**TOWARDS THE
COMPREHENSIVE
UNIVERSITY**

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ROBIN PEDLEY

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AUTHOR'S NOTE

The comprehensive reorganisation of compulsory schooling is now – subject only to the possibility of extreme political backlash – entering its final stages. But ought the comprehensive principle to stop there? This book is concerned with the answer to that question, and with the kind of structural framework which will be required if the principle is to be extended to the whole educational system of England and Wales beyond the age of 16.

Because the non-university institutions of Scotland and Northern Ireland come under their separate educational systems, their inclusion would have tended to confuse an already highly complex picture, and a United Kingdom study was therefore ruled out. Likewise, a study of world developments would be much too large for my present purpose. I have therefore looked elsewhere only for such illustrations and comparisons as seem likely to help us to see our particular situation more clearly.

Except where otherwise stated, statistical information concerning England and Wales is derived from the appropriate volumes of *Statistics of Education*, published annually by Her Majesty's Stationery Office.

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I am indebted to a great many people who have helped to make this book possible. In particular, Ministries of Education, universities and teachers' associations across the world, especially

in Canada, Japan and the German Federal Republic, have facilitated my first-hand study of important issues; while in England the principals of many schools and colleges have, as always, been most generous with their time and information.

My approach to this subject was first tentatively formulated at the University of Exeter and expressed in an inaugural lecture there; it has since been enlarged and encouraged during my tenure of office at the University of Southampton. To both universities I express my appreciation of their interest in, and tolerance of, views from which the majority of my colleagues will undoubtedly dissent.