

*Edited –commas and occasional words.*

### ***Tribute to Jack***

**For 25<sup>th</sup> March 2011-03-23**

In the 1980s my awareness of inclusive education was stimulated having watched a video from Inclusion Press about initiatives in Ontario school boards presenting a radically new approach for including all children in mainstream schools. 'Each belongs' aptly summarised the philosophy and practice.

Intrigued, I sought the Toronto address of Inclusion Press, having identified a Dr Marsha Forest as the presenter. I made a call from the uk hoping to speak to Dr Forest. The phone was answered by a languid, relaxed voice, which I presumed to be that of Dr Forest's secretary. His name was Jack. Having determined to visit one of the boards from the video, I asked permission to visit the Press during my planned visit. Permission granted.

Six months later, staying with my brother in St Catharines, and not having located any inclusive schools in that neighbourhood, I set out to visit Inclusion Press, an imposing sounding name, on Thome Crescent, Toronto. Oddly, the Press wasn't there. I walked up and down several times, no sight, no success, no access. Not deterred, it seemed best to ask one of the residents for directions. The door was answered by a wild haired lady in a dressing gown, who called over her shoulder, 'Jack, can you come and deal with this?' This was my introduction to Marsha. Jack came affably down. This was Inclusion Press. I never did locate where the printers were.

We made coffee, Jack graph-icked (back of an envelope) school, pupil, teacher and parent systems. And there I had the complete model of inclusive education, as much as I would need to understand. Somewhere that picture graphic still rests at home.

That same morning the phone rang from Preston, England. The local radio wanting to interview Jack about inclusive education. Someone called Joe Whitaker, a friend of Jack, was staging a 'sit in' with parents, in the room of the Director of Education. Their child, who had significant special needs, was being denied education in a

mainstream school. Sitting, drinking coffee with Jack in Thome Crescent, I began to learn important lessons about inclusion in my own country.

That was the beginning of a series of sessions starting the following year, when Jack and Marsha, initially, came to join us in Nottingham. Those sessions became workshops on MAPS and PATH in subsequent years. The inclusion press repertoire of inclusive tools and writings thrived on contributions and workshops from John O'Brien, Judith Snow, Shafique, Gary Bunch, John McKnight, Lynda and so many others.

The inclusion movement became a bigger family. I returned for a visit to Canada to discover, back in the UK, a wealth of people had been building on the work of Inclusion Press and transferring it into the UK context. But for these contacts we would have been so much slower to learn, back home, of some of the pioneers such as Micheline Mason, Chris Goodie and Linda Jordan, Mark Vaughan and Owen Cooper. Nor, otherwise, could the influence of Inclusion Press contributed to developments in Newham LEA nor schools in Nottinghamshire LEA and elsewhere in the UK. Not bad for Jack, his circles of friends, colleagues and allies!

Creating inclusive education is about beliefs and actions. Jack's remarkable story telling facility was spellbinding while his actions created networks of allies and friendships beyond the words.

"If you don't get to the table, you don't get to eat".  
Jack

But what made him special was his preparedness to go unflinching into the lion's den of rejection and exclusion. Creating teams and circles of support, strength and growth. To lend support when times are hardest. And to recognise the strength that can be found within those who are poor, disabled, ostracised or alienated.

An Australian aboriginal painter was asked 'why the need' for studying his ancestors. He replied: "When we are going backwards we can learn from our grandparents' rock paintings and go forwards."

(Bardayal, MCA Sydney, Australia).

Like so many others fighting the fight for inclusion and equality, this work is inseparable from our beliefs and lives, including many others whose names may not appear in this book, but are celebrated by their presence and support for others.

However, there is a coda.

**“Your Love is Here to Stay”**

By George and Ira Gershwin

Words slightly plagiarised and tweaked from Ira Gershwin’s lyrics to his brother’s melody and sung at the wedding of Jack and Lynda (15//5/2002)

“It’s very clear  
Your love is here to stay.  
Not for a year-  
But ever and a day.

The radio, and Jack’s apple-mac,  
And the movies that you know,  
Are all just passing fancies  
And in time may go.

I’m certain sure,  
Your love is here to stay.  
Together you’re  
Going a long, long way.

In time,  
The Rockies may crumble,  
Exclusion may tumble,  
They’re barely made of clay,  
But, your love is here to stay.”

*In tribute to Jack and Lynda*

Gerv.

See p. 5 in under Jack's book

2

the electricity for his friend

He

He

He

provided ... brought this book - she was - AR but also.

She is of her own / her / enjoyment

wrote Jack

Difficult to write about Jack with Marshall, Lyda, O'Shea, A.P.R.I.S. in Canada, NZ, Australia, UK.

But -

Polysyllabic

Frank

the ...

the music of whose name do not appear in this book

who appear in this book

plus contact for other ...

others

thinking a few of those

Band, ~~books~~ special people a global conversation, in many cases instances, switched on the charge

he provided the connection & switched on the charge

It's very clear you don't have a step

Not as if you don't have a step in time the rockier was for a ...

Jack's work a life impossible for so many others whose names do not appear in this book.

1

Intro -

John Green one  
described him a  
"hero"  
for inclusion

Miss Goodie?  
Ask Peter?

He ~~think~~ what he  
taught & ~~teach~~  
what teacher what  
he does

Those Conversations

1st encounter  
Unsettled on the down

by the time I left  
left discovered I found

a network of friendships

silence) & by the time I  
ended in the UK / class

alignment ~~was~~ large number of UK

but new friends were from the UK

just that I'd never previously met

then was aware of their existence

Chris Goodie, Mark Usgerson

Gift

was ~~rather~~ intuitively  
creating Partners who  
became Partners creators,  
working with others...

seen the "creativity" for  
within others, for Partnership

His act of courage, his gift for

the 1970s (abandoned) of story

the 1970s: if you don't get to

He lives his work if you want a

He acted which he said, unflexibility into the

of reflection & exclusion. That's what it's all about

Teachable

isn't teachable  
captivating

start telling

you want a lesson about creation -

Goodie, D'Silva & Me with Jack

the lesson, the ~~teachable~~ surface

③

① Intro -

Adm Cost  
Marketing

Personal and/or gift  
relationships building  
Test buildings ( + relations) gifts  
Self-learner  
into shared tools

②

TC core

③

6/3.1 perspective

④

Summary

Difficult to write a fact book

HR

HR bleeds

inclusion

N West Dev Corp / Mac's Letter  
his home? parent in Teesside  
Owen Cooper

Jack → Michelle Mason  
Chaz Goodie

He introduced  
me to  
Jack

his wife?

Mark V

Vic  
I came to  
know  
inclusion  
people

Judith - led  
to barmaid -  
to back of  
to forward

↓  
'Pioneers'  
↓  
shakes + moves  
↓  
in my own  
provincial back yard

Linda Jordan