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After working with educationally subnormal children for fifteen years and having seen some of my pupils settled and doing well for themselves, I wonder if my pupils over the next fifteen years will be so fortunate. Of course, not every pupil has been able to find a job to his liking; in fact, there are a few who have never worked. Others have never been out of work.

Gone are the days when one was able to stand in front of a group and say, "When you get a job this is what you will have to do ..."; now it is, "If you are fortunate enough to get a job ..."

The obvious question could be, where, as educationalists, do we go from here? How many of my school-leavers this year are going to find full-time employment? So far, the answer to that is, one out of twelve. What about the other eleven, what can be done for them? If time is spent teaching these youngsters about various activities that they can follow after they have left school, we are at fault, in the eyes of the parents, for not spending enough time on the three 'R's. If we teach them about the world of work, respect for employers, how to sort out a pay packet, what is 'clocking in', what to do if you are unable to go to work through illness, how to conduct yourself at work; then we are raising the hopes of a generation who may well never earn a pay packet.

At the present time all youngsters have the opportunity to join the Youth Training Scheme. They can take a course in any area they are interested in, if they can find a course in that area which caters for their needs. The most popular areas for my leavers are catering and care for children. Most of these courses are Mode A courses which includes gaining some qualifications such as City and Guilds, which leaves my group out in the cold. They can join the Pathfinder course, which is at the right intellectual level. I am now eagerly waiting to hear how many of our past pupils have found full-time employment from their Pathfinder course, or if they have become another unemployment statistic with little hope of finding any suitable employment.

Still we remain cheerful, still we hold mock interviews with local businessmen, still we live in hope and try to instil this hope into our pupils. We are told there is work - you just have to find it.

Where also, is education going in these days of little hope? Is it looking forward to the days of enforced, increased leisure? Is it catering for the needs of young people who leave school at sixteen, join a Y.T.S. course until they are seventeen and then join the hordes of people already at home? Is education doing anything for those at work to help them understand the plight of those people not working?