

Tony Watts

Born 29.6.1942.

Life story by Tony and his three siblings.

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This life story was extracted in 2020, with permission, from The Watts Family Chronicle, a family history compiled by Gordon and Veronica Watts's four children: Anthony (Tony), Paul, Veronica Mary and Clare. It is one of seven overlapping life stories extracted from the same source: the others are of Gordon Watts (their father), Veronica Watts (their mother), Patrick Thompson (their stepfather) and Tony's siblings Paul Watts, Veronica Mary Price (née Watts) and Clare Lockwood (née Watts). Some annexes have been added.

1. Preface

We have written this family history for our children and grandchildren, so that they can know more about their forebears, and the family of which they are a part. We have written it together, drawing upon our different memories and the various photographs and mementoes which we each possess. Veronica Mary carried out most of the research, using Ancestry and other sources; Tony has co-ordinated the writing and selection of photographs. But we have all contributed, and have shared and approved the drafts.

The text is inevitably somewhat uneven. On our ancestors our information is often scanty, and confined to official records. We have included all of this, so that the book can be used as a source of reference. We have also leavened it where we can with some photographs and contextual detail. On more recent times we have more documents, a lot more photographs, and our own memories (increasingly erratic as they are). We regret, however, the many documents that have been destroyed, and the lost opportunities to collect family stories from our parents and grandparents. This is why we have decided to pull together what we know now, while we still can!

For the purposes of the Lives Retold website, we have split the collective family narrative into seven separate biographies. Some parts only appear in one of the biographies, but others appear in two or more, in order to make each biography as self-sufficient as possible.

The four families from which we were derived were named Watts, Goodliffe, Wells and Griffiths. We have traced back each of them in turn, drawing from parish records, census data, family mementoes, and other sources. The details are included in the biographies of our father Gordon Watts (for the Watts and Goodliffe families) and our mother Veronica Watts (for the Wells and Griffiths families), also available on this website.

From what we have learned about these families, three general conclusions can be drawn.

First, each of the four families was remarkably stable geographically, all in the south of England and in the midlands. Despite some mischievous comments from one of us (Veronica Mary) that we should recognise the Welsh roots of the Griffiths family by supporting Wales in rugby matches against England, we have been unable to find any evidence of such roots (much to the relief of her brothers). Indeed, we have not found any member of the family who was born or died outside England – or even, indeed, in the north of England.

Second, extraordinarily, the roots of the four families are in the parts of the country where each of us now lives. The Watts family came predominantly from Somerset, where Veronica Mary now lives (in Frome); the Goodliffe family from Cambridgeshire, where Tony now lives (in Cambridge); the Wells family from

Middlesex and Kent, where Clare now lives (in Chiddingstone, Kent); and the Griffiths family from Warwickshire, where Paul now lives (in Dunchurch). This is totally accidental: our childhood was in many other locations, and each of us has moved to where we now are for a variety of reasons, that have nothing to do with our family roots – of which we were in any case largely unaware until recently. But it represents, in our view, a very happy set of coincidences.

Third, we come from good solid working-class stock – as do most English families, of course. Any hopes that we might find traces of nobility or wealth have been unfulfilled. We owe a great deal to our parents and grandparents for providing us with opportunities that would have been inconceivable to their forebears.

Our family has had some difficult times, as most if not all families have, and we have tried to be open about this, disinterring some skeletons and seeking to lay them gently to rest. But there has been much happiness too. We all feel very fortunate to be part of such a close and loving family.

2. Childhood

Anthony Gordon Watts was born on 29 June 1942 in the Radcliffe Hospital, Oxford. He has usually been called ‘Ant’ within the family (but never outside it) and ‘Tony’ outside the family (but never within it). For the purpose of this set of biographies, ‘Tony’ is used in this one and ‘Anthony’ in the others.

During the early part of the Second World War, while our father Gordon was away in the Army, our mother Veronica and our grandmother Violet lived in a fifth-floor flat at 94 Palmerston Road, Southsea, on the corner of Osborne Road, over what Nesta Barton (Veronica’s lifelong friend) referred to (in some notes later prepared for Veronica Mary) as ‘a very high-class Sports shop’, of which Violet was Manageress. The whole building was destroyed by a German bomb on 9 January 1941: Nesta noted that it ‘was reduced to ashes together with all Vi’s [Veronica’s] possessions and wedding presents’ (for a detailed description of this incident, see biography of Veronica Watts).

From January to June 1941, Veronica and Gordon lived at 17 City Road, Winchester, Hampshire (January-June 1941). They then moved successively to Gourock, Scotland (June-September 1941), to Oswestry, Shropshire (September 1941), and to Shrivenham, Berkshire (October 1941), in each case to be near Gordon’s regiment. Veronica next moved to Farringdon, Berkshire (November 1941 to September 1942), while Gordon remained in Shrivenham. From there she moved successively to Fairbourne, North Wales (September 1942 to August 1943), to Winchester, Hampshire (August-September 1943), to Southampton, Hampshire (September-October 1943), to Glanton, Northumberland (November 1943 to October 1944) and to Alverstoke, Gosport, Hampshire (October 1944). Some of these moves may have been linked to seeking to retain proximity to Gordon, but others may have been for other reasons, including finding relative safety from bombing.



Veronica with Paul and Tony in 1944

Tony and Paul were both born during this time: Tony at the Radcliffe Hospital in Oxford (probably the largest hospital near Farringdon) on 29 June 1942; Paul at Glanton on 6 March 1944. Veronica's mother, Violet, lived with us for some of this period, providing companionship and support for Veronica during Gordon's regular absences on military service (including landing at Dunkirk on 13 August 1944, ten weeks after D-day). She shared a house with us when we moved to Swanston, 64 Campbell Road, Southsea, Hampshire, in November 1944. We stayed there until September 1946, when we moved to Lübbecke, Westphalia, Germany, to join Gordon who was now stationed there (see biography of Gordon Watts for his movements during the War and his role in Lübbecke).



Veronica and Gordon with Paul and Tony in 1946

In an article on 'Our First Arrival in Germany, 1946' published in August 1955 in the Family Chronicle (see Chapter 3), Veronica wrote:

The war had been over for just 16 months when Anthony, Paul and I first arrived in Germany where we were to spend the next 4 years. We crossed from Tilbury to Cuxhaven, leaving Southsea early on Tuesday, September 24 and finally arriving at our new home in Lübbecke at teatime on September

26. It was an amazing journey and well organised in every possible detail: comfortable cabins, special nursery meals for children and ample cigarettes, sweets and magazines on the train – all free. As we passed through northern Germany via Hanover, Bückeberg and Minden we realised, however, how devastated the large towns were, and when we passed groups of Germans staring hungrily at the sight of a train complete with restaurant car, and begging for bread, chocolate and even cigarette ends we remembered that it was to an unhappy war-shattered country we had come.

During her first period in Germany (1946-50), Veronica learned German, took piano lessons (with Herr Bökamper), and did some voluntary work in DP (displaced persons) camp. Tony writes:

One of my strongest early memories is lying in bed listening to Motti playing Chopin, especially one of his Polonaises. It was always very comforting and reassuring. I think that my love of classical music started there.

I remember very vividly a visit to a DP camp. I hated schwarzbrot (black bread). Motti told me beforehand, in her gentle but firm way, that if I was offered schwarzbrot I must not only eat it but also look as though I was enjoying it, because it would be a great gift, from people who had almost nothing. I did as I was told! It was perhaps my first lesson in political education.

Tony also recalls his schooling in Lübbecke:

I was initially sent to a German kindergarten, as one of two or three English children. This was only just over a year after the end of the War! I learned German very quickly, and became quite fluent. We also had a German maid and boilerman, who spoke very little English, so we communicated with them mainly in German. It wasn't until much later that I realised that what I always called *ei im wasser* was a boiled egg!

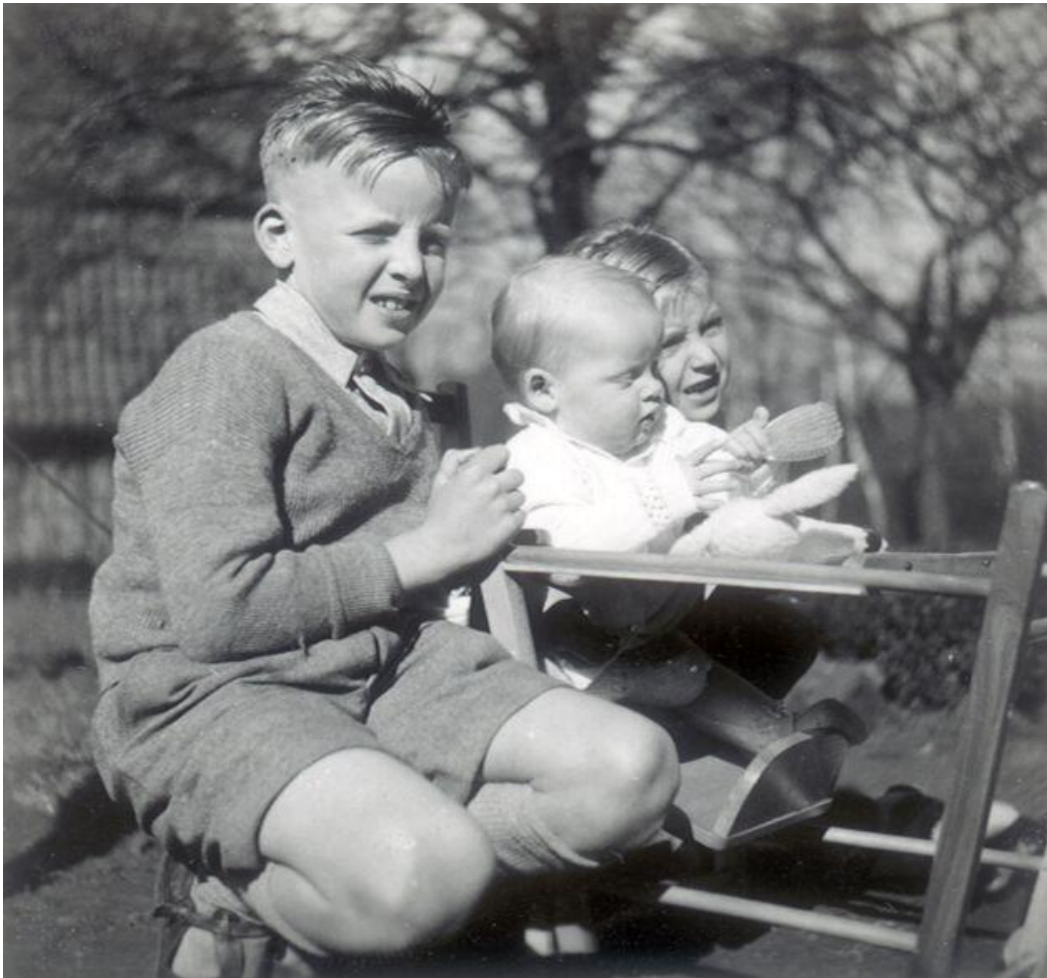
Soon a British Families Education Service (BFES) school was established. I had a wonderful teacher there, Jean Ormond. By the time we went to prep school in England, I was two years ahead of my age in maths, and was accordingly placed in a form of much older boys. This continued throughout my school career: I took my O-levels when I was just 14, and my A-levels when I was just 16. In retrospect I am not sure this was a good idea: being in a class where everyone is older physically can be quite difficult emotionally. But whatever benefits I derived, I owed chiefly to Miss Ormond.

Our relations with the German children were guarded, as I recall. I remember we used to have informal England v. Germany football matches in a field near the school, which sometimes degenerated into fights!

In Lübbecke we lived initially at 8 Wittekindstrasse, then in Hollensiek, and finally in Kampstrasse. Tony recalls a return visit to Hollensiek made in 1988:

Gilly, David and I were on holiday in Germany, and we visited Lübbecke. I found the house straightaway, without needing to ask for directions. As we drove up to it, a woman was cleaning her car outside it. I asked her whether she lived there, and if so, for how long. She replied that her family had lived in the house since the 1920s, except for a short period after the War when it had been requisitioned by the British Army. I said: 'I don't know quite how to say this, but it was my family that lived here during that period.' She could not have been more hospitable: she invited us in for a coffee, and to look round the house if we wished. I remembered the cherry orchard in the garden, and how our dog Lindy Loo had hid behind the chair in the corner of the drawing room when we were about to leave. The sense of being caught up in the broad sweep of history was very powerful.

Veronica Mary was born on 22 May 1949 at the BAOR Hospital in Rinteln.



Tony and Paul with their new baby sister in 1949

In July 1950, Veronica returned to England while Gordon was moved to Bonn in Germany. The family went through a very turbulent period. Tony initially went to Alverstoke to stay with Nellie and Norman (Gordon's parents) for two months;

while Veronica, Paul and Veronica Mary (only just over a year old) went to Fareham to stay with Violet and Teddy (Veronica's mother and stepfather). In August, Veronica Mary stayed in Fareham with Violet and Teddy, while Veronica went with Paul to Swindon, to hunt for a house.

In September, Tony and Paul were sent to La Sagesse Convent, a Catholic orphanage near Romsey, while Veronica continued house-hunting; they stayed there until November. It was a fairly traumatic period for both of them, as Tony recalls:

There was a strong gang culture among the children, which – coming from a fairly protected background – bewildered and scared us. Because it was an orphanage, for children who had been abandoned by their parents or whose parents had died, the taunts from the other children led us to start wondering whether we had been abandoned too, despite all Motti's (Veronica's) reassurances to us. It was a great relief when Motti returned to take us away!

In October 1950, Veronica collected Veronica Mary from Fareham, and both went back to Swindon. Then in November 1950, all the family except Gordon – who was still in Germany – were reunited in our new house in Princes Road (probably No.27), Petersfield, Hampshire. For a short period Tony and Paul went by bus to St Margaret's Convent School in Midhurst, Sussex – a mixed primary and girls' secondary school – before being sent in January 1951 to Prior Park Preparatory School, Cricklade, Wiltshire, a school run by the Irish Christian Brothers. Of the period in Petersfield, Tony recalls one incident:

Paul and I used to act as servers at the Catholic Church, on some weekdays as well as on Sundays. On one occasion, coming back from Mass, we found a shilling coin in the road. We bought some comics with it, but evidently felt rather guilty because we hid them when we got home. Motti somehow found out, and lectured us very sternly, mainly on trying to hide what we had done, but also indicating that we should have put the money in a charity box rather than using it for ourselves. I got most of the blame: because I was older, I should have set a better example. Motti was rarely stern with us, so when she was, it made a big impression.

In June 1952, we moved to Cairnsmore, Nunney Road, Frome, Somerset. Meanwhile, in July 1951, Gordon was moved by the army to Manchester.

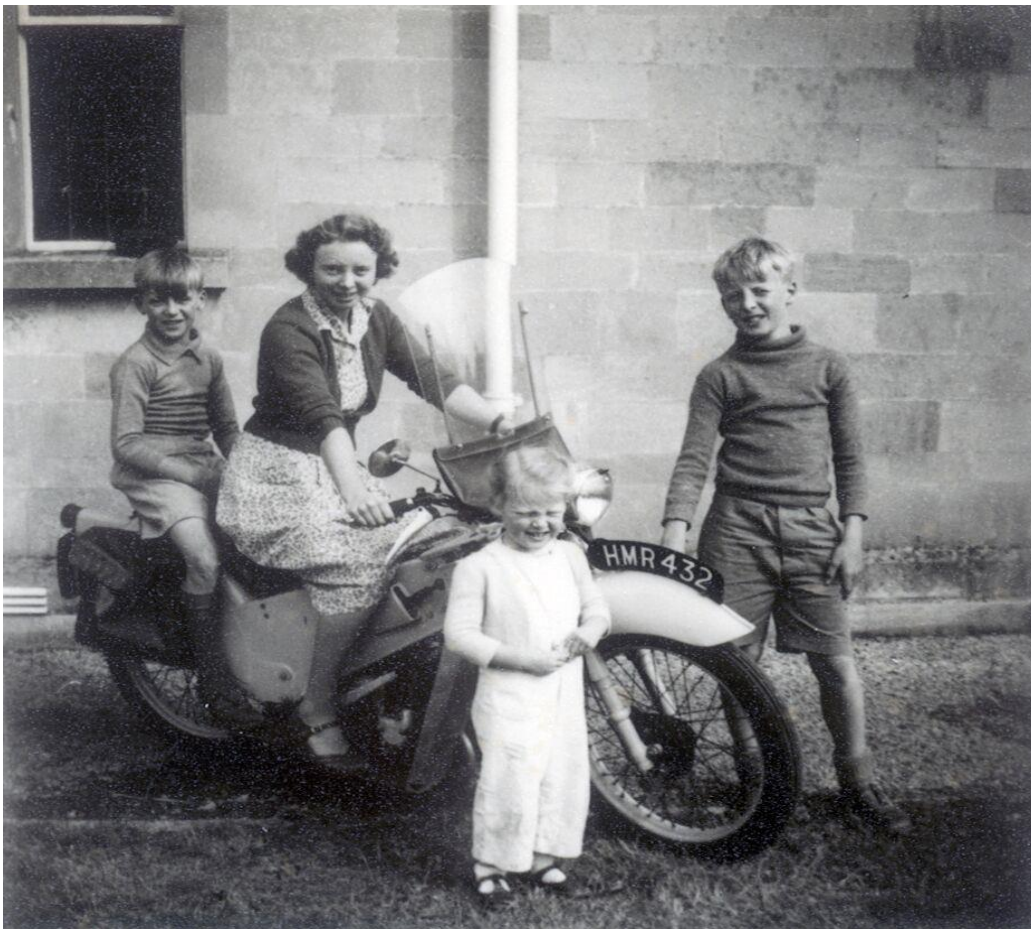
We have no clear memories of visits from Gordon during all of this period: there may have been, but he certainly never lived with us. There was however a Garden Party at Buckingham Palace to which Veronica went, presumably with Gordon.

In retrospect, it seems possible that Veronica and Gordon had decided to split up, at least for a period, but then decided to try to get together again when we returned to Germany in 1954. So far as we can recall, we were never told anything about all this.

Shammy came to live with us for some of this period – certainly in Frome, and possibly in Petersfield too. She was Irish, and a close friend of Veronica's. We think they may have met in Lübbecke, and that Shammy may have worked there for SSAFA (a charity supporting Forces personnel and their families). In 1952, with our growing financial problems, Veronica decided to move to Ireland with Shammy and the children, and Tony and Paul said their farewells at Cricklade. At this point Brother Robinson, the President of Prior Park, offered what were effectively very generous scholarships to enable them to return to Cricklade and later to move to the senior school: Prior Park College in Bath, Somerset. This helped to persuade Veronica to abandon her plans.

Tony writes:

Our house in Frome was rather lovely (though it was on a hill, and the garden was over the public lavatories!). Paul and I used to play cricket on the tarmac path leading to the garage – which was leased out (we had no car of our own) to a rare Terraplane (a favourite answer in future Paper Games!). We also used to go to the nearby park to play cricket and football, and come home for bread and dripping – a great treat! Father Buckley, our parish priest, was very kind to us and used to visit on his motorbike, which we found very exciting.



Paul, Veronica, Veronica Mary and Tony in Frome (on Father Buckley's motorbike)

Veronica Mary remembers being able to ride her tricycle on a path all round the house. Paul recalls:

We used to make washing up more bearable (Ant was always in the loo when washing up time came!) by estimating the number of items we washed/dried. Motti would sometimes add clean pieces to help me 'win'. I never let on that I knew!

In 1954, Veronica and Gordon decided to start living together again, and we moved to Oldenburg, near Bremen in north Germany. Whereas in our earlier stay in 1946-50 we had lived in requisitioned German houses, and (like other officers' families) had German maids and boilermen, by 1954 most British families lived in specially-built enclaves, with their own amenities (e.g. NAAFI shops), separate from the German population.

We lived at 33 Hindenburgstrasse, Oldenburg, from June 1954 to September 1955. We then moved a few miles to Delmenhorst, where we lived at 25 Franz-Schubert-Strasse from September 1955 to January 1958, and at 26 Bachstrasse from January to July 1958. We subsequently moved back to England, to 52 Lidgett Lane, Roundhay, Leeds, where we lived from July 1958 to March 1959.

While in Delmenhorst Veronica pursued her love of music, particularly as a member of a group run by John Sanders that sang madrigals. Tony has a programme of an evening of 'Songs and Sonnets', from the 16th and 17th centuries, which concludes with the statement: 'We wish to thank Mrs G.R. Watts for the use of her Drawing Room'. John Sanders had been organ scholar at Gonville & Caius College, Cambridge, and was doing his National Service in Gordon's regiment. He was later a distinguished organist, conductor, choir trainer and composer, including being organist of Gloucester Cathedral from 1967 to 1994, and director of the Three Choirs Festival from 1968 to 1994.

During this period Tony and Paul continued as boarders at Prior Park, coming home by boat and train in the school holidays (see Chapter 3). Tony's attitude to the Germans became rather negative and suspicious:

I read lots of books about the War, mainly prisoner-of-war escape stories, but also books like *Scourge of the Swastika* by Lord Russell of Liverpool, on the Holocaust. Walking down the road in Germany, I found it difficult to avoid the thought that some of the people passing me would have been involved in these atrocities. I resisted Motti's efforts to maintain our German, in which I had been quite fluent, and refused to take German at school. Looking back, I strongly regret this: I have since had several close German friends and have become a fervent European. But the shadow of the War was still strong throughout our childhood.

He then had a short period in St Margaret's Convent School in Midhurst, Sussex, before starting at Prior Park Preparatory College, Cricklade, Wiltshire, in January 1951. He moved on in 1953 to Prior Park College, Bath, staying there until just after his 17th birthday in July 1959.

During his childhood Tony collected stamps and (more idiosyncratically) postmarks (he was probably the youngest-ever member of the British Forces Postal History Society). He was also founder and editor of (and, often, sole contributor to!) the Watts Family Chronicle (see Chapter 3).

3. Adolescence: The Family Chronicle

The Chronicle of the Watts Family was started by Tony in August 1954 and continued until September 1958 (it was retitled *The Family Chronicle* in December 1957). It

The Chronicle provides a detailed picture of our family life during the years 1954-58. It was the beginning of a pattern: at Prior Park, Tony started and edited an alternative school magazine, *Priority*; at Cambridge, he worked on *Varsity*, *Broadsheet* and *Image*; when he helped to set up CRAC, he initiated the *Journal of the Careers Research and Advisory Centre* and later the first British academic journal in the field, the *British Journal of Guidance and Counselling* (which he edited for over forty years); and after retirement he edited the *Handel News*.

The Chronicle contained family and school news, articles (on topics like current affairs, sport, hobbies, the makes of local cars, etc.), results of family games (reported in great detail), and book and film reviews. Much of it was written by Tony, with plaintive appeals for others to contribute:

Again I must ask for support. It is regretted that if this support is not given the Chronicle will have to be disbanded. This is the last plea. Please help. (2 April 1955)

This eventually bore some fruit, the first article being by Paul (on Amoeba!) (16 April 1955). Tony could barely contain his excitement:

During the last three weeks this Chronicle has been slowly improving in both size and, we hope, quality... Now we have reached the climax with the excellent article on 'Amoeba' written above. We would therefore like to thank the author for beginning what we hope will be an endless series of articles by other writers. (16 April 1955)

It was indeed followed very quickly with a further article by Paul, this time on 'Hydra'! But this flurry of activity did not last:

As can be seen, this Chronicle is without any articles at all this week. I have run out of stuff to write about, and anyway, I think it would be unfair to write everything myself. Unless support is forthcoming the Chronicle will have to cease. So please let us have your support. (6 August 1955)

Later, however, other members of the family did contribute, including Veronica, Paul and Veronica Mary.

We used to have occasional Family Councils. The record of one stated:

Mummy took over all offices (chairman, president and secretary) and 'didn't bother about any minutes'. (9 April 1955)

Paul did not always do well academically at school:

When Daddy came home on Friday he brought with him the reports. Anthony came first out of 36 in Lower V and Paul 19th out of 22 in the (Lower) Upper Third. The latter did, however, improve, especially in the 'remarks'. Let us hope for even better ones during the following term. (26 April 1955)

The Chronicle tended always to welcome such 'improvements' by Paul and to seek to justify any shortcomings:

He mainly concentrated on General Science during the term, but despite this the remark on the report spoke of 'not enough work'. This is surely an ample illustration of the unfairness of the masters' comments. (18 August 1956)

In view of what Paul achieved later (including a 2:1 at Cambridge and becoming Director of the GEC Management College – see his separate biography) his temporary under-achievement was clearly his way of distinguishing himself from an irritatingly achieving brother.

Not that Tony was always a model to emulate. He referred to 'my constant underhand battles with Brother Owens, the house-master of St Peter's':

The games began well for me: I had two possible positions I could play in, and I looked a 'probable possible' for a place in the Under 14 team. Then, on account of my cheek to him on the rugger field, I was dropped. I thought at first that this was because of my play not coming up to standard, but when I was also dropped from the Under 13 team I dismissed this from my mind. Eventually, after about two months, I was forgiven and played in the last two games. (5 January 1954)

Every holiday, Tony and Paul would travel to Germany from Bath, via London, by train and boat (from Harwich to the Hook of Holland). Initially they were taken across London by a friend of the family or by Universal Aunts; the rest of the journey they undertook on their own, with some military surveillance. In July 1955 the Chronicle stated:

The boys returned from school on Wednesday the 20th. They had a calm crossing and a nice journey, However, Anthony left their passport in his desk at school and he only remembered just after arriving at Paddington. But luckily Shammy, who met the boys, managed to arrange for the document to be put on an afternoon train which they met. In the course of the afternoon Shammy took Anthony and Paul to Westminster Abbey and the Oval (to watch Surrey play the South African touring team). (23 July 1955)

There are lots of details of family games, which Gordon in particular loved to play. They were very diverse: Rummy; Knock-Out Whist; Solo Whist; Table Tennis; Bezique; Lexicon; Ballyna Cricket; Monopoly; Totopoly; Canasta; Pit; L'Attaque;

Fland; Pelmanism; Spillikins; Scoop; Scrabble; Wembley; Flutter; and, of course, The Paper Game (which has continued to be a favourite game across our family). Tony and Paul also played a lot of cricket, sometimes with Veronica Mary (though she claims that, disgracefully, she was never allowed to bat!).



Tony, Paul and Veronica Mary playing cricket in the garden at Oldenburg

Gordon was not so keen on family outings, but Bill Delvin – a subaltern in a regiment that shared the same barracks as Gordon’s regiment – used to take us out a lot: especially swimming in the sea at Brake in Holland (where the water was always excruciatingly cold) and to fairs:

On Easter Monday Bill took us to the Fair at the Pferdemarkt [horse market], and we had a smashing time shooting, going on the dodgems, on the ghost train, and on two very fast and bumpy ‘roundabouts’. (16 April 1955)

Veronica established her own small school:

Mummy has decided to open her own school. On Friday the Brigadier gave her permission, so all is now ready. She has asked Mother Patricia of St Louis High School, Frome, Somerset for old books etc. A bus has been procured to bring the children and to take them home. School hours will be

roughly 9.30 to 12.30. So far three children are certain and one possible. (4 September 1954)



A family outing to Brake in 1955

At the end of the school year she had to withdraw:

Mummy is to continue her school up to the end of next week, as she won't be able to take a school next term because of the move to Delmenhorst which is now definitely 'coming off'. (23 July 1955)

But evidently the school continued:

Mummy's school ended on Thursday. The new teacher is to be Mrs Husband. Mummy is now able to get much more rest and more time for knitting, etc. (30 July 1955)

Veronica was by this time several months pregnant, so the knitting was presumably for the new baby (Clare) – who was referred to in the same issue:

It now seems fairly definite that the family will go to England over Christmas with the baby. (30 July 1955)

We never had a television at home until well into the 1960s. But one was installed at Prior Park in 1955:

One of the greatest events [of the term] was the installation of the TV set in St Paul's. The set is worked on a projector basis, and became very popular.

My personal views are that radio still retains its superiority all-round, but television is certainly improving and the sport programmes are especially stimulating. (30 July 1955)

We had a dog, Antje:

Antje has been 'on heat' for the past week and despite precautionary measures she has managed to get out three times. As she has been out with mongrels or dogs of a different breed she will have to have an injection to prevent her from getting puppies of a mongrel type. (30 July 1955)



Paul and Tony on the lake at Oldenburg in the mid-1950s

Our house in Oldenburg (33 Hindenburgstrasse) was a large house, with five bedrooms, a study, a living room, a dining room and a playroom (15 August 1954). In autumn 1955 we moved to 25 Franz-Schubert-Strasse in Delmenhorst:

It seems very cosy and much more like 'home'. The rooms are, of course, much smaller, but 'no loss'.... The BFES school is only twenty yards away and it is proposed to send Vim [Veronica Mary] there next term. (6 August 1955)

Around this time Paul decided that some competition was needed:

We welcome the arrival of a new family journal – 'Family News' – which is under the editorship of Paul. Unlike the present magazine, it is a daily, and its main feature is 'News of the Day'. Book reviews appear from time to

time, and there has also been an article on ‘Our Stamps’ by Anthony. So here is another magazine asking for your help and assistance: let both it and us have it! (20 August 1955)

This clearly was mainly intended as a symbolic gesture, because soon this comment appears:

What has happened to the ‘Daily News’? A week or two ago it was flourishing, now it seems to have ceased publication. What’s wrong, Paul? (3 September 1955).

It was subsequently reported (14 April 1956) as having been revived as a weekly – ‘News of the Week’ – but then a merger seems to have been arranged, because Volume 4 of the Chronicle (1956-57) was initially edited jointly by Tony and Paul.

Meanwhile, Veronica at last contributed an article, on ‘Our First Arrival in Germany, 1946’ (see Chapter 2).



Prior Park College, with its elegant Georgian buildings overlooking Bath

Tony wrote an article on ‘A Typical Day at Prior Park’ which refers to the senior house, St Paul’s:

At Prior Park each day provides new entertainment and thrills, but the basic components remain the same. At 6.40 we get up and (sometimes) wash. Mass is at 7.15, but on Mondays and Wednesdays we get a sleep-in. Breakfast follows immediately after and we are permitted to go out immediately we finish. After a short break in which we make our beds and

get our books ready, we have assembly and then go up to our classroom to begin the morning's work. We have one short break, from 11.00 to 11.15, and then we go back into class for the final lesson and Religious Instruction. Lunch is the next item on the agenda, and after this important meal we rest and read or play table tennis until class resumes at 1.45. Of course, we don't have a full day's class every day, and on Tuesdays, Thursdays and Saturdays we have games in the afternoon. In this case we have tea at 4.15 and study at 5.00. On Mondays, Wednesday and Fridays, however, class ends at 3.45 and we immediately go into tea and dash up the field for games, which last until 5.25. Immediately we are changed study begins, and this lasts until 7.00. After the supper which follows, we have night prayers which consist of the rosary, a litany, a few prayers and a hymn. We then have a break until 8.30 when we have a further 70 minutes study, and then, weary and tired, we retire to our peaceful slumbers. (27 August 1955)

The final issue for the summer holidays of 1955 stated:

No one can deny that it has been very happy, the only trouble being that we were unable to go camping.... We wish Mummy all the best of luck [for the birth] of Peter Russell [presumably what Clare would have been called had she been a boy] and hope that Vim will enjoy herself at BFES school. Don't cry on the station. Think of the happy things: P.R., Christmas, etc. Big hug and kisses from us both. Have a nice time at Delmenhorst. Good-bye to you all: Mummy, Vim, Antje, Daddy, Bill. – Ant and Paulo. (14 September 1955)

The next issue was just before Christmas:

We are in England this time: Mummy, Vim and Clare at 59 Serpentine Road, Fareham; and Daddy, Paul and Anthony at 'Alfortville', Gosport. (24 December 1955)

It noted that during the term:

The main event was the birth of Clare Alecia on the 13th of November. She is a lovely baby and very good. (24 December 1955)

One of the main features of this holiday was our first experience of domestic television:

These holidays the family is having the opportunity of watching television on the lovely set which Uncle made himself. (24 December 1955)

Another notable event was Gordon taking Tony and Paul to Fratton Park to watch Portsmouth beat Grimsby 3-1 in an FA Cup 3rd Round tie. The Pompey team included five international players, of whom the famous Jimmy Dickinson scored one of the goals. (14 January 1956)

Veronica's close friend Shammy (see Chapter 2) came to visit us:

Shammy came down on Monday... On Wednesday she took Vim, Paul and Anthony to see 'Red Riding Hood', a pantomime on at the Empire Theatre, Portsmouth. Shammy's friend, Michael, is the manager of the theatre, and he allowed us to sit in a box. (14 January 1956)

There continued to be fairly regular references to correspondence with Shammy in subsequent issues of the Chronicle, through to late 1958. Some included references to her going to cricket matches in London: she was keen on cricket. She also, for example, met Tony and Paul as they were passing through London in December 1957 on the way to Germany, and took them to the cinema and to a Lyons' Corner House.

Bill Delvin, too, visited us during the Christmas holidays of 1955/56:

Daddy went over to Penzance to see Bill from Monday to Thursday, and Bill brought him back in his car. We were thus able to see Bill, though unfortunately only for a much-too-short half-hour. (7 January 1956)

References to Bill were regularly accompanied by indications of the extent to which we missed him when he was not with us: in many respects he had become, in effect, an honorary member of the family.

The first issue of the 1956 Easter holidays included comments on 'the girls':

Clare is much more fun these holidays – laughing, talking, and crying rumbustiously – and had her first Rusk on Friday for tea. She has Farex regularly. Veronica Mary gets worse and worse every holidays. Last week she phoned up Mrs Matthews to say that Daddy wouldn't get up! However, she honoured the boys by refusing an invitation to a birthday party on Thursday. (31 March 1956)

Veronica Mary provided some 'news' for the Chronicle (adroitly taken from her English book at school). Entries included:

June 4th. It is my birthday party today and I am going to have ten children at it, which counting myself makes eleven. We are going to have lots of fun.

June 12th. I took my baby [doll?] for a walk when I came back from school and she laughed because she loves it. Afterwards I helped Mummy do Clare.

July 6th. It is sixteen years since my mother and father were married, and so this morning I dressed myself and went down stairs into the garden and picked some flowers for them. (28 July 1956).

We had a maid and a putzfrau (cleaning lady), which could cause problems:

Crystal, our maid... has been sacked for various inefficiencies and because of an incident which we cannot recount here. During the past week, Erika has been helping Margaret, the 'Putzfrau', but it will probably be some time before a permanent arrangement is arrived at. (14 April 1956)

The summer saw a visit from the Blondels:

Within the next few days Paul and Suzette Blondel, two old French friends of Daddy's, are due to be coming to stay with us, although they will actually live in their caravan... They have two daughters, Micheline and Francine, and thus their visit should be very enjoyable as well as educational for purposes of learning French. (28 July 1956)

Towards the end of the holidays, the Suez crisis had a big impact:

Daddy is thinking that war is imminent on account of the Suez incident, and thus in the evening a family council was held. It was decided that we will move to England if possible in the near future because of our proximity to East Germany at present and also because of Daddy's fear that he will not pass his next medical because of his deafness. But perhaps we were unduly pessimistic. (1 September 1956)

Anxieties about this threat receded, but a later comment favoured a return to England for financial and other reasons:

The incessant parties and similar social necessities and activities cost a lot of money and tend to become monotonous and even irksome. (12 January 1957)

The social activities were sometimes over-intrusive:

In the afternoon Mr Fulcher came unexpectedly, and thus frustrated another attempt at having a quiet afternoon writing and sewing. How impossible this apparently simple aim seems in practice – something always seems to prevent it. (24 August 1957)

We craved more time on our own:

We had an absolutely lovely time this afternoon in the garden. Mummy did some sewing while Paul and Anthony played football, and then the whole family played on the slide etc. In fact, a real family afternoon. (7 September 1957)

Being in Germany seemed less pleasant than it had in the family's earlier stay there:

We had enjoyed a very happy stay in Lübbecke from 1946 to 1950... But this part of Germany is most unpicturesque [and] unhealthy. (12 January 1957)

Also, our relations with local German people seemed more distant and less friendly:

On the whole their attitude to the British is one of mild antagonism... The reason ... is the conspicuous lack on both sides of enthusiastic attempts to overcome the harm caused by misunderstandings, memories of war, and our veiled envy of their fantastically swift return to power and prosperity. (4 May 1957)

There was also concern about defence cuts and particularly

... the announcement that five thousand officers, mainly majors and lieutenant-colonels, are to be disbanded from the army. Daddy suspects that he will be one of the unfortunate victims. (20 April 1957)

In August 1957, however, there was more promising news:

Daddy has now received the extension to April 1957 of his commission... which makes it fairly definite that he will get his pension. He can still get 'the axe', but this is now improbable, and even if he did he would get a pension and a gratuity, so in many ways we hope that he is affected by the 'cuts'. (3 August 1957)

Meanwhile, Veronica provided a note about her mother, and our grandmother, Violet (Nanna Vi):

Nanna Vi is going to Birmingham this month to see the members of her family who are living there, including Marion and Auntie Bertha. When she returns she has got to visit the Eye and Ear Hospital in Portsmouth for a specialist's examination. In connection with this it may be of interest to note that the present Eye and Ear Hospital is situated in the same building where Mummy was educated: the former Convent of the Cross. Nanna hasn't been there since she took Mummy as a small girl of seven years old looking very bewildered in a navy frock and an enormous panama hat: the school uniform. (1 September 1956)

In September 1956, Bill Delvin took all of the family apart from Gordon to a nostalgic visit to Lübbecke:

We saw all the three houses we inhabited during our stay in the town from 1946 to 1950, the YMCA, the Toc H, the club (which is now an Officers' Mess), the lovely little church, and the BFES school where Anthony and Paul were first educated. We also visited Herr Bökamper, Mummy's old music teacher, and his wife. (15 September 1956)

When Tony and Paul travelled to Germany for Christmas 1956, they had an eventful journey. Bureaucratic complications had produced some uncertainties about the tickets, so they travelled first to Violet and Teddy in Fareham, who lent

them £10 with which to buy their tickets in London. They then travelled by train in the morning to London via Portsmouth:

But due to fog our train was so late that we missed the connection in Portsmouth and hence the boat train [from London]. Having discovered this we sent off telegrams to anybody meeting us at the Hook [of Holland] and to Nanna Vi, and then proceeded to browse around Foyle's bookshop for the remainder of the morning. We had lunch at Lyons' Corner Shop and in the afternoon watched a Jerry Lewis and Dean Martin film entitled *Hollywood or Bust* at the Astoria in Tottenham Court Road [seeing it through twice!]. Finally, having had a meal back at the station [Liverpool Street], we settled down in the waiting-room for the night, but around eight o'clock were aroused by a military and a civilian policeman, who were both very kind and fixed us up for the night at the Union Jack Club near Waterloo Station... We caught the boat the next morning, stayed the next night at the transit camp in the Hook of Holland, and finally succeeded in reaching home at about 7.15 on Friday evening. (22 December 1956)

The policemen arrived because the telegram sent by Tony and Paul to Violet had triggered off a flurry of anxious communications between her, Veronica and the military authorities, which had resulted in regular appeals over the loudspeakers at Liverpool Street station for Tony and Paul to make themselves known – this while they were sitting, blissfully unaware, in the cinema. Tony was 14; Paul was 12.



Paul and Tony at Prior Park

In January 1957 there was a visit from Maria and Margaret Ahrens – ‘our best German friends in Oldenburg’. (12 January 1957)

A letter from Veronica later in January 1957 referred to a job application she had made:

I am feeling a bit deflated as I haven't got the Radio Bremen job. My voice wasn't any good because for one thing I had a sore throat and it came through the microphone very huskily. Secondly I was so terribly nervous that you could hear that too. It is a bit disappointing but there you are – you will never know your Mother now as a Radio Star! (13 April 1957)

A subsequent letter from Veronica on 8 February 1957 reported:

Clare took three steps quite alone the other day and then the excitement was too much for her and she collapsed on the floor in laughter. (13 April 1957)

Soon after this, Tony reported:

Clare has now been walking for two or three months, and is always up to some mischief. Mummy declares that she is the worst of the four babies she has had – she is sweet but naughty. ‘Issy’ is her name for Veronica Mary, derived, Mummy tells me, from her saying ‘Where is she?’ (4 May 1957)

In July 1957, on their way home, Tony and Paul went to Lord's to watch a day of the annual Gentlemen v. Players match. The account of the play in the Chronicle mentions May, Trueman, Compton, Sheppard, Insole, Cowdrey, Dexter, Evans, Laker and Tyson, among others.

Alongside Bill Delvin, there were increasing references to visits from another young officer in Daddy's regiment, Colin Gordon-Maclean. In August 1957 he took Tony and Paul to the Harz Mountains with his Troop Camp, introducing them to the rigours of army tinned rations.

There were quite a lot of family arguments:

Why is it that at nearly every meal in this family there is either an argument, a quarrel, or an ‘upset’ of some kind or another? (24 August 1957)

These sometimes involved Bill Delvin:

Bill departed in a huff, demanding an apology from Daddy for his part in causing the quarrel... [On the next day] the quarrel with Bill was quickly and effectively healed. (24 August 1957)

Later:

We have all now taken a vow to try to minimise the number of arguments in the household. (31 August 1957)

Tony and Paul both acted regularly as servers in church, both at school and at home. They also taught two other boys from army families how to serve at Mass. (17 August 1957)

Veronica Mary contributed several short stories to the Chronicle, and an account of a school visit to Bremerhaven and Brake which ended:

When we got back we said: 'Thank you for taking us, teachers: it was very interesting.' Then we went home and I said to my mother: 'It was very nice on our trip but I would rather have stayed at home'. (31 August 1957)

This was followed by a note about 'Corn Flakes':

It will be remembered that Veronica Mary used to call Corn Flakes: 'cumfits'. Clare now calls them 'tooth-ache'!! But Anthony and Paul sensibly called them simply Corn Flakes! (4 January 1958)

Veronica compiled, with Tony, a list of 'Places Where We Have Lived' (24 August 1957). She also contributed an article to the 7 September 1957 issue on 'The Night that We Were Bombed' (see her separate biography).

In September 1957, before going back to school, Tony and Paul stayed with our grandparents, alternating between them. There had been a reference in an earlier issue to some tensions between the two sets of grandparents:

Nanna and Uncle [Violet and Teddy] are both obviously feeling rather angry, because their friendship with Nanna and Grandpa [Nellie and Norman] seems to have disintegrated, and Mrs Culliford [Uncle's mother, presumably] 'said it seems quite incomprehensible to her after all the years of supposed friendship'. (3 August 1957)

Presumably the relationship had subsequently been patched up, to some extent at least (it was to disintegrate terminally when Veronica left Gordon in 1959).

Around this time (autumn 1958) Violet found a house in Lee-on-Solent for us to move to, but Gordon decided not to go ahead: Paul wrote an article for the Chronicle describing 'The House We Missed' (21 December 1957). The reasons were explained by Veronica in a letter to Tony and Paul:

23rd October... We had agreed to accept and then the very day that the formal agreement arrived Daddy was told that he would be here for at least 12 months and in the Army for a minimum of 18 months, and possibly for 2½ years, and that he can't get a posting to England until 35 Regt. disbands next autumn. The General of the Royal Artillery was here and fully confirmed this news. Daddy thought and thought what was best to do but just

felt he couldn't face 12 months here alone, and especially as the house cost so much, so very much. Daddy made this decision himself, which is only right, and I do see his point. I've been terribly torn, and hate terribly the disappointment this will be to you and to Nanna. (4 January 1958)

Clare's vocabulary was growing:

Clare has been rather ill this week with measles, but now has recovered her usual mischievousness and buoyancy. Some of her new words include 'Bello' (her new name for virtually anybody and everybody), and 'no' which she uses invariably when asked a question, whether the negative or the affirmative is meant. (20 July 1957)

She missed her brothers when they returned to school. Veronica recorded in a letter to them on 16 September 1957:

Clare cried as the train went out and all the way back until she fell asleep she said 'Where's Paul, where's Anthony?' and it must be almost a hundred times she's asked it since you went – even when I went in to her at 2am yesterday. (28 December 1957)

The nature of the regular trip made by Tony and Paul every term from Bath to Delmenhorst and then back was described in an article in the Chronicle:

The first stage is from Bath to Paddington Station. The train which we usually catch is the 2.08pm, a fast train which usually arrives in Paddington around 4.30pm. Then we immediately cross by underground to Liverpool Street Station, where we wait until the Harwich Continental Boat Train departs. The time of departure used to be 7.30, but for some reason these holidays it was 8 o'clock... Having ultimately arrived at Parkeston Quay, we proceed through the customs quickly and on the whole unhindered, and embark. The first thing we do on the boat is to go to our cabin and deposit our rather heavy baggage, after which we proceed to the ship restaurant, and have the inevitable egg and chips [This was also the regular 'treat' at home on the first and last day of the holidays.] ... At about 5.30 the next morning we have to get up, and disembark at some time around 6.15. Now through the Dutch customs, and thence to the spotless restaurant-cum-waiting-room on the Hook of Holland station, where we have coffee and toast. Around 8 o'clock we go to the army offices for documentation, before boarding the train, which leaves at about 8.45am now, whereas previously it used to leave an hour later. This, the third stage of the journey, is the longest... Now [probably late afternoon: the train journey took 7-8 hours] we are there: home at last. Dismounting at a small village just outside Bremen, we meet Daddy and Vim, then board the Volkswagon provided [we never had a car of our own], and then enter the portals of 25 Frans-Schubert-Strasse. The long and tedious journey from Bath to Delmenhorst is over, and we aren't sorry! (27 July 1957)

Veronica had fairly regular periods when she was unwell, but also some happy times – including some social occasions:

26th September... Even though yesterday was my first day up, I feel wonderfully better – perhaps because I had such a very happy day. For one thing the sun shone and it was as warm as summer and delicious outside. It was the famous ‘Maude’s Day’... I was able to go to the Parade, Cocktails, Buffet Lunch, etc., and I even went to the Ball in the evening, and instead of having an awful relapse, I feel wonderful, I enjoyed it all so much (28 December 1957).

There was some social contact with German people, especially the von Wallenburg family:

7th October... Last night Daddy and I went to Frau von Wallenburg’s birthday party in Bremen. It was very interesting to go to a 100% German party. (28 December 1957)

On 23 December 1957, there is the first reference to Patrick (see Chapter 4):

Mummy and the children went to NAAFI in the morning, and were brought back by Father Thompson, the RC chaplain at Verden, who had come over to Delmenhorst to hear confessions as Father Callan, our own Chaplain, is away on compassionate leave. He had coffee and heard confessions in the house before leaving. (28 December 1957)

Was this the first time Veronica met Patrick?

By now the Army was beginning to reduce its presence in Germany, linked to the general defence cuts:

Delmenhorst Garrison is now diminishing rapidly, and soon only 35 Regt. at Adelheide will remain, as 77 Regt. and 30 Regt. are returning to England to disband. It appears probable that 35 Regt. will be doing likewise in October – we hope so – but this has not been officially confirmed yet. (28 December 1957)

The first issue of 1958 contained a plaintive and rather poignant editorial:

The family’s life since its inception in 1940 has been unsettled, nomadic but happy. However, the lack of a settled home, of ‘roots’, has created in many of us a desire for these things. We want to settle down in England, to have a real home, to have a stable environment. Let us hope that, through the grace of God, 1958 will see these hopes realised. (4 January 1958)

Before this, however, we were moving into a new house in Bachstrasse, just round the corner, which gained general approval:

It is one of four new houses recently built ostensibly for colonels, and the proposal that we should apply for one [presumably because we were such a large family] was suggested some months ago. It was, however, shelved, as we felt we might well be moving in the near future. But after the decision to remain in Delmenhorst, Daddy applied, and 26 Bachstrasse is the result... We are all very ecstatic about it. (4 January 1958)

The move went well, although:

Clare was rather frightened by it all: it's a new experience for her – but not for us! (4 January 1958)

Paul provided an article describing the new house in detail (11 January 1958).



Veronica Mary, Tony, Paul and Clare around 1957-8

In January 1958, Bill Hills (another officer in Daddy's regiment) and Colin Gordon-Maclean took Tony and Paul to dinner at the Ratskeller in Bremen, as a Christmas present. It included 'the famous whispering pillars whereby if one whispers in pillar A a person standing by pillar B can hear you quite clearly' (11 January 1958).

During the 1958 Easter holidays news arrived at last of a posting back to England:

At last Daddy has been posted – as adjutant to a TA regiment in Leeds. For over a year now we have been expecting a posting, and for much longer than that we have been longing to go back to England. From most points-of-view, Yorkshire is the worst possible county we could go to: it is at the opposite end of England to all our relatives and friends, the country is not so picturesque [sic!], and we will be a long way from the boys' school. But on the other hand, as Daddy points out, there will be much more likelihood of his getting a good job in the north than in the south after his probable 'retirement' from the army in 1961. (26 April 1958)

For the first time, a detailed diary was provided by Veronica, covering the period from 15 January 1958 to 23 April 1958, with almost daily entries. It includes eight references to visits from Father Thompson, one adding 'talked for three hours'. It also covered lots of social engagements and family activities, including the following entries:

January 24th. First organ lesson with John (Sanders) – very confusing and complicated.

February 16th. Went... in afternoon with John (Sanders) to Maria (Ahrens) for tea, and then to opera – *Tristan and Isolde* – which was wonderful. Back to Maria's for supper.

March 12th. Went to Colin's birthday party in Mess. Buffet supper. Great fun but another very late night.

March 26th. Gordon took children and I to Bremen for shopping and bought me new tweed suit – loose line – and a blue hat: both very nice indeed.

March 30th. Gave Veronica Mary first cookery lesson. David called, and then John, and then two other subalterns.

April 4th. In evening heard St Matthew Passion on radio. Magnificent. (26 April 1958)

And then, on April 23rd:

Clare put on her 'best' coat and decided to go to school to see Issy [Veronica Mary]. She was round the corner before Paul caught her. (26 April 1958)

At the time of this early independent expedition, Clare was under 2½ years old!

The Chronicle also records a family visit to the opera house in Oldenburg on 26 April 1958 to see Mozart's *Marriage of Figaro*.

The next issue of the Chronicle announced the family's arrival in Leeds:

At long last, after four long years, the family has returned permanently to England. Our enthusiasm at this long-looked-forward-to event was somewhat dampened when we saw the filthy conditions of our new house in Lidgett Lane, Leeds 8. But the whole family has set to work with a will, and now it is beginning to look clean, attractive and ours... It is furnished, but the junk left behind by the last occupants – and what a lot of it there was! – has been thrown out, and the more hideous of the furnishings have been removed into the attic. (27 August 1958)

A couple of weeks later, the Chronicle reported:

The first few weeks of our stay in Leeds are over and we can be justly proud of our achievements. The house has been thoroughly cleaned and reorganised, our own belongings have been unpacked and put tidily away, the kitchen has been transformed by a few tins of red and white paint from the ugliest room in the house (always excluding the 'Black Hole of Calcutta' next to the dining room) to the prettiest, the garden has received a surprising amount of attention – the flower beds have been weeded and dug up, and the lawns mowed regularly – and supper times are now actually approaching the ever-elusive daily time of 7.30. Achievements indeed! (13 September 1958)

Prior to this, Tony and Paul had spent three weeks in Fareham, alternating between the two sets of grandparents. This included joint visits to Portsmouth and Southsea for Putting (a favourite activity) and to see a day of Hampshire's cricket match against Middlesex.

The family had now acquired a gramophone, and a few records, including *My Fair Lady*.

Veronica Mary's schooling was a matter of concern, but a solution was found:

A very fortunate solution to the problem – its difficulty aggravated by the fact that Shammy, Veronica Mary's godmother, has provided a considerable sum of money for her future education at a *Catholic* school – was provided by the offer by the nuns of St Gemma's to educate her on half-fees provided that Mummy is available to do occasional teaching in case of emergency. So once again, just as with Brother Robinson at Prior Park six years ago, our education problems have been almost miraculously solved. (7 September 1958)

We also had a new *au pair* girl:

At Easter we mentioned the possibility of Maria Holm, a young Greenland girl living in Copenhagen, coming to England with us to learn English and in return to help with housework. This finally materialised, and very fortunately so, for, as Mummy says, she doesn't know where she would have been without her. She has worked extremely hard and uncomplainingly, and with her unfailing good nature and humour has befriended us all. But we hope she is also learning some English! (7 September 1958)

In addition, there was an article about a visit to the Yorkshire countryside with Mr and Mrs Cribb, which removed some negative stereotypes:

What beautiful countryside it is: high hills, deep valleys, long views of rustic quiet and grandeur, wide expanses of cultivated fields, the harvest ruined but beautiful still. (13 September 1958)

This was the final full issue of the Chronicle. There was a very brief issue in January 1959, but it contained only family sport results.

4. Our Family in Transition

Like many couples during the War, Veronica and Gordon married when they were very young, and probably before they knew themselves or each other very well. During the traumas of the War they lived very separate lives, Gordon in the Army and Veronica raising very small children. When they joined up in Germany after the War, there were difficulties between them, exacerbated by the fact that Gordon drank a lot (mainly gin) and smoked a lot (around 40 cigarettes a day). This was not uncommon in the Armed Services at the time: both were accessible very cheaply, initially at least. Gordon had a strong temper, particularly when he had been drinking. He and Veronica had other relationship problems. While, as the Family Chronicle indicates, there were many happy times during this period, it is clear, in retrospect, that there continued to be underlying tensions between them.

Throughout the 1950s Veronica had severe financial worries. She kept detailed accounts of every transaction, and was always looking for ways to economise. A visit to a shop near our house in Frome to buy ice-creams was a great 'treat'. The worries continued when we reunited with Gordon in Germany. In addition to the school fees, Gordon's expenditure on drink and cigarettes was a significant drain on financial resources.

Veronica's faith was an enormous support to her in all her struggles. Her belief in God was strong and deep. She prayed a great deal, and always tried to do what was right and good.

It is clear from the many letters we have to Veronica from Patrick that they had fallen deeply in love with one another and were beginning to plan a life together before the events that led to Gordon's court-martial in June 1959 (for details of this and of our subsequent relationship with our father, see separate biography of Gordon Watts). They had even started to write some short stories together, to provide a possible future source of income. The court-martial was, in a sense, a final straw in the breakdown of the relationship between Veronica and Gordon, but it also provided a rationale for Veronica to commit herself to what she was already wanting to do.

When Veronica decided to leave Gordon in March 1959, she wrote a series of letters about the court-martial to which there were replies that she kept as mementos. Two were from Prior Park: one from Brother Dalton, the President, assuring her that 'Prior Park will not let you down'; the second from Brother Beattie, the Housemaster of St Paul's (the senior house), stating that 'We all sympathise with you in your great trouble' and making practical suggestions about approaching Somerset County Council for help with the school fees.

Some time in March/April 1959, Veronica must have found the house at 53 Kimberley Road, Southsea, to which we then moved, with financial support from Patrick. Tony left Prior Park in the summer and effectively became financially independent after that.

Patrick provided great support to Veronica, both emotionally and financially, when she made the decision to leave Gordon and move to Southsea. He was by this time a

priest in Croxley Green: Tony stayed with him there during the summer holidays in 1959 or 1960, prior to going to Cambridge, when he had a holiday job at Harrods (and, on Sunday mornings, washing up in a kitchen in a London fish market, an extra job acquired through a friend of Patrick's).

Patrick had for some time been experiencing doubts about his vocation as a priest, chiefly on the issue of contraception, on which he struggled to accept the Church's teaching. Eventually he decided to leave the priesthood and came to live with us, in Southsea. We all accepted him, without any question: we never doubted that our mother Veronica would do what was right and best for all of us. He changed his surname by deed poll to Watts, to reduce the chances of scandal (this was still a morally repressive time in England). We thereafter always called him Poppa.

In 1962 the family moved to Miller's Cottage, Rustington, Sussex. It was here that Veronica and Patrick set up Arun Tutors, to provide individual tuition for a small number of students, often with personal as well as learning problems. They soon decided that they needed a larger house to house the students as boarders, so they moved to Hurstbourne Tarrant in Hampshire – first to The Rookery (1964-66) and then to Dole's Lodge at the entry to a manor estate, where the students were lodged at the manor (1966-67) – and thence to The Manor at Linkenholt nearby.



Paul, Clare, Veronica Mary and Tony at The Rookery

5. Cambridge

Tony left Prior Park in July 1959, shortly after his 17th birthday, by which time he had achieved 7 O-levels, 4 A-levels (History, English, Latin, Ancient History), a State Scholarship and an Open Exhibition to St Catharine's College, Cambridge. He was also a prefect; played the cello in the school orchestra; was selected for the 1st XV at rugby, 1st XI (and Somerset Schools) at hockey, and 1st XI at cricket (Vice-Captain 1959); and was founder and editor of *Priority* (an alternative school magazine).

After a year of teaching at Bramcote Hall Preparatory School near Nottingham, Tony attended St Catharine's College, Cambridge, from 1960 to 1963: the first member of the family to go to a university. He gained a BA (2:1) in History which became an MA in 1966. At Cambridge he wrote on film and sport for *Broadsheet* and *Varsity*, was Business Manager and a writer for *Image* (a photojournalistic magazine), captained the College rugby and cricket teams, founded the Mowers (a Sunday cricket team), and was a member of Children's Holiday Venture – a group of St Catharine's College students who organised camping holidays for refugee children in Austria (see Annex A).

In his final long vacation at Cambridge, Tony worked at Cornmarket Press in London; and on graduation he secured a job there as editor of *Which University?*, the first-ever consumer guide on entry to higher education. During this period he lived with three other ex-Cambridge friends at 14 Holland Park Gardens in London.

6. CRAC and NICEC: A Career in Careers

At Cornmarket Press, Tony worked with Adrian Bridgewater, another Cambridge graduate, and together they decided to set up a non-profit-making organisation (what would now be called a ‘social enterprise’) in Cambridge to improve the quality of careers work in schools and beyond. They launched the organisation in January 1964 as the Careers Research and Advisory Centre (CRAC – an innocent acronym in those days!), with Tony as Editorial Director. Tony writes:

‘We started as a very practical organisation, producing information guides and running short courses for careers teachers. But then I started to read some of the academic work on career development, and realised that it was much more fascinatingly complex than I had supposed. I decided that if I was going to do anything serious in this field, I needed to go back to university to develop a stronger base in the social sciences.’

He accordingly went to the University of York from 1967 to 1969, to read for an MPhil in Sociology: his dissertation, *Diversity and Choice in Higher Education*, was published as a book by Routledge. At York he was President of the Graduates’ Association and captained the University’s cricket team (and the graduates’ croquet team), as well as playing rugby for the University 1st XV.



Tony at a NICEC seminar in 1983

Tony then returned to CRAC to establish a Research and Development Unit. In 1975 he developed the unit into a new National Institute for Careers Education and Counselling, jointly sponsored by CRAC and Hatfield Polytechnic (later the University of Hertfordshire). Tony was Director of NICEC from 1975 to 2001, extending it through research grants from government, trusts and international

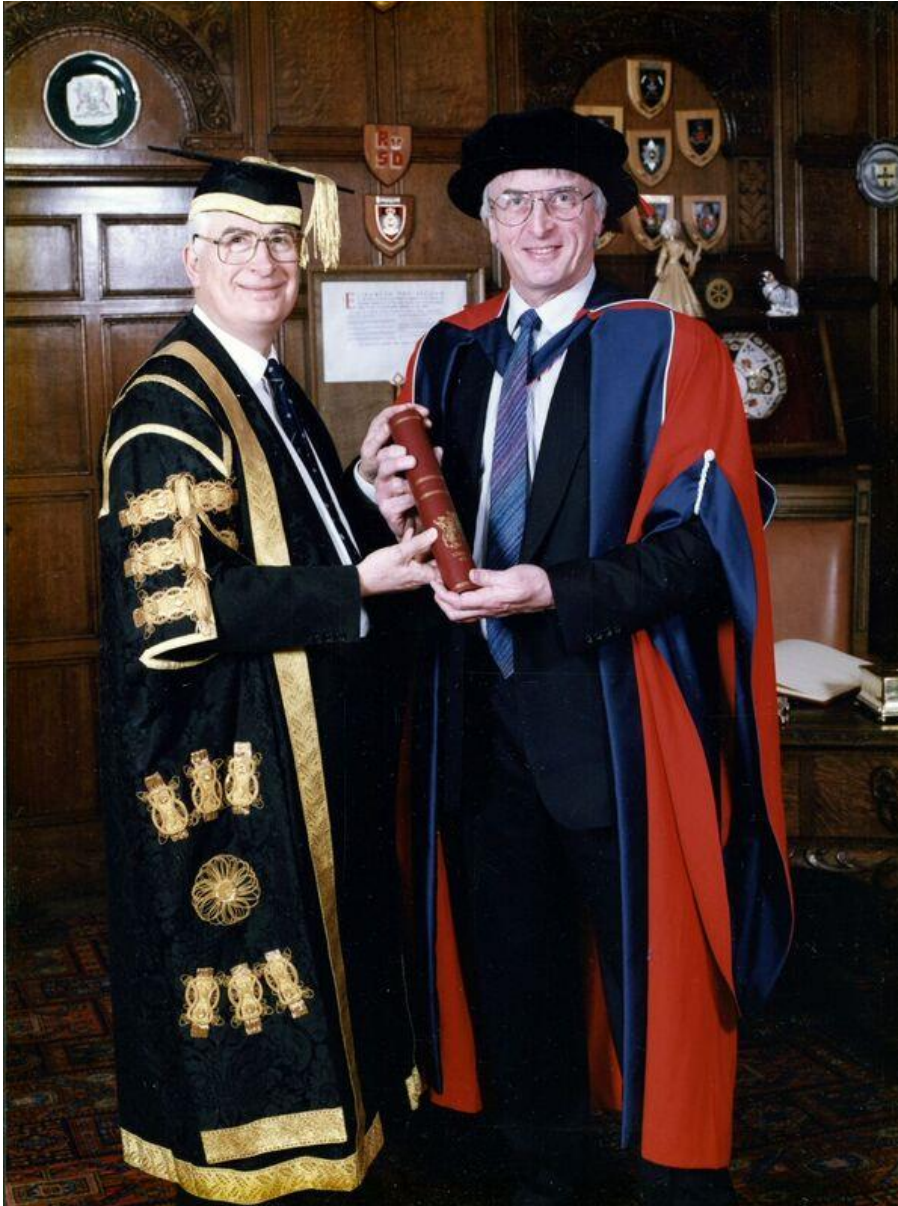
organisations. When the University of Hertfordshire withdrew in 1992, NICEC was restructured as a network organisation supported by CRAC, with links to the University of London Institute of Education.

In addition to managing NICEC, Tony established and edited the first British academic journal in his field, the *British Journal of Guidance and Counselling*. He also wrote many academic books and articles. His books included *Education, Unemployment and the Future of Work* and (with NICEC colleagues) two major texts: *Career Development in Britain* and *Rethinking Careers Education and Guidance: Theory, Policy and Practice*. A *Tony Watts Reader* of some of his writings was published by NICEC colleagues in 2015. He was a member of many government advisory groups on youth policy and related topics. In addition, he lectured or carried out research projects in over 70 countries (see Annexes B, C and D), and acted as a consultant to international organisations including the European Commission, the Organisation for Economic Co-operation and Development (OECD), UNESCO and the World Bank. He was awarded an OBE in 1998.



Tony receiving his OBE from the Queen in 1998

After retiring as Director of NICEC in 2001, Tony worked for a year at the OECD in Paris. He then returned to Cambridge to work from home as a self-employed international policy consultant, with Visiting Professorships at the University of Derby and at Canterbury Christ Church University.

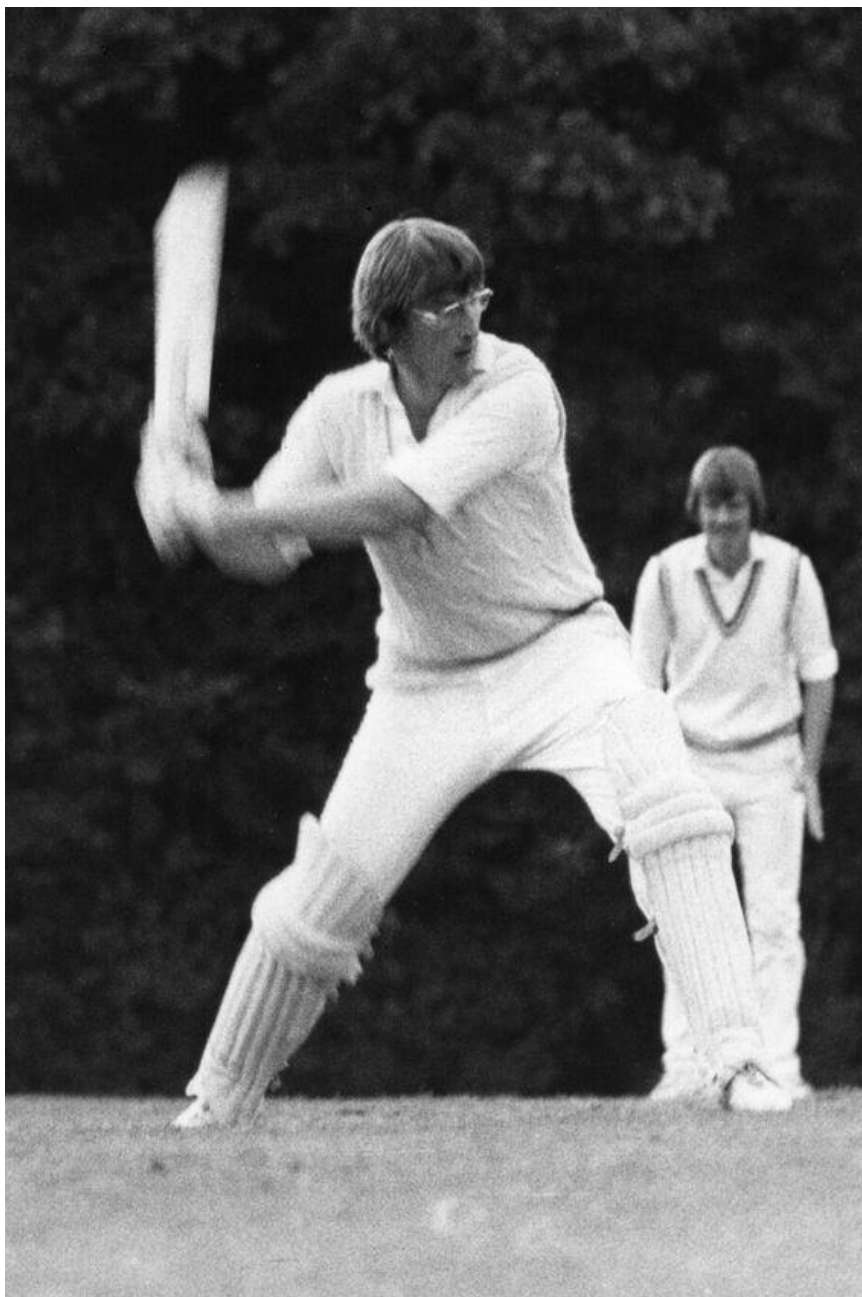


Tony receiving a honorary doctorate from Sir Christopher Ball, Chancellor of the University of Derby, in 1998

He received honorary degrees from the Open University, the University of Derby and Edinburgh Napier University. In 2014 he was awarded the Rodney Cox Lifetime Achievement Award by the Career Development Institute (the UK professional association of careers professionals). His final lecture, reviewing much of his work, is included here in Annex E. Tony writes:

My life's work was trying to build stronger intellectual and public-policy foundations for services to help people develop their careers. My colleagues and I sought to redefine 'career', from the elitist concept of 'progression up an ordered hierarchy within an organisation or profession', to the much more inclusive concept of 'lifelong progression in learning and work'. The task was accordingly not to help *some* people to *choose* their career towards the end of their full-time education, but to help *all* to *construct* their career through decisions about learning and work throughout their lives, with support at all the key decision points – based less on psychometric methods

and more on experiential learning and counselling. We argued that this was a public good, supporting both economic efficiency and social equity. We articulated the vision, and established some building-blocks; but there is still much to be done to meet the need.



Tony playing cricket for Cambridge St Giles in the late 1970s

In addition to his work, Tony continued to play sport. He played rugby at wing forward for Worthing and Cambridge City, and for Cambridgeshire. He also played cricket as an opening batsman and occasional leg-spinner for South Hants Touring Club, Worthing, York Civil Service, Cambridge Travellers, Cambridge St Giles, Buccaneers and the Forty Club, representing Cambridgeshire in the Minor Counties Championship in 1964-65. At Cambridge St Giles, he founded the Colts section and was later Club Chairman. His other leisure activities included attending concerts, reading, and chairing the Cambridge Shelter Group in the early 1970s.



Fame by association: Tony playing as late substitute for an (otherwise) International XV at opening of Shelford Rugby Club's new ground in 1965: Peter Larter (England) just behind him; Dickie Jeeps (England and British Lions) in the No.9 shirt

The achievement of which Tony is most proud, however, is that in February 2011 he had the great fortune to provide a perfect-match bone-marrow transplant to his sister Clare when she had leukaemia.

Tony retired from all professional activities in November 2014. He extended his interest in early music, chairing the trustees of Cambridge Early Music, acting as vice-chair of the trustees of the Cambridge Handel Opera Company, editing the *Handel News* (the newsletter of the Friends of the London Handel Festival), and running classes for the University of the Third Age on Handel operas and oratorios. He also re-engaged with his college (St Catharine's) at Cambridge, becoming President of the College Society in 2012-13, and was elected a Fellow Commoner in 2014; he is currently carrying out a small project on the evacuation of the students and staff of colleges of the University of London to Cambridge colleges during the Second World War. During the Covid-19 epidemic he co-ordinated a local support network in Newnham. In addition, he has enjoyed having more time for reading, going to many concerts, watching cricket, lunching with friends, and seeing his grandchildren and family.

For more details of Tony's career, see: 'Some Sort of Bridge' by Daniel Smith (a history of CRAC); and 'Career Development Policy and Practice: the Tony Watts Reader' edited by Tristram Hooley and Lyn Barham. A full list of his publications is available on the NICEC website.

7. Gilly

Meanwhile, in March 1971, Tony married Gillian Bird Watts (née Stonehouse). Gilly was born in Halifax, Canada, on 11 April 1942. Her father, Herbert Arthur Stonehouse, had been a Lieutenant Commander in the Royal Navy Reserve during the War, commanding a corvette (*Loosestrife*) in the Atlantic convoys and a frigate (*Alnwick Castle*) in the Russian convoys, sinking two U-boats. He was awarded a DSO and bar. *The Kola Run* by Ian Campbell and Donald McIntyre tells the story of one incident:

Stonehouse ... appreciated the need for a single knock-out blow. With infinite patience and care he stalked his prey. In the two ships the watchers scarcely dared to breath as the frigate crept slowly forward. Then, as the range came right, the four mortars of the Squid gave their staccato cough. The projectiles sailed away, invisible in the dark... Then four hard detonations shook the two ships... Suddenly, with a cascade of white water pouring from its flanks, a U-boat surfaced full in view... throwing its bows in the air before sinking.

It was while he was working on the Atlantic convoys, with Gilly's mother Hilda Muriel Stonehouse (née Shinn) living in Canada, that Gilly was born. Later, Gilly's father worked for Cunard, eventually becoming Relief Captain of the *Queen Mary*, and captaining it on some of its regular voyages to the USA.

Gilly went to Westbourne Primary School in Wallasey, to Birkenhead High School and then to Belvedere GPDST School in Liverpool (travelling there every day from Gayton by two buses and a ferry). She then went to Edinburgh College of Domestic Science at Atholl Crescent in Edinburgh, where she took a three-year course in Institutional Management that included a practical year (which Gilly spent at Westminster College, a teacher training college in North Hinksey, Oxford). Her first full-time job was as Assistant Bursar at a hall of residence in the University of Southampton. But she did not enjoy the work, and decided to take a six-month secretarial course in London, in the hope that it would be a route to working abroad (she applied for a job in Paris at OECD, where – coincidentally – Tony later worked).

On completing the course, however, Gilly applied for a post in Cambridge, which is where she and Tony met. Tony writes:

I met Gilly one Sunday afternoon in February 1966. She had come up to Cambridge for a job interview, had her purse stolen, and sought refuge with Mike Turner, a friend of her brother-in-law (Mike was subsequently a well-known international cross-country runner and a team manager with the 1988 Seoul Olympic Team). I was living at 2 Harvey Road: Mike shared a flat in the next house to mine with David Harrison, who played rugby with me for Cambridge City. He told me that Gilly was looking for a flat, so I dropped round to give her the phone number of a young female friend who had a spare place in her flat. Gilly was there alone, she invited me in for a cup of tea, and I stayed for several hours!

We got engaged a few months later, though broke it off when I went back to being a student at York in 1967. But we always stayed in touch, and when I returned to Cambridge in 1970 Gilly came to stay with me, to decide finally whether we should marry or not. We eventually arranged with Father Richard Incedon, the University Catholic Chaplain (who later officiated at the wedding of Motti and Poppa), that we would set a date for our wedding, to which we would invite only a couple of friends (Ian and Sue Smith) as witnesses, and at which we might or might not pitch up! We continued agonised discussions up to the last moment (ironically, I was working on some school curriculum materials on personal decision-making at the time!). But we finally went ahead, and then had to ring round our respective families, to break the news. We subsequently went out for a lovely dinner, and ended the evening at a romantic midnight movie, *Breakfast at Tiffany's*. We later held parties for family and friends: much easier to organise than a big wedding!



Gilly and Tony around 1978

Tony and Gilly have lived at four houses, all in Cambridge: 14 Brunswick Walk (1970-71), 43 Bateman Street (1971-77), 1 Clarendon Road (1977-85) and 3 Summerfield (since 1985). During Tony's year at OECD in Paris, they rented an apartment at 24 Avenue Theophile Gautier in the 16th arrondissement.

Gilly worked for a while as a secretary for the Engineering Department of the University of Cambridge, and later for Cambridge University Press. Tony comments:

Gilly was a classic example of poor careers advice. She was advised to go into institutional management because domestic science was considered an appropriate career route for middle-class girls. But managing other people was not something she was temperamentally suited to, and held no interest for her. She has a great gift for communicating with young children and older people, is immensely capable and practical, and loves designing solutions to practical problems (our house is full of her inventive solutions). She would have been a wonderful occupational therapist, for example.

But she has applied all her skills and wisdom in our family, and also attended lots of adult education classes on architecture, art, the environment, settlement development, car maintenance and other topics. She was for many years Enrolment Secretary for classes and other activities at the St Mark's Community Centre in Newnham, Cambridge, and also did voluntary work for Shelter, Meals on Wheels and other charities. Among her interests are sports cars (she is passionate about her Morgan, and used to go regularly to the British Grand Prix with her sister and brother-in-law) and architecture, including bricks (she is a member of the British Brick Society, and went on its visits to Lord's and Glyndebourne not for cricket and opera but to scrutinise their bricks!).

8. David

Tony and Gilly have one son, **David Paul Watts**, who was born at the Mill Road Maternity Hospital in Cambridge on 3 July 1972.



Gilly and David (aged 4) on her father's sailing boat in summer 1976

When David was aged around 10-12, he went on Saturday mornings to a Poetry Club at Homerton College. Tony was running a CRAC conference at the college and saw some samples of the Club's work on a board. He wondered whether it might include any poems by David, and it did. The poem was entitled 'Dad, I'll never forgive you':

One – the day you shouted 'Encore! Encore!'
Two – the time you dropped that catch at cricket.
Three – last week you tried to bowl in the High Street.
Four – when you screamed on the sledge *in a public place*.
Five – the time when *you* made me play cricket in front of the whole of your cricket team.

I suppose you'll never forgive *me* for shouting 'come on Fulham' when they weren't even playing.

David went to school in Cambridge, to St Paul's Church of England Primary School, Parkside Community College and Long Road Sixth Form College. He then

went to Loughborough University, initially to read Design Technology, though transferring to Ergonomics, achieving a 2:1. He subsequently completed an MSc in Ergonomics at University College, London, before joining CCD Design and Ergonomics Ltd, initially in Burwell, Cambridgeshire, and later in London. He became Managing Director of the company in 2010. It is a human-factors-led design consultancy, now based in Spitalfields, employing 15-25 people. Its work has included designing control centres for two international projects of global significance: the CERN particle-physics project in Geneva; and the ITER nuclear-fusion project in southern France.



Tony and David (aged nearly 4) playing cricket in June 1976



David batting at Fenner's, Cambridge, in the East Anglian Premier League in 2000

David played cricket for Cambridgeshire Colts in all age-groups. An opening batsman (much more elegant than his father), he captained Cambridge St Giles Cricket Club for three years, winning two successive Cambridgeshire League championships and then coming third in the first year of the new East Anglian Premier League. He also played several Minor Counties games for Cambridgeshire.



David and Gilly at the Olympic Games at Barcelona in 1992

David was Cambridgeshire under 15 javelin champion, competing in the national championships at Crystal Palace. He completed the London Half-Marathon in 2009. He has for many years played hockey for Cambridge Nomads.

David married Lucy and they have two children.



Family visit to Venice, October 2014

9. Epilogue

Desmond Tutu said: ‘You don’t choose your family. They are God’s gift to you, as you are to them.’

Families can be a source of pain and division: some of this has been recorded in these pages. But they can also be a source of great happiness and joy, and this has been the dominant theme of our Family Chronicle.

The four of us feel immensely blessed to have each other. We have had our occasional arguments and upsets (notably in games of Monopoly in our youth!), but we have always remained close to each other. For this we are greatly indebted to our mother, Veronica, who made each of us feel that we were loved equally, in our distinctive ways.

Families need to be nurtured. We all used to ring Veronica weekly, and she would update us on each other’s news. When she died, we started to ring each other regularly, and this we have continued to do.

Family occasions, too, are important. We used to meet up each year for a family Christmas party on one of the days between Christmas and the New Year, and there were many other occasions when we all got together.

As our families grow in size, such occasions become more difficult to organise, and inevitably some ties will become looser. But we hope that this Family Chronicle will help current and future members of the family to know more about each other and about our common roots, and to meet and maintain contact with each other where they can.



Family gathering at Bibury, Gloucestershire, in May 2014

Annex A: Children's Holiday Venture

(Article by Tony in the 'St Catharine's College Magazine' 2019)

Long vacations are precious spaces, providing opportunities for students to engage, alone or together, in exciting projects. In the early 1960s, the massive refugee crisis that had followed the dislocations of the Second World War was still leaving its scars. A group of us at St Catharine's, led inspirationally by Roger Catchpole (1959, NatSci) and John Foskett (1959, Theology; deceased), decided that was where we wanted to make our contribution.

After the War many refugees were settled temporarily in Austria and Germany in Displaced Person camps, often previous concentration camps, in conditions of abject poverty. Among them were *Volksdeutsche* – ethnic Germans from Eastern Europe and the Balkans. There were also more recent arrivals, including from the Hungarian Revolution of 1956. World Refugee Year (1959/60) aimed to complete the clearance of people from these camps, but this process continued into the early 1960s. It included provision to help families build their own homes. Our initiative was designed to support this by taking their male children away for a holiday.

Invaluable support was provided by Children's Relief International, a small charitable organisation with strong Church connections, based in Cambridge. As well as banking our funds and helping with insurance and storage facilities, it linked us to the United Nations Association (UNA). Their young and enthusiastic staff selected the boys, found locations for our camps, and met us when we arrived to collect the boys.

Two- or three-week camps in Austria, staffed largely by St Catharine's students, were run annually between 1960 and 1964. The later leaders included John Pearce (1960, MML; deceased) and Richard (now Sir Richard) Dales (1961, MML). Other St Catharine's students included David Anable (1959, Agric), Philip le Brocq (1959, English), Tom Boyd (1960, MML), Christopher Marks (1960, MML), David Stableforth (1960, NatSci), Tony Watts (1960, History), Julian Blackwood (1961, Agric), John Brind (1961, MML), Giles Chapman (1961, MML; deceased), Richard Hollick (1961, MML), Geoff Weston (1960, NatSci) and Terry Doyle (1963, MML). A few further team members came from other Cambridge colleges, including Pembroke, Peterhouse and St John's, plus one from Merton, Oxford; the 1960 camp included two young Swiss women from Cambridge language schools.

In forming our teams, we aimed at a ratio of around one team member to three boys, with at least half of the team able to speak reasonably fluent German (though even the German-speakers had to work hard to understand the boys' local accents). Other valuable experience and skills included scouting or teaching experience, and medical, catering and van-maintenance skills, plus evidence of enterprise and resilience.

We raised the money and resources for our camps ourselves, chiefly through family and friends, and contacting local firms in our home areas. The mantra we used was that £3 (around £44 in 2019 values) would give a child a holiday for a week. We also borrowed or hired vans (of indeterminate vintage and reliability) and other equipment, and gradually started to buy equipment for repeat usage, including tents, sleeping bags, cooking stoves and utensils – plus (in 1963) a second-hand van of our own.

The philosophy of the camps was based in significant part on the Outward Bound principle of helping young people to defy limitations through learning and adventures in the wild, challenging them to never give up, to change their perspective and to believe in themselves. In addition to providing respite for their parents and a holiday for the children – with a change of atmosphere, environment and diet – we aimed (a) to expand their horizons mentally and physically, (b) to give them the opportunity of expressing themselves freely, (c) to teach them the importance of fellowship and doing things for others, (d) to let them see in a better light the country in which they lived, (e) to show them that someone outside their families took a personal interest in them, and (f) to raise their aspirations for a better life.



Team photograph: Tony is second from left in the back row

We sought locations in the Austrian mountains that would provide us with a base and ready access to woods, streams and climbs. These included a village school with some basic local amenities, but also a remote farmhouse and barn over a

kilometre from any other human habitation. The local farmers and other people from whom we bought our supplies were friendly and helpful, and we established good relationships with them. A memorable occasion was when we were invited to join a party to celebrate the shooting of the largest stag killed locally for 25 years: we were plied with the cooked liver and onions, and with multiple glasses of the local slivovitz, returning much the worse for wear.

Most of the boys were aged 11-14; in 1960 we ran separate camps for younger (8-11) and older (12-15) boys. We encouraged them to come more than once, to increase the chances of lasting impact: in 1963 15 of the 25 had been with us before. Picking them up from their homes gave us a chance to see the conditions in which they lived. Many were from large families of 5-11 children, often with different fathers. A lot had never ridden in a vehicle before, and had never even seen trees. We were struck by how thin many were, and the sense of neglect.



In action: Tony is sitting centre-right

The usual pattern was to spend the first week or so together, getting to know each other, and learning the meaning of fellowship in a community. We then broke into smaller groups, giving more attention to the individual boys, and more freedom to choose and run their own activities. Much time was spent in the surrounding countryside: walking and climbing in the mountains; swimming, dam-building and dinghy-rowing in the streams and rivers; exploring caves; and playing ‘wide games’ in the valleys and woods. All the boys spent some time under canvas away from the bases. We made excursions to local towns and places of interest, including visits to swimming pools and, in one case, a circus. We organised football matches – and introduced the boys to cricket and rugby! During bad weather our bases provided room for indoor games and hobbies, including drawing, playing cards, stamp collecting and pressing flowers into books. There were lots of campfires and singsongs.

The boys were expected to help us with the chores of cleaning and preparing meals. We cooked on wood-fired stoves, collecting the wood from the nearby forests. We fetched milk from local farms and ate well, with an emphasis on meat and fruit. The boys emerged looking much healthier. Many learned to cook, as well as other new skills: to swim, for example.

We had some 'stroppiness' to overcome, including bullying, refusal to take part in activities and boys running away. We gradually evolved effective mixtures of toughness and tenderness to manage these situations. We were also, however, impressed and moved by how co-operative, lively and generous the boys in general proved to be.

We had other crises, including van breakdowns. In retrospect, it is amazing to think of the responsibility we were given, with little if any preparation, supervision, safeguarding or risk assessment.

The UNA staff clearly considered the camps to be of great value to the boys and their families. On one occasion a boy who had been something of a troublemaker at a previous camp (he had once drawn a knife and had to be disarmed) waved down our minibus: he now had a job and expressed with evident emotion his gratitude for what we had done for him.

Certainly the experience had a great impact on several of us. In 1963, Roger Catchpole and David Macpherson (Pembroke) ran a holiday for the first group of Tibetan children to arrive at Pestalozzi Children's Village in Sussex. Following a visit by the Dalai Lama's sister, Roger, David and John Pearce went to Nepal for two years as UNA volunteers to help implement an UNHCR project to build a new village for 600 refugees. Roger also gave a talk to women students at Chelsea College of Physical Education in Sussex which led to them running camps for refugee girls in Austria.

John Pearce subsequently became an internationally-respected pioneer in community enterprise, prior to his death in 2011. John Foskett, who died in 2017, played a major role in establishing the field of pastoral counselling in the UK. Paul Matthews (Peterhouse) had a career in the United Nations. Julian Blackwood also had a career in international aid through consulting and in the World Bank, including a task for UNHCR concerning Afghan refugee camps in Pakistan. Others of us worked in education and in third-sector organisations. More generally, Richard Dales felt that the CHV camps taught us all a lot about resourcefulness, tolerance of discomfort, patience, flexibility and communicating sympathetically across cultural, ethnic, social and linguistic divides, all of which contributed greatly to his own career in the Diplomatic Service.

In 1962, Dr Stanley Aston, Bursar of St Catharine's, declared at a meeting with CHV that the refugee problem was 'a blot on the conscience of the world', and subsequently helped to establish CHV as a University Venture, to encourage other Cambridge colleges to take part. As a result, the number of camps grew. In the mid-

1960s a series of camps were organised by students at Jesus, now celebrated on a website (www.chvarchive.net). The last recorded Cambridge CHV camp was in 1975. CRI continued to provide support, but ran into financial difficulties, and was merged into Save the Children in 1977. CHV was also established as a society of the University of Edinburgh in 1963, and continues there, running shorter holidays and outings for local disadvantaged boys and girls.

Our CHV was of its time. But refugees remain one of the main social and moral challenges in our world. Perhaps some elements of our experience may inspire and give encouragement to current students in developing their own initiatives.

Annex B: Visits to the USA

First attempt

Like many other young people of my generation, I felt a need to visit the USA. So much of the culture of the 1960s came from there, and it seemed to represent modernity in contrast to the traditionalism of the UK.

When Adrian Bridgewater and I started the Careers Research and Advisory Centre (CRAC) in 1964, we saw it as an essentially practical organisation, seeking to improve career guidance in schools and beyond by producing better information and training careers teachers and careers advisers in its use. But I started to read some of the academic literature about career decision-making and career development, and soon recognised that it was much more complex than I had thought. I realised that if I were to do any serious work in the field, I needed a stronger intellectual base in a more directly relevant discipline (I had read History at Cambridge). I also recognised that the leading experts in the careers field at that time were all in the USA, so that seemed the place to go.

I decided to apply for a Harkness Fellowship. The Fellowships were generously funded, for a period of up to 21 months: Fellows had to travel by ship rather than by air, and to include alongside their studies travel by car or Greyhound bus in at least three of the four main areas of the USA. To support my application, I also applied to Harvard to study under David Tiedemann, a Professor of Psychology there, and was awarded a place. However, the Harkness Fellowships were very prestigious, and covered all fields, so were also very competitive. I thought I had little chance, but to my surprise was offered an interview. I had always been quite good at interviews, so this raised my hopes. But I didn't get the Fellowship.

Instead, I went in 1967 to the University of York to do an MPhil in Sociology. I initially planned to do a DPhil, but because my first degree had been in History, I was not allowed to register for a doctorate until I had completed my MPhil, and by then I was impatient to return to CRAC. My MPhil thesis, *Diversity and Choice in Higher Education*, was published as a book by Routledge, and that seemed sufficient: a doctorate was not then as obligatory in research circles as it has since become.

In retrospect, I believe that what happened was for the best. Studying under Tiedemann would probably have been a nightmare: I found a lot of his writing impenetrable. Moving into Sociology was a much easier transition from History, and enabled me to develop a base for my work which was distinctive in a field full of psychologists. In particular, it provided a strong foundation for my later work on career development and public policy. I also loved studying at York, and had a great time there. But regarding the USA, it left unfinished business.

First visit

I returned to CRAC in 1970 to establish a Research and Development Unit within the organisation. We started to discuss the possibility of linking it to a higher education institution, and also of launching the first British academic journal in the field (started in 1973 as the *British Journal of Guidance and Counselling*). By the end of 1971, I was clear that I must find a way of visiting the USA.

So, rather naively perhaps, I arranged a meeting in January 1972 with Wayne Wilcox, the Cultural Attaché at the US Embassy in Grosvenor Square, London, to enquire whether they had any programmes that might assist me. He told me that the Department of State had a Visitor Programme in association with the Council on Leaders and Specialists, to which I might apply. He sent me a form, which I duly completed and sent in. A couple of weeks later I received a telephone call: 'When do you want to go?' I opted for May/June 1972.

I was invited to a meeting to discuss the places I wanted to visit and the people I wanted to see. When towards the end of the meeting I was asked whether there were any others, I rather facetiously added 'Hawaii', to which the response was 'Ah, that's the only place for which you would need to have a *special* reason for going' – which, of course, I didn't. But all my other requests were approved.

I defined five objectives for my visit:

- (a) To meet some of the key personnel in the guidance and counselling field – including some involved in editing academic journals.
- (b) To see a number of schools – some with especially avant-garde guidance programmes; some more typical.
- (c) To see in action some of the main projects using computers in guidance work.
- (d) To visit some of the main producers of careers education materials – workbooks, manuals, games, etc.
- (e) To meet some academics working in the field of entrance to higher education, particularly relating to choice of institution (this was included to follow up the theme of my research at York and my book).

The programme was well funded. All costs were covered, including travel, accommodation and a per diem allowance. Arrangements were made to collect me from airports and take me to my various meetings, or to give me clear instructions on what to do; and in some cities hosts were provided to receive me in their homes. Before this trip, the only flight I had ever taken was a short hop over the English Channel. I had travelled a lot on the Continent (including living in Germany from 1946 to 1950 and in school holidays from 1954 to 1958), but always by boat, train and car. On this visit, I not only had the long-haul flights to and from the USA, but almost all the inter-city journeys were by air.

I visited 12 cities in 30 days: Washington, Baltimore, Princeton, New York, Buffalo, Flint (Michigan), Columbus (Ohio), Chicago, Berkeley (California), Redwood (California), Palo Alto (California) and Los Angeles. I spent time with almost all the leading academics of the time in the career development field: John Holland at Johns Hopkins University; Martin Katz at the Educational Testing Service in Princeton; Donald Super, Roger Myers and Jean-Pierre Jordaan at Teachers' College, Columbia University, New York; Stan Cramer, Gilbert Moore and Paul Lohnes at the State University of New York at Buffalo; David Tiedeman, by now at the American Institutes for Research in Palo Alto; and John Krumboltz at Stanford University. Many of these forged significant professional relationships. Donald Super subsequently joined us in Cambridge for three years to help to establish NICEC, as Honorary Director; Stan Cramer and John Krumboltz later came as Visiting Fellows, alongside others (including Ed Herr and Rupert Evans).

In total, I had meetings with around 90 people. Wherever I went, I asked for copies of relevant research reports and other documents which could be mailed to my office in Cambridge. I deliberately left gaps in my diary on my return to work my way through these documents and to write some articles on what I had learned. In particular, I wrote two papers, one for the *British Journal of Guidance and Counselling* and one for a US journal (Watts, 1973b), providing a critical review of the US counselling and career education system, including its strengths, areas of innovation, and issues it faced. Later, Ed Herr and I wrote a paper in which we identified the similarities and differences between careers education in the UK and career education in the USA, and explored some common problems related to their socio-political aims, the work ethic, and the relationship between their content and their structure.

A major feature of the 1972 trip was to see in action the leading new projects applying computers to careers work. There were six major ones: CLS, ILS, CVIS, ISVD, SIGI and ECES. I saw all of them, had discussions with their designers (including Katz, Super and Tiedeman) and managers, and wrote an article analysing their key features and their potential. Mike Dowsey at IBM had also seen several of the systems, and when I returned to the UK we discussed the possibility of developing a similarly sophisticated system in the UK. The Interactive Careers Guidance System (ICGS) was subsequently developed by Dowsey and Alan Butler, and trialled in two schools in Cheshire; I was commissioned by IBM to conduct an independent formative review of these trials. Although limited by the main-frame computer technology of the time, its interactive nature and its design as a learning system rather than a data-processing system meant that it represented a major advance that significantly influenced later developments.

A further concrete outcome from the trip was a project to adapt for use in the UK some innovative curriculum materials developed by the College Entrance Examinations Board in Palo Alto to teach decision-making skills. In collaboration with David Elsom, I adapted these materials, field-tested them in a number of schools and colleges, and subsequently published them alongside workshops to train teachers in their use.

So the visit was enormously fertile in a variety of ways. I was also left with some strong impressions of the country. I found it vibrant and exciting. I was attracted by the fact that it was so much less class-based and tradition-bound than the UK at that time.

On the other hand, I was aware of the racial tensions. I arrived in Washington late on a Sunday afternoon, was dropped off in my hotel on the Dupont Circle, and decided to go out for a walk. After a while I noticed that I was moving into a poorer neighbourhood, with some damaged buildings and broken windows, and that the few people on the street were all black. I did not feel particularly unsafe, and eventually returned to my hotel. When I went for my briefing meeting the following day and told my hosts what I had done, they expressed consternation: they said I had been lucky, and that no sensible white person ventured alone into those areas. It was four years after the Washington race riots following Martin Luther King's assassination, in which there had been considerable looting and arson, and some deaths. Some of the damage, both physical and relational, had not been repaired.

There were other tensions. On my Sunday in New York, I went to see the Coppola film *The Godfather*, which had just been released. The following week, I was taken out for dinner in Buffalo. I was describing the film, and was urged to talk more quietly: 'This restaurant is owned by the mafia!'

Washington and New York seemed reasonably familiar. But as I travelled more widely, I became increasingly aware that I was in a very different society. It was partly the absence of old buildings and the ugliness of long straight roads with endless advertisement hoardings, proclaiming unrestrained commercialism. It was also the individualistic ethos. I went to a Christian service in California where the sermon preached a form of Christianity that was utterly alien to me, discounting any concern for the poor or for social inequality, and associating virtue with personal financial success. For the first time, I recognised that I was not just English/British but European: that although we shared a common language with the USA (more or less!), I in some important respects felt less at home there than when I had travelled to other European countries, with different languages but a strong shared culture and common values. It is a thought that has remained with me.

Subsequent visits

My next visit was for two weeks in March 1978. I was invited to give a lecture on 'Guidance in International Perspective' at the Annual Convention of the American Personnel and Guidance Association (APGA) in Washington DC, and also gave seminars at Teachers College, Columbia University, at New York University and at Pennsylvania State University.

Thereafter, for several years, I aimed to visit the USA every two or three years, giving lectures and seminars to fund the trips, and usually attending a national convention, in order to keep in touch with relevant research and development activities. I still felt that the USA was at the cutting edge of innovative

developments. Increasingly, however, I began to build wider international links, in Europe and beyond.

A particularly fruitful project was established at a national conference held in New Orleans in 1985. I had a champagne breakfast at Brennan's (a mandatory part of the New Orleans experience) with Jim Sampson of Florida State University (FSU), who had become a good friend and colleague. I mentioned that the European Commission had invited NICEC to host the Second European Conference on Computers in Careers Guidance in Cambridge; Jim stated that he was planning to hold an international conference at FSU around the same time. So, we said, why don't we establish a teleconference link between the two? The technology for such a link was still rudimentary, and expensive. It was the kind of idea one has when having champagne at breakfast. I suspect that each of us thought, and perhaps hoped, that the other would pull out. But neither of us was prepared to be the one who did.

So we both worked at it, and the linked conferences duly took place in June 1989. To make sense of the link, we agreed to commission papers and share them in advance, and then have a teleconference session between the paper authors towards the end of the two conferences. To our great relief, the link worked technically. The conversation was a little stilted – none of us had used such technology before – but it was exciting, in tune with the theme of the conferences.

One of the issues at the European conference was whether countries should be encouraged to build their own computer-aided career guidance systems or to adapt systems from elsewhere. In the USA, several system developers had been seeking to export their systems to other countries, with minimal adaptation. There was a strong view in Europe that this was a flawed model, and that countries should be encouraged to build their own systems, linked to their distinctive cultures and structures.

I was strongly drawn to the latter view: I always saw the potential of technology not as a tool or as a replacement for human services, but as an agent of change. More broadly, I was by now working in a wide range of countries, and aware of what could be learned from sharing such diversity. The USA began to lose some of its allure.

I was also working more and more in the policy arena, including helping to co-ordinate symposia on career development and public policy to which countries sent teams of policy-makers, academics and practitioners. The USA always took part in these symposia, but found it difficult to get policy-makers to take part – partly because of the weakness of Federal policies and the diffusion of State policies in this field.

So I began to go to the USA much less frequently. I continued to do a lot of work with Jim Sampson, but in the UK and internationally rather than in the USA. In 2004, though, I was invited to give a keynote address at an International Symposium on 'International Perspectives on Career Development' organised by

the International Association for Educational and Vocational Guidance and the National Career Development Association (NCDA), and held in San Francisco – my favourite US city. Gilly came with me, and we had a wonderful few days at the conference and seeing friends in the Bay Area.

Then in 2008 I was invited to take part in an NCDA symposium on ‘Strategic Leadership for Career Development in Public Policy’, held in Washington. So I returned to where I had started.

My final visit to the USA was in 2013, not for professional purposes but to go to a performance of Handel’s ‘Giulio Cesare’ at the Metropolitan Opera House in New York. I spent time with friends and visited places like the Lincoln Centre and the Museum of Modern Art where I had spent good times on previous visits to the city – my second-favourite US city.

I doubt whether I will go again. The election of Donald Trump as President represented all that I dislike about the USA, and has changed my feelings about the country. Not permanently, I hope. I greatly admire so many aspects of the States, have learned a great deal from it, and have made many good friends through it.

Annex C: Visit to South Africa under Apartheid

In early 1978 I received an invitation to give some lectures at a conference on 'Guidance in the Classroom – in Preparation for the Eighties' to be held at the University of Cape Town in October of that year. South Africa had become a prime focal point for the world's guilt and confusion about racial discrimination and about the denial of basic human rights to particular ethnic groups. At the time there was an academic boycott of the country, designed as part of international pressure to force an end to its system of apartheid. I had strong views about apartheid, but I had never been there, and I wanted to see it for myself. Eventually, after much wrestling with my conscience, I agreed to go, under two conditions: that the conference should be multi-racial; and that before giving my lectures, I should have an opportunity to visit career guidance services in different parts of South Africa and seek to understand them. The trip proved to be, for me, a transformational experience.

The visit

The visit was organised by the British Council. I had several friends who were from South Africa or had spent time there, and with their help I carefully drew up a list of who I wanted to see. All my requests were agreed.

I visited several career guidance services in the so-called White areas. But I also wanted to see the services for the Black community, who formed 72% of the population.

Most Black people were concentrated in the 'bantustans' ('homelands'), which comprised 13% of the country's territory: reservations of varying size, mostly small and scattered, based in areas poor in mineral resources. I visited one of these bantustans: the Ciskei.

However, the economy in the bantustans was limited largely to subsistence farming in conditions of considerable poverty and malnutrition. To find work, many men had to go to the White areas, where all the wealth and economic resources were concentrated. This was the key to the logic of apartheid policy: White industry was heavily dependent on the supply of cheap Black labour. So Black men were encouraged to move to work there, but under strict and severe restrictions. Some qualified for permanent residence in the urban townships. I went to one of these townships: Soweto.

The Government was though concerned to limit the numbers given such permanent passes. So there was an additional, highly flexible pool of Black workers who were permitted to work in White areas for 12 months, after which they had to return to their bantustans for at least a month before they could re-apply for work. They were not permitted to bring their wives and children into the areas where they were working. Some, however, did so, illegally, in shanty towns which periodically were

bulldozed by the police. I visited one of these shanty towns: Crossroads, in Cape Town.

I thus went to all three of the main types of location in which Black people lived. Many of the White people I spoke to had never visited any of these. Of those who had done so, few had visited more than one.

In the course of my visits, I had many intense conversations. A lot of White people were concerned to persuade me that their country was a liberal democracy (which in some respects it was) in which separate development meant that the distinctive needs of Black people could be addressed and respected. But the Black people I met, and what I saw, told a very different story, as did the more perceptive White people. I also spoke to some in the Indian and Coloured (mixed-race) communities, who tended to have an intermediate status between the two larger groups: they, too, provided a distinctive critical perspective.

Some key experiences

My findings from my visits were described in detail in an article I subsequently wrote on 'Career Guidance under Apartheid', published in the *International Journal for the Advancement of Counselling* (1980). Each ethnic group had its own education system. The most important conclusion was that the career guidance in White schools was reasonably well-developed; but that in Black schools it was a sham, designed to maintain a pretence of choice when virtually none existed. Few Black schools had counsellors, and much of their limited time was spent on administering tests, the results of which were used more for statistical and research purposes than for guidance purposes.

In these notes, however, I want to record some key experiences which were too impressionistic to be included in an academic article.

The first was my visit to a school in Soweto. This was two years after the Soweto riots, in which many thousands of schoolchildren had protested against the introduction into the 'Bantu' education system as the medium of instruction of Afrikaans, which they perceived as the language of oppression. Several hundred young people had been killed by the police in the riots. The atmosphere was still febrile. I was accompanied in my visit by the Director of Education, an Afrikaner. When we entered the school and met the Black school principal, the Director of Education went up to him and tugged his lapel. It was a blatant and unmistakable assertion of power and threat, warning him to toe the official line in what he said to me. To do this so overtly and unapologetically in the principal's own school was utterly shocking. It only lasted a few seconds, but I have never forgotten it. The second was my visit to Crossroads. I saw no other White person during this visit. I was accompanied by a young man who was Coloured and knew many people there, so I felt totally safe. The families were living in conditions of abject poverty, under pieces of corrugated iron, in constant fear of the next visit from the police bulldozers. I recall one of the families inviting us in for a cup of tea. I was deeply moved by their stoicism and their hospitality.

The third was a conversation I had with Fanyana Mazibuko. He was working at a higher education non-governmental organisation (NGO), and I had forgotten why he had been recommended to me. But I learned so much from the hour or so I spent with him. He had been a friend of Steve Biko, a prominent anti-apartheid activist who had been killed in police custody in September 1977. He talked about Biko and what he stood for, and many other things. He told me that he was a pacifist, and could not advocate violence. But he also told me that the repressiveness of the South African state was now such that he could no longer argue against violence.

I also remember going to a performance of Athol Fugard's visceral play 'Sizwe Bansi Is Dead' at the famous Market Theatre in Johannesburg. The play dramatises the racist brutality of the apartheid regime in general and the pass laws in particular. I saw it again a few years later in New York, when it received a noisy and passionate reception, with the audience responding to its resonances for the USA. But in Johannesburg, in the midst of the society which the play was directly depicting, its reception was muted and repressed. Some Black people were present, but in the interval they huddled in separate groups. It was as though the drama was too close, too relevant, and too unsafe to respond to in an overt way.

The career guidance service which interested me most was a small non-profit organisation: the Careers Research and Information Centre (CRIC) in Cape Town. It was attached to a community agency, the Foundation for Social Development, financed largely through philanthropic funds from industry. It had been set up following a needs analysis by its Director, Shirley Walters, which focused mainly on the needs of Coloured people, on the grounds that employment opportunities were rapidly opening up to them and that they were the largest population group in the greater Cape Town area. But CRIC had been established explicitly as a 'non-racial organisation' to enable it to interact with all ethnic groups, including White teachers and pupils, so providing one of the few places where teachers and students across racial classifications could meet; and also, where possible, to facilitate the opening up of opportunities to the Black community. Staffed by five enthusiastic young workers, it was operating at the interface between service delivery and political engagement, with the pressures and tensions that this involved. It was attracting growing interest, and seemed to me to provide a promising model for parallel initiatives in other parts of the country, which might provide a beacon of hope.

The conference

So we came to the conference at UCT. The proceedings were published, so there is a record of the discussions, and my contributions to them.

I had been asked to give four lectures. In my opening lecture, I talked generally about concepts of careers education, but I also included some comments, based on what I had learned during my visits, about the South African career guidance system in general and provision for the Black community in particular. I emphasised that I was very conscious that my comments were those of an outsider based on brief experience, but that I hoped they might be helpful.

On the paucity of guidance provision, even basic career information, I noted that this was hardly surprising: most Black people were deprived of opportunities; if this was to be so, they clearly needed also to be deprived of access to information on those opportunities. I had been told by some that this was now changing, but I questioned how far this was to be allowed to go: in particular, would Blacks be allowed to compete in any meaningful sense with Whites for jobs; if not, then the ambivalence about access to information and guidance was likely to continue.

I also noted that from my conversations with students in Soweto and elsewhere, it was clear that for the few higher-achieving Black youngsters who had choices, their most important career decision was not between becoming a lawyer or a teacher, for example, but between three rather broader options: first, to follow the conventional route to individual advancement, which would be seen by some in their community to be a form of betrayal, of ‘joining the Whites’; second, to do this but in a way which made it visibly clear that their goal was to make their developing skills available to their own people – which in a place like Soweto would be likely to be interpreted by the authorities as political activism and therefore repressed; or third, to reject the traditional education and career system and look for alternative forms of education which would help in securing social and political change.

It was clear that most people at the conference had never thought of career guidance in this way. I was listened to reasonably respectfully, but the issues I had raised were not taken up in any of the subsequent contributions. By the time I came to my third lecture, I felt that I had to make one more effort to raise them. I agonised about how to do it. This was what I said, as recorded in the transcript:

‘I am due to talk this afternoon about designing and co-ordinating a careers education programme. First, however, there are one or two important things that I want to say. I don’t know whether I should say them, you may not like my saying them, but I want to say them and am going to say them.

‘I am feeling confused about this conference. I am not quite sure whether this is because I feel *uncomfortable* or because I feel *too comfortable*.... From listening to the discussions here, one would never know that 83% of the population in this country are Black, Indian or Coloured. We seem to talk all the time as though that 84% do not exist. So far this has been a White conference, about White kids in White suburban schools. Yet it is supposed to be a multi-racial conference (indeed, if it had not been multi-racial I would not have accepted the invitation to come). There are people here from other ethnic groups, but we have not heard very much from them. Perhaps this is because we have not given them much chance to talk about their problems... I do not know why this is. I do not know whether it is because we are trying to suppress the fact that the Blacks exist, or because we are not interested, or because we feel a sense of powerlessness to do anything. But the fact is that for almost all the time I have no sense that we are talking about anything other than White kids.

‘The time when this hit me most forcibly was late yesterday afternoon when we were talking about family guidance. There were some value assumptions in Mr Olivier’s talk with which I personally disagreed. They seemed in fact to be at variance with a lot of the things which have been said by people at this conference. Yet for some reason we did not explore them... There appears to be an inability to tolerate conflict... Also, ... what is the role of family guidance for Black kids, many of whom are going to become migrant workers and therefore part of a system which is designed systematically to break up the family unit? Nobody mentioned this. It has been mentioned outside this room – several people have come up to me and talked about this and similar issues. Yet none of it is coming into this room.

‘This is something to do with the boundaries we are placing on our discussions. This is a key issue not only for the process of this conference, but also for guidance in the classroom, which is the topic of our discussion. The conference is sub-titled “In Preparation for the Eighties” and almost everybody I have spoken to has told me about their fears and hopes – but mainly fears – about what is going to happen in South Africa in the next few years. If you are going to help yourselves and your kids to prepare for the Eighties, you have got to recognise that the Blacks are still going to be here and that if the Whites are to survive, they have got to find some way of living with them. This is the biggest challenge for guidance. So what I would like to do now is to provide a little space for anyone who would like to say something about these issues. In particular, it would be good to hear from people who teach in non-White schools about the problems they face.’

For about 15-20 minutes, several non-White people spoke, sometimes hesitantly, often movingly, about their situations and the issues they had to confront. Then I went back to the lecture I had prepared. I doubt whether most people listened to a word I said. There was a strange atmosphere in the room, of confusion and repressed anger. At the tea interval, very few people came up to me. A fair number, I soon learned, felt that as a visitor I had overstepped the mark. They were also disturbed by some of the issues that had been raised.

I later commented on this in my IJAC article:

‘This kind of blinkered vision, suppressed emotion and dualistic thinking are the product of apartheid. White people survive psychologically in South Africa because, for much of the time, they are able to hide themselves from the realities that surround them. Yet, however effective this may be in the short term as a coping device, it ultimately only exacerbates the problems. For it deprives people of the experience which would enable them to come to grips with the realities, and it allows their fears to be fuelled by fantasy. That this seems to be as true of the counsellors as of the rest of the White population must grievously impede their ability to help young people deal with the huge personal problems that face them – including not only guilt and fear, but also the hard and concrete decision of whether to stay in South Africa (with, for boys, the military obligation this implies) or to leave. These

problems are immense enough now: they will almost certainly become greater still as South Africa moves into the 1980s.'

But, I added:

'South Africa is not the only country where the structure of careers guidance reflects political structures. Nor is it the only country where opportunity structures are severely restricted for particular social groups. It is easy for British people, for example, to off-load their own guilt about inequalities in Britain on to South Africa. This is hypocritical for two reasons: first, the South African economy is substantially maintained by its links with Britain; and second, Britain too is subject to deep racial and social divisions, even if they do not take the distinctively rigid form that they take in South Africa. The fact is that in Britain, as in South Africa, careers guidance is a deeply political matter, because it is essentially concerned with access to power, status, and wealth, as well as with opportunities for self-fulfilment. If guidance staff deny this, they are almost certainly aligning themselves with the status quo.'

Finale

After the conference there was a party, at which many of the people I had met were present. After all the intense experiences of the preceding three weeks, I felt able to relax. I was in a group where we started to talk about the greatest rugby try we had seen. The relief of talking with enthusiasm about something so wonderfully trivial was extraordinary.

The following day, I flew home. As I was looking out of the window, I put on my headphones to listen to some Beethoven, and the title of the movie 'Cry the Beloved Country' came into my mind. I started to weep, uncontrollably, in a way in which I had not wept for many years. The stewardess came to serve some lunch. As a male, I felt ashamed of crying, and tried to hide it, but I could not stop. I thought of all the amazing people I had met, in the beautiful country over which we were flying, and I feared for them.

Epilogue

Then, miraculously, a decade or so later, serious change began. With growing domestic and international pressure, and fears of a racial civil war, Nelson Mandela was released from prison in 1990. He and F.W. de Klerk led negotiations to end apartheid, resulting in the 1994 multiracial general election in which Mandela led the African National Congress (ANC) to victory and became President.

Meanwhile, a substantial number of non-profit community-based career centres based on the CRIC model had been established across the country, and had formed themselves into a South African Vocational Guidance and Educational Association (SAVGEA). It was a time of great excitement and promise, alongside recognition of the scale of the challenges faced by the new government in creating a more just and

equitable society. Later in 1994 I was invited by SAVGEA to visit South Africa again, to help them develop a national strategy for career guidance which could harness the experience and creativity of these organisations in transforming the more formally-based services inherited from the apartheid regime.

Two experiences from this second visit were particularly memorable. Soon after my arrival, Tahir Salie – now Director of CRIC – invited me to join him for lunch in the Parliament buildings in Pretoria. He knew many of the new ANC MPs and we spoke to several of them. A demonstration was taking place just outside the Parliament gates. They told me how strange it was to be on the inside, when only a few months previously it was they who had been the demonstrators. Later I attended a session in Parliament, and there they all were: Mandela, de Klerk, and Winnie Mandela in her colourful tribal robes.

The following day, Tahir drove me to visit one of the community-based career centres. We got lost. Driving past a police station, Tahir said that he would stop and go in, to get directions. He expressed some anxiety about doing so, but decided that he would. A few minutes later he emerged, simmering with repressed rage. They had humiliated him, because of the colour of his skin. Governments can change quickly, but public bureaucracies do not.

By the time of my third visit, in 2008, most of the non-profit community-based organisations had folded, but their influence was still evident. Shirley Walters was by now Professor of Adult and Continuing Education at the University of the Western Cape (an historically Black university) and Chair of the South African Qualifications Authority. I was invited to give the annual SAQA Chairperson's Lecture, to suggest ways in which a strategy for career development might be developed in South Africa, drawing from international exemplars but also grounded in the indigenous realities of the country. One of the exciting possibilities being considered, following a report by Trish Flederman (one of the CRIC workers in my first visit), was to establish a career helpline which would reach out into rural as well as urban communities, recognising that most young people, even in impoverished communities, had a mobile phone. I suggested ways in which this project might learn from career helplines in other parts of the world, including the UK.

I was again invited to give the SAQA Chairperson's Lecture in my fourth and final visit, in 2014. By then the helpline had been established, as part of a range of multi-channel services, and the basis of a national strategy was in place in the form of a Framework for Co-operation between SAQA and the Department of Higher Education and Training. I was asked to comment on how the strategy might be developed and improved, which I did. I noted that it already represented one of the most impressive strategic frameworks I had seen in this field from any country, including high-income OECD countries, and had the potential to become a beacon for many other countries in the world.

South Africa is a pivotally important country, spanning as it does different cultural traditions and stages of economic development, and with its recent history of

overcoming apartheid and building a democracy. It still has enormous problems, not least in overcoming the massive inequalities which are the legacy of apartheid. But it has made inspiring progress. Career guidance has a critical role to play in bringing together learning and work, and helping individuals of all colours to construct their pathways between the two. It has been a great privilege to observe the changes that have taken place, and to have played a small role in supporting them. I am glad I accepted that invitation in 1978.



A group photo during Tony's visit in 2014

Annex D: Other Working Travels

I have always enjoyed travelling, and have always thought it important to experience different cultures. I have been fortunate that my work has given me many opportunities to do so.

In my childhood my family spent 8 years in Germany, between 1946 and 1950 and later between 1954 and 1958. My first school was as one of two or three English children at a German kindergarten in 1946. I learned German very quickly, and became quite fluent. But later I read a lot about the Holocaust, and became very anti-German, refusing to study German at school – which in retrospect I deeply regret.

I took French at O-level and Latin at A-level, and can get by at a tourist level in French and German. But it would have been good to have had at least one foreign language in which I could have conversed reasonably fluently. It is my good fortune that English has become a lingua franca across Europe and indeed across much of the world. I am however concerned that this is making the UK very lazy about language teaching. Whereas almost all other European pupils learn at least one and often two or three foreign languages, many of our young people learn none. Yet to really understand a culture, you have to speak its language.

My 30-day visit to the USA in 1972 had an important formative impact on my career (see Annex B). Three years later, in 1975, I and others established the National Institute for Careers Education and Counselling (NICEC), jointly sponsored by CRAC and The Hatfield Polytechnic, with me as Director. As a National Institute, I felt it important that we should disseminate the benefits of British experience to other countries, and enable the UK to learn from ideas and practices developed elsewhere. I accordingly looked for opportunities to build international links, and encouraged my colleagues to do the same.

A grant from the Leverhulme Trust enabled us to invite Donald Super, Professor of Education and Psychology at Teachers' College, Columbia University, New York, to join us for three years. Don was at the time the leading academic figure in the world in our field, had recently been President of the International Association of Educational and Vocational Guidance, and had extensive international contacts. He helped us to build our international profile. In particular, he secured a commission from UNESCO to conduct a six-country study of the relationship between guidance and the school curriculum, which I carried out with Jose Ferreira Marquez of the University of Lisbon. The countries covered, in addition to our own, were Brazil, India, Kenya and Malaysia. We did not visit them, but secured information from national correspondents and secondary sources. Nonetheless, the project provided invaluable experience of how to conduct such a study, and was the basis of an international conference held in Cambridge which gave it wide visibility.

I began to be invited to give lectures overseas. It seemed to me that this provided a valuable learning opportunity. So when I was invited to give some lectures in

Malaysia in 1977, I secured support from the British Council to spend a couple of weeks visiting career guidance services in different parts of the country. This meant that I had a stronger context for my lectures. It also enabled me to write a journal article on career guidance in a developing country, where the issues facing such services were very different than in more developed economies. I adopted a similar approach when I visited South Africa in 1978 (see Annex C).

I also sought other opportunities to visit countries in whose career guidance systems I was particularly interested. So in 1980 I got funding from the Department of Education and Science and other bodies to conduct a two-week study-visit to Sweden, which had been building more sociological elements into its career guidance policies and practices. Later, I was awarded a Fellowship by the Japanese Society for the Promotion of Science to carry out a study of the implications for career guidance of the 'lifetime employment' system in Japan.



Tony visiting Hiroshima in 1983 with Professor Fr Michael Kobayashi, with whom he was working on a research project; Michael had visited the city in 1945 to search for his family, the day after the Atomic Bomb was dropped

Meanwhile, a powerful opportunity to extend international perspectives had been added by the accession of the UK to the European Economic Community, and by the moves to develop it into a stronger European Union with a Single European Market for students and workers as well as for goods and services. It was clear to me that this provided a pressing need for stronger collaboration between career guidance services in the different member-states, to support such mobility. So I went to Brussels to meet some of the senior officials in the relevant Directorates. I formed particularly fruitful links with Karen Fogg and Hywel Jones. A couple of months later, Karen rang me to ask if I would like to co-ordinate a study of the career guidance systems in the member-countries. I leaped at the chance.

The result was a series of studies, based largely on commissioning country studies prepared by relevant experts according to a standard format, and then synthesising them to identify the similarities and differences between their career guidance systems. Alongside these studies, I became a consultant to the European Commission on other initiatives it should take to support networking and collaborative action. One outcome was a series of biennial conferences on the use of computers in careers guidance. Another was a number of transnational action projects between member-states with common interests in particular topics. I was consultant to several of these, including one on the role of career guidance services for unemployed and other ‘at risk’ young people, and another on the use of technology. These all involved team meetings in different countries, with opportunities to learn about their systems and cultures. I also travelled regularly to Brussels. Initially most of the working meetings there were conducted in French. But once the EU had been extended to the countries of central and eastern Europe, English quickly became its working language.

A year in Paris

A major opportunity to build on and extend all this work was provided by the decision of the Organisation for Economic Co-operation and Development (OECD) to conduct a major policy review of career guidance services. OECD is a prestigious global inter-governmental organisation, based in Paris, covering all areas of public policy. I had done some work for it before, and of all the international organisations for which I had worked (including UNESCO, the ILO, the Council of Europe and the EU) was the most intellectually stimulating: it was less political, and essentially proved its efficacy through the technical quality of its work. Richard Sweet – an Australian who was responsible for the review – came to see me in Cambridge to discuss ways in which I might take part.

A few months later, on a Friday early in 2001, Richard rang to report that the number of countries opting to take part in the review had been higher than expected, and to ask whether I might be available to join OECD for a year. I was due to retire as Director of NICEC in 2002, so my initial reaction was to say that had the invitation come a year later I would have loved to come, but that it had come too soon. However, I said that I would think about it over the weekend. I had immediately thought of six or seven existing commitments, but on reflection I realised that there were ways of transferring or resolving all of them. I spoke to

Gilly and to friends, and all said that I would be crazy not to go. So I rang back on the Monday morning and said that I was up for it.

It proved to be wonderful experience, in every way. I had been worried about the costs of renting an apartment, until a friend who had worked at OECD pointed out that as an international civil servant I would not be paying any income tax! So I rented an apartment in the same rather smart part of Paris (the 16th arrondissement) as OECD, a short cycle trip from my office (similar in distance to the cycle ride to which I had been accustomed in Cambridge).

Gilly was a bit anxious about living full-time in Paris: her French was even more limited than mine, and she had no role there. She was also concerned about not being able to see David and Lucy. So we agreed that she would come over for ten days or so each month, and that I would fly back to Cambridge on the intervening weekends. This meant that we were able to keep our house in Cambridge running, that I was able to keep in touch with friends there, and that Gilly had a holiday in Paris every month – which she loved. Among the perks of working at OECD was that we had free access to the Louvre and other galleries and museums in Paris, of which Gilly made full use. We both purchased bikes. But Gilly also walked a lot, and got to know the city very well (including, inadvertently, some areas of ill repute!).

A further benefit of these arrangements was that on the weekends I was away, in Cambridge or elsewhere, I was able to offer free use of the apartment. I wrote to various family and friends and drew up a rota, which quickly filled. I prepared some notes on accessing the apartment, using its amenities and local places to visit. It was a lovely gift to be able to provide so easily.

Our apartment was small, with a tiny kitchen, so we eat out almost every night. Several of the local restaurants were very good: they were outside the tourist areas, and had to be good to retain their customers. We narrowed them down to around four which we particularly liked. When I was on my own, I would take a book: as they got to know me, they would find a corner for me with some light, where I could read uninterrupted. Our favourite, La Fontaine, was just round the corner from our apartment. It was unobtrusive but the food was extremely good and the service wonderfully self-effacing. I worked my way through the menu, many times. When we told them that it was our last night in Paris, the patron/chef emerged from the kitchen with a magnum of wine. It was a perfect parting gift.

Professionally, too, my 13 months at OECD were enormously rewarding. Working with Richard and with other highly intelligent people from many different countries was stimulating. I had to drop all my existing commitments, so for the first time in my working life I was working a 9-5 day. Instead of a secretary, I had access to an administrative assistant one of whose tasks was to make our group self-sufficient in our use of word-processors and computer technology.

English was the working language, but French classes were available, and for the first few months I was Paris-based with time on my hands. So I decided to try hard

to improve my French. We were graded, and with the remnants of my O-level French I was placed in a low-to-middle group. The participants were from a variety of different countries, and all were younger than me. Initially I thought rather smugly that my vocabulary was larger than most. But they rapidly overtook me: the tuition was largely oral, and with their younger ears they learned much quicker than I did. Also, the classes had a minimum attendance requirement: I had to wait a while to enrol, and after a few classes I began my missions abroad, so failed to meet the requirement and was ejected. Meanwhile, I tried hard to speak French when out and about in evenings and weekends: for example, I joined a tango class in which all instruction and social interaction was in French. But my efforts were often thwarted by the desire of many French people to practise their English (very different from a decade or two earlier, when many Parisians would on principle refuse to speak English even if they could). So I made some progress, but not nearly as much as I had hoped.

On the project itself, Richard and I divided the 14 countries between us, so I had seven: Australia, Canada, Denmark, Germany, Korea, Netherlands and Norway. We developed a questionnaire which was sent in advance to all the countries. Armed with this data Richard or I then visited the country for a full week (longer in the case of Australia and Canada because of their size and diversity), accompanied by an expert from another country (selected through our professional contacts). We visited a wide variety of services for both young people and adults, and met various groups of policy-makers, researchers and practitioners (including, where possible, some clients), culminating in a session in which we fed back to policy-makers our initial conclusions and recommendations. On returning to Paris I drafted a report (a Country Note in OECD parlance) which was sent to the relevant ministries in the country for factual checking and was then published. Because the reports had the imprimatur of OECD they were attended to, and sometimes resulted in significant policy action. Our final report, too, had a substantial impact, and indeed became for a while the best-selling OECD education publication.

Gilly had so enjoyed her monthly holidays in Paris that she wondered whether I might extend my contract. But the project had ended, and in any case I was keen to return to a more ordered life in Cambridge. For 13 months I had lived between Paris and Cambridge, with frequent trips to other places all over the world. It had been a wonderful experience. But I was ready to go home.

Working as a consultant

Not the least of the many benefits of my OECD experience was that it had provided an ideal transition into the final phase of my career: as an independent consultant. I had planned to continue working beyond 60. But the requirement to disengage from all other activities for that year meant that when I returned to Cambridge I was able to select those with which I wished to re-engage. I had also learned to be reasonably self-sufficient in terms of technology. I re-established my links with NICEC (now as a Fellow) and my Visiting Professorships at the University of Derby and at Canterbury Christ Church University, which together provided a good base from

which to work. But I operated from home, with no management responsibilities (which I quickly realised was the fount of happiness).

In addition, the OECD project quickly proliferated. Because it had been so successful, the World Bank decided to carry out a similar study in 7 middle-income countries. David Fretwell, the relevant World Bank expert, invited me to be his Lead Consultant, working from Cambridge apart from a couple of visits to Washington. We adapted the OECD methodology a little: we commissioned an expert in each country to write a report based on an adaptation of the OECD questionnaire, and one of us then visited the country for a week, after which we rewrote the report in collaboration with the expert, before synthesising the 7 country studies into our final report. My own visits were to Chile, the Philippines, Poland, Russia and Turkey: a fascinatingly diverse range of countries. Of all the country studies I conducted in this and other projects, Russia was the only one where I felt a lack of confidence in its quality and validity: my collaborator, Yuri Zabrodin, was a Professor of Psychology in Moscow and competent, but our visits were confined to Moscow and Samara, the data on the rest of the country was limited, and I often felt doubts about the veracity of what we were being told.

Following the World Bank study, the OECD questionnaire was extended still further by the European Commission to all the EU and EEA member-countries. This work was carried out by Ronald Sultana from the University of Malta. He and I were then commissioned to prepare a ‘megasyntesis’ on the 37 countries covered in these three studies. This was used as the basis of a major inter-governmental conference held in Toronto in October 2003. Subsequently, further extensions were carried out by the European Training Foundation in 7 countries in the Western Balkans and in 10 countries in the Middle East and North Africa: I was involved in both of these studies, and contributed to reviews of Macedonia and Serbia in relation to the first, and of Jordan in relation to the second.

In total, these reviews covered 55 countries. They represented far the most extensive international data-bank and comparative analysis ever conducted in the career guidance field.

A further outcome of these reviews and related activities was that in 2007 the member-states of the European Union, supported by the European Commission, decided to establish a European Lifelong Guidance Policy Network to share good practice in the development of lifelong career guidance systems (covering services in schools, colleges, universities, workplaces, public employment services and the private sector) and to work together on common issues (including access, quality and strategic leadership). Raimo Vuorinen from the University of Jyväskylä in Finland was appointed as Co-ordinator; I became the Lead Consultant. The network – comprising around 150 people in total – met every few months in different locations across the EU, and we established a structure of work packages and task groups to manage the programme. Raimo and I worked very closely together: we spoke regularly on the phone, drafted together all the key documents, and always met for breakfast at 7am during meetings to plan the day’s work! It was, to me, an example of the EU at its best, respecting the autonomy of its member-countries, but

finding areas where collaboration and common action would be fruitful. The atmosphere within the Network was one of collegiality and friendship. The Network continued in operation until 2014, around the time when I retired, so was a major activity in the final years of my career.

Alongside this European work, I worked with Lynne Bezanson from Canada to initiate a series of international symposia on career development and public policy, with small teams of policy-makers and professional leaders coming together to work on common problems. Again, Lynne and I worked very well together: Lynne was brilliant on process, while I focused on content. The first two of these symposia had been held in Canada in 1999 and 2001, and played a not insignificant role in building the relationships which supported the collaboration between the OECD, the EU and the World Bank that underpinned the overlapping reviews. Further symposia were subsequently held in Sydney, Australia (2006), in Aviemore, Scotland (2007), in Wellington, New Zealand (2009) and in Budapest, Hungary (2011). I was the rapporteur at all these events, responsible for drafting their conclusions and recommendations. Hard work, requiring tact as well as condensed clarity, but fascinating and rewarding.



Tony giving a seminar to government officials in Canberra in December 2003

Linked to all this work, I was invited to give lectures and seminars in a wide variety of countries, and in particular made several visits to Australia and New Zealand. In New Zealand I was commissioned to conduct a review of its all-age career guidance service against our OECD benchmarks. In Australia I had a short visiting fellowship at Edith Cowan University in Perth.

I also forged a close relationship with the Faculty of Education at the University of Melbourne. They organised annual study-tours for school principals to Europe, and for several years always started with a visit to Cambridge, where I would give an introductory lecture in the SCR at my college, St Catharine's. I particularly remember the one in 2005, which coincided with the final day of the Fifth Ashes Test at the Oval. Australia had to win to retain the Ashes; if the result was a draw, England would regain them. As I gave my lecture, my concentration was not helped by one of the participants who was receiving text-messages from his daughter in Melbourne, and who sent a note round the table at the fall of each England wicket. But justice was served in the end: England achieved the draw it needed!



Tony lecturing in Berlin in January 2012

Postscript

I have been blessed to have had so many opportunities to travel to so many countries, to meet so many people, and to have made so many friendships around the world. Career guidance is an illuminating lens through which to learn about a country. The way countries approach this task reflects their education system, their labour market, their social structure and their culture. So to try to understand their career guidance system, one has to try to understand the key elements of these matters too.

I am not a very good tourist. I enjoy visiting churches, museums and galleries, and seeing wonderful buildings and scenery. My trips have provided lots of opportunities for this too. But what I find most interesting and satisfying is to work

in a country, meeting a variety of people in their work situations, asking them lots of questions about what they do and why and how they do it, and then writing down what I have learned.

Since I retired, I have continued to travel a fair amount. Sometimes on holidays with Gilly, with our nostalgic returns to Paris and our several trips to Venice (especially on the Orient Express and later with David, Lucy, Jude and Orla) being particularly special. I have also made many short trips for Handel operas, including to the three Handel Festivals in Germany (in Halle, Göttingen and Karlsruhe) and to most of the great European opera houses (including La Scala in Milan, the Garnier in Paris, the Nederlanse Opera in Amsterdam, Drottningholm in Stockholm). I often meet up with old friends and colleagues from ELGPN as well as with new Handelian friends. So, although the UK has now left the European Union (an utterly foolish and damaging decision, in my view), I continue to feel part of a warm and vibrant European community.

Countries visited

Western Europe

Austria
Belgium
Cyprus*
Denmark*
Estonia
Finland*
France
Germany*
Greece*
Ireland*
Italy
Latvia
Lithuania
Luxembourg
Malta
Netherlands*
Norway*
Portugal
Spain
Sweden*
Switzerland

Eastern and Central Europe

Bulgaria
Czech Republic
Hungary*
Poland*
Romania
Slovakia
Turkey*

Balkans

Croatia
Macedonia
Serbia
Slovenia

Asia

Hong Kong

India

Japan*

Korea*

Russia*

Philippines*

Singapore*

Thailand

Middle East and Africa

Dubai

Egypt

Jordan

Saudi Arabia*

South Africa*

Australasia

Australia*

New Zealand*

South America

Argentina

Brazil

Chile*

North America

Canada*

Jamaica

USA*

*Country study conducted at first hand and published.

Annex E: Final Lecture

Career Development: Looking Back; Moving Forward

Annual Lecture, International Centre for Guidance Studies, University of Derby, 6 November 2014

Introduction

It was a great honour to give the first Annual Lecture in this series, back in 1999. It is an even bigger honour to be invited to give this second one, as my final lecture on career development. I decided around 18 months ago to retire around now from all professional activities. I have spent the intervening time trying to complete the various programmes of work in which I have been involved, to do some summative writing, and to hand over as much as possible to others. I now hope to give more time to my other interests. I am running a class next term for the University of the Third Age on Handel operas and oratorios, and am available to anyone who wants a lecture on those wonderful works. But on career development, this is the last.

What I plan to do is to look back over my 50 years in this field, and to try to pull out some of the key lessons I would draw from the work I have done. I will include some sharp comments on the damaging developments of the last few years. I intend to follow Dylan Thomas's advice, not to go gentle into that good night. But I will end on a very positive note, because I believe there are good grounds for optimism.

Beginnings – and why it matters

I came into this field in January 1964 when Adrian Bridgewater and I set up the Careers Research and Advisory Centre – CRAC (an innocent acronym in those days). I was 21, and had started work at Cornmarket Press, which published books in the careers field. Adrian and I talked. We felt – partly on the basis of our own inadequate experiences – that this was a field in which much needed to be done, and that it would be much more possible to do it within a non-profit organisation than within a publishing company. Adrian had some business experience; I had some ideas on what we might do. So we started what would now be known as a social enterprise, registered as an educational charity.

Our aims were two-fold: to improve the quality of careers work, in schools and beyond; and to develop closer links between the worlds of education and of work. These have continued to be the core mission of my own career, as for many other people attending this lecture: to improve other people's careers. I believe passionately in the importance of this work.

There are, periodically, siren voices which urge dropping the word ‘career’ and finding a better one to describe our field. This is a futile quest. There is no other word that brings together learning and work, grounds them in the individual, and is about progression. Certainly we need to move away from the old definition: progression up an ordered hierarchy within a profession or organisation. This was a middle-class, elitist concept: some people had careers; most had jobs, or no jobs. But, like many English words, it has always been richly ambiguous: we also refer to ‘careering about’, with very different connotations. The growing definition now, which we must assiduously foster and promote, is lifelong progression in learning and work. ‘Learning’ because it is about education, but also about training, and informal learning. ‘Work’ because it is about paid employment, but also about self-employment, and unpaid work within households and communities. But it is also, of its essence, about progression and development – lateral as well as vertical. In principle, this concept of career is inclusive, accessible to everyone. The core task of the careers profession is to help to make it so.

This matters, deeply. Our careers significantly define how we spend a lot of our lives, the people we become, and the contributions we make to the societies of which we are part. Our paid work represents a kind of social contract, through which we agree to devote a substantial part of our time to wider social purposes, in return for which we receive income, which we can then spend in whatever ways we choose. If we engage in forms of learning and work which utilise our distinctive abilities, interests and values, we are likely to lead more fulfilling lives. We are also likely to be more motivated and therefore more effective, with benefits for the wider society and economy.

The philosophical roots of this perspective are deep and inspiring. As Ronald Sultana has recently reminded us in a brilliant essay, for Socrates every person has an ‘arete’ or excellence, and it is by being the best that one can be, through putting one’s talent at the service of the community, that one attains virtue. This was echoed by Karl Marx, who stated that ‘the chief guide which must direct us in the choice of a profession is the welfare of mankind and our own perfection’.

Of course, none of this can ever be perfect. Many people still experience enormous constraints on their lives, related to inequalities of many kinds. But almost all can do more than they think they can do, and one of the tasks of career development support is to help them to realise this and to do so. Career development work can thereby support social mobility, social equity and social justice.

It is such important work. Where it is done well, it can transform people’s lives. Yet it is too often derided, usually by people who have made no effort to discover what it is or what it comprises. The roots of this derision are complex: they may have had poor career guidance themselves; or they may want to take the full credit for their own successful careers – which good career guidance would, of course, have encouraged them to do. But the arguments for serious attention to career development are, in my view, incontrovertible. And while useful career conversations can be had with many people, the contributions of careers professionals are distinctive. Their role is not only to deliver services, but also to

build the capacity of others. Without them, I am convinced, no serious improvement in career development support is possible.

Progress

Over the past 50 years, we have made much progress. When I entered this field, careers services were very limited. Some schools had careers teachers, with a few periods a week, mainly to manage a small careers library; some schools did not even do that. The Youth Employment Service visited schools, largely to match early leavers to jobs using a simple diagnostic device called the Seven Point Plan. Universities had appointments boards, focusing mainly on job placement. And that was largely it.

But in the 1960s and 1970s, this began to be transformed. The twin concepts of careers education and counselling began to evolve, based on a much more complex understanding of what was needed. The previous model had been a quasi-medical model: diagnosis and prescription, possibly using psychometric tests or other devices, with the careers adviser doing the work. Now the model shifted to learning, with the active individual at the centre. Moreover, the focus began to shift from *choosing* a career at a particular point in time (usually around the transition from full-time education to the world of work) to *constructing* a career, through the series of decisions we make throughout our lives.

This was a massive shift. Careers education programmes began to grow, in schools and colleges but also in higher education. The Youth Employment Service became the Careers Service. Services for adults began to develop: initially with the Occupational Guidance Units; later through a rich community-based tradition of educational guidance services for adults; alongside career development services within some large companies and other employers. A serious research tradition was initiated to support all this work, with attention to theory as well as empirical studies. We identified examples of good practice and sought to learn from them, as a basis for spreading good ideas and encouraging innovation and development.

We had to confront major challenges, not least the massive growth of unemployment in the late 1970s and 1980s, which challenged many of our assumptions and practices. But we did this well, and it brought the field into a position of greater prominence and respect.

We also had to address the challenges posed by the neoliberal policies pursued by the Thatcher and Major Governments, which included the marketisation of careers services in the form of contracting-out and experiments with guidance vouchers. I was critical of these developments, partly on the theoretical grounds that the key role of career guidance within such an ideological perspective was as a market-maker – a way of making the learning and labour markets work – and that it made little sense to marketise the market-maker. But the contracting-out of the Careers Service was well-managed by some very competent civil servants – I know, because I was invited by a senior civil servant of the time, Valerie Bayliss, to observe the

contracting process from the inside – and it was largely successful, resulting in some fruitful energising and innovation.

Ministers have recently stated that there has been no Golden Age in the provision of careers work in this country. But I agree with Paul Chubb, who has argued in a recent blog that we came pretty close to it in the mid-1990s. We had an Education Act which mandated careers education in schools and the partnership between schools and the Careers Service. We had the CBI advancing the concept of ‘careers for all’ as the means of achieving a ‘skills revolution’. We had the decision to establish a learning helpline for adults, which subsequently became Learndirect – a world leader. We had the Guidance Council, jointly sponsored by the CBI and the RSA, which brought together the key stakeholders and was supported by the Government to develop quality standards for the field.

We also had a Labour Party paper, on which I worked with Steve Byers and Ruth Gee, which argued the case for the Careers Service to become an all-age service. So when the Labour Party came to power with a massive majority in 1998, all seemed set fair.

And then it started to fall apart, in England at least. John Major had called the General Election early, and the Byers-Gee paper had not been published. Early in the life of the new Government, David Blunkett, the Secretary of State for Education, promised to publish and act upon it. But he never did. Instead, careers services for young people were overtaken by the issue of social exclusion. The Government wanted to bring together all the services concerned with young people at risk; but the only budget it controlled was that of the Careers Service; so it used this to create a new Connexions Service. This had two aims: to provide a careers service for all young people, and a holistic service for young people at risk. But all the performance measures were addressed to the latter group. Moreover, the responsibility for running the service was given to Anne Weinstock, from a Youth Service background, who shamefully banned the use of the word ‘careers’. Careers Advisers were to be rebadged as Personal Advisers; their labour market knowledge was neglected. This resulted in serious professional erosion. Moreover, whereas almost all young people had been seen at least once by a professional adviser, the proportion now fell massively.

Towards the end of its time in power, the Labour Government realised the error of its ways. A report of a group chaired by Alan Milburn (Panel on Fair Access to the Professions) pointed out that in its concern for social exclusion, the Government had neglected social mobility. There were plenty of young people who were not at risk of dropping out, but were under-performing and under-aspiring. Among its acts of repentance, the Government established a Task Force to strengthen the careers profession. Brilliantly chaired by Ruth Silver, its excellent report was accepted not only by the Labour Government but also by the Coalition Government when it came to power in 2010.

The Conservative Party had included in its Election Manifesto a commitment to establish an all-age careers service. John Hayes, the new Skills Minister, gave an

inspiring speech in Belfast in which he promised to establish the all-age service, building upon the best of Connexions and Next Step (the service for adults), to safeguard the partnership between schools and the careers service, and to revitalise the professional status of career guidance. This was the second false dawn (Watts, 2013). Because each of these promises has been, in turn, betrayed.

The initial core of the problem was, as with the Labour Government, conflict with a major policy drive: in this case, school autonomy. The duty to provide careers guidance was moved to schools, to buy in services from outside: so the partnership model was replaced by a contractor-supplier relationship. But not with the new National Careers Service, which would provide a helpline for young people but not face-to-face services – a half-baked all-age service at best. We assumed that the Connexions careers funding (around £197 million) would be transferred to schools, perhaps with some pruning in the light of austerity; but it was not. No announcement was made, but gradually we discovered that it had simply been removed. Schools were to buy in or provide services from their existing budgets. Also removed were the funding for Education-Business Partnerships and AimHigher, and the statutory duties to provide careers education and work-related learning.

We then awaited the Statutory Guidance, which schools needed to inform their budgets. Drafts were circulated for consultation, in confidence: they gradually got stronger. But, unbelievably, the version published was weaker than the first published draft: so vacuous as not to merit publication. In effect, it was clear, schools could now do what they liked: if they did little or nothing, there was no basis on which a legal challenge could be mounted. The Liberal Democrats and others made a fuss, and a supplementary Practical Guide was promised. But after endless delays, a purely advisory document was published, in the last week of the summer term just prior to the long summer break. All this demonstrated a noxious mix of incompetence and malign indifference – very different from the Conservative Government of the 1990s.

The cross-party Select Committee on Education, chaired by a Conservative MP (Graham Stuart), was deeply concerned about what was happening. It launched an inquiry, and produced an excellent, well-evidenced and well-argued report. It noted the merits of the partnership model, but recognised the political difficulties of reinstating it. It made, however, a series of strong recommendations, strengthening the Statutory Guidance and giving the NCS a capacity-building role in relation to schools. Almost all its recommendations were rejected or ignored by the Government.

Shamefully, they were also ignored by the National Careers Council, a body set up by John Hayes before he left his post to advise the Government on careers matters. I was a member of this body, and I and another member, Heather Jackson, resigned prior to its first report. We did so because of the way in which the processes of the Council were manipulated in the final stages to produce a report for Ministers that failed to address the key issues identified by the Select Committee, and that

colluded with what we viewed as unacceptable Government policies. I regret that we had to do what we did, but I have never doubted that it was the right thing to do.

As was reinforced by what happened next. The published NCC report was loosely written and bland. It included an appeal for a ‘culture change’, without defining with any precision what this should involve. The new Minister, Matthew Hancock, issued what he called an Inspiration Vision Statement, which contained no reference whatsoever to the roles of careers professionals or careers programmes. Instead, it seemed, all that was needed was for young people to have contact with employers and people in jobs. In effect, careers professionals were now written out of the policy script: a direct betrayal of the last of the Government’s earlier promises. Hancock claimed that this represented a ‘big culture change’, directly invoking the Council’s terminology. One might have expected the Council at least to point out that the Minister’s interpretation was not its own. But at no stage has it done so: indeed, its Chair welcomed the Government’s statement, without reservation. The Council very belatedly, in its second and final report published this September, affirmed the role of careers professionals, but did not juxtapose this with the Government’s position, which it has never publicly challenged in any way. Instead, its main interest seems to have been self-promotion. It is accordingly culpable of having colluded not only with the massive erosion of careers provision for young people but also with the mindless marginalisation of the careers profession.

Its position has contrasted remarkably with the position of the Select Committee, and its Conservative MP Chair, who have continued to challenge the Government on this issue with clarity, integrity and tenacity. This included an interview last December with Michael Gove, the Secretary of State for Education. We knew that the political narrative underlying the Government’s careers policies was that John Hayes’s good intentions required support not only from the Department for Business, Innovation and Skills (which has largely fulfilled his promises in relation to provision for adults) but also from the Department for Education, where he had been blocked by Michael Gove. But Gove had resisted meetings with the careers sector, and had never spoken publicly on the topic. Now he did. It was an extraordinary interchange.

He commented that more should be done to engage employers with schools, but also stated, explicitly and unequivocally: ‘What I emphatically do not believe is that we need a cadre of careers advisers to operate in between these two’. He set up an idealised view of the role of careers advisers, with perfect knowledge of the labour market and of the psychology and motivations of individuals, and then inferred that because they could not be such ‘supermen and superwomen’, they should not be made available at all. This was a remarkable non sequitur: on this basis, we would not engage in any human endeavours at all. Then, to add insult to injury, he challenged the ‘intellectual rigour’ and the ‘self-interest’ of those who had ‘populated the debate’ on this topic; when asked to name who he meant, he refused. Intellectual rigour is based on evidence and reasoned argument: both were conspicuously absent from his own statements. In using this term, he sought to rubbish all the work we have carefully built up over the years – of which he had patently read barely a word. All this from a Secretary of State for Education. It was

a disgraceful performance, arrogant and ignorant, which demeaned his office. More important, it indicated the poverty of the intellectual foundations on which the Government's careers policies for young people had been based.

The policies pursued by this Government have been among the most damaging I have seen in any country; they have also been pursued with an extraordinary mixture not only of betrayal, mendacity and incompetence but also of casuistry. In the Parliamentary debates on the statutory duty in the Education Act, it was assumed by all that the duty was referring to access to independent and impartial individual guidance from a careers professional. But in the latest revised Statutory Guidance, it now seems that this is not the case. There must be elements external to the school, but the requirement to be impartial can be met, apparently, though access to a range of partial sources – in other words, employers and learning providers. This is pure casuistry. What on earth is the point of a statutory duty based on such definitions?

Employers do have important contributions to make. But they are essentially complementary to, and indeed dependent for their effectiveness upon, the roles of careers professionals and careers programmes. The Careers Sector Stakeholders Alliance produced a careful and measured document arguing this, which has been endorsed by many employers and employer organisations – though, disappointingly, not by the CBI or the National Careers Council. No response has been evident from the Government.

We now have a new Secretary of State, Nicky Morgan. We await whether there will be some change of direction and act of repentance, comparable to that under the Labour Government. If there is, I hope that it will be substantive and well-informed, not cosmetic.

So what can we conclude from all this? The story of the two false dawns can be interpreted in two main ways. Both were examples of the career development agenda being overtaken by larger government agendas – social exclusion and school autonomy respectively. But in both cases the damage caused was greatly exacerbated by two powerful individuals – Anne Weinstock and Michael Gove – who displayed extraordinary ignorance and unwillingness to listen and learn. As so often in history, what happened was a mix of structural forces and of people.

On the more recent events, the Government's casuistry has been aided by the semantic confusion within the field. In particular, we use the term 'career guidance' both generically, to cover all interventions, and specifically, to cover one-to-one interviews with a careers professional. I admit some culpability here, because it was the adoption of the generic usage in the 2004 OECD report, for which I was jointly responsible with Richard Sweet, that enabled the Government in its Statutory Guidance to apply this usage and thereby exclude the contributions of careers professionals. We urgently need to address this. My proposal is that we embargo the usage of 'career guidance', and adopt 'career development' as the generic term, and 'career counselling' for the one-to-one professional interventions. This is an issue that the CDI needs to address.

The other key conclusion I draw from the saga is that the field must stand up for itself more strongly. There has been far too much collusion, and not enough concerted affirmation. We must hold to our values, and never be afraid to speak truth to power.

Reflections

Enough of this. In my more pessimistic moments, it feels that all that we built up over so many years has been wantonly destroyed. Certainly, the poverty of the thinking underpinning the constant references to ‘inspirational talks’ from employers as some kind of panacea takes me back to when we started in the 1960s, ignoring so much of what we have learned since.

But, of course, it has not been destroyed. Much of what we have built up is still there, to provide a basis on which to build further. So, looking back on 50 years in this field, what have we achieved? Speaking personally, I would identify five significant changes in which I have been involved, along with many other people.

The first I have already mentioned: the move to a focus on learning as the core concept in career development. This includes addressing individuals’ conceptual development, in their understanding both of themselves and of the opportunities available to them, and helping them to develop their competences for constructing their career – which include where and when to look for help. It should incorporate active experiences, programmatic learning, and supported reflection on such learning to convert it into actions that are well-informed and well-thought-through.

Second, we have developed a research culture and a research tradition, based on a multi-disciplinary approach. Psychology will always be a core discipline, because at its heart career development is about individuals; but because it is always about individuals in social contexts, it needs in addition to draw from labour market economics and sociology – including socio-political perspectives. It can also draw fruitfully from other disciplines like philosophy, history and literature. In my view, the tradition we have built up in the UK is broader in these respects than in the USA and most other countries: we should value this.

Third, we have developed a strong tradition of innovation, linked significantly though not exclusively to technology. Having reviewed the first efforts in the USA to apply computers to career development in the 1970s, and been involved in some of the first major projects to do so in the UK, it has been amazing to see the transformations that have taken place as technology has advanced. Managing technology as an agent of change, and its interactive relationship to human interventions, will remain a core challenge.

Fourth, we have established a tradition of policy discourses and policy studies, linked to a vision of lifelong career development. The core argument is that career development is a public good as well as a private good: a key lubricant of learning

systems, of labour markets and of social equity. It accordingly requires public policies to deliver it and make it available to all, lifelong. The attention given in recent years to lifelong career development policies, strategies and systems by organisations like OECD, the European Commission, UNESCO, ILO and the World Bank is remarkable, and a major advance.

This is closely linked to a fifth significant change, which is the internationalisation of this field, with many more opportunities for countries to learn from each other. An important role here is played by international studies, based on strong analytical frameworks which enable the similarities and differences between countries to be identified. It is through such studies that countries can recognise the contingent nature of practices they take for granted, and explore possibilities for innovation and change.

I have written quite a lot on all these matters. My main reason for writing is simple: I do not know what I think until I have written it. In conversation one can get away with loose, exploratory thinking, but in writing it down one has to weigh up the arguments and the evidence, and decide what it all means and where one stands. It is hard work, but important; and if published, it adds to the body of knowledge on which others can draw. I commend it to you as a professional practice.

A lot of my writing has been in collaboration with others. The test of collaboration is whether, when the work is completed, you think that you could have written something better, more easily, on your own. There have been one or two occasions when this thought has crossed my mind! But in most cases, I have been immensely fortunate in my collaborators: Bill Law and other NICEC colleagues, Jim Sampson, Ronald Sultana, Ian Jamieson, Andy Miller, Richard Sweet, Tristram Hooley and others. I have learned so much from them, and am clear that what we produced together was much better than what I could have produced alone.

The other activity which has taken up a lot of my time, again with many other people, is building infrastructures within the career development field which can harness energies and support communities of practice. CRAC, NICEC, the Guidance Council, iCeGS, the International Centre for Career Development and Public Policy, the European Lifelong Guidance Policy Network, the Careers Sector Stakeholders Alliance: all have played important roles. Histories have now been written of several of these organisations. I have always been interested in the relationship between formal organisational structures and networks: most of these initiatives have been hybrids in this respect, enabling creative balances between sustainability and flexibility. All have been dependent upon small groups of people, often initially two or three, coming together to make something happen. I have been enormously fortunate to work together with so many dedicated and creative people in these and many other projects.

As I leave this field after 50 years, I feel very optimistic about the future. We have very strong foundations on which to continue to build. Internationally, we have IAEVG, along with ICCDPP and the tradition of international policy symposia. In Europe – I am a passionate European – we have three networks: ELGPN for policy,

Euroguidance for practice, and NICE for training and research. All these will need to continue to evolve and change, but the base is there.

In the UK, we now have the basis of a world-class quality-assurance system with a service standard (Matrix), organisational standards (nationally validated through the Quality in Careers Standard), and professional standards developed by the new Career Development Institute representing the profession as a whole. The previous professional splintering of the field was a significant source of weakness. I do urge all of you to join the CDI and make it a success. In particular, I hope that those who are members of AGCAS, the one organisation which has stayed outside the fold, to resolve its relationship with CDI. I have heard all its arguments, and have been unimpressed by them. Either AGCAS is a professional association, in which case it should join CDI; or it is not, in which case it should actively encourage its members to do so. If there was ever a time for the profession to come together and to affirm its professionalism, this is it. For a relatively privileged group like those in universities to stand outside this process is, in my view, indefensible.

A related development which has particularly delighted me is the evolution of NICEC from a research and development organisation into a learned society – unique in the world, so far as I am aware – and the partnership it has forged with the CDI through which the excellent NICEC journal is distributed to all CDI members. This is an important development, providing a bridge between research and practice which affirms and strengthens the enhanced professionalism of the field.

I am also thrilled by the way in which iCeGS has developed over the last few years. Deirdre Hughes did a fine job in building up the centre, but when she left there was a hiatus, and the university could easily have dismantled it. To its great credit it did not do so, and under Tristram Hooley the centre has moved to a new level both intellectually and in the range of its work. I have worked recently with an international consultancy company which has reviewed career development service providers globally, and it described iCeGS as, in the wondrous jargon of such companies, a ‘best-in-class’ research centre, in world terms. The university’s motivation for setting up the centre was that, as a teaching-led university, it should concentrate its research activities in niches linked to its values – which included extending access to opportunities. It should be very proud of its support for the centre, and what the centre has achieved.

I have been very privileged to work in a field populated by so many good people, dedicated to helping others through their work. Despite my astringent comments in parts of this lecture, I have immensely enjoyed my career in careers, have derived rich satisfactions from it, and have made many great friends through it. As that wonderful actor John Le Mesurier said in his last words: ‘It’s all been rather lovely.’

Annex F: Politics and Religion

Politics

I suspect that my parents were Conservatives. Certainly we took the *Daily Telegraph* at home: then a rather boring paper, though with admirably comprehensive coverage of county cricket. But when, in the sixth form at Prior Park, we were encouraged to subscribe to a newspaper, I chose the *Manchester Guardian*, because I liked its more liberal views. I have remained a *Guardian* reader for the rest of my life. I am often irritated by it, and have attempted to defect, but have never found a more satisfactory alternative.

I have always been more attracted by the radical Left than the Right, but have never been able to persuade myself to adopt its more extreme positions. So in the end I am probably a socially-liberal social democrat. I have admired the mix of freedom and equity achieved in the Scandinavian countries. I am, for example, strongly in favour of removing charitable status and all tax concessions from independent schools, which seem to me to be the chief engine of social inequality in the UK.

I have usually voted Liberal or Labour, never Tory. I have however respected some ‘one-nation’ Tories, including Michael Heseltine, my first employer at Cornmarket Press. I was very keen on the Social Democratic Party when it broke away from the Labour Party in 1981: I had been to a conference with Shirley Williams a few weeks before, and remember a late-evening drinks discussion with a group in her bedroom where she hinted that moves were afoot! I was also a strong supporter of New Labour, and believe that Tony Blair would have been our greatest post-War Prime Minister had it not been for the hanging chads of Tallahassee, which led to the election as American President of George Bush rather than Al Gore and thence to Blair’s involvement in the invasion of Iraq which eventually led to his downfall.

In my work career, my visit to South Africa in 1978 (see Annex C) taught me a lot about the political nature of career guidance. In the following year, Margaret Thatcher came to power in the UK. I was strongly opposed to her policies, and the massive rise in youth unemployment they produced. I became involved with a lot of lobbying activities, and was on the Council of Youthaid, where I worked with Clare Short (the Director) and Peter Mandelson (then Chair of the British Youth Council) – both subsequently prominent Labour ministers.

But I also found interesting spaces to work in, particularly with the Manpower Services Commission, which was charged by the Government with developing programmes to actively engage unemployed young people and adults. Its Director, Geoffrey (later Sir Geoffrey) Holland, was an unusually creative civil servant, and I was invited to join a number of task-forces to help to design these programmes, notably the Youth Opportunities Programme which later evolved into the Youth Training Scheme. I was also able, with my colleagues, to secure a number of NICEC projects to support the guidance aspects of these schemes.

One of these projects was carried out in 1985 for the Further Education Unit, on how the adult learning curriculum should respond to unemployment. It drew on my 1983 book *Education, Unemployment and the Future of Work*, which included a critical analysis of the bonds between education and work, and how these tended counterintuitively to be tightened when unemployment was high; it also included four scenarios for the future of work. The manual that emerged from the project examined five objectives – employability, coping, context, leisure and opportunity creation – with discussion of the pros and cons of each, alongside examples of good practice drawn from our fieldwork. The ‘context’ section was particularly controversial because it addressed the political causes of unemployment.

The FEU at the time was having some conflicts with the Department of Education and Science, to which it was attached. Someone had skimmed through our manual and had decided that it was a subversive document which would provide excellent ammunition for an assault on the Unit. So Jack Mansell, the Unit’s Director, and I were summoned to a ‘Star Chamber’ comprising the highly ideological Secretary of State (Sir Keith Joseph), the Minister for Higher Education (George Walden), the Permanent Secretary and another senior civil servant. Both Jack and I were anxious, but it proved an easy ride, because it became clear that they had not read the manual in any detail. So to each of the objections they raised, I was able to point to a passage where the precise point they made had been stated. The report became one of the FEU’s most widely-read reports; the Unit survived.

Later, when the Tory Government began to apply market principles to the career guidance field, I published several papers exploring the neoliberal basis of these principles and the issues raised by their application to this particular field. While I did not share these views, I thought it important to understand them as a means of critiquing them within their terms of reference. In particular, I explored the tensions between the notion of developing a ‘market in guidance’ (through competitive contracting or individual vouchers) and the notion of guidance as a ‘market-maker’ (a means of making the labour market and learning market work more effectively, by ensuring that the actors within these markets were better informed). Did it make sense to marketise the market-maker?

Subsequently, I published many detailed analyses of Government policies in the career guidance field in the UK as well as overseas. Alongside this, I did a lot of political lobbying, to advance the case for improved career guidance services. I always saw this as compatible with my analytical academic work (so long as I maintained a clear boundary between the two). I sustained close contacts with the key relevant civil servants in the education and employment ministries, and – where possible – with the relevant ministers and shadow ministers. In general, it was always much easier to gain access to politicians, and influence their policies, when they were in Opposition.

I also built contacts with political think-tanks, which can be valuable means of political influence. Most were Left-leaning, notably Demos (which published my pamphlet *Careerquake*) and the Institute for Public Policy Research (where I met, and was greatly impressed by, David Miliband). But I did once give a lecture on

responses to unemployment to the Tory Bow Group (sharing a platform with Kenneth Clarke).

I do not share the currently fashionable cynicism about politicians. I have known a fair number of MPs, and most have seemed to me to be decent, publicly-spirited people, who have entered politics in order to contribute to their community. I retain a strong interest in politics, and spend quite a lot of time (too much, probably) reading about it. I am deeply troubled by Brexit and Right-wing populism (personified in Donald Trump, who has debased the US Presidency), and by global warming. I have always believed in human progress, but now I am not so sure.

Religion

I am not a deeply religious or spiritual person, but my religion has been an important part of my life. I was brought up in a Catholic family and a Catholic school, and I saw the important role which my mother's faith played in her life, helping her to cope with difficult times. I have never had serious doubts about my own faith. The core beliefs seem to me to be intellectually coherent, and a good basis for living. I have not been much interested in the details of dogma, but I love churches, and participating in their rituals – which is when they come to life. I enjoy being part of a long tradition. I am well aware of the many faults of the Church, as with all human institutions, but on the whole I think it has been a force for good: for many centuries an important counter-force against the power of the state, and now against the dominance of the market.

I feel very comfortable, too, in the Church of England (I relish the words of the King James Bible), and I support ecumenical efforts to bring the Christian churches – and other religions – closer together. I am a liberal Catholic, and for example strongly favour married priests and women priests. I was very much in favour of Vatican II, except for its abandonment of the Latin Mass, which I felt was a serious mistake: previously a Catholic could go into a Catholic church anywhere in the world, and feel at home, whereas this is now no longer the case. For a while, I became a Christmas and Easter Catholic, going to Mass irregularly between these two feast-days. But several years ago, I discovered the Latin Mass at the Church of Our Lady and the English Martyrs in Cambridge, with an excellent choir that sings plainsong and Mass settings by Renaissance composers. I now go there regularly every Sunday. Gilly often baits me by saying that I just go for the music. But I try to point out to her that the music was created for a purpose. I love the ritual of the Mass and find it a valuable space for personal and spiritual reflection.

More generally, music is an important part of my faith. Christmas would not be complete without going to performances of Handel's Messiah and Bach's Christmas Oratorio; Easter without attending performances of Bach's St Matthew and St John Passions. I am always deeply moved by Elgar's Dream of Gerontius. When I listen to these and many other religious works, especially by Bach, any doubts I may have evaporate.