

Northern
School
Perma
culture

De-fund the universities!

Angus Soutar March 2021

What is the role of education in a democracy?

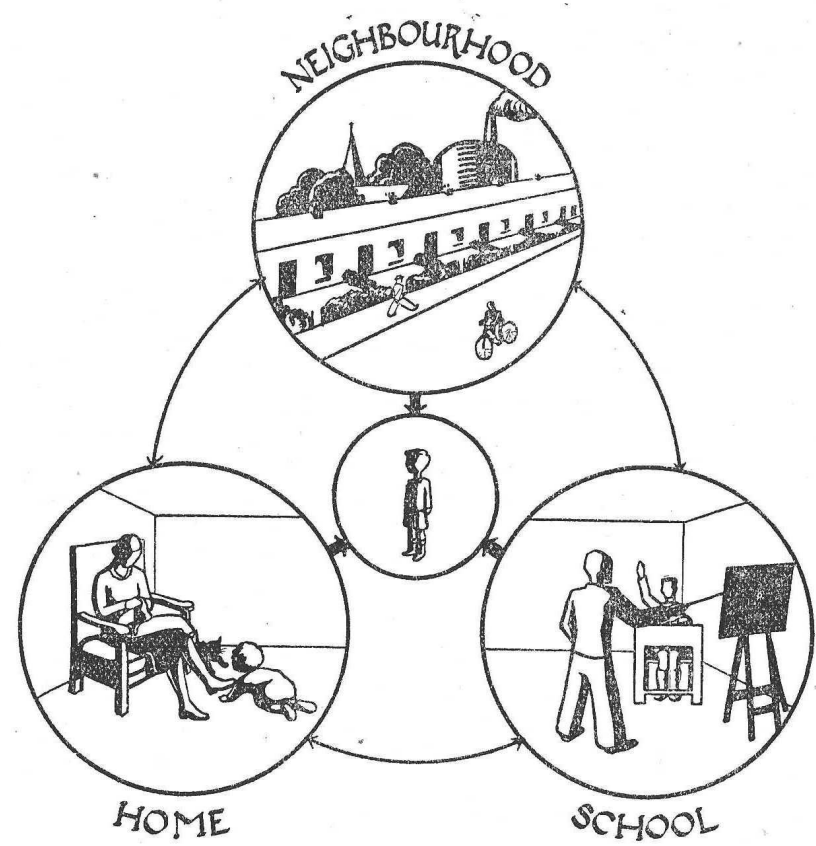
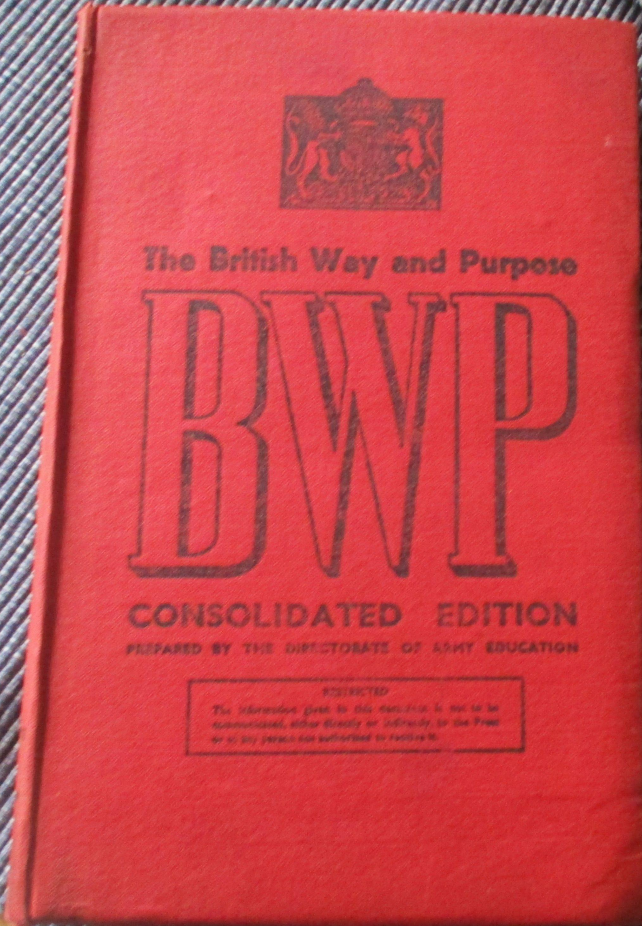


FIGURE 30

It decides to a great extent the speech they will use, the friendships they make, the interests they pursue. The older they grow the more important a factor it becomes, until for most of them at 14, for a few at 16 or later, the school drops out and they are left to the mercy of the grown-up world, with what help the home and part-time education can still give. To most of them the world means work—in shop, office, factory or on the land. They are then educated by the life they lead.

1944 Education Act

“universal free schooling”

- **grammar**
- **technical**
- **commercial**
("secondary modern")

[all not specifically in the Act]



Gave Local Authorities power to make grants for university education

Forged in the “White Heat” of Technology

‘The Britain that is going to be formed in the white heat of this revolution will be no place for the restrictive practices or for outdated methods on either side of industry’.

Harold Wilson
Scarborough 1963



Expansion of higher education in the 1960's

Polytechnics

- Science
- Technology
- Engineering
- Manufacturing (!)

“Binary” system
Lacked “status”



"When one looks at the future of our society, it is communication technology that provides the central nervous system of all organisations - governmental, military and industrial. Information is the new man-made raw material upon which all societies in the future will live."

Tony Benn
MinTech 1970

Comprehensive Schools 1965

“... all children can, if the society so decides, at least be given an equal chance of access to the best education.”



Tony Crossland

Some home economics

“Where there is discord,
may we bring harmony”

(1993)

QuaNGOs are GO-GO !

Further and Higher Education Act 1992



Poly -> Uni

Central Funding

Research



Margaret Hilda Baroness Thatcher

**Things (2-3-4-1)
can only get better...**

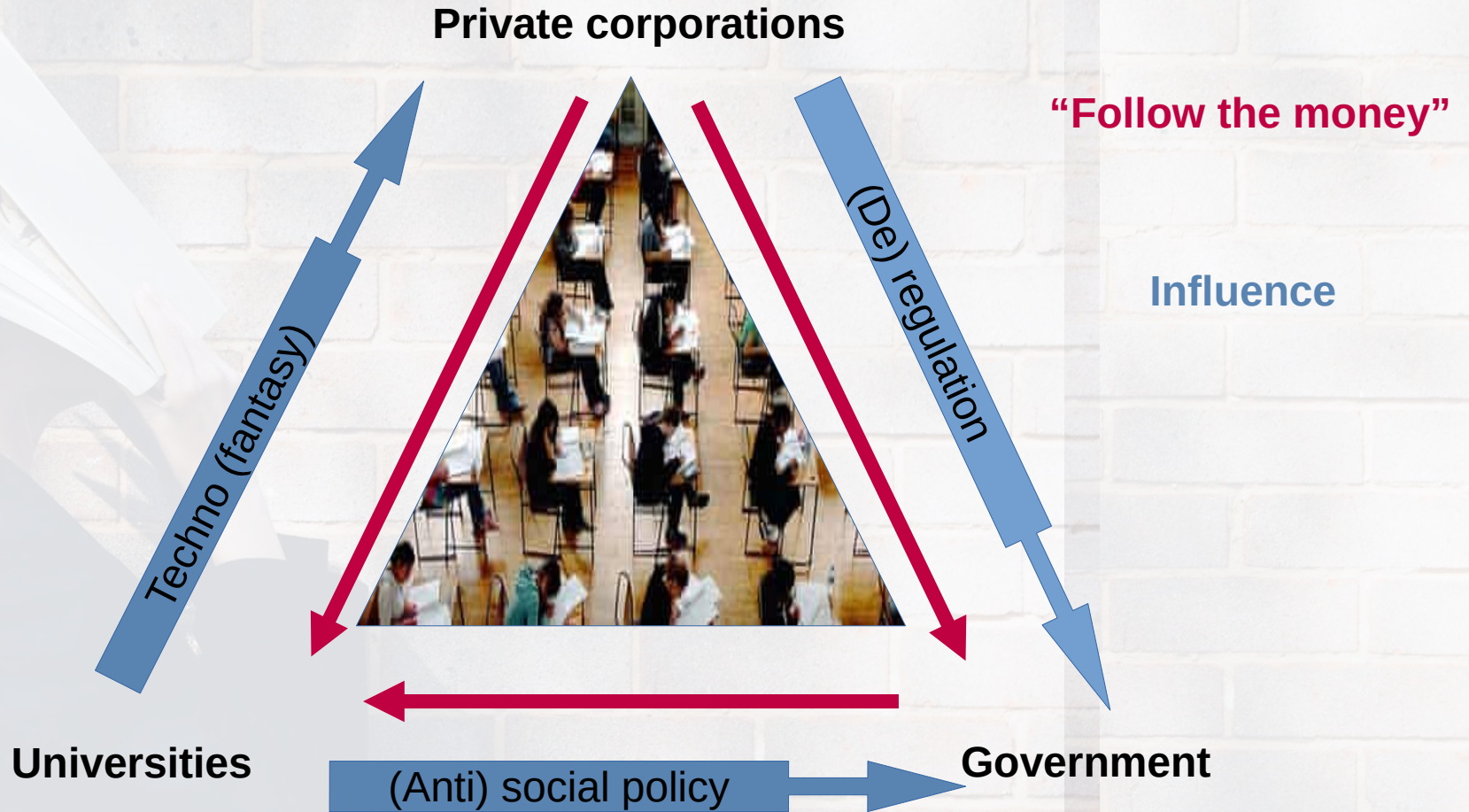
Education Education Education
(most of it off-balance sheet)

50 per cent target

2002 (?)



The Iron Triangle

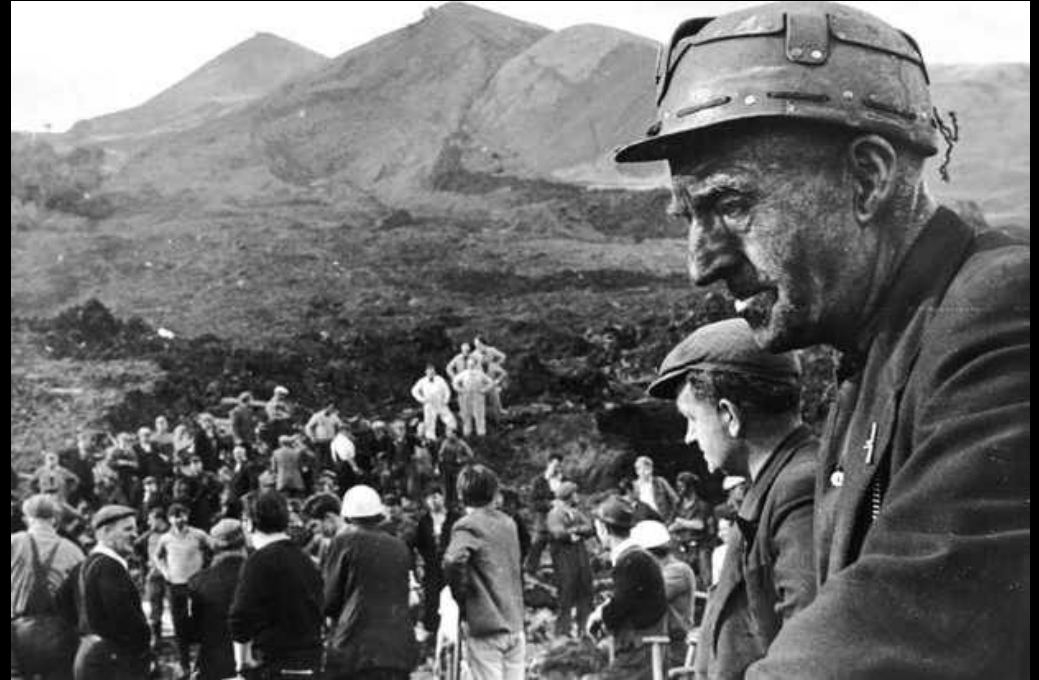


Universities are big business

- Important export industry
- Property developers (PBSA)
- Sector generates £95Bn
- Liverpool £650M for the city region.

Funding the universities

- student debt £50k per head
- impact on mortgages
- nearly 50 per cent won't repay it
- A slag heap of debt



Aberfan (1966)

Government hides public expenditure "off balance sheet" - future generations

Where the student money goes

Landlords (PBSA)

Cafes and bars

Fast food shops



Students get a raw deal

1950 only 17,500 young people graduated from university

The promise of a “graduate premium”

Now approx 50 per cent go to university

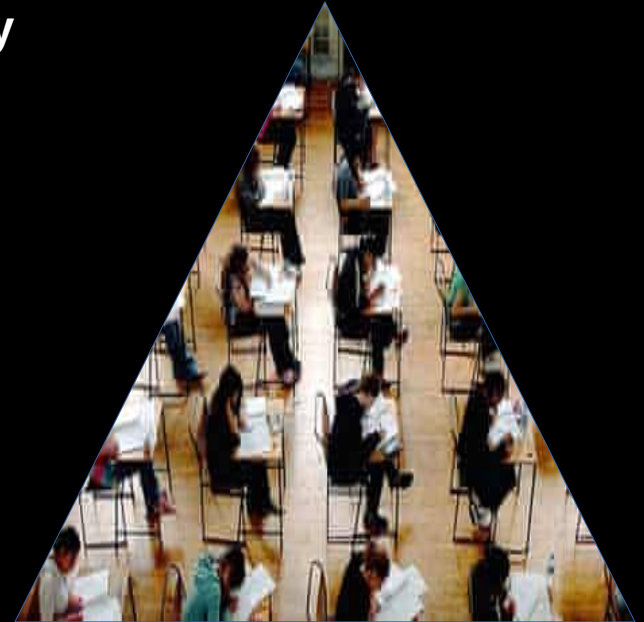
Focus on research

Employers join the cartel

Grade inflation

Graduate premium disappearing

By 2018 only 57 per cent of graduates are in high value employment



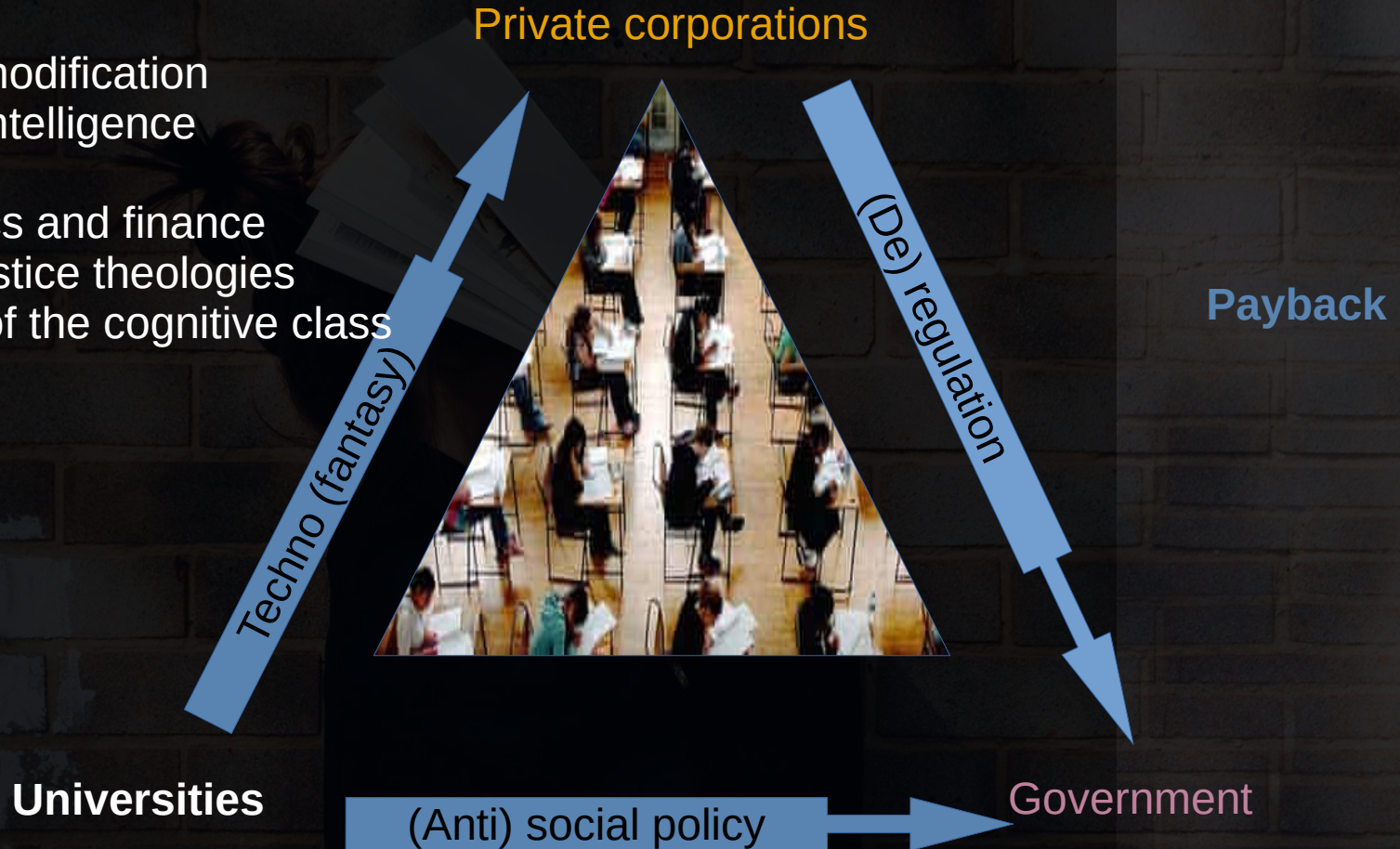
Most of us get a raw deal

- a massive hidden subsidy for university cities
- not levelling up – “levelling down” !
- brain drain – “achieve and leave”



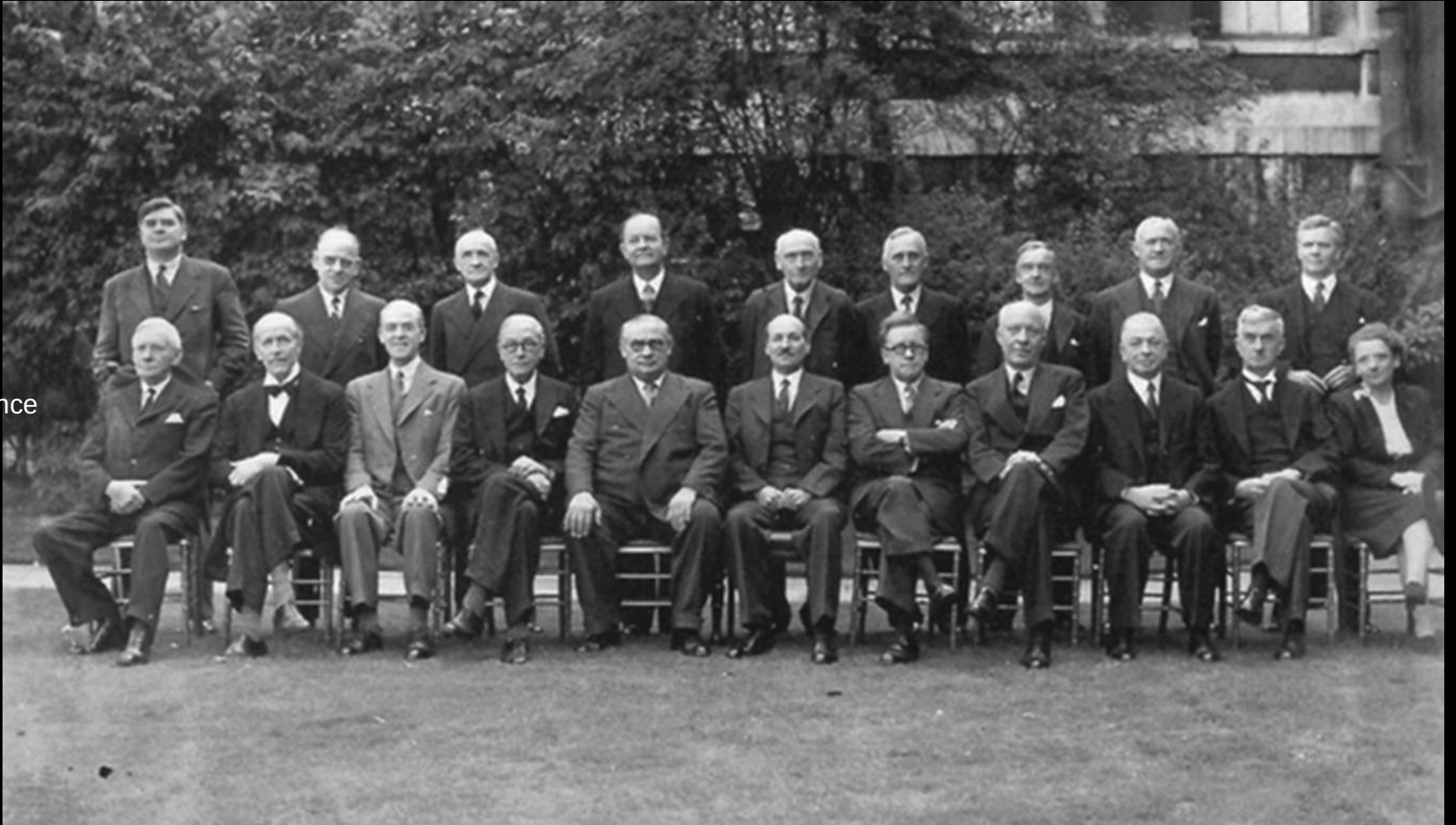
Outputs from the Knowledge Factories

- Genetic modification
- Artificial intelligence
- Robotics
- Economics and finance
- Critical justice theologies
- The rise of the cognitive class



Politics and Society

C. R. Attlee
Herbert Morrison
Ernest Bevin
Arthur Greenwood
Hugh Dalton
Sir Stafford Cripps
Lord Jowitt
A. V. Alexander
J. Chuter Ede
Viscount Addison
Lord Pethick-Lawrence
G. H. Hall
J. J. Lawson
Viscount Stansgate
Joseph Westwood
G. A. Isaacs
Emanuel Shinwell
Ellen Wilkinson
Aneurin Bevan
Tom Williams



Well-being

What we need:

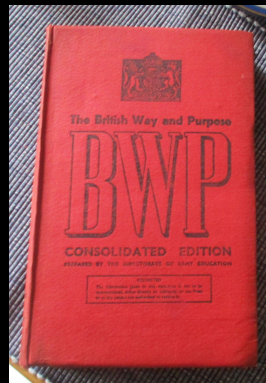
- art
- craft
- skill
- creativity

What we get:

- how to game the system!

Education in a democracy

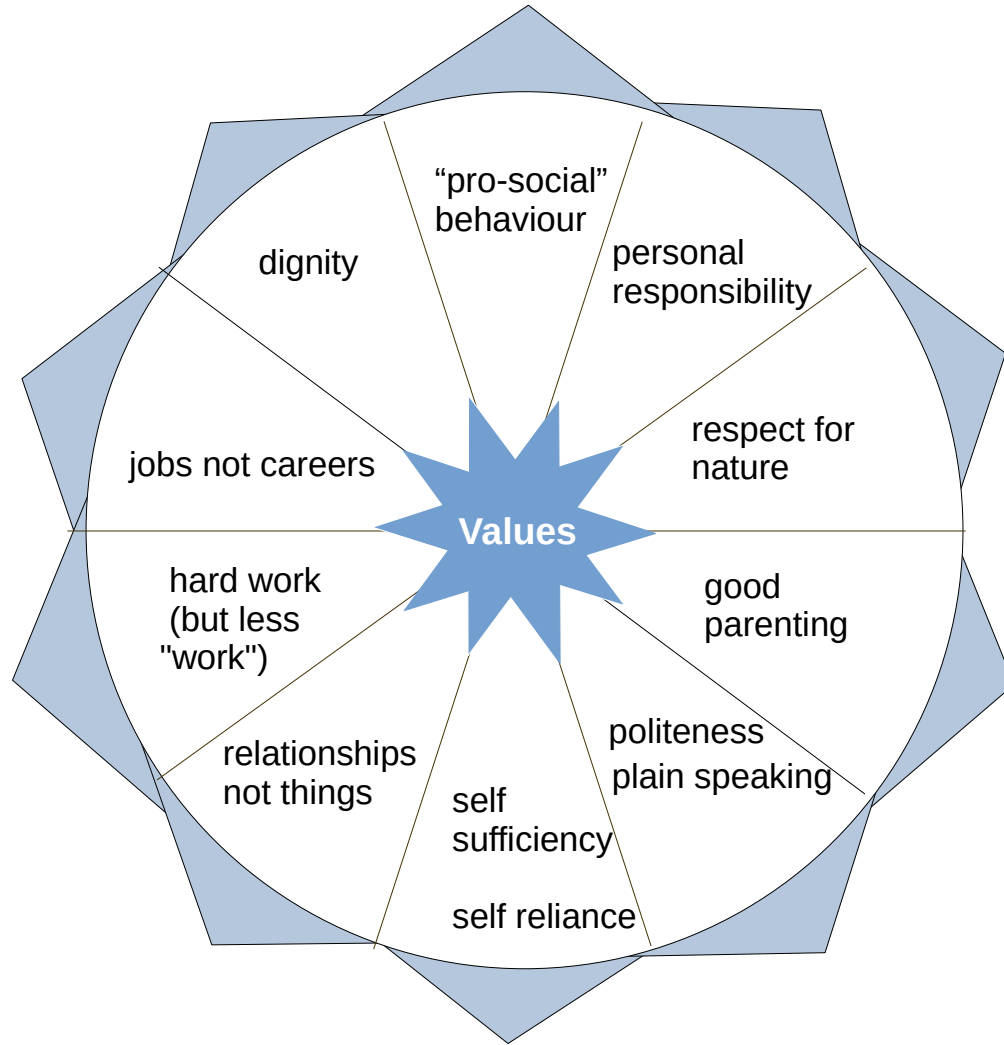
- tell fact from fiction
 - learn how to live and work with other people
 - respect other people's arguments (respond creatively)
 - acknowledge the complexity of the shared issues (and life in general)
(after E D Hirsch)
-
- freedom and the responsibility that goes with it
 - equality of opportunity
 - a respect for human personality and a belief in the importance of the individual
 - the idea of co-operation and of care for others
(Roberts and Weaver, British Way and Purpose, 1943)



Values



goal-oriented
political-correctness
careers
freedom
novelty
godless
disruptive
aspirational
competitive
individual
autonomy
outsourcing
virtue-signalling
secular
value-extracting
rent-seeking

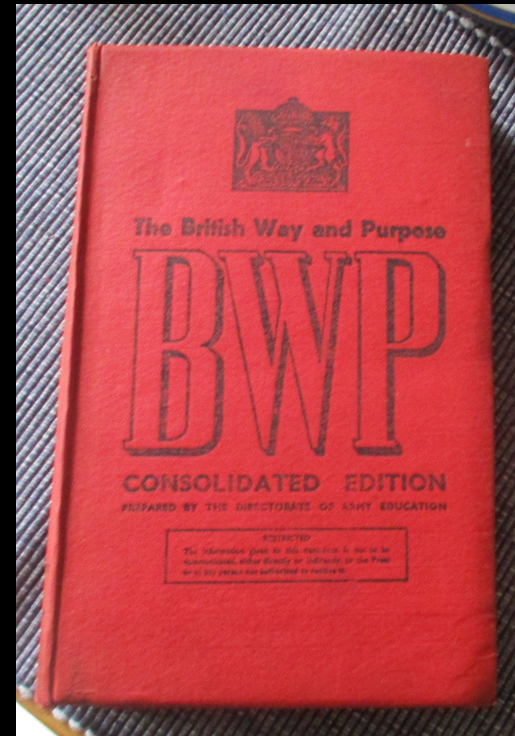


The Class War

"A community that prizes certain things...our education must reflect these values"
It must help us to:

- live life to the full
- work to earn our living
- learn to govern ourselves
- make good use of our leisure
- become good parents
- become good citizens

(Roberts and Weaver, British Way and Purpose, 1943)



De-fund !



Just say “no” !



IT'S FROM THE UNIVERSITY
OF LIFE.. YOU DIDN'T GET IN



CARTOONSTOCK

FRAN

Search ID: for0054



Status

Dignity



David Goodhart



HEAD



HAND



HEART

The Struggle for Dignity and
Status in the 21st Century

allen lane

“Peak Head”

and “the robots are coming!”



David Goodhart



H E A D



H A N D



H E A R T

The Struggle for Dignity and
Status in the 21st Century

allen lane

“Push back”

Grow something



“Push back”

Make something



“Push back”

Cook something



At the court of King Arthur

Imagination is
more powerful than
knowledge

Albert Einstein

THE FARMER, THE PLOUGH & THE DEVIL

The Story of Fordhall Farm
Pioneer of Organic Farming



Arthur Hollins

Sustainable agriculture conference

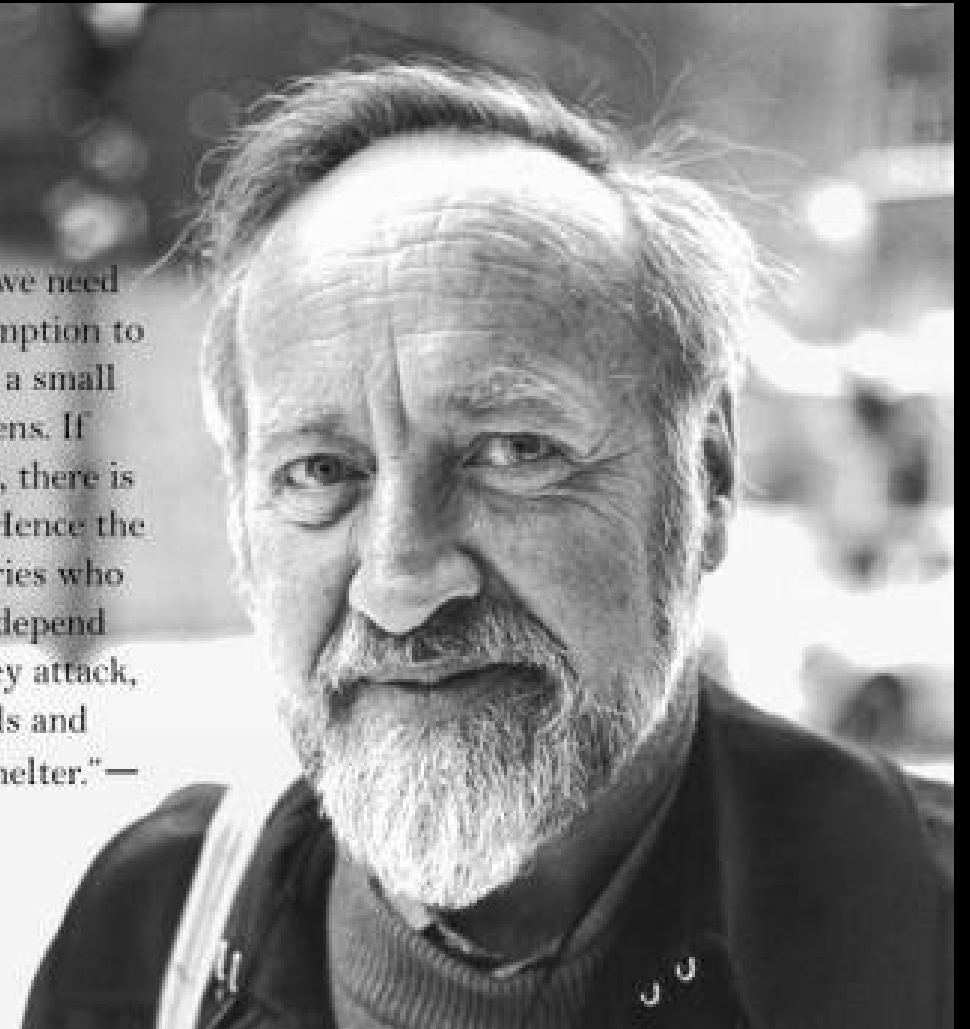
“There is nothing
for us here”

Bill Mollison

“The greatest change we need to make is from consumption to production, even if on a small scale, in our own gardens. If only 10% of us do this, there is enough for everyone. Hence the futility of revolutionaries who have no gardens, who depend on the very system they attack, and who produce words and bullets, not food and shelter.” —

Bill Mollison

creator of Permaculture





A composite image depicting a scene of destruction. In the center, a man in a dark suit and tie stands on top of a dark-colored car that is partially submerged in a turbulent, grey sea. He holds a large Union Jack flag aloft. To the left, a small boat with several people is being tossed by the waves. In the foreground, another man in a suit stands in the water. To the right, a woman in a red coat and another man in a suit are also in the water. The background shows a hazy, overcast sky and a distant building. The text is overlaid on the image in white, bold font.

**“The Festival of Reason is ongoing:
the old must be smashed, traditions swept away,
sacred items burned and the march of progress
celebrated, a dynamic and relentless drive which
constantly, and at an ever-increasing tempo, disrupts
deeply-cherished traditions among its subject
populations”.**

Festival of Reason 1793

“Push back”

Make friends...



“Push back”

Make friends...



“Push back”

Make friends...



“Push back”

Make friends...



Credits

Angus Soutar
Erica Naylor
Cold War Steve
Barbara Burns

And many contributions from the interweb

The logo for Northern School Permaculture is a teal square containing the text "Northern School Permaculture" in a white, sans-serif font, stacked in four lines.

Northern
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Perma
culture

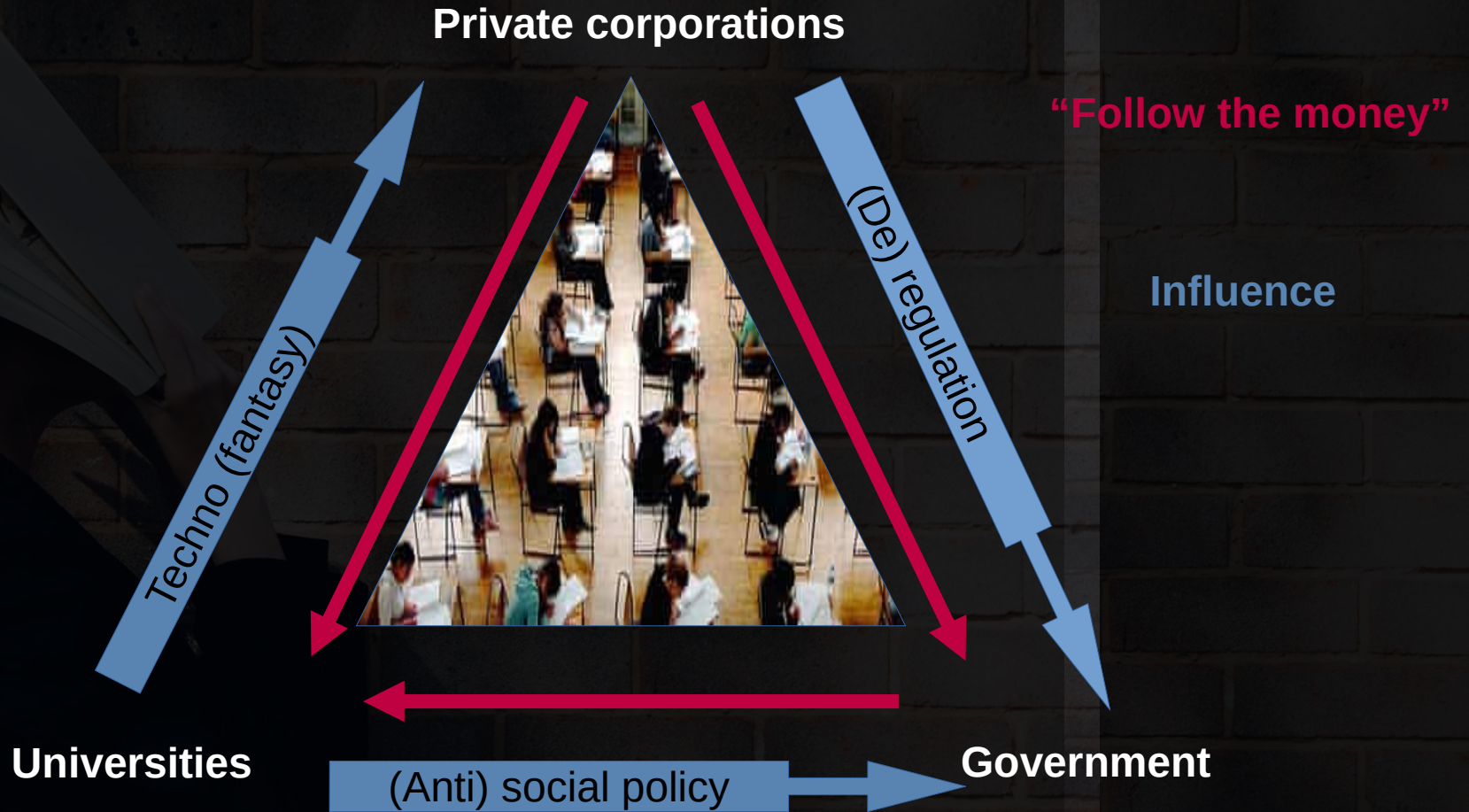
aspirational autonomy
careers competitive
correctness disruptive
extracting freedom goal
godless individual novelty
oriented outsourcing
political rent-seeking
secular signalling virtue

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“Contributions”



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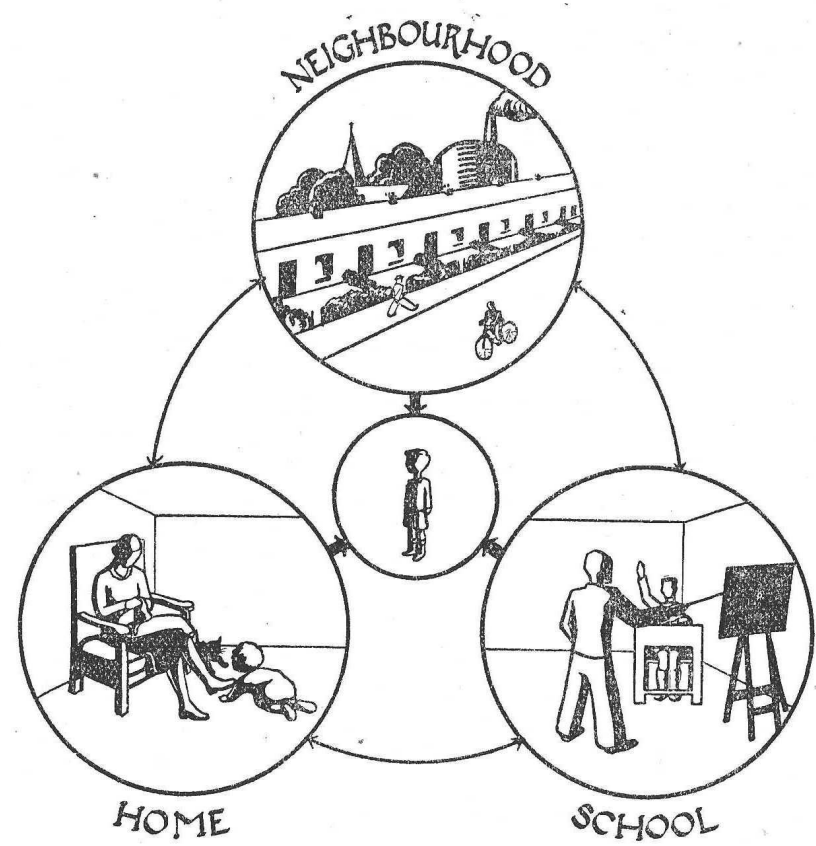
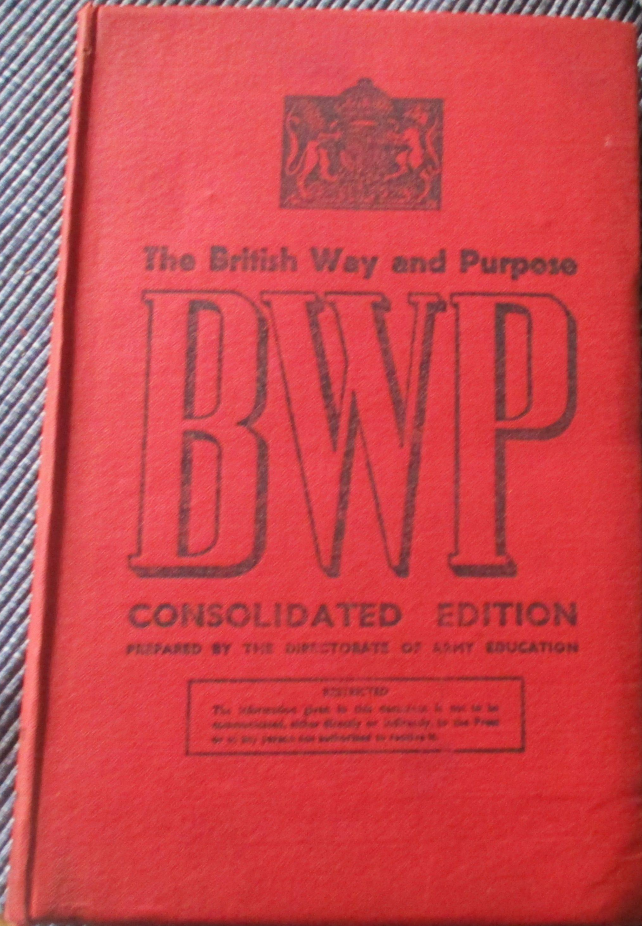


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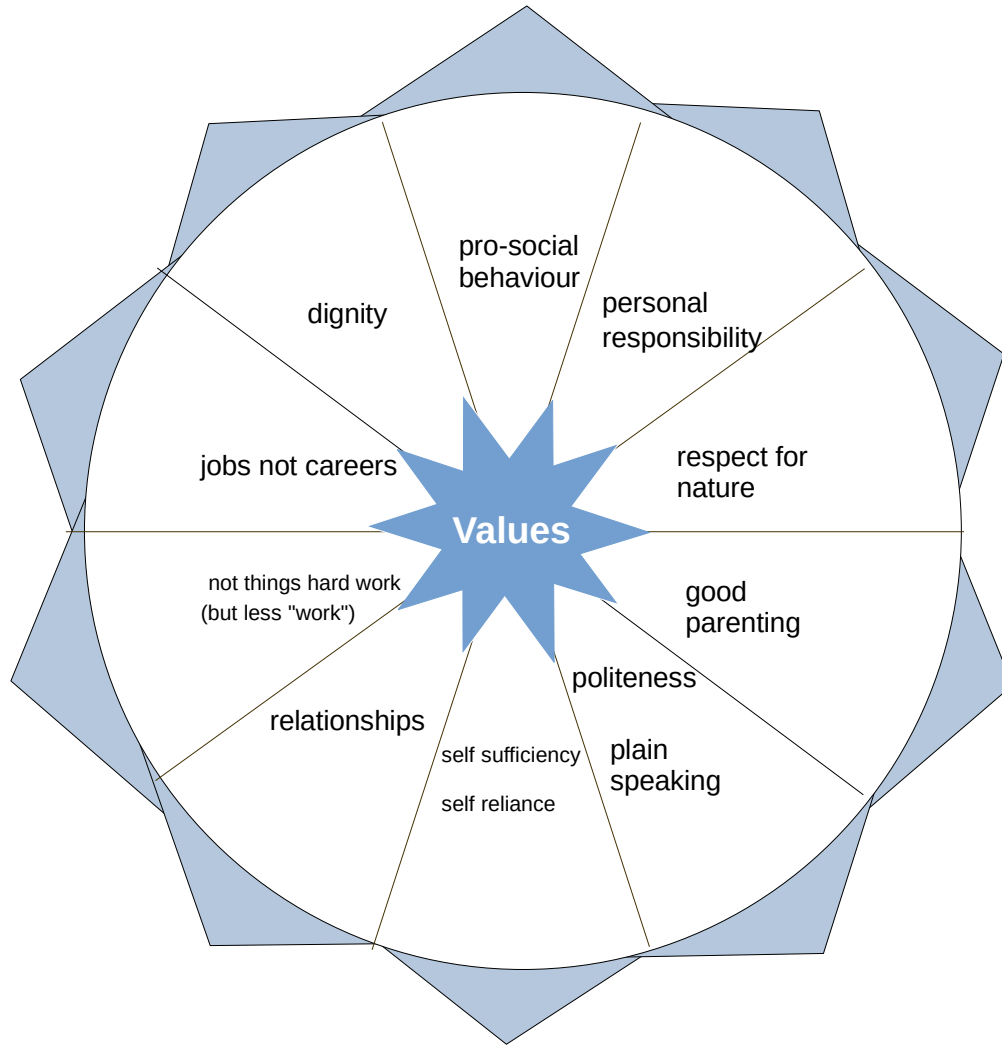
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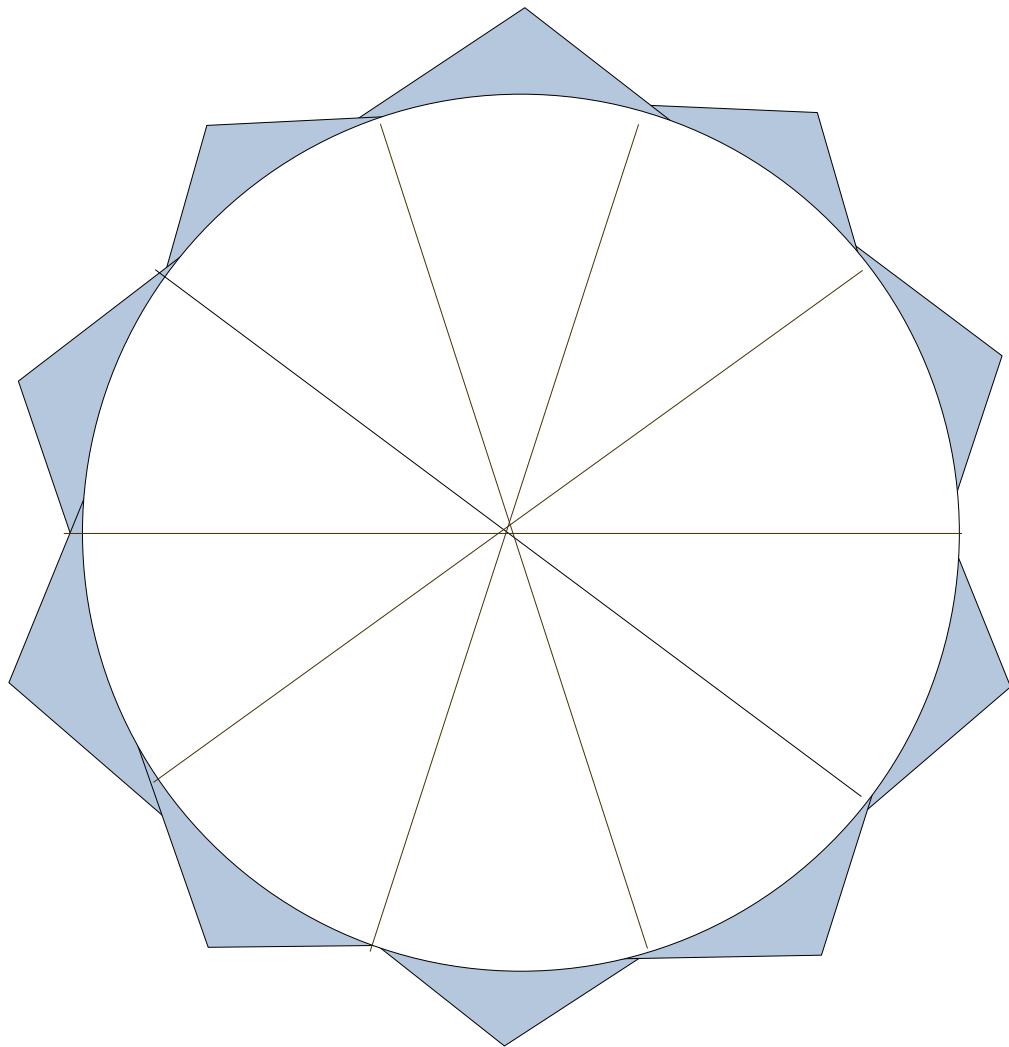
“Binary” system
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Tony Crossland







Comprehensive Schools 1960's

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The British Way and Purpose

BWP

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Big Jim and the Figaro Club - BBCTV

