I did not accede to his strictures on what I could teach, he would have to take me off whatever courses he thought I should not be on and have someone else teach them. I said nothing about this at the time.

Bev could appear as a witness to affirm my willingness both to seek advice and to follow it. That I had done so at Tulse Hill, yet had not done so of the head of dept. at Boreham Wood, would suggest that I had some good reasons for not doing so here. (1) I had fewer problems. (2) I had reason not to feel confidence in my head of dept.

Who is at fault for the dispute? I handed in a syllabus in good faith. I was ~~told~~ told, however, by Russell on the first Friday when the dispute arose, that I was teaching improper material (notably Malcolm X), that there had been a number of unspecified complaints about me from the engineering side, and that he considered it his duty and right to restrict what I could teach. On the following Mon., James' very first words concerned the unlikelihood of my being recommended for re-employment. How could anyone expect me to expect a fair and reasonable hearing on that basis? If the prejudice from both people was already stated--from Russell that he could restrict what I taught; from James that he could not recommend me for re-employment--What choices~~s~~I could I have ~~to~~ but to affirm my basic rights in these matters? And why should James have decided not to recommend me for re-employment before he had even discussed my syllabus with me? What had happened till then so to prejudice him? What contact did I have with him since the beginning of term? During registration week I spoke with him briefly about nothing in particular. Within a few weeks after the start of term, he mentioned that Mr. Prescott would be speaking to me about co-ordinating the foreign students organization, and that especially as I was a foreigner myself, I might wish to take on that responsibility. Later he asked me to work on his social survey; I declined, saying that I had neither the experience nor the time, and suggesting during the meeting with him, Mr. Russell, and Miss Carthey that I was uncertain whether it was even appropriate to do such a study, since surely there were professionally competent groups who could do a much better job. I was assured by Russell at that time that my choice to work in the survey was completely voluntary--though before he, Miss Carthey and myself entered James' office to discuss the matter, when I voiced reservations about doing the survey, Russell said there wasn't really any choice, and showed Miss Carthey and myself the letter James had sent to the person who asked for the survey to be done. That letter said the college would, in fact, undertake the project. My final encounter with James before the syllabus dispute began was during the first couple of days when the girls revolted about wearing trousers. I upheld the girls' right to do so. James and I had a seemingly friendly conversation for a few minutes before I went into Russell's office to be told I was not dressed "like a lecturer at a college of further education" because I was not wearing a tie. During our short conversation, James said to me that if one were to pick some great men who should serve as models for the example we wished to set of how the students should act, Albert Einstein and Mahatma Ghandi were such people. I said I agreed they were great men, but I did not comment on his statement about setting them as models to the students. I commented, however, on a dilemma of social studies: you bring the students to question values and to discuss controversial topics, and you ask them to make up their own minds. My question was: what do you do if the students, in the course of their questioning, decide to take action in favor of a position they have come to accept? Is the lecturer to say that it's all ~~right~~ right to question things, but not to do anything about them if you come to object to them? James himself, by the way, had already commented that the ~~more~~ important thing in social studies, as he saw it, was to teach the students to question, and he noted the advertising industry as a specific subject whose ~~nature~~ should be examined for its desirability.

19 January 1970

To: Mrs. Mabbs, as secretary of the Academic Board

From: Mr. Yanowitz

I have just received the notice of the Academic Board meeting for 23 Jan. 1970. I cannot appear at that time, unfortunately. Friday is my morning off, and last week I had to cancel plans I had for the morning in order to attend that Academic Board meeting. I again have a prior engagement which I am not prepared to break.

This is not at all to suggest that I do not wish again to address the Board; and I assume that the Board recognises it would be unfair to make a decision without having given me a full opportunity to state my case.

I have, of course, no objection to a meeting time arranged when I am normally on duty. I felt I was ~~was~~ co-operative last week in cancelling prior arrangements.

Thank you.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

MEMORANDUM

From:
Mrs. Mabbs

Date .. 19th. January, 1970

To:
Mr. Yanowitz

ACADEMIC BOARD MEETING

With reference to your memo, would you please let me know immediately, by return if possible, when you would be able to attend the continuation meeting planned. Please let me have as many alternatives as possible so that I may fix the time most suitable to members of the Academic Board.

...D. Mabbs...

Secretary to the Board.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

FROM: MRS.D.MABBS

(Sec. Academic Board)

TO: MR. R. YANOWITZ

21st January, 1970.

re: Academic Board Meeting

Thank you for your memo. I have checked with both Departments, and Monday and Tuesday seem to be particularly difficult days on which to hold the meeting.

I understand you have a prior engagement on Friday next, therefore the meeting originally arranged for that day has been cancelled. However, Friday would seem to be the most acceptable day for all concerned, and in view of the importance of your request I would suggest Friday, 6th February at 11.0 a.m. for this meeting.

We apologise for encroaching upon your free time, but should be grateful if you would make arrangements to ensure that you are free, in fact, to attend on Friday, 6th February.

.....
D. Mabbs / i.w.

21 January 1970

To: Mrs Mabbs, as secretary of the Academic Board
From: Mr. Yanowitz

In response to your note about when I would be free for an Academic Board meeting, my best times are Monday, 3:15-5:30, and Tuesday, 1:30-3:45. All my other free-time slots are relatively short and would not guarantee the probability of the meeting's being able to complete all relevant business within the time limit.

I hope this is helpful. If not, please let me know how else I may be of help.

Thank you.

8 Gascony Avenue
London, N.W. 6
28 January 1970

Dear Mr. Marston,

Yesterday I rang you to report an informal settlement of the dispute between myself and the authorities of Boreham Wood College. The outline of that agreement was:

1. I would try to find another post as soon as possible.
2. I would refrain from exacerbating my relations with Mr. Russell and Mr. James.
3. Mr. Bayley would sign my probation report satisfactorily.
4. Mr. Bayley would write my reference for a future post.
5. I would be guaranteed continuance of my Boreham Wood post until I obtained a new appointment, even if this took until after September, 1970.
6. Mr. Russell and Mr. James would no longer bother me about my syllabus while I remained at Boreham Wood College.

I reported the outline of this settlement to our local branch meeting yesterday lunchtime.

Today Mr. Bayley called me in to say that the agreement was cancelled because it had been made in strict confidence, and I had violated that confidence--perhaps unwittingly--by telling the union meeting about it. He added that he could not appear to be undermining the authority of the school administration. He said that he could no longer help me, and implied that he would deny anything that had passed between us; he commented that he couldn't even remember what did pass between us, and that although we had met, it would seem to him entirely appropriate that the Chairman of the Governors might meet with a staff member for discussions about anything.

I find this action entirely unsatisfactory; I feel Mr. Bayley has gone back on his word. I had told him after our agreement, reached on Monday, 26 January, that I would have to consult union officials, and he accepted this. That I told the meeting seemed a reasonable extension of this, since the members were involved and knew a dispute existed, and it seemed only fair to outline the settlement. I stressed at that time that the agreement was informal, not written down, and depended on the good faith of all concerned. The union meeting asked me to report on my dispute.

I might note here, by the way, that if word got back to the administration and/

have passed that word on. Frankly, I would have assumed that in a matter like this, such business would have been confidential within the meeting, although certainly no one said it was.

I feel, however, that since Mr. Bayley has reneged on our agreement, I should attempt to put on record for the union my version of what passed between him and me at our meetings. I realise that he will almost certainly deny what I say.

We met for 30 minutes on Wednesday, 21 January, for about 75 minutes on Monday, 26 January, and briefly this morning.

On 21 January, Mr. Bayley made the following points: He suggested that I wanted this matter to go to the Governors. (I did not at that time comment on this.) He said that he did not want this be blow up, and that he would like to see that the issue ~~did~~ not have to go before the Governors. He said I was the only one who would lose, and that he could tell me beforehand that the Governors would certainly back the Principal and Head of Department in this matter. He said he was only interested in defending my career, and that whatever the rights and wrongs of the case might be, I would certainly lose.

I should note that he stressed at the beginning of the meeting that this was private between him and me. The meeting took place in Mr. James' office.

I indicated in reply that I would like to find a satisfactory settlement without blowing the matter up. I noted that the two conditions I felt key to this were (a) my syllabus not be censored; (b) I receive a satisfactory probation report. I agreed to do nothing drastic until Monday, when he and I would again meet.

On 26 January, when we worked out our agreement, a number of points were made. Bayley noted that he was the one in charge of my probation report, and that he would write my reference for me for a future post. He said that he did the marking--although he hastily added that this was as representative of the Governors. He repeated what he had said at our earlier meeting: that I seemed to be a fine teacher, and that all reports he heard about my teaching re-inforced this belief. I noted during our "agreement" discussion that I was fearful of being punitively taken off various social studies courses when the new lecturer arrived on 2 February. He said he would see this was not done, and told me to contact him if I later felt I was being wrongly treated on this count.

I began this meeting by noting that I had never said I personally wanted the Governors to take up my case. I observed that Mr. James had asked for this, and that in my letter on the subject I had merely stated my acceptance of the procedure. A little later I noted that the authorities certainly had some jurisdiction over syllabus, and that I had never denied this. I observed, however, that I felt such authority must have reasonable grounds for being exercised, and that I had not felt the grounds were reasonable in my case--that in part, the objection to my syllabus stemmed from a belief that I was trying to indoctrinate students, and I noted that if this was believed, I wished

to have the matter brought into the open and to know the bases of the charges. I pointed out later, prior to our agreement, that although I wished to stay at the school for the students, I had no wish to remain where I was not welcome by the administration. I noted that it was clear the administration did not welcome me here, and therefore I was seeking a new post. I observed, however, that in the meantime it was essential to me to have the security of this job in case I could not find another post. Bayley said he would personally guarantee I stayed at this post until I ~~find~~ other work, and he would see to this even if it meant keeping me on from term to term after the end of my probation period. He alleged that he was under the impression that at the time of signing my probation report, he could decide not to re-employ me, and that he could thereby both give me a satisfactory report and also be able to keep me on term by term if necessary. I noted that I believed that once the probation report was satisfactorily completed, I could not technically be removed from the post--although, I emphasised, I certainly did want to look for other work, and I would not used this as an excuse to avoid looking.

Although it was clear our talks were private, at no time was I given the impression that they were strictly confidential and that I should not repeat them to anyone. Mr. Bayley today acknowledged that he thought I ~~had~~ reported to the union in good faith, but that nonetheless I had destroyed the settlement, and that I had no one to blame but myself. He attributed my "ignorance" to my not being English.

I believe that if other key figures in the dispute had really wanted a quiet settlement, even my apparent breach of confidence would not have stood in the way, but could have been ignored. I feel that one or more of the people in the dispute must want to make a major case of this. If this is not true, then I can only wonder ~~suspect~~ whether Mr. Bayley was acting in good faith from the start. I know I was. Although I had not "won" the principles for which I originally fought, I was satisfied to let the whole matter drop and for me to go elsewhere as soon as possible. The entire issue has been a great strain on me, and it has certainly affected my teaching, since I have had to give a great deal of time and effort to my dispute when I should have been able to be getting on with lesson preparation.

I wish to conclude ~~by~~ apologising to you and anyone else who may be inconvenienced by the sharp reversal of events. I would also like to add my thanks to you and those who are trying to help in my case.

I have deliberately been relatively formal in this letter because I want the information to go on record with the union.

Thank you.

Yours truly,

Richard Yanowitz

8 Gascoyne Avenue
London, N.W. 6
30 January 1970

Dear Mr. Marston,

I am writing you this letter before your appointment with Mr. James on the coming Monday; I do not know whether you will receive it before that appointment.

In light of the information I shall give below, taken together with the information you already have in this case, I would like to request the following: if no satisfactory resolution of my dispute comes out of your meeting with Mr. James, and if the mechanism exists to do what I am asking, I would hereby formally request the union, at whatever level appropriate, to investigate the treatment given me by the authorities at Bergham Wood College as victimisation. I believe that an impartial survey of events to date will make it clear to the union that I am, in fact, being victimised.

This afternoon I was given a new timetable by Mr. Russell. A new lecturer arrives next week. On my new timetable, I have had the following courses removed: two sessions with O.D. 1, and a session with each of the following: QNC 1, C.P. 4, C.P. 500, G^c. These courses have been replaced by the following: three sessions of O level literature and one session of social studies with RS 1(a).

I retain only one original social studies class: M.T. 1.

The remainder of my timetable (about half my time), all English, remains unchanged.

As you will perhaps recall, the R.S. 1(a) course is a group with which I had no success when I taught them last term. I had repeatedly made this clear to both Mr. Russell and Mr. James. At the same time as I am now to take the R.S. 1(a) group, I have been teaching O.D. 1. There is no rational basis for this switch, except to remove me from a higher status course with which I have had excellent success to replace it with a course on which I ~~am~~ well-known to be unsuccessful. In light of this, I can see only the motive of harassment. It is possible that in addition the authorities are trying to build a case that I am a bad teacher by deliberately placing me with a course they know I am unable and unwilling to handle.

The new lecturer is an assistant lecturer. I am a Lecturer I. It is therefore all the more peculiar that I should be given the lower grade course. In addition, as I understand it, the new lecturer has no previous teaching ex-

I was not consulted about any of the timetable changes except for the loss of two social studies courses, only one of which was taken from me. I offered to give up these courses earlier in the week in an effort to co-operate in what I understood to be minor alterations in timetables growing out of the coming of the new lecturer. Had I known what would later be done to me, I would not have co-operated in the first place. *but i also lost a group of students for social studies, one of the two classes I originally offered to give up* The G^e course consists of two separate groups which have been joined. The deputy head of department, Mr. Bannister (against whom I have no complaint whatsoever), said that class would definitely be split when the new lecturer arrived. Instead, I am being taken off the course entirely.

My C.P. 4 group is a traditionally very difficult group; they have had a long history of bad relations with past social studies teachers. I have had excellent success with them. Aside from all other considerations, it would seem especially unsuitable to take from me a difficult class with which I have been successful and thrust ^{among them} instead an inexperienced teacher among them.

My C.P. 500 group is a young class with whom I probably have better relations than ~~anyone else~~. When I told them some weeks back that I would probably be leaving by the end of the academic year, they were disappointed, and told me they had hoped I would be here next year to teach them. The loss of this group is especially bitter.

My O. 1 class and I have had similarly excellent relations. They are an intelligent class with which I have tried to do some relatively sophisticated material. Again, they are an upper status course.

I have no idea what the O level literature syllabus is. I am being removed from classes in the midst of my teaching plans for them; I am being thrust into entirely new classes in mid-term, with only a few days' warning and with no syllabus information. Furthermore, so far as I know, the new lecturer was not considered for these courses, for which I assume he is highly suitable, as his degree is in English.

The advertisement for my post was printed last 9 May in the Times Educational Supplement. It said that what was wanted was "Ability to offer A level English and assist with social studies." I do not know the contractual nature of an advertisement, but I should note that in the ad was no mention of O level work. I am, in fact, doing a class in non-examination, post O-level literature, about which I had no reason to complain at the time it was assigned to me, last September.

Yesterday, I went in to see Mr. Russell, because on ~~Wednesday~~ Tuesday he mentioned I might be taken off more social studies courses than the two I had already agreed about. I told Mr. Russell yesterday that I would find it punitive to be taken off any more courses. He said he would not do it to be punitive. But he also said, quite specifically, that he was trying to

take me off as many social studies courses as possible in the hopes that this would solve our dispute. I stressed that I found this unacceptable. I observed that it would only be exacerbating the dispute to take such punitive measures against me. I also stressed that I was seeking an amicable solution, which I still hoped might be possible on the basis of the cancelled agreement I had made with Mr. Bayley.

I believe that the timetable changes given me are clearly victimising. Because I would not accept earlier, unreasonable interference with my social studies syllabus, I am now having the natural flow of my year's teaching in several classes aborted. In addition, I am being given one class which Mr. Russell and Mr. James know I cannot handle.

I understand that another teacher who had three social studies courses asked to have those courses removed from his timetable and replaced by English; this, I believe, was done. The lecturer is Mr. Lawrence. Miss Cartney, a temporary terminal assistant lecturer, has been taken off only one of the many social studies courses she teaches; she also teaches O.D. 1, CNC 1 and C.P. 500. The one course from which she was removed, at her request, and under the assumption that the new lecturer would take it, was the R.S. 1(a) group. I understand she is willing to take that class back if necessary, to save me from having to do it, even though this would mean the loss of the free afternoon to which she has a right.

I cannot teach the R.S. 1(a) group. I am scheduled to take them on Monday from 1:30 to 2:30. I do not yet know what I will do about this class, but it will be torture to them and me for me to take it.

I shall probably do as I understand you advised: take on the remainder of the new courses, under written protest, as a very temporary measure. I realise the authorities may be trying to provoke me into refusing to take classes, so that they may have a pretext to sack me. I cannot for long, however, bear up under these sanctions.

When I saw Mr. Russell yesterday, I pointed out to him the problems of taking me off my courses: that I would leave in mid-stream, that my good relationships with the classes would be wasted, and that the students themselves might rebel (as some students told me they would). He said he was well aware of all the problems, but that he felt the difficulties were outweighed by the importance of resolving our syllabus dispute. Mr. Russell was effectively saying that he is willing to sacrifice the well-being and education of about 75 students to assert his personal authority over me. To be willing to inflict me on the R.S. 1(a) group (or vice-versa) is, in addition, on the face of it an effort by Mr. Russell either on his own or under orders to punish me regardless of the educational effect on these particular students.

I feel that I have lost an important tactical initiative, which may have been unavoidable. To many of the staff now, I may seem unreasonable not to accept

the timetable changes. I think that for anyone who knows the details of the dispute to date, I have obvious reasons for my present attitude about the timetable; but as I have been refraining from publicising my case among the staff in general, few people know the basis for my feelings. In light of this, I feel now that if a satisfactory settlement of my dispute cannot be reached with the next few days, I must take the initiative and begin to spread information about my case as widely as possible. I feel especially strongly about this because I do not anticipate being able to endure the present timetable for long.

Again, then: if a satisfactory solution to the dispute is not imminent, I would ask that ~~within~~ the union open relevant official channels to investigate my charge of victimisation against Boreham Wood College of Further Education.

And once again, I thank you for your assistance--and for your endurance in the face of what I know are extremely long statements about my case.

Yours truly,

Richard Yanowitz

Mr. G. Marston, A.T.T.I.
St. Albans College of Further Education
Hatfield Road
St. Albans
Herts.

31 January 1970

TO: Mr. Russell

FROM: Mr. Yanowitz

COPIES: A.T.T.I.

I am writing in response to the new timetable you handed me yesterday afternoon at 4:45 p.m.

If I take classes on this timetable--classes, that is, which I have not previously been taking this term--and if I do not take the social studies classes I have been taking, I emphasise here, in the strongest possible terms, that I do this under extreme protest, and I do it only temporarily pending rectification of the situation.

On Thursday, 29 January 1970, you and I met for about 45 minutes in your office, from about 1:00 p.m. to 1:45. I said to you at that time that I had voluntarily given up two social studies courses in an effort to co-operate in what I understood to be minor timetable adjustments involved with the coming of the new assistant lecturer, Mr. Bell. I told Mr. Barnister earlier in the week that I would be willing to give up my girls' class on Friday afternoon and M.T. 1 on Monday morning, though I was particularly not eager to give up the latter course.

I stressed to you on Thursday that I wanted to retain the remainder of my social studies classes. I was doing ~~well~~ with them, I said, and in light of our dispute I would consider it punitive on your part to take me off any more courses. You stressed to me that any timetable changes would not be punitive. But you went on to say very specifically that you hoped our dispute could be solved by taking me off as many social studies courses as possible, although you did not know if you could remove me from all of them.

You stated your awareness of several problems involved in taking me off my courses, including: 1. I had established good relationships with the classes, and you would be putting a new lecturer onto these courses. 2. The students would have to change teachers in mid-course and have the natural flow of their work sharply interrupted. 3. The students might well not accept the situation.

After noting these difficulties, you went on to state that you felt the manifest disadvantages of taking me off my courses were outweighed by the advantage of resolving our dispute.

In other words, although you did not put it this way, you were saying that the good of the students' education was far less important to you than the value of your "winning" our dispute.

The most obvious evidence of your feeling this way is your putting me back on the R.S. 1(a) class which I took last term. You are well aware that I cannot teach this class. You were well aware of my difficulties with them last term--difficulties, by the way, about which I feel you did virtually nothing. I have several times re-stated my feelings about this class, to both you and Mr. James. Either on your own initiative, or under orders, you have deliberately placed me on a course with which you know I will not succeed.

I have been taking O.D. 1 this term at the same time as you have now timetabled me for R.S. 1(a). Why switch me from one social studies class, with which I have had marked success, to another social studies class at the same time, with which it is well known to you I have been unsuccessful?

I would like to go on record to say that if I am coerced into taking this class, I do not believe I will succeed with them, and I believe that any properly run college would take this fact into account. I should add emphatically, and for the record, that I have had seven other social studies classes, including some traditionally very difficult groups, with all of whom I have had good success; so my admission of inability to cope with R.S. 1(a) should be taken as an honest self-assessment by a teacher who knows he is successful with almost all his classes, including particularly difficult ones. My admission should not be taken as any kind of statement that I am unsuited to teaching--indeed, my frankness and honesty should make me all the more suitable to an environment in which (in theory at least) the importance of students' education is placed before personal feelings. Anyone who expects a teacher always to succeed, and who considers that failure with one class makes a teacher unsuitable to teaching, is entirely lacking in understanding of one basic area of educational difficulties.

In addition, I note that I am a lecturer I with a good deal of teaching experience. As I understand it, the new lecturer is an assistant with no teaching experience. Yet he is being given the O.D. 1 group, a much higher level class than the R.S. 1(a).

The only motive I can find behind this timetable switch is at best, punishment, and at worst, deliberate and premeditated provocation. In either case, you have not at all taken into account the welfare of the students in R.S. 1(a), for in your knowledge of my inability to teach them last term, you are now showing a willingness to let ~~poor~~ social studies education suffer.

With O. 1, another course you have removed from me, I have had excellent success, including the coverage of some relatively sophisticated material. We have an excellent relationship. They are a higher level course. Yet you are willing to sacrifice them as well.

With C.P. 4 I have an excellent relationship. It is well known that prior to me they have not gotten on well with social studies teachers. They are known as a particularly troublesome class--although I do not personally find

them so. Yet you are willing to put an inexperienced teacher among them in spite of my success with them. Not only are you disregarding the students' education, but you are willing to place a new lecturer in an unnecessarily difficult situation--for you are well aware (or so you told me) that a class like this might especially give a new teacher a hard time when they know a teacher whom they like has been involuntarily taken off their course.

§ With C.P. 500 I have had a deeply personal relationship. These students were very unhappy to hear I would probably leave Borsham Wood after this year, as they were hoping to be able to have me for social studies again next year. That they learn a great deal from is unquestionable. Yet you are willing to throw aside the relationship and their education.

G^a has been two separate classes put together for social studies (G^a(b) and (d)). Mr. Pamister--against whom, by the way, I have no complaint whatsoever--assured me this group would be split when the new lecturer came, in order to make it easier to teach them. Their large size has created special teaching difficulties. Yet you ignore this in your effort to get me off as many social studies courses as possible.

Of the two classes I did offer to give up, you have left me one--my only social studies class under your new timetable, besides R.S. 1(a).

You have placed me on O-level literature (although orally in your office yesterday you said I was being given more A-level work; I assume this was a slip of the tongue, even though I had you repeat the point). I have been given no syllabus. You knew several weeks ago that a new lecturer would be coming, yet you have waited until the very last minute to draw up the new timetables. Are you trying deliberately to make my teaching difficult, or is this just another sign of the almost total lack of help in making my job easy that I have experienced since I came to this college? I have to create a new course from nothing when I could have continued with several courses with which I am both successful and in a good flow of work.

I understand the new lecturer has a degree in English. Was he consulted about what he would like to teach? In a properly-run department, the Head of Department would not dictate, but would consult with the staff relevant to the courses being offered, and time-tabling would be arranged according to the expressed interests and skills of those involved. At the start of last term I was expressly told to arrange with Mr. Heale about which of us would do what parts of the A-level syllabus. Later, when Mr. Heale asked Miss Carthey to take his A-level classes, he clearly did this with the consideration of her special abilities in certain areas of the syllabus. Originally, when I was apparently going to do some O-level work which did not later materialise, Mr. Heale and I arranged between ourselves, based on our interests and abilities, what portions of the syllabus each of us would teach. Has the new lecturer even been consulted about what he might like to teach? Is it not quite possible that with a degree in English he would want to do some O-level literature work, and that he might be quite good at it?

You have said to me several times that you have no complaints at all about my teaching ability, either in English or social studies. You have been satisfied, you said, with the rare times you were present in classes of mine. You have said several times that you think I am probably a good teacher.

You claim all the changes in the timetable are based on considerations of skills and abilities. Yet no one with any objectivity who knows the history of our dispute could possibly doubt that your claim is far from true. The switch to R.S. 1(a) is the most blatant evidence of this; the remaining changes—especially those which involve my being taken off higher level courses—are nearly as obviously punitive; and that they are punitive is only driven home the more strongly by your returning me to teach R.S. 1(a), a class with which you know I was successful while at the same time you readily acknowledge my generally high quality as a teacher.

Early last term you indicated approval of my setting up an improvisational drama group for any interested students. Through the course of the term I received not one bit of assistance to do this. That my timetable had about four hours a week extra stand-by most of the term made me reluctant to take on a new responsibility before the timetable was rationalised. By the time it was, near the end of term, our dispute made me equally reluctant to take on this group. Recently, however, I decided this was unfair to the students, and so I made arrangements to run such a group if enough students maintained interest in it. I arranged to run the classes on Tuesdays for one and a half hours, beginning 3 February. I told Mr. Bannister this last Monday, after I had completed the arrangements. My motive for choosing the time was governed in part because I was teaching on Tuesdays until 5:00, and I could therefore quickly get on with the drama group at a time when the full-time students, at least, had just finished classes for the day and would find it convenient to stay for the drama.

No accounting for this class has been taken in my new timetable.

Miss Carthey, who teaches many social studies classes, has had only one class removed—and that at her request so she could have an afternoon off: R.S. 1(a). Yet she is only at the assistant lecturer grade and is also temporary.

Not only did you say on Thursday that you hoped to take me off as many social studies courses as possible in an effort to resolve our dispute, but on 13 January 1970, in your office, you specifically informed me that if I did not conform to the teaching principles you were demanding, I would be taken off the courses in question. I would remind you that in Mr. James' letter to Mr. Baylay, dated 14th January 1970, Mr. James writes that with the coming of two new lecturers, "we anticipate an end to some of the practical difficulties" about my dispute with you and Mr. James.

The dispute began because of unproven suspicions that I was using the classroom as a platform to preach my personal beliefs. It was falsely alleged that

my syllabus was improperly biased. I have never been confronted with proof of either charge—both sufficiently serious that, were they true, I would have thought that college officials would long before now have seen to it I was stopped from "corrupting" the students. That you are now shifting the attack to taking me off social studies courses, under the guise of accomodating a new lecturer in the department, suggests that you never had real evidence to support the earlier charges really brought against me. I am now being punished for not having given in to unreasonable demands for changes in my course content.

I find this intolerable.

I fervently hope that a solution to our dispute can rapidly be arranged. I hope that my union is able to find a resolution of the problem that I can find satisfactory. By this time, however, I must confess scepticism that you and/or Mr. James will allow this to happen. Otherwise the private agreement I reached last Monday with Mr. Bayley would not have been abrogated. Otherwise you would not now be seeking, either on your own initiative or under orders, to exacerbate the situation by introducing a new timetable at the very time when you know my union is trying to sort out the situation amicably.

I assume you will give me a written reply to anything I have said with which you take exception.

2-2-70

Miss Gentry tells me that she arranged ^{with you} this morning to return the R.S. (W) course. I appreciate very much her doing this, whatever her motive. This does not at all, however, absolve you of the charges I make in this memorandum about R.S. (W), for had she not herself, reluctantly, asked for the class book, you were clearly prepared to go ahead with your punitive action. ~~Please, if you will~~

This morning, Mr. Style asked Mr. ~~Boughton~~ Boughton to go up to my M.T. 1 class at 9:00 in case I did not show up. What was the reason for this unprecedented and suspicious action?



ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS

Bedfordshire and Hertfordshire Division

OEM/TN

St Albans College of Further Education
29 Hatfield Road
St Albans
Herts

Mr R Yanowitz
8 Gaskin Avenue
London N W 6

2nd February 1970

Dear Mr Yanowitz

Thank you for your letter~~s~~. I am still hopeful that after we have seen
Mr James, we shall be able to arrive at an acceptable solution.

Yours sincerely

Oliver Marston
Oliver Marston
Chairman

8 Gascony Avenue
London, N.W. 6
2 February 1970

Dear Mr. Bayley,

I am writing you to repeat to you how disappointed I am that the agreement we reached last Monday was cancelled by you on Wednesday. I fervently wanted--and continue to want--an amicable settlement of my dispute with Mr. James and Mr. Russell, and I still cannot understand why you did not keep our agreement.

As you will recall, the points of our agreement reached on Monday, 26 January 1970, in an office at your firm in the late afternoon, were basically:

1. I would try to find another teaching post as soon as possible.
2. I would ~~try to~~ refrain from exacerbating the bad relations between myself and Mr. Russell and Mr. James.
3. You would sign my probation report satisfactorily. (You will recall that you said it was up to you, and not Mr. James, to sign that report.)
4. You would write me a satisfactory reference for a future post.
5. Although I would try to find a new post as soon as possible, I would be guaranteed continuance of my Boreham Wood post until I find a new job. (That job was recognised to be reasonably expected to be at least at the same salary and roughly equivalent working conditions.)
6. The authorities at Boreham Wood College would no longer bother me about what I taught while I remained at the college, and they would take no punitive measures against me, such as removing me unnecessarily from social studies courses.

I felt that nobody had "won" or "lost" the dispute under these conditions. I was giving up any fight to affirm the ultimate validity of the principles I had expressed about academic freedom, and I was leaving a college at which I had excellent relations with most of my students; but in turn, I was getting out of a very unpleasant situation without further endangering my future teaching.

We had both expressed ourselves satisfied with this agreement. I told you at the end of our meeting that I would, however, have to consult with my union officials, as I had brought them into the matter. You agreed that this was acceptable procedure.

In what I thought was a reasonable extension of this, the next day I re-reported the general outline of our agreement to a meeting of the union's local branch. I made this report at the request of the branch, since they were involved in the dispute and wanted to know what the current situation was. Had I made no report, the matter would have had to be pursued further. I was trying to uphold my side of the bargain by making it clear that as far as I was concerned, and assuming good faith among all parties, the dispute was now over. I emphasised that the settlement was informal and nothing was written down.

The next day you called me to see you at your firm. You then told me that by telling my union branch of the agreement I had violated a strict confidence between ourselves, and that therefore the matter was out of your hands, and you could do nothing for me. You said you believed that I had committed the alleged indiscretion out of ignorance and not out of maliciousness.

You had never made it clear to me that anything was strictly confidential-- though I certainly assumed that some of the things we said to each other should not be passed on, I certainly had no idea I could not outline our agreement to the union.

I believe that if you and other parties concerned had genuinely wanted the kind of settlement which you and I reached, then even if my statement to the union really did constitute a breach of confidence, you and the others would have been willing to ignore that breach and let the agreement stand. One or more people involved clearly do not want the matter settled as we had agreed.

I should note my good faith in this matter. I was much relieved to have a settlement; some staff members commented that I seemed much more relaxed the day after our agreement. When I spoke with you, I did not try to play a fencing game in which I took certain positions I was prepared to abandon. On the contrary, I made it clear what my feelings were, and I tried to remain open to a reasonable compromise based on those feelings. This I thought I had successfully done.

I note that I stressed that I personally had no special desire to see the matter go to the Board of Governors, but that in my letter to you of 15 January 1970, I stated my willingness to go along with any impartial hearing of my case that might grow out of Mr. James' letter of 14th January. (Since you told me ~~when~~ we met in Mr. James' office on Wednesday morning, 21 January, that the Board of Governors would find against me in any hearing, regardless of the rights or wrongs of my case, I am no longer so sure such a hearing could be considered genuinely impartial.)

Many people had affirmed the high level of your honour, Mr. Bayley, before you first came to see me on 21 January. In our subsequent discussions, I assumed you were a man who kept his word, although I had no personal experience to make me know this. I feel that by cancelling our agreement you have broken

faith with me. Since you cancelled the agreement on what seems an extreme flimsy pretext, and since by that time you had not even informed Mr. Russel of the agreement (or so he gave me the impression, for he said to me in his office on Thursday, 29 January, that he had not been informed of the agreement, although he had been under the impression that some agreement was first reached and later broken), I cannot even be certain that you were talking me in good faith from the start, although I am trying to give you the benefit of the doubt on that count.

You may or may not know that Mr. Russell has taken me off almost all my social studies courses, and as I have made clear to him, it is very obvious this was done as a deliberate effort to punish me. I am sure Mr. Russell will let you see a copy of the memorandum I gave him on this matter. As I stressed to him, it seems that the last people being considered by anyone but myself are the students themselves. In addition to everything else I have stated to support that statement, I should add that the constant interference I have experienced since the dispute began has severely taxed me and has taken much time which I should have been able to use for preparing good lessons for all my students.

I hope that a speedy and satisfactory solution to the dispute can be found. I remain extremely sorry that the agreement you and I reached was cancelled. I hope, however, that no one is viewing that as some sort of negotiating position from which I am willing to compromise further than I already have; this would be a serious misjudgement of my feelings, and of my efforts to have talked with you in good faith.

As I have repeatedly stressed to you, I have no vested interest in perpetuating this dispute, or in expanding it. But I do have to protect my future teaching career, and I also have certain minimal duties to the colleagues in my profession and to my students in upholding principles basic to the teaching profession.

Yours truly,

Richard Lancorth

I.D. Bayley, Esq.
B.S.P. Industries Ltd.
Maxwell Road
Boreham Wood, Herts.

GEM/TB

St Albans College of Further Education
29 Hatfield Road
St Albans
Herts

PERSONAL

Mr R R James
Principal
Boreham Wood College of Further Education
Elstree Way
Boreham Wood
Herts

4th February 1970

Dear Mr James

I understand from Mr Yanowitz that your talk with him on 3rd February was not completely conclusive. We would welcome an opportunity to meet you again, possibly with Mr Yanowitz available to be brought into the interview, if you feel that this would be of any help in settling this difficult matter.

Yours sincerely

Oliver Marston
Chairman

c.c. Mr J West, Stevenage College of Further Education
Mr B Yanowitz, Boreham Wood College of Further Education ✓

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

BUSINESS AND GENERAL STUDIES DEPARTMENT

MEMORANDUM

DATE: 4th February, 1970.

TO: Mr. Yanowitz /

FROM: Mr. Russell

COPIES TO: Principal
Secretary of A.T.T.I.

I have to make it clear that the normal arrangements made by myself through Mr. Bannister for your timetable are the basis of your work here as for any other member of staff.

I have read your memo. of the 31st January carefully and note that you have deliberately distorted my words and intentions, have sought to implicate other persons on my staff and that there is no indication of any willingness on your part to avoid difficulties which, by re-organisation, I have removed; but rather every attempt by you to raise yet others.

I must repeat that whilst I have been willing to give considerable time to the discussions with you when possible of the problems you appear to have created, I am not prepared to enter into any further correspondence on the matter, but wish to treat you as any other member of staff in the normal manner.

M.A.R.



Enc: 1 copy of Timetable.

*Slight change
in original*

8 Gascony Avenue
London, N.W. 6
8 February 1970

Dear Mr. Marston,

I am sorry I have not written you earlier, as I said I would do when we spoke on the telephone early last week.

I received your copy of the letter you sent to Mr. James about the possibility of seeing him again. Before I do anything else, I think I should put down some further thinking I have done.

I no longer think it is likely that an amicable settlement can be reached with Mr. James. I am willing to co-operate with you and try, but I doubt anything will come of it. It is partly in this light that I have felt that I should go ahead and distribute the duplicated statements about my case; but so far I have continued to hold off on this since I last spoke with you, largely because I see no reason at present not to follow your advice. I shall probably continue to hold off for the time being, though that depends largely on future events.

I am not prepared to surrender to Mr. James, and in effect this is what he was asking last week when he said that part of the agreement he expected would be satisfactory was my accepting any course of work--syllabus and timetable--;he or Mr. Russell might give me. Since I plan to leave the school anyway, I see no reason at all why I should simultaneously capitulate in a matter in which I genuinely believe I am right. I was initially mistreated on the basis of unfounded and unproven suspicions; I have continued to be assumed guilty by the authorities, the most recent punishment of whose was to take me off most of my social studies courses. (I should note the following a propos of R.S. 1(a), the course I was put back on, even though the authorities know I cannot handle it: Miss Carthey, who has taken it for the remainder of this term, has not had the course put on her timetable "officially"--i.e., it is still on my timetable. She is due to leave the college at Easter, which means the authorities no doubt will try to lumber me with this course next term. They could, of course, do this even if she officially had the course--they could re-arrange the timetables to give me R.S. 1(a). I am not at all prepared to put up with such punitive action.)

I sense that while the union feels duty-bound to defend its members, it is nonetheless unhappy about the position I have taken in this matter. I do not normally believe in pragmatism, though I have been considerably "pragmatic" in my efforts to reach a compromise. I realise that in the union's view, a pragmatic course may be the easiest to follow. Had I wished that, I would not

have stood up for my beliefs in the first place. As I told you on the phone, I already feel I have sold out a good deal by the kind of approach I have taken, for in the prudent interest of my career, I have abandoned the principles on which I began fighting--principles I still hold.

Thus, if I were now pragmatic, I would simply accept whatever Mr. James says; I would be humble and recant my blasphemies against him, no matter what I really believed inside. This I cannot do. That pride and my ego are involved is not to be ignored; but their involvement does not negate the virtue of the cause.

I have many disadvantages in the case; of that I am well aware. I am an alien. I am in my first year's teaching in F.E. I am bucking the system and opposing "authority." I have, through what I suspect was an error of judgement on my part, foregone publicising my case and trying to get wider support on my side. A number of my staff colleagues assume me guilty, largely because they simply don't know what has really happened.

I feel that at this point, I must take a minimal stand and stick to it. I long ago gave up the fight which should be fought, and which presumably will have to await being fought until a braver man than I comes along. A teacher should have almost unlimited authority over what he teaches; interference from administrators should not be tolerated. Education should be run to educate, and that means not for administrators or the attainment of favorable public opinion (a consideration I am sure has always been in James' mind). This may mean that education is not governed by even the teachers--students may have to have a large say in the way their courses are handled. In a favorable educational atmosphere, I would hope that there is give-and-take between students and teachers: each would consider the others' attitudes. Teachers would try to understand student needs and interests, students would try to accept teachers' greater knowledge in some areas. (Greater knowledge does not necessarily imply better judgement of how to use that knowledge.) This is the kind of battle teachers should be willing to fight, and that unions should support. Whatever the reasons, I am well aware that neither most teachers nor unions are prepared at this time to back this fight. Were I not an alien, I would probably be much more prepared to make the fight myself. As it is, merely trying to set an example with my own classes has been unacceptable to the authorities at Boreham Wood. I can only try to be sure that at my next post, I am accepted for what I am before I am appointed.

My minimal stand, at any rate, is this: I shall make no formal agreement to anything unless while I am at Boreham Wood I am left alone to teach ~~a class~~, and unless I am treated fairly in arranging my timetable now and in the future. To say I shall teach what I like is only to say I shall go on teaching as I have done to date. I shall do that regardless, but if I have an agreement, I want my position to be recognised. To ask for fair treatment on my timetable is not to ask for every course I want, but to attain a balance in consultation among the various members of staff relevant to the courses I teach. I do not expect to keep all courses I want; I do expect to share the difficulties. Thus, for example, I would certainly expect someone else to take R.S. 1(a); I would, however, expect myself to be willing to take half of the G* set I mentioned in

an earlier letter, even though I am not eager to take that group. (I mention this group, which will not have much meaning to you, ~~in particular~~, because the new lecturer was given the entire class of 25 students, and apparently had a very difficult session as a result. It is unfair to him for the authorities to compel him to take the whole group when it could be split with me.) I would expect that on something like O-level literature, consultation would decide who is best suited to teach it. Thus, I am well-qualified for certain areas of it; but others are better qualified for other areas.

Enough on what will not have much meaning to you without being involved in the Borham Wood context. I mention the above points because they have emerged recently at the college.

If these minimal demands are met, I shall make every effort to avoid any further trouble; for while the authorities generally have the upper hand in power, I still have random ~~guerrilla~~ tactics at my disposal which, if they accomplish nothing else, will at least give me a certain amount of emotional satisfaction in knowing that the authorities are reaping a bit of unpleasantness themselves from their mistreatment of me. I would use these tactics only if no satisfactory agreement were reached.

Obviously, since I want to leave anyway, I am not offering much to the authorities, from their point of view. The point is that I am leaving, if I can. I shall hopefully avoid the ordeal of appealing against an unfavorable probation report. I shall also have to go through the breaking-in process all over again somewhere else, ~~which~~ getting to know college, staff and students. This is admittedly a minor difficulty--but a difficulty nevertheless. And again, whatever the authorities think, the mere fact that I have to leave at all, the mere fact that I have to suffer in any way whatsoever for their unfair treatment of me, is unjust. I am trying to be realistic, however--and I am also trying to avoid the medically disadvantageous situation of constantly bearing resentment and hatred toward those who have mistreated me, especially (though not only) because I can seemingly do nothing to them).

The point, again, in summary, is that I shall only enter into an agreement if I can get something out of it. As things now stand, the authorities are asking me to accept their punishment and dictation, and to leave in the bargain. I have nothing to lose by being a gadfly while I stay here.

All of this is pretty much stream-of-consciousness exposition of my feelings at this time. Since I suspect the matter is fundamentally lost, and since the battle is already being fought on lines different from those I would choose, I feel it only fair to let you know my thinking, and for you not to have to continue spending unnecessary time on what is almost certainly an intractable situation.

I shall now outline my approach to a unit on prejudice. I am doing this largely because I agreed to do it for you, not because I think it is a good thing to do. You may use the outline as you wish, with the one proviso that I am giving you the outline for your information and use; either as an individual or as union

representative. In writing this outline, I am by no means suggesting that I am performing an act for the Boreham Wood College authorities, though you are welcome to use the outline in any way you see fit when you deal with those authorities. (The main point is that I don't want to set a precedent for sanctioning making such outlines for authorities.)

I would note in passing that this unit is an outgrowth of my specific method of teaching—experimenting with various approaches to the topic. I am by no means satisfied that I have ended development of this unit, but I am fairly well satisfied with its current structure.

I use the word "exploit" here to mean "make most economically efficient use of". I do, but necessarily include the pejorative sense

2 or 3 weeks: Slavery—brief mention of its existence before European exploitation of Africa; Arab-African-Italian involvement in slave trade; first black slaves brought to Portugal in 1444; early interest in Africa in natural resources, especially gold, pepper and ivory (mention elephant graveyards); discovery of America and desire to exploit its resources leads to use of native Indians as near-slaves; Portugal and Spain mainly involved; killing off of natives; demand for more workers; beginning of slave trade on African west coast; note that some white slaves brought over, especially women for brothels; indentureship; gradual shift to slaving in England and France; as Spain and Portugal lose colonies, they become weaker—Spanish economy in particular increasingly tied to slaving, so economy cannot readily absorb loss of African colonies; by 18th century, English and French the main slavers, though Dutch and Danes are among other countries still involved.¹

Discuss ways slaves gathered; scouring the coasts, dealing with African middleman (who often cheated), setting up depots. Rebellions common, both on land and at sea. Slave traders on land would often free slaves they had sold, re-capture them and sell them again elsewhere. Slaving could lead to great wealth, but also bankruptcy. Discuss triangular trade, focus on profits in sugar. Discuss methods of handling slaves in transit and at sales (cf. Gaston-Martin for details—he is full of interesting small bits of data which I pass on to the students).

Effects on Africans—Europeans instigate wars to increase number of captives available to be sold into slavery. Migration of tribes. Collaboration of chiefs. Parents selling children, vice-versa.

Slavery one prime source of English wealth, provided much of capital needed to exploit inventions and conditions leading to industrial revolution. Abolitionist movement; its paternalism. Slavery in all of U.S. before Revolution; then restricted to South. Feuds between North and South. Efforts to end slave trade, lead by Britain. Lack of American co-operation until Civil War.

Conditions under slavery. Nature of cruelty, physical and spiritual. Effects on slave-owners. Ambiguity of economic viability of slave system. Some Southerners against it. Ending of slavery in British colonies, 1832. Freedom of Haiti by French Revolutionaries, their hesitation.

Slave rebellions, overt and covert; many overt, but rebellions usually more subtle. Ambiguity of slacking off work: compare modern worker. Is this done from laziness, or from protest against system (though protest might be unconscious). Underground Railway. American Negro spirituals reflect Railway.

Civil War, ending of slavery. After-effects on South. Resentment by Southerners against Northerners. Problem of adjusting to situation where large

numbers of ex-slaves are untrained, uneducated (usually because of laws), don't know what to do. First creation of Ku Klux Klan. Gradual migration, first to Southern cities, then to North and West. Sharecropping. Development of Northern ghettos. Development of segregation--de jure and de facto. Different kinds of problems created. George Washington Carver vs. W.E.B. DuBois. Creation of NAACP, 1909. Early race riots, whites rioting against blacks. Nature of civil rights struggle until 1960.

Possible readings for Richard Wright Civil rights in the 1960's. Sit-ins, non-violence. Martin Luther King--Birmingham Bus Boycott, 1956. Rosa Parks initiated it. Growth of King's importance. His non-violence; his religious basis; his background is Southern rather than Northern. SNCC pursues non-violence. Seemingly gains in South, federal laws of 1964 and 1965. Tokenism, Supreme Court 1954 school desegregation decision. Southern sense of victimisation. Southern blacks seem to be making advancements. Growing resentments in Northern ghettos where discrimination is less obvious. Fact that most demonstrators are very young. Predictions that civil rights leaders will lose "control." Watts, the reasons for race riots. Whether for good or bad, blacks find riots bring results. Whites sometimes participate.

Emergence of black power. Term coined by Stokely Carmichael, May, 1966. Earlier history of Black Muslims; focus on Malcolm X, who began as criminal and dope addict, taught himself to read and write, became Muslim, recanted his black racism shortly before being assassinated Feb., 1965. State general position of black power. Discuss its evolution since 1966. History of black Panthers. Ambiguity of their attitude towards whites. Different forms of black power--racialist, segregationist, co-operative, violent, non-violent.

[I see I have omitted time references for class coverage after slavery. The slavery unit, by the way, tends to include some improvisations, e.g., auctioning off class members and discussing feelings, setting up plantation situation with overseer, slaves, poorly-paid white workers. Discussion of post-Civil War period and modern American developments would take a little more than one lecture, possibly as much as two if students asked lots of questions.]

2 weeks--Racial problems in Britain. Different reasons for British situation from American. No slavery here. Prejudiced attitudes brought back, assumed on hearsay by many people, not by direct experience. View of coloureds as inferior. Shift to colonial exploitation after end of slavery. Use of natives often as near-slaves. Cecil Rhodes, 1896, argues for money tax on blacks in South Africa so they will have to work and "repay" the benefits brought by white men. Reasons for some modern African resentments of white countries. Belgian Congo--cutting off hands of Africans.

Gradual immigration into England. Early settlement in port areas. Some race riots. Immigrants now about 2% of population. Reasons for prejudice. (I lean heavily here on Clifford S. Hill's, How Colour Prejudice is Britain, Panther Books, which I recommend to the students--although I would be surprised if they read it.) Different cultural backgrounds of different immigrant groups. Easier and more difficult assimilability depending on cultural and personal backgrounds.

Bases for prejudice are two--1. Erroneous facts. 2. Correct facts, incorrect interpretation of them. Discuss this in relation to traditional prejudiced comments. Ask class for their feelings; discuss these.

Majority group's problems--past history of certain attitudes, passed on by

parents and whole social situation. Possible bad effects of assuming you're superior. Emotional reasons behind prejudice. Ultimate irrationality of prejudice--which means that not only can one not prove the validity of a prejudiced attitude, neither can one disprove it (just as one cannot prove or disprove, say, the good or bad taste of apple pie). It would be hoped that the students, though new self-awareness, and through a general sense that being rational is good, would diminish their own prejudices. Then again, since prejudice at bottom is irrational, I am not sure any of this would change them.

From here, it is quite possible the unit would continue to develop its own logic. In one class, anti-Semitism came up, and would be the next topic for discussion, lasting perhaps one period. ~~Maxim~~ Nazism would probably be involved in this discussion. Other religious prejudices might be dealt with--e.g., fights between Protestants and Catholics after Reformation, possibly extending this to Northern Ireland today. "Love and hate" and their relation not only to prejudice, but to other areas of our life, is another topic that was brought up during the discussion on prejudice. This discussion in turn could well lead to a discussion of relationships between people and generally, and love and sex in particular. And so on.

Obviously, I have left out many individual points I would discuss in this unit. I have almost certainly left out at least a few general areas of discussion. The unit begins with my lecturing; student involvement comes largely from questions about the lecture, and from improvisations. I try to follow out useful tangents that are brought up, though sometimes I ask that these be deferred for a later date. Student involvement would be crucial and extensive in the discussions about prejudice in Britain, and here in particular the lecturer cannot pre-fix the course of the discussion, planning only to get in the general points when they arise during the class discussion.

Overall, the unit on race prejudice alone would cover 6-7 weeks under normal circumstances, though I would definitely extend this time if conditions warranted.

That there are certain biases in my approach is obvious. I assume the evils of prejudice, both on the victim and on the prejudiced person. I do not preach this--but only because preaching would not go over. I simply assume this attitude in anything I say, A teacher has certain moral responsibilities, and one of these is to oppose prejudice. I oppose this in blacks and whites alike. Otherwise, I take no formal position, even on such controversial matters as the use of violence. I point out the attitudes on both sides of such a question, but I do not say that one side is more correct than the other. If asked by the students what my attitude was, I might or might not answer, depending on my feelings in the context. If I did answer, I would remind the students that this was my position, not necessarily a correct one. But I see no reason why a lecturer should not tell curious students what he thinks, so long as the context seems appropriate to him. My only reluctance about this stems mainly from a sense that students may often not listen to further discussion on this count, having concluded that the teacher has a built-in bias and therefore will no longer be fair. When I suspect this will happen, I keep my opinion to myself. On the other hand, I have no reason to be mysterious with my students.

Anyway, that's a red herring, and I'm sick of the nonsense from the authorities about "objectivity." I doubt there is such a thing. I'm not even sure Reason is a very useful tool, though I don't know what else to use besides it, and I continue to use it regardless. I won't here exposit the complicated philiso-philical basis for my doubt.

Teachers are always expressing their own views; they often preach. The irony is that from my experience with other teachers, ~~they~~ I have a good deal more "objectivity" than most. That, I think, is what the authorities really fear.

Enough. Thanks again for your help.

Yours truly,

Richard Yanowitz

MR. RUSSELL
has accepted
M.W.

February 1970

To: Mr. Russell

From: Mr. Yanowitz

I am in receipt of your memorandum of 4 February. You may consider my comments in my note of 31 January to be deliberate distortions of what you say. I certainly do not believe they are distortions. That you call them "deliberate" suggests an assumption of malice in myself; and such an assumption only extends the number of unfounded ~~assumptions~~ and unproved assumptions that have characterised my treatment by the authorities at this college.

What do you mean that "I have sought to implicate other persons" on your staff? Implicate about what? To whom do you refer? I have no complaints against any member of the teaching staff--at least no complaints which I stated in my memo to you. In glancing through my statement, I see the names of Mr. Heale, Miss Cartney and Mr. Bannister mentioned. I certainly have no complaints about any of them. Or perhaps you have misused the word, "implicate"?

You say I show "no indication of any willingness...to avoid difficulties which, by re-organisation," you have removed. I assume this to be a re-affirmation of your oral statement to me that you were trying to take me off as many social studies courses as possible in an effort to end the supposed basis of our dispute. That only re-confirms the fact that you did not ~~merely~~ re-arrange my timetable merely with an eye to allocating skills as well as possible.

I must remind you that it is not I who created the problem--except insofar as I have refused to submit to unreasonable demands. It is you and Mr. James who objected to my perfectly reasonable syllabus. It is Mr. James who said I use the classroom as a platform to preach my personal beliefs. It is you and Mr. James who have prolonged the difficulty. You have both said there is no question about the good quality of my teaching. It is you and Mr. James who have refused to settle for an amicable agreement. It is you, at least, who have taken punitive measures against me based on unreasonable demands, unproven assumptions about how I teach, and an unwillingness to admit your mistakes and permit the whole situation to return to normal--and by "normal" here, I mean my ability to compose a reasonable syllabus in the general context of social studies and to get on with teaching it.

If I am guilty of teaching misdeeds that have warranted the treatment given me, then bring me to bear—present the charges openly and allow an impartial context for their examination under normal principles of natural justice. If you cannot do so, then stop pre-judging me and treating me on the basis of those pre-judgements.

It has been made clear to me at this point that the only agreement acceptable to you and Mr. James is for me to give an on everything, and ~~an~~ to leave the college in the bargain. I scarcely call this reasonable. I am being asked to suffer for a wrong (or wrongs) I never committed, just so authority can assert itself. No authority has the right to exercise itself without reasonable grounds.

I find your closing paragraph disingenuous: I have not been treated like any other member of staff, and the events of the past two months make this obvious. You have your own choice whether to respond to my memoranda; but I am only trying to put on record an honest statement of my position, and if I fail to do that, in your eyes, then I would think the least you could do in the service ~~of~~ of truth is to reply equally honestly, on the record.

And, again, I have created no problems. Others questioned my syllabus and my manner of teaching. They created the problems. They could have ended them by recognising the inappropriate character of the questions. But I am not going to abandon my principles and self-respect just because others are too stubborn to admit their errors and to reach an agreement short of one entailing my total surrender.

I don't enjoy wasting my time with long memoranda like this, nor with all of the other trivia with which I have had to deal thanks to this dispute. But the problem has been thrust upon me through no choice of my own, and I must deal with it as I see fit.

I note that aside from not explaining your reasons for alleging that I "deliberately distorted" your words, and ~~yourself~~ not making clear what you mean by "implicate," you also do not explain why Mr. Staples took the unprecedented step of asking someone to take my register in M.T. 1 on Monday.

I also note that on the timetable you gave with your memorandum, you continue to list R.S. 1(a), although Miss Carthey has taken this course back. I also note the omission of the 500 group, which Mr. Bannister today told ~~me~~ was officially retaining. I also note the omission of any reference to my drama group.

9 February 1970

To: Mr. Russell

From: Mr. Yanowitz

Copy :ATTI

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R. Y. Carter

12-2-70

I am handing this in a sealed envelope to your secretary because you refused to take it by hand on 9-2-70.

B S P

FROM THE MANAGING DIRECTOR'S OFFICE

Mr. Richard Yanowitz.

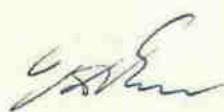
11th February 1970.

Dear Mr. Yanowitz,

I thank you for your letter dated 2nd February 1970 the contents of which I note with interest.

Yours sincerely,

I.D. Bayley.



ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS

Bedfordshire and Hertfordshire Division

St Albans College of Further Education
29 Hatfield Road
St Albans
Herts

PERSONAL & CONFIDENTIAL

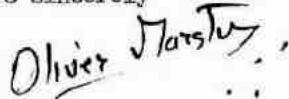
Mr R Yanowitz
Boreham Wood College of Further Education
Elstree Way
Boreham Wood
Herts

12th February 1970

Dear Mr Yanowitz

Thank you for your letter and enclosures. I would like to show the correspondence to Mr West who, as you know, has been associated with me in this matter, before replying in any detail. I will then, no doubt, get in touch with you again.

Yours sincerely



Oliver Marston
Chairman

8 Gascony Ave.
London, N.W. 6
16 February 1970

Dear Mr. Marston,

Thank you for your note of 12 February.

In reference to the memorandum I prepared for Mr. Russell, dated 9 February, a copy of which I sent to you: I tried to hand the memo to Mr. Russell on that day, but he refused to accept it, saying he would accept no more memos in writing from me. I later in the week gave the memo, in a sealed envelope, to his secretary. I received the memo back with the following note: "Regarding the attached, which I ~~would~~ return to you unread. (sic) I have to remind you that I have already stated that I am not prepared to enter into further correspondence with you, but am willing to deal with all normal matters as with any other member of staff, i.e., directly and verbally [sic]."

I stressed to Mr. Russell when I first tried to hand him my note that I was trying to put my feelings on official written record. I do not know exactly if the authorities are trying to avoid this or not, but I assume that regardless of their agreement with what I write, they cannot refuse such official memoranda.

I note this to you for your future reference, and for any advice you might have concerning the matter.

Thank you.

Yours truly,

Richard Yanowitz

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. MP/PF
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5099

The Tutor in charge of Drama,
Boreham Wood College of Further Education,
Elstree Way,
Boreham Wood.

23rd February 1970

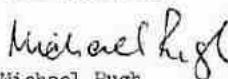
Dear Sir,

Meeting of Drama Tutors at
Colleges of Further Education

It is almost a year since we last met and John Hands has kindly arranged with his Principal for us to next meet at the Mid-Herts. College of Further Education, The Campus, Welwyn Garden City on March 18 at 3 p.m.

I hope you will do your best to come so that we can discuss common problems in some depth.

Yours sincerely,


Michael Pugh
County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. MP/FF
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5099

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Boreham Wood College of Further Education,
Elstree Way,
Boreham Wood.

23rd February 1970

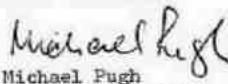
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County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. MP/PF
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

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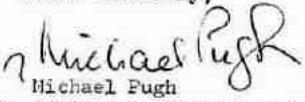
Mr. R. Yanowitz,
8 Gascony Avenue,
London, N.W.6.

9th March, 1970

Dear Mr. Yanowitz,

Thank you for your letter concerning the meeting of Drama Tutors.
Do please make a particular effort to come - if only on this one occasion.
We have not met and I would like to meet you, quite apart from offering you
the opportunity of exchanging ideas with colleagues from other Colleges.
We only meet once a year and so I will not be making any further demand
on your time in this connection.

Yours sincerely,


Michael Pugh
County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref.
Your Ref.

MP/PF

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5099

To : Drama Tutors in Colleges of Further Education

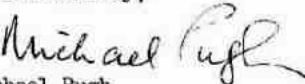
20th March, 1970

Dear Mr. Yanowitz

The Drama Tutors who met at Welwyn Garden City this week asked
for details of their colleagues and so I am enclosing their names and
where you can telephone them.

They also showed an interest in visiting one another at work,
both as tutors and with groups of their students. When you have a minute
or two to spare will you let me have details of your weekly sessions
(age and type of students, time and day of the week and type of work).

Yours sincerely,


Michael Pugh
County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref.
Your Ref.

MP/PF

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5099

To : Drama Tutors in Colleges of Further Education

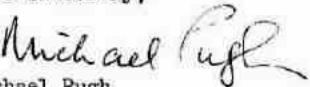
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Yours sincerely,


Michael Pugh
County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. MP/PP
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4142
EXTENSION: 5099

22nd April, 1970

Mr. R. Tansey,
8 Ganton Avenue,
N.W.6.

Dear Richard,

I have had a word with your Head of Department and he is quite agreeable to your coming to Offley on Tuesday evening to work with the teachers for the first session on Wednesday morning, May 6th, on condition that you are back at College in time to take your normal classes.

I will let you have a programme nearer the time.

Yours sincerely,

Michael Pugh

? Michael Pugh
County Adviser in English and Drama

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. MP/PF
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5099

Mr. Richard Yanowitz,
8 Gascony Avenue,
N.W.6.

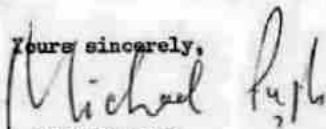
12th May, 1970

Dear Richard,

Everyone enjoyed your Wednesday morning contribution to the Primary School Teachers' Course and most of them would like you to come back and work with them again. Unfortunately, experience of past courses suggests that only a small nucleus returns on each occasion and we have not another course of this kind until late October. If you are still in the area at that time I would certainly like to involve you and should anything similar crop up in the meantime I will let you know.

I have put through a claim for your fee and expenses and you should receive a cheque within the next few weeks.

Yours sincerely,



Michael Pugh

County Adviser in English and Drama

8 Gascony Avenue
London, N.W. 6
2 March 1970

Dear Mr. Pugh,

I am a Lecturer I in English and Social Studies at Boreham Wood College of Further Education, and since I conduct an improvisational drama group as part of my teaching duties, my Head of Department passed to me your memorandum of 23rd February about a meeting of drama tutors on 18 March.

I would appreciate it if you could outline to me what would occur at this meeting. I would be most interested in discussing improvisational techniques with others involved in this area; I have been highly successful in my own group, and I would enjoy both sharing my own experiences and--more importantly--hearing what others have done that might help me. At the same time, I am loathe to miss an afternoon's teaching, and hence I am inquiring about what will transpire at the meeting in order to judge whether I am likely to profit by attending the meeting.

Could you also let me know how long the meeting is likely to last, and any other relevant information?

Thank you very much for your help. I hope I am not putting an unnecessary burden on you.

Yours truly,

Richard Yanowitz

Mr. Michael Pugh
County Adviser in English and Drama
Education Department
County Hall
Hertford
Herts.

I went up to St Albans last Friday night with my drama group to work with Ian Sarginson, but apparently our signals got crossed, because he wasn't there. It worked out well, however; half of my group went to a local dance, while the other half wanted to improv on the campus. I learned something about myself: I was very up-tight. I could have stopped them, but I finally got control of my inhibitions and said we should do that if they wanted. They were very good, and at one point even involved a group of somewhat hostile skinheads. I was quite impressed with them. We also made contact with another improv group there, who saw us working, and I've been up to one of their sessions. Someone named Chris Bertrand conducts the session, which is completely voluntary for everyone. He is very close to my own concepts, and we're probably going to work together a lot, sometimes taking each other's group. I understand he can't get work in county because he hasn't had satisfactory probation; this is a real shame, as he is intensely interested in drama, and seems to be very good at it. (He didn't ask me to say any of this, by the way.) I gather you and he have met, though I have no idea of anything beyond that.)

Since I had not asked you about it, I did not know if I could list you as a reference for drama in job applications. I did allude to you by title in an application for a post in English and drama at Wall Hall College, and I wrote that I assumed you could be contacted for comment on your observations when you watched me work. I assumed I could do that, at least, from what you said about giving me help in my drama group. Can I, in fact, use you as a drama reference? I realise you haven't seen me work a great deal, but whatever you were able to say would no doubt be helpful.

I would still be interested, by the way, in trying out some part-time drama work this term. I have assumed that your not ringing me meant nothing was available after all. (If my sacking stands, as I suppose it may well do, I won't really have anything to debate about doing part-time drama work next year; I'll have no choice. Whatever else, I don't want to go back to the U.S.—not because I can't, but because I dislike it so much.)

Please keep in touch.

Best,

Richard Yanowitz

8 Gascogne Avenue
London, N.W. 6
13 May 1970

Michael Pugh
County Tutor in English and Drama
County Hall
Hertford
Herts.

Dear Michael,

A number of things. First, I ~~want~~ want to repeat how much I enjoyed working at last week's conference, and ~~is~~ how sorry I am I could~~n~~ not stay longer.

Second, in relation to the problem I told you about my improvisational group, for the moment at least, we are continuing to work as before. I have taken the following position: I was long ago given permission to use the youth centre for a drama group, and nothing has ever been said about whom may attend.

Third, I spent £1-7-10 on transportation to the conference: ~~£5~~ 10/10 for train fare, 17/- for taxi fare to the conference. (One of the teachers gave me ~~a~~ lift to the station when I left.)

Finally, I have been officially sacked as of 31 August 1970. I received the letter this morning. I shall, ~~as~~ of course, fight it. I realise from what you have told me that you are in a touchy relationship in all this, but I would certainly appreciate whatever help you could give me. Obviously, my entire teaching career in England is at stake. In particular, could you send me a list of the teachers, with their schools or addresses, who attended the session I conducted at the conference? I feel that one thing I must establish in my fight is that I am a good teacher, and that it would be detrimental to education to keep me out of the profession. I am, therefore, going to try to gather as much testimony as I can to support this, and since the teachers at the conference apparently genuinely felt value in what we did together, I think some of them might be willing at least to make written statements to that effect. I have written a ~~s~~ long statement about my case. I shall send you a copy to read or discard, as you wish—it is very long because of the complexity of the issues.

Encounter with Russell, & Wed., 6 May 1970

I had just returned from the Drama Conference and found the memo ~~in my~~ concerning invigilation and asking me not to put feet on desks when teaching, or allow students to do so. I felt this was an unnecessary and deliberate provocation. I immediately went to Russell and told him firmly not to interfere with my teaching. I was unprepared to discuss the matter, and so left him. He came and found me, ~~and~~ and we had a row. In the course of this, I took out a sandwich I had purchased in town; since I had a class then, and had not been allowed to stay at the drama conference, I had had to grab lunch as I rushed back to college. Russell told me to stop eating while I walked around college. I said he had no authority to regulate my eating manners; he insisted more than once that he did have such authority. At one point during the row, he said, "I'm going to see Mr. James about this," and he stormed off towards James' office. Later he saw me again and the row continued, but I had no word from James. In the course of our argument, he asked me what I was going to do about the invigilation switch mentioned in the memo. I said I would see. He ~~xx~~ asked if that meant I would ~~make~~ make the switch. I said I would see. He asked if that meant I wouldn't make the switch. I said I would see. He ~~xx~~ concluded by ~~saying that he~~ asking if he could take my uncommitted response to mean I was not going to make the switch. I said he could take it any way he wanted. He said, angrily, that he would do just that.

15-5-70

(few Mr. Jackson ^{several days ago} made arrangement
with him about invigilation)
fay

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

BUSINESS AND GENERAL STUDIES DEPARTMENT

DATE: 6th May, 1970.

TO: Mr. Yanowitz

FROM: Mr. Russell

COPIES TO:

SUBJECT:

As you have been unable to arrange a substitute for the invigilation which you were asked to undertake I have to do this for you.

MR Jackson will do your duty and will you please ensure that you make contact and undertake one duty in return. (on 8th, 10th or 17th June)

Also, please do not teach with your feet on the clasaroom table, nor allow students to do likewise.

M.A.R.



HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL, HERTFORD, HERTS

My Ref. AS/RMA/60935
Your Ref.

EDUCATION DEPARTMENT
S. T. BROAD, M.A. COUNTY EDUCATION OFFICER

TELEPHONE: HERTFORD 4242
EXTENSION: 5083

12th. May, 1970.

Mr. R.B. Yanowitz,
8, Gascony Avenue,
LONDON, N.W.6.

Dear Mr. Yanowitz,

Boreham Wood College of Further Education
Appointment as Lecturer Grade I

With reference to my letter of 11th. August, 1969 in which I informed you that the County Council had consented to your appointment as Lecturer Grade I at Boreham Wood College from 1st. September, 1969, I have to inform you that the College Governors are unable to recommend an extension of your employment beyond 31st. August, 1970, which will be the end of your probationary year.

You may remember that at your interview, you were informed that the appointment would be probationary for one year, and this statement was reiterated in Paragraph 3 of the Addendum to the Teachers' Tenure and Sick Pay Conditions which stated in addition, that "in such a case the usual provisions of notice will apply where the Authority decides to terminate the appointment at the end of such first year".

The period of notice to terminate employment is three months in the Summer term if the notice is to expire on 31st. August.

I shall be glad if you will acknowledge receipt of this letter.

In the meanwhile there is of course, no objection to your applying for other suitable posts.

Yours sincerely,

S. T. Broad

County Education Officer.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

FROM: THE PRINCIPAL

TO: MR. R. B. YANOWITZ

13th May, 1970

This is to advise you that Mr. Marsdon, Chairman of the Divisional Branch of A.T.T.I., will be joining us at our meeting tomorrow morning at 11.0 a.m.

R. R. James/m



ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS

Bedfordshire and Hertfordshire Division

OEM/TN
14th May 1970

St Albans College of Further Education
29 Hatfield Road
St Albans
Herts

Mr R B Yanowitz
8 Gascony Avenue
London N W 6

URGENT & CONFIDENTIAL

Dear Mr Yanowitz

Herewith your letter. I have written to Dawson at Head Office and he will no doubt get in touch with you. Let me know if there are any further developments, and best of luck in your hunt for another post.

Yours sincerely

Oliver Marston
Oliver Marston
Chairman

8 Gascony Avenue
London, N.W. 6
14 May 1970

Dear Mr. Boaden,

Mike Dent suggested you might be interested in a dispute I am having at the college where I work. I enclose a copy of the duplicated statement I have written about the case; I'll summarise here the events since the statement.

Two days ago I received notice of dismissal, though apparently my probationary report has not been signed, and though the County and my principal have both said I am welcome to try to get another post and will be helped to do so in the usual ways. Mr. Marsden, the County ATII official, attended a meeting today with the Principal, but nothing came out of that except a repetition of past statements. I get the impression the Principal does not want to have to sign a negative probation report, and is trying to maneuver me into resigning. I am determined to fight the case, though if I can find another job I shall take it; I have no wish to remain at my present school, but must do so if I don't have other work.

The County ATII branch is going to pass my case to the legal department. Whether you will be interested in doing anything about it, I don't know; but I would certainly welcome any help. Presumably if you do want to be involved, as Mike Dent suggested you might, you would know how to do so without offending people in the normal union channels. I feel that while those union officials with whom I have dealt feel duty-bound to support me, they nonetheless would prefer not to fight the case on principle, but on efficiency, i.e., the simplest way of solving the case. Still, I would stress that they have been most helpful and given much time to the issue.

Recent, minor events in the dispute have included refusal to allow me to attend a county drama conference for primary school teachers (to which I was invited to speak on improvisational work) other than in my non-teaching time, and my head of department's insistence that I should not eat a sandwich while walking around college (he affirmed he had the authority to regulate my eating habits).

My phone number is 01-328-8600. Please feel free to get in touch. Thank you for whatever help, moral or otherwise, you feel able to provide.

Sincerely

Richard Yanowitz

Association of Teachers in Technical Institutions

Hamilton House Mabledon Place London WC1
Telephone 01-387 2442



date 20th May, 1970

our ref M/WB/SJ

your ref

R. Yanowitz, Esq.,
8, Gascony Avenue,
London, N.W.6.

General Secretary Tom Driver BA DipEd
Deputy Secretary James Todd AMInstE AIERE

Dear Mr. Yanowitz,

I thank you for your letter and the enclosures. I have discussed the matter with Peter Dawson, my colleague who deals with casework and tenure matters, and I understand from him that the matter has now been brought to his notice officially by the Divisional ATI. He is now pursuing the case in the usual manner and I have no doubt that in due course you will be hearing from him.

Yours sincerely,

W. Boaden
P.P W. Boaden
Assistant Secretary

22 March 1970

The following is an outline of events following those in the main statement:

On Monday, 26 January, Mr. Bayley and I met privately and agreed that I would seek another post and avoid continuing the dispute, while he would guarantee (1) a satisfactory probation report, (2) no one would interfere with my teaching while I remained at Boreham Wood, and (3) I would be able to stay at the college until I found a new post. On Tuesday I outlined this settlement to a closed union branch meeting. On Wednesday Mr. Bayley said I had violated a confidence by reporting to the union, and that the agreement was off, as he could not appear to be overriding the college authorities. I was unaware of violating a confidence. I do not know how he learned of my report.

On Friday afternoon, 30 January, Mr. Russell gave me a new timetable, effective from the coming Monday when a new lecturer would begin work. I was removed from six of my seven social studies classes. (One was later replaced because no one else could take it.) One was added: the R.S. 1(a) group, to which I was transferred from a social studies class meeting at the same time. Four and one-half hours of O-level literature was added, for which I had only this warning to prepare. Mr. Russell stressed that the changes reflected consideration of college needs and had nothing to do with the dispute. (Two of my classes later circulated petitions on my behalf, which were ignored by the authorities. Both I and my students like the new lecturer, and in order to victimise neither them nor him, I have helped him as much as possible. The authorities do not realise that my battle is not for my own victory, but for the students' education. It is this motive which also prompted my organisation on 3 February of a highly successful improvisational drama group.)

I consulted the county union representatives officially handling my case. They were unhappy about my handling the case, feeling I was ill-advised to question the authorities, and recommending I accept the turn of events; they nevertheless affirmed they would support my retaining my post. I had already written them that I sensed their reluctance to fight as I wanted (i.e., on grounds of academic freedom and teaching rights), and that although this disappointed me, I understood that my ideals might be in advance of most other teachers'. Meanwhile, between presentation of my new timetable and our present meeting, the union representatives had seen Mr. James and reached an agreement which had needed my approval. The wording, however, was sufficiently vague for Mr. James to interpret it in a way I do not believe the union intended; his version was that he would reassure me I would be helped to find a new post, while I would accept any program of work--syllabus and timetable--assigned by the college authorities. I obviously rejected this.

From all these perspectives, I now told the union I felt I was getting nowhere. Although I would not passively accept further mistreatment, I was prepared to leave the matter dormant if I was left alone. We agreed to try this. The matter has remained dormant since. I have continued at all times to teach as I believe. I am looking for another post for September; I shall try to stay at Boreham Wood if I do not find another suitable post. I do not know if the authorities would then try to deny me satisfactory probation, which would mean they would have to prove I am "unsuitable to the teaching profession," now and in the future. I may be unsuitable to their concept of education, but I am surely a good teacher, and I have no doubt I can substantiate my belief at any hearing--in part by calling student witnesses in my behalf.

A STATEMENT ON MY DISPUTE AT BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

Richard Ianowitz

23 May 1970

INTRODUCTORY SUMMARY (See my full accompanying statement for details.)

1. On 13 May 1970 I received a letter, dated the previous day, from the Herts County Education Officer, saying in part, "I have to inform you that the College Governors are unable to recommend an extension of your employment beyond 31st August 1970, which will be the end of your probationary year." No reasons were given. For this dismissal to take effect, the Principal must sign a probationary report saying I am unsuitable to the teaching profession. Apparently he has not yet done so, although he must know his reasons if I have been already given notice.

2. My dismissal has nothing to do with my teaching ability. I have not been inspected by one of Her Majesty's Inspectors, nor by anyone else. The Principal has never been in one of my classes.

3. The real reason for my dismissal is a personal clash between the Principal and myself.

4. The Principal and my head of department tried last November to censor controversial topics—notably black power and "communism"—which I was discussing in some classes.

5. Before the Principal and I had discussed this last topic at all, he told me he expected to be giving me an unsatisfactory probation report.

6. Until that time, social studies lecturers were explicitly left on their own to devise syllabuses. I had been told this several times. No other social studies lecturer than teaching was forbidden from dealing with any topics.

7. The Principal accused me of bias in my social studies syllabus and of "using the classroom as a platform to preach personal political beliefs." He has never substantiated either of these charges, and the syllabus on which the charge was made has been conveniently lost.

8. One question has never been answered: how has the Principal drawn his conclusions about my teaching ability and technique? Could it be that, when a lecturer and a member of the non-teaching staff once entered my classroom while I was lecturing on Marx, they concluded I was preaching communism? Would the Principal have given credence to reports by the engineer and technician, who could only have been vaguely familiar with my subject and who had not inquired about the context of my lecture? Could the Principal have received reports from someone who, through the thin classroom walls, "overheard" my lectures? Could he have based his ideas merely on my having discussed things like black power and Marxism?

9. I am not, in fact, a Marxist or black-power-ist, though that is irrelevant. What is relevant is that I have been accused, tried, found guilty and sentenced for a crime I never committed, for which no evidence has been put forth, and to which I have consequently never been able to reply.

23 May 1970

Events since 22 March:

On Wednesday, 13 May, I received my notice of dismissal. The next day, with Mr. Hunter and a county union official, I met Messrs. James, Russell and Staple. Mr. James, after indicating his dissatisfaction with my having invited union representatives to join me, said he wanted me to know that when I left the college, I would do so as any other member of staff, and would be helped to find a new post in the normal manner. He affected a desire to keep the whole matter quiet so as not to "embarrass" me, and he indicated his surprise that I had been telling other members of staff about my dismissal.

Although notice of dismissal requires a negative probation report that gives reasons why I am unsuitable to the teaching profession, it appears that no such report has been filed, and that Mr. James holds he need not sign it until the end of August. Clearly he is hoping I will resign in the meantime, so that he can avoid signing the report. I shall certainly not resign unless I have another post; meanwhile, I shall have to fight this clearly unjust dismissal. The union is continuing to take up my case.

I might note a recent sample of the "fair" treatment accorded me by the college authorities. I was invited to be a tutor on 6-7 May at a county drama conference for primary school teachers. Mr. Russell, however, told the official who invited me that I could miss no teaching time at all, which reduced my attendance to a free morning on 6 May. Mr. Russell told me this shortly after he spoke with the official. A few days later, however, he claimed he never forbade my attendance, but had only been asked to release me for my free morning. Not only was this directly contrary to his earlier statement, but in fact he was asked to release me for the morning after he had already said I could miss no class time. Naturally I had no wish to drag someone else into my dispute, and so I did not pursue the matter. (My session at the conference was so successful that the teachers with whom I worked asked if I could take them for another session. Of course, they had to be told I had "prior commitments.")

Lecturers are normally given time off for day-release courses and similar activities. Some people at the college--including authorities--have taken off a week or more to attend courses. The staff room notice board has a message saying that lecturers may make arrangements with their heads of department to be given time off to attend courses. I was earlier allowed an afternoon off to attend a meeting of county drama tutors. Most colleges would consider it an honour to have a member of staff invited to be a tutor at a conference like the one I attended. But of course, if I suggest I am being treated prejudicially, Messrs. James and Russell swell with indignation. Once again, there was concern only with punishing me: any benefits the primary school teachers might have gained for teaching were not considered.

When I returned from that morning session, I had a row with Mr. Russell over a relatively trivial matter (he complained of my sometimes sitting with my feet on desks); the contrast between the creative freedom of the morning and the petty interference of the afternoon was enormous. During the argument, I began eating a sandwich I had just purchased for my lunch in my rush from the drama conference to be on time for my first afternoon class. Mr. Russell ordered me to stop eating on campus, insisting more than once that he had authority over my eating habits.

8 Gascoyne Ave.
London, N.W. 6
01-323-8600

Dear Mr. Dent,

I would like to apply for part-time work in your department, should an opening be available. I am an American, 23 years old, with a B.A. in Philosophy (Rutgers University, New Jersey, June, 1963), an M.A. in English and American literature (Claremont Graduate School, California, June, 1965) and a year's Ph.D. study in English at the University of California at Berkeley. My teaching experience is as follows:

since 1-9-69: Lecturer I in English and Social Studies, Boreham Wood College of Further Education, Herts; English to A- and O-level literature, Social Studies to GNC, GND, Craft Practice, Radio Servicing, Mechanical Technician, 500 Series, G-Star and Secretarial students.

21-4-69 to 31-8-69: English teacher (4 days per week), Tulme Hill School, London, S.W. 2; English to O-level.

3-3-69 to 20-4-69: Maths teacher (4 days a week), Walworth School, London, S.E. 1; Maths to CSE level.

1-9-65 to 1-9-66: Lecturer in English at degree level, Fresno State College, Fresno, California.

2-1-64 to 15-2-65: Maths teacher to about O-level, 3 days a week, Girls Collegiate School, Claremont, California.

I have been accepted as a qualified teacher by the Department of Education and Science, reference number RP.122.R. I have been in England since February, 1969, and have a work permit as a teacher. In addition to my other teaching qualifications, I have a special interest in the History of Ideas in the West from about 1500-1900.

You may obtain a reference from my Principal at present: Mr. R.R. James, Boreham Wood College of Further Education, Elstree Way, Boreham Wood, Herts.

If I can supply any other useful information, I shall be happy to do so.

Yours truly,

Richard Yanowitz

Board of Governors

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Councillor A. Whitby, 220 Theobald St, B.W.

Association of Teachers in Technical Institutions

Hamilton House Mabledon Place London WC1H 9BH
Telephone 01-387 2442



date 1st June, 1970 our ref 33/PD/BR your ref

Mr. R.B. Yanowitz,
8 Gascony Avenue,
LONDON, N.W.6. **

General Secretary Tom Driver BA Dip Ed
Deputy Secretary James Todd AM Inst E AIERE

Dear Mr. Yanowitz,

I am very pleased to be able to say that, on arriving at the office this morning I found a letter from the Authority agreeing that you be given an opportunity to appear before the Governors. If you will let me know as soon as the date and time are fixed I will be happy to make all possible arrangements for you to be represented. I have now received the full file on the matter from Mr. Marston.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Peter Dawson", is written over a horizontal blue line. The signature is fluid and cursive.

PETER DAWSON,
Assistant Secretary.

8 Gasseony Avenue
London, N.W. 6
2 June 1970

Dear Mr. Dawson,

I received your letter upon arrival home this evening. While I am happy that the Authority has agreed in principle that my case should be heard, I am somewhat concerned that the tribunal should be the Governors. In particular, I should think that with all the good will in the world, it would be difficult for a Board of Governors to find against their Principal. I should think all interests would be served by having a hearing body that is more clearly objective.

Further, there is the point that Mr. Bayley said to me very specifically that if I went before the Governors, they would find against me. You will see in the copy of a letter I sent him that I reminded him of this statement some time ago.

I would assume we also need to know exactly how the hearing will be conducted. Are all the Governors to judge? Does this include the staff and student representatives? Is Mr. Bayley to preside? (Since he is effectively a party to the dispute, from his negotiations with me, I should think he ought to excuse himself.) What will be the rules for the hearing? In fact, what perspective will the hearing take: am I to be accused of specific things, or am I to defend myself in a vacuum? Will an "indictment" be handed me beforehand, so that I can reply to it? You mentioned that I would be allowed one "friend." Is the Principal to have his heads of department--or anyone else--with him? Is he going to bring witnesses to support whatever his case is? If so, will I know who these are? Will I be able to bring witnesses in my behalf, including students?

I am not trying to be difficult by posing all these questions. The fact that the Governors are to judge, however, has confessedly put me very much on my guard. I should think I would be worse off going into a hearing that was preordained to find against me than to refuse any hearing until I am guaranteed an objective tribunal. I have been mis-used too often already by the college authorities, and I am extremely wary of the current

move.

It is coincidental that today I also posted copies of my statement to the Governors, in an effort to get at least some of them to support the effort to obtain a hearing. I sent a covering letter which read: "For your information, I enclose a statement on my dispute at Borsham Wood College. As you will see, the case is of an unusual nature, and I hope that in the interests of justice, you will support my appeal for a fair hearing before an impartial body that can judge this case in both an informed and objective manner according to the normal principles of the law."

You will probably be interested to know that the local newspaper has also gotten onto the story, and will be following it up. I did not go to them myself about it, though I am just as happy they are doing it, and I am co-operating in trying to present my case in as strong and favorable a light as possible. The reporter seemed sympathetic. Quite a number of colleagues who have also seen the statement ~~have~~ explicitly expressed their sympathy--I think what gets most people is the obviously peculiar way I have been treated. I must say, however, that although many colleagues are sympathetic (some, of course, are not), past experience leads me not to depend on most other staff members for support beyond personal reassurance. I might be wrong.

I have not yet been able to see George Millward because our timetables do not seem to overlap just now. I am really very worried about this, since I fear he may have already been "gotten to" by the authorities; but I shall certainly press him to co-operate. From what I know, as I stressed to you last week, his evidence is probably extremely revealing, and should indicate the unethical way in which I have been treated. I am mainly unsure whether Mr. Millward will have the personal will to help.

Besides the documents you have which I sent to Mr. Marston, I have a number of contemporaneous notes, largely from the early stages of the dispute, which may be of use.

I hope to be getting in touch with you shortly, at least about Mr. Millward. I thank you again for having given up some of your holiday time last Friday to talk to me.

Yours truly,

Richard Yanowitz

H Belsize La.
NW 3
John F. Gidman & Heneage
Hill

75 Deacons Hill Road Elstree Hertfordshire OI-953 2576

GK/MD

Richard Yanowitz Esq.,
8 Gascony Avenue,
London, N.W.6.

3rd June 1970

Dear Mr. Yanowitz,

Thank you for your letter of 2nd June.

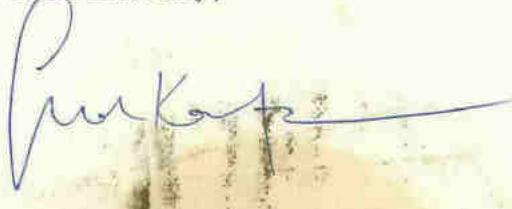
I shall of course support any appeal you wish to make for what you term a "fair hearing before an impartial body".

I have read through your version of your case and would like to hear a little more about it.

Perhaps you would like to give me a ring either at the above or my office in Hampstead, the telephone number of which is 435 8412.

In view of what you yourself have stated about making possibly somewhat untactful disclosures of so called confidences I should be obliged if you would treat this letter as confidential.

Yours sincerely,



5 Gascony Avenue
London, N.W. 6
3 June 1970

Dear Madam,

I understand you have a teaching vacancy at your school, and I would appreciate being considered for it. I am an American, 28 years old, with a B.A. in Philosophy (Rutgers University, New Jersey, 1963), and M.A. in English and American Literature (Claremont Graduate School, California, 1965) and a year's further work towards a Ph.D. in English at the University of California at Berkeley. I was a full-time Lecturer in English at degree level at Fresno State College, Fresno, California 93726, from 1-9-65 to 1-9-66. I taught Maths 3 days a week, at about O-level, at Girls Collegiate School, Claremont, California. In England, I taught Maths to CSE level at Walworth School, London, SE 1 (3-3-69 to 20-4-69) and English to O-level at Tulse Hill School, London, SW 2 (21-4-69 to 31-8-69), both four days a week. My current post is as a Lecturer I in English and Social Studies at Borham Wood College of Further Education, Elstree Way, Borham Wood, Herts. I have been there since last September.

I have had wide experience in drama, and currently conduct an improvisational drama group for 2 1/2 hours, once a week. I enjoy working with young people, and I stress, informal, non-authoritarian approaches in my teaching.

You may obtain a reference from my Principal, Mr. R. R. James, at Borham Wood College of Further Education.

I shall, of course, be happy to provide any further information you may require in your assessment of my application. Please forward to me any necessary application materials.

Yours truly,

Richard Yanowitz

The Headmistress
Moatbridge School
Eltham Palace Road
S.E. 9

4 June 1970 (Thurs.)

Conversation with George Millward in Radio Servicing Lab, about 1:30-2:10 p.m.

George told me about his phone call with Peter Dawson. George insisted he was sure I'd get a fair hearing from the Governors. He told me what had gone in first term in his two meetings with James.

First meeting: James, Russell, Staples, Livingstone, George were present. James asked George if he had anything to report to on me. George said only that he had heard me swearing. He had heard nothing no lecturing on political subjects, he said. James turned to Livingstone. George said that Livingstone said that he had heard me preach "Michael X." (Presumably George meant Malcolm X; interesting point--did Livingstone actually say Michael X, perhaps, indicating his thorough ignorance of the subject?) I asked George if Livingstone had merely said I was teaching it. George said, no, Livingstone said I was putting it over as if the students should believe it. When Livingstone said this, Russell and James, according to George, looked knowingly at each other, nodding in conviction that this was exactly what they thought, and Livingstone was confirming their opinions. I asked George if Livingstone had said how he knew I was doing this: had he walked into my class, or heard me through a wall, or what? George thought and said he could not remember, though he did remember that Livingstone had said one or the other.

I did not think to ask George if James cross-examined Livingstone at all.

2nd meeting: George went to see James to say that I was asking George for help. James said that the former meeting had been strictly confidential. George told James that I was worried because I didn't know if I would be kept on in my post. James said, according to George, that I definitely would not be retained at the college. (In other words, James had made up his mind at that time--sometime in the first term.) James went on to tell George that George would do well to stay out of the case because the Governors were investigating something new connected with the matter, and George might be harmed if he carried on trying to interfere. James did not say what the new thing was.

I asked George how he had heard that Prescott was also giving information against me--George had said ~~recently~~ early in the second term that Prescott was backing up Livingstone's story. George said he heard this second-hand, from one of the technicians who works in the little room by the Radio Servicing lab.

Mano J

3 Gascony Avenue
London, N.W. 6
8 June 1970

Dear Mr. Whitaker,

I am being dismissed from my teaching post for what I think are my political and educational beliefs. I enclose a detailed statement of my side of the case. I would like you to take this up for me.

Thank you for whatever assistance you can give. I shall, of course, be happy to furnish you with further information if you desire it.

Yours sincerely,

Richard Yanowitz

Mr. Ben Whitaker, M.P.
13 Elsworthy Road
N.W. 3

Association of Teachers in Technical Institutions

Hamilton House Mabledon Place London WC1H 9BH
Telephone 01-387 2442



date 10th June, 1970

our ref 33/1108/PD/BR

your ref

Mr. R. Yanowitz,
8 Gascony Avenue,
LONDON, NW6. ***

General Secretary Tom Driver BA Dip Ed
Deputy Secretary James Todd AM Inst E AIERE

Dear Mr. Yanowitz,

Thank you very much for your letter of June 2nd.

I can well understand your initial feelings about a hearing before the Governors and I think it is therefore important that I should try to assist you with the following facts. When a teacher is threatened with dismissal in Britain (i.e. instant dismissal - for an offence of some kind) he is entitled to a hearing before the Governors of the College. Procedures vary according to local practice, the main common factor being the need for him to receive a written statement outlining the charges. Sometimes there is a need for both sides to call witnesses - more often, the facts are not in dispute and it is specifically a question of whether or not the offence merits dismissal. It has certainly been the experience of this Association that the best interests of a member in this difficult position are usually served merely by cross-examining any witnesses brought by the Authority, the representative of the teacher making a detailed statement of his case and the teacher and his representative being willing to answer any questions that are put. As I have already said there are many variations on this, and there are certainly cases of a detailed nature where it is advantageous for the representative merely to make a general opening statement and for the teacher himself to speak on matters of detail.

A somewhat different situation arises where an Authority merely decides to terminate the contract of a teacher giving due notice. They are perfectly entitled to do this in law and the majority of authorities do not make provision for any hearing although it tends to be granted anyway in most cases. I have little doubt that in the very near future we will secure agreement for it to be universal. The provision in these cases is that the teacher should 'show good cause why his contract should not be terminated'. Here again, procedures can vary a good deal although it is not usually necessary for witnesses to be called. It is of course also necessary to have a statement showing why the authority is terminating the contract.

The last type of case is that of the probationary teacher and in hardly any cases at all is a personal hearing allowed. It is basically a matter of academic judgement by the Authority based on advice from the College. I think that here too we will negotiate a change on national conditions of service in the near future and it is on this basis that I have succeeded in getting a personal hearing for you. Where personal hearings of this type take place, they fall into the second category above and not the first i.e you will have to show good cause why your contract should not be terminated.

Some of the above details are obviously not familiar to you as a visitor to our country but I felt it was only fair to set it out in detail in this way. I think I have to say that I can see no chance whatsoever of claiming for you a method of hearing totally different from that which exists for all other teachers in England and Wales. Already, I have obtained for you a treatment significantly more favourable than that which generally exists and which is contained in the conditions of service for teachers in FE in Hertfordshire.

Thank you for your courtesy in letting me know developments with regard to the newspaper. If anything is published, I should be most grateful if you would send me copies in case this has a bearing on the hearing.

Mr. Millward has contacted this office and I have spoken about the case with him. He is delaying any decision on whether to supply additional information until we know exactly what the charges are going to be.

I think the above point also governs our other tactics. As soon as you receive the statement of charges I should be most grateful if you would let me see it and I will then arrange to meet you to discuss all the details.

I will be in Northern Ireland from Tuesday, June 9th, returning to the office on Monday June 15th. If it should be absolutely necessary for you to contact anyone in the Association in the meantime, perhaps you would phone my colleague Mr. Boden at Hamilton House.

Yours sincerely,



Dictated by Mr. P. Dawson
and signed in his absence



BSP

FROM THE MANAGING DIRECTOR'S OFFICE

10 June 70

Dear M' Yanowitz

I have received your letter & enclosed multi-page report which I read with care.

Yours sincerely



OI 953 5502

38 A yon Path,
Bosham Wood,
Sheets.

Dear Mr. Yarrowitz,

14th June 1970.

I wish to thank you most sincerely for all the hard work you put into the Tutorial 101 Level Literature classes. You certainly have a rare gift of being able to bring out the literary qualities contained in the books, thus making the subject easier to understand and at all times interesting.

Before attending your classes I had given serious thought of withdrawing from the literature class, but your interpretation of the subject made it so interesting I surprised myself by sitting the examination. I can honestly say I would not have had the confidence to do so without your excellent teaching.

Yours sincerely,
Fr. E. Leslie (M.A.)

MEMORANDUM

11 June 1970

TO: Mr. James

FROM: Mr. Yanowitz

1. I learned for the first time yesterday that you cancelled a performance of my improvisational drama group scheduled for Civic Week. You did this at least 2 weeks ago, yet you did not consult or notify me. For what reasons did you cancel this performance? I should note that the young people in the group have been working hard and looking forward to their performance.
2. You have on several occasions said that you show staff members the references you give for them. Please let me see the reference you have been sending to colleges and schools which have requested them.

'SACKED' LECTURER WINS A HEARING

A LECTURER at the Boreham Wood College of Further Education has been granted a personal hearing before the Board of Governors, following his claim that Herts County Council are terminating his contract in August.

As a probationary teacher, Mr. Richard Yanowitz has been granted this rare privilege, only after considerable agitation through his union. For Mr. Yanowitz feels that much more than his teaching post is at stake.

If he does not get a satisfactory reference from the college, as an American he is unlikely to find another teaching post in this country. Although he is aware that publicity will harm his case with the authorities, he feels that his only chance is in winning public support.

An English and social studies teacher at the college since September, Mr. Yanowitz claims that he is being dismissed without being told the reasons for dismissal.

On the other hand, Mr. Randal James, college principal, stated that Mr. Yanowitz is not being dismissed. "He announced his intention of leaving six months ago—to the Academic Board, to the Governors and to his union. Under the circumstances it is not a dismissal. It is perfectly normal procedure not to renew his contract."

Both parties agree that Mr. Yanowitz never handed in his resignation in writing.

While Mr. Yanowitz believes that the county council would terminate his contract only after consulting the college or Board of Governors—a probationary report must be filed by his superiors—Mr. James states that the county made their decision before receiving the probation report.

No education inspector has ever attended his

We will not give a negative reference—college principal

classroom. The question then remains—on what did the county base their decision?

Mr. Davies, the area education officer, said: "I refuse to discuss it." He declined to listen to a question put by a reporter.

A spokesman for the county education authority said: "I am satisfied that the county has acted with utmost propriety in this case." He emphasised that Mr. Yanowitz was being given a hearing before the Governors ex gratia: as a probationary teacher he had no right to one.

He said that the contract was not being terminated, but rather that it was not being renewed. He indicated that the decision not to renew the contract was made on the recommendation of the Board of Governors, who in turn had been advised by the principal and head of department.

"Obviously these matters are considered very carefully by the authorities. The individual has been given an opportunity to rectify his shortcomings." If he does not, after several warnings, then the college and the Governors would have to recommend that his probationary contract not be renewed.

It must not be subversive

The decision not to renew a contract is fairly unusual. But "if a teacher does not come up to expectations for various reasons, then the authority is perfectly entitled to say that the probationary period has not been satisfactorily completed."

Mr. Yanowitz has his own ideas why he is being "let go". In a lengthy statement to his colleagues at the college, he said:

- "I HAVE been accused of: (a) being biased in my syllabus content (b) trying to indoctrinate my students to my personal beliefs (c) not fitting into the 'team' concept of the college.
- "I AM considered to be a relatively unorthodox teacher because: (a) I deal with highly controversial topics and make no topics taboo (b) I often use the Socratic method, which conceals my own beliefs (c) I sit on desks and allow students to do so if it doesn't interfere with the lesson (d) I often don't wear a tie."

Mr. Yanowitz said the crux of the argument

rested on his social studies syllabus, over which he disagreed with Mr. M. A. Russell, the head of the Business Studies Department, and Mr. James.

He never had a syllabus accepted by the department, and he firmly maintained that its content should be his decision. The difference between what Mr. Yanowitz considered appropriate for his social studies classroom and what Mr. Russell recommended is clear.

Mr. Yanowitz discussed religion for six weeks, Marxism for five weeks, poetry for two weeks, theory of art for two weeks, and the modern play for four weeks . . . in various social studies classes. Other topics which he touched on for a week's lesson included life styles, world hunger, morality, relation between authorities and individuals, skinheads, Vietnam, civil liberties, basic logic, spiritualism, law and order and black power.

In Mr. Russell's "guide" for a social studies syllabus, he listed the following topics as indispensable: the British constitution, some practical knowledge of law, main economic problems as they affect this nation, the European Community with special reference to Britain's entry, trade unions, over-population, the individual in the Welfare State.

In the same guide Mr. Russell also commented: "The syllabus must not lend itself in any way to being a platform for any political, religious or racial creed. It must not be introspective . . . it must not sow seeds of doubt and fear. It must not be in any manner subversive . . . It must, in short, be acceptable by the highest standards of a society which is still in its basic pattern of life, Christian-like."

Mr. James said: "I can't think of any subject that should be taboo. But you have to take into account various aspects of the programme: you can't spend one year on just one aspect, e.g. Vietnam."

He said that engineering students, for instance, only have social studies one hour a week—which is about 30 hours a year. "You have to think in terms of a reasonable length of time devoted to the programme, and to present a reasonably balanced programme, presenting several points of view rather than one."

Mr. James would not comment on Mr. Yanowitz's statements. "I have never received

the document of which you speak, therefore I could not comment on it." If a document were brought to him would he comment? "No."

"I am not going to have a hand in branding a man if I can possibly avoid doing so," Mr James said.

Asked if Mr. Yanowitz is a good teacher, Mr. James replied: "What is a good teacher? It is very difficult to tell—many, quite different teachers, are good, that is, they get through to the students."

Did Mr. Yanowitz get through to the students? "The trouble with teaching is you often don't know until much later, if ever, whether or not you got through—were successful with the students."

Mr. James has done all he can to calm the storm. "If Mr. Yanowitz leaves under a cloud it won't have been created by us," he said. "When he leaves he will be leaving as any other member of staff would leave. Our philosophy here is that we will not issue a negative reference."

YEAT the storm grows. Some of Mr. Yanowitz's students have come forward to testify on his behalf. Roger Seton, an engineering student who had Mr. Yanowitz for social studies, said: "He communicates with young people. You're not so much pupils as friends. He gives you the facts and then lets you take it from there."

Some of Roger's friends are getting up a petition in support of Mr. Yanowitz. Alan Higgs has Mr. Yanowitz for "O"-level English. "In my opinion he's an excellent teacher. He's the best teacher I've come across at grammar school and this college."

"He creates an atmosphere. There's a real rapport. And he gains our respect because he doesn't set himself apart as some authority." Alan also thought Mr. Yanowitz "went into things more than teachers usually do."

Michael Judd is a member of Mr. Yanowitz's drama group; he is studying computer science at the college. "He is different but he is good. He gets the group to participate, he lets us do all the work. He just sort of keeps it within limits. He has control of the group without force. He just controls it through his manner, which is essential for a good teacher."

What the Board of Governors will make of it all is anybody's guess.

Mr. Peter Dawson, Assistant Secretary of the Association of Teachers in Technical Institutions, will be representing Mr. Yanowitz at the hearing. "As an association it is our experience that Governors are usually very fair indeed."

8 Gascony Avenue
London, N.W. 6
12 June 1970

Dear Pad O'Connell,

I enclose a copy of a story the local weekly newspaper did on my fight at Borsham Wood College. Obviously, were you able to make public what Mr. James said to you, it would strengthen my case enormously. I realise, however, that is probably not possible for you to do. I am wondering whether it would also be inadvisable for you to notify the union official handling my case? You could give him the information for his attention only, and not to be divulged or used in any way without your consent. Perhaps this, too, is more than you are able to do in your position.

Today I was handed a memorandum saying the Governors' hearing is to be Monday. I am trying to get this postponed, as it is not nearly enough notice to prepare a case.

Whatever else happens, I want to stress again how much I appreciate what you have done for me. So many people whom I know at the college and who are otherwise friendly have been unwilling to help at all, lest they jeopardise their own positions; and I suppose I am consequently all the more grateful for what help I do get. At any rate, thanks.

A friend and I are beginning discussion on trying to set up a drama enterprise together. We are both interested in experimental, way-out improvisational work, and we work well together. We are discussing two general areas to explore: working as a team to go around to places like schools, youth centres, prisons and hostels, setting up improvisational groups; and starting a group of our own that goes places to perform (e.g., to improvise Q- and A-level literature texts) and involve audiences in our work. Terry indicated that you generally would be willing to give me advice, were you able to do so, and I thought perhaps you might have some suggestions of how this could be pursued.

This is a lousy letter; I'm sorry--I'm excessively distracted by my fight.

Sincerely,

Richard Yanowitz

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

TO: MR. R.B.YANOWITZ

FROM: THE PRINCIPAL

12th June, 1970

- (1) Re your memo dated 11th June, please see me at 10.30 a.m.
on Wednesday next, 17th June.
- (2) The special hearing before the Governors, which you
requested, has been convened for Monday next, 15th June,
at 5.0 p.m.

Ronald R. Davies.
.....

8 Gascony Avenue
London, N.W. 6
14 June 1970

Dear Kay,

I enclose the following letter for the Letters to the Editor column. Should you be doing a follow-up story on my case, however, and wish to use the letter in that context, it is fine with me.

You might be interested to know that on Friday I received notice of the Governors' hearing for Monday. The union has been able to get this postponed, on grounds that the notice is unprecedently short and that I wasn't given a list of charges against me, as had been promised.

This is the letter:

To the Editor,

I would appreciate the opportunity to clarify a few points in your article on my sacking by Borsham Wood College.

1. You report that a county official said the decision for dismissal was made on recommendation from the Governors (which, I gather from your article, Mr. James denies), and so my letter of dismissal says. But the Board of Governors apparently never took up this matter, nor were they asked to ratify it!

2. You also quote this county spokesman as saying I had "an opportunity to rectify [my] shortcomings." This official never saw me teach, yet he assumes I have shortcomings. And since no uncorrected "shortcomings" were ever put to me besides my syllabus, I fail to see what I could have corrected.

3. You quote Mr. James as saying I told the Governors I would be leaving. This is untrue.

Further, while it is true that I have wanted for some time to leave the college, I have always stressed I would do so only if I found another suitable teaching post. Mr. James, as is his wont in such matters, omits this vital qualification.

In addition, my dismissal letter specifically says I am being dropped, not that County is confirming some decision of my own.

And anyway, it is the height of disingenuousness to suggest it was up to anyone but myself to give written notice if I had decided to leave. Surely it is unprecedented for an employer to write his employee's notice!

4. I conduct an improvisational drama group once a week, which has met with considerable success. I learned on 10 June that, two or three weeks earlier, Mr. James, without informing or consulting me, had cancelled a performance we had scheduled for Civic Week. When I heard about it, I visited Mr. Shapland, the Council entertainments officer, who confirmed that Mr. James had cancelled the performance a few weeks earlier, and who also said he did not think I could get sponsoring from either councillors or local schools, because of Mr. James' objections.

This action seems utterly unfair to my students, who have worked hard and looked forward to this opportunity.

5. You quote Mr. James as being unclear about how to determine a teacher's calibre. This is quite an admission from a man who has--whether he admits it or not--branded me as an unsuitable teacher, without having ever been in my classroom, and without having had me inspected. Again: how did he decide to sack me? I have yet to be given reasons!

Yours sincerely,

Richard Yanowitz

BOREHAM WOOD COLLEGE OF FURTHER INFORMATION

M E M O R A N D U M

FROM: THE PRINCIPAL

TO: MR. R.B.YANOWITZ

15th June, 1970

In view of the fact that you find it "inconvenient" to see me as requested on Wednesday, 17th June, I have made a further appointment for the next most convenient time, i.e. Wednesday, 24th June, at 10.30 a.m.

...R.R.James/mw

8 Gaseony Avenue
London, N.W. 6
32B-7600
17 June 1970

Dear Mike Walsh,

I enclose a copy of a long, duplicated statement on my dispute at Borham Wood College. I wrote most of this over a weekend in January.

A recent event not mentioned in the statement: My drama group was scheduled to do a performance during a local festival week, starting 29 June. A few weeks^{ago}, without telling me, the college Principal cancelled this. I found this out from the youth centre leader--Geoffrey Riddock--only last week. Mr. Shapland, the council entertainments officer, confirmed this, saying he doubted I would get any sponsoring because of the Principal's interference, though I was welcome to carry on privately.

I don't know the Governors very much. The following might be helpful—I would suggest you not say I put you on to them, but that you're following up the matter based on the local newspaper's article.

County Councillor G. Kaufman, 75 Seasons Hill Road, Elstree, Herts.

County Councillor A. Sheridan, Cootswold, Aldbury near Tring

S. Coe, 20 Melrose Ave., ~~Walthamstow~~, Borham Wood

The Governors' chairman is I.D. Bayley of B.S.P. Industries, Borham Wood. He is a local big deal who, one has the feeling, tends to have an extraordinary amount to do with how the college is run.

Some of the other Governors, about whom I know nothing, are: Councillor R. Atkinson, 17 Well End Rd, Borham Wood; W. Cameron, 57 Alexandra Rd., B.W.; J. de Costerbadie, 8 Whitbourne Ave., B.W.; G. Geffert, 98 Furzehill Rd., B.W.; Mrs. P. Holloway, J.P., "Ardan", Mildred Ave., B.W.; Mrs. F. Murray, J.P., 5 Cleveland Crescent, B.W.; R. Stokes, 23 Anthony Rd., B.W.; Councillor I. Whitby, 220 Theobald St., B.W.

18 June—Sorry for the delay. I have a hearing scheduled for Monday; but the Governors are refusing to give me a list of charges, whereas County promised I'd get them. I don't know the strategy on this yet. The Telegraph and Guardian had articles today on my case, and a reporter from the Times has interviewed me.

What I say in this letter, of course, is confidential to you. Let me know if I can help in any other way.

Yours truly,

17/6/70

HERTFORDSHIRE COUNTY COUNCIL

BOREHAM WOOD
COLLEGE OF FURTHER EDUCATION
ELSTREE WAY, BOREHAM WOOD.

Telephone: ELSTREE 6024/6

Mr. Janowitz

Mr. James could see you
on FRIDAY 26TH JUNE
at 10.30 am.

With the Compliments of the
Principal

Please confirm.

M. Morris.

A different political/academic case (University of Birmingham) at the same time: The Guardian, June 17, 1970

LETTERS TO THE EDITOR: THE UNIVERSITY OF BIRMINGHAM

The responsibilities of an academic referee

Sir.—Professor Worsley has chosen to publicise in your columns a private telephone conversation which I had with him following up a reference which he had sent to this Faculty on behalf of Mr Atkinson.

I pointed out that he had not mentioned anything about the applicant's working relationships with other members of the department, and asked if he would care to comment. He replied that he had not said anything in his reference on this issue because under no circumstances did he think that it was appropriate for an academic referee to do so. I certainly differed from this view and said that I thought in some circumstances consideration of a don's impact on the academic work of his colleagues might have to be taken into consideration when making an appointment.

I must, however, categorically deny that I informed Professor Worsley or any other person for any information as to Sir Atkinson's political beliefs or activities, or indeed of any activity beyond the initial inquiry as to working relationships within the department. Fortunately, there is evidence to support me in this.

It will undoubtedly surprise many academics, as it surprised me, to hear such an inquiry described as a political witch-hunt, and it will give food for thought to the many writers of references who normally refer to such matters.—Yours faithfully,

(Professor) A. T. Collis,
Faculty of Commerce and
Social Science,
The University of
Birmingham.

Professor Beloff's book review

Sir.—In the controversy at Birmingham University over the appointment of Dick Atkinson, it is interesting to note that Professor Ferns, the most prominent wielder of the black ball, has been quoting in evidence the views of Professor Max Beloff on Mr Atkinson. Reviewing an article on student power by Mr Atkinson, Beloff described him as "notable for his indifference to the ordinary rules of evidence and logic. It would seem a pity if the same indifference were transmitted to his students. Such cavalier attitudes are often combined with a contempt for the degree of knowledge to be expected from the reader."

So that the public may judge the calibre of Professor Beloff's opinions in this field, we quote from his article "Universities and violence," in "Survey" for October, 1968. "The student movement is not 'left-wing fascism.' It is 'fascism.' There is no other term that so aptly places it in its historical context. One should feel towards a university teacher who sides with the student revolt that same extra degree of horror that one would feel for a doctor who in defiance of the Hippocratic oath lent himself to the designs of a mass murderer. The universities are the trustees

of civilisation and if they fail to guard their treasures against the challenge of a Fascist barbarism they will be culpable before history as the men of goodwill who sold the pass to Hitler and Mussolini."

It is by the holder of such judgments that Mr Atkinson's grasp of "evidence and logic" is called in question; questions, moreover, with serious consequences for Mr Atkinson's career.

We trust that in the light of these quotations Professor Ferns will now exercise his own academic standards impartially by querying the suitability of Professor Beloff for university teaching.

In any case, if partisan remarks in a book review contained in an academic journal are to be taken as evidence in university appointments, editors of such journals surely will be forced to be much more discriminating in future in their selection of reviewers.—Yours faithfully,

R. Looker, P. Sedgwick,
R. W. Williams, Department
of Politics: A. Brittan, K. Dixon, Laurie
Taylor, Department of
Sociology
University of York.

Atkinson replies to

Sir.—The main academic evidence, cited by those who also wish to exclude me from Birmingham University on political grounds, comprises a review by Professor Beloff of a small aspect of my work. May I quote the review in full?

Professor Beloff writes: "Mr Dick Atkinson who, after playing a prominent part at the LSE went on to teach at Birmingham and now teaches at the University of Manchester, is perhaps most notable for his indifference to the ordinary rules of evidence and logic. It would seem a pity if the same indifference were transmitted to his students." ("Political Studies," December 1969, review by J. Nagel, editor, "Student Power").

That is the whole of the review. It is difficult to know what to make of its arguments. For, in a real sense it is neither possible nor desirable to defend oneself from such attack, I shall, however, comment.

Beloff's argument seems solely concerned with the places at which I have studied and taught and makes no reference to the work and arguments I have engaged in at these places. Of these latter activities he has absolutely nothing to say. Merely to note where I have been is enough to dismiss my work. If only argument were so simple, Beloff might find it difficult to continue his advocacy of "more must mean worse."

However, reference is also made to my "notable indifference to the rules of evidence and logic." The "evidence" for this is so "notable" that Beloff does not find it necessary to indicate where it is to be found or to criticise the logic or evidence of the article. Indeed he does not refer to the actual article at all. And the evidence for the general and "notable" indifference? That is provided only by the assumption that it is "notable." Notable to whom? That is left to the imagination.

This non-existent "evidence" is also used to speculate about

the content of my teaching. I am not sure what such speculation is doing in what pretends to be a serious review of my work. I am, however, aware that it may be taken as fact by those whose situation and scale of priorities predispose them to take Beloff's opinions rather than my arguments and factual evidence. For, as a sociologist, I am aware of how rumour spreads and becomes "factual evidence." It is usually students who are accused of employing this tactic.

Finally, the reader will note that in what purports to be a scholarly review in an academic journal, a review of one chapter of one book in a multi-book review, in an area in which the reviewer has no competence and who makes no reference to the chapter in question is engaging only in unreported polemic with a political and academic opponent. Worse than this, the review makes insinuations with no evidence whatsoever concerning my professional integrity and competence. I draw the conclusion that Beloff's views do not rely on evidence, and are neither detached, objective nor rational, and leave it at that. But this use of "evidence" requires further elaboration in the context of Birmingham University.

What may be found peculiar is the fact that Beloff's review should be cited by Professor Harry Ferns, an ex-Dean of Birmingham Faculty of Commerce, and then by Professor Arthur Collis, the present Dean, as the main academic evidence against appointing me to the Sociology Department within that Faculty. Such usage deprives the term "evidence" of meaning.

If more evidence for this assertion is needed it is provided by the overtly political moves against my appointment. Professor Worsley, one of my referees for the post, has already attested to the phone call which he received from the Birmingham Dean who asked for comment on my extra academic activities. Not gaining the confirmatory evidence he required, the Dean did not, of course, feel obliged to refer the attention of the Appointments

E BIRMINGHAM LECTURESHIP

his critics

Committee to it. He only mentioned the political remarks which the Manchester Dean did feel able to offer in another phone conversation. Evidence, it seems, is selected to suit the argument.

For those in authority, having first disregarded the rules of detachment, objectivity and rationality then, without any evidence, accuse me of breaking precisely those rules in my own subject in which they have no professional competence. And, just in case their evidence does not stick they approach the Head of the Birmingham Sociology Department and advise him not to appoint me. Subsequently, having failed to influence the Faculty appointments committee by these means the appointments subcommittee of University Council reversed the decision. Though no sociologists sit on this committee, making it unable to judge my academic record, its representative asserted that only academic considerations led to its veto.

May I make four brief points in conclusion? First, I had not supposed that my appointment would lead to "chaos" at Birmingham next year—evidently the real basis for the veto. I certainly never imagined that before I ever set foot in the place the campus would be shaken by a scandal because my political opponents were so frightened of my lack of logic and evidence that they found it necessary to break every rule in the academic book to keep me from contaminating the good sense of their fellow scholars.

Secondly, the Vice-Chancellors were not correct to deny the existence of political prejudice, as they did in the wake of the Warwick affair. For, in the case of my appointment there is firm and documented evidence that a decision was made on political grounds alone, coupled with a rather pathetic attempt to disguise these real reasons as being of an academic nature.

Thirdly, there is only one feature of my case which is unique—the integrity of G. Baldamus, Professor-elect and Head of the Sociology Department and his colleagues. Were it not

for their strenuous refusal to judge me on other than my academic record I would long since have been rejected on "academic" grounds. There are many cases in which the absence of such objectivity has led to precisely this verdict, so providing the "evidence" for the Vice-Chancellor's shock e d denials of bias and prejudice.

Finally, my opponents rational can, perhaps, best be understood by reference to the Humpty Dumpty Argument. "When I use a word," Humpty Dumpty said, in a rather scornful tone, "it means what I choose it to mean. Neither more nor less." "The question is," said Alice, "whether you can make words mean so many different things." "The question is," said Humpty Dumpty, "who is to be master, that's all."—Yours sincerely,

Dick Atkinson.

Lecturer in Sociology.
University of Manchester.

Support from both university department heads

Sir.—As Head of the Department of Sociology at the University of Birmingham, I wish through your columns to make a public protest about the way in which an appointment to my department has been vetoed by the university authorities without any satisfactory explanation being offered.

The conclusion is unavoidable that it has been vetoed because the lecturer concerned is politically unacceptable.

The facts are these. A vacancy in the sociology department was advertised, and a man who had previously been a lecturer here, Mr Dick Atkinson, now a lecturer at Manchester, applied. The selection committee for the post recommended the appointment of Mr Atkinson. The university Academic Appointments Committee, which normally ratifies all appointments without query, in this case took the unprecedented step of

Politics must be considered before making appointments

Sir.—Is it clear that it is "witch hunting" to consider people's political activities when making a university appointment? "Witch-hunting" means accusing people of things which are irrelevant to their appointment. "Political activity" used to mean "supporting one political party rather than another," which mostly was irrelevant. These days however, it can include things like attacking the whole existing social order and working systematically to destroy any institution of which one is part. This may be very laudable, but is it irrelevant?

What should a university have done in the thirties if confronted with a candidate who was an enthusiastic paid-up member of the British Union of Fascists? Should it have ignored that fact? Most of us,

I think, would have been unwilling to ignore it on something like the following grounds:

(1) You cannot appoint to a university somebody who seriously opposes freedom of speech.

(2) This man will be intolerably offensive to a fair number of his students.

(3) In spite of his apparent academic record, if he holds these views he is a fool.

All these objections may equally be made against some members of the extreme left. And sociologists cannot expect the same diffidence in the expression of them that would probably appear if the subject were archaeology or nuclear physics. Sociology, unfortunately, is everyone's business.

Mary Midgley.

Department of Philosophy.
University of Newcastle
upon Tyne.

rejecting the recommendation.

I knew that inquiries about Mr Atkinson's political beliefs and activities had been made, but did not think it possible that such information could influence the UAAC. I expected that the reasons for the UAAC's extraordinary decision would be explained in full to myself, to my colleagues in the department who also supported Mr Atkinson's appointment, and to the rest of our faculty, at the meeting of our faculty board which was held on June 5. Instead, that meeting simply heard a personal comment from the chairman of the UAAC, Professor Raynor, to the effect that grounds of "wider academic competence" had influenced that body. When pressed for a full, official explanation from the UAAC, the chairman said that would be "very difficult." It is clear to me that no one who is not a sociologist can judge Mr Atkinson's academic competence. No sociologist is on the UAAC, and no one who is on that body consulted myself or any member of my department.

I would just add that Mr Atkinson has the highest references, including full support from his present departmental head at Manchester. My own knowledge of his book, which is shortly to be published by Helsnemann, and his other publications, leads me to a great regard for him as a sociologist. My fellow members of the department share this regard for his work. Moreover, when he worked here with us as teacher we found him a most cooperative, conscientious colleague. All those people who are concerned about the preservation of standards of scholarship, and the maintenance of the principle of scientific integrity, in universities and other educational institutions, must support my protest.—Yours faithfully,

W. Baldamus,
Faculty of Commerce
and Social Science.
The University of
Birmingham.

More on the University of Birmingham case: The Daily Telegraph, June 18, 1970

TIGHTER CHECKS ON LECTURERS

By DAVID FLETCHER
Education Staff

FACTORS other than academic ability should be taken into account in the appointment of members of staff, Birmingham University Senate decided yesterday.

The decision was taken at a two-hour meeting of the Senate, called to discuss the case of Mr Dick Atkinson, 32, the Left-wing lecturer whose application for a post in the sociology department was rejected, it is alleged, because of his political activities.

A university spokesman said the decision did not mean that a university appointment committee should take an applicant's political beliefs into account.

What it did mean was that it was the committee's proper concern "to see whether a man might deliberately undermine the organisation for which he works, or whether he might contrive to bring to a halt the work of other faculties."

Mr Atkinson, who was active in the first sit-in at the London School of Economics and took part in an occupation at Birmingham University two years ago, was recommended for a lectureship by a faculty selection committee.

But he was rejected by the University Appointments Board.

Mr Atkinson's supporters say he is a good teacher and an excellent scholar, but that his appointment has been vetoed because of his desire for university reform.

After taking yesterday's decision of principle, the Senate prepared to discuss Mr Atkinson's case. But four student observers refused to leave the meeting after Senate members, mostly professors, voted 40-21 to discuss the matter in private.

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

M E M O R A N D U M

FROM: THE PRINCIPAL

TO: MR. R.B.YANOWITZ

18th June, 1970

I am instructed to remind you that, as you know, the special hearing convened for Monday last, which you were unable to attend because of illness, has been re-convened for Monday next, the 22nd June, at 5.0 p.m.

.....
RJ

The Guardian, June 18, 1970

'Politics' ended contract

By our Education Correspondent

A further education lecturer at Boreham Wood, Hertfordshire, claims that his contract is being ended this year because he discussed Black Power and Marxism in social studies classes.

Mr R. B. Yanowitz, an American, who teaches English and social studies at the Boreham Wood College of Further Education, said that in February his work was switched to the teaching of English only. He alleged that the principal, Mr R. R. James, had given no reason for refusing to recommend that he had satisfactorily completed his probationary year.

"The principal said he thought I was using the classroom as a platform for my political views although I do not support Black Power, and am not a Communist," he added.

Mr James was not available for comment yesterday, but it is understood that Mr Yanowitz has been promised a hearing by the college governors.

Teacher says dismissal due to Marx lectures

By JOHN IZBICKI, Education Correspondent

AN AMERICAN lecturer at the Boreham Wood College of Further Education, Herts, says he is being dismissed by the college because he has been teaching students about Karl Marx, Communism and Black Power.

Mr Richard Yanowitz, 28, who came to Britain in February, 1969, was accepted as a teacher for a probationary year at the college last September. He has now been told that he must leave after the end of term and that he would not be given a good report.

Hertfordshire education authority has agreed to an inquiry being held into the case and this will probably take place next week. The Association of Teachers in Technical Institutions, Mr Yanowitz's union, is to represent him.

Last night Mr Yanowitz who lectured in English and social studies said that trouble began after he had ordered copies of the autobiography of Malcolm X, the Black Power leader, last November.

His head of department, Mr Mark Russell, and the principal of the college, Mr R. R. James, complained and ordered him not to be "too controversial."

Earlier this year he was "taken off most courses" in the social studies section but allowed to continue teaching O and A level English.

"Not indoctrinating"

He said: "When I started at the college I was told that what I taught in the social studies course was up to me."

"But I was not indoctrinating them. I am not a Communist nor a Black Power sympathiser."

Mr Yanowitz said that the principal told him he would not get a good report but later a senior member of the board of governors told him he would be given a good report if he agreed to resign.

A good report is vital for a teacher at the end of his probationary year.

There was no comment from the college last night.

8 Gascoyne Ave.
H.W. 6
328-7600
20 June 1970

Dear Paul Lewis,

John suggested I send you a copy of the enclosed statement; I'll be trying to ring you on Monday, the 22nd. Briefly, I'm being dropped as a lecturer at Boreham Wood College of Further Education because of my course content.

In addition to the info in the statement, I've been granted a hearing before the Governors. Herts County promised I'd be given a list of charges against me; the college is refusing. The hearing is at 5:00 on the 22nd, and I'll be going with my ATU union rep to protest the procedure. There have been items on the case in the Guardian (18 June, back page) and Telegraph (28 June, centre page) as well as the local paper, the Boreham Wood and Elstree Post (11 June, front page, with some good quotes).

My home phone is above; the college phone is 953-6024.

Yours truly,

Richard Yanowitz

7, Northumberland Avenue,
GOSFORTH,
Newcastle upon Tyne
NE3 4YE.

June 21, 1970

Dear Richard Yanowitz,

Thanks for your letter, and the latest details of how your base is going.

From this distance, it all seems extremely perplexing and distressing - the more facts of the case are difficult to understand. Why, for example, if you are unsatisfied with someone's performance in social studies classes, give them an 'O'-level series of classes.

The only way I could understand it all would be in some way or other to plunge myself right into it, and obviously one cannot do that; though it is an unpleasant feeling to re-

standing on the shoulders of something
one knows so much about.

What this amounts to is saying that
I find the whole thing impeded and
and absolutely bewildering: I had
thought that one had to commit some
act of a sexual nature upon a minor
to really be in trouble in the English
educational system. But pictures of
the system really need a Henry James
~~to do~~ justice to them.

Please tell me what happens next.

Yours sincerely

(and still hoping that something
might change the situation.)

Frank Rhee

22 ~~Mem~~ June 1970

TO: Mr. James

FROM: Mr. Yanowitz

This is to confirm our appointment for this Friday, 26 June, at 10:30 a.m. Mr. Hunter will accompany me.

I would also note that last Wednesday's proposed meeting was not only inconvenient for me, but also for you, according to Mrs. Worrice.

I would also note in reference to last week's postponed Governors' hearing that it would have been postponed regardless of whether or not I was ill.

I would also note that in regard to my memo about my reference and drama group, you could have simply replied with a memo if there was going to be ~~some~~ much difficulty in arranging a mutually convenient appointment.

22 ~~Mem~~ June 1970

TO: Mr. James

FROM: Mr. Yanowitz

This is to confirm our appointment for this Friday, 26 June, at 10:30 a.m. Mr. Hunter will accompany me.

I would also note that last Wednesday's proposed meeting was not only inconvenient for me, but also for you, according to Mrs. Worrice.

I would also note in reference to last week's postponed Governors' hearing that it would have been postponed regardless of whether or not I was ill.

I would also note that in regard to my memo about my reference and drama group, you could have simply replied with a memo if there was going to be ~~some~~ much difficulty in arranging a mutually convenient appointment.

8 Gascony Avenue
London, N.W. 6
24 June 1970

Dear Mr. Watson,

I rang you about my being dropped as a lecturer at Boreham Wood College of Further Education, and you asked me to send you a copy of my statement, with any further up-to-date information.

The most important, recent development is that I have been granted a formal hearing. This came about only after long negotiations and pressure. After I received my notice in May, my union, the ATTI, got onto the Herts County Education Authority to press for a hearing because of the unusual nature of this case. (Normally a probationary teacher has no rights of appeal whatsoever.) The County wrote a letter to the ATTI--my representative at national headquarters is Peter Dawson--agreeing to give me a hearing before the Governors, and promising a list of my "deficiencies" in writing. The college, however, refused to provide this list, and first called a hearing with a weekend's notice. This was cancelled when Mr. Dawson complained to the County. Another hearing was set for this past Monday, 22 June, but again no charges were stated. We went along, however, in order to protest this procedure. The Chairman of the Governors, Mr. Bayley, who appears to have a far greater say in Governors' actions than is normal for Chairman, told me the hearing was convened before a small committee (himself +) governors + a County official+heads of department+Principal) to hear me say whatever I wanted for as long as I wanted. No questions would be asked by either side. Mr. Dawson spoke for me, reminding Mr. Bayley of the commitment to a list of alleged shortcomings. Mr. Bayley tried to hedge on this, saying I knew what these were and alleging that this hearing was in response to a letter I sent to Governors requesting a hearing. (I sent that letter after County agreed in writing to a hearing, but before I knew of County's agreement.) It was then noted that if the Governors continued in this vein, they would "make the Governors of Guildford College of Art look like liberals." Whether this was a direct cause is hard to say, but within a minute, Mr. Bayley agreed I would be given a hearing with written "charges" and with both sides able to call witnesses. I do not know whom the hearing body will consist of, nor when the hearing will take place.

There have been numerous petty annoyances, many of which I mention in my statement. A recent one concerns my improvisational drama group. We planned a performance during a local festival week; some weeks ago, the Principal cancelled the performance without telling or consulting me, and I only found out from another source about two weeks ago. The group, of course, were working towards this goal, and are very disappointed.

An interesting quotation once made by an official of the engineering department was that in Social Studies the students should be taught not to listen to militant shop stewards, and should be taught about how enlightened management is today. This was said to another lecturer last Autumn.

It also appears that initial complaints about me were based on eavesdropping by a non-teaching member of staff.

Articles on my case were in the Guardian and Telegraph (18 June) and the local paper—the Boreham Wood and Elstree Post (11 June). The NUS has expressed concern for my case. My students almost without exception, support me. Most members of staff seem to feel I've been grossly mistreated, although they also mostly feel that I should not have rocked the boat.

I shall, of course, be happy to give you any other information you might want. The College phone number is 953-6024. The Chairman of the Governors owns BSP Industries, Elstree Way, Boreham Wood, but I don't know his phone. I have files you can inspect, including an inane syllabus from my head of department.

Yours truly,

Richard Yancovitz



DEPARTMENT OF
EDUCATION AND SCIENCE

Curzon Street, LONDON W.1

Telegrams: *Aristides, London*

Telephone: 01-493-7070, ext. Telex: 264329

Your reference:

Our reference: EP69/12271

R B Yanowitz Esq
8 Gascony Avenue
London NW6

25 JUN 1970

Dear Mr Yanowitz

Your letter dated 15 May addressed to Mr Bennell has been passed to me for reply.

For the purpose of the Schools Regulations 1959 the status of qualified teacher, and probation as such, relates to employment in:-

- a. maintained primary (including nursery) schools and secondary schools and direct grant schools, other than direct grant grammar schools; and
- b. special schools to which the Handicapped Pupil and Special Schools Regulations 1969 apply.

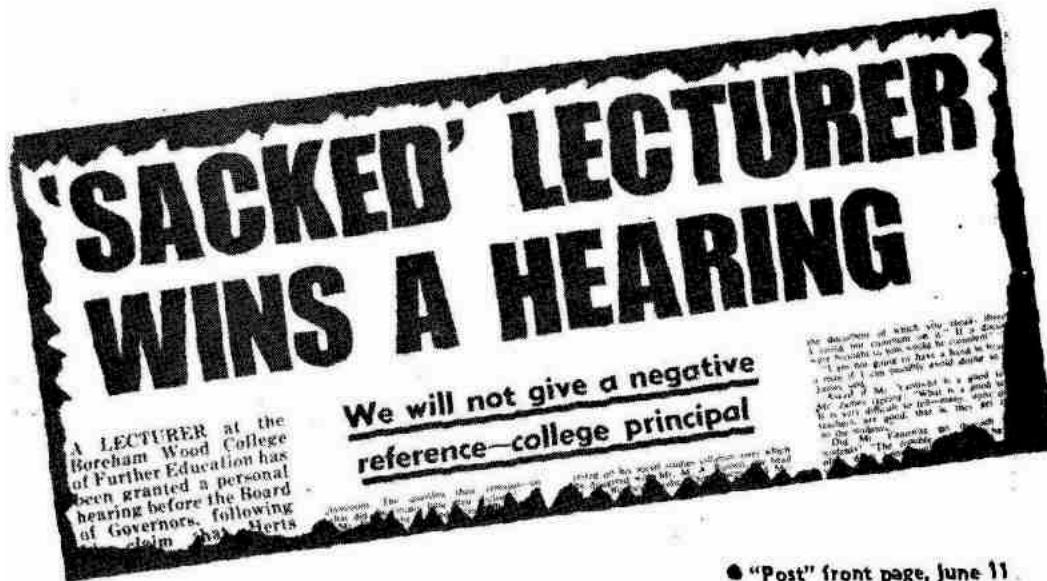
Probation is not a condition of employment in direct grant grammar schools, independent schools or establishments of further education. Persons who are eligible by qualification for the status of qualified teacher, but who take their first posts in such schools or establishments, will not therefore be subject to probation until they transfer to service in a school referred to in paragraph a. or b. above. When a teacher does so transfer the initial period of service will be probationary.

The conditions of employment of a teacher in the field of further education are matters between the teacher and his employers, i.e. the local education authority. It is open to the authority, if they wish, to require a probationary period of service by a newly-appointed teacher, and to determine the conditions of probation. The Department would not wish to intervene in any way in a matter such as this which is entirely within the discretion of the employing authority.

Yours sincerely

H. Selman

Miss H R Selman
Teachers I Branch



I WOULD appreciate the opportunity to clarify a few points in your article on my sacking by Boreham Wood College of Further Education.

● You report that a county official said the decision for dismissal was made on recommendation from the Governors (which, I gather from your article, the principal, Mr. Randal James, denies), and so my letter of dismissal says. But the Board of Governors apparently never took up this matter, nor were they asked to ratify it!

● You also quote this county spokesman as saying I had "an opportunity to rectify [my] shortcomings." This official never saw me teach, yet he assumes I have shortcomings. And since no uncorrected "shortcomings" were ever put to me besides my syllabus, I fail to see what I could have corrected.

● You quote Mr. James as saying I told the Governors I would be leaving. This is untrue.

Further, while it is true that for some time I have wanted to leave the college, I have always stressed I would do so only if I found another suitable teaching post. Mr. James, as is his wont in such matters, omits this vital qualification.

In addition, my dismissal letter specifically says I am being dropped, not that the County Education Authority are confirming some decision of my own.

And anyway, it is the height of disingenuousness to suggest it was up to anyone but myself

to give written notice if I had decided to leave. Surely it is unprecedented for an employer to write his employee's notice!

● I conduct an improvisational drama group once a week, which has met with considerable success. I learned on June 10 that two or three weeks earlier, Mr. James, without informing or consulting me, had cancelled a performance we had scheduled for Festival Week. When I heard about it, I visited Mr. Derrick Shapland, Elstree Rural Council's entertainments officer, who confirmed that Mr. James had cancelled the performance a few weeks earlier, and who also said he did not think I could get sponsoring from either councillors or local schools, because of Mr. James' objections.

This action seems utterly unfair to my students, who have worked hard and looked forward to this opportunity.

● You quote Mr. James as being unclear about how to determine a teacher's calibre. This is quite an admission from a man who has—whether he admits it or not—branded me as an unsuitable teacher, without having ever been in my classroom, and without having had me inspected. Again: how did he decide to sack me? I have yet to be given reasons!—Richard Yanowitz, Gascony Avenue, Kilburn

Lecturer faces governors

MR. RICHARD YANOWITZ, the Boreham Wood College of Further Education lecturer whose contract has not been renewed, has been granted a second hearing by the Board of Governors. For at the first hearing on Monday, Mr. Yanowitz was not presented with a "list of deficiencies", which in his and his union's opinion would form the basis of a hearing. Such a list had been promised by Herts County Council.

Thus he appears to have won the first, albeit procedural, round in his fight to find out precisely why his probationary contract is not being renewed by the county.

The education authority made a concession in granting the initial hearing, for as a probationary teacher, Mr. Yanowitz has no right to one. Nor have his employers stated why his contract is not being renewed.

In being granted a formal hearing, for which he will be given a "list of defi-

cences" and the opportunity to call witnesses, Mr. Yanowitz has achieved his first aim. The reasons for the county's decision not to renew his contract will be made known, and he will have a chance to respond to them.

And he will take his fight out into the open, which has hitherto been confined to the college. For although he is aware that publicity will harm his case with the authorities, he feels his only chance is in winning public support.

DECISION

Mr. Ivor Bayley, chairman of the Board of Governors, presided over the hearing on Monday. He is reported to have said that the hearing would take the form of Mr. Yanowitz talking for as long as he wanted, without being able to ask questions of others nor be questioned himself. A decision would be taken on what he said.

Mr. Peter Dawson, Assistant Secretary of the Association of Teachers in Technical Institutes, who represented Mr. Yanowitz at the hearing, said that in his experience it was customary to have a list of what one was defending oneself against.

He pressed for such a list to be produced. And after a short discussion, his request was granted, together with the assurance that both sides would be able to call witnesses in a more formal hearing.

Mr. Dawson said that Monday's meeting was conducted before a panel of the Board of Governors, not more than four or five, and that a second appeal would be before the whole board.

The date of the hearing has not yet been set. But it is customary to have seven to 10 days notice, after the list of deficiencies have been produced, in which to prepare a case.

The college declined to comment other than confirming that a second hearing was granted.

26 June 1970

8

TO: Mr. James

FROM: Mr. Yanovits

A few minutes after leaving your office after this morning's 10:30am meeting with Mr. Hunter, Mr. Staple, Mr. Russell and yourself, I looked up the Daily Telegraph article to which you referred. I must correct what I said to you. The mention in the article about your saying you would give me a negative report did not refer to a reference, but to my probationary report. You did say you would not give me a satisfactory probation ~~expansit~~ report. Therefore, the statement is not a "palpable lie," as you put it. The only issue is that the reporter might have used the word "probation," which I certainly used to him.

9 Gasson Avenue
London, N.W. 6
25 June 1970

To the Editor of the Times.

In light of recent crises in the further and higher education system, readers of the Times might be interested in my plight.

I am an American with a B.A. and an M.A., and I had had two years of teaching experience when I was employed last September 1 as a Lecturer I in English and Social Studies at Boreham Wood College of Further Education, Hertfordshire.

I am now effectively being dismissed. Technically, I am being denied satisfactory probation, which usually happens only when a teacher is incompetent. In fact, I have had great success with my students. I am being sacked for insisting on my right to discuss "controversial topics"—notably communism and black power—in my social studies classes.

When I arrived at the college, I inquired as to what I should teach and was told I could teach what I wanted. When the authorities learned I was teaching controversial subjects (all at the explicit request of my students), they ordered me to stop, and my Principal added that he believed I was trying to indoctrinate my students. I denied his charge (I am, incidentally, neither a communist nor a believer in black power) and insisted on my academic freedom to teach as I believed right. No other lecturer at the college, before or since, has been told what to teach in social studies.

The Head of Department, in fact, handed me a syllabus guideline during the dispute, part of which stated the course "must not be retrospective [sic], dwelling unhealthily on crime, punishment, abnormalities of behaviour either sexually or socially. It must not sow seeds of doubt and fear. It must not be in any manner subversive."

After much pressure on the college, I have been granted a formal hearing before the Governors; although the County Education Authority had promised me written "deficiencies" in my teaching, the college refused until three days ago to give me such a list. I have not yet received it. I have never been formally told what is wrong with me, although the dispute began last November, and the Principal then told me he would not be giving me a satisfactory probation report.

By now, of course, the original issues have become muddled amidst charges and counter-charges. But I believe this is another example of a climate of opinion today that allows actions like this against myself, the teachers at Buildford College of Art or Mr. Atkinson at Birmingham. In my case, indeed, it is not even clear how the Principal arrived at his conclusions about how I teach or what I believe; I have never been inspected, and he has never been in one of my classes.

Yours truly,

Richard Yamada

Meeting at 10:30 a.m., Fri., 26 June 1970 with Mr. Staple, Mr Russell, Mr Hunter, ~~and~~ Mr James and myself.

James, replying to my inquiry about seeing my ~~f~~ reference, said that in the past it had been his practice to show references to staff members, (a) because they~~w~~ might have relevant information that should be added and (b) so they would be better prepared to know what points to address at an interview. He said that in my case, and after careful thought, and because I hadn't given him one of my statements on the dispute~~x~~ (which he considered a lack of courtesy on my part), he was going to refuse to show me my ~~f~~ reference as a return in ~~kind~~^{kind} for my own courtesy. I pointed out that he ~~had~~ was thereby reversing a position to which he had committed himself before the union and to the Boreham Wood Post, and he acknowledged this, saying he had a right to change his mind. I also pointed out he was quoted in the Post after he knew he hadn't received one of my statements—~~hi.e.~~, although he already knew about my "lack of courtesy," he had still said he would ~~not~~ show me my reference.

~~xx~~ James then replied to my query about the drama group's performance being cancelled. He alleged this was in the context of Mr Ruddock's having overstepped his authority by unilaterally creating a youth centre programme, and that "in the interests of the college," ~~James~~ James had cancelled this. He ~~said~~ affedted~~to~~ to have been very surprised when on 10 June Mr Ruddock told him I ~~were~~ had just learned about the cancellation, and that I was unhappy about it. James said Ruddock should have told me.

When discussing the reference, he asked me what he should include in it, and I wound up saying something like the following: "Yanowitz has said that since James is involved in a personal dispute with him, James should disqualify himself for giving a reference." I added that I expected him to quote me in full if he quoted me at all.

8 Gascony Ave.
N.W. 6
27 June 1970

Dear Peter,

I enclose cuttings from this week's Borehamwood Post.

I haven't seen it yet, but today's Telegraph will probably have a follow-up story, and next Friday's TES should have a story on me. I saw reporters from both papers yesterday. I think next week's Tribune will also have something.

I saw James yesterday, ask going in with Mr. Hunter. James refused to show me a copy of my reference on the grounds that I had been discourteous to him by not giving him a copy of my statement, and he in turn was changing his policy about showing me my reference. (I pointed out to him that he had still committed himself to showing the reference after knowing I had distributed the statements.) I said something to the effect that I thought he should disqualify himself from writing a reference for me, on the grounds that he was personally involved in the dispute; he eagerly wrote this down, presumably to quote in future references and, theoretically, damn me. This is fine with me, however, since ~~as~~ I'm not listing him as a reference, and asking schools not to contact him. ~~as~~ I'll now say I ~~had~~ have asked him not to write a reference; this is certainly preferable to what he has been doing, although I am fairly confident he doesn't realise I prefer it, and I, of course, am not about to tell him.

I have been mentioning to reporters your comment about ~~the~~ Guildford College of Art, but I've been telling them to check with you before printing it, since I'm not sure whether you wanted that published or not. Judging from James' reactions to me yesterday (he wryly ~~now~~ referred at ~~one~~ point to the quote from my published letter, "as ~~is~~ his wont"), the ~~public~~ publicity is having its effect.

I've been thinking about the actual hearing, and I would think that in addition to what we've already discussed, it might be a good idea for me to add the argument that I am in part being victimised because of my unorthodox teaching methods, and that surely one experimenting teacher, who seems to have success with his students, can be tolerated within the college, etc., etc.

John Isbicki of the Telegraph mentioned his interest in reporting my hearing. I told him I thought it ~~is~~ would be closed, but that I would much prefer to have an open hearing, and that I would ask you to

push for this. I think there would be much more pressure on the Governors to give at least the semblance of a fair hearing were the event public. I spoke with Izbicki for about an hour, and he seems quite sympathetic. So does the TES reporter, a Mr. Devlin.

I'm writing so you can read this at your leisure, rather than having me pester you with a phone call unnecessarily. One thing about which I'm wondering: ~~when~~ how long do we wait for notification of a hearing before we start making inquiries about ~~what's~~ what's holding things up? A personal matter here is that my parents will be in Europe all during July, and I'm unable to make any kind of plans about traveling with them. This ~~is~~ is not crucial, but obviously inconvenient.

I shall, of course, keep you in touch with any further developments.

Best,

Richard Janowitz

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION

MEMORANDUM

FROM: THE PRINCIPAL

TO: MR. R. B. YANOWITZ

30th June, 1970.

You have recently made a ~~possessive~~ allegation that you have applied for twenty five posts and have not received a single invitation to interview because of a bad report I have written about you.

The implications of such a blatant lie are, of course, very serious for all my colleagues, and the matter calls for a thorough investigation. Would you please let me have, without delay, a list of those twenty five vacancies for which you claim you made application.

I am asking the Chairman of your branch of the A.T.T.I. to deliver this memo to you personally, so that there may be no question of your claiming not to have received it, and because I want your Union to look into the matter carefully too.

.....
Principal.

30 June 1970

TO: Mr. James

FROM: Mr. Yanowitz

COPY: ATTI

I can state quite categorically that I have never told anyone that I have not received any interviews "because of a bad report ~~you~~ you have written about" me. Your certainty to the contrary betrays an all-too-ready belief in allegations against me which I am never able to refute by knowing my accuser and confronting him. Perhaps you would be so good as to tell me ~~himself~~ the source of this allegation.

Association of Teachers in Technical Institutions

Hamilton House Mabledon Place London WC1H 9BH
Telephone 01-387 2442



date 2nd July, 1970 our ref 0/1895/PD/BR your ref

Mr. R. Yanowitz,
8 Gascony Avenue,
LONDON, NW.6. ****

General Secretary Tom Driver BA Dip Ed
Deputy Secretary James Todd AM Inst E AIRE

Dear Richard,

Thank you very much for your very helpful letter of June 27th. It was very good of you to write.

Thanks for the account of your meeting with the Principal. His actions certainly seem to be completely in keeping with his conduct of the whole matter so far!

A couple of reporters have been on to me but generally in a pretty vague sort of way. Thanks for letting me know the sort of things they are likely to ask me.

The position about the closed hearing is not an easy one for me. These hearings are inevitably private and I do not think there is the slightest chance of it being made open. To be quite honest, it is in the interests of this Association and teachers in general that we should maintain this position since, in the usual type of case, there is no doubt at all that it is in the best interests of the teacher and the college for his alleged deficiencies to be kept quiet. I think this exemplifies the sort of problem that we are in with this case since some of the normal considerations do not apply but, in the light of our usual wishes, I really don't think we can ask for an open hearing.

I will look forward to seeing you for the case in the future. I think I should write to County Hall either at the end of this week or the beginning of next week if we have not heard anything about a date. I have, incidentally, written to the people whose names you gave me.

Many thanks for the newspaper cuttings. You certainly seem to be getting a fair amount of publicity and the letters are pretty favourable. As usual in a dispute, one cannot expect that every writer to a newspaper will be a hundred per cent accurate on their facts but the spirit is right!

Yours sincerely,

A handwritten signature in blue ink that reads "Peter Dawson". A blue line is drawn through the signature.

PETER DAWSON,
Assistant Secretary.

STATE OF CALIFORNIA

FRESNO STATE COLLEGE
FRESNO, CALIFORNIA 93726



Office of the
Academic Vice President

July 3, 1970

Mrs. M. M. O'Connell
Moatbridge School
Eltham Palace Road, S. E. 9
London, England

Dear Mrs. O'Connell:

In reply to your communication of June 24, 1970, I am enclosing a copy of an information sheet regarding Mr. Richard Yanowitz which was sent to Sir William Houghton, Education Officer, of the Inner London Education Authority on March 11, 1969, by former Academic Vice President Dallas A. Tueller. I hope this will be helpful to you.

Sincerely yours,

Norman A. Baxter

Norman A. Baxter
Academic Vice President

NAB:ys
Enc. (1)

Was lecturer sacked for discussing black power?

by Tim Devlin

The governors of Boreham Wood college of further education have agreed to hold a special meeting to hear charges against Mr. Richard Yanowitz, one of the college's lecturers. Mr. Yanowitz claims he has been dismissed from the college because he discussed black power, communism and other "controversial" topics with his classes.

Mr. Yanowitz, 28, joined the Hertfordshire college as a lecturer in English and social studies last September. Last May he was told by the county education authority that the college governors could not recommend extending his employment after his probationary year.

No date has yet been fixed for the meeting, but Mr. R. R. James,

the principal of the college, said the governors had decided to hold the meeting "*ex grata*" and in the course of fairness and justice". No meeting of this sort is provided for in Mr. Yanowitz's contract of employment.

Mr. Yanowitz, an American graduate, said he had applied for 25 other teaching posts mainly at colleges of further education, but he had not been called for a single interview. He could only put this down to a bad reference from the college.

He claims that the real reason for his dismissal was a personality clash between the principal and himself. He said the principal and Mr. M. Russell, head of business and gen-

eral studies, had tried last November to censor controversial topics such as black power and communism which he was discussing with some classes.

He said: "The real issue at stake is my approach to teaching. I believe students should have a great deal more say in how their courses should be run so that there is a greater confidence between them and the teachers. I asked them for topics they wanted to discuss, and black power and communism figured among these. The kids were interested in the autobiography of Malcolm X, so I ordered a copy for the class."

Mr. James, the principal, said that Mr. Yanowitz's dismissal had

nothing whatsoever to do with a personality clash. "It was a case of a young man who did not fit in," he said. The reasons for his dismissal were not disclosed.

As for Mr. Yanowitz's prospects for other jobs, Mr. James said he had not heard of anyone asking for a reference. Mr. Yanowitz had applied for a place at a nearby college, but presumed that he had not got it because he was not well known. He was concerned that his application would not be taken seriously while getting a reference.

Mr. Yanowitz graduated from New York University. New York received his M.A. from graduate school, Los Angeles.

Richard - paper has arrived -

Mary Follett.

See is lost
copy before -

have written Maran urgent
letter & will write back by
tonight. See you soon -

N.F.

Tolpits House
Tolpits Lane
Rickmansworth
7 July, 1970

Dear Mr. Dawson,

I have recently heard about Richard Yanowitz's situation and was most distressed by the news. Richard and I were colleagues at Girls' Collegiate School in California, and he in the opinion of parents, staff, students, and administration, was an excellent teacher. He had an amiable working relationship with each member of the staff, cooperated fully in all aspects of school life, and was a most enthusiastic supporter of the school, both at the school and in the community at large.

Both the headmistress and the head of his department found Richard easy to work with, amenable to suggestion, and always ready to give freely of his time and to cope creatively with problems as they arose.

Richard is an extremely effective and successful teacher and is very popular with young people. He has the rare ~~genius~~ ability to communicate with almost all students and to enable them to work at much higher levels and with much greater interest than they (or others) had previously thought possible. His teaching has always led to exceptionally high academic results because of his faculty for inspiring students to work and giving them the tools with which to do this work.

Consequently I was greatly saddened to learn that Richard's valuable talents as a teacher are not recognized by the administration of his present school.

of your college
Did not know whether to call you Richard or Mr. Y. but
finally decided this was best. Yours faithfully,
Nancy Follett

Sending no carbon but mine are ready.
Final letter is ready - signed, etc.

HERTFORDSHIRE COUNTY COUNCIL

H. W. DAVIS, M.A., DIVISIONAL EDUCATION OFFICER

My Ref: HWD/S
Your Ref:

9, GUESSENS ROAD,
WELWYN GARDEN CITY, HERTS.

Telephone: Welwyn Garden 350167

RECORDED DELIVERY

8th July, 1970

Dear Mr. Yanowitz,

In accordance with your wishes, you are invited to attend a special meeting of Governors on Friday, 17th July, at 4 p.m. at the College.

I enclose a copy of the Principal's statement which you will receive from the Principal.

You are entitled to bring one friend with you to the hearing.

Would you please confirm with me immediately that you will be present, and the name of the person who will accompany you.

Yours sincerely,

H.W.Davis

Divisional Education Officer and Clerk to the Governors.

Mr. Richard Yanowitz,
8, Gascony Avenue,
London, N.W.6

I don't have contextual information for this document other than its position in the overall sequence of documents, but it appears to be a statement explaining why my probation had failed. It is probably from Randall James.

Mr. Yanowitz was appointed to the staff of this College as a Lecturer Grade I with effect from 1st September 1969. The first year of service was to be probationary and this was pointed out to him very clearly at the interview.

During his probationary year of service he has consistently shown himself unwilling to co-operate with the academic authorities of the College or to accept advice and guidance from his principal and his Head of Department.

His disagreements with his superiors, and his inflexible and rigid attitude have led to such a degree of bitterness and hostility on his part that the situation is quite hopeless and it is impossible to contemplate his ever settling down at this College as a successful and happy member of staff.

Hertfordshire County Council

BOREHAM WOOD COLLEGE OF FURTHER EDUCATION
ELSTREE WAY, BOREHAM WOOD

Principal : R. R. JAMES, B.A.

All correspondence should be
addressed to the Principal

RRJ/DLL

Telephone:
01 - 953 6024/6

8th July, 1970.

Mr. R. Yanowitz,
8 Gascoyne Avenue,
London, N.W.6.

Dear Mr. Yanowitz,

I am instructed to inform you that the re-convened special hearing will take place at the College on Friday 17th July, at 4.00 p.m. You will be hearing separately from Mr. H.W. Davis, the Divisional Education Officer, and Mr. Dawson is also being informed.

In the meanwhile, I enclose a copy of the requested 'statement'.

Yours sincerely,



R.R. JAMES,
Principal.

8 Gascony Avenue
London, N.W. 6
England
8 July 1970

The President
Fresno State College
Fresno, California 93726
U.S.A.

Dear Sir,

Please send me a copy of the reference you sent to my Principal, Mr. R. R. Jams of Boreham Wood College of Further Education, Hertfordshire, England. This reference was sent last autumn, and apparently contained some mis-information which I would wish to correct.

I would appreciate a reply at your earliest convenience. Thank you.

Yours truly,

Richard Yanowitz

(Note: I was an Instructor of English at FSC in the academic year 1965-66.)

follow-up letter sent 2-9-70

8 Ganton Avenue
London, N.W. 6
8 July 1970

Mr. Ernest Besig
Executive Director
A.C.L.U.
503 Market Street
San Francisco, California 94105

Dear Mr. Besig,

Last autumn I wrote you about a possible civil liberties case arising from a year's teaching I did at Fresno State College. I had learned that a letter, which appeared to me to have been defamatory, was sent from the College to the Inner London Education Authority. You replied in a letter dated December 1, 1969, that nothing could be done without a copy of that letter.

I have now obtained a copy of that letter, which I enclose. It was sent on March 11, 1969. At least one other copy was sent to a prospective English employer on July 3, 1970. And as I shall explain below, there is every likelihood that another copy, which has caused me great difficulty, was sent to my present employer sometime last summer or fall.

First, as to the matters taken up in the Fresno letter:

1. Mr. Tyrell says he was "not personally well acquainted" with me. So far as I know, he was not at all acquainted with me. I cannot remember ever having met him.

2. The incident in question, allegedly my advice to violate bad laws, presumably concerns the following occasion, which is the only occasion it could concern. I was faculty adviser to a campus Friends of SNCC group, and I was asked to give a speech at a campus rally in a free speech area during a college lunch hour. I spoke on civil disobedience (this was in the days before black power or the use of violence was in much question, and I was clearly speaking about non-violent action) and said something to the effect that in duty to one's conscience, one might have to break a law one felt was immoral. This position, at any rate, was (and continues to be) very much in the Martin Luther King/ Bertrand Russell line. Whether high school students were present on a school day at a college rally, I do not know. The only report of my speech which I saw was in the campus newspaper, which misquoted some of what I said. I later received a letter from a local judge—I think a Judge Goldwin (I believe I still have the letter and my reply) condemning me for what

he thought I had said. I gather his feelings were based on the article in the college paper. I wrote a reply in which I elaborated on my ideas and offered to discuss the matter at further length in person, if he wished. I also told him I thought he should be better informed before drawing conclusions about me. I never heard from him again.

Although I was in fact lecturing on non-violent civil disobedience, I believe that even had I done exactly what Mr. Tueller reports I did, this should have had no effect on my employment, regardless of the community's or Mr. Tueller's opinions.

3.

3. So far as I can recall, no one had indicated to me before my speech that I was not going to be re-hired. It is difficult to recall the precise chronology, but I believe that some time after I made that speech, the chairman of my department inquired about whether I planned to stay on. I said that I would be leaving to take up Ph.D. study at Berkeley. The chairman made no indication that I had no choice; indeed, although I might be wrong, I thought he wanted me to stay on. After that, I received via registered mail an official letter from the college, terminating my appointment. I asked my department chairman about this—not because I had changed my mind, but because I was supposed to teach a summer course (which I began but had to leave to someone else) for minor reasons), and I feared the letter of termination meant I could not teach the course. The chairman assured me that the letter only referred to my decision to leave at the end of the summer.

4. I fail to see why Mr. Tueller should need to give his personal opinions about democracy, or about what might harm the college (what he considers harming might be considered good by someone else), or about the virtue of "appeasing" local citizens (how many?), or about my youthful limits, or about what opinions I should hold, or whether "'promoting anarchism'" (if I was doing that) is necessarily bad.

5. Although the London questionnaire asked about my professional qualities, Mr. Tueller explicitly says that he did not consult anyone else about them. In fact, my department chairman has, I know, written me a good reference.

The consequences of this letter have been extreme. I nearly lost a job last April because of the letter; fortunately, my head of department at that school told me about the letter (that was how I learned of it) and defended my right to teach at the school, so that the headmaster agreed to let me stay on. Last September I took up a full-time post at Borsham Wood College of Further Education in Hertfordshire, just outside London. After the tenth week of term, I was told my appointment would be ended at the end of my year's contract, and that I must stop teaching controversial subjects in my liberal studies courses (these are humanities hodge-podes)—notably black power and "communism." The college Principal said he believed I was using the classroom as a platform to preach my personal beliefs. Since I adhere to neither

of the specific philosophies banned, I was mystified by what had happened. Not that I see the Fresno letter, I am strongly persuaded that the letter must have come after my appointment, and that this had influenced the college authorities. Since that time—last November—I have had a constant fight with the authorities (for I insisted on my right to discuss controversial things so long as I did not preach them), and I currently have a hearing pending. I am not optimistic about the hearing, because it is before the college Governors—the equivalent of regents. The Principal has never given me formal reasons for my dismissal, nor did he ever justify his charge that I was indoctrinating students. I am hoping he will produce the Fresno letter at my hearing, because (a) it could refute it at last and (b) it would be more evidence of the damage that the letter has caused, which presumably would help if I have the possibility of a court case.

For the moment, therefore, I would like it to be kept quiet that I ~~do~~ ^{still} have the letter, though it would be interesting to put the college in the position of having to admit or deny its existence. I would meanwhile seek whatever advice you are able to offer. First, is it possible to get a court injunction against further use of the letter? I am trying to find another teaching job—I have suspicions that my current Principal is trying to black-list me—and I already have to explain away my inability to get a references from my Principal. The Fresno letter would no doubt finish me in most people's eyes. (I should note that the custom here in receiving references is to write to the head of the school where the candidate taught, not to write to a specific person such as the department chairman.)

Secondly, can you offer advice about my chances for suing the college, Mr. Mueller, and anyone else relevant to the case? If a law suit is promising, I would very much like to hire privately a civil liberties lawyer, since I would like the case to be fought not just for damages, but as a matter of principle as well. I am not familiar with legal etiquette, but if you cannot offer any of this advice in the capacity in which I am writing you, perhaps you could give me your law office address, where I can make similar inquiries. Were I to sue, would I need to have a Fresno lawyer, or would a lawyer from anywhere in the State do? I should note that I am prepared to return briefly to California should my presence be needed. This would only be in an extreme case, for I would just barely be able to afford the cost of the trip. An English teacher makes far less money than an AMERICAN.

I am, incidentally, an American, and I wish to settle in England. Teaching is the only job I consider here, so far as I know.

Thank you for your patience, and for whatever assistance you can offer.

Yours truly,

Richard Yanowitz

3 Gascony Ave.
London, N.W. 6
9 July 1970

Mr. Davis:

This to confirm my expectation of being present at the Governors' hearing on 17 July 1970 at 4 p.m. Mr. Peter Dawson will accompany me.

Yours sincerely,

Richard Yanowitz

8 Gascony Avenue
London, N.W. 6
20 July 1970

Dear Mr. Thompson,

I am writing you because you may be interested in my case; I have been impressed by your role in the Warwick University Files affair.

I was employed last September as a lecturer in English and Social Studies at Boreham Wood College of Further Education, Herts. I have been sacked--formally, I have been dropped at the end of my probationary year. Last November, ten weeks after term began, the Principal accused me of using the classroom as a platform to preach my personal beliefs, and forbade my discussion of controversial subjects--notably black power and "communism"--in my classes. I refused to obey. The case has been complicated since then, but recently I found out some revealing things.

I spent a year as a lecturer in English at Fresno State College in California (I am American) in 1965-66. During that time, I was adviser to a campus civil rights group, and at their request once gave a speech on civil disobedience to a college audience in a "free speech" area. What I said was misquoted in the college paper as telling the students to go out and break laws.

Last spring, I was appointed to an English teaching post at a boys' comprehensive. After the appointment, I learned that a letter had been sent from Fresno, and this letter nearly cost me my job. Fortunately, my head of department intervened with the headmaster. (I held this job for only one term and left to go to Boreham Wood.) Two weeks ago, I finally got a copy of this letter, which I have sent to the American Civil Liberties Union for legal advice. The letter was sent to the I.L.E.A. on 18-2-69. It is signed by the vice-president of the College, Dallas A. Tueller. The relevant sections of the letter read:

"I was not personally well acquainted with Mr. Yanowitz. We did have a problem with him that caused the college as well as the community some concern. It was reported to us that in talking high school students in Fresno, he was personally urging them to violate laws which they thought to be bad laws. Understan^d some citizens were exorcised (sic) about his statements

1 students, which became public information, and accosted the
egg about the matter. They were concerned that the administration
would permit a person to represent the college who in their view was
promoting anarchy", and we were charged with condoning something that
was inimicable to sound democratic wisdom and good citizenship. Since
the incident occurred (sic) toward the end of his year's stay with us,
and since we had already indicated to him that he would not be rehired
for another year, this helped to appease the local citizens who
telephoned or wrote to us about him and his conduct.

"I am not personally able to recommend as to his professional qualifications to teach English, but I must assume that our English Department felt that he was qualified to teach composition and other types of English courses.

"Since Mr. Yanowitz was young, I presumed that he may have learned from his year's experience with us and that he may not at the present time hold strongly to points of view about changing laws ~~they presume~~ by disobedience of them that he may once have held. Personally, I am not very sympathetic with people who either personally violate laws they presume to be bad or to encourage others to do so. I am a convert to the concept that democracy provides for disagreement, even violently serious disagreement about whether laws are good or bad, but I sincerely believe we should use democratic processes to change them and not attempt to get them changed by either recommending to others their violation or deliberately violate them ourselves. It is to be hoped that he learned from this experience at Fresno State College for apparently he is a bright and capable ~~individual~~ individual

Last Friday, 17 July, I had a hearing about my dismissal, conducted before a Governors' committee. I produced the Fresno letter, and the Principal denied having received a copy of it.

However, the head of one educational institution to which I applied in recent months has told me the following, and said I could use it publicly, though the head prefers at this time that his name be withheld. Several weeks ago, the ~~head~~ head wrote for a reference to my Principal, who subsequently phoned the head and said words to the effect that I would be an unsuitable teacher, and that a bad report existed in America as well.

The only bad report of which I can conceive is the above one. I held one other teaching post, for which I have a good reference; indeed, my head of department at Fresno also has written me a good reference.

Furthermore, subsequent~~ly~~ to that phone call, the Principal told me that he never gives a negative reference. Some time after the Principal told me and a union representative that he had denied any requests for references.

: Governor, incidentally, upheld my dismissal. The Principal's written reasons for dropping me were to the effect that I could not get along with my academic authorities.

Last December, a private meeting was held by the Principal to discuss my "personality." I was never told the content of this meeting, though I asked the Principal to allow me to rebut any negative statements that might have been made about me.

Recently, George Millward, an engineering lecturer who was present at that meeting, told me some of what was said. I should note that Mr. Millward is, to put it mildly, unconcerned about himself first in all matters, and he seems to have covered himself by telling me what happened, and also by telling the Principal he told me.

Mr. Millward says that those present at the meeting besides himself were the Principal, the two heads of department, and the chief technician, a member of the non-teaching staff. The chief technician, David Livingstone, said he had ~~never~~ heard me preaching Malcolm X. (I assume if he heard any discussion of Malcolm X, it was by eavesdropping.) The Principal and my head of department, according to Mr. Millward, immediately looked at each other in a way that said, "Yes, that confirms exactly what we suspected."

Some time after that meeting, Mr. Millward outlined in general terms what had happened at it. I asked him if he would say this publicly. He said ~~not~~ he would not. He saw the Principal about this, who told Mr. Millward that the meeting in question was strictly confidential. Mr. Millward mentioned to the Principal that I was worried about my job (the Principal, before discussing the issue of what I was teaching, had told me he did not expect my probation to be satisfactory; this was in November, at the beginning of the dispute. The Principal replied, very emphatically, that I would not be teach there after my year was up.

At last Friday's hearing, the Principal claimed he hoped right up to the last minute that the dispute could be cleared up. As evidence, he noted that my name was included in the college prospectus.

I enclose for your information a long, duplicated statement which contains relevant information through mid-May.

I would appreciate any help or ~~advice~~ advice you can offer. I wish to stay in England. I am effectively blacklisted from teaching although I continue to apply for jobs. At the risk of seeming immodest, I think I'm a good teacher.

With the exception of my characterisation of Mr. Millward for your information only, you may use any information in whatever way you find suitable.

LEAVENWORTH
2986 Joaquin Place
Fresno, Calif. 93726

July 21, 1970

Dear Dick,

Sorry to have taken so long to answer your letters. I've been waiting in hopes that the clouds in our own skies here would lift a little. but no. The SOB who has been lousing up your recommendation from here is now president of the college. Norman Baxter. Clean-cut product of a southern theological school--weak, mendacious, and tyrannical. He may actually be an agent of the CIA.

I am thoroughly disillusioned about the higher education racket, either here or anywhere else. Education is simply part of the weaponry with which the powerful keep their feet ~~in~~ on the necks of the weak. Certainly nothing in American colleges has any other effect than to make the rich richer and the poor poorer.

We are thinking of moving to Canada, but maybe England would be better. We loved England when we were there in 1952. We spent several months in digs at Lancaster Drive in Hampstead while we were reading in the British Museum. Then we rented a little stone cottage right on the water in Salcombe, South Devon, where we wrote our dissertations.

Are any of the new English communes at all promising? I notice your name among the correspondents listed in "Alternatives" and other publications of the "movement". I'm convinced now that establishment education is actively harmful on any level. I've been helping with a couple of free schools here in Fresno and nearby. I could easily get involved with something of the sort in Canada. But England could be more interesting. I would appreciate your putting me on to whatever English publications correspond to Win or Vocations for Social Change or This Magazine is About Schools.

I don't know, yet, if I can get a copy of the letter from here, but I'll work on it. In the meantime, I hope you find something better to do. Keep in touch, eh?

Ron

Lecturer loses job

A hearing organised by Hertfordshire County Council and the Boreham Wood college of further education has confirmed the loss of contract by Mr R. B. Yanowitz, a US lecturer in English and general studies. He claimed he was losing his job because he discussed Marxism and Black Power in social studies classes.

Mr Yanowitz said yesterday that he believed that the crucial factor had been an adverse

By our Education Correspondent

reference from the vice-president of the Californian State college at Fresno—a letter which, at the request of the National Union of Teachers, the Inner London Education Authority had agreed to ignore when he had previously been accepted for a teaching job in a London school.

He said this letter passed on complaints from the Fresno public that he had been "promoting anarchy" by encouraging the town's high school students to break the law. He

claimed that this was based on an erroneous report in a student paper of an address he had given of non violent civil disobedience in Mississippi where he had worked during the civil rights campaigns.

Mr Yanowitz thought this letter had unduly influenced the Boreham Wood principal, and that copies had been made available to another institution at which he was applying for a post. His departmental reference from California was satisfactory, and he thought it unfair that so much attention was given to a garbled reference from a vice-president.

8 Gascany Avenue
London, N.W. 6
22 July 1970

The Editor
The Guardian
192 Gray's Inn Road
London, W.C. 1

Dear Sir,

I would like to add a few points to your report of 22 July on my dismissal at Boreham Wood College of Further Education.

At my hearing, Mr. R.R. James, the Principal, said he was unaware of the bad report from California mentioned in your article. Before the hearing, he had said he had received no requests for a reference on me, and earlier he had said he would not give me a bad reference.

Prior to all those statements, however, he had telephoned ~~she~~Hast one Head in response to a request for a reference. Mr. James told the Head that I would be an unsuitable teacher, and that a bad report on me existed in America.

Before I learned of that, I had entered about 25 job applications on which I listed Mr. James as a referee based on his assurance to union officials and myself that he would give me a satisfactory reference. Mr. James apparently has taken steps to assure I not only have to leave Boreham Wood, but also cannot teach elsewhere.

It is clear from his past treatment of me that he was improperly influenced by the American report, which is self-admittedly hearsay evidence concerning matters irrelevant to my teaching ability. Had he bothered to ask me about the letter, I could also have made it clear that the statements in it were false or distorted. Instead, Mr. James was all too ready to expect trouble from me in my very first term at the college, and he accused me of preaching doctrines in which I did not even believe.

Apparently regardless of how unfairly a Principal treats a member of staff, he will be upheld, and the staff member will have his teaching career jeopardised. As an American who came to Britain believing in English justice, I have been sadly disillusioned. The

I could not get along with my academic authorities. Nothing has been said about the quality of my teaching, which has generally been accepted at Boreham Wood and elsewhere as good.

I might note an incidental correction to your article. You report that the bad American reference was based on a speech I gave in Mississippi. In fact, it concerned a lunch-time address in a free speech area of the California college, although the address was based on my Mississippi experiences in the civil rights movement.

Yours truly,

Richard Yanowitz

Yanowitz loses his appeal

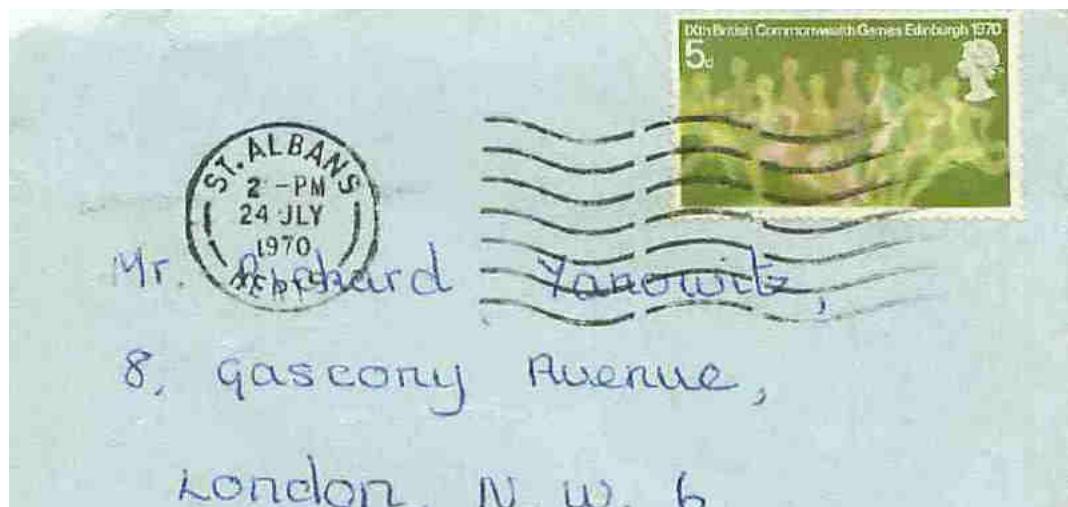
Mr. Richard Yanowitz, the American lecturer who was sacked from his post at Boreham Wood college of further education, Hertfordshire, had his appeal turned down by the college governors last Friday.

Mr. Yanowitz claims that part of the reason for his dismissal was that he discussed black power, communism, and other controversial topics with his classes.

He said that at the meeting the governors told him that he had not been asked to continue at the college after his probationary year because he had been consistently unwilling to co-operate with the academic authorities of the college. The disagreements had led to a degree of hostility and bitterness on his part, that they felt he would never settle down at the college.

Mr. Yanowitz said he would now try and "clear his name" and was applying for another teaching job in this country

Postmark indicates July 24, 1970



I have just learned that you have been put on the
"banned list by Hertfordshire.
All schools and colleges have been circulated and
told not to employ you.
Your friend Miss Carthey is in the same position.

A Friend.

THE TIMES
Educational Supplement

Telephone: 01-236 2000
Telex: 26 2622/3

TIMES NEWSPAPERS LIMITED, PRINTING HOUSE SQUARE, LONDON, E.C.4

July 30 1970

Dear Richard,

Thank you for sending me the documents. I am returning the I.L.E.A. one.

The Editor feels that the best way, if you still wish your views to be published, for you would be to write a letter to the T.E.S.

He feels that a third news article on the subject would only be justified if there was definite proof that you were sacked on the basis of the I.L.E.A. document alone.

I cannot guarantee that your letter would be published, but the shorter it is the more chance it stands for reasons of space.

Whether you write a letter or no, we would like to be kept in touch with your future arrangements.

Yours,
Tim

praised. The written reasons for my dismissal were only that I could not get on with the academic authorities. The Governors have upheld this, regardless of the fault of the Principal. In short, no matter how good a teacher I might be, I am being denied the right to teach because I refused to conform to my Principal's unreasonable and prejudicial demands.

And not only have I been dismissed, but the Principal has also taken steps to ~~hindar~~ my finding employment elsewhere--again regardless of what teaching virtues I might be able to offer the educational system. I can only wonder what has happened to that concept I so often heard praised in America: British justice.

Yours sincerely,

Richard Yanowitz

As from:

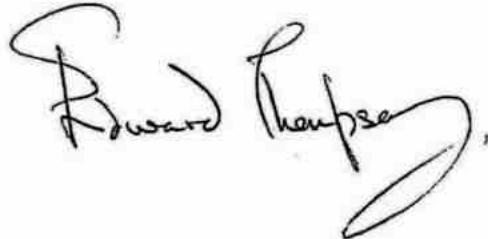
43 Lansdowne Crescent
Leamington Spa, Warwks

20 August

Dear Mr Yanowitz,

Your long letter about your dismissal got through to me only two or three days ago: hence my long silence. I read it and the accompanying notes very carefully: several other cases of this kind have come to my notice in the past year. You have no doubt noticed that the National Council of Civil Liberties is setting up an academic section, whose function it will be to keep account of such cases. I expect that you will by now have let them have details of your own. From your own point of view I hope you are successful in finding a more congenial place to work in next year - the atmosphere at Boreham Wood must be repellent to you by now,

Yours sincerely,

A handwritten signature in black ink, appearing to read "Edward Penrose". The signature is fluid and cursive, with the first name "Edward" and the last name "Penrose" both starting with a capital letter.

8 Gascony Avenue
London, N.W. 6
1 August 1970

To the Editor of the
Times Educational Supplement:

Dear Sir,

I should like to add a few points to your report of 24 July on my dismissal by Boreham Wood College of Further Education.

At my hearing, before the college Governors on 17 July, I produced a copy of a letter written to the I.B.E.A. by the vice-president of Fresno State College in California, where I lectured for one year. This letter offered hearsay evidence about my political activities at Fresno, alleging I had told high school students to break laws. (The actual circumstances concerned a speech ~~xxxxxxxxxxxxxx~~ to college students about civil disobedience.)

Mr. James, the Boreham Wood Principal, denied knowledge of the letter. Prior to the hearing, he had several times told myself and union officials that he would give a satisfactory reference to help me find a teaching post elsewhere. At one point, he also said he had received no requests for a reference.

In fact, in reply to a request for a reference some weeks before my hearing, he had rung the head of at least one educational institution. Mr. James indicated I was an unsuitable teacher and added that a bad American report also existed about me.

By the time I learned this, I had already submitted about 25 application forms listing Mr. James as a referee.

His possession of the Fresno letter explains why Mr. James, after I had been teaching only ten weeks at Boreham Wood, should have been so prepared to accuse me of using the classroom as a platform to preach personal beliefs, and why he should have tried to ban my discussing topics like black power, in which I am not a believer.

A precedent dangerous to the teaching profession has been set by my dismissal. My teaching quality has never been questioned; indeed, it has been frequently

Association of Teachers in Technical Institutions

Hamilton House Mabledon Place London WC1H 9BH
Telephone 01-387 2442



date 23rd September 1970 our ref MISC/4044/PD/LH your ref

Mr. R. Yanowitz,
8 Gascony Avenue,
London, N.W.6. *

General Secretary Tom Driver BA Dip Ed
Deputy Secretary James Todd AM Inst E AIERE

Dear Richard,

Many thanks for your letter of September 8th which I received on returning from holiday last week. I am very sorry I was not able to reply immediately due to various pressing matters.

I was very surprised on returning to find that there was no letter from the Home Office awaiting me - particularly so since they replied very quickly with a query after I first wrote. Accordingly, I am writing immediately today in somewhat sharp terms.

A teacher who has been in superannuable service is able to claim back his own contributions as soon as he has been out of service for 3 months by writing to the Department of Education and Science, Pensions Branch, Mowden Hall, Staindrop Road, Darlington, Co. Durham. It really is a pretty lousy bargain however since:

- a) He can only get his own contributions back, not the employers i.e. 6% not 14½%.
- b) Tax is deducted at the standard rate.
- c) There are also deducted the Graduated Pension contributions from which he has previously been exempt.

The only silver lining is that 3% compound interest is paid.

If a person who has withdrawn his contributions subsequently returns to superannuable service, he may, if he wishes, repay the contributions but, again, there are a couple of awkward factors:

- i) Compound interest at the rate of 3½% is payable.
- ii) State Graduated Pension contributions cannot be repaid so there is no deduction in respect of these - he does of course keep the pension entitlement earned by having effectively made two sets of contributions for the period in question.

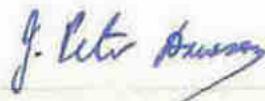
/continued....

I am very sorry indeed to hear your news and can only hope that things brighten up before long. I will certainly chase the Home Office up as quickly as possible.

You should have received an Association Membership Card which is, in effect, a receipt for your Union Dues. The tax people do not normally ask for a receipt and you should just go ahead and make the claim. If there is any difficulty please let me know.

With best wishes

Yours sincerely,



PETER DAWSON
Assistant Secretary

Association of Teachers In Technical Institutions

Hamilton House Mabledon Place London WC1H 9BH
Telephone 01-387 2442



date 2nd December, 1970 our ref C/6310/PD/CJW your ref

Mr. R. Yanowitz,
8, Gascony Avenue,
London, NW6 4NA. *

General Secretary Tom Driver BA Dip Ed
Deputy Secretary James Todd AM Inst E.A.I.E.R.E

Dear Richard,

Many thanks for your letter of 21st November.

The news about the Home Office is very good indeed and I am particularly pleased to know that the Civil Servant who dealt with the matter was helpful. When I wrote to them, there was very considerable delay in getting a reply and they apologised for this. Ultimately, in reply to my question about a minimum limit on the number of hours of work which would allow a work permit to be issued, they stated "In the case of teachers, the minimum number of hours regarded as qualifying for full-time employment is 20 hours per week. Applications for part-time work, however, are treated on their merits and where special circumstances exist these would be taken into account."

It seems, from what you say, that the special circumstances were taken into account very fairly and this is excellent news.

I am also delighted to hear that you have managed to secure employment in another college, although I am sorry that it is at a lower salary level. I did in fact receive a phone call from the Branch Secretary about a general problem but I did not have the faintest idea that he was talking about you. I wasn't even sure that you were still in the country!

Continued...../2

The information you have given is both interesting and helpful and I am very grateful to you for letting me know. I do hope that the job continues to go well and that there will be no difficulties at the time of renewal of the work permit. As I understand it, the Aliens Act (applying to the whole community - not just teachers) does require a general assurance that a British national cannot get the job but the education service (particularly in a cosmopolitan area like London) usually applies the law with a good deal of common sense.

With best wishes.

Yours sincerely,



PETER DAWSON
Assistant Secretary



Richard Janowitz
College of Further Education
Brookland Wood
Herts.

<u>IN THE SOVIET UNION</u>		<u>VICTIMS OF COMMUNISM</u>
Russian Revolution and Civil War		1,500,000
Civilian Deaths Caused by the Civil War Fighting and Famine		13,000,000
Liquidation of Class Enemies and Minorities		3,000,000
Famine Caused by the First Five Year Plan		7,000,000
Communist Purges		1,500,000
Deaths in Slave Labour Camps, 1921-1960		19,000,000
		<u>45,000,000</u>
<u>IN EUROPE</u>		
Revolutions and Invasions		500,000
Liquidation of Class Enemies		2,000,000
Communist Purges		1,000,000
Deaths in Slave Labour Camps since 1945		100,000
		<u>3,600,000</u>
<u>IN ASIA</u>		
The Chinese Civil War, 1927-1949		20,000,000
China, Liquidation of Class Enemies		9,500,000
China, Famine Caused by 'Great Leap Forward'		13,000,000
China, Deaths in Slave Labour Camps since 1950		2,000,000
Tibet, Invasions and Revolts		200,000
The Korean War		1,500,000
Hitler murdered only 7,000,000.		<u>46,200,000</u>
<u>GRAND TOTAL</u>		<u>94,800,000</u>