

The International  
School of Geneva and the  
United World Colleges in the  
early years of the  
International Baccalaureate



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# Acknowledgments

We, former members of staff of the International School of Geneva and of Atlantic College in the early pioneering days of the IB, have decided to write our memories of the role of these two schools in the realisation of what, for many, was an admirable but almost utopian dream. In part we have done so because these achievements are vital features of each school's history, in part as a tribute to the numerous gifted colleagues whose dedicated professionalism and untiring enthusiasm ensured success. Many of these colleagues, especially on the Ecolint side, have died long before the IB achieved its current leading position across the world's educational scene. We, both our schools and the International Baccalaureate itself, are deeply in their debt. Nor do we wish to overlook the first IB students who entrusted their university entry to this unproven and unrecognised curriculum and examination.

Success has, as we well know, many fathers, and other books and publications marking the 50th anniversary of the IB will rightly pay tribute to numerous other founding figures. Here, however, we lay emphasis on the part played by classroom teachers working from the grassroots. The IB has influenced hundreds of thousands of students across the world and contributed on the way to some important reforms in national educational systems. It has been a remarkable story.

We are most grateful to Peter Howe, the Principal of UWC Atlantic College, and to the College authorities, for publishing our essays.

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# Ecolint and the Origins of the International Baccalaureate

## **Preface**

The origins of the IB at the Ecole Internationale de Geneve (Ecolint) can be explained as both an idealistic venture and as a pragmatic response to the changes which were occurring in the city, the school and the associated communities during the early 1950s and 1960s.

The idealism dates back to the school's founding and reflects Geneva's role as a major international centre. The city has always had a reputation for educational innovation dating from J. J. Rousseau, through the Ecole Nouvelle movement to the establishment of the Piaget Institute in 1929. In November 1920, the Permanent Secretariat of the newly formed League of Nations arrived and, as with most other international or inter-governmental organisations, educational provision for the children of staff members soon became an issue. The school was thus founded in 1924 by a group of the League's staff members who saw it as a pioneering venture which would take advantage of recent educational pilot schemes. From the outset it was to be an international school promoting the League's ideals of peace and international understanding.

The School narrowly survived the Second World War to become the oldest international school in continuous existence in the world. The League was succeeded by the United Nations Office in Europe and by a number of UN agencies and the school was thus well placed to continue its service role and its mission as an innovative institution. The international community of Geneva increased sharply, augmented by the arrival of several large multinational corporations. The character of the School changed profoundly as it moved from being a small bilingual pioneer into a much larger institution with, by 1960, 1,500 pupils, with a ratio of 75% studying through the medium of English and 25% in French. Most parents wanted their children to progress to university, and by the 1960s the school was preparing its school leavers for four national examinations – the Swiss Maturité, the French Baccalaureate, the British GCE O and A levels, and the US College Board exams. Timetabling the vastly different requirements was a nightmare and, since classes were small, severe financial problems were inescapable.

A new factor in the 1950s was the rapid expansion of so-called “international” schools in many world cities and the emergence of a transient school population moving between such schools. Ecolint had already assisted in creating one of these – the United Nations International School in New York (UNIS). In 1951 Ecolint,

UNIS, and the small UN Nursery school in Geneva, together with a school in Paris, convened a meeting at the UNECSO Headquarters in Paris to explore the possibility of greater cooperation between these schools. As a result, the International Schools' Liaison Committee was formed, changing its name to the International Schools Association in 1956. Funds were almost non-existent, and the committee members were almost all officials from international organisations with no active participation in educational matters other than as well intentioned and strongly motivated parents or school board members. Most resided in Geneva and Ecolint provided the Association with a single room as an office. The President of ISA was usually a member of the Ecolint Governing Board. ISA held annual conferences, but its accomplishments were negligible.

Matters began to change when John Goormaghtigh, a Belgian of remarkable ability, with great diplomatic and language skills, became Chair of the Ecolint Board in 1960 and Desmond Cole Baker Director of the school's English Language Programme (ELP) in 1961. It is worth noting that the school had been divided into two linguistic sections in 1957, a decision that was to result in turmoil in the mid-1960s. It now became clear that both men shared a vision more in keeping with the original mission of the School. They resolved to use ISA, still conveniently accommodated at the school, to make it a reality. The aim would be to persuade other "international" schools to adopt common programmes of study to facilitate student transfer and to create truly international programmes of study, free of the perceived drawbacks of national systems, for example the encyclopaedic nature of the French Baccalaureate and the intense specialisation of British GCE Advanced Levels. The prospect of having one programme to replace Ecolint's now four, the Swiss, the French, the British and the American, might also solve Ecolint's financial problems, a pragmatic rationale for the change.

Ecolint's governing board agreed to second a member of staff to tour such schools to explore their interest in helping to launch the project. Cole Baker appointed Robert J. Leach, a dynamic American history teacher, who made a 120-day tour covering 24 schools in 16 countries and three continents. His subsequent reports make fascinating reading and led him and his Ecolint colleague Michael J. Knight to attempt a categorisation of international schools. In their judgment, no school, not even Ecolint, met their expectations.

ISA had meanwhile been accorded recognition by the UN Economic and Social Council (ECOSOC) in 1956, and Cole Baker began to exploit this connection to win modest UNESCO grants in a variety of fields aiming to promote international understanding. The most fruitful of these funded a conference held at Ecolint in August 1962 on the teaching of social studies, in preparation for which Ecolint's

English Language Programme historians prepared a draft Contemporary History course from 1913 to the present day. This in itself was revolutionary since few historians believed that the teaching of contemporary history was a valid field of study. This was “Current Affairs”. 60 persons attended, representing 22 schools, and the conference ended with the passing of a resolution calling on ISA to continue its curriculum work with the aim of establishing an international baccalaureate. It is here that the term IB first appears, and an article was subsequently published in *La Suisse*, the local newspaper, entitled “Vers un Baccalaureate Internationale?”

Leach adapted his final history course over the 1962 - 63 school year to test this new syllabus and 4 students sat the final exam, adjudicated by the department’s historians. One enterprising lad persuaded Harvard to grant him sophomore standing on the basis of his certificate. In fact, during the summer of 1963 Michael Knight took the syllabus to several British universities and gained agreement that it could be accorded A level status. University recognition was thus already acknowledged to be a vital aspect of the project.

Cole Baker pressed ahead and secured a new UNESCO contract to fund an ISA conference on the teaching of modern languages and their role in promoting internationalism. This was held at the International School of Milan in August 1963. Back at Ecolint, Cole Baker found the funds to appoint a part-time secretary to ISA and persuaded Nansi Poirer, a senior staff member, to form a staff committee to coordinate the work in other departments within the context of a future IB.

Curiously, for a so-called international school, Ecolint’s ELP (English Language Programme) did not teach Geography except in the junior secondary classes under the guise of social studies. Cole Baker therefore advertised in the spring of 1963 for a geography teacher and at my interview with him in London I was introduced to his vision of international education. I was enthralled. On arrival at the school in September 1963 I was assigned to start formal geography courses and to co-teach the economic and social sections of the new contemporary history course, now extended to cover a two-year period. Underprepared, I was lucky to have a half day free to research at the UN library, there being no suitable text books for a course (with options) of a global dimension. To assist us and to give the course greater validity, Cole Baker arranged for staff from the University of Geneva’s Institute of Graduate Studies in International Affairs, headed by Professor John Siotis, to form a panel which met regularly with our historians. It was from this group that eventually, in January 1965, the International Schools Examination Syndicate (ISES) was established. It was chaired by John Goormaghtigh, with Desmond Cole Baker as its treasurer and Ruth Bonner as its office manager. Two local experts, Prof. Panchaud, Head of the University of Lausanne’s School of Education, and Dr.



Sarawate, Deputy Director of the International Communications Union (ITU), were also brought in.

## **The Exploratory Stage 1964 – 1965**

Among the many Ph.D. and Masters theses on the early days of the IB, Daniel Wagner's for the University of Michigan uses this term to describe the 1964 – 65 period. It seems very appropriate.

Gene Wallach and I shared the teaching of the contemporary history course which was the only trial course in existence over the 1963 – 64 academic year. As part of Nansi Poirel's commission, ELP departments were asked to produce draft syllabi in their subject areas. There lay a source of danger, since each department started work in splendid isolation, with myself, a singleton, as the only geographer. Some kind of standard needed to be set, and Ruth Bonner duly distributed copies of Bloom's Taxonomy of Educational Objectives. Its cognitive domains had appeared in 1956; the affective domain was hot off the press in 1964. Nansi's committee consisted mainly of ELP heads of department, myself representing geography being the "outsider". Certain departments were very active, such as the English who numbered six, the Modern Languages under Rodney Stock, and especially the Maths department with Elsie Howenstein and PK Ghosh, who was to become the first Chief Examiner in Mathematics.

I remember that discussion focused, during the early months, on two levels corresponding to British O and A levels. Nansi then organized a whole day seminar of the secondary school staff (again mainly ELP) in which we somehow came up with a draft proposal which was meant to be distributed to interested schools to be "shot down", as one participant put it. This "Draft Proposal for an International Baccalaureate" was published in the ISA Newsletter Bulletin 31 in June 1964. The first page makes the case for a broad-based curriculum avoiding over-specialisation and "that an essential part of a student's education should be knowledge, however summary, of man's achievements in all parts of the world". It also emphasises the inclusion of a world literature course as an integral feature of the curriculum. The second page entitled "The Form of the Examination" strangely covers only the lower level examination for students roughly 16 years of age! No mention at all is made of the higher level intended for the final two years of schooling. It ends however with the following words: "The Staff of the International School of Geneva firmly hopes that, with expert advice and practical help, the fundamental ideal of such a scheme – an International Baccalaureate – may be realised." I am not aware of any response to this proposal since only one other school attended the first international conference in the spring of 1965 and that was Atlantic College. How did they get involved?

One clue comes from a conference session of the European Teachers' Association held in the spring of 1964 at the Institute Pédagogique de Sevres in Paris. It was attended by the European Commission Schools, NATO schools and representatives of Ecolint and Atlantic College. Also represented was the University of Oxford Department of Education and, most importantly, several Inspecteurs Généraux of the French Ministry of Education. A presentation on ISES was made and favourably received, especially when it was made clear that ISES was to be a bilingual French/English venture.

Another connection arose from the fact that at Ecolint we had 2 or 3 post-graduate student teachers from the University of Oxford's Department of Education resident in our boarding houses. Their tutor Dr W. D. (Bill) Halls visited to monitor them and expressed interest in our ISES work. He must have reported this back to his Director, A. D. C. Peterson, who appeared in persona as the 1965 tutor. Since Peterson was already involved with Atlantic College (AC) I feel that here lies the key to the involvement of the College which was to have a great influence on the emerging programme and its character. In the autumn of 1964 we find AC applying to join ISES and becoming the host of a languages colloquium in October – the first instance of Ecolint staff members actively collaborating with AC staff. The Ecolint team included Nansi Poirel (English), Rodney Stock (French) and Nan Martin (English as a second language).

The financing of the project must have been an ever pervasive problem which may help to explain why not all departments at Ecolint were as enthusiastic as the English, Modern Languages, History, Geography and Biology, perhaps fearing that their voluntary work would come to naught. Through the good offices of Georges Henri Martin, Deputy Chair of the School's Governing Board and Editor of the *Tribune de Geneve*, overtures were made to the Twentieth Century Fund for assistance. This necessitated a sounder legal basis than that of ISA and led to the earlier history panel "morphing" into the new ISES Council established in January 1965. The Twentieth Century Fund's donation of US \$70,000 became the first major contribution towards the project's realisation. In retrospect it seems a modest sum, but it opened the door to other donations in the future. One of the conditions of the grant was the dispatch to Geneva of an American educational journalist who was to observe and report on our progress. Martin Mayer published his findings in a book entitled "Diploma", another source for the project's history. The ISES Council was chaired by John Goormaghtigh, with Cole Baker as its Treasurer. It was given office space within the school. Several notable personalities were recruited to the Council, including Professor Panchaud, Dr Sarawate, by now Secretary-General

of the ITU, and Rector Capelle of the University of Nancy, a renowned reforming figure within the French Ministry of Education.

However, the most important event of the “exploratory” period was the holding of the first major International Colloquium, held at Ecolint in March 1965. 50 persons attended including six French Inspecteurs Generaux and representatives of British Examination Boards. This four-day gathering had two aspects. As Ecolint staff we had been asked to prepare draft syllabi. Five were presented as mentioned earlier. Study groups evaluated them. Each group consisted of teachers from Ecolint and AC and experts invited from leading European universities (France, Switzerland, Germany and the UK).

In parallel, one group considered the programme as a whole, now being spoken of as a “package” rather than as separate subjects. Two key figures here were Gerard Renaud, Ecolint’s teacher of Philosophy, and Inspector Smeerverde of France. It is they who made the vital breakthrough on the final day, producing a model of seven subjects – three at “higher” level and four at “subsidiary” — almost the “hexagon” as we now know it.

This model appropriately avoided the excessive specialisation of the British system, the perceived encyclopaedic nature of European systems, and the *a la carte* short courses of the US. Moreover, at its core was an emphasis on learning to learn (the influence of Rector Capelle to the fore here). A commitment to promoting international understanding underpinned everything as well as the idea of developing “active world citizens”. There was general approval of this model, which could claim to be a new departure in educational terms unlike any existing national model. In essence, it concentrated on programmes and activities over the final two years of secondary schooling. The conference recognised the need to have each component of the package at an acceptable level for university entrance, this to be negotiated in the years ahead. Thus we might claim that, by the spring of 1965, the exploratory period had reached a successful conclusion. At this point, Cole Baker persuaded a generous donor to fund the travel of 25 Ecolint staff members to visit leading US and Canadian universities in July.

Ecolint’s primary level teachers had meanwhile been working on an international programme for primary schools. The 1965 ISA summer conference was devoted to this and led to the publication of a model programme which, when it was published in 1969, sold out immediately and had to be hastily reprinted.

It is interesting to note that Desmond Cole Baker had sufficient confidence in the outcome of the March 1965 conference to publish in the November edition of *Comparative Education* an article entitled “Towards an International University Entrance Examination”, summarising the progress achieved thus far.

## **The Developmental Period 1965 – 1968:**

### **School cooperation – Ecolint/AC**

Reviewing the list of participants at the March conference, it is remarkable to note that all of the teachers attending came either from Ecolint or AC. I think it would be no exaggeration to claim that the final shape of the IB Diploma Programme (IBDP) resulted largely from the collaboration of the staff of these two schools. Between them there seemed to be virtually complete agreement on the aims of the project and the path to be taken in its development.

Whilst it can be claimed that the project started at Ecolint, our AC colleagues made substantial contributions which are now considered key features of the IBDP. Without their participation, we might not have developed them in Geneva alone. Clearly, both schools were committed to the promotion of international understanding, peace and human rights and the development of the whole person. In this respect, AC benefited from the influence of two extraordinary educators. Kurt Hahn had been one of the leading founders of the College, of whom David Sutcliffe has written extensively. Although we in Geneva subscribed to the “education of the whole person”, we had little exposure to Hahn’s ideas and practice of character development especially through the role of community service and of self-discovery through certain physical activities. In 1965 at Ecolint, we did not have a full understanding of what was to become CASS – a key core element of the IB programme. Quietly, yet most persuasively, this element emanated from the activities being pioneered at Atlantic College in South Wales.

The other notable influence was Alec Peterson, another founder of the College and of their quest for a true international programme for their students. Seeking balance in the curriculum, he had already discussed with Robert Blackburn, AC’s Deputy Head and Director of Studies, the idea of HL/SL levels for each subject, a concept that was convincingly conveyed to the March conference by Robert.

I think it would also be fair to say that AC had greater experience than us at Ecolint in contacts with a wider variety of universities to which their students would have access. With Peterson becoming Director-General of ISES and later IBO, these attributes were again invaluable in soliciting a favourable acceptance of the IBDP by universities. The cooperation between groups of staff from either school must be considered a highlight of the IB’s development, despite considerable practical difficulties. Both groups contributed voluntarily over and above their contractual obligations. Communications were difficult, comprising mainly hand-written correspondence, the cost of telephone calls being prohibitive. Visits were irregular given the cost of travel and the time taken. It helps to explain why the “gestation” period of the IBDP 1963–68 was so long.

Another feature in which there was close cooperation concerned trial examinations. Apart from the history programme at Ecolint, the first trial exams in 1967 were limited to the two schools with students sitting single subjects. They also dominated the 1968 sessions. Since these nearly always included an oral component, the staff of each school visited the other as examiners, further cementing the level of cooperation. My first visit to AC was as the geography examiner in 1968. As subject conferences were held from 1966 to 1968 to consolidate the subject contents of the curriculum, other schools began to participate, but the two schools were always in the forefront. Another contribution to which AC can lay claim was the concept of school-based subjects serving a school in its local setting, but from which IB schools in general could ultimately benefit.

## **Syllabi, Teachers' Guides, Examinations:**

### **Geography – a Case Study**

During the exploratory period, departments at Ecolint had been charged with proposing draft syllabi. Therein lay an opportunity to look for the best practices by comparing national models, ensuring thereby that there would be an emphasis on ensuring an international perspective. Mention has already been made of the use of Bloom's taxonomy to ensure compatibility between subjects in the three domains — cognitive, affective and sensory.

Moreover, the early 1960s saw advances in curriculum development in several countries which certain subjects were able to adapt and adopt. The science syllabi, for example, were strongly influenced by the Nuffield science project work in the UK, whilst the Physics SL was strongly influenced by the Harvard Physics Project.

The syllabi produced for the March 1965 conference were not yet divided into Higher Level and Subsidiary Level courses. This was to be the focus of work over the 1966–67 period, again mainly the work of Ecolint and AC staff with an increasing input from the United Nations School (UNIS) in New York. The main reason for their late entry was that the school only reached grade 12 in 1966. The case of geography was different.

From 1963 – 65 I was the only geographer on the ELP. With my poor command of French there was only a tenuous contact with the "geographers" on the FLP who in any event lacked the necessary background. My own thinking was heavily influenced by my experience of A level work. The subject received only two periods a week in continental systems and was very descriptive. American schools did not teach the subject at all at school level, although it was highly developed at university level.

Thus, much of my early work within the ISES context was spent researching the philosophical basis for the subject as a HL component of a future diploma — to justify its inclusion in what is now called the group 3 subjects and thus to lay the foundations for a new syllabus. Looking back at the initial Teachers' Guide which I wrote, this philosophical analysis represented half of the guide and included a long bibliography of leading university geographers — mainly American and French.

Happily, this situation changed when AC's John Grant Wood came on board, and by 1967 I had been joined by three other superb geographers on the ELP in the persons of Joan McIlwaine, Peter Conway and Leslie Robb. The quality of the syllabus was greatly improved with their input. Luckily Grant Wood and I came from similar teaching backgrounds, both of us rooted in the regional school of geography. This emphasis has long disappeared in more recent IB geography programmes. We also both favoured a study of topographical maps and fieldwork as well as a thesis chosen by the student. Until 1968 many subjects required a thesis – an unbearable burden for the poor student until it was decided in 1970 that a single extended essay (EE) would be an integral component of the diploma. These draft syllabi were then subjected to rigorous scrutiny in the three subject meetings held between 1968 and 1970. We were able to attract top class university professors to endorse our work. In other words, IB syllabi were the products of grass root teachers rather than being imposed by an examination board or national ministry. The first time geography was chosen as an IB exam subject was in 1973 although trial examinations had been tested on volunteer students since 1968.

The aforementioned US visit by Ecolint staff in July 1965 proved particularly fruitful for geography. I had somehow managed to contact the chair of the National Association of American Geographers – Prof Philip Bacon of Columbia University. On my arrival he picked up the phone and virtually ordered leading professors across the country to meet me and discuss the draft syllabus. They were most supportive since the subject was not taught at school level. By contrast, Prof. Neville Scarfe of the University of Vancouver, who had taught me at the Institute of Education in London, thought we were being too traditional and conservative! Another fortuitous choice arose by my being able to attend the International Geographic Union's Congress in London in 1966. There I explained to my former tutor at The London School of Economics (the famous Prof Dudley Stamp) what we were working on and that we wanted a chief examiner for Geography, whereupon he promptly walked over to the Secretary General of the Union, Prof Hans Boesch of the University of Zurich, and charmed him into agreeing to help us. He subsequently became the Chair of the Chief Examiners.

Strangely enough, the case of economics was rather similar in that I was the sole economist at Ecolint with Jeremy Rowe and Andrew Maclehole my counterparts at AC. However, we were joined by two excellent economic thinkers with us on the subject committees in a socialist professor from the University of Warsaw and Prof. Lord Vaizey of Brunel University in the UK who became the Chief Examiner.

Recruiting such eminent personalities gave the project considerable credibility. Another example was the arrival in Geneva on sabbatical leave of Harlan (Harpo) Hansen, Professor of German at Williams College and Chief Executive of the US Advanced Placement Program. He was soon co-opted on to the ISES Council and became a close friend of Alec Peterson who had now taken over as Director General.

## **Progress amidst Turmoil – Ecolint 1966**

Both Ecolint and ISES existed in precarious financial circumstances. Alec Peterson's arrival gave the project new impetus and several more notable persons were added to the ISES Council, in particular Mme. Hatingais, the French Ministry's senior Inspectrice. The general schema was achieving greater clarity, with CASS firmly embedded but with the Extended Essay and the Theory of Knowledge still in the future. Some further modest grants appeared from which subject committees benefited. ISES offices moved away from the Ecolint campus to an independent location, though daily contact was maintained.

Meanwhile the Ecolint's Governing Board had charged Desmond Cole Baker with a study of the school's finances and structure. In due course Desmond produced a plan for re-unifying the two language programmes. In essence this involved:

- Bringing the two language sections under one administration
- A bilingual approach to a unified curriculum
- Phasing out national examinations in favour of the ISES or IB programme — a highly controversial issue which persists to this day!
- Making up to 35 staff members redundant in order to ensure the financial viability of the School.

The Board were initially favourable to this proposal and voted to implement it, provoking a furious reaction from the FLP staff, who were the main people involved in the redundancies, and FLP parents. Even *Le Monde* in Paris wrote an article criticising an American takeover of the School! Conversely, ELP staff were generally supportive, but there was no real attempt at a dialogue between the two sections. I got involved, being the Chair of the ELP Staff Association.

There followed an explosion of angry reactions over several weeks, leading to an Extraordinary General Assembly of the Association of the International School

of Geneva. It was a catastrophic meeting lasting six hours in the Palais des Nations. The Governing Board retracted its support of the plan and set up a conciliation commission of three former ambassadors of the old League of Nations (no less!). The net result was a decision to recommend the appointment of a Director General to preside over the two sections. This led to the resignation of Desmond Cole Baker, a severe loss of leadership for the ELP. ISES was less affected because of the presence of Alec Peterson. Desmond remained in Geneva for another 3 years as Director of ISA with a permanent office in Geneva for the first time in its existence.

Despite this turmoil, there was little effect on the life of students on the ELP. Enrolment was still buoyant, exam results uniformly high, extra-curricular activities in music, drama and sports flourished. As before, the gap between the two language programmes remained as wide as ever, and for the academic year 1966 - 67 the school operated as two sections. John Goormaghtigh resigned as Chair of the school's governing board in favour of concentrating on chairing ISES and steering it through to becoming the IBO, finally achieved on October 28th, 1968.

The Reconciliation Commission's main recommendation was the creation of the post of Director General to unify the school. The first Director General (in office from September 1967) seemed a good appointment — an American academic fluent in French, although his first action was to demote Desmond Cole Baker's two Deputy Heads. Tragically, he died within 4 months of his appointment, necessitating a new search and the appointment of R. F. Lejeune in September 1968. Meanwhile ISES was to hold its most important international conference at Sevres in February 1967. Who would represent Ecolint?

## **The ISES International Policy Conference at Sevres in February 1967**

This policy conference was partly enabled by the payment of the first tranche of a new grant from the Ford Foundation. It was convened jointly by ISES, UNESCO and the French Ministry of Education. It can only be regarded as epoch making. It has been well described by Peterson in his "Schools without Frontiers" and by Leach in his "International Schools and their Role in International Education" as well as in several masters and doctoral theses. It led to the transformation of ISES into the IBO, set directions for its future development, and ensured considerable institutional support for the foreseeable future.

The conference was limited to 50 participants – ISES staff, representatives of several governments and senior staff of the main participating schools including Ecolint, AC and UNIS. In the absence of a head of school Ecolint was represented



by Leach and Thomas as those who had the most experience of the project since its inception.

Over the four days of the discussions, participants either met in plenary sessions or in one of two commissions, one dealing with assessment and related issues and the other with curriculum matters and university recognition of the future diploma. Several contentious issues were hotly debated but calmly resolved to general satisfaction. I highlight some of these issues as follows:

- The format of the Diploma: National traditions generally dictated the combinations of subjects studied by secondary school pupils, options only being available within a narrow range of categories or streams. For several participants the proposed structure of the Diploma offered a relative freedom of choice and emphasis that was outside their previous experience. Happily they were convinced by our arguments.
- There was approval of the 1-7 marking system, chosen as such because it was different to any other existing national system. There was also considerable discussion as to whether the entire school population would be capable of a complete diploma or doomed to failure without any recognition. Desmond Cole, head of UNIS, proposed the concept of issuing certificates for non-full diploma candidates — a neat solution which has been justified over the years. 42 points was therefore to be a perfect score (bonus points had still to make an appearance). Which score should be counted as a pass? This was fixed at 24 points for the Diploma as a whole, 4 points in each of the six courses, regarded as being equal to a pass in the French Baccalaureate. However, a system of compensation was agreed if one of the HL scores was a 3. A welcome degree of flexibility was emerging.
- A further area of discussion revealed, in my opinion, wide confusion as to the configuration of schools. Formal schooling began at different ages in Europe - in the UK at 5, in most European countries at 6, in Scandinavia at 7. How meaningful was it then to refer to the final two years of secondary education? How many school years must lead up to them? The issue achieved extra significance in the light of the American readiness to grant sophomore status to students with European qualifications after 13 years of schooling. Most of these discussions failed to take account of the national differences in the starting age of formal schooling. Wisely, I think, the IBO has ignored this debate and allowed member schools to designate their own nomenclature for the “graduating” class.
- Other areas of considerable discussion concerned oral examinations and the role of internal assessment. National systems varied greatly in this respect. As far as IBO were concerned there were the considerable constraints of the

costs involved in travelling expenses as well as in standardising the grading. For several years the latter was solved by using cassette recordings by which Chief Examiners could monitor standards. The conference also agreed that an independent Board of Chief Examiners be established with full control over the examination process.

- Confirmation to offer the examinations in two languages was widely welcomed and the concept of a bilingual diploma agreed.
- The most controversial subject area was Mathematics and whether the subject should be compulsory. Various Maths panels had wrestled with the idea of “mathematical literacy” for all. The principal, indeed only serious opposition came from the British, whose GCE O and A Level arrangements allowed pupils to opt out of Mathematics altogether after O Levels, normally taken around the age of 14/15, whilst mathematically gifted pupils, thanks to the British specialisation, were able to take the subject to the very high standard that was required for successful entry into mathematical and science faculties at university. The Mathematics HL and SL syllabi presented to the conference were estimated to be very challenging and might possibly result in an otherwise deserving student failing the diploma. Whilst Maths was finally confirmed as a compulsory requirement within the diploma, the underlying issue was not resolved until the introduction of Mathematical Studies in the mid-1970s to complement the already existing course at the Subsidiary Level.
- Considerable discussion took place on the role of objective testing (multiple choice examinations). These were seen to be valid in some subjects but also prone to difficulties when translated into several languages. Conference agreed however that further consideration be given to this exam format pending more extensive testing.
- The French contingent continued to argue in favour of Philosophy being a compulsory element as in their Baccalaureate. In the end Peterson and Renaud came up with the idea of the “Theory of Knowledge” (ToK) which has now been recognised as “the jewel in the IB crown”. In reality, at the time, they were probably the only ones who had any idea of what it might entail. But it sounded convincing, since it aimed to ensure that a degree of reflective integration could take place across the subjects of the diploma. The emphasis lay in an understanding of the philosophical basis of each discipline and how the subject categories reflected ways in which humans think about knowledge.
- Recognition of the diploma for university entry was a key aspect of the discussions and was complicated by the disparity between the autonomous selection practised by many universities and centralised systems like that of

France. The solution agreed was that the period 1970 – 74 be regarded as a trial period to be limited to 500 students from a limited number of schools (14). A limited number of governments thereby guaranteed recognition of the diploma within their jurisdictions. In the event this date was later postponed until 1975 and the number of schools and students was far greater than originally envisaged, partly due to demand and partly to the need for revenue from examination fees. Small monetary contributions were promised by a number of governments. These were to be the effective arbiters of whether the trial period had been a success. Formal approval for this increase in numbers was given *post facto* at the Hague Intergovernmental Conference in 1975.

- The need for a research facility within IBO was recognised and established at the Oxford Department of Education under Bill Halls, who had an excellent reputation in this respect in European circles. In fact, this “international” conference was very Eurocentric with only marginal representation from Africa and none from the Asian and Pacific region. Nonetheless, the international dimension was always paramount and focussed on securing student participation from around the world.

The stance of UNESCO during the conference was never really clear. It had given early support with its initial contracts and certain governments (Switzerland and Belgium) had proposed a degree of recognition. The organisation seemed interested in the project in the context of comparative education and for several years there was some hope in IBO circles that it would become a subset of UNESCO and thus feature in its budget. This hope proved forlorn, and perhaps in the long run the IB thereby avoiding being in its early years the kind of bureaucratic institution which some of us fear it is now in danger of becoming.

The successful conclusion of the conference was therefore a major milestone in the history of the IBO.

In May 1967, 108 students at AC and 37 at Ecolint volunteered to sit trial exams, albeit in single subjects covering most areas of the Diploma curriculum. This number was to increase to 332 in 1968 (AC 169, Ecolint 94, and four other schools), and to 720 in 1969, by which time many were sitting the full battery of exams.

In parenthesis, it may be interesting to add how the numbering of IB schools came about. This task fell to Ruth Bonner when registering schools for the first Diploma examinations. She decided that there would be no 001 and the rest listed alphabetically. Thus Chailly Lausanne became 002 and the UWC of the Atlantic 017. Ecolint with its 3 sections after 1973 became 008, 009, and 010 to provide IBO with three sources of income!

## **The IB gets underway 1968-71**

The Sevres conference confirmed and consolidated ISES/IBO's situation as a valued and respected educational pioneer. In September 1968 a handful of students began studying as full diploma students, the largest number being at UNIS which had only recently reached the stage of being a Kindergarten to Grade 12 school. 29 students were successful in becoming the first Diploma holders in 1970. The UNIS Diploma holders proceeded to enrol in Princeton, Yale, MIT, Tufts and Wellesley in the USA and Oxford and Sussex in the UK, not a bad selection of universities. A group of 9 students also commenced their Diploma studies at Ecolint in 1968, but for reasons which still escape me they did not sit their Diploma exams until 1971.

There were several important developments of note during this period. The first was the establishment of a Board of Chief Examiners, appointed by but independent of the IBO hierarchy. These Chief Examiners set the examination questions and monitored the performance of Assistant Examiners who, in the early days, were almost all practising IB teachers. IBO has resisted establishing a bureau of full-time professional examiners in the belief that teachers benefit from being examiners who are fully familiar with classroom conditions. This commitment, whilst ensuring integrity and reliability, was also expensive as all examiners had to be paid in US dollars, sterling and Swiss or French francs.

After the trial exams in 1969, an unforeseen but highly valuable feature appeared in the form of consultative conferences with a selection of students, teachers and IB staff. The first took place at the European Organisation for Nuclear research (CERN) near Geneva, and as a participant I saw its immense value. Further meetings were held in Geneva in 1970 and 1971 which chief examiners also attended. Sadly, after the 4th session at AC in 1972 they were discontinued owing to the burden of financing participants, much to the regret of many within the organisation.

Financing the IB continued to be a major problem for the first 10 years of the organisation. The main sources of revenue were school membership and examination fees which were arguably kept too low in order to support and encourage member schools. Foundation funds were drying up since these were usually granted for start-up projects. Government subventions also remained at a very modest level but nevertheless represented continuing governmental support and interest in the project, which was still in its critical experimental stage.

During this time the IBO staff was still of minuscule proportions but, thanks to the intellectual strengths of Alec Peterson and his Deputy Gerard Renaud and the indefatigable energy of Ruth Bonner, they gradually managed to articulate the philosophical strength of the IB through several scholarly articles and a series of IB General Guides from 1973 onwards. These usually opened with a reaffirmation

of what those of us who had participated held to be the basic principles of international education. Thus the IB came to be seen to reside in the realm of “General Education” or “Liberal Education”. It sought to promote international mindedness and understanding, the education of the whole person, forming what we increasingly refer to as “active, world citizens”. Yet each student, whilst expressing such characteristics, was to maintain roots within his or her own culture. There was a balance in the curriculum between the cognitive and the affective and an emphasis on learning how to learn. At that stage it was well articulated in Prof. Richard Whitfield’s guide to the Theory of Knowledge by reference to the six areas of meaning requiring exploration — symbolic communication (languages and mathematics), empirical enquiry (the sciences), relational understanding and perspective (social sciences), aesthetic expression and character formation (CASS), and a moral dimension. These have stood the test of time.

*Philip Thomas*

# The early Atlantic College and the Birth of the International Baccalaureate

*‘Internationalism is the highest form of patriotism’<sup>1</sup>*

## The Founding Aim

The Atlantic College was launched in 1962 with a clear vision. In the words of the former Rear-Admiral and Founding Head, Desmond Hoare, *‘a man today, who goes abroad to work from almost any European country and who takes his family with him, cannot educate his children overseas and have much chance of entering them in the universities of his own country ... University admission procedures are a (still greater) problem. It is inconceivable that such barriers will exist at the turn of the century ... Change by political means is uncertain and slow. The force of example is needed and, to be effective in this area of strongly entrenched views and practice, it must be on a scale and of an academic stature to carry conviction. The Atlantic College project is aimed at setting this example’.*

The inspiration for the world’s first international sixth form college arose from Kurt Hahn’s visit to the NATO Defence College, then in Paris, in 1955. It is fair to describe Atlantic College as a staff college for international teenagers, selected, as were the military officers, to leave their normal path in life for a specially formative experience alongside colleagues from very different backgrounds in pursuit of a common aim. The requirement for selection on merit, hence the need to put in place a reliable and comprehensive scholarship programme, was a given.

Why the ‘sixth form’, the last two years of secondary education? To enable the College to recruit 16/17 year olds, mature enough to leave home, school, language, family and friends, nominated by their national authorities for the purpose, idealistic, able and courageous enough to entrust these critical two pre-university years to an unknown school and foreign examinations. As the decisions to apply were taken by the pupils themselves, their motivation was without exception very strong. This was probably the most important factor in the College’s survival and success. Unconsciously we were, as Alec Peterson<sup>2</sup> later pointed out, also echoing the German philosopher Hegel’s belief that this was the best age for young people

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<sup>1</sup> Christopher Hitchens: *And Yet - Essays*

<sup>2</sup> Head of the Department of Educational Studies at Oxford University from 1958 to 1973, Founder Director General of the International Baccalaureate from 1968 to 1977, the British Liberal Party’s spokesman on education, Chairman of the Army Education Board for many years, and a major figure in the founding of the Atlantic College.

to meet with other cultures, sufficiently rooted in their own not to become disorientated, sufficiently open to learn quickly from their new experiences.

## **The Pre-IB Experience**

By the completion of Desmond Hoare's headship in 1969, the College had negotiated bi-lateral agreements with all West European countries, with the exceptions of France and Switzerland, which enabled their students to proceed directly to university. Here it is important to note that the European Convention on the Equivalence of Diplomas took care of students wishing to study outside their own countries. The central problem was that of returning our students to universities in their own countries, not elsewhere. The breakthrough was achieved thanks to the curriculum developed for the College by Alec Peterson and Robert Blackburn, the College's first Deputy Head and Director of Studies, based on earlier work by a former President of the German Kultusministerkonferenz, Dr. Eugen Löffler, and benefiting from hostility to British subject specialisation in late secondary education, a view shared between Alec and Kurt Hahn, who had met at a European conference in Bruges in 1956.

Under this curriculum, all College students added to their three GCE Advanced Level courses three largely non-examined subsidiary level courses that ensured that they covered their mother tongue, a foreign language, mathematics or a natural science, a social science, and art or music. One student who later became Head of Mathematics and Director of Studies at the College recalled *'In a very real sense the Atlantic College curriculum I enjoyed in 1966 was a forerunner of the IB. In addition to my two Mathematics and Physics A-levels I did courses in Philosophy, World Literature, and German, not so far removed from an IB programme. I was one of the first to sit a trial IB examination in 1968. I can vividly remember a Physics oral (unheard of in A Level) where the examiner produced two glass prisms and asked me to comment'*. It was our outstanding biologist Director of Studies, Peter Jolley, who now developed the timetabling techniques that were to become essential for our later IB work. Characteristically, he was at the same time designing and creating the flexible crane equipment that enabled our cliff rescue teams, as an official unit of HM Coastguard, to recover casualties up the face of the crumbling Bristol Channel cliffs, a pioneering innovation comparable in every way with that of the College's inshore rescue boats. Peter was to die young, having only shortly beforehand taken the headship of our emerging United World College in Singapore, a tragedy for both the UWC and the IB.

The College was too late on the scene to have taken part in the many preparatory discussions and meetings, formal and informal, in the 1940s and 1950s that created the momentum for the IB, but Robert Blackburn came to the College as (the

then President of the UK Branch) a very active member of the European Teachers' Association, and communication with colleagues of the International School of Geneva soon followed. College teachers disappeared to Geneva (at College expense) at regular intervals, and the College hosted a series of group meetings for Geneva and other colleagues. Contrary to Alec Peterson's own recollections but in accord with those of that significant founder figure Bob Leach, I have a vivid memory of the agreement reached on the general framework of the IB diploma curriculum at a meeting in the Randolph Hearst room of St. Donat's Castle in October 1965.

These events were all taking place at an active time for curricular innovation, perhaps above all in the sciences and mathematics. In England and Wales, stirred into action by the Russian sputnik, the School Mathematics Project (SMP), Mathematics in Education and Industry (MEI), Computing Education for Schools (CES), funded by British Petroleum, and the Nuffield Science Project, were developing new syllabuses and teaching materials. Our Head of Mathematics, Peter Dean, and his colleagues were involved in both the MEI and the CES work from the earliest days, and our Head of Chemistry Graham Loveluck, with his Physics colleague Brian Caston, ensured that the College adopted the new Nuffield course in Physical Science. There was also movement in language teaching, and the College was the first school in Britain to install a language laboratory. This direct involvement in new thinking and new methodologies, linked with personal contacts to the leading innovators, was of immense help as we embarked on the newly launched vessel, the IB.

## **The Move from GCE Advanced Levels to the IB**

Alec Peterson, as a member of the College's Founding Committee, later Board of Governors, was understandably influential. He was supported above all by two fellow Governors and former British Ambassadors, Eric Berthoud and Robin Hankey, the latter also to join the IB Council of Foundation. There was never any doubt that the College would eventually transfer to the IB. In the late 1960s, the College students sat not only their British GCE Advanced Levels but also the IB trial examinations and the US College Board Scholastic Aptitude Tests, this exacting combination intended to form part of a research project. The IB trials were valuable in testing an embryonic administration; research results were never completed. Desmond Hoare was (and remained) essentially sceptical about the IB; his engineering and technological background led him firmly towards the US computer-based Scholastic Aptitude and Achievements Tests (the large number of UWC and IB students who now secure entry to US universities on the basis of College Board scores rather than the IB adds long-term weight to his judgment).



The unspoken assumption took hold that the appointment of a supposedly more academic head in 1969 would ensure a rapid change. In practice I was in no doubt that the IB was not ready to handle the immediate subscription of 150+ Diploma candidates, nor did I think the College itself yet well prepared. The move, with the full understanding of the Chairman of Governors, was postponed until 1971. This decision for delay was the only new decision made in the matter, taken easily and without questioning from any side.

It was now that Desmond Hoare's determination, clearly stated before the College opened, that all students should follow the same curriculum and take their chances with the same examinations, achieved its full significance. We did not contemplate for one second accommodating any national requirements, thereby confronting our incoming students, and their parents, with a bold commitment. Unaware of and therefore insensitive to the complexity of the situation in, for example, the International School of Geneva (Ecolint), we viewed with bemused disappointment the failure of other schools, so prominent in the preparatory phases, to follow our example in abandoning totally all national requirements. The figures tell the story:

**1973**

Number of Schools	21
Number of Diploma Candidates	311
Number of AC Candidates	162

**1974**

Number of Schools	23
Number of Diploma Candidates	386
Number of AC candidates	159

**1975**

Number of Schools	30
Number of Diploma Candidates	377
Number of AC Candidates	148

**1976**

Number of Schools	30
Number of IB Candidates	567
Number of UWC Candidates	280

Would we fail? The possibility never occurred to us. The Atlantic College had after all by 1969 survived financial crises with support from, among others, the West German and British governments and the Ford Foundation. It had pioneered the

concept of coast rescue by teenagers, already saved many lives on the waters and cliffs of the formidable Bristol Channel, won the national championships of the British Surf Lifesaving Association, designed and built (in three weeks) the rigid hulled inflatable boat that came 19th of 43 starters and 24 finishers in the 1969 BP Round Britain Power Boat Race, and seen its development of the rigid hulled inflatable lifeboat taken over by the Royal National Lifeboat Institution to become the B-Class Atlantic Inshore Lifeboat, which has since saved hundreds of thousands of lives and is now used worldwide. Furthermore, in addition to recruiting a small but growing number of students from east of the Iron Curtain, we now enrolled our first student from the Soviet Union and, in 1973, 12 students from the People's Republic of China, the first to study in a secondary school abroad since the Cultural Revolution, some of them former Red Guards. But this story, however self-confident, was not the whole story, and it was the IB that made the difference. Now, it was not only those teachers who led the rescue services who were the pioneers. All, without exception, stepped into the front line. And, to borrow words from Flaubert, nothing was more striking than *'the harmony of the (College) temperament with the circumstances'*.

## **University Recognition**

The Atlantic College Diploma candidates, to be joined by 100 annually from 1974 onwards from Pearson College in Canada, gave the UWC a special role and special responsibilities. Immediately urgent was to ensure university acceptance, especially in Britain. Two College Directors of Studies, Andrew Maclehose and John Lipscomb, led numerous conferences and workshops at the College for teachers and others and visited admissions officers at nearly all the main universities across the country to persuade them of the matriculation acceptability of the IB and to discuss grade equivalence for offers to be made to college students to ensure that they were not disadvantaged alongside A Level applicants. The early agreement achieved with the London School of Economics was an influential precedent. The living example of the College was an essential support for the newly-appointed IB university liaison officer, Leslie Stephens.

## **The Impact of the IB**

There is no doubt that our curriculum and syllabus experimentation and development were greatly helped by the privilege of working with able and highly motivated students. They took place 'across the board'. Sirkka Ahonen from Finland, who later taught at the UWC in Mostar and wrote a book on the teaching of history in post-conflict societies, now Professor Emeritus of History and Social

Science Education of the University of Helsinki, summarised her IB experience at the College in the following words:

- *The inclusion of community service in the curriculum convinced me of the role of school education as a contribution to social solidarity.*
- *A curriculum based on student choice and concentration on six subjects, within 6 educationally relevant pools of subjects, was to me a revelation of how an in-depth study of a subject is possible. (In Finland a student in upper secondary school studies a minimum of 12 subjects, but can pass the ensuing matriculation exam with only 4 subjects).*
- *The opportunity for a school to adopt and develop new subjects, like Peace Studies in the IB in 1977, inspired me. Peace Studies was developed in the pedagogically progressive terms of including field work in the syllabus.*
- *The pedagogy of studying without a standard textbook and, instead, working with articles and documents, activated both the teacher and the students to regard knowledge as a dynamic process.*
- *In the examination, the document paper reinforced the practice of critical skills throughout the course of the IB studies.*
- *The work as the supervisor of the extended essays was a great delight, as it raised a teacher's trust in the students' intellectual potential.*
- *The opportunity to participate in the development of the content of the IB in inter-school teacher conferences gave perspective to the curriculum and raised a teacher's professional confidence.*

Initially a sceptic in the preparatory Common Room discussions, worried that the very good A-level results being achieved by our students would in the IB lack credible public criteria by which to be recognised, Andrew Maclehose was appointed Director of Studies with the arrival of the College's first group of IB students in September 1971. This was the start of his lifelong commitment to the IB. He was the first to recognise the anomaly of requiring students only in certain subjects, for example History and Geography, to write research essays. Many thus wrote two, many others none. It was his initiative that led to the introduction of the extended essay as a requirement for all Diploma candidates. He also took the lead in the development of the Theory of Knowledge, encouraging his colleagues to join him in the extensive experimental work that was acutely necessary, arranging seminars across IB schools, and writing materials for wider discussion. Little took place in this area without consultation with him.

## History

Our Head of History at the critical time, Colin Reid, has eloquently and helpfully put our history teaching into its contemporary context.

*'For those teaching and studying in the Study of Man area the 1970s were an exciting and challenging time. The empires of Britain and France had come to an end, but the consequences for all concerned were still emerging, and there seemed to be an unending succession of crises: the aftermath of '68 and the student revolt, the Vietnam War, oil shortages, Arab-Israeli conflict, Flower Power, gender and sexual liberation, the Pinochet coup, China emerging post-Mao, Cruise missiles coming to Europe, the Iranian Revolution, and the height of both Apartheid and the Cold War. For AC students and staff in Britain there were frequent strikes, high inflation, the three-day week and power cuts, and long running violence in Northern Ireland. Some students were from countries still experiencing decolonisation. Many European students were from countries either occupied or combatant or both in the Second World War and where an older generation, often including their parents, was with difficulty having to come to terms with that experience. Some students coming to AC, especially from southern European countries with a strong communist party, were used to ideological politics being played out in the school and student context. At one point in the History Department located high up in St Donat's Castle there was a student occupation, its location chosen because it was approached by an easily defensible spiral stone staircase built in the thirteenth century. I can't remember what was at issue but I do recall helping to negotiate what the Marxist students called 'a historic compromise' with the patient College authorities'.*

History in most European countries generally being compulsory as a form of civic education for all until they leave school, overseas teachers who joined the department, for example from Finland and from Germany, both countries which were still in the process of coming to terms with their experience in the Second World War, were accustomed to teaching a closely specified programme laid down by national governments. At the College, history was deliberately taught for the IB as a contested subject, each topic introduced with contrasting interpretations, the students then given the task of finding evidence with which to reach their own view. In the 1970s they were privileged each year in experiencing an exemplar of this approach in action when Robert Birley, previously Headmaster of Eton and, as a member of the Control Commission, a formative influence on the re-establishment of education in West Germany after 1945, came down to teach classes for a week at a time. Themes from the IB programme such as the Origin and Nature of Dictatorships, Religion and Politics, International Organisations and

Economic Development, helped foster study and discussion that were supportive of the college's underlying aims.

The IB having in the early days divided the world historically into five parts but offering only a European syllabus and examination, it fell to the College to develop courses in Asian, American and African history. It was happily well-qualified to do so, having a Sinhalese from the Oxford Marxist-orientated tradition, a classicist turned sinologist, a graduate from the pioneering African History Department at Salisbury, Rhodesia, and Colin himself with a specialism in American history. A subsidiary level course was worked up in Political Thought, in which extracts from Plato and Aristotle to Marx and Mill were particularly popular with students from European countries where philosophy was a required subject for 17/18 year olds in academic streams, the cut and thrust of competing ideas enjoyed above all by students already highly politicised from countries such as Italy and Greece.

A second course was Peace Studies. Adam Curle, the founding head of the Peace Studies School at Bradford University, was asked to help devise an IB sixth group subject. The programme covered aspects of political theory and the study of a variety of conflicts and of peace-making approaches both within and between states. It also included as 'a practical' a ten-day visit by each generation of students to the bitterly divided and troubled city of Belfast to help understand the conflict and to witness peacemaking work by local social service charities (one Buddhist student being asked by Belfast teenagers '*Does that make you Catholic or Protestant?*'). A series of workshops and conferences helped to publicise the initiative, but it was the height of the Cold War, and some politicians and conservatively-minded educationalists made critical comments that led to hostile correspondence in *The London Times* and questions in the House of Lords. But the course survived and has recently transmuted into Global Politics.

The emergence of China and the arrival of Chinese students at the College were the stimulus for yet another school-based syllabus in Chinese Studies, supervised by an Advisory Committee under the Chairmanship of Professor Hugh Baker of the London School of Oriental and African Studies and leading to the establishment of a China Japan Resource Centre for use by the College and neighbouring schools. Graham Thomas, the course teacher and Resource Centre Director, later went on to join the Extramural Department at the London School of Oriental and African Studies. Three of his College students, all German, were to achieve full professorships in Asia-related subjects.

## Languages

Competence in English was a requirement for entry, and English B obligatory for non-native English speakers. Language A, compulsory for native speakers, was *‘a joy to teach because, unlike A level, it offered both teacher and students freedom in the choice of literature studied, including World Literature. I remember, especially, the Subsidiary Level English A students as, in the main, being undaunted by the wide reading they had to tackle and often showing as much, if not more interest in and strength of understanding of the literature as their Higher Level colleagues’*. Other Languages B included, in addition to French, German and Spanish, Russian and Chinese.

## The Natural Sciences

The earlier work by the College in the Nuffield course in Physical Science was carried over for a number of years into the IB curriculum, where the course counted as one Higher and one Subsidiary Level. Design Technology was also pioneered at the College and adopted widely by other IB schools. But the College’s most prominent science work was in Biology under the leadership of Colin Jenkins, with the support of Alan Hall. Marine Science was created and accepted as a school-based syllabus, followed later by Environmental Systems. Its wider impact was considerable. Marine Science students set up a fish farm on the Castle estate. They conducted a year-long research project on behalf of a UK governmental committee investigating the feasibility of a barrage across the River Severn for the generation of electricity, collecting seaweed for later analysis along carefully laid transects on both coasts of the Bristol Channel at 10 metre intervals from the high water mark down to the lowest underwater depth at which plant life continued to exist before the lack of light prevented growth — all this made possible by the College’s sea-going and underwater sub-aqua expertise. The students’ diving skills also enabled them to undertake the plotting of the underwater geological formations around Lundy in the mouth of the Bristol Channel, contributing thereby to the establishment of Britain’s first underwater nature reserve. All this was done in cooperation with the Institute of Marine Environmental Research in Plymouth, and provided the basis for the UNESCO Intergovernmental Oceanographic Publication on Marine Education.

College students who wrote their extended essays in one of the sciences always used the College project weeks for their research. Notable success stories included Mary Jo Greenan (British), whose work on the identification of bacteria by bioluminescent techniques led to requests from 400 scientists around the world for her paper; Pedro Alonso (Spanish), whose extended essay in biology was the first academic step towards his founding of the Manhica Health Research Centre in

Mozambique where his research into anti-malaria vaccines, supported by the Gates Foundation, has, experts say, the potential to save millions of lives; Patrik Brundin (Swedish), whose essay led on in a straight line to his professorship in neuroscience at Lund University in Sweden, the publication of over 300 scientific papers, and the award of the European Research Council's Advanced Grant for 2010; and Tunde Morakinyo's (Nigerian) essay on Welsh lichens which was recognised as a standard reference work and lodged in the National Museum of Wales.

Clearly all these activities owed their existence and many of their accomplishments to the residential nature of the College, and *'learning beyond the classroom was something I felt the UWC contributed to the IB'*. It was also much helped by the close relationship enjoyed with many chief examiners, themselves committed to both innovation and high standards, this relationship a privilege of our involvement in the early pioneering days of the IB.

## **Mathematics**

One subject that caused anxiety in the Diploma, especially among British students, was compulsory mathematics. The ability of British pupils to drop the subject at age 16, alongside other mathematically gifted fellows who, under the narrow specialisation of the British curriculum, achieved very high levels of knowledge, contrasted strongly with the continental European practice of mathematics obligatory for all until leaving school. The differing practical and analytical traditions, originating with Newton and Leibniz respectively, offered additional scope for disagreement as well as, eventually, fruitful cooperation.

Whilst the concession from the European side of a supplementary advanced course in Further Mathematics enabled the really able mathematicians to meet the requirements for entry to the most demanding British faculties, the dilemma remained over those of modest ability or limited commitment in the subject who were still required to complete the basic Group 5 qualification for a pass in the Diploma. In the spring of 1975 the College, through its Head of Maths John Lipscomb, was engaged in discussions with British Petroleum over the funding of a schoolmaster fellowship to develop a course with suitable assessment methods which was to prove critical in establishing Mathematical Studies as a credible qualification for weaker mathematicians in the IB Diploma. John subsequently took the lead in developing a suitable subsidiary level course in Computing. Mathematics and Computing was added to Group 5, Computing Studies to Group 6. A Higher Level course followed, with John taking over the role of Chief Examiner soon after.

## The Arts

The vulnerability of the arts in Group 6 was felt at the College as elsewhere. Painting and pottery were very well taught by Charles and Mary White from the outset, but music arrived academically only with the IB and the appointment of the composer John Metcalf, who used his time at the College to found the St. Donat's Arts Centre and the Vale of Glamorgan Festival which, flourishing to this day, has received national and international recognition for its focus on the work of living composers. British GCE music courses were unattractive for international students and teachers. Elements outside the canon of Western classical music were needed. Courses were designed, accepted by the IB and taught successfully, ethnomusicology in the form of the study of indigenous music being brought thereby for the first time into the mainstream of sixth form music studies. At the time, such studies were not integral to any university music courses either, so the staff had to teach themselves first. Not a bad thing, they say, looking back! Learning to play an instrument of a different culture was one way in which the music department could contribute practical internationalism to both the curriculum and the college's extra-curricular activities. An opportunity for growth for teachers as well as for students!

IB Art brought a deep sense of liberation from the constraints of the A Level, closely linked with a new ability to focus on the individual student without the interference of cultural preconceptions. Under the Dutch visual artist Marten Post, weaving, batik, shibori, felting, ceramic sculpture, machine knitting, paper making with Japanese techniques, film making and film animation, printing and etching, fashion design and the research workbook as part of the final assessment, all entered the College programme, one notable extended essay being presented in the form of a *bande dessinée*. The visits of the charismatic chief examiner Eleanor Hipwell for the oral examinations and accompanying exhibition were memorable occasions, and slides of student work were used by the IB to inform other schools of the different techniques and disciplines being explored at the College. Another College course that also achieved IB recognition was Photographic Science, which helpfully brought together the sciences and the arts in a single subject.

## Religion

Amid all this activity, one area of College life raised some concern among observers — the spiritual dimension. The Farmington Trust funded a new course The Religious Experience of Man, which encountered strong opposition within the secular Francophone IB administration, eventually overcome thanks to some manipulation of its title between the two languages.



## **External Support for the College's Work**

The move from GCE A Levels to the IB was utterly decisive in releasing the enthusiasm, professionalism and creativity of the entire teaching staff. It fostered a power of advocacy of the IB's merits that is perhaps characteristic of those who are conscious of their pioneering role. It was also directly responsible for generating funding for curricular innovation. The Farmington Trust sponsored a teacher and all the associated developmental work for the religious studies. The Kleinwort Benson Bank funded the resources and the Director of the China-Japan Resource Centre. An industrialist and major educational benefactor, Demetrius Comino, took over the salary of Andrew Macle hose and his work for the Theory of Knowledge. British Petroleum financed the College's development of Marine Science including the work on Lundy and, separately, the course in Mathematical Studies. The Leverhulme Trust assumed full responsibility for Peace Studies. In addition, the College as an acknowledged international centre of curriculum development secured teaching fellowships and ministerial secondments from Germany, Norway, Finland, Austria, Japan, France (in lieu of military national service!), Sweden, China, and the USA. The positive effects on College budgets were not to be sniffed at.

## **Beyond the Academic Curriculum**

It was Desmond Hoare's belief that the College must always have a live external project. In his time this was coastal rescue and the extraordinary development of the rigid-hulled inflatable lifeboat, combined with the opening of the National Centre for Coast Rescue in nearby Aberavon. After his time, the emphasis changed to exploitation of the College's remarkable resources, know-how and facilities for work with disadvantaged youth, invalids and the disabled, and young offenders. Those memorable College donors Sonny and Phebe Maresi put up funds for the restoration of the ruined Elizabethan Cavalry Barracks down at the sea front. The funding was completed by the government through the Manpower Services Commission's Job Creation Programme whereby young unemployed people were trained in building skills 'on the job', all this on the clear understanding that the accommodation would then be used in perpetuity for courses for underprivileged youth. Summer vacation courses used the student residences; the Cavalry Barracks were able to take young people also during term time; and a special impact was made on the local social services by the success of courses for young offenders, many of them with police records and court convictions. Each one received a College student as his or her personal tutor for the period, this student moving down to live in the Barracks alongside the offender community. Time and again one learned the old lesson that the influence of adolescents on their younger peers is far stronger

than that of adults, in this instance social workers. In this work the College was seeking to update and extend the tradition of the Public Schools and their city youth clubs. This too was work aimed at bringing real life and commitment to the IB's programme of community service, which had been integral to the Diploma programme from the beginning, thanks in very large measure to Kurt Hahn's influence and the example of Atlantic College. These College extra-mural initiatives reflected closely Hahn's belief that residential schools should be 'islands of healing' within their local communities.

## **The Continuing Staff Commitment**

It is unsurprising that College colleagues maintained their IB loyalties after leaving the College. The Head of Languages Tom Carter left to become Head of Languages at Southampton University and at the same time Chief Examiner for IB Languages. Robert Blackburn became Deputy Director General of the IB after a spell as Head of the UWC's International Office. Colin Reid joined a Schools Council working party on a history programme for new N and F level examinations to replace the GCE A Levels. Tim Agerbak and Margaret Skarland both moved to St. Clare's, Oxford, also an IB school, where they became successively the school Principal. John Lipscomb contributed to teacher briefing and training courses in Sweden, Austria, The Hague and Geneva, supported IBNA's touring workshops held in New York, Chicago, Dallas, Las Vegas, and Calgary, and worked on the continuing development of computing courses in the University of Utrecht. Andrew Macle hose oversaw as Dean of Studies the introduction of the IB into the new UWC in New Mexico and led summer workshops there for hundreds of American teachers. Perhaps most importantly, Colin Jenkins was called from his post as Deputy Head and Director of Studies at the College to take over the leadership of the IB Examinations Office in Bath at a moment of dramatic collapse in the administration there that had placed the imminent examination session in very grave danger. From here he called on numerous former College colleagues for expert assistance and advice.

## **Reflections looking back**

The impact of the College's lifesaving achievements is hard to appreciate by those who were not there, but it was powerful. For the biologist James Mendelssohn *'the pioneering research and development was of necessity carried out on the much smaller canvas with only primary colours which allowed the ideals of UWC founders to be realised. I like to think that the rallying cry of "saving life" was the maxim that allowed people with diverse ideas and opinions to work together for a common cause, no matter how that cause was individually and personally imagined and perceived. In our present climate deeds of derring-*

*do no longer fit comfortably with the constraints of Health and Safety or Child Protection; rallying everyone to “save the world” is a much lesser clarion call and there is no coherence to the right, or even righteous, path’.*

For the historian John Hemery *‘the most dramatic test of an international syllabus crossing cultures came with the arrival of the first students from the PRC, still in their blue Mao jackets. I remember keenly the ferment clearly apparent in those bright young things tethered between East and West, past and future, challenged by the open debate encouraged by the IB. I’d love to know the trajectory of each of their lives since’.* John went on to found the British Centre for Political and Diplomatic Studies which provides training for diplomats especially from emergent countries and, more recently, from Sub-Saharan Africa. *‘I feel so lucky to have been given such opportunities to do something useful, the origin of it all having been those stimulating years at St Donat’s, where the idea of international service seeped into the pores.’*

Evidence of the unanimous staff commitment to our future in the IB came when Alec Peterson circulated a memorandum in 1976 to the small team of existing IB schools with the news that, for lack of funding, the project would close in 1977. Would we kindly inform our governing bodies, he wrote, having circumspectly sidestepped the one of which he himself was a member, that of the Atlantic College? An immediate meeting of Heads of Department welcomed the proposal of the College Bursar that funds should be made available by the College and that Alec should convene an emergency gathering of IB Heads to ensure the IB’s survival. The prompt spontaneity of reactions from all the other schools demonstrated that we were not alone. This meeting was also the occasion on which the creation of the Heads’ Standing Conference was proposed and decided, all within the space of two minutes. Two further instances of UWC financial support came when our International President, Lord Mountbatten, secured Alec a meeting with the Shah of Persia, and when his successor as President, the Prince of Wales, extracted some urgently needed funds from the oil tycoon Armand Hammer.

My own memories of early IB affairs are inseparable from the mostly but not unfailingly benevolent conspiratorial plotting that always appeared to mark our meetings in Geneva and elsewhere. Perhaps this was just the interplay inescapable among strong and emotionally committed personalities. Alec Peterson’s dominance of these ebbs and flows was masterly, helped by what I can most kindly call Scottish low cunning. He never came to a meeting without an adequate supply of airport duty-free whisky for late-night parties in his hotel room, free of hotel bar charges, for which the discreet competition for invitations was an entertainment in itself. His reconciliation of Anglo-French differences was regularly achieved by his issue of English and French minutes after meetings whose texts bore a limited relationship

to one another, or, to express the matter in the more elegant language of Colin Reid: *'I remember a Francophone delegation staging a walk-out with the situation being retrieved when Alec Peterson came up with the proposal that, instead of translating the text of the curriculum from one language to another "with all the loss of nuance", it should be sufficient for the text in each language to be agreed by its own adherents'*. There was also the Executive Committee meeting in Siena when the most important item on the agenda was the decision on whether or not to introduce a November session of the examinations, thereby making it possible for southern hemisphere schools to join, the UWC Waterford KaMhlabha in Swaziland in the lead. Many Executive Committee members were known to be opposed. Alec solved the problem by finding out when their trains were leaving and delaying the decision until the supporters were in the majority. But I also recall with keen sympathy his reflection on pioneering: *'I have always loved, and looked back with nostalgia to, the beginnings of enterprises. It is the time when everyone knows everyone else and decisions are taken quickly, but in a huddle that goes on for twenty-four hours a day; it is the time when no one is quite sure where the enterprise is trying to go or whether it will get there, but everybody is utterly committed to the cause and there are no internal jealousies or jockeying for power.... Later, as the enterprise grows, even perhaps the more successful it becomes, bureaucracy and fissions seem to become inevitable'*.

This was a prescient intuition. The journalist Matthew Parris, himself a former pupil of UWC Waterford KaMhlabha but in its pre-IB and pre-UWC days, writing in support of the principle of positive discrimination for university entry into British universities, warns that *'systematising a good idea can poison it'*. Blessed by freedom from political interference, the IB has grown beyond all the dreams and imagination of the founding fathers (and mothers — no IB history is complete without recalling Ruth Bonner and Dorothy Goodman, to name but two). But the pioneering momentum, James Mendelssohn's primary colours, fostered a uniquely rapid learning experience in all participants, educators and students. The oral examinations across many subjects and above all the extended essays were an irreplaceable way of testing candidates' understanding of their subject and of their ability to develop further the arguments that they had expressed in writing. The long list and rich variety of mother tongue courses and examinations came to play a near pastoral role in the lives of adolescents living away from home and outside their own cultures. Demanding of time and commitment, these innovative features have become the perhaps inevitable victims of success, size, financial constraints and systemisation.

## And now?

A fifty-year anniversary is not a time for regrets, but it is surely a moment at which to relate past achievement to future challenge.

In the clear if jargon-tainted words of one writer, we face ‘*a new global context and the requirement for shared norms for the new reality*’. So perhaps this is the moment when the IB, the UWC and international education generally, busy though they legitimately are in meeting the needs of the thousands of mobile families worldwide, should be seeking to identify their future role if they are to remain pacemakers in confronting ‘*the new reality*’.

I remember sitting in Cairo with a small group of Egyptian former students from our Canadian Lester Pearson College. Their inspirational founder director Jack Matthews had told them that the College would help banish conflict and war. ‘*And now?*’ they asked. Their naive disillusion is a warning for all international educators. We satisfy our own consciences, but are we effective? How much have we achieved in the past half-century?

If an insistent preoccupation in the early IB and UWC days was the danger of creating ‘*rootless cosmopolitans*’, how does this preoccupation now stand up in today’s globalised world?

I recall in a Peterson lecture to the IB Council of Foundation in 2001 coming up with the glib remark that we (the IB but by association also the UWC) had achieved quality, but we now had to demonstrate our relevance. Relevance! Enoch Powell, the outspoken British politician, philologist, poet, a full Professor of Ancient Greek at the age of 25 and twice a visiting lecturer to Atlantic College, would have given me short shrift. ‘*The content of education must ... be that which men would wish to know for its own sake ... We seek no greater good than education; we scorn to justify it save by itself*<sup>3</sup>. But now Britain has decided to leave the European Union. Migrants continue to test Europe ‘to destruction’. Syria’s descent into ever greater distress and disaster is not yet at an end. ISIS. North Korea. Myanmar. Are we in international education to set these matters on one side as irrelevant? But how do we give them their place?

Is Europe with its centuries-old Christian culture, its kind and fruitful climate, its tolerable levels of population, a spinning top that is now losing its momentum and lurching towards a fall? Is long-term mass immigration from Africa, the Middle East and many other countries a foregone conclusion, whatever the European resistance and our hatred of the contemptible lubricant provided by the people smugglers? Are we on the threshold of another ‘*Völkerwanderung*’, movement of peoples, but immeasurably speeded up, such as gripped and transformed Europe and destroyed

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<sup>3</sup> Address to the Working Men’s College, St. Pancras, London, 14th December 1963

the Roman Empire between the 4th and the 8th centuries? And does the current speed of communication and its implications allow enough time for reflection and wise action? Can we rely on the belief that group identity is, over time, dependent, notwithstanding differences of race and culture, on shared political and economic interests?

I have always been intrigued by the relationship between idealism and struggle. Can the first exist without the second? I remember that the Atlantic College project was created by men who had personal experience of war – Air Marshall Sir Lawrance Darvall, Rear-Admiral Desmond Hoare, and others. John Goormaghtigh, the Founder President of the IB Council of Foundation, spent months in a German concentration camp and heard his friends and fellow prisoners being executed outside his cell. Alec Peterson was Deputy Director of Psychological Warfare on Mountbatten's Headquarters Staff in South East Asia, later Senior Advisor to General Templer, High Commissioner and Commander-in-Chief during the insurgency in Malaya. Modern life has brought on the power of public relations, the influence of development officers, and carefully crafted, all-embracing mission statements. Our existing IB schools and United World Colleges are indeed fine places, but increasingly chosen by reputations and associations rather than the challenges implicit in their very existence. So to whom should we be listening now?

I begin by wondering, first, why we have not made an impact on immigrant and multi-cultural inner-city schools. Here are the hard realities of inter-racial and inter-cultural learning, all too often against a background of financial and social deprivation. The number of IB inner-city state schools in the United States is impressive. Is their experience being brought to bear in fellow IB schools elsewhere? Surely the lessons must be rich and revealing. The figures suggest that Europe has much catching up to do, but the explanation is straightforward: the cost. State schools in European cities with large racially mixed and immigrant communities cannot afford the IB.

I wonder, second, how we confront the challenges of the developing world, how we stand compared with, for example, Seema Aziz of Pakistan who, against all local tradition and to her family's dismay, opened her first clothes shop at the age of 34 in Lahore's ancient cloth market, now runs an empire of 450 stores and, more importantly for us, today operates 256 schools *'to give a sound education to boys and girls who would otherwise be illiterate ... her CARE schools are now starting to change Pakistan itself, helping this beautiful but damaged country to make use of the abundant talents of its population'*. Her aim is expansion until they are teaching one million children.

I wonder, third, whether we should not be seeking an active role in, for example, the International Network for Education in Emergencies (INEE), whose

corporate membership embraces 130 partner organisations in 170 countries, the world's leading agencies in education, and whose Steering Groups, Task Teams and Working Groups cover all the conceivable problems in the field, yet whose 12,000 individual volunteers are bitterly hard pressed: *'Second shifts (of teachers) have greatly expanded access to education for Syrian refugees in Lebanon. In working toward access to a quality education, we must also address the challenges that come with this model ... teacher over-work, lack of training, and alienation of refugee students ... the need for more and clear guidance on i) modifying their curriculum for refugee students' needs; ii) developing support plans for students who have experienced violence; iii) creating space in the short time of the school day to interact with their large numbers of students ... teachers like Adnan, Rida, and Aatifa are desperately trying to adapt their teaching to the needs of their refugee students and to work for inclusion, but they are worn down and feel fully on their own. From her isolated classroom after her seventh lesson of the day, Aatifa spoke quietly: "I'm the only one who's trying to make something different. And no one helps... like I'm swimming in the ocean by myself"'*

And fourth, changing direction entirely, I also wonder: are we being left behind by the Avenues Schools project, in its own words a *'state-of-the-art "integrated learning community" which teaches "good character" alongside "digital and ethical citizenship', 'not an international school but an elite world-class "world school"' with 20 identikit campuses to be set up in capital cities over the next decade ... so that if a pupil moves from Avenues Beijing to Avenues Delhi, they shouldn't miss a beat ... an emphasis on "strategic languages" ... pens, paper and books all but extinct within the school's confines ... we see the iPad as being a pupil's book bag, so 90% of our texts are on there ... once admitted to one Avenues, a child is automatically enlisted in every one worldwide'*? The inescapable mission statement leaves nothing out. The pupils will be *'accomplished in the academic skills, at ease beyond their borders, truly fluent in a second language, emotionally unafraid and physically fit, and, finally, humble about their gifts and generous in spirit'*. And the purpose? *To cater for 'an increasing number of high-flying globetrotting parents choosing elite international schools that will facilitate their own careers and those of their offspring in 10 or 20 years' time, when the world is smaller still.'*<sup>1</sup>

Who should now be the beneficiaries of our education? Whither should we now be travelling? Who are to be the successors to our guides from the Second World War? How do we find our way between the values of the CARE schools in Pakistan, the INEE in the Middle East, and the rapidly emerging Avenues schools? Idealism and struggle? The growth, reach, administrative know-how and global recognition of the IB in the past 50, perhaps especially 20, years, have been truly remarkable. But all good journeys are surely uphill, the destinations higher than the starting point. *'Tis not too late to seek a newer world'*.

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<sup>1</sup> Daily Telegraph 9 January 2016

Those courageous 1960s pioneers, the International Baccalaureate and the Atlantic College, have with many others flourished over 50 and more years in a triumphant cooperative venture, the lively memories of which can only encourage us all, not just to measure and enjoy our success, but to face the new challenges of a transformed global society with honest self-appraisal and bold imagination. Our founders questioned the world they lived in and acted. We owe it to them to follow their example.

*David Sutcliffe*



This anecdotal essay would have been impossible without the generous contributions of numerous former colleagues of Atlantic College who were so important to our IB (and UWC) work in the 1970s. Their enthusiasm and helpfulness now have reminded me vividly of those happy and fulfilling times. I believe they made educational history. They are Sirkka Ahonen, John David, Roger Fletcher, Alan Hall, John Hemery, Colin Jenkins, John Lipscomb, Graham Loveluck, Andrew Maclehose, James Mendelssohn, John Metcalf, Brian Noyes, Marten Post, Colin Reid, Margaret Skarland, Graham Thomas and Eric Williams.



# United World Colleges and the International Baccalaureate

Atlantic College opened, on the coast of South Wales, in 1962. Under the Presidency of Lord Mountbatten the term United World College (UWC) was introduced in 1967. Atlantic College (now called UWC Atlantic College or UWCAC) became the first school in the world to switch wholly to the IB with its 1971 intake of students. Since then, UWC's have been opened (or existing schools have become UWC's) in Canada (Lester Pearson UWC, 1974), Singapore (UWCSEA, 1975), Swaziland (Waterford Kamhlaba UWC of Southern Africa, 1981), USA (UWC-USA), 1982), Italy (UWC Adriatic, 1982), Hong Kong (Li Po Chun UWC, 1992), Norway (UWC Red Cross Nordic, UWCRCN, 1995), India (UWC Mahindra, 1997), Costa Rica (UWC Costa Rica, 2006), Bosnia Herzegovina (UWC in Mostar, 2006), The Netherlands (UWC Maastricht, 2009), Armenia (UWC Dilijan, 2014), Germany (UWC Robert Bosch College, 2014), China (UWC Changsu, 2015), Thailand (UWC Thailand, 2016), and Japan (UWC ISAK, Japan, 2017).

Every United World College offers the IB Diploma, while enabling students to take SAT's and other tests where these are needed for university entrance, and any additional requirements laid down by the country in which that UWC operates. The UWC International Office is in London. Though the MYP is offered at Maastricht this chapter refers only to the IB Diploma.

The current UWC mission is to 'make education a force to unite peoples, nations and cultures for peace and a sustainable future', and the Statement of Values and Principles calls for 'International and intercultural understanding: The Celebration of difference : Personal responsibility and integrity : Mutual responsibility and respect: Compassion and service : Respect for the environment : A sense of idealism : Personal challenge : Action and personal Example'.



When I joined Atlantic College in 1966 for a job that had been advertised as 'Canoeing or Climbing Instructor who can also teach A level Economics and History', the remarkable founding headmaster, Rear-Admiral Desmond Hoare, told me that he did not expect teachers to stay long at the College because he wanted them to 'go out and spread the word'. The 'word' at that time was about internationalism and service but, as David Sutcliffe eloquently describes in an

earlier chapter, the interaction between Atlantic College and the International Baccalaureate was about to take off.

Teachers at Ecolint, the International School of Geneva, along with the visionaries well described in A.D.C. Peterson's book *Schools across Frontiers*, had already developed the basic format of the IB. The benefits of an internationally-devised curriculum and the potential for a widely accepted exam quickly became apparent to Atlantic College.

Though there is much more to the UWC experience than the academic programme, the ideals of the founders of the two organisations overlapped and there was a strong sense of a joint enterprise. It is no surprise that similar influences have attracted students and teachers to the IB and to a UWC. Nick Lee, then of UWCSEA, writes that 'Back in the 70s, the UWCs and the IB seemed inseparable. From my perspective, they represented international education'. More recently, Helen Drennen, who introduced the IB to Wesley College in Melbourne, where she is now Principal, says that 'My early IB perspective and later broader educational philosophy was shaped by Kurt Hahn and UWC thinking (especially Duino and Atlantic College)'.

In the early years many of the influential figures in one project were also vital to the other. Alec Peterson, the main figure in the creation of the IB, helped to develop the academic programme at Atlantic College and later became Chairman of the UWC International Board. Jeff Thompson, a lecturer in the Oxford University Education Department under Alec Peterson, played a key role in the development of the IB Diploma Programme and was Chair of the Board of Examiners for six years (and inventor of the IB Hexagon); he then went on to make an important contribution to the UWC movement as a member of its International Board. Derek Blackman, Chair of the IB Chief Examiners and Director General for a year, became acting Chair of the UWC International Board at a time of significant expansion.

In the other direction, Robert Blackburn, the first Deputy Head at Atlantic College and a passionate spokesman for both projects, moved to London and later set up and managed what became the IB Examinations office. Tom Carter, Head of Languages when Atlantic College opened, went on to head the Language Centre at Southampton University from where he ran the early IB Language examinations. David Sutcliffe, Head first of Atlantic College and then of the UWC of the Adriatic at Duino, served as Vice-President of the IBO from 1984-7. Tony Macoun was Principal of the Lester Pearson UWC, elected as President of IB North America, before becoming IB Deputy Director General and founding Rektor of UWCRCN. Colin Jenkins, Director of Studies at Atlantic College before he was appointed Director of Examinations and Deputy Director General of the IBO,

returned to Atlantic College as Principal. More recently, David Hawley, Principal of Lester Pearson UWC for nine years, became Chief Academic Officer of the IB in The Hague at the beginning of 2015.

Atlantic College teachers, always with colleagues from Ecolint – and less often (because the early meetings were generally held in Europe) UNIS and other schools – were participants in almost all the committees which created the original IB subject syllabuses. These meetings, usually in Oxford or Geneva, started on a Friday evening and by Sunday afternoon both the Higher Level and the Subsidiary Level (as they were then called) syllabuses had to be agreed. As a very junior member of two of these I watched with admiration Alec Peterson's skills as a committee chairman : in the 1960's there was a good deal of interest in the IB in France and several senior French academics took part in these committees. In the first Psychology committee (1968) there was very little common ground between the anglophones who regarded Psychology as an experimental science and the French for whom it was, it seemed to me, a branch of philosophy. Alec solved this problem by producing one set of minutes in French and a different set in English, thus making it possible for progress to be made in the future.

It was quite a risk in 1971 for a school (and its students, however adventurous they and their parents certainly were) to switch wholly to the IB, mainly because of concerns about university admission. AC staff visited universities all over the UK and elsewhere; Pearson teachers played a similar role in Canada. The Colleges received valuable support from key figures in university admission, such as Seamus Malin at Harvard and Rosemary Nixon at the LSE. However, the fact that Atlantic College entered so many candidates (more than half the Diploma candidates until the mid-1970's), many of whom made a strong mark at universities, was a great boost to the IB in its early years. Phil Thomas, an Ecolint teacher much involved in the early planning of the IB who later served as Chair of the HSC, did early research on the recognition of the IB and believes that the quality of IB students graduating from Atlantic College, and later from other UWC's, was a major factor in the acceptance of the IB by universities around the world.

Atlantic College teachers were soon involved in producing and teaching what came to be called School Based Syllabuses. The first was Marine Science (of which a closely related version was created at Lester Pearson UWC), soon followed by Environmental Science, which later developed into the current IB Environmental Systems ; Political Thought and the Peace and Conflict Studies syllabuses, both of which lasted for many years until the latter was subsumed into the current Global Politics course with considerable input from the Nordic UWC. A course in World Religions was developed and taught at Atlantic College prior to the current IB

regular subject. More recent major examples are World Art and Cultures produced at the UWC in Duino Italy, a widely applauded course that remains a school based syllabus, and Sports, Exercise and Health Science developed over several years at UWCSEA.

As the Diploma developed UWC's often pushed for changes : UWCSEA was particularly active in arguing – against some opposition within the IB – for the introduction of ab initio languages. Bob Allan at Atlantic College (with a grant from BP) was instrumental in the switch from Maths B to Maths Studies, and Hannah Tyson at UWC-USA in the introduction of the major changes in the structure of Languages in Group 1. The possibility of writing an extended essay in World Studies, now widely taken up, was pioneered at the Mahindra UWC by David and Veronica Wilkinson and Cyrus Vakil, concerned that the Diploma was not living up to its internationalist claims.

Community Service is now an integral feature of schools all over the world, but Atlantic College, committed to the ideals of Kurt Hahn, was an early influence on the IB. As the format of the programme was being developed meetings were held at Atlantic College to discuss what was first called CASS. The College already had expectations for physical and aesthetic activities and for service, at first in adventurous forms – rescue boats, beach rescue, and cliff rescue – which greatly exceeded what came to be the IB CAS requirement. These expectations were taken on by the new UWC's of the 1970's and 1980's and, while the situation of each college is different, CAS activities of many different kinds were a major feature of their curricula. At UWC-USA in New Mexico, for example, from the beginning all students were trained to take part in search and rescue, and very many found themselves in real situations in the Pecos Wilderness and further afield. Joanne de Koning describes the current Service programme at Waterford Kamhlaba UWC :- 'CAS is a core component of all we do at Waterford and is closely aligned to our ethos as a UWC. We have 49 active community service projects including working with HIV babies in Orphanages, Animal Rescue and Sterilisation, Environmental Concerns and so on. Each student spends at least two hours a week – often longer – engaged in community service projects'. UWCAD students spent countless days in refugee camps in Slovenia and Croatia during the Yugoslav war in the 1990's. Andrew Bennett, for many years Head of UWCSEA, writes :- 'I must confess that the philosophy of education beyond the formal classroom to which I was committed appeared to come more from UWC in the early 80s rather than IB, though the IB progressively embraced ideas, incorporated them into its packages/advisory notes and promoted them to the many schools that joined the IB in East Asia during the period'.

Many UWC teachers have become IB examiners, at least two as Chief Examiners, several as Deputy Chief Examiners and in other senior positions. Julian Whitely, then Head of UWCSEA, carried out a survey which showed that in October 2012 153 UWC teachers were IB examiners, 44 were coursework moderators, 53 were workshop leaders, and 17 were engaged in either programme development or curriculum review committees. A number have written influential textbooks in a variety of different subject areas.

UWC's have made specific contributions in promoting the IB in their own regions.

Because the IB was so important to Atlantic College, staff went out of their way to spread the word, welcoming teachers from schools interested in adopting the IB, visiting schools in the UK and around the world, and for some years holding two-week courses for teachers from Local Authority schools. One particular joint effort was a magazine called *Interact*, produced from the late 1970's at Atlantic College – typed in her spare time by Eiryl Prichard, the Secretary to the Director of Studies – with articles by IB teachers across the world. Alec Peterson later became the editor before UWCAD took it over as *Contact*, and it was eventually replaced by *IB World*.

UWCSEA in Singapore provided the office which enabled John Goodban, until then a teacher at the College, to set up an IB regional office which later became the large IBAP centre it is today. John insisted that this office, while still on the College campus, should not be under its aegis, in order that he could smoke (and also, of course, to make a clear distinction between the IB and the UWC). For many years thereafter, John vigorously promoted the IB throughout the Asia Pacific region, organising conferences and workshops, visiting schools, and dealing with governments. When the first AAIBS conference was held in Adelaide in 1990, and in the following years, he arranged a fine array of leaders to run workshops following the conference.

Pearson College was the first school in Canada to offer the IB and helped to spread the word. Margaret McAvity, librarian from 1975 to 1994, tells of interaction between the Pearson College library and virtually all the high schools of Vancouver Island and BC lower mainland who were considering introducing the IB. In 1986 the College ran a successful conference for teachers in the region. UWC-USA and Pearson faculty also took part in Gil Nicol's 'flying circuses' to introduce the programme to teachers in potential IB schools.

Waterford-Kamhlaba in Swaziland, set up as one of the first multi-racial schools in southern Africa, became a full UWC in 1981. At the HSC meeting in Geneva in 1984, Derek Goulden, then the IB's Director of Exams, announced

that for financial reasons there would be no November exams (other than resits). Athol Jennings, Waterford's head, made an impassioned speech asking how northern hemisphere schools would react if they were told that there would be no more May examinations – and the IB proposal was unanimously voted down. Athol received heartfelt thanks from other southern-hemisphere IB schools (of which there were then still very few).

A particular contribution of UWC-USA in New Mexico has been the Montezuma Teacher Workshops ; introduced in 1984 as a co-operative venture of all the faculty and, often led by Chief Examiners in the early years, these have provided IB training for thousands of teachers. One attraction was the magnificent site of the College on the edge of the Pecos Wilderness. Alexis Mamaux writes 'At my first workshop at FLIBS, the Florida League of IB Schools, when I introduced myself, Don Driskell asked the other workshop leaders to raise their hands if they received their first training in Montezuma - all but Mark Banner-Martin (of Pearson UWC) raised their hands'. Subsequently, other US regional groups have for some years run their own teacher workshops.

UWCAD in Duino, under the leadership of David Sutcliffe, reached out to schools which took on the IB successfully in Eastern Europe, at first in Yugoslavia, in Ljubljana and Maribor in what is now Slovenia, and in Zagreb in Croatia. Ivan Lorencic, Principal at II. Gimnazija in Maribor, writes that ' UWC Duino played a crucial role in the introduction of the IB in Slovenia. I was informed about the IB during the visit to Duino in 1984. UWC Duino supported our initiative for the introduction of the IB. Duino teachers were coming to our school and trained our teachers as well as our teachers visiting Duino. All the training was financed by UWC Duino.'

Li Po Chun UWC in Hong Kong organised a number of IB workshops in the early 2000's.

UWCiM in Mostar, Bosnia-Herzegovina, is a unique example of co-operation between the IB and a UWC. After several years of struggle – for local and international support – by David Sutcliffe, Antonin Besse, and Pilvi Torsti, a Finnish former student of UWCAD, and dedicated local supporters, this College opened in 2006 on the top floor of a former Gymnasium which had been badly damaged in the war between 1992 and 1995 and was re-opening after major rebuilding. The College was planned as a contribution to building trust in a post-conflict society. George Walker, then IB Director General, lent his strong support and the project was known initially as the UWC-IBO initiative. UWCiM in turn worked to spread IB strategies in other schools in their area. Ivan Lorencic again :- 'The idea of teacher training of BiH teachers was a part of UWC - IBO initiative in Mostar. The basic

idea was (and still is) to inform teachers about methods of teaching and assessment in the IB programme. In the last 10 years more than 1000 BiH teachers from national programmes have attended workshops. More than 100 teachers visited the IB school in Maribor. It is important to mention that our workshops were the first workshops for a number of teachers in the last 15 years.’

Among individuals, Richard Van De Lagemaat has made a great contribution to IB teacher training. After teaching in UWC’s in Wales, Italy, Canada and Hong Kong, in 2008 he founded InThinking whose workshops have (by mid-2016) been attended by more than 11,000 participants from 750 schools in 88 countries. In 2011 InThinking launched subscription websites for teachers which have proved to be very popular.

One difference, perhaps, between students at UWC’s and other IB schools is expressed by Eunice Price, head of history at UWCAD : ‘My students are still very “rooted” in their own countries which, I think, makes us a little different from “international schools” where students are either from the country in which the school is located or so “international” that they may not feel particularly rooted in their own countries. For the teaching of History, I think this is quite important and requires a truly global approach to the course. I think this then informs any contribution any UWC teachers make to the IB.’

It has not always been plain sailing. From Desmond Hoare onwards, there has been a concern that the demands of the IB curriculum, at least in terms of the number of the hours required, are in danger of swamping aspects of school life which give UWC’s their special character. Veteran Atlantic College teacher James Mendelssohn is reported as observing at an IB workshop ‘I thought our job was to educate students, not to get them to pass exams’.

There has been a growing feeling, originally articulated by David Wilkinson at Mahindra, that the IB Diploma does not fully recognise a student’s achievement within the context of a UWC education. Hence, for example, the Atlantic College Diploma, which required achievement levels in the IB and individual accomplishments in the experiential faculties. Much more radical is the option pioneered at the Mahindra UWC of a Project Based Diploma with its focus on experiential learning while including some IB courses.

The diversity of languages among UWC students has sometimes caused friction with the IB, no doubt concerned about the expense involved. At the 1984 HSC meeting, we argued unsuccessfully that a candidate from the Zuni Pueblo in New Mexico then at USA-UWC should be allowed to offer Zuni as a Language A, to try establish the principle that all languages should be treated equally. More recently, Joanne de Koning reports from Waterford-Kamhlaba UWC in Swaziland : ‘We

developed and implemented a schools based syllabus for siSwati Ab Initio in 2009 and ran it successfully until 2016 when the IB decided to discontinue all schools based ab initio language courses. This was a devastating blow for us and we felt that the IB was exhibiting linguistic imperialism as opposed to true international-mindedness.’ Valentina Mindoljevic, Head of UWCiM has found that it has been very hard to create IB syllabuses in local languages and the last attempt to negotiate it with IB was made, unsuccessfully, in 2011.

The days when UWC’s entered the majority of Diploma candidates are long gone and so, understandably, has their influence on IB decision-making. Furthermore, as the IB has grown rapidly, it inevitably became more bureaucratic and centralised and the early sense of collaboration may have disappeared (this must apply more generally too. I remember, at the 1985 HSC in Quito, school heads voting on how long an extended essay should be) it is hard to imagine this happening now. Derek Blackman writes ‘This culminates in a feeling on my part that in the age of hero innovators the special relationship between UWC and IBO was clear and unambiguous. However, and to differing extents, both organisations have of necessity now become so much more concerned with due process and administrative efficiency, and this may stifle our all leaping forward together.’

Nonetheless, UWC’s are still involved in IB developments, and with more UWC’s opening, fresh leadership, enthusiastic teachers coming in with new ideas, and students as ambitious and able as ever, there is every reason to hope that the United World Colleges will continue to make a strong contribution to the evolution of the IB.

*Andrew Macle hose*



This chapter was originally submitted in 2016 for the ‘IB at 50’ book at the request of the then editors George Walker and Ian Hill. At the time of writing (March 2018) that book has not yet been published and the current editor, Judith Fabian, has agreed that this chapter can be used elsewhere. One or two small updates have been made for this version. The author is extremely grateful to those who responded to my requests for information and/or advice, including Nick Alchin, Bob Allan, Andrew Allott, Andrew Bennett, Chris Binge, Derek Blackman, Dave Booker, Maria Canfora, Sadru Damji, Helen Drennen, Arnett Edwards, Gary Fletcher, Jean Godin, John Green, Joanne de Koning, Alan Hall, Peter Hamer-Hodges, David Hawley, Peter Howe, Nathan Hunt, Neil Hunter, Athol Jennings, Colin Jenkins, Ian Kerr, Larry Lamont, Nick Lee, Ivan Lorencic, Tony Macoun, Alexis Mamaux, Marks and Margaret McAvity, James Mendelssohn, Valentina Mindoljevic, Geoffrey Neuss, Laurence Nodder, John Plommer, Eunice Price, Mike Price, Mallika Ramdas, Gareth Rees, Colin Reid, Pelham Lindfield Roberts, Alistair Robertson, David Shepherd, David Sutcliffe, Mark Sylvester, Susi Teo, Henry Thomas, Philip Thomas, Jeff Thompson, Hannah Tyson, John Underwood, Cyrus Vakil, Kate Vinze, Richard Van De Lagemaat, Julian Whitely, David Wilkinson and Robert Williams.



# Future Challenge

*‘There is a necessity all men should love their country; he that professeth the contrary, may be delighted with his words, but his heart is there’<sup>1</sup>*

It is commonplace to state that the world has been transformed in the past 50 years. Globalisation has increasingly become the dominant force in international education. But is the world less dangerous, more just, in need no longer of the ideals that drove those who created the International Baccalaureate and the United World Colleges? What is our role now?

Can we look forward without looking back? What have been the strengths and the weaknesses in the IB’s record? Has the relentless pressure for reliability in the Diploma scores, coupled with the surging demand for the IB services, led to administrative inflexibility, a loss of that valuable intimacy between schools and examiners that so illuminated the early days? Have syllabuses become too prescriptive, examining practices over-standardised? Is the IB mission itself up-to-date and, if yes, does it reflect the reality in all IB schools? Is the IB exploiting in a legitimate and proper manner its uniquely non-political status to influence education worldwide? Is it fulfilling the hope of its founders, or has it perhaps become the unwitting handmaiden of the global elite?

It was little more than fifty years ago that the concept of one curriculum and one examination achieving worldwide recognition was an almost unrealisable dream, as distant as landing on the moon, although by 1969 both had been achieved. But after years of accelerating internationalism, we now face a profound dilemma at its heart, the term itself having been elbowed aside by ‘capitalistic globalisation’. And we must confront the aggressive but understandable reaction. The nation state is emphatically reasserting its role in the world’s affairs, and with much justification on its side.

The Turkish economist and Ford Foundation Professor of International Political Economy at the John F Kennedy School of Government at Harvard, Dani Rodrik, had this to say in 2011 in his *The Globalisation Paradox: Yes. ‘Political power is shifting to a new wave of activists organised around international non-governmental organisations. The decisions that shape our economic lives are made by large multinational companies and faceless international bureaucrats’*. But ‘delegation’ (also to international bodies) *‘is a political act ... Democracies have the right to protect their social arrangements, and when this right clashes with the requirements of the global economy, it is the latter that should give way ... a*

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<sup>1</sup> Ben Jonson: Timber: or Discoveries made upon Men and Matter: Amor Patriae

*strong sense of global citizenship tends to be confined, where it exists, to wealthy individuals and those with the highest levels of educational attainment. Conversely, attachment to the nation state is generally much stronger (and global identities correspondingly weaker) among individuals from lower social classes ...'*

So who now constitute the international community? The UWC and IB graduate Chrystia Freeland, at the time of writing Canada's Minister of Global Affairs, expresses a damning verdict in her *The Rise of the Global Rich*: *'We are accustomed to thinking of the Left as having an internationalist perspective. Liberals are the sort of people who worry about poverty in Africa or the education of girls in India. The irony today is that the real internationalists are no longer the bleeding heart liberals; they are the cut-throat titans of capital.'*

Addressing the 2017 graduating class of the UWC in Mostar, another UWC and IB graduate, Guglielmo Verdirame, Professor of International Law at King's College, London, and a Visiting Fellow at the Harvard and Columbia's Law Schools who has written extensively on the use of force, the laws of war, trade and investment, international criminal law, and the philosophy of international law, alerted his audience in warm, encouraging but clear words to the challenges they must confront: *'The education you have received, and your experience here, have prepared you for that. They have also prepared you to be highly mobile and adaptive. You can handle "cultural shocks" better than your peers. You have an outward-looking disposition and a receptive social personality. So you will fit in almost seamlessly into each new place you move to — university campus or city.'*

*One error my generation may have made is to put too much emphasis on the global, and often to forget that the national and the local matter too. It is an error that your generation will need to rectify. The gap between the centre and the periphery — between the winners in this interconnected global world, and the losers and marginalised — has become unsustainable.'*

Guglielmo drew attention to the writings of David Goodhart. Goodhart has coined the phrases *'The Anywheres'* and *'The Somewheres'*, now integral to this debate — the Anywheres who move confidently, seamlessly and prosperously between countries, the Somewheres who feel threatened by diversity and change but whose more tightly-knit communities offer stability and comforting local loyalties. Goodhart offers us a *'yellow stick-it'* list of striking phrases in his *The Road to Somewhere* (2017): *'the exam-passing classes ... portable achieved personalities ... individual self-realisation (strengthened, I suggest, by success in a foreign country as evidence of having overcome cultural differences) ... cultural anxiety and cultural loss ...'*, internationalism *'a bad case of high-minded liberal self-regard... autonomy and self-realisation before stability, community and tradition ... populism representing the forgotten people'*. In the Daily Telegraph on 6th November 1917, Juliet Samuel writes that,

post-second World War, *'the idea was to enshrine human values, like rule of law, human rights and capitalism, in international institutions ... in the Anglo-Saxon world, through Brexit and Mr. Trump's election, voters have declared that they want a new approach ...'*

Are we, I wonder, just passing through a classic Hegelian stage of thesis, antithesis and, eventually, synthesis, when national and international societies will rediscover a balance and move forward 'together'? Possibly. But Goodhart expresses warnings worth heeding: the negative impact of the *'authoritarianism'* of both the Anywheres and the Somewheres in the assumption of the moral higher ground, the need for a less headstrong, more rooted, emotionally intelligent liberalism. *'Do not preach tolerance but promote an in-group identity'*. He cautions us against the elitist dangers of residential education which distance both school pupils and university students from their home surroundings and friends. Perhaps most critically, he underlines the importance of the Somewheres to democracy. *'The legitimacy of democracy and the welfare state exists only in national forms'*. Who ultimately guarantees human rights if not the state? And is there a conflict *'between the right to be governed wisely and the right to vote'*? Another UWC and IB graduate, Jonathan Michie, President of Kellogg College in Oxford, contrasts in his *Advanced Introduction to Globalisation (2017)* *'managed globalisation'* with *'free-for-all unleashed capitalisation'* and expresses anxiety about the declining authority of elected governments *'to implement their mandates in face of pressures from outside the country'*.

In *The Spectator* journal of 12th November 2016, commenting with bitter disappointment on Brexit under the headline *'Can we trust the People? I'm no longer sure'*, Matthew Parris revives old questions: *'Can we be sure any longer that democracy works? Is it the reliable bulwark against political madness that we always supposed? ... I believed in the wisdom of crowds but not mobs ... There was no Internet, no Facebook, no Twitter, no social media ... the privacy of the polling booth meant quiet reflection away from the noise of other peoples' opinions. The "crowd" was a collective noun for millions of individuals often conferring together but finally deciding alone ...'* Not new thoughts, of course. *'Many of the shortcomings of democratic government are due to the fact that public opinion is not necessarily a great statesman at all ...'*<sup>2</sup>

Both Edward Grey and the conservative English historian Thomas Macaulay (1800–1859), also quoted by Parris (universal suffrage *'would in no long time reduce us to a depth of misery and degradation of which it is not easy to form an idea'*) lived in the days when votes were *'weighed, not counted'* — wealthy, mainly aristocratic landowners, the male sex ahead of the suffragettes, the Prussian electoral system until 1918, even the average intelligence of a particular voting group (the universities of Oxford and Cambridge had their own representation in the British House of Commons

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2 Edward Grey: *Some Thoughts on Public Life in The Falloden Papers 1926*

until 1945). Within democratic nations, a return to such practices is unthinkable. Internationally, the dilemma remains to be resolved. Who decides, on what criteria, and with what powers of enforcement?

The challenges of globalisation and the legitimacy of democracy are related issues. The 'Macaulay' days in Britain, for example, have long gone. Every individual vote now has equal value and weight and is used at regular intervals to help commission a new government. National political accountability is clear. But have the wealthy, mainly aristocratic landowners, the male sex ahead of the suffragettes, and so on, now been succeeded in our globalised world by unelected international civil servants, unelected European Commissioners, by 'unleashed capitalists', and by a wide range of procedures and processes that elude democratic control and indeed democratic changes of mind in the light of new circumstances? In this complex area, the facts are admittedly difficult to pin down, but perceptions generate their own persuasive realities.

So how is international education, with (I trust) the International Baccalaureate and the United World Colleges in the lead, to respond to these new challenges?

## **Within International Schools**

Of the friendships that are formed there can be no doubts.

The writer Horatio Clare, in his *Truant: Notes from the Slippery Slope*, recalls his time at Atlantic College:

*"There were seventy-six nationalities in a student body of 350. My first experience of a student-organised event is a seminar about German reunification staged by East and West German students. There are members of staff there, but they are sitting in the audience, like students, to listen and learn. It is a revelation: we can be teachers, we have things to contribute. When the first Gulf War breaks out I watch it in the television room with the whole world.*

*"Just one aircraft carrier!" my Lebanese dorm-mate prays. "Just let him (Saddam Hussein) hit one aircraft carrier".*

*"Why, though?"*

*"Just to show the bastards they can't always push us around".*

*His family had fled the American-backed Israeli invasion of Lebanon. He would probably work in America one day, but it did not stop him wishing it a black eye.*

*I witness how easily an Israeli and a Lebanese can get on, and also how vehemently a Greek Cypriot can dispute with a Turk. Indians and Pakistanis, white and black South Africans, Americans and Iraqis are not just friends but best friends.'*

The question for us is: can, one day, personal friendships and 'the partnership of memories' alone pioneer political and social change across the global stage? Horatio Clare's testimony gives some attractive support for the sentiment expressed

in a review of a recent theatre performance about the Oslo 1990s Middle East peace negotiations: *'A melancholy truth emerges from all this: If every Israeli and every Palestinian were forced to spend a month talking heart-to-heart, peace would follow.'* Is there a role here for the German concept of *'Selbstverstehen durch Fremdverstehen'* — self-understanding by means of the understanding of others? In simple terms, I learn something about myself by learning about the ways in which others perceive me — in broader terms, the cultivation of reflective patriotism.<sup>3</sup>

If it is true (David Goodhart again) that *'cognitive ability of the exam-passing kind has come to overshadow all other criteria, such as character, competence or experience'*, then the IB CAS programmes, above all community service, will have become even more important. Their quality will determine their effectiveness in generating the human empathy, sympathy and compassion we aspire to. One assumes almost unquestioningly that all IB teachers share a weekly commitment of several hours with their students to community service in the neighbourhood. Is this so? Could one perhaps extend and intensify this life-enhancing involvement by following the example of Kurt Hahn's schools of the Round Square and organising community service projects in the holidays, with teams from different IB schools coming together to underline the ideals they share? Could they perhaps even pioneer long-term projects between the Diploma examinations and university entry, restoring to the GAP year between school and university the high ideals that inspired Alec Dickson, a former IB consultant on CAS affairs, to found the British organisation Voluntary Service Overseas (VSO) and later Community Service Volunteers (CSV), now renamed Volunteering Matters. Student imagination and student initiative could and should be in the forefront. *'L'imagination au pouvoir'*, to echo the French students of 1968.

But are we sure that life-long international understanding can be fostered alone by personal friendships created when engaged in youthful common endeavours? International schools need a clear mission that goes beyond the individual and personal, intrinsic to the school's ethos and presentation of itself. A recent visit to England's oldest Public School, Winchester College, founded in 1382, left me envious of its ability, through its beautiful historic buildings and surroundings, to influence deeply the directions and ambitions of its pupils. Walking those cloisters, clad with tributes to scores of men who had guided Britain's destiny over centuries, one sees and almost touches with one's fingers the school's mission. How can successive generations of pupils not be inspired to comparable ambition and achievement? IB schools must likewise inspire their students with the idealism and determination to

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3 With thanks to Geoffrey Winthrop Young, speaking at the memorial service for his father Jocelin, the principal figure in the founding of the Round Square Conference

emulate their predecessors, and for this their predecessors, few though they may still be by comparison with those of Winchester, must be known. School boards and school records are also educational tools.

## **The Impact of International Schools**

National IB schools, whether state or independent, will have their own local contacts and spheres of influence. Can explicitly international schools, generally independent, ensure that they have a comparable impact? How many such schools have active formal partnerships with neighbouring schools, sharing experience, teachers, activities both academic and other, with their partners? And are these partnerships as ambitious and as idealistic as they might be? I recall watching with dismay and disbelief in the 1990s the Italian television reporting on the violent race riots that were disfiguring several British cities. I wrote to the then Head of our Atlantic College in Wales, suggesting very presumptuously, I am now sure, that the College should identify the city most severely afflicted, identify then the most afflicted district in that city, then the most afflicted school, and offer a long-term partnership. Pressing for an answer after several weeks of silence, I was told that the suggestion had been passed to the teacher in charge of the Theory of Knowledge.

Could such schools not envisage (and some may have done so already) setting up small training centres for student teachers in cooperation with the IB itself and with university departments of education and pedagogical institutes? Such centres might attract not only would-be teachers but others too such as future journalists. They would require their own Directors and would, I believe, enrich the schools themselves beyond measure.

## **The Curriculum**

And the content of the IB itself?

If we are to take David Goodhart and his like-minded fellow writers seriously - and I think we ought and must — then our pupils will be knowledgeable and faithful national as well as international citizens. It may be true that multiple identities are increasingly the norm. The Mother Tongue programmes and examinations retain nonetheless a central importance in fostering an awareness of cultural identity. And teaching within the social sciences will go to great lengths to ensure that every individual pupil is required explicitly to relate his and her own cultural and national background to the international sweep of the principal material. For if our students are to acknowledge the lives and values of the Somewheres, they will take care to acknowledge and cherish the importance of their own roots, and our schools must support them in every way they can. Love of one's home, its colours, smells,

movement, sounds, are part of the human condition and a refuge and point of reference in times of disarray, trouble and distress.

*'Caught or taught?'* That much belaboured, irresolvable debate on the road to 'international mindedness' rests nonetheless firmly rooted in the outcome of experience shared with committed teachers and fellow students, their diversity of culture and outlook the richest driving force of all. But I worry a little about the now casually frequent use of the word 'transformative' in describing our work.

I recently encountered a brief mention of mission-driven curricula, a provocative phrase that might for some recall 1930s Germany. But the fundamental aims of education surely remain constant and gain their validity through their dominance over passing fashions in ideas. The words of William Cory, best known in Britain for his Eton Boating Song, are neither national nor international but universal: *'... you go to a great school not so much for knowledge as for arts and habits: for the habit of attention, for the art of expression, ... for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental soberness. And above all you go to a great school for self-knowledge.'*

*'Breed is stronger than pasture.'* Is the British author George Eliot right? International schools offer a wonderfully rich pasture, but I just wonder if our 'transformative' 'pastoral' ambitions do not sometimes distract us from the pedigree – the family history and accomplishments, the 'home', the inherited talents, personality and the capacity for self-knowledge. And this leads directly to an intriguing divergence between British and continental European practice, for Europeans want their children to have achieved maturity before being released from school to university or elsewhere: 'die Reifeprüfung', 'la Maturité', 'la Matura'. And what all these continental systems have in common is an emphasis on the oral, the testing of the ability of the pupil to hold his or her own in an academic discussion in his or her own language. Is it unrealistic to suggest that, if state systems can still provide this threshold into adult life, the IB might not also explore ways, perhaps based on either the Theory of Knowledge or the Extended Essay, to challenge its Diploma candidates to show their mettle in intellectual discussion and possibly also to give expression to their credentials as future citizens of the world — and of their nation and culture?

And is there an overriding theme that can give life, focus and expression to the mission of the curriculum itself that can unite all races, religions and nationalities? On what do well-ordered and peaceful local and national communities rely? The rule of law. On what else can world peace ultimately be built? I believe that an IB education must somewhere encompass the study of those international

organisations that are dedicated to the vision of the international rule of law. Some personal bias here! My school and university friend, Lord Tom Bingham, Master of the Rolls, Lord Chief Justice of England and Wales and Senior Law Lord of the United Kingdom, wrote shortly before his death in his *The Rule of Law* (2010): ‘... aspiration without action is sterile. It is deeds that matter. We are enjoined to be “doers of the word, and not hearers only”’. And he went on: ‘The concept of the rule of law is not fixed for all time. Some countries do not subscribe to it fully, and some subscribe only in name, if that. Even those who do subscribe to it find it difficult to apply all its precepts quite all the time. But in a world divided by differences of nationality, race, colour, religion and wealth it is one of the greatest unifying factors, perhaps the greatest, the nearest we are likely to approach to a universal secular religion. It remains an ideal, but an ideal worth striving for, in the interests of good government and peace, at home and in the world at large.’ Here, then, is an area of engagement for the most able and idealistic IB graduates and their teachers, for, after all, unless and until we have an international rule of law, we will not know whether those who intervene in Iraq and Afghanistan and Libya and Syria are the world’s policemen or the world’s vigilantes.

## **The IB Organisation**

The IB has understandably established rigorous criteria for all its procedures – the admission of new schools, the experience required of heads of IB schools, the compulsory pre- and in-service training of IB teachers. I just wonder: is there a danger that it has lost the personal touch, that it has become too big and too dependent on box-ticking, perhaps boxed itself in too firmly to be open to new ideas and to innovative enthusiasms and personalities? If yes, it is likely, perhaps even inevitable, that individual pioneering spirits will seek alternatives. Personal bias again! When I recruited the founding staff for the UWC of the Adriatic in Italy in 1982, I resolved not to offer interviews to any applicant who brought previous UWC or IB experience. My reasoning was simple. I wanted colleagues who would not start from past assumptions and familiar practices. Their work would in any event be judged objectively two years later by the performance of their students in the IB Diploma examinations. It was exhilarating to be in the company of teachers who were collectively and with excitement feeling their way on to new territory. Openness, the reactions to the challenges of new syllabuses and examination expectations, the constant, day-by-day exchange of professional impressions, generated an adventurous team spirit that was enthusiastically reciprocated by our students, and I also recall with pride the confident courage of the thirty or so Italians whose diplomas were not recognised for entry to their Italian universities until three months after they had received their diploma results. It is true that I strengthened



our science department with the recruitment of two IB experienced colleagues in the second year, but I had also been able in the first year without difficulty to appoint three Italian teachers seconded by the National Ministry of Education to participate in and contribute to the launch of the college.

Given the intense public relations activities of independent schools in our new globalised world, their marketing expertise, their access to the funds of international companies and their employees, it is remarkable that some 50% of IB schools are state schools. IB costs are a severe deterrent for the expansion of the latter, even their retention, but I suggest that the IB has an almost moral duty to explore a new stream: schools in areas of recent conflict and persisting racial and ethnic tension. Such schools would require (and deserve) financial concessions, at least for an introductory period; they must not be allowed to cater simply for the well-to-do minorities that always emerge in such conditions. They must be set up, or more likely facilitated with partners, in intimate cooperation with the state authorities. They must bring recognisable practical benefit to the local people and be capable of further local development to ensure relevance, dovetailed into existing structures and with strong local participation. Central to the role of such schools would be their training of local teachers from other schools looking for encouragement, points of reference and benchmarks, contacts with colleagues from other countries and other systems, access to up-to-date materials and expertise, and routes to higher professional qualifications for the sake of their own motivation and advancement. The IB holds unique resources and expertise for such a task, but the schools must not only be given practical help but also enabled to offer professional training on their own premises and at costs which reflect the local economies.

And, in parenthesis, for the kind of schools I have alluded to here, working in areas of tension, conflict and probably underdevelopment, the IB would need to ensure that *ab initio* languages are available to encourage direct communication with the local population – I remain dismayed by the rejection of our United World College in Mostar’s application to offer any of the local languages for beginners as a part of its IB programme, an opportunity also lost for inviting local participation in IB syllabus preparation and examination.

One cannot fail to be impressed by the grasp shown by the IB in recent years of electronic communication and of the Internet – *‘the planet’s nervous system’*. Not many years ago a conference speaker<sup>4</sup> suggested that, when there is a 20% internet penetration in a country, democracy begins to emerge, however difficult the political conditions. How rapidly things have changed with ‘false facts’ and ‘post-truth’ abuse! And is there a small comparison to be made with the recent exploration of

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4 Fondazione Intercultura: Reconciling Babel – Education for Cosmopolitanism Milan April 2011

Christian advocacy through electronic media – communion without the laying on of hands? Access yes! Conviction perhaps not! But the impact on the determination of hundreds of thousands of refugees to seek a new life in the more prosperous west is fuelled powerfully by their electronic gadgets. The IB does well to be intelligently engaged in this field and, I believe, to be anticipating powerful developments in the coming years.

No consideration of international education can be complete without reference to refugees – the ‘Nowheres’ – and to the confused feelings of compassion and anxiety they generate. This is the most striking phrase I retain from a three-day conference on international education in Milan:<sup>5</sup> *“The world is a hospital”*. Is it rational, relevant or purely retrospective in the second decade of the 21st Century to recall W. H. Auden writing in the 1930s:

*‘Once we had a country and we thought it fair,  
Look in the atlas and you’ll find it there:  
We cannot go there now, my dear, we cannot go there now.*

*The consul banged the table and said,  
“If you’ve got no passport you’re officially dead”:  
But we are still alive, my dear, but we are still alive.*

*Went to a committee; they offered me a chair;  
Asked me politely to return next year:  
But where shall we go to-day, my dear, but where shall we go to-day?*

*Came to a public meeting; the speaker got up and said;  
“If we let them in, they will steal our daily bread”:  
He was talking of you and me, my dear, he was talking of you and me.’*

Even David Goodhart, so strong and persuasive an advocate for the Somewheres, wholly acknowledges the refugee dilemma. *‘Africa’s population is currently a little over 1 billion and it is expected to stabilise at anywhere between 3 billion and 4.5 billion — if it stabilises at the higher number, or even higher, it may produce unstoppable pressures to move ... rich, liberal, Christian countries like Britain feel a moral obligation to suffering humanity — both politicians and the general public. But there are many ways in which these obligations can be fulfilled ... we have the resources and technology to help at a distance. We can fulfil our moral obligations without disrupting our own societies and tempting the most able and*

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5 Idem

*dynamic people from the poor societies that desperately need them. And every dollar spent helping someone in a poor country goes a lot further than it does in London ...'*

IB is emphatically not an aid organisation, but I also remember from Milan the resolution on civil society: *'projects must be operational, not theoretical; they will come from individual initiatives; they must focus on quality programmes and pioneer good practice for policy makers; they will include programmes of exchange for the non-élite; and between all of them there must be effective linkages'*. The IB could also take this as a challenging invitation to seek educational partners working in 'the world's hospital wards'.

Consideration of schools and programmes in areas of tension leads directly to the issue of the potential impact of the IB on national curricula. Yet again I must confess to bias. Bosnia and Herzegovina is a sorely tested country whose history long lies heavily on the European conscience. More than twenty years after the bloody slaughter of the 1990s, it continues to have separate schools, curricula, examinations and teachers for the three so-called ethnic groups, the Croat Catholics, the Bosniak Muslims and the Serbs of the Orthodox Church. At a critical stage in the development of the United World College in Mostar, successfully founded in 2006 as 'The Joint UWC/IB Initiative in BiH', (and without the IB it would never have got over the starting line), a small but influential group among the country's educational politicians saw a possibility of working towards integrated schooling if educational reform could be explored under the authority and with the consultative support of the IB Organisation. This support was withheld. A formidable and fateful lost opportunity! The input of international expertise into the IB must surely be matched by its output out into national systems, above all those under conflictual stress. A challenging opportunity for some intellectual generosity! There are many countries (I know those of Central and Eastern Europe best) that might welcome reform along IB Diploma lines, the curriculum to be offered in the local language with perhaps one non-linguistic course taught in a major foreign language, the examining to be the responsibility of the Ministry of Education with the consultative support of the IB.

The general background to these reflections must, I am convinced, be a readiness to welcome small scale initiatives by IB adherents, whether schools or individuals, based on the confident belief that innovation arises from strong personal engagement. That, after all, was how it all started.

## **And then our graduates!**

If democracy is to withstand the threats implicit in globalisation, then at the very least we need the informed electorates that Edward Grey was seeking. Do our schools encourage their students to enter politics? The evidence is not encouraging.

The single-minded convictions, sharp elbows and readiness to compromise principle for the sake of advancement disguise and distort the political vocation of service. An international education does not perhaps encourage a readiness to submit oneself to a national electorate. Here we need to do better. We are on the other hand very well served by a distinguished range of ex-IB and UWC journalists of world class. Their inevitably disparate activities lead me to hope that, one day, we shall see professional associations of IB and UWC former students — journalists, politicians, doctors, public administrators, scientists, *et al.* — communicating, meeting, finding common ground, leading public opinion by precept and example, working at a deeper level than is possible through instant electronic communication alone.

And there is one organisation from which we have much to learn: The Eisenhower Fellowships. It is not irrelevant to interject that, in the year in which the Atlantic College was being founded, 1962, Eisenhower had delivered a speech in London calling for the creation of an international college to promote understanding between nations. Some 20–25 Fellows are selected each year in mid-career to experience a 7-week programme of consultations in the US with experts and senior officials in government, industry, academia, the arts and the not-for-profit sector; 8–10 Americans are sent abroad; to date some 2,000 men and women have been selected by committees operating in 48 countries, the Fellows now located in over 100 countries.<sup>6</sup> Here is a magnificent model for emulation by international schools anxious to rekindle, not simply old friendships, but a renewed commitment to the ideals which underlay the education they imparted: a recharging of the batteries in mid-career, a stimulus to enrich the remaining years! It calls for an ambitious cooperative initiative in which IB could take the lead.

## Concluding Reflections

So can we in international education convincingly challenge the incompatibility Goodhart discerns between national and international roles? At a time of nationalist resurgence and the politics of resentment, can we also persuade those many who have been to our schools that ‘now is pay-back time’? Can those who believe so strongly in cultural and scientific cooperation begin to ‘lead the politicians’? Jonathan Michie, emphasising that the material benefits of globalisation must be shared more equally within countries, argues that the unconscious extremism of the cosmopolitan ‘liberals’ and the often physically violent extremism of the Right which disfigures the Somewheres must be combated both intellectually and emotionally. Significantly, he also underlines *‘the importance of appreciating that individuals and companies operate in and are influenced by networks, rather than making*

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<sup>6</sup> Wikipedia, retrieved 1st November 2017

*decisions individually unaffected by others*'. Both the IB and the UWC have uniquely distinctive features but have from the 1960s onwards also been a network — and a highly influential one. Decisions on the creation and addition of new networking partnerships may, I venture to suggest, be decisive for their futures.

The challenge to international educators could not be more appropriately expressed than in the concluding paragraph of David Goodhart's *The Road to Somewhere: 'After the (Brexit) shock of 2016 a happier co-existence is possible. That means the holy grail of politics for the next generation must be the quest for a new, more stable settlement between Anywheres and Somewheres - reconciling the two halves of humanity's political soul*'.

It is a challenging, subtle and urgent task for our next half-century of international education.

David Sutcliffe



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Ivan Lorencic : Head of the 11. Gimnazija in Maribor, Slovenia since 1982; introduced the IB into his school in 1990 alongside the Gimnazija Bežigrad in Ljubljana; Director of the National Education Institute in Slovenia from 1993–2000, during which time he led national curricular reform at all levels up to tertiary, the introduction of external examinations on the completion of secondary schooling based on his experience with the IB; in 2001 return to his Maribor Headship; later became a Board member of the UWC/IB Initiative in Bosnia and Herzegovina, leading their Centre for the Professional Development of Teachers which over 12 years exposed some 1,000 Bosnian teachers to IB teaching strategies and methodology; now a member of the UWC Mostar Governing Board.

Colin Reid: Head of History, Housemaster and leader of Social Services at Atlantic College; Head of St. Christopher School, Letchworth for 23 years; editor of a series of books on teaching; and Chair of the Boarding School Association. In retirement the Chair of monitoring boards of both a juvenile prison and one for adults with life sentences.

David Wilkinson: Deputy Head UWC of the Adriatic; Head of Machabeng High School Maseru, Lesotho; Founding Head of the Li Po Chung UWC of Hong Kong and of the Mahindra UWC of India; now an IB Ambassador to Southern Africa.

# Biographies of Authors

*Andrew Maclehose* was Director of Studies at Atlantic College when the IB was introduced in 1971 and founding Dean of Studies at the Armand Hammer UWC in New Mexico where he ran the first Montezuma Teacher workshops. He subsequently taught in two other UWC's, was one of the Principals at the International School of Geneva, and was founding head of a school in Pakistan. He has lectured or run workshops, mainly on IB topics, in more than twenty-five countries.

*David Sutcliffe* was a member of the founding staff of Atlantic College in 1962, then successively Director of Studies (1967-1969) and Headmaster (1969-1982). From 1982-2001 he was the founding Head (Rettore) of UWC Adriatic. Other posts have included Vice-President of the IB Council of Foundation and Deputy Chair of the IB Executive Committee (1985-1989), Executive Director of UWC International (1994-1999) and co-founder of the UWC Mostar.

*Philip Thomas* joined the International School of Geneva in 1963 to teach Geography and Economics. He spent 35 years at the school, serving as Head of Department, Campus Head and Assistant Director General. He was Chair of the Standing Conference of Heads of IB Schools 1977-1983 with 20 years' membership of the IB Council of Foundation, 15 as its Secretary, and has led over 100 IB school accreditation visits.



