UNIVERSAL
LIBRARY

OU_150993

UNIVERSAL
LIBRARY

OSMANIA UNIVERSITY LIBRARY

Call No. 378·42/K64F Accession No. 26870

Author P. I. Kitchen

Title From learning to Earning

This book should be returned on or before the date last marked below.

FROM LEARNING TO EARNING

FROM LEARNING TO EARNING

Birth and Growth
of a Young People's College

by

P. I. KITCHEN

FABER AND FABER LTD
24 Russell Square
London

First published in Mcmxliv
by Faber and Faber Limited
24 Russell Square London W.C.1
Printed in Great Britain by
Latimer Trend & Co Ltd Plymouth
All rights reserved

This book is produced in complete conformity
with the authorized economy standards

PREFACE

On all sides to-day there is much concern about the welfare of youth. In so far as this has its origin in middle age, it may be a genuine attempt to atone for the mess it has made of things during its brief period of responsibility before handing over to the new generation. There is much heart-searching as to whether education, one of our greatest social services, is contributing all it might to equip youth for its destiny. There is everywhere an awakening consciousness that much schooling is too remote from what follows unless it is followed by more schooling. When, as in most cases, it is followed by work, the extent, the depth and the nature of no-man's-land to be crossed, stand nakedly revealed, and there is much anxiety about it in the murmurs of reconstruction which fill the air. Some would simply defer the age of crossing, but deferment is not escape; the crossing remains at some age level for practically everybody.

Here is a simple account of a small-scale experiment for assisting youth in its dangerous crossing over no-man's-land. Experiments started on a large scale, in many places, towards the end of the First World War, but were soon abandoned to the small-scale laboratory size which is here described. Although this experiment still continues, it has existed long enough and provided sufficient experience for certain tendencies to be clearly discerned, not only in no-man's-land itself, but in the region immediately beyond, and therefore the latter ultimately becomes part of the story.

It is hoped that this account, composed on a single line melody of limited range, may prove a refreshing contrast to the chorus of reconstruction programmes, which now make much confusing music in the spheres. It is hoped also that the experience described, may be of interest and value to those who contemplate similar ventures on a large scale. If, in addition, the story helps any of the isolationists in education, and in industry, to come together, and try to co-operate on the common task of youth welfare, so much the better.

ACKNOWLEDGEMENTS

Appendices 1 and 2 are extracted by permission of the Controller of H.M. Stationery Office from the Education Act of 1921 (Appendix 1) and from the Statutory Rules and Orders affecting young persons resident or employed in Rugby (Appendix 2).

The illustrations facing pages 23 and 81, and the upper pictures facing pages 22 and 80, are published by permission of the British Broadcasting Corporation.

CONTENTS

	PREFACE	*page* 5
1.	THE GENERAL BACKGROUND	9
2.	RUGBY PREPARES TO ENTER	18
3.	A NEW LEARNING	29
4.	RUGBY ENTERS	35
5.	FIRST REACTIONS TO THE NEW LEARNING	44
6.	MEANWHILE, ON THE GENERAL BACKGROUND	51
7.	RUGBY AT BAY	59
8.	ISOLATION AND CONSOLIDATION	68
9.	A MODERN CURRICULUM AND STIMULANTS	76
10.	SOME HIGHLIGHTS	87
11.	BIRTH AND GROWTH OF A TECHNICAL AND ART SCHOOL	96
12.	ACHIEVEMENTS AND FAILURES	107
13.	EDUCATION AND INDUSTRY	120
14.	IMPACT OF THE WAR	129
15.	A GLANCE FORWARD	136

APPENDICES

1.	CONTINUATION SCHOOL CLAUSES OF THE EDUCATION ACT, 1921	147
2.	STATUTORY RULES AND ORDERS FIXING APPOINTED DAYS	153
3.	COPY OF REQUIREMENT TO ATTEND SCHOOL SERVED ON ALL YOUNG PERSONS	157
4.	STANDING ORDERS FOR SCHOOL COMMITTEES	159
	INDEX	165

ILLUSTRATIONS

Original School Building	*facing page*	22
Ultimate College Building		22
A Welcome Break		23
Towards Physical Fitness		23
The Changing Years		34
A Group of Retailers		34
In the College Juvenile Employment Bureau		35
Dressmaking		35
Mothercraft		80
Home-making		80
At the Lathe		81
In the Metal Workshop		81
Young Democracy in Action: Boys' School Council		88
A Corner of the Social Club		88
A Ceremonial Dinner with Guests		89

IN WAR TIME

Aerials Laboratory	130
Special Radio Circuits	130
Telecommunications	131
Radio Transmission	131

Chapter 1

THE GENERAL BACKGROUND

The history of education since 1870 is largely the story of the emancipation of the childhood end of the span of human life from hunger, want, cold, disease, drudgery and toil, by the substitution of food, plenty, clothing, health, joy and play for children, and a slow but sure movement upwards of this happy period into higher and yet higher ages. It is a romantic story of the interplay of the influence of those genial souls, who would make childhood happy merely because it is childhood, and those of sterner mould, especially Victorians, who would use it as a preparation for the grimmer realities of adult life. The result is the inevitable British compromise of combining both processes. It is a long story, far too long for more than passing mention here; it still continues, and will do so as long as civilization lasts and flowers in the work of teachers, parents, administrators, social workers and statesmen, and, let it be frankly admitted, some industrialists.

But since Adam's original sin, man has been destined, sooner or later, to an adult lifetime of work and toil. For the majority of ordinary folk, working conditions throughout the ages have an unhappy history, especially after the introduction of machinery and the spread of the factory system in the nineteenth century.

Everybody knows that, so long as free open individual competition settled the scramble for employment, the prizes went to the strong, and the unpalatable jobs to the weak. Everybody knows that the strong often became employers, and that, so long as they were unrestrained, they tended to exploit the weak in such matters as hours of work, rates of pay, overcrowded unhealthy workshops, machinery dangerous to life and limb and working environments often morally corrupted. Consequently, necessity made the weak, to all intents and purposes, slaves of the strong. Ultimately the weak learnt the power of combination, both brought humanitarian principles to soften the harshness of unrestrained free competition, and so began the process of emancipation of the weak through steadily improving working conditions generally.

We are here only concerned with the effect of these tendencies on

children, who are the most prominent and most promising among the weak; prominent because childhood appeals so strongly to the best in adults, and promising because the weakness is temporary, and, properly guided, should ultimately develop strength in later life. Yet the story of the exploitation of children in employment is one of the blackest pages in the history of the past hundred years. In more recent times the pages have been dotted with many bright spots and a few of exceptional brilliance, especially in healthier, happier, longer childhood, and in more careful and wiser selection of the first occupation. But the more attractive childhood is made, and the more successfully children are escorted to the brink of employment, the greater do they find what follows entry into their first job in startling contrast with all their previous experience, and just here the escort is lost. So this period of youth is probably the blackest, most neglected age of approaching manhood.

War is a horrible and destructive business, but, as if to atone in some measure for its horror, it calls forth some of the best qualities in endurance, self-sacrifice, charity, patience, humour and heroism, of which human nature is capable. Not the least of such effects of war is the universal quickening of the national conscience about the evils which exist, resulting in a call to reconstruct a new and better post-war world. During the war of 1914–18, as during the present war, a spirit of reconstruction was rife everywhere and turned its attention to childhood and youth. Public opinion was then, as now, directed and focused on the junction between school and employment. A Departmental Committee was set up in 1916 by the President of the Board of Education and presided over by The Rt. Hon. J. Herbert Lewis, to inquire into 'Juvenile Education in relation to Employment After the War'. This Committee started its task with the following statement:

'In the great work of reconstruction which lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race; and in the realization of each and all of these education, with its stimulus and its discipline, must be our standby. We have to perfect the civilization for which our men have shed their blood and our women their tears; to establish new standards of value in our judgement of what makes life worth living, more wholesome and more restrained ideals of behaviour and recreation, finer traditions of co-operation and kindly fellowship between class and class and between man and man.

We have to restore the natural relations between the folk and the soil from which the folk derives its sustenance, to revivify with fresh scientific methods and better economic conditions the outworn practice of our agriculture, to learn over again that there is no greater public benefactor than the man who makes two ears of corn to grow where but one grew before. We have to bring research to bear upon the processes of our manufactures, to overhaul routine and eliminate waste, to carry our reputation for skilful workmanship and honest and intelligent trafficking into new markets and to maintain it in the old. These are tasks for a nation of trained character and robust physique, a nation alert to the things of the spirit, reverential of knowledge, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost. Whether we are to be such a nation must now depend largely upon the will of those who have fought for us, and upon the conception which they have come to form of what education can do in the building up and glorifying of national life.'

It then turned a strong searchlight on conditions of juvenile employment in normal times, on the extent to which youth drew help from education in such times, and on the degree of aggravation in these matters produced by the war. In 1917 it reported these conditions as gravely disturbing.

It found the range of employment open to juveniles a wide one, extending from apprenticeships and learnerships in most favourable conditions, to repetition processes, to blind alley occupations and to seasonal work in most unfavourable circumstances. In the conditions of apprenticeship, by which was understood planned pupilage or learnership, much was done to direct, assist and train boys and girls for skilled occupations. But apprenticeships were available only for a very small minority, and it was not always easy for the uninitiated to recognize real from bogus apprenticeship; and real apprenticeships were usually not entered until about the age of 16, so there was an unstable period between the school-leaving age and 16. Moreover, industry was changing so rapidly that apprenticeship then, unlike conditions of former, more stable times, was not in itself complete unless it was supplemented by some training in general industrial intelligence, which made youth versatile and adaptable to quickly changing conditions. The evils of blind alley and seasonal occupations were too well known to need much elaboration. These jobs were baited by high initial wages, which not

only trapped young people into them, but gave them a dangerous false sense of financial security which made them resist, and even resent, parental or other social guidance and direction. The jobs were short in duration and generally vanished when adult standards of wages were asked for. They neither provided an avenue to other jobs in the same industry nor gave training which could be turned to advantage elsewhere. The effect in discouragement, disillusionment and disappointment on the morale and on the health of young people on the threshold of adult life, was one of the gravest menaces of the times and a contributory cause to permanent and intermittent unemployment and to juvenile delinquency.

It was generally felt that, as education had done so much for childhood, it should be the main standby in the reconstruction plans to help youth. But when the Committee turned its searchlight on the past contribution of education to the school-to-work junction it found there much cause for dissatisfaction and disquiet. There was a nominal school-leaving age of 14, with some remnants of half-time schooling between 12 and 13, but only 13 per cent received even a fragment of full-time schooling after the age of 13, of which perhaps 6 per cent was really full-time, and most of this ended about 15. Practically therefore, for the majority after 13, for the minority after 15, public education was a part-time affair and there was very little of it. At the time of the inquiry less than 20 per cent of the children in the 14–18 ages had ever entered any educational institution since leaving school, and of this small proportion less than three-quarters had remained long enough to derive any lasting benefit.

Upon this industrial and educational chaos came the First World War to aggravate conditions that could hardly be made graver, and to emphasize a problem that needed no emphasis. Many children were withdrawn at an even earlier age than usual from the day schools; many part-time schools were closed, and those which were left open showed a shrinking of attendance; hours of juvenile employment were extended; many young people found unsuitable forms of employment overtaxing their strength and powers, and threatening their health; in the absence of fathers and mothers from home, parental control was relaxed, and guidance from other sources was reduced owing to the absence of social workers. In these circumstances juveniles were paid exceptionally high wages, which, in certain uncontrolled cases, led to foolish and mischievous extravagance.

The Committee sought for remedies not only for the normal permanent conditions disclosed, but also for the abnormal circumstances of the war. The latter included the adaptation of youth at the end of the war to new occupations and to lower wages, to the transition from conditions in which there were more vacant jobs than youths, to those in which youths were more plentiful than vacancies, and consequently jobs difficult to obtain. The Committee summed up the position in the following striking paragraph which may be called the quintessence of the problem for working youth.

'In a sense there is only one remedy. But it is a pretty thoroughgoing one; nothing less than a complete change of temper and outlook on the part of the people of this country as to what they mean, through the forces of industry and society, to make of their boys and girls. Can the age of adolescence be brought out of the purview of economic exploitation and into that of the social conscience? Can the conception of the juvenile as primarily a little wage earner be replaced by the conception of the juvenile as primarily the workman and the citizen in training? Can it be established that the educational purpose is to be the dominating one, without as well as within the school doors, during those formative years between 12 and 18? If not, clearly no remedies at all are possible in the absence of the will by which alone they could be rendered effective.'

This certainly went to the root of the matter for if ever adopted it would in effect establish a 'school' leaving age of 18 for everybody, but in appropriate cases which offered satisfactory pupilage, 'schooling' would be carried out partially or entirely in certain forms of employment. The idea has much to commend it, and has gained considerable currency since 1918. It is much discussed in modern talks of reconstruction, but rather as a desirable goal than as an objective within sight of attainment.

It is interesting and worthy of comment to note that after an interval of twenty-five years the normal conditions of employment of youth remain substantially little better than those of 1917; available apprenticeships are probably fewer in number; there is still an unstable period, although it is now one year shorter, between the school-leaving age 14 and the normal apprenticeship age 16; modern industry continues to change with increasing speed, calling for more and more adaptability and versatility from its workers; blind alley and seasonal occupations are as numerous as ever and are still baited by high wages. Full-time education, which takes youth to the brink

of employment, is much improved in character and in general continues to higher ages; for the majority it continues to 14, for the minority, now increased from 6 to perhaps 15 per cent, it continues to at least 16. Part-time education, which should help after employment is entered, still fails to reach 75 per cent of working youth in the 14–18 ages, although in recent years all kinds of attractions have been enlisted to the service of youth. These conditions are again accentuated by the ravages of war, as they were in 1917, but not perhaps to the same extent; they claim again from youth excessive working hours, arduous labour, and give him once more the temptations of swollen wages and deny him the guidance and assistance of those social workers who have been called to the Services.

The Lewis Committee proceeded to translate their findings into appropriate recommendations for remedial legislative action. They first suggested that a uniform school-leaving age should be fixed as the end of the term in which a child attains the age of 14, and that below that age all exemptions, total or partial, should be abolished. In this they followed the lines of many earlier reforms by extending childhood and delaying the approach of employment. But they went further to deal with the conditions during employment. They stated that a hand-rail was required over the bridge which crosses the perilous waters of working adolescence, and that a sound system of continuation schools would not only provide this but was, so far as could be judged, the remedy which all regarded with the greatest confidence as the next step towards the final solution of the juvenile problem.

In reaching this conclusion the Committee had been guided, as all reformers are, by the experience of the more enlightened workers in a similar field. There was more than a century's history of evening classes at home and abroad; at home since the beginning of the present century when the Board of Education and Local Education Authorities started to share their development, such classes had been more systematically planned into schools which were by this time humble but growing corporate entities, and were the nearest approach of education to the industrial system. Such schools had a proud record of great achievements, but the conditions of evening education after a day's work were arduous and only the stoutest stood the pace to the end. Before the First World War, there was a growing demand for, and many experiments in the conversion of evening continuation schools to day continuation schools, thus de-

voting some of the working hours for juveniles to education. In this country as far back as 1843 the Admiralty had established part-time day schools for dockyard apprentices. These had steadily grown and developed into schools of great importance, to the Admiralty for which they provided a most valuable recruiting and training ground, to the apprentices for whom they opened the portals to the highest places in the Royal Navy, and to the country for whom they provided a concrete example of the possibilities of part-time day education. The example had been followed from time to time by many other employers. Before the beginning of the First World War experiments in continued day education were being carried out in London, Birmingham, Liverpool, Manchester, Nottingham, York, etc., with juveniles drawn from retail distribution, printing trades, engineering industries, building trades, chemical industries and so on. These gave promising results to which the Lewis Committee could and did refer for the solution to the problem they had before them.

This concrete evidence of the appeal of part-time day schools, the willing voluntary initiation of such schemes by employers who realized the importance of the forces of education to their own industries, to the young people in their employment, and to the nation, encouraged the Committee to consult and ascertain the opinions of other groups, notably in the textile industries where juvenile labour played an important and sometimes responsible part, and in agriculture where the sparseness of population presented conditions of some complexity. Such consultations revealed that while part-time day education would bring many difficulties of organization yet, compared with the experiences, difficulties and dislocations of a world war, they were simple and could be overcome, and that a substantial proportion of employers were ready and willing to make the necessary sacrifices.

In these circumstances the Committee confidently made its recommendations for day continuation schools. But if such schools were to be an effective instrument of reform they must be compulsory and they must be held in the daytime. The mere fact that the school day had a first claim upon the working time of youth, and a condition to which all labour contracts would be subject, would in itself have a far-reaching importance as symbolizing the new attitude to be adopted by the community towards its juveniles. But it would also ensure that the inestimable benefits formerly derived from voluntary

schools by many past generations of children, fortunate enough in their parents, or in their employers, or in their own physical strength or force of character, should be made available to the less fortunate, who because of this needed them most.

If such schools provided assistance in choice of employment and guidance in the early years of such employment, with opportunities for physical training, medical inspection and treatment to correct defects appearing after employment, with vocational training where such training was considered necessary and with evenings free for the cultivation of leisure pursuits, here indeed was a handrail over the bridge crossing working adolescence. It is also suspected that some of the more far-seeing advocates of compulsory part-time schooling saw in it a prospect of harnessing industry and education together on the common task of youth welfare, which would in course of time induce in industry a desire to improve working conditions.

The Committee made its recommendations and these were later included in Mr. Fisher's Education Act of 1918, afterwards incorporated in the Consolidating Education Act of 1921. Briefly in effect they provided that:

(1) All obstacles to and exemptions from an effective school-leaving age of 14 were removed and Local Education Authorities if they so desired could make bye-laws making 15 the school-leaving age for their own areas. (Sections 42–9 of the Education Act, 1921.)

(2) Local Education Authorities were required to establish continuation schools and to enforce attendance at such schools for 320 hours per annum between the hours of 8.0 a.m. and 7.0 p.m. of young persons between the school-leaving age and the age of 18 (except such as were following alternative education approved by the Authority); providing that during the first seven years of operation compulsory part-time schooling should apply to the age of 16, instead of 18, and for the same period, if the Local Education Authority so desired, the hours of attendance per annum could be 280 instead of 320. (Sections 75–9 of the Education Act, 1921.)

The various sections of the Act were to be brought into operation on appointed days to be fixed by the Board of Education, who would take account of the preparedness of the various Authorities to operate the sections. This was particularly important in its application to the operation of the clauses enforcing attendance at continuation schools.

The weather was thus set fair; the country appeared ready for a

big move forward; Parliament had given a strong lead in its debates; Mr. Fisher, President of the Board of Education, was hailed as the greatest Education Minister of all time and the Act as the Children's Great Charter; the tide appeared to be rising to a flood. The Board of Education issued advice about curricula, buildings, furniture and equipment, and was endeavouring to recruit and train 30,000 teachers which it estimated were necessary. Local Education Authorities were likewise preparing schemes, negotiating for buildings and appointing the necessary staff. The following appointed days were fixed for the operation of the clauses in the Act which made attendance at continuation schools compulsory.

1920	12th April	Borough of Stratford-on-Avon.
	13th April	Urban District of Rugby.
	23rd August	County Borough of Birmingham.
	20th September	Borough of Swindon.
	1st October	County Borough of West Ham.
	27th October	Administrative County of London.
	2nd November	County Borough of Southend-on-Sea.
	11th November	Administrative County of Kent, persons residing there whose employment for the time being is in the administrative County of London.

In a leading article in April 1920 a well-known educational journal suggested that it was significant and fitting that Shakespeare's birthplace led the country in this great campaign.

Chapter 2

RUGBY PREPARES TO ENTER

In 1919 Rugby was a comparatively small town of 25,220 inhabitants, which had not yet received a Charter of incorporation but was governed by an Urban District Council. Most people knew it as the home of a famous public school, where Rugby football was started, and as an important railway junction in the centre of England. It was not so well known that it had begun to develop as an industrial town with engineering predominating after the arrival of Messrs. Willans and Robinson Ltd. in 1897 (later incorporated in The English Electric Co. Ltd.) followed by The British Thomson-Houston Co. Ltd., which in 1901 established its headquarters here. By 1919 these firms had already developed on a large scale the manufacture of a wide variety of electrical machinery and appliances, calling for much engineering skill and applied science. They provided direct employment for a high proportion of the population and were contributing greatly to the general prosperity of the town and district. Other engineering firms included the locomotive repair shops of The London, Midland & Scottish Railway Co. and Lodge Plugs Ltd. Later in 1925 came to the outskirts of the town the Post Office Radio Station for world-wide transmission and reception by radio telephone and telegraph. Second in industrial importance was the building industry, represented by two firms of national repute, namely Messrs. J. Parnell & Sons Ltd., and Messrs. Foster & Dicksee Ltd., and by numerous smaller concerns. There were also small factories, mainly employing girls, for the manufacture of cigars, corsets, hosiery, and cardboard boxes. These industries, together with offices, shops and houses (private and institutional), provided employment for the people of the town and district. The town was in the midst of an important agricultural area. The nature of the main industries, the number and variety of highly skilled occupations concerned in them, with indentured apprenticeship schemes for the chief trades, made favourable employment conditions for a high proportion of young people, although there were, and still are, a number of occupations for boys and girls which lead

nowhere and which attract them for a short time by the temptation of high wages.

Education in the town prospered and was influenced by the presence of the famous Rugby School, whose premises and estates occupied a large part of the south end of the town. The School brought trade to the district, employed an appreciable number of people including juveniles, and admitted a limited number of local boys on specially favourable terms to full membership, and the local public to many of its out-of-classroom activities, plays, concerts, matches, exhibitions, lectures, etc., thus contributing much to the amenities of the district. The Boys' Secondary School was born as a subordinate offshoot to Rugby School and was known as the Lower School, but about 1918 it became independent with a separate Board of Governors. Later its name was changed to Lawrence Sheriff School. Before 1919 the only secondary schools for girls were private ventures, but about this time Rugby High School was opened by Warwickshire County Council. There were also some very good elementary schools. Further education was rather a casual affair and consisted of a number of single subject evening classes, meeting in Lawrence Sheriff School for various branches of engineering and of commerce, and in the Public Library for pure and applied art. The subjects were not planned in group courses of related subjects, as was the practice by this time in areas where further education was properly developed, nor was there any technical school to bind the classes into a corporate entity. There was little apparent on the surface to foreshadow any particular promise in further education, except that the field was largely undeveloped and untried, and that education was generally esteemed. There was of course the new Education Act just passed and the rising tide of educational enthusiasm everywhere associated with it.

For the new project Warwickshire County Council, as the Local Education Authority, set up a Further Education Committee for Rugby in 1918. Dr. David, then Headmaster of Rugby School, now Bishop of Liverpool, was appointed Chairman of this Committee, and with an industrialist, Mr. R. G. Hosking, as Vice-Chairman, we had a significant combination of education and industry symptomatic of the forces gathering for our task. In 1921 Dr. David, after leading us in a good start, became a Bishop, left the town, and was succeeded as Chairman by Mr. Hosking, who, from that time, has been intimately and actively associated with all the development set

forth here and has contributed much devoted service and wisdom thereto. The Committee appointed a Principal and he started on 1st May 1919, and with the Committee and the Authority behind him, a small office and a typist, launched the adventure in two directions, the compulsory part-time day education for the 14–16 ages and the voluntary technical and art education from 16 onwards. From that day these two lines have been growing simultaneously. But the story of the birth and growth of voluntary technical and art schools is reserved for a later chapter. Compulsory and voluntary methods do not at first mix well together in the same field. Those who have been used to compulsion find the change to persuasion requires some adjustment of outlook, which is not always easy; but of course when we started it was understood that compulsion would replace voluntaryism as far as the age of 18.

Like other Authorities we were much occupied in planning for the launching of the scheme in Rugby. We had to settle the difficult question as to whether there should be a school for both sexes or a separate school for each sex, to search for and provide buildings in which to house the pupils, and to select, appoint and adapt suitable teachers to the new task. We had to devise programmes, time-tables, schemes of work, and other such paraphernalia as make school organization, well known to the professional educationist, not so well known to the layman, and to try to enlist enthusiasm and active co-operation of prospective pupils, parents and the public generally. We had further to arrange that appropriate legal instruments would be ready to operate effectively with a minimum of friction when, as was inevitable, they had ultimately to be used.

We gave much thought to the relative merits of housing the sexes in different schools or of mixing them in one school. There was much to be said in favour of either policy and the ages for which we were preparing were precisely those ages when advantages and disadvantages seemed to be equally intensified with added years. The practice of secondary schools was, in the main, against mixed schools. But we were dealing with young workers and in most forms of employment it is usual for boys and girls to work together in the same factory or shop. We therefore reached the conclusion that it would be most appropriate to plan one school in two departments, in such a way that, for the morning opening service both departments should assemble together, and that for the rest of the day and for the voluntary evening activities, they should grow independently

as separate departments which, like all good neighbours, were always ready to work together in full co-operation or in friendly rivalry. This plan has in every way justified itself as natural, easy and sensible.

In the search for appropriate buildings, all possible existing premises were inspected and found unsuitable for our project. We were thus compelled to plan, design, erect, furnish and equip new premises for a task for which there was little past experience to guide us, at a time when building projects were difficult to carry through and building prices were abnormally high. It is interesting and significant to note that we started with an eight-acre playing field. It was no accident that the playing field came first. We were unanimously convinced that playing fields had an important rôle to play in the new order of part-time education of juveniles; that for the majority of such young people academic learning, administered in too large doses, may produce unfortunate reactions of mental indigestion unless mixed with appropriate and generous proportions of outdoor activities and creative practical work. On the other hand, such activities would not only serve to mix with learning, and thereby render it more attractive, but would positively contribute to cultivate vigorous health and to provide interests for leisure. In this manner they would induce happiness, contentment and co-operation, instead of resentment, resistance and obstruction. At first sight this field looked generous; when the price was examined it looked extravagant; but it has since proved of the greatest possible value, a boon to which many generations of young people can testify, not only in the Day Continuation School scheme, but also in the evolution of the new Technical School. For at one end of the field were some excellent farm buildings, formerly used for rearing polo ponies, and these, as will be recounted later, proved to have a value which can hardly be assessed in monetary terms.

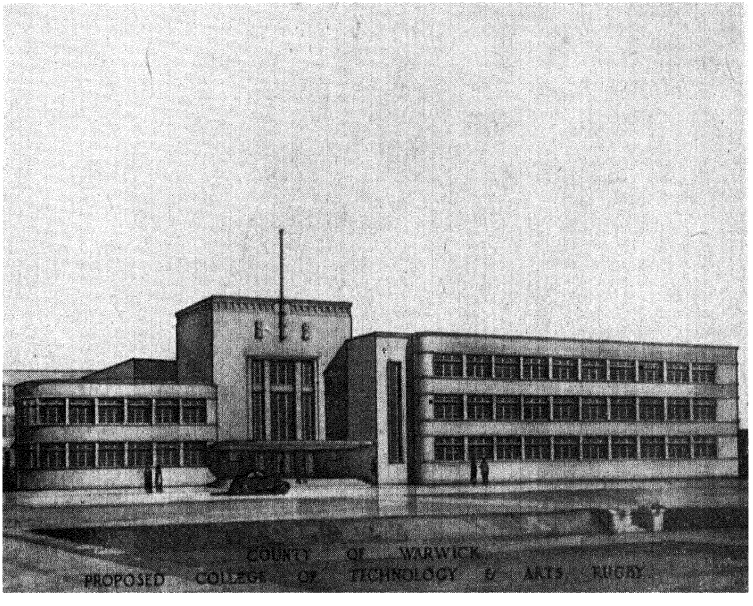
On this site we proposed to erect three army huts; the first was for common use of both departments as a hall for assembly, prayers, gymnasium, concerts, plays and socials; the second, located on one side of the hall, was to be divided into three classrooms for boys, equipped and furnished—one for English, another for mathematics, another for science subjects; the third hut, located on the other side of the hall, was to be divided into three classrooms for girls, equipped and furnished—one for English, another for needlecrafts and another for domestic science subjects. Provision was to be added for the usual

cloakroom and staffroom accommodation. We ultimately found it easier, cheaper and quicker to use breeze slabs faced with rough cast for our new building and arranged it approximately on the above lines, but now set out in the form of a T, with the hall in the leg of the T, the boys' department on the left arm and the girls' department on the other arm of the T. The hall was 1,000 square feet and each of the other six rooms 500 square feet, accommodating as a rule twenty-four pupils each. All these rooms were connected by an outside corridor under a veranda opening on to the playing field. To these were added an old disused cart shed from the farm buildings, which we converted into a boys' handicrafts room. The furniture and fittings were simple, cheap and austere. Ordinary classroom furniture was designed so that it could be turned to the many purposes, predictable and unpredictable, which common use always demands, and for this purpose we found flat top, 4 ft. 6 in. by 2 ft. deal tables, with ordinary simple chairs, very successful. Special, less flexible provision was made for science, handicrafts and domestic subjects. The hall was fitted with a small stage and simple curtain and this, with the chairs brought from the classrooms, served for concerts, entertainments, plays and other public functions, and without the chairs for a gymnasium, dances and so on. Such accommodation falls far short of modern standards, and its character was austere in the extreme. But it gave us a start with about 400 pupils, it served us over a period of twenty years while we grew to an average of 1,000 pupils, after which we removed to more commodious, attractive new premises. Although there were times of much overcrowding and difficulties of organization, the building served us remarkably well and did amazing, apparently impossible things for us as we gradually grew and established ourselves.

It was felt that the recruiting of the necessary staff was of the utmost importance as our policy in this matter, more than in any other single factor, would determine the degree of our success. We hoped to recruit for this pioneer work men and women with freshness of outlook, adaptability, few preconceived prejudices, missionary zeal, real interest in and understanding of juveniles, their working conditions and outlook. In those days, when we were preparing for our entry, teaching was a popular profession, not for its monetary rewards, but because it seemed to open promising avenues to careers of national service which men and women, influenced by the



ORIGINAL SCHOOL BUILDING



ULTIMATE COLLEGE BUILDING



A WELCOME BREAK



TOWARDS PHYSICAL FITNESS

great sacrifices of the war, now found attractive. In such times continuation school teaching looked very attractive and drew many promising recruits to the profession, so for every vacancy there were numerous suitable applicants, giving a wide and ample choice for those Authorities which were early in the field. Our most successful teachers were young, the best were little older than the pupils themselves. Often they had little or no actual teaching experience, but had some special knowledge and experience of working conditions in industry or trade.

In addition to the quality of the staff, some regard had to be given to quantity, as this in the end mainly determines the scale of expenditure. In the initial stages we set ourselves a standard scale of staffing not too rigid, but based upon duties for each teacher of about twenty-five teaching hours in day or evening work, associated with at least five more hours per week on the premises given to social and recreational work. This proved throughout the period reasonably satisfactory, although perhaps it is necessary here to state, what every educationist knows, that this implies a full week far exceeding the thirty hours claimed. The number of teachers available on this scale allowed us to obtain specialists for boys in English, in mathematics, in science, in handicrafts and in physical training, for girls in English, in needlecrafts, in domestic science and in physical training, and for both boys and girls in commerce. The concurrent development of the voluntary Technical School provided a reservoir into which from time to time we could turn any temporary surplus staff, or alternatively draw from in times of temporary deficiency. This reservoir was valuable, not only in giving elasticity to the organization and in widening the range of specialist teachers available, but also in making the path from the compulsory Day Continuation School to the voluntary Technical School easy and natural when pupils reached the age of 16. We appointed two men and two women six months before the school opened to assist in the preparation of plans for dealing with pupils when they ultimately arrived.

School organization involved on the one hand the best distribution into weekly periods of the compulsory attendance time—in our case 320 hours per annum, as the Local Education Authority decided not to take advantage of the permissive 280 hours for the first seven years—and on the other hand the best practical method of classifying pupils into groups of reasonably uniform requirements and of convenient practicable size. There appeared to be three pos-

sible methods of distributing attendance hours; firstly we could concentrate the hours into full-time education for as few weeks as possible, an arrangement perhaps suited to a rural area where the main occupations are concerned with agriculture; secondly we might divide them into weekly hours and allocate such hours to one full day's attendance per week; or thirdly we could allocate such hours to two separate half-days per week. The one full day appealed to us most strongly and we adopted it. It avoided difficulties of change-over from school to work in the middle of the day; it offered in the complete day something tangible, similar to a 'House', to which pupils could attach their loyalties, and it gave to the school organization and to the teachers five changes of pupils per week instead of ten, which in the two half-day system can be rather confusing. Next we had to fix school hours. In the first instance the hours were 9.0—12.0 a.m. and 2.0—5.0 p.m. for five and a half days per week. This included Saturday morning, when we arranged that pupils should attend in turn every fifth Saturday. By these arrangements a forty-nine-week year was necessary to complete the required hours. These weekly hours and the unusually long school year were adopted because there was a strong feeling at the time that, once industry had made the necessary disposition for dealing with its side of the problem, it would be most inconvenient to disturb it during school holidays or on Saturday mornings. Before we had proceeded many weeks however, Saturday morning school proved very inconvenient to everybody and it had to be abandoned. This forced a lengthening of the school day to seven and a half hours, so the school hours were changed to 8.30 a.m.—12.15 p.m. and 1.15—5.0 p.m. for forty-three weeks in the year, and this arrangement has proved so satisfactory that the practice has continued to the present time.

As soon as we came face to face with the problem of classification, it became clear that, unless we could provide facilities for all the various abilities and ages of the pupils on every day of the week (which is quite impracticable) the children's educational welfare and the employers' convenience would not in all cases call for the same school day. It is reasonable to meet employers' convenience as far as practicable, but when interests clash, as they must do sooner or later, it is within the power of the Education Authority to fix the day of school attendance so that the welfare of the children can override all other considerations. This, it will be recognized, was the spirit of the Lewis Committee's recommendation that the educational

purpose shall be the dominating one throughout the period of youth.

We found that the most practicable organization for settling days of attendance starts with admitting pupils of the same age group on the same day. In the 14–16 years there are six such age groups corresponding to the six terms output of the contributory schools, which for convenience we represent by 14, 14⅓, 14⅔, 15, 15⅓, 15⅔. As these six groups are to be distributed in five days of the week, one day must carry two groups, and we ultimately found Tuesday the best day for this purpose. So that at a given time the following is our distribution.

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
14	14⅓ and 14⅔	15	15⅓	15⅔

In the succeeding term we do not change the days, this would be too disturbing for all, but the children's ages move forward one-third, thus:

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
14⅓	14⅔ and 15	15⅓	15⅔	14

and in the following term it is:

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
14⅔	15 and 15⅓	15⅔	14	14⅓

This continues throughout the cycle of six terms. Newcomers, the 14's, always replace the leavers marked above 15⅔, who by the time they leave are 16.

Every age group in each sex here consists of three classes each of about twenty-four pupils, and the arrangement we planned has allowed us to grade the three classes either by ability or by vocation, and to transfer pupils from one grade to another, as occasion demanded, without disturbing the arrangements made by employers for carrying on the work of the absent young people. It would have been fatal to plan any scheme, which on the one hand was too rigid to allow changes in classification, or which, on the other hand, added to the inconvenience of employers by frequently disturbing any organization they had set up to meet the demands on them. There is a further important point in adhering to the day of school attendance throughout the school career; young people become attached to their school day; it is a natural house to which they give loyalty and affection and around which are built all kinds of social and athletic events and

competitions. Old pupils have as much regard for their day of school attendance as old public school boys have for their school house. While the organization outlined has remained substantially as indicated, exceptions have been adopted from time to time to meet special difficulties of employers, parents and young persons which have appeared, but such exceptions are kept to the lowest possible limits; in particular we arranged to have one group of boys and one of girls meeting on two afternoons per week. In the former case this group contained twenty to thirty boys employed in the distribution of milk, bread and other commodities. The girls' group never contained more than half a dozen young people who had special difficulty in getting morning release from work. Boys engaged in the meat trade and in certain shops almost invariably take Monday as their school day, as this is the quietest day for business. All such transferences however, while they are undoubtedly necessary, do weaken the progressive nature of the curriculum, unless they carry a complete class group. But school, like other departments of life, cannot reconcile all conflicting claims and a compromise has to be made—the employer gives some of his convenience, the curriculum cannot be completely progressive and in some respects has to be arranged in a cycle and a youth sometimes loses the fellowship of his friends of the same age group.

Meanwhile, frequent negotiations were proceeding with the leading employers to ascertain difficulties likely to be met, to anticipate, and as far as possible reduce to a minimum, the sacrifices to be asked of them by the introduction of our scheme, and generally to enlist their full co-operation. We were able to confer with all the larger employers, who employed about three-quarters of the juvenile population, but we could not consult more than a handful of the two hundred employers of one or two young people. We found all the larger employers and the smaller employers we could consult, interested in youth welfare, acutely conscious of the evils of juvenile employment and ready to prepare for and face all reasonable sacrifices if the end would justify the means. They were not all convinced that part-time schooling would solve the problem but, in the atmosphere of the time, most were willing to give it a trial. We found, and still find, that some employers wrongly interpret modern schooling in terms of their own experience generations ago. They do not appreciate the revolutionary changes which have taken place in wider outlook, in fuller content of school curriculum and in im-

proved teaching technique, and they too often look for quicker, more tangible returns than are possible in any form of human development which depends upon growth. All the larger employers agreed to co-operate and undertook to accept the school days we suggested, provided that they could submit requests for changes in cases of special difficulty. They decided to meet their problem by appointing five people for every four jobs, so that sufficient relief labour was always available for work to proceed without interruption. In view of what follows in the unfolding of this story, it is most important to note that part-time schooling tends to increase the total demand for juvenile labour. They also agreed to pay young people for the school day as though it was a work day, although there was no legal obligation to do so. This was comparatively simple for those with fixed weekly wages, but for those who were paid variable piecework rates, difficulties soon arose which required consideration and adjustment. With the example of the larger employers, it was almost inevitable that smaller employers should co-operate, if they were to compete for the available young labour. From the first many were ready to do so willingly, others reluctantly; a small minority threatened not to employ any young people in the 14 to 16 ages, a threat which has never been completely carried out by anybody, nor even attempted, except by one or two for short periods during trade depressions, when the labour of older people was plentiful and cheap.

The views of organized employees were not easy to obtain; they appeared to follow the spirit of the times expressed in official national policy which on the whole welcomed continuation schools, but with the proviso that the greater part of the compulsory day should be given to general education, to the total, or almost total exclusion of technical education. There seemed to be considerable suspicion about technical education in official quarters of organized employees, and this suspicion was revealed in the use of phrases such as 'making wage slaves' and 'training industrial fodder'. But it is interesting and significant to note that these suspicions were not, in the main, shared by individual workers in their capacity as parents; on the contrary, the latter were most insistent in demanding technical training for their own children. In the main, parents and the public generally appeared favourably disposed towards the new venture.

Our final task of preparation was to gather up the pupils, first by invitation and persuasion and, when these had done all they could, to be ready with legal instruments to deal with the inevitable

small remnant whom the gentler arguments had failed to influence. For this the Board of Education fixed the appointed day, 13th April 1920, for the operation of the continuation school clauses of the Education Act for 'all young persons residing in the Urban District of Rugby other than those who before the appointed day were exempt'.

Chapter 3

A NEW LEARNING

Whilst we had been making plans for securing the presence of pupils at school during 320 hours per annum, and whilst we had been providing reasonably comfortable and appropriate rooms for bringing pupils and teachers together, we had also given much thought to all the activities which teachers and pupils should together set out to achieve; in other words, what was the most appropriate education which should be provided for these young workers? There was a tradition of centuries of education and fifty years of compulsory schooling behind us, but none of this appeared to come near enough to the pupils with whom we were concerned. The experience which appeared to approach most nearly to our problem was that of the evening continuation schools which had flourished for many years and still flourished, especially in the industrial areas. But these, now known as evening institutes, had only attracted a very small proportion of the juvenile population and this small proportion, by natural selection, tended to include only those who either found schooling naturally easy and attractive, or were fortunate enough to receive help and encouragement from parents or employers. Such young people in the main attended quite properly for the vocational training they found there. Moreover, the time of 320 hours per annum now available was about double the time usually associated with evening continuation schools and was spread throughout the year and not merely the winter months. It was therefore clear that to meet the new conditions of longer time, of daytime hours, and of recruitment from a much larger field, experience gained from this limited field should be used with proper caution and with suitable modifications.

Moreover, there was in the air, as there always appears to be in wartime, a spirit of reconstruction everywhere, a vigorous determination to discard past experience, and an urge to build a new order; the old order had brought us to war, and must now be rejected and replaced by a new one, in which not only would war be impossible, but from which many of the ills of life—poverty, want,

sickness and squalor—would be ruthlessly excluded. Symptomatic of the spirit of the times was the general use—at first with no sense of irony—of high-sounding attractive phrases about making a land 'fit for our heroes' return' and of building 'a new Jerusalem in England's green and pleasant land'. Education caught the spirit and educationists set out to create a new order, to find a new approach to learning, easier, pleasanter, more attractive and more effective than the old one. It was therefore natural, and in accordance with the mood of the times, that many of those who were concerned with the new venture in continued education should yield to the temptation to ignore the results of past experience and should plunge headlong into new untried paths.

Although we were not without experience we were all young and enthusiastic. We felt the quickening of the spirit about us, investing with an unusual importance our special task in the service of working youth, as it appeared to be leading towards a new dawn in the era of education, in which work, drudgery and dullness, were to be replaced by play, joy and brightness everywhere. We felt that our forebears had not properly appreciated young people either at home, in school or at work; it was suggested that the apparent wickedness of children was more in the nature of illness than of offence, called more for treatment than for blame, and would disappear like the snow before the warmth of the sun, if the children were only placed in a happier environment of sympathetic understanding. There was a new psychology which suggested that most errors were due to complexes hidden away in the unconscious mind, out of the range of conscious control, but which could be resolved by appropriate kindly treatment; that dull children were only dull because they had not yet found interests and occupations which appealed to them. It was to be our duty and privilege to assist them in the search for these interests. In an ideal state, and in the outlook of the times schooling and recreation would, to all intents and purposes, be identical and this new school for young workers had much to contribute to the realization of the ideal state. With this background we were not very keen about using our precious time on vocational education. Such training had an unwelcome implication of work, drudgery and toil, out of harmony with the spirit of the times, not in keeping with the exalted nature of our task, and very remote from the current New Jerusalem aspirations. We felt that our one day should, somehow, through all manner of creative pursuits, freely chosen, reveal to our

pupils, the real *joie de vivre* of youth, rather than remind him at every turn, by preparing for work, of the grim necessity of working to live. In 1943 this may sound inflated but it expresses the mood of 1919. Anyhow, as the story will unfold, deflation was not far off.

In the meantime the translation of these lofty conceptions into school activities was a task of some difficulty and complexity. Most learning has to be gathered in a systematic manner. Therefore all schooling has to be planned so that selected material is presented in appropriate quantities, arranged in a suitable sequence in an easily digestible form. If in addition the appetite of youth is whetted from time to time by interesting highlights in a manner known to every schoolmaster and to many parents, he will take his learning, at best responding with alacrity, or at worst passively assimilating, even with some reluctance.

From the whole realm of available knowledge and skills we had to select not only what was suitable and appropriate, but what, above all other learning, could properly be given a place in our short available time. The ordinary full-time school has a week of twenty-five to thirty hours, and it is often accused of working to an overcrowded curriculum, yet we were faced with a week of seven and a half hours. As a traveller with only the smallest of cases for his belongings must scrutinize the purpose of every article he wants for his journey, and weigh carefully its preference over other desirable articles, so had we to examine critically and weigh carefully, the relative claims of all desirable subjects to a place in our curriculum; and we were compelled to ponder much over the objects and purposes of our scheme. We felt that neither the available time, nor the tastes, nor the natural gifts, nor the general aptitudes of our pupils, were suited to an intensive pursuit of academic learning. It seemed to us that we could best fulfil our task, in the service of youth of both sexes, according to the spirit of the times, if we used our seven and a half hours to display educational possibilities in their most attractive forms, in such a way as would induce youth to pursue some learning freely in its own time, because of the interest discovered in it. In this conception, the compulsory day would be given over to a selection of highly interesting projects, to a widely varied panorama of possibilities, which all would try out, and from which each would find something to his liking that he could, and would select to occupy his leisure then, and later in adult life. As youth is as varied in its interests as education is in its possibilities, and as nobody,

not even youth, can forecast what will attract youth, it seemed desirable to cast the net as widely as possible.

In this manner from tentative ideas about the purpose and function of the Continuation School we reached our first conceptions—incomplete as they ultimately proved to be—of the nature and content of an appropriate curriculum. In our first approach we decided that we should get the widest variety and the best balance possible if we constructed all our courses on selections from each of the following six basic groups:

English subjects; mathematics; sciences; handicrafts; physical training; the arts.

Each course was to be planned with all the subjects and their contents selected first and foremost for their high interest value and for the promise they had of making schooling attractive and learning a delight. In our earliest conception all other aims such as cultivating intellectual integrity, developing handicraft skill, shaping character and making for good taste, would follow incidentally, without conscious planning, if only the learning was made attractive enough.

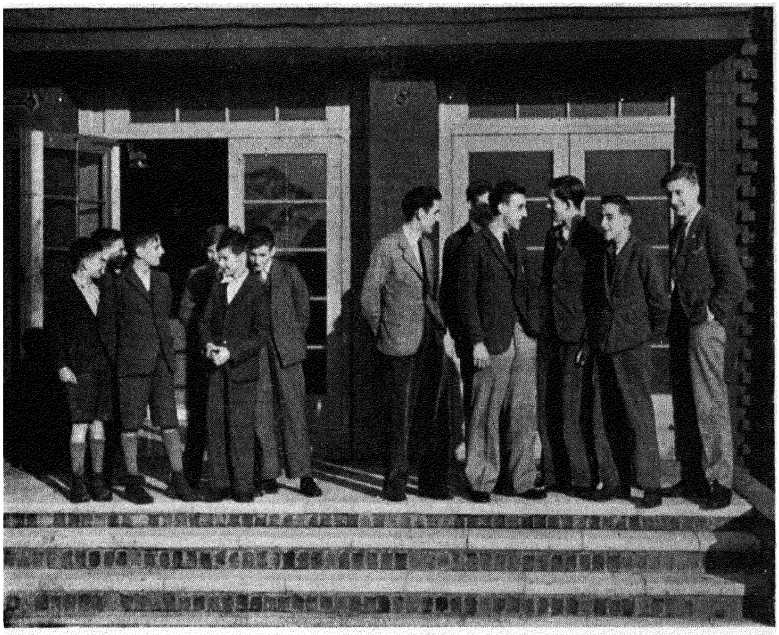
We found it necessary to plan a number of alternative courses to meet the different needs of the pupils. This brought us, at once, face to face with the difficult and thorny problem of classification into workable homogeneous groups. We have already described our first steps towards classification as collecting complete age groups into the same day of school attendance. Within each day we now had to find some method of dividing the age group of each sex into three class groups whose needs were similar. As vocational education had little part in our new ideas, occupational divisions were not of much practical value. We therefore graded our young people into A, B, and C groups according to natural ability. Such classification is simple, convenient and useful in many ways, especially for the A groups. But the stamp of inferiority suggested to the other groups, tended to create, or intensify if already created, just those complexes which our new learning was an attempt to resolve. Here was a dilemma indeed. How we dealt with it, how we moved towards its resolution but never quite reached it, is part of the story we are trying to unfold, as a resolution of a similar dilemma in most schools is part of the history of education generally.

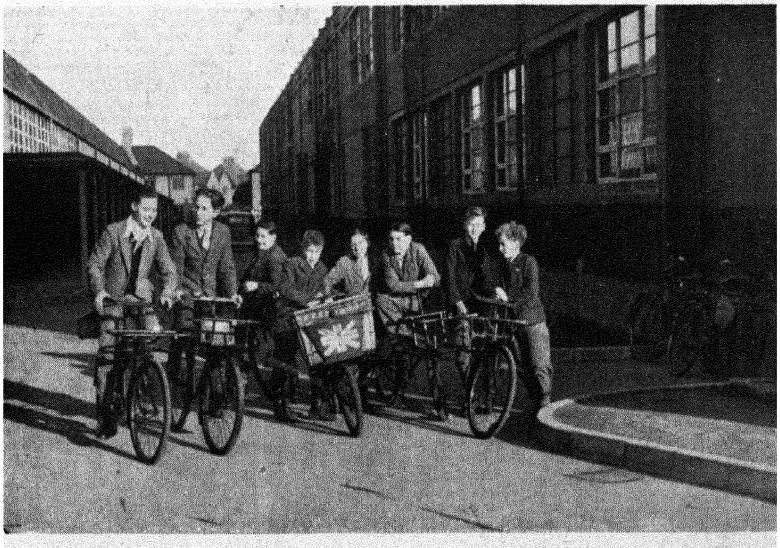
The old order, which we were in process of destroying, depended for much of its success on artificial stimulants such as marks, class lists,

examinations, school reports, competitions, rewards, punishments, and so on. Such relics of the age that was departing were to be rejected out of hand; they were completely alien to our new order which we were now erecting on the natural free interests, the creative urge, the inherent goodness and the sympathetic understanding of youth. Another relic of the past age was restraint on young people, which was only to be exercised in case of dire necessity and then with much caution; control was to be self-control, and government was to grow into self-government through elected representatives. Discipline in 1919 was a disreputable word which was to be expunged from the dictionary.

One of the first fruits of our scheme, indeed in some respects a measure of its success, would be the demand which grew spontaneously for more learning along chosen paths. It was therefore from the first essential to our purpose, that we should provide opportunities for our pupils to follow, in their own time in the evenings, such educational pursuits as they fancied, and as could reasonably be provided. Accordingly, we arranged for the School to be open every evening, and for teachers to be present in relays as part of their normal weekly duty to assist in ascertaining what voluntary activities were in demand, in estimating which of the demands were stable enough to call for action, and in supplying the necessary organization to meet such demands by collecting together those of similar tastes and putting them on the way to satisfying them. Where further knowledge was sought teachers would suggest lines, methods and sources for its attainment or, where necessary and appropriate, would arrange for additional ordinary class teaching. Where less formal pursuits were in demand teachers would take the less prominent but no less influential part of leading youth to find common desires, to convert them into joint projects and to work loyally together to reach the common goal. Such a role for the teachers is far more difficult to play than an orthodox teaching role, and calls for the highest qualities of tact and understanding. We hoped that, in the fullness of time, youth would find its own truly democratic methods of expressing its desires, through some form of representative committee technique and procedure, and would also assume responsibilities, appropriate to a young democracy, of providing leaders from its own community and followers who would follow them, and that together they would discover and undertake all kinds of new ventures.

Now our new School was completed and furnished; our school organization was fully planned; our legal machinery for recruitment was in working order; our employers, parents and the public generally were prepared for the adventure; our teachers, attuned to the exalted spirit of the times, were ready and eager to start; the advent of the new learning was to bring to a war weary world a new hope and a new promise for its working youth.





A GROUP OF RETAILERS



IN THE COLLEGE JUVENILE EMPLOYMENT BUREAU



DRESSMAKING

Chapter 4

RUGBY ENTERS

We opened on Monday, 19th April 1920. As the Statutory Order fixed 13th April 1920 as the appointed day for the operation of compulsory schooling in Rugby, and as this was the first day of the new summer term, it applied to pupils who left the elementary schools at the end of this term, so none of the compulsory students would appear until the following September. But, with our school organization, there were good reasons for starting with a skeleton of the complete scheme, filling the five days of the week. There was also a desire on the part of our larger employers that all their young people between the 14 and 16 ages should have the advantages of continued education. We therefore prepared to admit them. The first week brought 256 boys and 185 girls, and we had before us a complete term in which to observe reactions all round, to ascertain in what direction our plans succeeded, where they failed, how far they required modification, and to make such adjustments and changes as proved necessary before we entered upon the more serious business of compulsory schooling. It was a bold, some would say a foolhardy step to recruit the whole two-year age range at once, even on a reduced scale, and it brought many real difficulties. To bring back to school, under any form of pressure, young people who have been out long enough to have lost habits of school routine and learning would always want much patience, care, tact and understanding.

There was Bill X, just turned 15, who worked in the foundry and found conditions there more to his liking than school, who seemed to have forgotten most of what he had ever learnt at school. He had discarded his collar on week-days, and his speech was loud, coarse, and at times offensive. At first he was loudly searching for somebody in authority to defy, looked like being really troublesome, caused much anxiety to some teachers, but, at the first sign of firm action by authority, fell into abject humility. On one occasion while he was playing football he tripped and fell over the ball, whereupon he set up such a howl and continued it so long that, fearing there was some serious internal injury we called in the nearest doctor. The latter

could not diagnose the source of the acute pain from which the boy was apparently suffering, so he put him into hospital where he was retained overnight for observation. We made anxious inquiries about him at intervals during the evening and early next morning, when we found to our relief and surprise that he was discharged cured—of his fright! A real accident in the first term might have had unfortunate reactions.

There was Jack X, aged 15½, an engineering machine operator, a lad of much tougher fibre, physically well developed and strong, but too slow and lethargic to find pleasure in outdoor games. He had very little use for ordinary schooling; practical work with hand tools was too slow for him; mathematics and science were too intellectual; English subjects were too refined and he spent a great part of his time quietly obstructing and annoying his teachers. In this he was as artful as he was skilful in enlisting the help of his fellow pupils who, in carrying out his plans, were usually caught while he escaped. We soon found that he was very interested in and exceedingly well informed about the breeding and the rearing of rabbits. We invited him to lecture to his fellow students on his favourite hobby of rabbit rearing. He brought his best specimens to school, displayed them with obvious pride to himself and pleasure to all, and gave some first-rate talks and demonstrations. His malicious obstruction disappeared, he began to display some interest in certain aspects of schooling and to share normally in the new school life. The defiant look hitherto cultivated now completely disappeared.

There was Mary X who was 15½; she spent her working time splitting mica for the insulation of sparking plugs and daydreaming; she was an attractive-looking, well-developed girl, whose age might have been mistaken for 19 or 20; she was fond of the boys, popular with them, and appeared to have a worldly outlook far beyond her years; she had little respect for teachers or for anything they could tell her, and not much use for schooling until we found an appropriate part in a play which suited her, encouraged and assisted her to dress attractively for the part and to take the stage. So her opposition was overcome and replaced by co-operation.

There was Alice X, a 15-year-old girl whose job consisted of repetition work on making moulds for small castings; she was tall, active and intelligent, with bright red hair which made her prominent in any class. Her prominence and intelligence generally made

her the focus of many activities. She had no particular liking for ordinary school subjects, for games, or for acting, but her election to the Indoor Programme Committee awakened her latent gifts, for she was a natural organizer and manager, and found real delight in planning successful social events of all kinds, especially in making them a financial success. She must be running a successful business or home by this time, in either case with a substantial margin of profit.

There were many such people of numerous types expressing in innumerable ways their varying reactions to the strange, new environment. All had to be met by appropriate methods, sometimes with patience, sometimes with firmness, sometimes with tact, always with skill and ingenuity. Teachers had to adapt themselves to the numerous and varied situations which cropped up continuously, to which they were not accustomed, of which they had little previous experience, and for which orthodox teachers' training was as often a handicap as a help. There was a classic occasion when a teacher, supervising pupils remaining on the premises during the lunch hour, rather thoughtlessly ordered a youth wandering aimlessly about the field, to collect some waste paper which was littered about, and to his astonishment quickly got the reply that this was the boy's own time when commands were out of order. A wise, alert teacher would have sensed trouble brewing and have done one of two things, either have translated his command into a request, when it would certainly have been carried out willingly, or have waited his time until the afternoon session and in school hours repeated the order, when again it would have been obeyed without objection. But he lost his temper; instead of retreating with dignity from a false position, he tried to force the issue and created a situation not only with the offender, but with the offender's friends who rallied to his support on a vital matter of rights of youth. Teacher and students stood indignantly and obstinately in heated conflict—which need never have been started—about rights and principles. It was most difficult to resolve this ugly situation with dignity and satisfaction to all, but it had to be, and ultimately was resolved happily. Sooner or later, these and similar problems had to be met, appreciated and understood, and conditions planned and improvised for dealing with them, either by circumvention or frontal attack. Young people and teachers were learning very quickly to adjust themselves to the new conditions which were strange to both, and it was a great advantage to carry

out necessary adjustments with approximately two-thirds of the full complement of pupils, with a public opinion in the main favourable to us, with all the employers for the time being willingly co-operating with and supporting us in difficult cases. Time however brought understanding and with it growing confidence, and this in turn relaxed the tensions at first created in the new environment. Then were born many valuable friendships which have grown and endured.

Besides the adjustments of human relationships there were equally difficult tasks of establishing a reasonable attitude towards, and respect for, public property in buildings, furniture, apparatus, equipment, tools, and games requisites, not to mention the belongings of other members of the School community. Rugby was certainly no worse, and probably better in this respect, than most other towns. But large-scale industry has of necessity to devise complicated and expensive methods of protecting property and materials and of keeping tools efficient and ready for use. Such methods, essential and proper for production, are generally impracticable in schools for various reasons, among which may be mentioned the tendency they would have to cramp education. The absence of the continuous inspection and close control of property to which they were now accustomed in employment, the ease with which tools, instruments, or working materials could now be taken away, seemed to invite and at first received much embarrassing attention. Workshop tools were damaged frequently, small instruments disappeared continuously, breakages in the science classes reached alarming dimensions and crockery had a phenomenal mortality. Our furniture also began to show signs of attention from the penknives of pupils, who appeared either to find more satisfaction in carving initials than in learning, or found such occupations an aid to learning. Then we realized how appropriate it was that we had started our venture with furniture and fittings of the cheapest, most austere kind.

Those who from the comfortable, clean, warm, sunny atmosphere of our temples of learning plan attractive schemes for the education of working youth, and who speak and write so fluently and persuasively about the service of youth, may find these realistic reminders of ordinary human weaknesses disturbing or even depressing. But if they are overlooked, when the whole and not a small picked proportion of working youth is conscripted for school, the experiences which will follow will bring as great a shock to society

as that which followed the revelations of the evacuation in 1939. After a time however we found all these disturbing elements diminishing to negligible proportions, giving way to better habits and happier traditions. Older generations of young people passed out and were replaced by new generations who took school as a part of the normal process of their lives, as they had seen elder brothers or sisters do before them. In course of time they took schooling without giving much thought to what it all meant, and certainly without realizing that there ever had been a time when compulsory part-time schooling was not common practice in Rugby, and, strange as it may sound, without realizing that it was not common practice in other parts of the country.

In September 1920 we started our larger task of recruiting under compulsion the whole age range. The actual machinery for the conscription of youth is simple; an order on a prescribed form, a copy of which will be found in Appendix 3, is served on each young person, requiring him or her to attend School on a specified day and at a time named, and this is delivered to each child by one of the Authority's ordinary inquiry officers, who deals with attendance problems in the elementary schools and who is familiar with the detailed operation of all compulsory schooling. To the first orders most of the young people willingly responded at once, and teachers were able to apply to the newcomers the valuable experience they had gained in the previous term. So our compulsory schooling began.

In the meantime the Authority's officers turned their attention to the absentees who, small in number but great in importance, must be gathered in if the scheme was to succeed. They made a task of no little difficulty requiring much patience, tact, persuasion and skill. Employers now came to realize that, what in the abstract they had warmly approved as a measure of reconstruction, especially as it applied to the nation at large, demanded real direct sacrifices from them. Compulsion now drew all young people not only from the factories but from all types of employment—errand boys, van boys, cinema attendants, shop assistants, girls and boys employed in domestic service in private houses or in institutions, and a host of others associated with small employers who in the aggregate, are far more considerable in number and variety than is generally realized. We now had to face submissions from small employers that, while they warmly believed in continued education as an instrument for solving the juvenile employment problem where it could be applied,

especially, as they said, in the large firms (it is interesting to note how practically all employers hold favourable opinions about the value of education), yet nevertheless their own particular business presented very special difficulties calling for preferential treatment; in other words, this boy or this girl, it was contended, was indispensable to this business. It is tempting and interesting, but not always tactful, to inquire how such indispensability is remunerated in terms of wages or prospects, present or future. When an employer is obsessed by the idea, real or imaginary, that a youth is indispensable to his business, such a boy or girl finds it difficult to attend school freely and happily. In such cases freedom of choice to attend school on the part of young people or of their parents, which it is sometimes contended is better than compulsion, is a sham, as it is overshadowed by the fear of losing a job. In such circumstances compulsion is in no sense coercion but protection of the youth's interest. Nor were employers alone in raising difficulties. A few parents and a few young people resented further schooling and made difficulties which had to be surmounted.

Nevertheless, in spite of all we met, our patience and efforts were rewarded by the successful recruiting of the whole of the first batch without having to use the Court, although it became clear that sooner or later this process would be necessary. The second and third batches were also fully recruited without the assistance of the Court. But at the beginning of the second year, in September 1921, we met a case which would not yield to persuasion and could not be passed over. A certain small employer had from the first taken the view that he could not admit to his business young people who would be absent at school for one day a week, and he had consequently refused to employ anybody under the age of 16. A widowed mother pleaded hardship to this employer for a relaxation of his rule for the employment of her daughter, and pleaded hardship to the Authority for exemption from school attendance. The employer accepted her plea, employed the girl and hoped that the Authority would give exemption. The latter was not convinced that the alleged hardship was genuine and, in any case, felt that this was a challenge which could not be ignored without establishing a most dangerous precedent. The Authority prosecuted and received an apparent rebuff as, although with some reluctance on the part of the magistrates a conviction was recorded against the employer, no fine was imposed. This was regarded, at the time, as an unhappy result

and. as a dangerous example to others, but subsequent events proved this to be a mistaken view, for the employer ultimately came to co-operate with us and found it easy, and no other employer was influenced by the example; in fact no other case of action against an employer has since proved necessary. Our second case of prosecution was also interesting in that it brought to light an important defect in our machinery. It was an ordinary attendance case, such as every Local Education Authority meets frequently in the course of its work, of a boy who was continuously absent from school despite all efforts to secure his attendance. The usual steps were taken to prepare for legal action. During these preparations we discovered that the case was defective, in that the legal requirement to attend school had been served upon the parent instead of upon the young person himself. In the case of children of ordinary school age the parent is held responsible for securing his child's satisfactory education. In the case of non-attendance at a continuation school the young person, although a minor, is an offender and the parent can only be convicted for conducing to or conniving at such an offence. The deficiency was removed by the proper delivery of a fresh requirement on the boy himself who was thereupon prosecuted and fined, after which he attended school regularly.

A more serious weakness began to reveal itself in our second year. Compulsory schooling could only be demanded from residents of the Urban District of Rugby which, at that time, was comparatively small. But it was surrounded by a fringe in which had grown, as Rugby became industrialized, four populated districts outside the administrative boundaries of the Urban District Council but now to all intents and purposes part of the town. Young people resident in these districts were outside the operation of compulsory schooling and we met some peculiar anomalies; for example, in certain streets compulsion applied to residents on one side of the street but not to those on the opposite side. Employers now discovered here a source of juvenile labour which could give them a five-and-a-half-day working week, while the Urban District supply could only give them a four-and-a-half-day working week. The temptation for some employers to take advantage of this was considerable and a dangerous situation threatened. The Local Education Authority appealed to the Board of Education for an appointed day which would extend compulsory schooling to these outer districts but, for national reasons which will be recounted later, the Minister of Education

had given an undertaking to the House of Commons not to extend compulsory schooling to any new areas for the time being. The Board, however, made a new Order in 1921 extending compulsion to all Warwickshire juveniles who took employment in the Urban District of Rugby. This placed the residents of these outlying areas on the same footing as other people when they sought jobs in the Urban District and checked the danger which threatened. In 1932 the boundaries of the Urban District were extended and Rugby became a Borough. The necessary Order was made to adjust compulsion to the new boundaries and from that time compulsion has applied to all Warwickshire young people of 14 to 16 who reside or work within the Borough of Rugby.

For many years now, the cases requiring legal action have rarely reached more than two or three per annum, have generally been concerned with young people who have given similar trouble in the elementary schools and have been more or less out of control at home. They have not infrequently been members of very large families, thus calling for action on behalf of the succession of children coming along in the background, as well as for the actual offender. The Local Education Authority has always tried every artifice of negotiation and persuasion to secure attendance without the use of sanctions and in this policy has had much success. When the members of the permanent staff have exhausted all their efforts and failed, a small Attendance Sub-Committee interviews the people concerned and such interviews have turned many difficult corners happily. The most difficult cases met have been those of alleged hardship, real or imaginary, especially those in which a girl was required at home to deal with illness. In cases of prolonged illness at home it is often an unreasonable hardship on a young girl, if she cannot be liberated for one day per week from the continued heavy responsibility of nursing and housekeeping to associate with girls of her own age. Most parents have recognized this when it has been put to them and have made appropriate arrangements for suitable relief. The policy of the magistrates has always been towards leniency; the fines imposed on conviction have nearly always been light, and frequently no fine at all has been imposed. Only in very rare cases of intractability have the fines been heavy, but the object of getting the young persons to school has practically always been achieved.

For the very few cases which have proved intractable an unexpected safety valve was discovered. Rugby is in the north-east corner

of Warwickshire within about two miles of Leicestershire and of Northamptonshire, and a young person residing outside Warwickshire being free from the requirement of continuation school attendance can, if he chooses, work in Rugby without attending School. This might be a very dangerous weakness if there was any large centre of population within easy reach but, on the small scale met here, it has proved an unexpected advantage, as it has provided a way of escape for people who for any reason disliked the idea of attending school so much, that they were prepared to go and live in one of the villages of Leicestershire or Northamptonshire. Not more than three young people have taken this extreme course in the whole of the past twenty years. Young people do come into Rugby in considerable numbers from Northamptonshire and Leicestershire, to employment in one or other of the large engineering works and, although school attendance for these young people is not subject to legal compulsion, the employers make it a condition of employment and there is no difficulty. Another kind of problem appeared when Rugby residents found work in neighbouring towns, notably Coventry, for employers there did not at first know the conditions upon which they could employ Rugby young people and, when they learned, were embarrassed by the preferential treatment required for our young people. But all such problems have yielded to negotiation and school attendance has been secured and maintained.

Chapter 5

FIRST REACTIONS TO THE NEW LEARNING

The first reactions to the new learning were interesting and illuminating. We suspect that our experience was not new, except to us, and that other reformers often have a similar rude awakening unless they remember, more effectively than we remembered, that established customs in education as in other departments of life have sprung up, evolved and survived for good reasons which cannot be completely ignored. Changing times bring changing customs; old ones must from time to time be rejected, but only the dead branches of outworn customs should be lopped off and destroyed. New ideas bring welcome strength, energy and vigour, but only if properly grafted on to the parent tree.

This new learning without tears, without effort, without drudgery, without conscious work, based solely on interests induced by highlights, soon received an unexpected shock. Young people did not recognize and did not appreciate the strange pattern. They did not care much for a diet composed largely of confectionery. Their first reaction was to over-emphasize its sweetness. They carried home and to work accounts of the day's programme, which grossly exaggerated the interest element of the education, and the proportion of time given to play, in school, in the classrooms, in the workshops, in the laboratories, and on the playing field. We gave each of the six classes per age group a period of about three-quarters of an hour outdoor physical training or games on the field, and the casual passer-by, who did not trouble to notice the changing of classes, got the impression that all young people spent most of the day playing games. This impression seemed in keeping with the descriptions young people gave of what happened inside the classrooms. There is a natural tendency for many young workers boastfully to understate the amount of work they do either in school, in employment, or elsewhere and our new learning provided a heaven-sent opportunity to exploit this tendency to the full.

The response of parents to these distorted accounts of what happened was as may have been anticipated. Working parents, like any

other parents, want their children to have a share in the good things of life, but those who take their responsibilities seriously, as most of them do, find life a stern business in which some at least of the present has to be mortgaged for future benefits. They find the successful launching of their children into work a task of much difficulty and a time of some anxiety; they are concerned that the job selected shall prove suitable and that it shall grow into something better; to this end, habits formed in the early working days seem to them to be of great importance. Many were uneasy about the emphasis given to play—in the field, in the classroom, and in the evening activities. They did not approve the tendency we showed to postpone all or most technical instruction until the age of 16 had been passed.

Employers, as may be expected, did not find much cause for satisfaction in the misleading descriptions of what young people did at school, while they were harassed with planning and improvising to carry on the duties of the young people in their absence. By this time employers had found the nature and full extent of the sacrifices which they had undertaken in the exalted altruistic, patriotic mood of the days immediately following the end of the war. Not only had they now to deal with the inconvenience associated with absences from work of young people, but in almost every case they were paying wages for school attendance, although there was no legal obligation to do this. The mood persisted but not at the same high level as it started, and it found cause for dissatisfaction and occasion for much murmuring in the unfolding prospects, in which all the return for their sacrifices appeared to be a weekly day of recreation and an occasion for some boasting of their young employees. The general public heard the murmurings, became restive, and began to show signs of uneasiness about the magnitude and wisdom of the expenditure of public money on such a prospect as was now coming into view.

All this reacted upon the young people themselves who were finding an overdose of sweetmeats indigestible; they did not care much for a time-table entirely given over to interesting tasks; they did not like handicraft work which came easily to them, mathematical problems which they could always solve and science demonstrations which were prepared for them; they felt vaguely that all was not well, although perhaps few of them could diagnose what was wrong. The absence of the usual familiar landmarks, graded class lists, marking schemes, examinations, competitions, rewards and punish-

ments, added to the strangeness and gave to the organization a cloudy vagueness, which in some respects resembled a game of football without goalposts. Such a game is possible; it may indeed be pursued with vigour and prove to be a healthy undertaking; but it lacks the thrill, direction and purpose of the real game. In a similar manner continued education is possible without marks, examinations, competitions and awards, but it is a vague, weak, insipid, unsatisfying business; it lacks cohesion, direction and purpose, it seems to get nowhere and is unsuitable for the ordinary growing working boy or girl.

Neither did our simple faith in the inherent goodness of youth stand the test of experience. Our forebears might have failed to appreciate youth and have denied him an adequate quota of sympathetic understanding; when we supplied it his difficulties did not vanish any more than international difficulties are dissolved by a policy of appeasement. Our forebears might have failed to find suitable interests for dull children which would have dispelled their dullness; we also failed to find interests for everybody and a universal cure for dullness. Sympathetic understanding, freedom from restraint, self-expression, interesting pursuits and the usual stock-in-trade of well-meaning enthusiasts, we soon found from experience are not in themselves universal solvents for the difficulties of youth, although over a period of time they can contribute towards solution and in occasional cases provide striking results. After struggling for a short time with the new order which did not seem somehow to meet the situation, we received perhaps the unkindest cut of all, when one of our most efficient, most popular teachers, at the end of a period in which he had been struggling heroically to radiate kindness all round, received from one of his best groups of students the retort 'But, sir, you are not strict enough with us.' This is not unlike the plaintive retort of another class to a teacher in another school where free discipline was the order of the day, as they started the day with 'But, sir, must we do as we like again to-day?'

With employers murmuring, parents dissatisfied, public opinion uneasy, and young people themselves overdosed with highlights, play and freedom, we felt it was time we reversed engines and, so far as the compulsory day was concerned, that we abandoned the new learning from which we had hoped and expected so much. We replanned our schemes of work with more solid, more difficult, more challenging, and at times duller tasks, freely interspersed with inter-

esting, attractive items; we re-installed to their ancient positions the old familiar landmarks—marking schemes, examinations, competitions and rewards; discipline was reinstated to respectability; the staff took control of all daytime activities and adopted a classroom technique such as is common anywhere where learning is earnestly pursued, calling for orderly, reasonable response. The effect was immediate and striking; the pupils developed a wholesome respect and esteem for School and for teachers, such as a batsman develops for a bowler when he finds him difficult enough to challenge his mettle and to stir him to action. They responded far better to a clarion call to work than to an invitation to play, and in this found that confidence, satisfaction and thrills replaced the former nausea which resulted from too much ease and comfort. They discovered the great truth of the phrase, later aptly invented and effectively used in another sense, that 'Blood and sweat and tears', are part of the lot of those who would seek learning at its best. They were glad to feel the firm but kindly guiding hand of authority which, it must be admitted, repressed childish tyrannies as well as unbridled freedom, with which many were as yet too young to cope.

We now recognized that the growing and loud demands from young people, from parents and from employers, for some technical training could not, and ought not to be ignored. We have already stated that each of our age groups had three classes for each sex, which at first we had graded A, B and C, according to ability, and we have referred to the objections to such a classification. One-third of our boys and one-third of our girls, hitherto located mainly in the A classes, were clearly destined for ambitious careers—the former in engineering or building, and the latter in offices or shops. They, their parents and their employers recognized this and clamoured loudly and persistently for appropriate technical training. Some went so far as to demand that all the day should be given to such training, forgetting or ignoring that there are other interests in life besides earning a living, which should be served. We now felt it was reasonable to give our A classes from one-sixth to one-third of the daytime to suitable technical training. We followed this by renaming these classes, for boys Industrial and for girls Commercial. The position in regard to the remaining two-thirds of the pupils was not so clear, for their future careers could not as a rule be predicted and perhaps for this very reason vocational interests were not so intense. Such desires as they had for vocational training, where they expressed them,

which was not often, took the form of complaining that there was nothing in school to help them in their jobs. However, another third of the boys were probably destined for some of the humbler occupations in engineering or building industries for which it was appropriate to give them an Industrial course. The remainder were occupied in and about shops, so we arranged for them courses in Retail Distribution; but in this sphere there was so much change of occupation, and the particular jobs the boys were following had so little skill attached to them, that they did not form a good foundation upon which to build technical training. The remaining two-thirds of the girls were following occupations for which technical training was neither a major interest nor a practical proposition but, as most girls are ultimately destined for a future concerned with home management, these girls were given a Housecraft course with half the time spent on home-making subjects. Thus we moved away from our former classification into grades A, B and C, with its unfortunate stigma on the lower grades, to a classification loosely based on the jobs which the young people were either following or were destined to follow; and we had for each age group, two Industrial and one Retail Distribution classes for boys, and one Commercial and two Housecraft classes for girls.

Our voluntary evening programme it will be remembered was designed to give youth opportunities to follow freely in its own time such tastes and desires as already existed, such as grew spontaneously, or such as were generated out of experiences offered in the compulsory day. This programme was from the first, immediately successful and popular. More than half of the young people gave some of their time to evening work, but it is significant to note that by far the greatest and most popular demand was for vocational subjects such as shorthand, typewriting, mathematics, mechanical drawing, sciences and engineering. Strange as it may seem to some, technical subjects have always been in greatest demand in the voluntary evening programme, not necessarily because they are more attractive to young people than other subjects—although in the main they do find them attractive—but because their friends, their parents and their employers understand them and see an immediate use for them. They feel that this urge should be satisfied before embarking on other forms of cultural or recreational pursuits where the tangible immediate returns are not so evident, and which they were disposed to regard as luxuries. Most people who took technical training were in

time persuaded—here the influence of the teacher was invaluable—to try other methods of spending some evenings and to sample other forms of recreational education such as debating, play reading and acting, instrumental and vocal music, handicrafts in wood and metal for boys, handicrafts in textiles, leather and other materials for girls, physical training, indoor and outdoor games, and dancing. They found such pursuits to their liking; they became part of the evening programme and grew in ever increasing variety. In this manner the programme took shape in classes for serious study, in circles and societies for less intensive pursuit of learning and in clubs for indoor and outdoor games. In addition to the weekly programme there grew in course of time special events such as socials, concerts, dances, entertainments, dramatic performances, sports events, exhibitions and competitions, which proved most popular and drew large crowds to the final performances, enlisted students in great numbers and occupied them in rehearsals and general preparation for weeks before the events.

In all this free time where the teacher's role was played in the background, encouraging young people to plan their own programmes, there was obviously need for some machinery to find and to express the desires and needs of youth and to link them together for common action. This could clearly best be done in a democratic community by means of school committees and now these began to appear about many of the free evening group projects. As the programme extended, committees multiplied until their functions overlapped and they competed one with another. It was therefore inevitable that sooner or later they should be grouped together into some rational committee scheme. This in due course took the form of seven standing committees for each department (boys and girls) viz:—(1) Outdoor Sports, (2) Indoor Programme, (3) each of the five School Days. Over these committees was the School Council which controlled all the students' funds and from them voted supplies for approved proposals, thereby becoming the ultimate authority for such power as was vested in student government. After a time standing orders were drawn up from experience and printed as a guide to all committee procedure. In this manner youth obtained real practical experience of committee and council work as it affected his own youth community. As the matters dealt with were of real live interest to youth, many found satisfaction in such procedure, experience in serving their Day and generation and real joy in suc-

cessfully organizing students' functions and events, whether or not they were good at ordinary school work. But the authority of the School Council and the committees was limited to the free evening activities, to what may be regarded as out of School activities. There was as much freedom here as pupils could, even with the assistance and guidance of teachers, adequately exercise.

Closely associated with the committee organization we tried investing certain leading members of the Council and committees with disciplinary powers and routine duties, but this method of self-government was not completely successful. Perhaps the rather low age of the pupils, the small difference between the oldest 16 and the youngest 14 made the conditions too difficult. In our experience, self-governing prefect systems, in proper conditions, can contribute much to the tone and welfare of schools, but in other circumstances can do more harm than good to the unfortunate prefects and to the schools.

As in the daytime the old familiar forms of education replaced the cloudy, nebulous vagueness of our earlier days, and as in the evenings pupils discovered ample opportunity for the exercise of growing powers of self-government in their own free time, youth became more contented, public opinion more reassured and employers more reconciled to the demands made on them. Although criticism lingered long, most of it took a more reasonable line, and we were ultimately launched on an interesting momentous voyage, on an even keel, with the weather fair and few clouds visible, none of which for the moment looked threatening.

Chapter 6

MEANWHILE, ON THE GENERAL BACKGROUND

Meanwhile, what has been described for Rugby as the sequel to reconstruction plans conceived in the war years and born in the Education Act of 1918, was being repeated in various forms, at different stages, by every Local Education Authority throughout the country. Some entered the field early, progressed quickly and soon had reached an advanced state of preparation; others for various reasons entered later and moved slowly with their plans, but all were vigorously occupied with preliminary arrangements for full participation in the great undertaking to assist youth to take happily and successfully his plunge from school to work and ultimately to the responsibilities of approaching adult life.

Never did the tide of educational progress flow with more promise. Starting with the report of the Lewis Committee in 1917, followed by the discussions in and out of Parliament on the Education Bill, by the enthusiastic passing of the Act, and by the active preparations by the Board of Education and the Local Authorities which were immediately undertaken, the tide surged on without interruption, and seemed to reach a flood about the beginning of 1920. Progress in education as in war, or for that matter in any sphere, is not continuous, it ebbs and flows again and again. But here in 1920 we seemed to reach a new flood level never before, and in some respects never since, attained. This height did not merely suggest an approach to the promised land; there have been other approaches to promised lands in education since 1920. But there was much eager activity everywhere, attuned apparently to impending events of great significance, and a confident feeling that achievement was close at hand.

It has already been mentioned that, after consultation between Local Education Authorities and the Board of Education, Statutory Rules and Orders were made fixing appointed days between April and November 1920 for the operation of the Continuation School Clauses in the following areas other than Rugby:

Stratford-on-Avon, Birmingham, Swindon, West Ham, London, Southend-on-Sea.

In addition to these, plans were ready and applications submitted before July 1921 for appointed days in the areas of:

Bath, Bristol, Burton-on-Trent, Coventry, Eastbourne, Huddersfield, Hull, Liverpool, Norwich, Oxford, Wallasey, York.

The remainder of the 145 authorities were coming along in the background at varying paces.

Preparations and early experiences followed phases in many respects similar to those which have been described for Rugby. Sizes and numbers differed; in most cases numbers were much greater, magnifying the symptoms we had met. Magnification often produces strange distortions with unexpected, sometimes startling, results, and on the whole perhaps comparisons between Rugby and large centres of population are, in many respects, not unlike those between research laboratory experiments and large-scale manufacture, between the test tube and the factory. But it is interesting to note that the test tube generally contains in miniature most, if not all, the elements met in the factory, although they may not always be recognized by a first casual glance.

London had a particularly formidable undertaking to face in a prospect of 60,000 pupils in the first year with four times that number when the scheme was in full operation. But the Education Authority brought to the task a strong conviction of its importance, great courage in meeting opposition, ripe experience, much energy and abundant skill, such as one would expect from the largest Local Education Authority and as one would need for a project on this scale of magnitude and complexity.

The initial preparations followed the small-scale pattern we have described and included the provision, furnishing and equipping of premises, the selection and training of suitable teachers, the education of public opinion, the enlistment of the co-operation of employers and of parents, the recruitment of pupils and the preparation of legal instruments to deal with those whom persuasion failed to influence.

Premises were required to provide 12,000 places in the first year, twice that number in the second year and so on for four years. On this scale the playing field standard we have described for Rugby

was unattainable, and similarly our example of a new building, however simple, could not possibly be followed for many years on the London scale of magnitude. Existing buildings had to be found and quickly converted as best they could, often with great difficulty, usually imperfectly, and rarely completely adequately even for ordinary classroom activities. But for the new venture, physical training and practical subjects such as handicrafts, sciences, and homemaking were absolutely essential. For these, in their simplest form, more elaborate accommodation than for ordinary classroom purposes is always required and such provision was a task of no small difficulty.

The first batch of 600 teachers had to be found, selected and prepared for the unfamiliar task. We had discovered our own ten teachers comparatively easily as we were early in the field and the number was small. We drew them from four sources—from the university, from other schools, from industry, and from H.M. Forces—and all were inspired by ideals of social service. One of the most notable reactions of the four years' testing in the fire of war was the urge induced in many people to find opportunities for social service. But for this urge the recruiting of the first instalment of 600 teachers for the London service would have been well-nigh impossible; as it was, it proved a formidable task, although in time the necessary supply was recruited. Yet as one of the Board of Education circulars of the times stated:

'The presence of idealists in the field does not dispense administrators from their responsibility for seeing to it that the economic conditions of the new service shall be sound, and that goodwill shall go to its adventure with the sufficient outfit which only a careful and intelligent training can give.'

There was need for much preliminary training of these recruits, and in the process harnessing idealism to realism, assisting the professionally trained teacher to adjust his organization and methods to the outlook and needs of his new pupils, and the non professional teacher in methods of school organization and teaching technique.

There was much activity throughout London and in the adjoining areas to find the distribution of young people in employment, to ascertain and make the best arrangements for collecting them into schools, either near their homes or their places of employment. It was necessary to educate, without the help of broadcasting, parents, employers and the general public as to the meaning and purpose

of it all. In particular, the Authority had to translate the promises of assistance, which had been made to the Government by the larger associations of employers and workers, into full active co-operation of the thousands of employers, large and small, throughout the area. Much valuable preparatory work was done, a great deal of relevant information collected, and the magnitude and complexity of the problem became evident. Steps, similar to ours, were taken to inform each pupil of the requirement to attend school, and the machinery prepared for following up with appropriate action those who failed to comply.

All this preliminary work was accomplished and the first schools made a promising opening in January 1921. Again, the early days in London followed our smaller scale pattern. There was much adjustment between pupils and teachers to establish happy working relationships; there were those who, like us, seeking to make schooling attractive and popular had caught the spirit of the idea of a new learning. They tried it, found much of it impracticable for the task, and quickly abandoned it for more normal, well tried methods —but not before exaggerated reports of time spent in play had gained considerable circulation. The idea of making schooling so popular that youth will willingly choose it in preference to other occupations, is at first sight attractive and plausible until it is tried. Then actual experience forcibly reminds us that all education involves discipline and restraint, either self or otherwise imposed, and is therefore never universally popular with immature youth. One of the earliest symptoms of approaching maturity, one of the first fruits of education, is a willingness to undertake self-discipline and self-restraint.

There were also many trying incidents in regard to school property, and that of fellow pupils. Much patience, infinite tact, and great skill were undoubtedly exerted by the staffs to get the schools established and working smoothly. Many were the brilliant successes recorded in those early weeks in reducing intractability, and in converting resistance into co-operation. There is little doubt that teachers and the Authority would, like us, have successfully passed through all the inevitable birth pains, overcome all the inherent infantile disorders and brought the schools to a healthy vigorous maturity, if they had been given time and reasonable opportunity.

But time was denied them. The educational tide began to turn; the exalted, altruistic, patriotic mood of the war years weakened as the war tensions relaxed; it weakened still further as tensions were

replaced by new anxieties about re-establishing industry and restoring trade at home and overseas; it changed to active opposition when the call for economy in public expenditure became urgent and loud. The weaknesses of the schools, real or imaginary, inevitable in the early stages of any venture, were now apparent and became easy targets for hostile action. One serious real weakness was the fact that the London County Council stood alone committed to the scheme in the midst of areas now standing aloof. This drew a particularly heavy bombardment of hostile action, which the newly born schools could not successfully resist. It is an unhappy story, which can be quickly told, of misfortune following misfortune in quick succession, providing some slender excuse, but not evidence, for gross exaggeration, clear misrepresentation and, in the end, some powerful malicious opposition which, like Herod, was determined to destroy the infants at all costs before they could develop strength.

It started when employers, now finding irksome the absences of young people at school, became easy prey for the exaggerated stories about so much education time being spent in play. This was an unfortunate, unhappy, ungrateful return for teachers, who had tried heroically to make schooling attractive; in other happier circumstances such efforts might have been recorded for special merit. But there was worse to come. It was soon apparent that a high proportion (somewhere in the region of 14 per cent) of the juvenile population, working in the London area, lived in adjoining districts of other local education authorities where compulsory schooling was not yet operative. Such young people could work in the London area a full uninterrupted week, while London residents could only work a week reduced for attendance at school. Some employers now showed marked preference for those who were not liable for schooling and, as such people were available in considerable numbers, the preferential treatment for imported labour had a most disastrous effect. Even enlightened parents felt keenly the injustice of the handicap schooling made in certain employment, and public-spirited employers, favourable to the scheme, could not watch with equanimity the advantage their business competitors were gaining by exploiting these conditions for themselves. We have already recounted how we had a similar problem in miniature for the outlying districts of Rugby, how, for a time, we had a similar reaction that school attendance was a handicap in obtaining employment, and how we immediately countered this by obtaining a new Order, which made

all employment of Warwickshire young people in Rugby subject to school attendance, so that if it were a handicap it should apply equally to all. Residents from adjoining areas in Leicestershire and Northamptonshire working in Rugby, to which reference has already been made, were, and still are, outside the operation of the legal orders for compulsory schooling, but they have always been few in number and little attempt has been made by employers to exploit this position. The problem in Rugby therefore never got out of hand. An attempt was made to control the development in London and the fixing of an appointed day, 11th November 1920, for young persons residing in Kent but employed in London, shows evidence of this. As other Authorities did not however follow the example of Kent, and as employers did not refrain from exploiting the weakness, the Kent Order was never operated and events quickly moved from bad to worse until a desperate situation ensued.

But there was more to come. The industrial depression which followed the end of the war was approaching, and jobs for juveniles were becoming more difficult to obtain. It has been shown how Londoners were handicapped in seeking what jobs were available. Every disappointed applicant, naturally searching for an explanation of his failure to get a job in competition with a successful rival, found in the school an answer which satisfied his vanity and had just sufficient truth to be attractive and plausible. It is easy to see that if there are twenty applicants for a job nineteen must be rejected in any case; the simplest of calculations will show that when there have been ten such vacancies the number of rejections is growing rapidly, and that, as vacancies increase, disappointed applicants multiply at a startling rate. As trade deteriorated, the jobs alleged to have been lost in London had swollen to alarming proportions and the schools received much blame for conditions, many of which in any circumstances were inevitable in trade depression, and some of which as we have explained were due to the unfortunate preferential conditions of employment. In the welter of misfortune, misunderstanding and misrepresentation, all attempts to submit the true economic facts, that schooling increases the overall demand for juvenile labour by making extra relief labour necessary to carry on the work of young people while they are at school, were no more effective on the fast ebbing tide than were Canute's efforts on the incoming tide.

The call for national economy was becoming more insistent and at the end of six months, in July 1921, the London County Council

bowed to the gathering storm and, disregarding the legal implications, reduced the period of compulsory schooling to a nominal year which ended on the 15th birthday. For those who left the day schools any time after the 14th birthday compulsory schooling was now reduced to less than a year, from 14 plus to the 15th birthday. The position had by this time become hopeless. Young people could, it is true, be brought to school buildings under the influence of teachers for eight hours weekly for less than a year; but in most favourable conditions it would be difficult to make out of this a corporate entity such as we understand constitutes a school; and in the hostile atmosphere now generated it was totally impossible. It proved to be the beginning of the end. With schools now battered and bruised on every side, but with teachers and administrators still heroically struggling against overwhelming odds, came the triennial elections for the London County Council, and it was inevitable that the schools should become a major issue in the election, with the result a foregone conclusion from the start. A large majority of members opposed to the schools was returned to the Council and, in July 1922, thirty-five schools working on a compulsory basis were closed and in September of the same year they were replaced by eleven working on a voluntary basis.

The story of Birmingham is no better. Here hopes ran very high as a successful school at Bourneville for the employees of Messrs. Cadbury Brothers and other interested firms had been established, maintained and run on a voluntary basis by the Local Education Authority for many years, during which it had grown very popular and effective. It now provided an example of great importance and no little encouragement to those who advocated compulsory part-time education. But the story of the birth in September 1920, the short life and the ultimate closing by Easter 1922 of all compulsory schools is, in the main essentials, similar to the story of London. Nevertheless, Bournville as a voluntary school remains to-day one of the foremost examples of what can be done with this form of education. West Ham changed from compulsory to voluntary basis in 1921. Wiltshire (Swindon) and Warwickshire (Stratford-on-Avon) quickly followed suit. Southend-on-Sea never made a start.

This was the end of the first battle for compulsory and therefore universal part-time schooling, leaving the solitary surviving outpost at Rugby. There remained, and still remain, many examples of part-time day education dotted about the country, where employers

voluntarily release, in some cases all young people of certain specified age ranges for general education, in other cases selected young people, usually apprentices, for technical training. Such examples will probably provide spring boards at the appropriate time for the second battle for compulsory part-time day education.

In the meantime an interesting legal position exists in those areas, including Rugby, for which appointed days were fixed as, in all cases, the seven years with permissive age limit of 16 have passed. Presumably day continuation schools should now be provided in these areas and all young people under the age of 18, not undergoing approved alternative education, should be compelled to attend such schools.

Chapter 7

RUGBY AT BAY

The national events described in the last chapter naturally had their influence upon public opinion in Rugby. Conditions on a small scale similar to those in London began to appear. The waves of industrial depression which were now sweeping the country affected Rugby, although fortunately not so seriously as other areas. But there was a scarcity of jobs for young people and in such circumstances youths over 16, outside the range of compulsory schooling, were competing for jobs which in better times, would go to younger people. An impression was rapidly gaining ground that schooling handicapped young people in seeking employment and, in certain occupations and in the times, there was just sufficient truth in the impression to make it plausible; allegations were made here, as in London, that young people had lost an enormous number of jobs, in fact far more than were ever vacant, owing to the handicap of school. Some parents protested at the apparent injustice. Some employers, now finding the expense and inconvenience of schooling a burden, were encouraged by such protests and began to listen to the exaggerations and misrepresentations about the nature of the schooling itself and its effect on industry and trade. The tide was rising against us and there was much murmuring. In addition to the usual arguments met everywhere else, we now had to meet from our opponents a new and difficult one that the scheme could not be so good as was claimed, or it would not have been abandoned in every other area.

But the opposition rallied in no uncertain way those, and they were not few, who believed in this form of education. Our larger employers and many of our smaller ones never quailed, nor were they deceived by exaggerations, misrepresentations or hollow plausible arguments. The majority of our parents also stood firm, unmoved by murmurings and protests. In this they were well and courageously led by a parents' committee which had been formed in the early days, but had at first found it difficult to get sufficient tasks to sustain interest continuously. Now they found plenty to do and were galvanized into intense activity on real, urgent, important

work. They met frequently; they assisted in the voluntary activities of the school; they contributed to and made themselves thoroughly familiar with its aims and objects and with its detailed operation. In season and out, they became enlightened centres of public opinion, radiating into the cloud and fog of exaggeration and misrepresentation shafts of the clear sunlight of penetrating truth. They were not content to remain merely passive supporters, they sought opportunity to carry conviction to other parents. They found it at the end of each term when they distributed terminal reports of the children in the many homes, and made each visit an occasion for a talk with other parents. As may be imagined they had a mixed reception; they met with much encouragement, a lot of misunderstanding, some of which they were able to dispel, and some violent, sometimes abusive opposition which they often, but not always reduced; yet they were never daunted. The years immediately following the tragic defeat elsewhere of the scheme, which left Rugby isolated like Malta in the war, were stirring times and no words could pay adequate tribute to the untiring work, to the heroic defence, and to the devoted service which the parents' committee contributed in those times on behalf of their own and other people's children.

Pupils of those days also played an important and often unconscious part; the more responsible of them, especially those who had a little experience of school committee work, showed a sense of responsibility beyond their years and did much to correct false impressions and misunderstandings. Others with less sense of responsibility and perhaps with a vague idea that, sooner or later, they would like to escape schooling, helped the cloud of misrepresentation; but in the main such action was probably done without any conscious purpose, save a touch of vainglory such as all children feel when they claim, as they often do, that they do no work either at school, in employment or elsewhere.

It will now be clear that our opponents were finding the ground of their opposition encouraging, their hopes rising and were gaining a little strength. It will also be clear that they were not left a free hand in influencing public opinion, for the advocates of the School among the parents, employers and general public became just as keen and just as determined that the young people should not be denied the advantages that they had for the moment tasted. Such a state of affairs in which, in its earlier years, a school becomes a centre of heated controversy is not good for any school, or for its

teachers and pupils. But it was inevitable and we had to continue with such handicaps as these conditions imposed. The number of young people who found causes for absence increased, and all such cases wanted most careful investigation, to sift the good reasons such as illness of the normal young people, from the less satisfactory reasons of the malingerers. The number of cases that had to be taken to Court increased, but the Authority recognized the vital importance as well as the increasing difficulties of the situation, and never faltered in their duty. Members of the Governing Body gave much of their leisure to examining and removing causes of friction, and their devoted labour was rewarded with much success. When all that negotiation could do had been tried and failed, they did not flinch from facing the necessary action in Court. But the number for whom legal proceedings were necessary never reached more than two or three at a time nor more than about six in a year, although the six represented a residue from a much greater number which had been sifted.

The rising volume of opposition seemed to come like waves in four well-marked critical incidents, moving to a succession of climaxes, in which each looked more formidable than the previous one and appeared to have more at stake, until the final one in 1927 gathered all the strength of our enemies for one final onslaught. After this the opposition must have spent its strength, for it has never since made any serious attempt to raise the issue.

The first of these critical incidents was a comparatively mild one and followed action taken by the Local Education Authority. Practically all the difficult attendance cases concerned young people who were employed by the few small employers, who had started with an unfavourable or neutral outlook on the scheme which by this time had changed to mild hostility. In September 1921, the Authority appealed to these employers for co-operation and invited them to meet the Governors to discuss and endeavour to surmount such difficulties as existed. This invitation was not accepted but a reply was received stating that their opposition was due to the opinion:—

'That the present system of education is deterrent to trade, and often tends to prevent a boy from obtaining suitable employment, as many employers are reluctant to engage a boy between the ages of 14 and 16.'

The letter ended on a note which became a familiar part of all such representations:

'Members would like to make it quite clear that they are in favour of Further Education, but feel that the voluntary night school is preferable to such a scheme.'

The second critical incident was much more serious and started in September 1922, when a small meeting of eleven members of the local Chamber of Trade passed a resolution expressing the opinion that the time had arrived when the School should be closed and asking the Urban District Council to endorse and submit this view to the proper Authority. When the resolution was received by the Council it was debated in a long meeting held on 14th October 1922. At the same time the Council received other representations, among the most powerful and most significant of which were one from the Parents' Committee of the School, a number from educational associations and one from one of the largest employers which said:

'It should hardly be necessary for us to say that as one of the two largest employers of labour in Rugby we are not in favour of a proposal to close the local Day Continuation School, nor do we propose, without some more convincing arguments than those already adduced, to discontinue to accord these schools such support in the future as we have in the past. The best evidence of this is that we continue to send our boys to this School and to pay their wages whilst they are in attendance thereat.'

On the receipt of these representations the Chairman of the Council invited his fellow members to visit the School before the matter was debated in Council. A few accepted his invitation and they were thus able to bring first-hand up-to-date knowledge to the debate which lasted one and a half hours and covered much ground including all the usual familiar arguments—viz. the inconvenience to employers, the handicap to youth seeking jobs, the unpopularity generally, the amount of time spent in play, the general nature of the education provided, and the cost to the rates. In the end, by an overwhelming majority, the Urban District Council rejected the resolution submitted by the Chamber of Trade.

The third and fourth of the critical incidents overlapped and may have been more closely interrelated than appeared on the surface. They looked at the time threatening and serious and raised controversy to white heat.

In July 1927 a parent applied to the Authority for exemption from school attendance of his son and daughter who were twins. In the case of the son there was a suggestion that school was preventing him

from obtaining certain employment which he wanted, but in the case of the girl no such reason was submitted. In accordance with the usual practice, first the officers, and later members of the Governing Body met the parent to try to remove the difficulties which appeared to prevent school attendance. But no assistance was acceptable to him short of the preferential treatment of his children by granting complete exemption, and this the Authority could not do without establishing a dangerous precedent. He thereupon sent his boy for evening tuition in commercial subjects to a small private commercial school and claimed this schooling as sufficient ground for exemption. The Authority did not accept this specialized evening tuition as a satisfactory alternative form of education for purposes of exemption in the manner provided in Section 77, paragraph (2) (ii), of the Education Act of 1921 and the parent was informed accordingly. As the boy made no attendances at school he and his parent were prosecuted at the end of November and the Court ordered the boy to attend school but, with its usual leniency, postponed the infliction of a possible penalty for six weeks when the matter would be re-examined. The daughter and another young person were associated with these legal proceedings but the incident and its main significance centred around the boy. At the end of the six weeks, to the surprise of the Court and of the Authority, Counsel had been briefed on behalf of the parent and young people and an appeal had been made to the Board of Education against the decision of the Local Education Authority in regard to the alternative education. In view of this, Counsel asked for a postponement and for a rehearing when the result of the appeal to the Board was known. The Board of Education rejected the appeal. For the rehearing a fortnight later, the Authority also briefed Counsel and after a very long sitting, lasting the greater part of a day, the boy and his parents were found guilty and fines imposed, whereupon Counsel for the defendants gave notice of appeal. The appeal was heard at the High Court presided over by Lord Chief Justice Hewart in May 1928, dismissed with costs against the parent and young person, with a severe censure from the Lord Chief Justice stating that delaying tactics appeared to have been used to defeat the intention and purpose of the law. In the meantime the daughter had started school attendance, made fairly good progress, and appeared to be quite happy. The boy never attended but went to live over the border in Northamptonshire and thus escaped the legal liability. To round off the story it is

interesting to add that shortly after the appeal was heard, there was a vacancy for a caretaker at the School. The father in question applied for this vacant post; he applied quite cheerfully in person as though nothing had happened. In the meantime the brief description of the events just outlined can convey only an imperfect idea of the electrified atmosphere, of the heat, and of the tumult incited in the town, or of the animated arguments with which advocates of both sides filled the press, the works, the shops and the homes during the months while the controversy raged.

All culminated however, in the fourth incident which started early in 1928. In this year there was an election for the Warwickshire County Council which is the Authority for all forms of education in this town. The controversy associated with the recent prosecution and appeal was still running high, and it was inevitable that the School should become an issue in the election; indeed it appeared to be the only issue in the particular ward where there was a contest. Here the retiring candidate was a member of the Governing Body of the School, a well-known political leader, a strong advocate of education, and made no secret of the fact that he was a firm supporter of the School. His opponent, also a local man, pleaded very persuasively that compulsion was anti-British, should be removed and attendance made voluntary; but he emphasized that he was in favour of more education and of more continued education. It is worth noting that in all these controversies nobody ever openly opposed the provision of educational facilities, or indeed of the Day Continuation School; they always argued that attendance should be made voluntary. There is something very tempting in this attitude which suggests that if school is really beneficial it should also be made sufficiently attractive to induce continuous voluntary attendance of youth. It is overlooked in this argument, firstly that youth is not yet mature, and secondly that in any case he never has a simple choice between attending and not attending; such a choice is mixed with the fear of losing a job to a competitor who may be willing to waive school attendance. Compulsory schooling removes that fear by putting everybody on the same basis when seeking jobs.

The preliminaries to the election took the usual form of public meetings, distribution of literature, house to house canvassing and so on. But as polling day approached, the opposition booked the largest hall in the town and announced a public meeting for the purpose

of submitting a resolution calling upon the Local Education Authority to remove the compulsory nature of part-time schooling. Although the meeting was not widely advertised, news of it spread like a fire and 2,000 people attended, including advocates on both sides. In fact feeling ran so high that the chairman, who was an advocate of voluntary education, had difficulty in making a start. So to get enough calm and order for a start, he promised the audience that, if they would first give the platform an uninterrupted hearing, he would make an opportunity later for an advocate of compulsion to express his views. This was a turn of events which the organizers of the meeting had neither expected nor desired, and which their adversaries were not slow to seize and turn to the utmost advantage. But there was more discomfiture to come, for the platform. The chairman in his opening remarks appeared to be trying to plead, with the utmost fairness and moderation, for voluntaryism, but he apparently got his arguments mixed. At any rate he stated that all the youths who had entered his employment from the School had been most efficient and most successful. The audience immediately recognized this as, so to speak, a goal for compulsion accidentally scored by voluntaryism and cheered to the echo. In these circumstances, in this atmosphere, the advocates of voluntaryism found their task very difficult; they were not very experienced in public speaking nor in controlling and moving large audiences, and perhaps the cause they were pleading was not very convincing. When they had finished, in accordance with the promise of the chairman, the candidate for the election as the advocate for compulsion was given an opportunity to state his case. He was an experienced speaker, who well knew how to seize the advantage presented to him on the eve of his election in a ready-made public meeting 2,000 strong. As a Governor of the School he knew all the merits of the scheme, its real difficulties and how they had been tackled and surmounted; he also knew how little truth lurked in the clouds of misrepresentation and was thus able to plead the cause most powerfully and most successfully. It resulted in a great triumph for the School, for when the chairman put to the meeting the resolution for voluntaryism it was lost, and in a great personal triumph for the candidate, for when he faced his election the following week he was returned by an increased majority. Thus was the School and all it stood for completely and finally vindicated. So ended the most powerful of the attacks, which had come on us in rapid succession after a period, since the

collapse of the scheme nationally, during which we had stood alone. Although this period covered five years they were not years of quiet uninterrupted work of growth and consolidation. On the contrary, they were years of grim defence and determined struggle against many odds in an atmosphere of much tension, suspicion, and hostility. Yet the Local Education Authority and the Governors of the School never wavered in their resolution to carry the scheme through to success.

Shortly after the final incidents we have just described, there was an occasion of some importance, totally different in character, innocent in outward appearance, tempting to those who disliked discord and controversy, but dangerous in its possibility to our scheme if our Local Education Authority had lacked conviction about its policy. On this occasion two official visitors of some importance came to Rugby, and sensing the controversial atmosphere in which we were working predicted that, as we stood in isolation and as there seemed no prospect of a national revival of the scheme, we could not hope to survive indefinitely and would sooner or later be defeated. In these circumstances they suggested that it might be advisable to surrender compulsory and therefore universal education and replace it by voluntary, selective full-time education of a few of the more willing pupils, by substituting for the Day Continuation School a Junior Technical School. Perhaps in this they were acting on their own initiative, perhaps they had been prompted by someone in authority to make the suggestion; certainly they appeared to be made of weaker fibre than the Local Education Authority for it refused to entertain the suggestion for one moment although on the surface it looked an attractive proposal. Full-time education of a minority of willing pupils would have eliminated controversy and quickly given good tangible returns which all could have recognized. But the Local Education Authority, in its own democratic manner, has always taken the view that educational benefits are not the privilege of the favoured few, endowed with special natural ability, with enlightened parents or with considerate employers, but should be shared by all. Whether the Authority was wise in rejecting out of hand the attractive suggestion and to what extent its policy of universal education has been justified, subsequent events must disclose.

Since 1928 controversy has gradually died away. Relics of it lingered long and from time to time one heard, and still occasionally hears, faint echoes of the criticisms of the earlier days, but in the

main the years since 1928 have been free from tensions, public discussions or serious misrepresentations, and the School has had time to develop quietly and to consolidate its position as an integral and by no means a minor part of the education system of Rugby.

There have been one or two interesting cases in the Courts which have involved legal arguments and established precedents of some importance, but without raising animated controversy. One concerned a boy who left the local secondary school at the age of 15½. He claimed that he had completed 320 hours at his secondary school since he attained the age of 15 and thus fulfilled the legal requirement in regard to school attendance. This was a matter of considerable interest and of some importance, for if the claim had been accepted, it might have encouraged some children, before they took any job to dispose of the 320 hours attendance requirement by remaining at their senior school for a few extra weeks' full-time schooling. But the Court ruled that he had not discharged his liability and that he must attend the Continuation School until he reached the age of 16. There have also been other cases in which training in commercial subjects at private commercial schools has been submitted for approval of the Local Education Authority, as a satisfactory alternative to continuation school education in the manner provided in Section 77, paragraph (2) (ii), of the Education Act, 1921. The Authority has never approved such training for this purpose unless it included some physical training and some general education. In this policy it has always had the support of the Court when it proved necessary to seek judgment.

Chapter 8

ISOLATION AND CONSOLIDATION

By the time our local controversies had ended, the country had in the main forgotten its unfortunate adventure in continuation schools. Some of those who had taken leading parts in the national movement had either retired from active service or passed on, and had been replaced by younger men who only knew a little of the movement, and that they had gained by hearsay. Those educationists who remained in harness had received such an unexpected and overwhelming defeat of their high hopes, that they showed little disposition to open another campaign on behalf of compulsory part-time day education. Progress gradually turned towards the reorganization of post primary education and establishing a school-leaving age of at least fifteen, and in 1926 the Report of the Hadow Committee on the Education of the Adolescent gave a great stimulus to this movement. It looked less controversial and certainly avoided the employment complications which had proved so disastrous for part-time schooling. The urge for a higher school-leaving age became stronger and stronger and at times appeared to be in conflict with remnants of the former demand for part-time day education, and on such occasions as the two reforms appeared to be rivals for public support, the proposal to raise the school-leaving age seemed to have most adherents. But such a conflict was more apparent than real and was at most a claim for priority because, whatever the school-leaving age might ultimately be, employment must sooner or later be taken with such assistance, guidance and protection as education may supply.

We therefore seemed to be left more or less isolated as it were on a detached island. We had some common interests with, but important differences from voluntary day continuation schools which remained and flourished here and there throughout the country, often attached to places of employment administered by liberal-minded progressive employers. Some of these schools, in addition to their normal functions, carried out special emergency tasks such as the education of unemployed juveniles to sustain their morale during their enforced idleness. Some, especially in London, went over en-

tirely, or almost entirely, to vocational training in given trades. We also had something in common with part-time day technical education which was slowly but surely growing in most technical colleges throughout the country but usually on a narrow vocational curriculum for selected apprentices and learners. In the main however we appeared isolated and we were looked upon either as an antique relic of an age that had vanished, which visitors from all parts of the world came to see, as they would visit other ancient monuments; or to the more far seeing, we were perhaps an outpost of some significance and importance which would sooner or later provide a springboard for a second forward movement, better timed and more carefully prepared, with a more successful issue.

At home the heat of controversy died down completely. Employers who supported us, and they were the majority, were now content that they could participate in the education of their employees without serious interruption. Those employers who had opposed us seemed to reach the conclusion that further opposition was useless, and took the common British line of grumbling at the inconvenience from time to time but making the best of it; some came over and tried to find what the School really had to offer them and in due course, discovering its merit, became staunch supporters. Young people who had attended in the days of controversy passed out and were replaced by others who knew nothing of such times, but only remembered that their elder brothers and sisters had taken this as part of the normal process of growing up. Such young people took what was offered them as they took their food; they rarely questioned, recognized, or cared about its value to them; they did not trouble too much about what they liked or disliked except when visitors questioned them, as they loved to do, about their tastes. Most children tried to answer visitors' questions but found much difficulty in selecting likes and dislikes and were always glad to get a lead that they could follow from a fellow pupil, or a cue from the questioner as to the kind of reply that would please him. We suspect that many adults, especially employers, in questioning children about their preferences do not always recognize how quickly and how eagerly young people in such a situation pick up and follow the slightest cue offered.

Slowly but surely misunderstandings, exaggerations, and misrepresentations faded away and the School had a much needed prolonged quiet period, formerly denied to other schools, in which to

develop without fuss and without too much publicity. In these conditions early mistakes, which are inevitable in every new venture, were corrected; schemes which failed to appeal were removed and those which succeeded were developed. In this way there was gradually distilled from experience—sometimes bitter, rarely sweet, occasionally encouraging, often thoroughly disappointing—a working scheme for dealing with young wage earners.

We began to discern that the traditional long term aims and methods of ordinary full-time schooling ought not to determine the content of part-time schooling; such aims are largely overridden in this period by the imminent all-pervading needs of the moment. As a man entering water for the first time is mainly concerned with his immediate and present surroundings, the here and the now—to learn quickly at least how to float and how to react to the temperature of the water, and if possible how to swim easily—to the exclusion of remoter interests in time and place, so part-time education of young workers must, in the earlier years at any rate, give prior attention to the dominating needs of the moment, for the time being relegating most other considerations to the background. We began to see our purpose and functions more clearly. They are many, complex and difficult. They include illuminating and explaining the critical significance of employment to youth, assisting all to secure the wisest and most promising selection of such employment as is available, giving the necessary technical education to those whose occupations call for it; they include observing how the physical welfare of all is now affected by the new conditions, assisting them to turn their physical resources to best use, quickly detecting, with the advice and assistance of the medical officers, any physical defects which now appear and ensuring that appropriate remedies are found and applied; they are concerned with assisting the independent spirit which springs from wage earning to associate with it a corresponding growing sense of responsibility, with noting the effects of extended freedom, with encouraging and gently guiding the exercise of such freedom, especially in regard to the happy, wise, profitable use of leisure; and last but by no means least, they deal with introducing youth to wider educational and recreational interests (in the Technical College, in youth movements, in clubs, in societies, in adult organizations, in the radio broadcasts, and so on) in such a way that youth will find permanent attachments from which it can draw strength, support, inspiration and guidance on the journey to adult

life. In a word, as the period is one of adjustment from childhood to adult life, from the restraint and shelter of school to the freedom and exposure of working life, so the adjustment process overrides all others and to this end the School, and all it stands for, turns the greater part of its consciously directed programme. Such aims could operate much more successfully if the ideal outlined by the Lewis Committee, to make the educational purpose the dominating one, were ever fully realized. In the full conception of this ideal, only employment offering satisfactory training prospects would be undertaken in the ages under educational control.

The aims we have outlined can be achieved in a school organization which starts with a framework of a day per week compulsory schooling. Those who think in terms of ordinary full-time schooling and the kind of curriculum involved therein find it difficult to understand how one day per week can operate successfully. Clearly the school time is not long enough for a full-time school conception either in the addition of a substantial quantity of imitation secondary education or in the correction of the usual alleged weaknesses of elementary schooling or, in other words, in providing a remedy for the failures of nine years' full-time schooling. Such tasks are not suited to our part-time schooling; they require other means; they were not, and are not to-day our main objective; we have already defined them; they can be achieved with reasonable success in the time at our disposal.

Our conception of part-time schooling does not give first place of importance to formal class-room activities on ordinary school subjects although it gives them most of the available time. Pride of first place, in the early years at any rate, goes to juvenile employment problems with the object of assisting each youth to find the most promising, most suitable employment available. To this end we bring into the School the national machinery for dealing with these matters, in our case, the Juvenile Employment Bureau. The College Governors constitute the Juvenile Employment Committee; the staff of the Bureau are members of the College staff personnel and are therefore in close daily contact with the teaching staff. Such contacts ensure that the national machinery for choice of employment is at hand when youth is conscious of difficulties and uses its own initiative to seek advice and assistance. But also weekly, during the school attendance period all are under unobtrusive observation for signs of misfits, misunderstandings, mistakes,

permanent blind alleys, or even exploitation in excessive hours or in serious underpayment. Furthermore, at appropriate times, normally once a year, routine tests are designed and applied to ascertain without fuss or disturbance if there are any deeper symptoms of employment difficulties that casual observation during the weekly attendance has failed to disclose. Where difficulties are diagnosed the Juvenile Employment Officer and his staff bring official machinery or friendly contacts to bear on the problems and happy solutions are usually forthcoming. Such a procedure is not unlike a medical examination in which the doctor looks for obvious or more obscure causes of trouble and applies treatment in a systematic, orderly manner with a minimum of fuss and disturbance to normal healthy people. Employers find the Bureau and its weekly contact with all its personnel, employed and unemployed, a most valuable source of supply of juvenile labour which can be explored for them in relation to any vacancies they may need to fill. For the best results, especially in the highest grade jobs, employers now give us long notice of forthcoming vacancies so that there is time for wise selection and where necessary—and this is fairly frequent—for negotiation for release, without friction, from other less suitable employment. Many excellent apprenticeship schemes have evolved here in recent times, and they owe much to their association with the juvenile employment and educational organization here described. From time to time pamphlets, giving much valuable general information about local employment conditions, are prepared and distributed.

Another side of juvenile employment deals with unemployment insurance. Teachers explain its significance and importance, and special officers of the Bureau at appropriate times explain the details of insurance procedure, and at all times assist youth to deal with its own problems either of insurance or of drawing benefits. In times of prolonged unemployment, happily rare here, young people easily and generally willingly return full-time—without the disturbing effects of entering a new strange institution called an unemployment centre —to the School and to the teachers whom they know and trust. In this familiar setting, registration of youth in more recent times is easy, simple and friendly, and practically all find their way to subsequent interviews.

We give physical welfare second place of importance in our conception of part-time schooling. We put it second, not because we regard it as less important than juvenile employment, but because

physical welfare has been under care from birth, whereas employment has only just come into the foreground. Medical officers naturally play an important part in securing and maintaining physical welfare, and in normal times all young people are examined by the school medical officers at regular intervals, and defects revealed are followed by appropriate treatment either medical or otherwise. The physical training teachers work in closest contact with the medical officers and, in addition to ordinary school physical education, undertake any remedial work which may be prescribed. Playing fields, adjacent to the school buildings, have contributed greatly to physical welfare since the beginning in 1920, and since 1941 we have had an excellent modern gymnasium with dressing-rooms and shower baths of the greatest value to working boys and girls. School meals under good conditions in the college refectory and all they mean to physical welfare and social habits have also been available at cheap rates since 1941 and now contribute to our main objectives.

A few years before the outbreak of the Second World War school children throughout the country were encouraged by Government subsidy to drink milk in schools. We doubted whether the scheme would appeal to our young people, especially the boys, who might easily have turned up their noses at the prospect of taking milk from a bottle through a straw. But we found the scheme popular, and most popular with the boys, so in the early days we participated. The scheme was launched and all was going well, when unfortunately somebody in authority discovered that it was illegal to subsidize the sale of milk to part-time pupils. This was an unexpected blow because in general, part-time pupils probably need the subsidy at least as much as, and often more than some pupils of full-time schools. Perhaps it was an oversight on the part of somebody; possibly in these years day continuation schools had been forgotten; whatever the reason, it was alleged that it was illegal for our pupils. The Local Education Authority at first refused to accept the ruling, took the matter up with the Central Government to whom it protested long and vigorously, but in the end was compelled to retire defeated and with much regret we had to abandon the scheme.

Our third objective is to ensure that youth turns its newly-gained freedom to wise and happy use, especially in selecting activities for leisure. This is youth's own time and ought not to be controlled for him or her. The freedom of youth's choice is as important as its

wisdom. But that does not mean that assistance in the choice should be withheld. On the contrary, we feel that our task is to encourage youth to try many activities before settling what shall be the ultimate choice. We therefore introduce him or her to a wide range and variety of youth activities inside and outside the school—of games or classes, of socials or workshops, of concerts or debates, of clubs or hobbies, of cadets or film shows, of radio broadcasts for highbrows and lowbrows, and so on in never ending variations. We hope that the ultimate selection will bring full satisfaction for every youth's tastes, and guidance, pleasure and inspiration for the journey to adult life. In the early days perhaps we looked with warmest approval on a selection of classes for serious study; perhaps some of this preference may still linger. But fashions change and after all, there are no comparisons of merit between shorthand and drama, photography and debating, cookery and dancing at the end of a tiring day, good comedy and a good symphony concert. All that we look for is that youth shall follow the pattern of real life in combining serious and gay in proportions which suit him or her best for the journey through adolescence, and that both shall be pursued sincerely and honestly with interest and vigour. Such leisure activities, inside or outside the school, in the free choice of youth, provide practical examples of young communities which, like adult communities, call for leaders and which give to those who are gifted with powers of leadership, and who are fortunate enough to reach positions of responsibility, opportunities for developing such powers as they possess to serve their contemporaries in a really practical manner. In most young communities leaders are elected in the usual democratic manner and all, leaders and followers, find by actual experience among people of their own ages, on concrete issues which to them are not merely academic but real and vital, the meaning and method of living and working in a democratic community.

Finally in our aims for part-time schooling we come to the curriculum or classroom teaching. This will, no doubt, appear strange to an old-fashioned schoolmaster or professional educationist whose life has been spent in full-time schools. He has probably given years of earnest thought to the most appropriate content of, and the most effective methods of working out his own curriculum. To find the curriculum given last place of importance in any school may appear to him little short of sacrilege. But as has previously been stated, we are not dealing with children segregated in a cloistered sheltered

seminary, but with youth living in the rough and tumble of real modern working life, and for him or her the traditional academic considerations must be deposed from their customary throne. This does not mean that the curriculum is not important. Rather does it imply that the claims of any subject for a place in the precious but limited school teaching time, are best justified not by traditional considerations, but by the contribution it makes to our fourfold aim —in regard to juvenile employment, to physical welfare, to the search for suitable interests and occupations for leisure and to the pursuit of learning—in other words, to the help it gives youth in the process of bedding down in employment and in his present and approaching community life.

Chapter 9

A MODERN CURRICULUM AND STIMULANTS

By this time it will be clear that the curriculum—that part of our scheme concerned with learning—is by no means the complete story of the Continuation School or perhaps of any school: in our case it is only one, and in our view not the most important of our four-fold working aims. Nevertheless it occupies most of the available time; it can be more consciously planned and unfolded than our other three aims as the latter depend more on unpredictable incidents than the former; so its contribution to youth welfare is and should be very considerable. It is designed for example to throw much light for skilled and unskilled workers on modern juvenile employment and to relate it to the past and to the future; it provides technical training where such training is appropriate and in doing so goes far to reconcile the apparent conflict between what are generally understood as technical and cultural education; it contributes directly towards physical fitness and vigour; it tells of the art of living together and everywhere suggests, by practice as well as precept, the benefits and responsibilities of our community life and its application to citizenship; it reveals what education can offer for happy, wise, profitable use of leisure; by experience it keeps open and accessible, the entrances to the mind and personality; and last, but by no means least, it keeps the school life of young people moving on an even keel, youth growing and developing quietly without fuss and without introspection, yet with increasing confidence in the familiar school and its staff. In this manner the latter become qualified, armed and fortified to assist, advise and guide youth as it meets one or other of the crises of this period, the great turning moments of life, which largely determine its future, in work, in health, in leisure, and in education.

There are innumerable ways in which the above prescription may be made up into a curriculum. We ourselves have tried many and doubtless in the course of time, as fashions change, will try many more from the same prescription which is unchanging. The summary

which follows has the merit of having been tried and of having proved effective under the conditions which operate here. It is the result of much experience, of many successes and some failures. Untried schemes often make more attractive reading than those which have been through the melting pot of experience. It contains all the elements of our general prescription but, although we analyse the curriculum into subjects, the relation of such subjects to the elements of the general prescription is so complex, so dependent on methods of interpretation and on personal idiosyncrasies, as would make any attempt at such analysis here of very little value. The following analysis into subjects, and their distribution in periods of seventy-five minutes in the seven and a half hours of the compulsory day represents our latest practice:

	BOYS		GIRLS	
	Subject	*No. of 75-min. Periods*	*Subject*	*No. of 75-min. Periods*
Group I	English Subjects	1	English Subjects	1½
Group II	Physical Training and Games	1	Physical Training and Games	1
Group III	Mathematics and Drawing	1	Arithmetic and Accounts	½
Group IV	Science	1	Domestic Subjects	1½
Group V	Handicrafts	2	Commerce or Art	1
Group VI	—		Music	½

Such a distribution is reasonably balanced, caters for most tastes, and contains all the elements we have prescribed for a modern curriculum. The similarity to the six basic groups with which we first started, and to which we referred in Chapter 3 will be at once evident. After our earliest experiences it will be remembered that we added some vocational training, a little of which is shown by commerce in the above analysis, but most of which appears in the method of treatment of the basic subjects. This will be recognized when the detailed contents of the subjects are met in the following pages of this chapter. The absence of the arts from the boys' curriculum does not mean that they are completely crowded out; they are dealt with from time to time by special lectures, talks, discussions, exhibitions and concerts. A morning assembly with a short simple religious

service opens each day session and introduces another element excluded from the above analysis.

Each sex has two alternative Courses:

For Boys—Industrial (I) and General (G).

For Girls—Commercial (C) and Housecraft (H).

The two former, I and C are planned in the main for the more gifted section of the young people, who generally know their probable future careers—for boys, in engineering and building, for girls, in offices or shops—and who know also what they want from School to help them in these careers. These courses have a considerable vocational content; they are not complete in themselves but prepare for higher technical school work; they are unfolded to the pupils in a more logical sequence than in the case of the remaining two courses; and it is expected that much more of the learning presented to the pupils will be assimilated and permanently retained by them than in the case of G and H courses.

There is much to be said in this transition from childhood to adult life for freeing more but not yet all of school life, especially of the less ambitious, less talented young people, from the dark shadows of distant examinations and the necessity of trying to remember for future use all that one learns. There is a thrill in certain school experiences, as there is in a mountain view or the sight of a gorgeous sunset, and life is richer for the thrill whether or not we remember and can reproduce the details afterwards. Tradition recognizes this in games, drama, concerts, literature, etc. But cannot young people likewise enjoy freely without the chilling thought of examinations the thrill of designing and making a pretty gown, a working wireless set, a model aeroplane, of cooking and serving an attractive meal, or of participating in an exciting scientific demonstration or a lively discussion?

This modern classification into two main groups for each sex, with about two-thirds of the boys in the I group and one-third of the girls in the C group and the remainder in the G and H groups respectively, is the latest position to which experience has taken us since the days to which we referred in Chapter 5. As an occupation for boys, retail distribution proved too much of a shifting quicksand to make a satisfactory foundation for a stable technical course. So it has been replaced by a General Course.

The present classification would work well if our plan previously described of allocating each age group to the same school day could

be maintained undisturbed. It will be remembered that this plan starts with the distribution on the following lines:—

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
14	14⅓ and 14⅔	15	15⅓	15⅔

and so on. But in practice, circumstances arise at work or at home which lead to requests for individual changes of school days. Although the Authority has power to refuse such requests and exercises it when they are based on trivial pretexts, there are quite a few occasions when substantial reasons call for concessions, which must be granted until such times as public opinion demands that 'the education purpose shall be the dominating one outside as well as inside the school'. In our organization such concessions can only be made by transferring the pupil to another age group. This is never completely satisfactory, although it is often the lesser of two evils. Its effect on the sequence of the unfolding of the curriculum to the pupil is bound to be disturbing. To reduce this as far as possible the sequence has to be planned in a special manner. In those subjects of the curriculum which do not demand a rigid line of unfolding this is comparatively easy. The sequence usually follows a cycle which can be entered at any point without serious difficulty. In other subjects, notably science, the position is not quite so simple, but we solve it by changing the topic at the beginning of each term and transferees then become adjusted to the change. A school with five classes in each age group might conceivably allocate one such group to each day and thereby find another solution for this particular problem but it would substitute other problems, the most obvious of which is the difficulty, if not the impossibility, of grading an age group which is distributed throughout the week.

The details of the various subjects in the two main grades are summarized as follows:

BOYS AND GIRLS

GROUP I—ENGLISH SUBJECTS

This group is divided into three sections (*a*) Sociology, (*b*) Language, (*c*) Literature.

(*a*) Sociology

This subject, which is concerned with the science and art of living together, is important enough to be considered as the centre of gravity of the curriculum and to be given in some detail:—

Communities where youth now lives and works

First Term (14). *What youth gets from membership of communities and what should be given to them.*

Family, school, industry and trade, club, church or chapel, trade union, town, nation, empire.

Second Term (14⅓). *Chain of processes in industry of which student is a link.*

Source of raw material, transport, manufacture, assembly, packing, selling, consumption, traced in regard to selected local products. The place of money, banks, advertising, office records in the chain. Waste in time and material.

Third Term (14⅔). *Man's or woman's special sphere in communities.*

In home; in industry and trade; in local and national affairs; in emergencies like wartime; survey of main local occupations and professions.

Fourth Term (15). *Necessity for and machinery of government.*

Why communities must be governed; authoritarian and democratic types; importance of public opinion; machinery for representative government; finance; students' committees and councils.

Fifth Term (15⅓). *What we have inherited and what we bequeath.*

Social services; monuments and countryside; law and order; industrial and commercial prosperity; the arts; unsolved problems.

Sixth Term (15⅔). *How history is made.*

Current events studied on the following plan: examine all available data before forming opinions; opinions tentative until all data has been considered; new data always possible but not probable after long time; history is therefore best judge of current events.

(*b*) *Language*

Use of mother tongue in speech and writing, in simple statements, lectures, discussions, debates, committee procedure, letters, essays and magazine articles.

(*c*) *Literature*

Reading for recreation, inspiration and pleasure. Highbrow and lowbrow selections in prose and verse from stories of youth, of hidden treasure, of detective fiction, of great adventure and high achievement with special attention to modern writers.

GROUP II—PHYSICAL TRAINING AND GAMES

This subject is planned to develop the body to easy healthy poise,



MOTHERCRAFT



HOME-MAKING



AT THE LATHE



IN THE METAL WORKSHOP

to skill in indoor and outdoor games, and the mind to a team outlook and to responsibilities of organization and supervision of games, by progressive exercises, corrective exercises, games, matches, sports, etc.

BOYS ONLY

GROUP III—MATHEMATICS AND DRAWING

This subject deals with the meaning and methods of working in quantities (arithmetic, algebraic and geometric) together with dimensioned freehand sketches and projected scale drawings.

The Industrial classes take simple geometric models, machine parts and buildings such as they would meet in employment and from them make sketches and projected scale drawings; they are thus introduced to calculations and exercises which make a good foundation for the mathematics of the senior Technical School.

The General classes sketch and draw in projection simple models and objects met in common life, and apply to them calculations on everyday problems met with at home, in school, at work, in shopping, or in civic matters.

GROUP IV—SCIENCE

The Industrial classes build up the fundamental laws of science in an orderly sequence based upon abundant experimentation, and deal in successive terms with (1) heat, (2) chemistry, (3) biology, (4) dietetics, (5) magnetism and electricity, and (6) mechanics, in such a way as to lay a satisfactory foundation for further treatment.

The General classes take an interesting selection of everyday science treated so as to emphasize the authority and technique of experimentation, dealing in successive terms with (1) explosions and explosives, (2) mechanisms, (3) steam, internal combustion and electrical engines, (4) engines of the human body, (5) the world under the microscope and (6) the electrical age.

GROUP V—HANDICRAFTS

The Industrial classes are trained in the design, construction and assembly (singly and in group efforts) of objects selected to develop in an orderly sequence skill, knowledge and perseverance to real

craftsmanship, and to lay the foundation for further work. The first four terms work in wood and the last two terms in metal.

The General classes deal with occupations of a practical character designed to turn constructive and manipulative skill to spare time interests, and include two or three selections made at the beginning of each term from gardening, keeping pets, collecting, photography, model making in meccano, wood or metal, toy-making, marionettes, rug-making, rope-work, weaving, basketry, drawing, painting, lettering, home repairs, electrical fittings, lino cutting, etc.

GIRLS ONLY

GROUP III—ARITHMETIC AND ACCOUNTS

This subject deals with arithmetical and graphical quantities.

In the Commercial classes numerical precision and short methods are applied to commerce, to local and national affairs, and to household management, in such a way as will make a good foundation for higher work.

The Housecraft classes take such quantities and apply them to local and national affairs and to household management, and this gives quantitative precision to civic and domestic matters.

GROUP IV—DOMESTIC SUBJECTS

These include the science, art, and practice of good housekeeping and deal, in both Commercial and Housecraft classes, in a practical manner, with home organization and equipment, laundrywork, cookery according to season, in normal times and in times of emergency, design and renovation of garments, personal accessories, toys, etc., physiology and infant welfare.

GROUP V—COMMERCE OR ART

Here those engaged in commercial occupations, for which commerce is appropriate, take a course of typewriting for the first year, and in the second year a general survey of business activities in which the girls are employed, including local industry and trade, state, municipal, and private services assisting industry and trade, and the relationship of the young commercial worker and her job to local and national welfare.

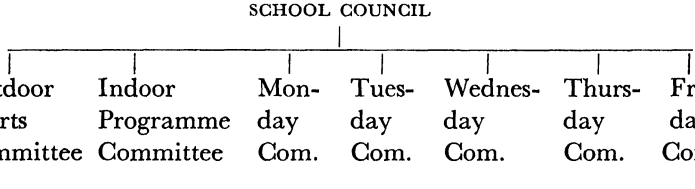
Other girls take a course of art applied to everyday things especially the planning and designing of modern ideal homes with interior furnishings, fittings, colour schemes, etc. Examples of churches, public buildings, ideal factories and offices are also examined.

GROUP VI—MUSIC

This course is to develop in young people the appreciation of and ability to recognize good vocal and instrumental music, and a desire as far as practicable to participate in performance.

As all can participate in choral work this forms the major part of the course, but individual performance by students, teachers, and visitors is included, and the gramophone and radio are used for presenting good music, well performed. From such performances standard classical forms are gradually recognized. This course is linked with the activities of the College Music Society, with local concerts, and with broadcast concerts.

On the fringe of the curriculum, but of immense importance to and with immeasurable influence on the young people, lies the voluntary evening programme which after twenty years' experience continues to flourish and, with the advice and assistance of teachers, to spring naturally from, to be planned by and generally organized on the framework of students' committees which was laid down in our earliest plans and which it will be remembered was as follows:



Ad hoc committees are added as occasion demands. These committees now have standing orders, a copy of which will be found in Appendix 4. They offer to members valuable experience of committee procedure, of pleading for or against proposals, of recognizing different points of view, of giving and taking, which are so essential in democratic communities; they give opportunities for practical citizenship in service to their contemporaries on matters understood by and of great importance to them. As in adult life, many who do not shine

academically find great satisfaction and attain distinction in this field of action.

In the course of our existence all kinds of projects have been born, brought to maturity, sometimes in brilliant popular successes for a time; then, as fashions and tastes change, they have diminished in their appeal and ultimately faded away. So long as it expresses the natural tastes of youth the voluntary evening programme is not and never will be rigid or static, as tastes change frequently and certainly with every new generation. Although voluntary activities take many forms they fall naturally into clearly marked, well-recognized types and the latter do not change. The following table illustrates those types in the voluntary programme, selections from which are always in demand.

(*a*) *Classes for serious study.* Mechanical drawing, mathematics, engineering, handicrafts, general knowledge, current affairs, foreign languages, first aid, hygiene, nursing, cookery, needlecrafts, women's crafts, toy-making, arts and crafts, shorthand, typewriting, business methods, etc., with vocational subjects usually in greatest demand.

(*b*) *Classes for Cadets.* Service Cadets and a Girls' Training Corps have their own headquarters but are closely associated with the College for technical training in mathematics, signalling, map reading, navigation, motor mechanics, physical training, etc.

(*c*) *Societies.* For vocal and instrumental music, film displays, art, literature, drama, science, photography, local survey, history, natural history, aeronautics, radio discussion, etc.

(*d*) *Clubs.* Indoor and outdoor games, keep fit, dancing, young farmers, cycling, rambling, etc.

(*e*) *Homework.* All young people are encouraged, but not unduly pressed, to perform home exercises in each subject of the curriculum and facilities for doing this are provided in the College.

(*f*) *Day group projects.* At the beginning of every term each Day through its representative Day Committee initiates an agreed form of group activity for the term and makes the necessary plans for carrying it through to completion. These activities usually follow a six-term cycle of approximately the following form: (i) drama, (ii) music, (iii) sports (summer), (iv) dancing, (v) handicrafts, (vi) sports (summer). Such projects give colour and purpose to much all-round leisure activity throughout the term and reach a climax in Day competitions at the end, when the coveted prize for the winning Day

is the distinction of performing before a public meeting of parents shortly afterwards.

(*g*) *Socials and journeys.* In winter, socials, dances, parties, suppers, ceremonial dinners, and in summer, outdoor journeys, sports meetings, rallies, etc., are in normal times held frequently in many varying forms. They provide occasion for much committee activity and unlimited scope for practical community service.

Stimulants, incentives, tonics, and rewards all have their appropriate place, and fulfil a valuable function in the school life of young people, as they do in the maturer life of adults. For this reason the whole plan of the curriculum—compulsory or voluntary, in the day or in the evening—is designed to stimulate in youth its natural curiosity, the urge to make things, the desire to excel in something, the love of competitions and games of all kinds, the spirit of service to contemporaries and to enlist and maintain full co-operation in the developing education scheme.

More direct, more obvious encouragement to action along certain lines is given for groups and for individuals.

Group efforts are encouraged:

(i) In sports and games by the award of the Rugby Advertiser Sports Cup to the Day which gains the highest place for sports and games. The *Rugby Advertiser* is a local newspaper which, for many years, has encouraged this form of outdoor activity amongst the young people.

(ii) In social welfare work by the award of the Lewis Shield to the Day which contributes most in social service. The origin of this shield is interesting. During the trade depression of 1921, Mr. F. T. Wolsley-Lewis, a prominent trade-unionist and an enthusiastic educationist, with a strong belief in the Day Continuation School, found it necessary to seek employment outside Rugby and his colleagues, the organized workers of Rugby, opened a subscription list to mark their appreciation of his past services to the cause of organized workers. At the request of Mr. Lewis, who at the time was unemployed, the money subscribed was spent on the Lewis Shield to stimulate in young workers a desire for social service. In this it has undoubtedly been successful.

Individual action is stimulated and shaped by terminal reports which each pupil receives at the end of every term. These reports assess as far as practicable the progress of the student in ordinary

school activities on a well-recognized scheme. There are three grades of achievement, viz., first class, second class, or failure—with a mark of distinction for specially meritorious work in any direction. Such reports exercise great influence on pupils and the first-class pass is a much coveted mark.

Our experience suggests that in any national scheme of day continuation schools, or young people's colleges, there is much to be said for exploring the possibility of assessing merit at the end of the course, in training and achievement appropriate to the age on the lines of a County Badge Scheme. They would be assessed in the usual four tests: (i) Physical, (ii) Expedition, (iii) Project, (iv) Service. We have in mind the two grades: (*a*) a standard badge for those who are willing to stretch their powers, and (*b*) a silver badge for those who achieve all-round distinction. Such a scheme if adopted over a wide area would, we feel, do much to focus attention on the cultivation of qualities and achievements in fields which are more appropriate than academic learning to the ages and environment of many young people now just launched into working life.

Chapter 10

SOME HIGHLIGHTS

So far in this account much attention has been given to estimating the needs of working youth, to describing suitable educational machinery and appropriate school organization for meeting the conditions, and to sketching from experience a framework which has for some years contributed effectively towards satisfying these needs. Now it is time to try to indicate some of the reactions of youth and in doing so to fill the framework with warm flesh and with circulating blood, so that it may pulsate with life and give a reasonably representative, true picture which can be properly appreciated and assessed.

The picture will not be overdrawn, and some may possibly find it slightly disappointing, the incidents selected trivial, and the standard no better than, if as good as, some of the highlights common to-day in the best modern schools. But one of the objects of presenting this chapter is to depict attainments, not aims; the natural response of youth, not the high hopes and aspirations of their elders; of 14- and 15-year-old-youth, not of 18- and 19-; and of ordinary working youth responding freely, not of picked children directed and coached to the highest standards of efficiency and performance. As the faltering steps of the child first walking unaided have their own special appeal, independent of any comparison with the earlier aided steps of infancy or later confident steps of maturity, so have the first free interests and spontaneous activities of working youth their own characteristics. Experience shows that in these ages such interests do not, in the main, quite satisfy adult hopes, not even those of their previous teachers; the incidents which they themselves choose for highlights are too trivial and the standard of performance which satisfies them is too low for their mentors—if it were otherwise, life for the latter would be a very dull business indeed. Now, however, such activities are related to the new found freedom of working life, not to the pseudo, blinkered freedom of a cloistered school. If then, standards appear to fall a little for a time, so also do the child's first unaided steps falter but merely as a prelude to better, surer, ultimate, unaided performance. If any comparisons are to be drawn, they should

be related to contemporaries in other areas, most of whom, it will be remembered, are completely out of contact with school or with ordinary youth organizations.

The following brief pen sketches selected at random over a period of years are attempts to suggest the nature, the variety and the influence of events which have from time to time grown naturally through students' committees about the skeleton we have built here. Many readers will recognize familiar forms and recall similar occasions in their own youth which proved happy, thrilling, sometimes momentous experiences and contributed greatly to their own maturing. They will be quick to realize how very much youth welfare would be implied if such occasions were made possible and really practicable for everybody.

1. MUSIC—SPRING 1943

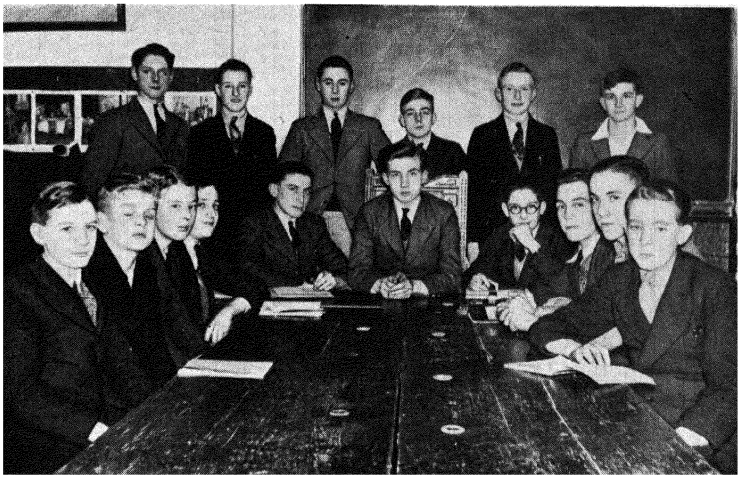
During the present term there has been much musical activity among the girls. At all hours of the day and night we could hear strains of music floating across the air. Of late this has been intensified and wherever we turned in the college precincts we seemed to meet a group of girls going to or coming from a rehearsal and we often found them in action wherever they could find a suitable room. We found the explanation last night in the climax of a musical competition when five choirs, one from each school Day, assembled with their fellow pupils in the school hall for each to sing three pieces in their best style, ostensibly for the audience, but with more than a passing glance at the judge—one of the music masters from Rugby School who had given his services in this capacity—sitting at a table at the back of the hall. All the choirs sang two prescribed test pieces fixed by the Programme Committee, viz.:

1. Greetings *by Mendelssohn*
2. Song of the Milking *by Frederick Bridge*

and each had one of its own selection:

Monday	Russian National Anthem	
Tuesday	The Ash Grove (Traditional)	
Wednesday	Parade of the Tin Soldiers	*by Leon Jessel*
Thursday	Flow Gently Sweet Afton	*by Hugh Robertson*
Friday	The Frog	*by Ernest Newton*

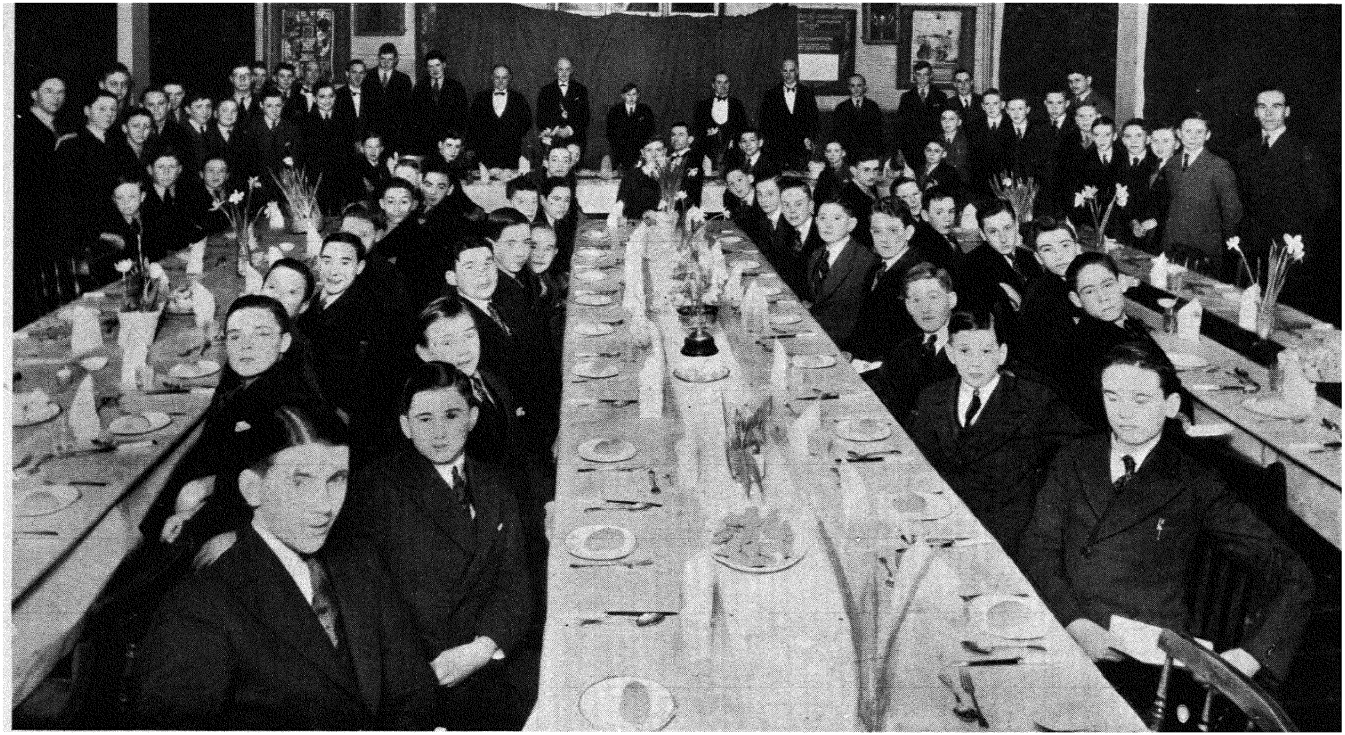
The whole affair was planned, organized and carried through by students' committees, which had been very active all the term



YOUNG DEMOCRACY IN ACTION:
BOYS' SCHOOL COUNCIL



A CORNER OF THE SOCIAL CLUB



A CEREMONIAL DINNER WITH GUESTS

arranging the details. There were crowds participating, much fun, some good music, some interesting and promising performances especially by student conductors, who were sometimes nervous, sometimes diffident and sometimes overconfident. But all enjoyed the evening thoroughly and the events which led up to it. It was a particularly happy event for the Wednesday choir and its supporters, for they were adjudged the winners and received a great ovation which they will remember for many years. The much coveted prize was the privilege of performing to their parents the following week.

2. CEREMONIAL DINNER—SPRING 1939

For some years before the outbreak of war an annual officers' dinner has been held in the spring term for members of the boys' School Council and the various School committees. In the early days of this function the boys sometimes forgot the responsibilities of their high office when the table looked tempting, and they yielded to the natural impulse of boys under 16 to grab quickly and eat greedily in order to fare better than their neighbours. But in the course of time they learned the satisfaction and general wisdom of restraint, which ultimately became easy and natural. Gradually the annual event grew to become one of considerable importance to them and was conducted with a dignity and decorum not unworthy of a civic banquet for the Mayor and Corporation. For weeks before the occasion there was always much committee activity to arrange and produce a result which was within their slender means, for they always paid for themselves. Details of the menu had to be planned, the entertainments programme arranged, the guests to be invited and the toasts to be given decided upon.

The menu was of course an item of business which boys understood better than parliamentary problems, and in settling this and other similar matters they needed very little assistance or advice from teachers. But unconsciously they learnt a great deal about committee technique and procedure, of giving and taking, how best to express their opinions, and of living, working and playing in community life. They had of course to confer with the Girls' Council about the cooking and serving of the meal. The entertainments programme was usually easy to arrange as the artists were either present or old boys. The guests in course of time followed a settled custom and included members of the staff, the Principal, the Chairman and

Vice-Chairman of the Governors and a chief guest who was usually brought from another district and from time to time has included the Mayor of Rugby, Headmaster of Rugby, prominent business men, a Lord Mayor of Manchester, a Director of the Bank of England, and so on. Toasts followed traditional lines including 'The King', 'The School', 'The College', 'Our Guests', and they were proposed by the boys and replied to by the guests. The boys gave much attention to the preparation, memorizing and rehearsing of their speeches which always had the merit of being short, frank, and direct. They delivered them in a dignified manner, and let it be whispered, with an eye on the reporter to whom at the end of the ceremony they would hand copies of their speeches in the best recognized manner. As a rule they were well reported in the press, firstly because the reporter was often an old student who had been through the experience himself, and secondly because the editor of the local paper was personally kindly and sympathetically disposed towards the boys and their contributions. Guests always took the speeches seriously and replied accordingly. The whole ceremony was an annual event of great importance and exerted no little influence on the habits and lives of the young people who participated.

3. DRAMA—SPRING 1938

A special feature about such events is the large number of participants, not only in the competition itself but beforehand, in the Programme Committee where the general plan is laid down, in the Day Committees where the players are selected, in the production, in the preparation of scenery and of stage effects, and in the rehearsals. Not the least of the problems in 1938 was to find rooms for rehearsals.

Let the girls speak for themselves. The following account was written by one of the girls under 16, and is quoted from the College magazine, *The Torch*.

100 YOUNG GIRLS, AND NOT A MAN IN SIGHT!

'This unique occurrence was to be seen on the night of the Interday Dramatics Competition, when the College classrooms were swarming with girls covered with greasepaint and sounding for all the world like a lot of buzzing, excited bees. Everyone was speaking

at once, and I'm sure they were all suffering from stage fright. But anyone, who still had this kind of jittery fright, was cheered after looking down from the stage at our two judges who were watching with faces full of encouragement and really as if they knew they were out to see a first rate show. So we put all our hearts into action thus fulfilling our charming judges' expectations.

Monday

'Characters—Nineteen.

'This Nativity play took place in a remote eastern village, and consisted of three scenes, all of which were "put over" in a very professional manner. The costumes that were worn were "magnificent" to quote the judges, and, with good acting and beautiful grouping, brought the play to its worthy reward of top position of the evening.

'Well done Monday! ! !

Tuesday

'*Alice in Wonderland.* Characters—Sixteen.

'This very interesting Tuesday evening began with a fine performance from Tuesday, despite the fact that they were all suffering from brainfag, after enduring a spell of excessive overwork during the earlier part of the day. The first scenes were very well staged and a display of fine acting was made by those taking part.

Wednesday

'Characters—Eight.

'Shivers were sent through our frames by the pirate play presented by Wednesday. It was very bloodthirsty and was made more interesting by the fact that it had a "Damsel in Distress" involved in the plot.

'All the actresses played their parts convincingly and the costumes were very colourful.

Thursday

Characters—Thirteen.

'This very amusing pirate play gained second place of the evening, and I'm sure it thoroughly deserved it. Those taking part must have studied their parts with the uttermost attention to actions, throughout the whole play. A really fine performance was put forth by the

chief characters of the play. The first scene in particular was entirely of first rate standard and very humorous words were spoken by the actresses, who kept perfectly straight faces, during the periods when the whole of the audience was convulsed with laughter.

Friday

'Characters—Twenty-five.

'Friday must have set out with the idea of giving us something unique, and I must say they certainly succeeded. Their Chinese legend was very amusing but not without its touches of sadness. I'm glad to say, however, that everything ended happily.

'To conclude this exciting programme speeches were made by both judges, who I am sure, undertook a very unenviable task. They expressed their opinions on the plays, and made very interesting and helpful criticism. A speech was afterwards made on behalf of the girls by the President of the School Council, thanking the judges for kindly undertaking to judge the plays and expressing her appreciation of their work that evening. This was followed by loud applause, which the judges very suitably acknowledged.

'Then all went home to remove the greasepaint.'

4. CATERING—AUTUMN 1942

Most of the girls in these ages are interested in cooking and in serving meals and they take a special pride in, and gain valuable experience from, preparing and serving refreshments for the numerous socials, and in assisting the refectory staff from time to time with the daily service of lunches and teas in the College. But there are special occasions when additional meals have to be served and on these occasions there is much friendly rivalry amongst the girls to be allowed to participate. One which is typical of many such occasions is selected for mention. On 29th September 1942 the British Association for Commercial and Industrial Education held a one-day conference in the College, during which about 150 members took lunch and tea in the refectory. Girls were called upon to supplement the normal refectory staff and took particular joy in the service, which they carried through efficiently, with appropriate dignity, confidence and charm.

5. SPORTS—SUMMER 1933

Another extract from *The Torch*, from the pen of a former Day Continuation School girl, can best describe this.

Sports Day

'At the beginning of July, anyone entering the College would have been surprised at the harassed looks on the faces of the inmates. In the library a diligent search was being made among such mighty works as Old Moore's Almanac, the reason for all this being that on July 5th the Annual Sports were to be held. However, Rugby's amateur weather prophets were utterly confounded by the glorious weather; the sun shone almost as brightly as did the faces of the members of the D.C.S., when they lined up for the judging of the neatest costume.

'By the way, before we get too far, we must say a word or two about our announcer. This year he appeared to be endowed with a truly enormous voice, and we wondered whether he had been practising at home, and if so, whether he would give postal tuition to students who suffer from talkative landladies. We soon found the solution by following the new clothes line across the field to a "talkie" amplifier.

'This was equipped with an automatic suppression circuit capable of suppressing all his coughs, Americanisms, cheap puns, and observations sotto voce, sub rosa, and honi soit qui mal y pense. But it didn't always act, and we heard things like: "Result of the 100 yards Junior Boys. 1st, Rumble-Rumble; 2nd, Crackle-Crackle; 3rd, Boom-Boom."

'Various members of the Staff were littered about the place and a well-known follower of Einstein was caged in a small tent to add up the results. Talking of tents reminds us of the inside of the competitors' tent, which certainly taught us how sardines were got into their tins.

'The timekeepers had oiled their slide rules, and recovered their watches from the haven where they had been deposited for calibration since last Sports Day.

'But we must get down to the more serious events, which seemed to follow one another with such rapidity that flags indicating the order of the different Days were mistaken by a coastguard off Beachy Head as signals from a boat announcing that twenty-four people were swimming the Channel.

'The winning Day was Tuesday.

'So ended the 14th Annual Sports. Next year the struggle is expected to be even more exciting, so start training now.'

6. SCHOOL JOURNEYS—AUTUMN 1938

Here is another extract from *The Torch.*

Boys' Visit to London, Saturday, 18th June 1938

'It was at the L.N.E.R. station at one o'clock on June 18th last that we assembled, with two masters. After a two-hours' journey we arrived at Marylebone and took the tube to South Kensington. Here we visited the Science and Engineering Museums, where the time soon passed. All were extremely interested in such exhibits as "Puffing Billy", the "Rocket", and stages in the development of flight. From here we proceeded to the Victoria Memorial, and viewed the imposing structure of the Albert Hall from the gorgeous white steps. Then we took a bus to Hyde Park Corner, and walked along to Buckingham Palace, everybody becoming so interested in the Guards, and forming such a crowd that it led an old gentleman to suppose that we were watching someone leaving the Palace drive. Walking to Trafalgar Square, we rounded the corner into the Strand and had tea at Lyons; and a very welcome tea it was, too.

'From here, we went to Parliament Square and along the Victoria Embankment, where we saw many famous sights, including the research ship *Discovery II,* that voyaged to the South Pole.

'Having arrived eventually at Waterloo Bridge, which was in course of reconstruction, we now began to contemplate a visit to a theatre, and several such places of amusement were tried, only to be told either, "booked up", or "cheapest seats 8s. 9d.".

'At last we asked a policeman and he recommended the Holborn Empire for a good show. After a wait in the queue, where many "buskers" were entertaining, we were admitted. It was a fine show; Vic Oliver, the popular comedian, was one of the artistes. We came out at nearly midnight and set off for Marylebone, where we witnessed the loading of bundles of Sunday papers into trains for the provinces. At 12.40 a.m. our train steamed out of the London terminus, and arrived at Rugby at about 3.0 a.m., after a grand day.

'The party owed thanks to the masters who accompanied them, for the fine time they had provided.

'They would also like to pay a compliment to the London policemen, who are always ready to give advice in any way. We admire them as much as the Americans do—and that's saying a lot.'

A visit to the Shakespeare Memorial Theatre, Stratford-on-Avon (during the season), including a Shakespeare play at this theatre, is always undertaken every year by the girls, and there are frequently added visits to London, to Art Exhibitions, to plays, to concerts, to pantomimes or variety entertainments.

7. COLLEGE COMMUNITY, 1928

Early in this story of the evolution of a Day Continuation School for younger people, reference was made to the parallel growth of a Technical and Art School for those over 16. This growth is the subject of the next chapter, and we will anticipate this only to the extent of stating that both are now schools of considerable importance for youth and adult education, so that the fusion of the Day Continuation, Technical and Arts schools into one College in 1928, was an event of some significance. From that time the younger pupils, while retaining their own school and independence, gained much by association with older pupils, and the latter in turn profited also from the larger community. College functions such as sports, socials, speech days, and exhibitions, now began to appear. In 1941 we collected all our various activities, except the Art School, under one roof in a new College building. From that date the wider College outlook developed quickly and will continue to develop and influence present and future generations. It is always an imposing occasion, and a red letter day in the lives of these young people when the whole College—young and old, civilian and others, pupils and the whole staff personnel—about 600 strong on any given day—assembles for any ceremonial occasion, such as receiving celebrities or participating in national or local events.

Chapter 11

BIRTH AND GROWTH OF A TECHNICAL AND ART SCHOOL

At the time the Day Continuation School was launched in 1920, we also started on the parallel line of estimating the needs, present and future, actual and potential, of the older people (over 16) and of making the necessary arrangements for supplying these needs as they became clear. Prior to this, a few single-subject evening classes in science, engineering and commerce met in the local boys' secondary school now known as the Lawrence Sheriff School, and a few art classes met on one or two evenings per week in the Public Library.

Engineering was, and still remains, the predominating industry calling for large numbers of educated, technically trained men. To meet this call, well-planned apprenticeship schemes were devised to admit youth at three levels: (i) from the elementary schools, now supplemented by the Day Continuation School, to trade apprenticeships; (ii) from secondary or public schools to engineering apprenticeships; and (iii) from colleges or universities to student apprenticeships. The field of recruitment thus extended far beyond Rugby and indeed in course of time these training schemes became so popular that they attracted young men from all parts of the British Isles, from farther afield in the British Empire and from other countries near and far. All apprentices sought engineering experience, which they found in the works, and technical training, which it was our business to supply. Certain firms in the building industry also called for highly educated youths who needed experience and training, and although the field of recruitment was in the main local, and although the numbers were not so great, carefully arranged apprenticeship schemes were prepared to operate for this industry. There were in addition the clerical workers attached to these main industries calling for training in commerce, although here the path of progress for youth was not as a rule so clearly marked by apprenticeship. Further, there were large numbers of demobilized men returning to industry and these needed training to help them in rehabilitation. In the background also was the prospect

that seven years after the opening of the Day Continuation School compulsory daytime attendance would extend upwards to 18; so that anything done for the 16 to 18 ages would naturally be part of a long term policy which would ultimately serve this purpose. So much was evident at the outset in 1920.

In describing the Day Continuation School curriculum, reference was made to the demand there for technical education, and we suggested that, where the call for it appeared it was very insistent. Now those who pass from this junior School to the senior Technical and Art Schools are just the people who have formerly clamoured for technical training. Their call is now renewed, is more insistent and is reinforced by that of recruits from other schools and from other districts who also seek technical training as part of their apprenticeship. It is clear from our experience and from national practice, that for those entering skilled trades or professions either by apprenticeship, articles or other learnerships, vocational education is appropriate, is reasonable and is demanded during the years of pupilage. This does not mean that technical training would not be enriched or would not often be more popular by either the addition of activities of a non-technical character, or by a more liberal treatment of technical subjects, or if practicable, by both expedients, but it does mean that if the time available for education is short, technical training tends to monopolize it.

Most working youths throughout the country only have for education what time, energy and interest they can muster in the evenings at the end of a day's work. Clearly such available time is, to say the least of it, not much and not in the best part of the day; much ingenuity therefore has been and is still being spent in planning to turn it to most profitable account. When we were starting our Technical and Art School venture the best standard practice in such schools was taking well recognized forms, in carefully planned courses of study of relevant closely related subjects, as for example:

Applied science, mathematics, mechanical drawing for engineers.

Applied science, mathematics, geometry, building construction for builders.

Such groups of subjects normally occupied three, but sometimes two evenings per week during the winter months and extended for three, four, five or more years according to the nature and standard of the training required in the particular trade or profession. Measured by many modern educational standards such courses were

intensive, narrow and severe, but they saved many youths from frittering away their valuable but limited time in unprofitable pursuits, while for those who successfully completed such a programme they gave valuable training and at the end, a much coveted professional qualification.

As our own older pupils only had evenings available for technical training, obviously our first step was to transform our single subject classes into group courses, to bring them into line with standard practice so that they could keep step with such practice as it changed in the succeeding years. Then incessantly, in season and out, we could seek ways and means of extending the available time for education and, as it was won, devise the best methods of using the time gained. Extended compulsory daytime education for the 16–18 ages, it will be remembered, was already won and only awaited a seven years' interval of preparation before operating. Clearly here were tasks of no less importance, complexity and magnitude than those involved in the launching and growth of the junior Day Continuation School. But it is not necessary to recount this story at great length as those conversant with English technical education know the general outline and will recognize many familiar landmarks; others can find in every industrial town examples of similar orderly growth and evolution, to which the short account which follows may perhaps supply a key.

It is in the main a story of continuous expansion of the technical education programme and a never ending search for tolerably adequate buildings appropriate to our undertaking, the former always outpacing the latter; it is a tale of incessant attempts to extend the time available for education and thus relieve the strain on overworked pupils imposed by days given to practical experience and evenings to education; it deals with a struggle against great odds to broaden and enrich intensive technical training by introducing a few of the more liberal activities already described as appropriate for and popular with the younger pupils. But it is also a story of much achievement to which industry and trade, working in voluntary partnership with the Local Education Authority, have contributed no little share, making for the general welfare of youth as well as for material efficiency.

The transformation of our technical curriculum to group courses was naturally soonest completed in mechanical and electrical engineering, first in a three years' senior course and later in a further

two years' advanced course corresponding to, and supplying the training for, the normal five years of apprenticeship. Industry assisted in adapting the courses to modern requirements, in obtaining by gifts and by purchases suitable equipment and in providing a reservoir from which were drawn part-time evening teachers who, in the earlier days, constituted practically the whole of the staff for technical training. While the local partnership between education and industry was thus bearing its first fruits, a national partnership of great importance was formed in 1921, between the Board of Education and the Institution of Mechanical Engineers, to devise and administer a scheme of awards of National Certificates in mechanical engineering—Ordinary at the senior stage, Higher at the advanced stage. The scheme which was produced had certain novel features that greatly influenced the evolution of technical education in succeeding years. Each school was to take the initiative in planning its own course to suit local needs, in providing suitable premises, equipment and teachers, in conducting each course and in assessing the students' merit not only by examinations at the end of the course but by testimonies of study based on performance throughout the whole period. The central partners 'recognized' institutions, 'approved' courses of study, and 'ratified' assessments as adequate for national standards. Success, as well as being a good engineering qualification in itself, also qualified in part for membership of the Institution. So successful and popular was this scheme that it was followed at intervals by others in electrical engineering, automobile engineering, production engineering, building, chemistry, naval architecture, textiles and commerce, each in association with an appropriate professional institution and the list is still growing. When the national schemes were launched our mechanical and electrical engineering courses were ready and were recognized at once for Ordinary and Higher certificates. They became and still remain the principal broad highways of engineering training here; youth soon poured into these highways, which were quickly worn by the trampling of many feet. Then came much overcrowding, which could only be relieved either by providing wider roads or by constructing alternative routes.

Before long it was evident that some youths possessed more than average ambition, natural ability and industry, and for these the normal National Certificate course proved unsatisfying. A need arose for some alternative course, which firstly would challenge their

mettle, and secondly would attach appropriate national recognition to successful completion. It was easy to devise a more challenging course but a recognized national stamp was another matter. The only line which seemed to approach our requirements was that leading to the external B.Sc. engineering degree of London University. This did not completely meet our requirements, was not as flexible as we should have liked, and looked formidable for evening work only, especially if, as was most desirable, it was to be completed within a period approximating to the five years of apprenticeship. For when these years are completed other responsibilities at work and at home naturally begin to loom large. We decided however to try it and although many predicted failure and some disaster, there were a number of young people ready, as all pioneers are, to achieve the impossible and in doing so to make an easier road for others to follow; this is precisely what happened. In the course of a few years the path was eased and became a well-trodden route for the more gifted engineering apprentices. There were other youths who, more interested in construction work than in applied sciences, had therefore been apprenticed to one or other of the workshop trades—machinists, fitters, turners, foundry workers, pattern makers, sheet metal workers or electric wiremen—and in time courses were planned for these with an appropriate national goal sponsored by the City and Guilds of London Institute. Later, student apprentices from colleges or universities took technical training in industrial administration.

Building courses grew on applied science lines for National Certificates and on constructive lines for workshop crafts—for carpenters and joiners, plumbers, bricklayers, painters and decorators, and plasterers. These were closely associated with apprenticeships and received much assistance in their development from industry. Commerce Courses for certain professions, for office workers and for retail distribution, followed suit. Less in volume but no less in importance was the demand for non-technical work in English, economics, foreign languages, pure science, current affairs, physical training, science of health and home-making. The Art School collected architects, printers, tracers, and those who found satisfaction in various branches of arts and crafts for whatsoever reason.

This very brief outline, in which these schools gradually came to reflect the employment conditions of youth, gives some indication of the forms of education which developed naturally and voluntarily in

the ages over 16. Those who are not familiar with English technical education may find the conditions it reveals for youth austere in the extreme, too arduous for general physical welfare and too severely utilitarian for balanced development. But this is not the end of the story. Continuous expansion, faster than buildings could be provided, produced much overcrowding, especially in the evenings, turning austerity into real discomfort and we must now turn to this phase before we describe measures of relief.

The organization of our curriculum into group courses completely overwhelmed our limited accommodation in the Lawrence Sheriff Boys' Secondary School. Not only were there insufficient rooms in which to distribute pupils and teachers, but the types of rooms and equipment available, although reasonably adequate for a boys' secondary school, were quite unsuited for technical training of engineers and builders who must have an abundant supply of laboratories, workshops and drawing offices as well as of ordinary classrooms. Fortunately the Headmaster of Rugby School, who at the time was Chairman of the Governors, came nobly to the rescue and placed at our disposal, in the evenings, recently built laboratories well equipped for science and engineering, together with a drawing studio, not so new but quite suited to our purpose, which former Rugbeians had christened the 'tin tabernacle'. Additional classrooms for ordinary subjects were found in elementary schools. So we started the second half of our adventure with a Technical School dispersed in Lawrence Sheriff School, Rugby School science laboratories, the 'tin tabernacle' and four elementary schools, with an Art School attached to the Public Library and with the first half, the Day Continuation School, in temporary premises newly erected, all being administered from a central office attached to a private house. Obviously this arrangement could only be a temporary makeshift to allow other arrangements to be devised and made. It soon became clear that whatever plans might be made and however slowly they evolved towards realization, they should move continuously in the direction of centralization of the widely dispersed activities and towards the fulfilment of a unified college community.

As a part of the playing field estate upon which the Day Continuation School buildings had been erected and adjacent to them, were some old farm buildings which had formerly been used for rearing polo ponies. They included a farmhouse, a barn, a number of pony stables, sheds and lofts. Step by step we converted these to our use.

In 1922 we made the barn into a reasonable, if small, electrical machine room and an adjacent room into an electrical instrument room, and so we started our own electrical laboratories and equipped them with machinery worth about £3,000 which was presented to us by the British Thomson-Houston Co. Ltd. Another room was converted by student and staff labour into a heat engines laboratory in which we installed, by the same labour, a Willans' and a Robey small steam engines and auxiliary gear which were presented to us by the manufacturers, and a second-hand boiler which we purchased; so we started our first heat engines laboratory. Afterwards by stages, we improvised from these farm buildings a rough and ready chemical laboratory and a small drawing office. With the assistance of the building industry, we converted other sections of the farm buildings into workshops for carpenters and joiners, plumbers, painters and decorators and plasterers. Now we were able to vacate Rugby School and enter into possession of our own converted premises which, although very small, most humble and extremely austere, were nevertheless our very own, planned for our special needs. We used them as laboratories, workshops and drawing offices and used borrowed schools for ordinary classroom purposes for which they were best adapted. But the programme still expanded outpacing all improvisations to relieve overcrowding. The Local Education Authority thereupon in 1929 erected on the central site a small mechanical engineering wing of really good laboratories and workshops well equipped by the Authority, by gifts from local industry and from manufacturers in more distant areas. But again the relief it brought was only temporary. By this time it was evident to all, that there had sprung up an important permanent centre for technical education that, properly housed, staffed and administered, had much to contribute to the training and maturing of young workers, to the prosperity of great industries and to the welfare of the town and district. Accordingly a comprehensive building scheme was prepared for the central site to cost £100,000, exclusive of furniture and fittings, and although progress on the scheme at times seemed tantalizingly slow, yet it was very sure. After many tiresome delays a first instalment was completed and occupied in 1937, and a second in 1941. On completion of the latter we were able to collect all, except the Art School, into one building and conditions were much improved for the time being. But for the intervention of the war the whole scheme would have been completed at a cost of about

£150,000, exclusive of furniture and equipment. Towards the new college the British Thomson-Houston Co. Ltd. contributed machinery and electrical apparatus on a most generous scale.

Early in our history it was abundantly clear that technical training in evening classes had many serious deficiencies; tired, over-worked students were being taught in the evenings by tired, over-worked teachers on the narrowest curriculum possible; there was little time and little opportunity for developing social contacts and social activities; buildings were overcrowded in the evenings and empty in the daytime. To get the best service from part-time teachers drawn from industry they need to be mixed with full-time teachers who can undertake the main organization and planning, but there was not enough teaching in winter evenings to justify full-time appointments in the necessary numbers. The pattern for our relief was clear and obvious, for it was being worked out in the adjoining Day Continuation School where a school week consisted of a full day of seven and a half hours for serious work, with the evenings free for students to follow their social inclinations. For the moment, however, as compulsory part-time day education had been abandoned nationally, leaving us calling upon our employers for greater sacrifices than were customary, there seemed little early prospect of extending part-time day release to higher ages. However, in 1926 our first breach in the conditions for older students was made. The actual occasion is worthy of a passing note. It was felt that the load carried by those pupils taking the London B.Sc. engineering course in the evenings was much too heavy and they were invited to a conference to consider in what way relief could be found. Without any preliminary warning they were asked if they would like to substitute daytime attendance for evening classes. Young men do not always see the implications of such questions, and sometimes give an answer which later they regret, but this particular group recognized at once what was involved, and indicated unanimously that they would appreciate day release. The next question was more difficult and dangerous as they were asked if they would forgo half a day's pay if they were allowed to attend school on one day per week, thus sharing the cost with the employer. The answer again was a unanimous 'yes'. That settled it; the question was only put to test their mettle; 100 of them marched through the breach they had so nobly made, started with the one day per week privilege, and from the beginning received full pay. We were then able to reduce their evening time-table and a corresponding

amount of pressure on the rooms in the evenings. In 1930 the first breach was made in the position of other engineering students, when the final senior year of the National Certificate Course was allowed the daytime privilege. In 1932 the builders followed the example; later they were followed by young people from retail shops, the majority of whom were employed by the Co-operative Society and later again agriculture from the areas surrounding Rugby released young people for one day per week in the winter months. The figures for voluntary part-time day release of the pupils over 16 during the past ten years are:

268 308 292 491 601 657 593 369 588 619

of which nearly half were for one day and the remainder for a half-day per week. The figure 369 (for 1940–1) shows the effect of the fall of France and the evacuation of Dunkirk when, for a time, industry retained some of the apprentices for urgent production work.

In transferring a proportion of technical training from evenings to the daytime we have to that extent relieved the pressure on students and brought them to school when they are freshest and can derive the greatest benefit; we have ironed out some of the heavy demand on the rooms in the evenings and by a corresponding amount increased the demand in the daytime. This made possible the appointment of full-time professional teachers to mix in better proportion with industrial part-time evening teachers. By centralizing most of our activities in one building we have made corporate action between various sections of the College possible, opening the way for the growth of a sense of corporate unity. Moreover, the full possibilities of part-time day release have not yet been realized; there are many for whom no daytime release has yet been conceded, and there are many with half a day per week release for whom a day would be more appropriate. It is probable that if the war had not intervened the concession would have been already extended when we entered into our new buildings in 1941. But it is appropriate now to consider how the time released from evening classes is spent.

The dominating urge for our students in the 16 to 21 ages is the natural one to climb at least one rung, and if possible more, of the ladder to material success, before the critical years are through. But if they have time and opportunity they quickly find wider interests; most of them love outdoor and indoor games and sports; most take to social events, entertainments, concerts and dances (if the males can be safely negotiated over their first clumsy efforts); and there is

an awakening sense of responsibility to life generally and to the meaning and implications of citizenship. Even in our earliest days when students were at school three evenings per week and doing preparation work on one or two other evenings, a few of the more adventurous spirits found time to form a Students' Union and through it to arrange various kinds of students' recreational events. As the younger pupils passed upwards with their experience of social and athletic activities they brought a demand for such extras with them. But the difficulties of organization were great; it was almost impossible to hold students' committee meetings when they were dispersed in buildings throughout the town; it was difficult to find suitable rooms for social events in overworked laboratories, workshops and classrooms improvised from old farm buildings; few of the students could spare much time for social events and fewer still for the preliminary work of organization. Nevertheless much success, even in such adverse conditions, has been achieved. Drama, for example, has always been successful not only in finding devotees but, with a high standard of performance, in attracting large audiences and in making sufficient money from admission charges to be self-supporting. Yet the performers had to rehearse wherever they could find room, which was sometimes in a carpenter's workshop, sometimes in a classroom and sometimes in a foundry; but with the persistence of youth they refused to be daunted. As long as they had warmth, light and space and, shortly before the final performance, a stage, they continued, and much success rewarded their efforts.

As evening work was transferred to the daytime and as our premises improved, the Students' Union activities gradually took more clearly recognized forms: in games clubs for football, tennis, hockey, cricket, netball; in societies for drama, discussion, photography, sketching, instrumental music, films; in the Students' Christian Movement; and in social events on most Saturday evenings. By the time the Second World War descended upon us, much had been achieved by the Students' Union and the whole College was beginning to work together as a corporate entity around a number of recognized functions. But much remained to be done, which in course of time new premises and a larger number of free evenings would have made practicable if the war had not intervened.

The activities of the Students' Union are not the whole of the story of youth's adjustment to social conditions and to further responsibilities. Many of both sexes very properly find their social life,

their recreation, their antidote to excessive intensive technical training, in societies, clubs and institutions outside the College and they have contributed very much to the growth and welfare of such societies. It is all to the good that youth shall apply its newly found gifts of leadership, of co-operation and of democratic procedure to serve the social welfare of the wider community, in the same way as it applies its technical knowledge and skill to general industrial prosperity.

Chapter 12

ACHIEVEMENTS AND FAILURES

We have now reached a responsible age of 23 years, we are growing together as a College with a conscious corporate unity and we have also reached a point in recounting this story when we can try to assess to what extent we have achieved our purpose either in the Day Continuation School, in the Technical School, the Art School, or as a whole in the College. But what scale of values shall we apply? All education is difficult to appraise; it involves quantities comparatively easy to measure but difficult to interpret accurately; it also involves qualities and intangibles difficult to recognize as they bear fruit of many forms and shapes, in divers places, at all times throughout life. Our particular form of education is concerned in the main with limited objectives relating to the change from school to work and to approaching adult life, and is applied over the comparatively short period in which the change is operating. This period clearly covers the whole of the apprenticeship years and any working time before apprenticeship, but the first two of these, our Day Continuation School years, are most impressionable, most profitable, and therefore by far the most important. Yet with our limited objectives we can find no one yardstick, no single method by which to assess our success or failure. All we can do is to throw what light is possible on the different facets of the problem. The composite picture obtained by piecing together the views thus revealed will give the nearest approach to accurate assessment that is practicable. But in interpreting this picture it must be remembered that the population of Rugby and district is less than 50,000 in 1943.

The fact that the Day Continuation School has survived all these years when others failed, clearly indicates some measure of success. By survival we do not mean that school attendance is maintained for the majority of the young people; we mean that all of them without exception attend school and all employers release them for this purpose. The number on roll usually lies between 900 and 1,000, but this is a measure of the juvenile population and not of the success of the school. The weekly attendance percentage, in normal times about

90, gives some indication of success. It is a little lower in general than the average attendance in compulsory elementary schools. In the latter case most absences are due to sickness of the children. In the higher ages this cause also operates, but to it must be added sickness at home where young people, especially girls, are now old enough to shoulder considerable responsibility, and sickness or other temporary emergencies at work.

In the higher ages of the Technical and Art Schools where attendance is voluntary the numbers in attendance must clearly be a barometer indicating in some measure the degree of success. The following figures quoted at five-yearly intervals represent our barometer here:

1922–3	654
1927–8	798
1932–3	1,243
1937–8	1,634
1942–3	1,389 (War year)

Placing young people in employment is obviously another important facet of our work. During the last year for which statistics are available, the year ending July 1942, the Juvenile Employment Bureau placed in jobs 1,076 young people between the ages of 14 and 18. This is rather higher than the placings in normal times due to the fact that the Essential Works Orders require that most young people shall obtain their jobs through the Bureau. But all such statistics require careful interpretation. The quality and aptness of placings are of more importance than the numbers involved, which can be swollen by unfortunate misfits if the latter have to be rectified frequently. Only in so far as Juvenile Employment Bureau placings are more apt and more successful than other placings do such figures indicate success, and no statistics have yet been devised to measure the quality of placings.

An interesting piece of Juvenile Employment work was carried out here in the years 1935–9, under a scheme of the Ministry of Labour to relieve the conditions of what were known as 'depressed areas', by transferring labour from regions where work was scarce to more fortunate places where work was plentiful. We were only concerned with juveniles under 18, but during those years 560 young people were transferred to Rugby, mostly from South Wales; they were met on arrival, installed in suitable jobs, found appropriate homes, and assisted financially by grants amounting to £13,292 from the Minis-

try of Labour paid through the Bureau. Throughout the period their general welfare was carefully watched and safeguarded. 195 ultimately left us having found jobs either in their own home towns or elsewhere; the remaining 355 settled here as self-supporting citizens. 122 of them earned and were given indentured apprenticeships in engineering, in which they secured many successes, including 4 Final B.Sc. Engineering Degrees (one with First-Class Honours), 28 Ordinary National Certificates, 10 Higher National Certificates and 5 final certificates of the City and Guilds of London Institute.

Examination successes are another facet easy to express in figures and easy to understand. All such results naturally are achieved in the older ages and therefore, in so far as examination results indicate success, they are credited to the Technical and Art Schools although the foundations of them may have been laid elsewhere. The following results are selected from the more important results during the past ten years.

106 Final B.Sc. (28 taking Honours Degrees).
147 Intermediate B.Sc.
24 Matriculation.
240 Higher National Certificate.
522 Ordinary National Certificate.
513 City and Guilds of London Institute.
523 Royal Society of Arts (191 Stage I, 251 Stage II, 81 Stage III).

Scholarships gained to universities and similar institutions are often used to measure educational achievements. There are not many university scholarships to record here as most pupils who ultimately find their way to the universities are selected at the appropriate time from secondary schools, but even in the best of schemes a few have been missed for various reasons. In the 23 years of our existence we have found six, who had been missed by normal methods of selection, and passed them to universities with scholarships. Although the number is small it represents outstanding achievements. For example there was a boy who came from a very poor home, joined the Day Continuation School at 14 with nothing but an elementary school education, who showed no special promise until about the age of 16, when he seemed suddenly to wake up and give indications of considerable latent ability. Because of this he was advised to prepare for and attempt London Matriculation. This is a really difficult hurdle to negotiate by part-time study, especially in the modern language subjects. He attempted it twice and failed each

time in French, but at the third attempt he just cleared. After that he never looked back; he took his Intermediate B.Sc. Engineering after part-time study with us and then, with a scholarship and other assistance we were able to give him, went to the Imperial College of Science and Technology, where he took a B.Sc. Engineering Degree with First Class Honours and ultimately was appointed to an important engineering post in India.

There was a second elementary school boy who, after a successful Day Continuation School career, was apprenticed as a bricklayer, joined the Building Department of the Technical College, where he passed the Ordinary National Certificate stage with distinction. Then he turned over and safely negotiated the Matriculation hurdle, gained a scholarship to Manchester University. He eked out his slender resources by cycling to and from Manchester each term to save the expense of railway fare, and by spending his vacations bricklaying. He ultimately took an M.Sc. Degree and turned to Technical College teaching, where he is gaining further distinction. There were others of a similar character, but these two will suffice to show how the few young people, who have missed the normal road to a university, are discovered and assisted.

There are always one or two and in course of time quite an appreciable number, who have strayed from the normal path at the end of the educational ladder opposite to the university, whom the school has discovered and helped in a number of ways with varying degrees of success. In recent times we discovered two girls of 14 who had never been to school—owing to a life spent on canal barges—and who could not read the simplest infant primer. We are not staffed nor equipped to teach reading at this stage but nevertheless some informal assistance even in reading, much help in practical education and many opportunities for mixing under healthy conditions with other children of their own ages were provided and they made much progress. Also there are usually in school one or two young people who, owing to sickness or other causes, have missed much early schooling and who desire, or whose parents desire, that they shall extend their full-time schooling to 16, 17, or higher ages until they are sufficiently fortified to take a job. One such youth, an orphan and a cripple, in receipt of a grant from the Ministry of Pensions, possessing artistic gifts of a very high order, entered the College at 14 and has been in attendance either full-time or part-time ever since. Even now at the age of 25, because of his physical

defects, he still remains attached to the Art School and from it derives not only education, but his present livelihood in profitable art commissions and much guidance in executing them. But rescuing young people, who for varying reasons have wandered from the normal path, and reinstating them on the best route through life, whether it is by way of a university or on some humbler plane, may be an interesting and profitable facet, but it affects only a small minority and we cannot adequately assess our success on minorities or on exceptional cases.

One of the most valuable methods of estimating the effect of continued education on the majorities, with whom we are concerned, is to note how the students spend their own free time, especially how far compulsory education begets a desire for additional voluntary education. For this the proportion of voluntary attendance at the Day Continuation School evening activities is an important and interesting barometer. In normal times about 60 per cent of the young people respond and this is a figure which in peacetime has remained practically stationary, neither increasing nor decreasing. Of the 40 per cent who do not respond some cannot, owing to the distance of their homes from school, to the length or inconvenience of working hours or, in the case of girls, to heavy responsibilities at home. Others quite properly prefer to spend their free time elsewhere. In these circumstances it is a reasonable assumption that not more than 20 per cent remain indifferent to the attraction of voluntary education. Another barometer of interest and significance is the number who, after the age of 16, find their way into the Technical or Art Schools. In normal times it is about 50 per cent (60 per cent for boys and 40 per cent for girls). These figures represent the conditions before the present war when we were so overcrowded that we could not offer any programme in the senior courses except a strictly vocational one. Therefore young people who voluntarily found their way to these classes were those to whom technical courses appealed, and this probably accounts for the larger percentage of boys than girls. When the present war ends it will be possible to cast the net wider by planning a more liberal programme and the response no doubt will be greater still.

Another valuable criterion of success is what young people themselves think and say. Such testimonies while they are at school are not worth much. But after the lapse of years, when they have had some experience of life and can look back calmly and dispassionately

on their own process of maturing they are of very great value, especially if there is any truth in the aphorism that education is what remains after you have forgotten all you learnt at school. Here are a few testimonies selected at random from men and women who have now reached years of maturity and positions of responsibility. The interest of these lies in the different features which after the lapse of years stand out vividly in their memories, not in their common favourable comments. Such comments must almost inevitably be favourable, because those who possess such powers of analysis and expression as these selections reveal, would almost certainly have derived much benefit and pleasure from our scheme; while those who have unfavourable memories of their part-time schooling either cannot, or will not analyse these memories and commit them to writing. That there are some people with unfavourable memories is certain unless we are different from every other school that has ever existed.

1. From a Married Woman, aged 33

Looking back thoughtfully to find my chief impression of the Day Continuation School, I think it is the way in which two years at the School changed me from a particularly dreamy and helpless child of 14 to a girl of 16 with many interests and enthusiasms, numerous friends and a delight in being given responsibility. Those school committees! How very important they were to us all! I attended School every Thursday, and, after my first term, I was always a member of the 'Day' committee, which organized the Day activities in a most serious and noble-minded manner. I smile now to think of the crisis reached when one Thursday we decided to send a strong letter of protest to the Thursday boys' committee about their bad timekeeping. Their unpunctuality was losing marks for the 'Day' in the competition for the Lewis Shield. The chairman and secretaries of these 'Day' committees in those days formed the School Council, and great was my pride when I became a member of that august body, which was responsible for the running of the whole School—or so it fondly imagined, though I now realize that the mistress who attended ex-officio did most of the bright thinking, so that we were unconsciously guided in our youthful deliberations.

Another impression I shall always remember is the way in which my studies were linked with my work. At first I only half entered into my work at the D.C.S. One of the things I was not very keen

about was shorthand, but after a time it began to dawn on me that some of the older girls were graduating into the Technical School and getting very good positions in the office, actually using this mysterious shorthand. So I woke up, and I can actually remember the inspiration I had from then onwards to master shorthand and typewriting, and to get beyond the office girl stage as quickly as I could. I know now that this question of co-operation is not just accidental, but carefully planned by industry and the school for the benefit of young people who cannot think for themselves any more than I could at 15 years of age.

The interests and enthusiasms I mentioned at the beginning were the result of the many out-of-classroom activities organized in the School to give students scope for finding hobbies and developing personality. I think my real pet was the School Magazine, which from an octavo publication of twelve pages, grew in a few years to a quarto magazine of thirty-two pages. I worshipped the English mistress from the moment that she asked me if I would be one of three girls to serve on the first Magazine Committee. There were three boys also, and one or two teachers, and the contributors were students of the Day Continuation School who wrote articles, jokes and odes (odder than those of a certain radio comedian). We also collected and printed faithfully all the sports results and events of note which occurred in the School, and, although the Magazine had a rocky path for many years, it eventually grew to include the whole College and became a creditable publication.

Another of my enthusiasms was drama, though I never starred in anything produced. I was content to sit enthralled in the audience and watch the marvellous acting of my school friends. Some of them I still recall quite vividly in their 'She Stoops to Conquer' costumes, when I meet them in Rugby to this day! In the senior College I later became just as interested in the senior Dramatic Society, which established a very good reputation in the town, and recruited many of its members from ex D.C.S. students.

I find that my literary taste developed more in those two D.C.S. years than ever before and besides the help received in class the teachers were always interested in discussing books with their students at any time. I still laugh to myself when I remember the English mistress's note in the margin of my essay on 'Camping Out'. I had put 'The field was bathed in moonlight; I was bathed in perspiration!' and she wrote indignantly beside these words: 'Bathed

in Stephen Leacock too, I should say!' She was quite right, but I grew out of it.

Although the opportunities were there, I was never sporty or 'arty and crafty' as we used to say. I sometimes wish that I had then joined one of the craft circles, because I am often at a loss, now that I am married, for ideas and technique of home crafts. Needlework I loathed, and still do; but such sewing as I find necessary in the home is all based on the useful guidance I so unwillingly submitted to at the Day Continuation School. I can recall, too, that sandwiched into the Needlework lessons were many much-needed hints and advice on taste in dress, which probably did much to discourage the tendency between 14 and 16 to overdo the frills and neglect basic good taste. Also, an important item on Sports Day was 'Judging the Neatest Costume', a parade of a number of girls from each Day in their gym tunics, etc., in a neatness competition.

I mentioned that I made many friends at the Day Continuation School and I expect most students do this. As it happened I had been to no less than eight elementary schools, as my family had lived in many different towns when I was young. At all these schools I was 'the new girl' when I first joined, and, because of shyness, I never lived this feeling down. When I joined the Day Continuation School, however, we were *all* new girls who arrived at the age of 14 to join 'Thursday'. We came from all the different schools in Rugby, and we all started from scratch, feeling strangely united because of this. In addition to the many sports activities and games competitions, we all helped to organize Saturday socials, plays, etc., and we enjoyed community games and singing, and also learnt to dance. I don't suppose there are many ex Day Continuation School students who would be at a loss in helping to run a party or a dance, so earnestly did we plan and prepare for these affairs.

2. From a Clerk, aged 25

I entered the Day Continuation School from an up-to-date secondary school where students had been over-dosed with the regimentation and conformity-to-type ideas, so that my first impressions of the junior College were mixed.

The most obvious was the structural inadequacy (now remedied) —but this disadvantage never seriously outweighed the beneficial programme of this too restricted period of further education. An air of freedom pervaded—in some ways subtly restrained—but to young

people engaged in the new exciting and often apocalyptic venture of earning their own living, the recognition that we were now young adults, capable of independent thought and action, the acknowledgement of our future citizenship, and that we possessed the adaptability required to meet it; these items still stand firm in my mind. To many of us, it appeared that school life had done little that was constructive to help us in our new positions. All I seemed to possess was a facility of fact retention, which without the experience of application, was nothing short of irrational. The reconciliation of the departure from full-time school life to full-time employment, has I am certain, found its medium in the Day Continuation School. In the most susceptible years of adolescence, it provides a background whereby youth may find time for adjustment.

No individual army of shorthand typists or clerks, or factory workers emerged, but rather an army of individuals—each having been encouraged in the vital necessity of free thought, and self-expression. There was no haste to instil sufficient academic facts into our brains to enable us to combat successfully external examinations —but rather the emphasis was on how best to utilize the knowledge which we possessed.

I enjoyed the debates, play-reading, and mock elections, and the latter, though hardly Parliamentarian in their delivery or in their pronouncements on current evils, were at least a means whereby we could argue and discuss, and they did kindle a certain political awakening which has proved and will prove invaluable. The introductions to and discussions of the gems of English and foreign literature were a source of delight, and were the birth of a new catholic taste in literature.

The advantages of physical training, though recognized, never appeared to culminate in a desire to produce an army of able-bodied women at the expense of mental education. Sport was included in the various inter-Day competitions and activities, which produced a spirit of friendly rivalry.

The idea of self-government by representation from each 'Day' to form a general Council to discuss the affairs of the School, was a miniature democracy. I have always appreciated this initial training which provided the opportunity of handling the strings of responsibility.

3. From a Commissioned Officer, H.M. Forces, aged 30

It is now fourteen years since I left the Rugby Day Continuation School and I feel most strongly that this school greatly changed my whole outlook on life. It was there that my first ambitions were formed—somewhat vaguely at first—but before I left not only had I a clear conception of what I wanted, but I was working towards that end. I obtained the London Matriculation later in the senior College and thus opened the door to many possible careers, the door to which was obscured from view when I was 14, and the door which was pointed out to me at the Day Continuation School—and although it seemed far away I was also shown the path to follow.

Further, the spirit of democracy was inculcated into my mind during these early years, I learnt the power of the vote, I learnt how to respect the point of view of the other man, I learnt how to express my own opinions to my fellow-men—here were the very beginnings of self-expression, free thought and speech—in fact all those things for which we are at the moment fighting with all the power we possess. I feel quite convinced that these early impressions upon my mind, at a period when it was extremely pliable, are responsible for the manner in which I now view greater issues.

4. From a Married Woman, aged 32

In July 1924, at the age of 14, I walked out of school with a sense of foreboding. The next week I started work in a factory. I was intensely unhappy at once and for four weeks became more and more miserable. Physically and mentally I was still a child and at once I had been pitchforked from the seclusion of schooldays into the hurly-burly of life. I didn't understand one part of it and was at once revolted, shocked and disappointed. Was this, I thought, the wonderful world in which I had to play my part; the world for which the headmistress had so recently said we had been preparing all our school lives? I was completely disillusioned. However, at the beginning of September I went for the first time to the Day Continuation School. I went in a defiant mood. Here I found relief in a very grey world. Here was the life I understood again, but with a difference. I found I was not expected to be an adult but a 'young person'. There were lessons still, but there were also responsibilities and entirely new interests. Night school as well. At once I became a part of the school and learned if I served the school it would serve me,

though just how much or how well I was not to realize for many years.

I was still very unhappy at the factory. I didn't understand the men and women, their ways or their language, in addition to which the physical strain was too much. I had to stand at my job for eight hours each day, and arrived home worn out as well as utterly miserable. The day I spent each week at the Day Continuation School became an oasis of rest for body as well as soul.

There was one faint ray of hope that I might escape the factory. I was learning shorthand during the daytime at the Day Continuation School and typewriting in the evenings, and in January 1925 I left the factory for good, after the six longest and most unhappy months of my life. I became an office girl and I also became aware that someone was interested in me personally. I was not just an insignificant cog in a machine. The people with whom I worked were mostly young and I could understand them. At last I was happy at work and at school.

By the way, as far as I remember, all my training at the Day Continuation School was free and at the Technical College fees were very small and free to students who achieved a first-class pass. If my parents had had to pay for my training I should have remained in the factory all my days—a prospect which still appals me. I was the eldest of four children and my parents suffered very severely in the post-war depression.

At the end of my Commercial Course—I was now nineteen—I took a Housecraft Course, consisting of cookery, tailoring, etc. The tailoring classes were a very real blessing and influence in my life. Here I learned to use my hands and to create useful articles. There are times when I simply must create something with my hands, and through the training received at these classes I am able to satisfy this urge. In wartime it is very satisfactory to be able to make wearable clothes for the children and myself and yet to derive such a vast amount of pleasure from so doing. I shall always be very grateful for this accomplishment.

5. From a Design Engineer, aged 36

It is difficult to look back on the process of development known as growing up, that critical passage from childhood, through adolescence, to maturity, and say that this event had that effect on the final stage reached. In my own case, however, I can clearly state

that the period spent at the Rugby Day Continuation School, as distinct from any definite event at any time, had a very pronounced effect of improvement in my mental outlook and ability.

When I entered the Day Continuation School I had some previous experience of responsibility as a prefect and sports captain at the central school I attended but I was shy and self-conscious in speech, especially in any formal gatherings. I joined my Day Committee and at first my contribution to the business under discussion was hampered by my self-consciousness, but by use, and interest in the matters under discussion, this was soon overcome. I was eventually elected President of the School Council and attended meetings of the Town Council as Day Continuation School representative and came to realize that people would be pleased to hear me speak those beautiful speeches I could write. By the time I reached the age of 16 and left the Day Continuation School all my self-consciousness was gone. Without this improvement in my self-reliance and power of expression, whatever success I have since achieved would not have been possible.

The problems met with in School Committee work forced upon me an early realization of social responsibilities and emphasized the necessity of team work and service to achieve success even in minor schemes, which is surely a good basis of sound citizenship.

Apart from my Day Continuation School training, and which could be seen only in retrospect, I had the immediate and very necessary benefit of continued education which enabled me to pass quite naturally to the senior Technical College with the strain of evening 'swotting' at least buffered by the easier Day Continuation School introduction to part-time education.

6. From a Commissioned Officer in H.M. Forces, aged 35

Looking back to my early schooldays, I find that they appear to begin with the Day Continuation School, for by far the greater part of my memories are in some way connected with it. This seems to me to be important as indicating the more important features of schooling.

My life so far has been an interesting one, but I have a feeling that it might easily have become a study in monochrome. It was at the Day Continuation School that the wider and more liberal form of education, which happily is now more common in our elementary schools, was first presented to me. I first heard of matriculation here,

and here the foundation was laid of new subjects, which later I explored.

I met many of my present-day friends there, and our friendships were formed during our many social evenings together, memories of which remain very vivid. I learnt to dance there in the winter, and during the summer months played my first tennis. Although unaware of it my home was founded there, for it was there that I first met my wife.

Chapter 13

EDUCATION AND INDUSTRY

For the purpose of this story the term industry is used for all forms of employment in workshops, offices, shops, institutions, etc. So far we have described how in this area education has been planned to assist young workers in the process of adjusting and maturing. We started with the assumption that, whatever exceptional people might do, all we should probably get and all we could reasonably expect from industry in general was opportunity, decent conditions and freedom to bring our influence to bear on the young people. That of course is to be expected when educationists or schoolmasters with a long tradition of full-time schooling, establish a bridge-head, and thereby start an invasion of the citadel of the modern working life. Experience changes this outlook. New and powerful ideas from the bridge-head radiate backward into education and forward into industry.

Educationists soon discover that the usual instruments, weapons and techniques of full-time schools are not fully effective in the new field of operation, that work has introduced into the lives of the pupils interests, outlooks and standards of values of much power and of great significance. The teacher who cannot adapt his technique to use these interests, who cannot see life in colours approximately similar to those of youth, who cannot refer learning to youth's daily experience, soon loses caste and is about as effective on his industrial pupils as a rifleman opposing a tank. Therefore technical training and a realistic semi-adult treatment of all training become essential features of compulsory further education; and so teachers of greatest promise are men and women of affairs with some experience in industry. The history of our development confirms this at every point.

But the ideas which infiltrate into industry are no less important or powerful. Every employer knows that youth like a plant grows healthy, bent or stunted according to his environment; every employer is conscious in some degree of his responsibility for youth welfare—intellectual, physical and moral—in the provision of a healthy working environment in pleasant surroundings, in reason-

able hours and conditions of work, in friendly discipline, in the nature and interests of working associates, and in standards of values esteemed about him. Practically all employers give some lip service to youth welfare.

But employers have not, as a rule, gone into business to ensure youth welfare; they have usually done it to earn a competent living. Some find this primary business so difficult and so absorbing that, without assistance, they get little further than lip service; others make some tentative efforts but are discouraged by the indifferent response of immature youth, not infrequently associated with thoughtless parents, and by the fear of giving an advantage to a business rival; others find it difficult to translate good intentions into appropriate action; the remainder, nowadays not a few, seek earnestly and skilfully every opportunity to make business prosperity and youth welfare live together. These four groups are clearly recognized in a compulsory scheme which affects everybody, and our experience indicates that the group to which an employer belongs is not determined by the size of the business. In fact real, practical, skilful, successful youth welfare is found in most unexpected places; so is shallow lip service.

In all these types of employment, large or small, industrial, commercial or domestic, the school bridge-head tends to stimulate, foster and assist the growth of welfare action in employment itself. It does this in three ways. Firstly it calls young people out of industry weekly. This is a constant, and in practice an effective reminder to employers and to employees, that youth is not yet mature and needs corresponding treatment. Some young people in the ages 14 to 18 grow at such an astounding rate, that they appear to put on years, which may easily be mistaken for maturity, far beyond their capacity. Moreover, absence from work begets an interest in the manner in which the time has been spent; we feed this by formal terminal students' reports; youth itself stimulates it by more frequent, and maybe less accurate but probably more lively, oral accounts. Interest of some kind almost invariably grows; any kind of interest is better than indifference, and the strongest criticism often heralds the approach of some degree of co-operation. Secondly it provides ready to hand for spontaneous or newly aroused interest in youth, simple and easily understood methods of converting good intentions into action. Such methods include rewarding merit either at school or at work by prizes, by increases of pay, by promotion, or even by a few

words of praise, which are far more important to youth than many employers fully realize. Thirdly, at its best, industry begins to take a full and valuable share in the actual education process both in the school and in employment. In some welfare activities industry is more progressive than education although in most cases industry lags behind education; whichever takes the lead however, does not much matter so long as both work together with mutual understanding and confidence, for in partnership, they are almost irresistible to youth and it is the consummation of such a partnership that really makes the education purpose during the years of pupilage the dominating one outside as well as inside the school doors.

The influence of this co-operative partnership in the College itself is considerable. It is perhaps most spectacular in our engineering activities for with us this industry is very highly organized; but building, retail distribution and agriculture have played and still play considerable and important parts; and there is much intimate and profitable personal linkage with smaller, less elaborately organized forms of employment. Without in any way usurping the Education Authority's influence in its own sphere, but reinforcing it, all branches of industry have brought to the common task a realistic outlook on employment conditions, the latest modern practice in technical operations and much valuable assistance in obtaining the up-to-date apparatus, machinery and equipment for the College laboratories and workshops. Industry has brought its contribution in a variety of ways; it is represented on the Governing Body and on the advisory committees, where general policy is initiated; it supplies a good quota of part-time teachers to assist full-time teachers in working out the details of the general policy; it assists in recruiting pupils for compulsory and voluntary education; it confers daily through its appropriate officers with the College staff about the welfare of individual pupils. In all these and in many other ways we have derived much strength from this partnership. Perhaps the most tangible, concrete evidence of this can be seen in the modern equipment, machinery and apparatus which has been presented to the College in the past twenty years by industry. The value of these gifts has now reached about £20,000, by far the greater part of which has come from our largest firm, the British Thomson-Houston Co. Ltd. The remainder has been given by a large number of smaller engineering and building firms. To these concrete gifts has been added abundant and effective personal service of many industrial

representatives from all types of industries, large and small, employers and employees.

A few years ago we had a brief but interesting experience of joint action with agriculture which may suggest a possible line of development for the future. Some of our farmers saw in the rapid and extensive growth of further education here, the harvest of the education-industry combination being reaped to the full by urban industries, but neglected and ignored by agriculture. This was contributing to the general tendency of the times towards migration from the country into the towns. The Governors of the College and representatives of the local branch of the National Farmers' Union conferred on the matter and a College Advisory Committee for agriculture was formed. This Committee recommended to the Governors and to the local farmers, that a part-time course in agriculture should be undertaken and that young employees in this industry employed within a radius of ten miles of Rugby should be encouraged to attend the College, for one day per week during the winter months, and for one evening per week during the summer months. The winter hours were fixed at 9.30 a.m. to 12.15 p.m. and 1.15 p.m. to 4.0 p.m. so that pupils who travelled long distances could make the journeys in daylight. The Committee felt that in summer, the farmers' busiest season, daytime release would be difficult and, in the lengthened daylight, evening travelling would be comparatively easy. The local branch of the National Farmers' Union made an appeal to the industry for support, and this was followed by personal visits by the farmer members of the Advisory Committee to every potential pupil, parent and employer in the area. In the days before the present war, agriculture did not employ many young people and of the thirty that our survey disclosed twenty-seven were recruited for the start. The winter programme dealt with four subjects, agricultural science, agricultural practice, book-keeping and farm records, and farm repairs, and proved most successful. The summer programme took the form of visits to a selection of farms throughout Warwickshire and to agricultural exhibitions, selected by the Advisory Committee because of their special instructional value. The pupils cycled the shorter distances; members of the Advisory Committee assisted with their own cars for longer distances. Wherever they went on visits, they were warmly welcomed and on some model farms met generous hospitality. Although small in number, the pupils attended winter and summer regularly and did some very good work. The

scheme lasted without interruption for about five years when, as practically all young people employed in the industry had completed the course, it was dropped until the supply is built up again.

Within industry itself the effect of the industry and education partnership varies considerably. Where co-operation reaches its highest level the effect on youth welfare is most striking. Of its effects on production and on profit others better qualified than we are to supply such information can testify. But perhaps it may be permitted and relevant to observe firstly that we have never known a firm to close down owing to the demands of part-time schooling and secondly that here, as we have already indicated, compulsory daytime schooling has induced and tends further to extend voluntarily such education in the higher age ranges. This tendency is not restricted to the major industries or to the larger firms. It is however limited by educational resources which cannot reasonably satisfy completely all the desires and whims of every industrial pupil or employer. For this reason voluntary part-time day work has more chance of success in the large industries.

In industries where co-operation is effective, most juvenile labour is obtained through the Juvenile Employment Bureau. For all the high-grade, highly skilled jobs, great weight is attached to ability displayed in school as well as in work. But there are, and it is hoped there always will be, some promising vacancies for those who do not shine in school work. Salvage and not scrap should be the destiny of such people and by its application to all, salvage is the essence of our scheme, and for this reason it is hoped that industry will always have some roads to success which by-pass school records.

But industry's main share in the combined operations is much larger and much more important than to make successes of our failures. At best it is continually making for itself new roads to success, erecting sign-posts on the old roads and clearing away obstructions. But it does more. It provides its own invaluable and indispensable part of technical training in practical experience under real working conditions, which cannot normally be obtained in schools. At worst practical experience may be worthless or nearly worthless as training. But much of the practical experience, which is available in considerable quantity here, is planned from shop to shop, from job to job, with the same care, precision and foresight, as is given to planning a school curriculum, to which it is the natural complement. In such schemes, where the conditions required for training are

given priority over those required for production, the educational purpose really dominates. This of course only means that some of the present productive capacity is surrendered or invested for larger future returns. Such a policy can only be carried out if someone is vested with enough authority to place young people where they will get the maximum training. In large organizations such authority is given to education, training, or apprenticeship officers; in small firms it is exercised by some individual, perhaps the employer himself, charged with the special duty of supervising training.

Such schemes as we have outlined, where planned practical experience is given in industry and technical training in part-time day work in the college, make perhaps as valuable a pupilage as can be conceived. A considerable number of apprenticeships of this character, with written agreements known as indentures, are available in this town.

In the case of our engineering industries, the leading firms are so large, and in normal times they make such a variety of products, that they can train apprentices to maintain their own supply of skilled labour, and in addition, to supply the needs of customers. In this process many young engineers have found ways to brilliant careers for themselves, for industry and for the nation.

The following brief summary of local apprenticeship schemes illustrates, at its best, the contribution engineering brings to the combined operations of education and training.

INTRODUCTION

Engineering training schemes are designed to promote the best interests of those trainees displaying originality, initiative, and resource, in all branches and grades of employment. These qualities can best be developed by continuing education, side by side with practical training.

To this end a very close partnership has been established with the Local Education Authorities. In the case of Rugby, the Rugby College of Technology Courses are suited to all kinds of trainees and these are closely correlated with the works experience. Several years' operation of this invaluable partnership have convinced the Company that this combined contribution of Industry and Education is difficult to surpass.

TYPES

Youths are received from the universities, technical colleges, public or secondary schools and from senior schools, and are trained for various positions covering all grades, from the technical engineer to the skilled craftsman. The following courses are provided:—

(1) Student—for university and college graduates.

(2) Engineering—for youths with London Matriculation or its equivalent.

(3) Drawing Office—for youths with School Certificate.

(4) Trade or Clerical—for boys with a good general education.

No premiums are charged for any of them.

DETAILS

Each course includes:

(1) *Technical training in the College*

Student apprenticeships in industrial administration or foreign languages.

Engineering apprenticeships for B.Sc. (Eng.) degree of London University.

Drawing Office apprenticeships for Higher National Certificate in mechanical or electrical engineering.

Trade and Clerical apprenticeships for appropriate trades leading to examinations of the City and Guilds of London Institute, or appropriate commercial course of the National Certificate or other type.

(2) *Practical experience in the works or offices*

This is carefully planned and timed in the various departments for all apprentices.

Student and Engineering apprentices may take up the manufacture, design, commerce or research sides of engineering and for each, appropriate experience is available.

Drawing Office apprentices are given experience planned and timed in drawing office, apprentice training room, control gear department, assembly, turbine erection, pattern shop, foundry and motor factory assembly.

Trade apprentices are given appropriate selections of practical jobs according to the trade to be followed.

Clerical apprentices are given appropriate experience planned

and timed for one of the following sections: for planning, costing, stock control, or material specifying.

There are also specially planned apprenticeships for girls in drawing office tracing, stenography and typewriting.

In the case of the building industry, practical experience is provided in great variety, although owing to the different conditions operating it is not prearranged and published in detail as it is for engineering. None of the employers are large and all are subject to conditions of trade fluctuations. In these circumstances it is interesting to note that the firms have combined to work out a general scheme of apprenticeship, which is administered through an Apprenticeship Committee consisting of representatives of employers and employees. The Chairman of this Committee is a party to and signs all indentures in addition to the employer and the parent. The important result of this is that, if the original employer unfortunately falls on evil days and cannot continue to provide the practical experience part of the training, the Apprenticeship Committee becomes responsible and allocates the apprentices to some other employer.

Such examples of indentured apprenticeships, offered to the available juvenile labour in this area, set a high standard in the training of youth. Working also intimately with the Local Education Authority there are other employers offering attractive forms of employment without indentures which give to youth valuable practical experience and good prospects. Notable among these are the Co-operative Society and certain private tradesmen in retail distribution, the printing trades, local government and offices connected with commercial professions. Others who seek to employ young people must of necessity take note of these conditions, especially if they desire to attract a reasonable quota of the limited supply of the capable boys and girls. The few employers who have little to offer youth in prospects have of necessity to substitute tempting high rates of pay, but few of the more intelligent youths are deflected from apprenticeships by such temptation. Thus have grown throughout the area very favourable conditions for youth training and youth welfare, in which industry offers abundant openings to promising careers in great variety to the ambitious, industrious and persevering, and at the same time takes the most appropriate steps to increase the volume and to raise the standard of this supply.

Such tendencies for industry and education to associate together at first about the technical training of selected youth, and later about the wider general welfare, bring into relief the prophetic wisdom of our forebears who, in the small beginnings of Local Education Authorities in the early years of the present century, made technical training a part of education service and the responsibility of the Education Authorities, contrary to the custom of certain continental countries, which made such training the responsibility of industry.

Chapter 14

IMPACT OF THE WAR

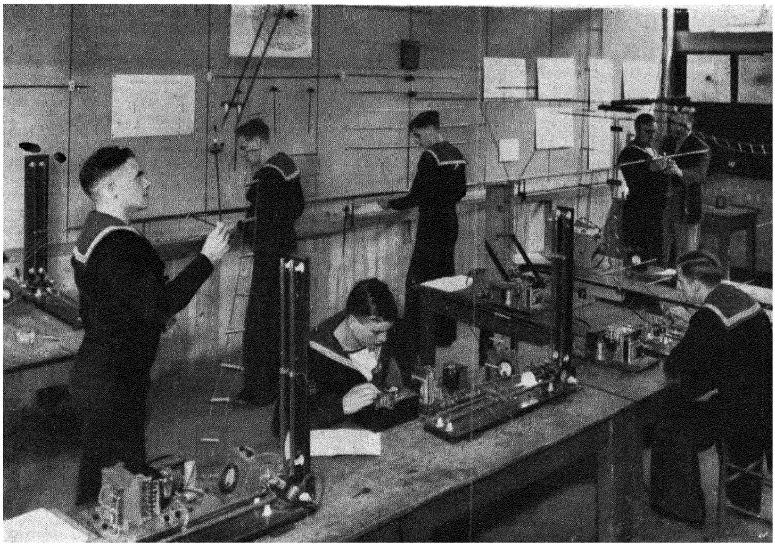
Like everybody else we were for the moment stunned with the first impact of war, which came to us as a great tragedy that everybody until the very last moment had hoped against hope might be averted. We expected, as all had been led to expect, that modern total warfare would be a terrible business of wholesale destruction, more akin to barbarism than to civilization, and we could foresee little place for education as we understood it, in the coming holocaust. First and foremost we had to face the preoccupation of industry in replacing men now called to the forces, and in turning from ordinary civilian to vital war production, both of which would require all the available labour, old or young, which could be obtained. Here indeed was a golden opportunity, plausible and camouflaged to look like patriotism of a high order, for those employers or workers, pupils or parents who, for any reason, still disliked our scheme—if any such remained—to call for the surrender of long-term education plans in favour of urgent short-term war interests, real, pretended or imaginary. Our education programme, and especially that carried out in the daytime, looked ominously threatened from the industrial side. But that was not all. We ourselves were weakened by the loss of staff difficult to replace and with depleted staffs we had to face the preparation of protective measures against the expected imminent air attacks. For without some such protection, schooling now looked a most risky undertaking and, in the earliest days, there was considerable hesitation about assembling crowds as possible targets for hostile action in any place, even in schools. Thus from within our prospects for a time looked gloomy and grim. At first it looked as though the best we could hope for would be a reversion to evening classes. But evening classes had to be closed until blackout arrangements could be improvised from what materials and labour were available. By the time these were completed it seemed unlikely that any but the stoutest hearts would, after a hard day's toil, brave for evening classes which could be avoided, the unfamiliar darkened streets, overcrowded rooms now in the blackout badly ventilated, and possible air attacks. Our new buildings to make better conditions had been under con-

struction for some time and were nearing the completion of the outer shell, but it seemed doubtful if operations could continue for what in education, even technical training, appeared a long-term policy which now must yield to more immediately pressing priorities. The outlook in the first weeks looked dark and threatening on all sides.

But events rarely follow prediction and more rarely still are as bad as anticipated; the expected increased demands for juvenile labour did arrive; they came from the authentic vital war industries, from the less important occupations and even from suspected malingerers. But the numbers affected in the compulsory ages were extremely small, and of these none ceased attendance; absenteeism for good, indifferent or pretended reasons increased a little; the percentage attendance which in normal times is about 90 dropped to the region of 80, and the work of school inquiry officers in sifting good from bad, real from imaginary causes of absenteeism increased. Voluntary part-time day release in the higher ages was not affected for the first year of the war, except in the distributive trades. The expected air attacks did not develop in the first year and our fears about evening classes also proved to be exaggerated. People soon became accustomed to black-out conditions, did not remain indoors after dark and, except in the case of the younger pupils, especially girls, for reasons which will readily be understood, continued their usual evening occupations in education and recreation. We found methods of replacing our depleted staffs, and building operations continued with little interruption. For the first year at any rate the only marked change from normal peacetime conditions was the influence of extra wartime duties in reducing available leisure. But that was naturally offset by an increased sense of responsibility in youth and a determination to make the most of what leisure remained.

After the fall of France the story changed, the demand for labour in the engineering industries greatly increased and, for a short time, many of our engineering apprentices had now to surrender their daytime education to carry out urgent production work and make the best they could of the evenings for technical training. It is rather significant that, even in this emergency, no further demands were made on the compulsory 14 to 16 ages. Perhaps the young people were not essential to engineering production, perhaps legal liabilities, which most of us do not infringe lightly, proved a deterrent, and perhaps, let it be frankly admitted, industry and education working intimately together over a period of years had generated an attitude

IN WARTIME

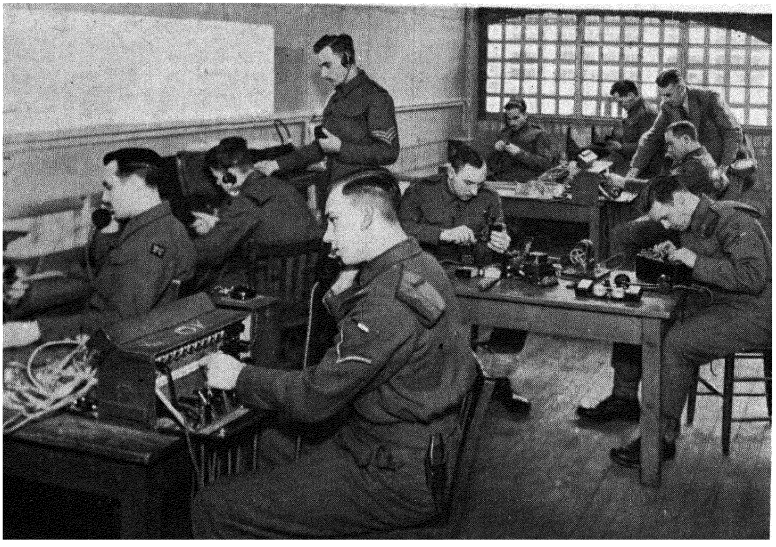


AERIALS LABORATORY



• SPECIAL RADIO CIRCUITS

IN WARTIME



TELECOMMUNICATIONS



RADIO TRANSMISSION

to juvenile welfare that, even in this crisis, resulted in shielding the younger generation as much as possible from the ravages of the war. Our apprentice engineers however had a difficult time, for they now had to revert to evening classes for their technical training with all the attendant evils which we formerly thought we had banished for ever. We were now again greatly overcrowding the flimsy farm and other buildings which we had earlier improvised for our purpose. In these unhappy conditions, air attacks on this country started on a large scale mainly in the hours of darkness, so for some months in the second winter of war there was much interruption of our evening education upon which we now had to rely more than ever. We had indeed reached a time of great trial, of almost intolerable conditions and nearly insuperable difficulties. In spite of all however, the young folk would not be deterred. Led by members of the staff they fitted outdoor air raid shelters with electric light and heating, with seats and with blackboards, so that the time spent in shelters, which for some months was longer than the time spent in classrooms, could be turned to profitable account. Much success followed these efforts, but it remained difficult to continue practical subjects in shelters, although simple science experiments began to enter into shelter instruction and, if air activities on a large scale had continued, there is no doubt that apparently impossible methods of education in shelters would ultimately have been improvised. By this time technical colleges throughout the country had been called upon to undertake great and important tasks for the war effort, especially to conduct intensive training schemes for members of His Majesty's Forces, for industry, for civil defence, and to turn workshops over to actual engineering production. Owing to our very limited overcrowded premises our earliest participation in this national effort was on a small scale; but after 1941 when we entered into possession of our new buildings we were able to contribute our full quota to this effort, an account of which will ultimately find an appropriate place, with that of other colleges, when, in the fullness of time, the national story is told.

In the third year of war, conditions improved for us. Like all ordinary people we had adapted our life, in work and play, to the conditions of war. As the first onslaught of barbarism had failed to overthrow civilization but after the first shock had, by its very threat, strengthened public esteem of culture, so our education schemes not only survived the impact of war but, after the supreme crisis follow-

ing the fall of France, appeared to emerge stronger than ever. After this crisis our engineering apprentices found their daytime training not only restored to its previous standard but extended, in spite of increased demands on industry for greater production, and for the release of more and more men for His Majesty's Forces. We have previously given our figures for voluntary part-time day training. For the last peace year and for the four war years, they are 657, 593, 369, 588, 619. They tell their own story, especially when it is remembered how many of our young men and women had joined various branches of His Majesty's Forces. Similar revivals in technical training were taking place elsewhere, and we merely reflected a general return to more stable national habits in which part-time education still had its part to play, its contribution, and that no mean one, to make to maturing youth, which must proceed even in the greatest war in history. Conditions in this third year were greatly assisted by our new buildings which removed our uncomfortable, unhealthy, and in wartime somewhat dangerous overcrowding. We then found a greater sense of unity and of security, and were able to extend, in many directions, our educational programme by adding to formal education many of those amenities which spring from common rooms, a concert hall, a refectory, a library, a gymnasium, and other sources.

Such local developments were parts of a national movement arising from concern about the welfare of youth, which in the third year of war had grown considerably and was expressing itself in many practical forms. Most schemes for dealing with the problem grew around youth committees which, under the direction of Local Education Authorities, were springing up everywhere, to mobilize, and to assist the existing voluntary youth organizations and the various educational institutions in youth service. This greatest war in history, which had demanded and received so much from youth, had at last brought the latter into the public conscience. Now it was recognized on all sides that in youth was an asset of great importance and latent power, which must be conserved and trained to realize and turn to profitable account its full powers. All kinds of youth activities for service, for pleasure, for recreation, for keeping fit, for training, and for education, sprang up in abundance everywhere.

The Admiralty, the War Office, and the Air Ministry, realizing the necessity for looking ahead, recognized in youth the future supply of man-power, and in the movement an opportunity for establishing early contact, for starting interests and training which

would prove valuable to youth and to the nation when youth's time came for joining one of the Services. Each branch of the Services therefore encouraged and assisted, by liberal grants and by much advice, the formation of cadet organizations. These cadet units caught the imagination of youth who joined them in great numbers and undertook appropriate courses of training, drill, education and recreation, to make them fit to play their part in any emergency or normal call which might ultimately come to them. Not to be outdone by their brothers, girls similarly formed themselves into the Girls' Training Corps.

As was to be expected, the growth of the youth movement here, and the formation of cadet organizations, had its effect upon our own programme, especially on the voluntary evening activities associated with the Day Continuation School. Here, as we have already stated, in the early months of the war, owing to the blackout, voluntary evening attendance of young people was for a time greatly reduced. As however they became accustomed to war conditions and began to seek ways and means of occupying their evening leisure, they found other interests now offered them outside the School in great variety, and some of them were naturally attracted to and preferred the new interests to the older ones. Particularly attractive were the pre-Service organizations in the opportunities of national service, in the uniforms, in the military discipline and parades, and perhaps most of all in the advantages gained when the time came for joining one of the Services. Many youths under 16, therefore, now deserted our evening activities for other youth organizations, especially if they were offered an attractive free uniform, free games or free anything else, in contrast with our own policy which had generally encouraged youth to pay its own way. The older pupils over 16, mainly apprentices, were not as a rule deflected from their normal technical training. If they wanted to join a cadet unit or other organization, they usually added it to their technical training. When the time approached for joining one or other of the Services they gave the cadet training intensive attention. If they were likely to be reserved, as many engineers are, they added Home Guard or Civil Defence duties to technical training. The total effect of the youth movement here therefore has been to redistribute youth among a wider range of activities than existed before the war. But it is rather significant that the national registration of youth has disclosed that the number of people redistributed in this wider range of attractions is

about the 60 per cent previously quoted as the maximum we have ever been able to recruit in our own voluntary evening activities. The 40 per cent still remain untouched even by the wider, more varied list of youth attractions.

It will now be clear that there is some risk of conflict between what may be called educational interests, in which we include technical training, and the more modern youth movements of either civilian or pre-Service types, and in this conflict youth may find it difficult to decide how to spend his leisure most profitably to himself and to his country. This conflict for youth is all the more difficult if various organizations are competing for his membership and if, in the process, they offer excessive attractions which discourage instead of encouraging actual service from youth. Our policy in regard to cadets is not to set up our own units, but to assist all such units as are formed with the educational side of their programme by providing classrooms, workshops, gymnasium, playing fields, and where necessary, teachers, instructors or leaders. A similar policy is also followed, where appropriate, in regard to civilian youth organizations.

The very high value now, in the fourth year of the war, attached to youth welfare and to the development of potential youth power, places the compulsory Day Continuation School in a position of the highest strategic importance. Here all working youth of the prescribed ages must pass weekly; here all youth organizations can converge, can see and watch developing the whole rather than a small section of youth, can estimate their successes and failures on the whole youth clientele, and if desired can plan combined or co-ordinated operations. This would seem to compensate in great measure for the inconvenience and special demands made on industry even in wartime. Any threat to the existence of the School now appears unthinkable. It is true that the call for man-power and for woman-power has progressively increased until essential war industries as well as less important concerns have had their available labour reduced to very low limits; it is also true that there is a natural temptation to use younger people to replace the labour lost; it is further true that a few may be tempted to exploit this position. But so far this temptation has generally been resisted; such absentees as we meet are used to relieve temporary emergencies, but these emergencies are increasing in frequency. They are most difficult in small businesses—of which there are a large number—now staffed only by the owner and a youth. On school days the employer takes

the reins himself but, if he happens to be ill on such a day, there is a natural desire to retain youth at work to tide over the emergency. Such emergency absenteeism is now greater than in peacetime, but it is widely distributed and does not involve anybody in prolonged absence. Prolonged emergencies call for more permanent remedies which do not deprive young people of their education.

One rather striking result of the war and the demand for women labour in the factories has been a large increase of girls in the ages 14 to 16, who are not going out to work, but whose normal employment is to assist in the housekeeping at home. There have always been a few such girls, varying in normal times from 1 to 3 per cent according to the prosperity of the times, whose parents for various reasons found it convenient to employ them at home; perhaps the housekeeping task was too heavy for the mother; perhaps the mother was ill, or had a large young family; perhaps the girl's health did not for the moment justify going out to work. Such girls always attended School on the prescribed day, and the few of them who have tried it found this combination of School and home life attractive and profitable. Recently with the progress of the war the number of such girls has greatly increased and now in the fourth year stands at about 10 per cent. The reasons for this are probably mixed, but among them is undoubtedly the fact that mothers can earn more money in the factory than the girls, and this presumably indicates that they can make a greater contribution to the national effort, while girls can keep the homes going successfully.

There is much evidence amongst youth of the growth of a civic conscience and an interest in public affairs; there is a spirit of service abroad such as we have never known in peacetime, a willingness to undertake all kinds of public work and tasks of national importance. The existence of our School organization with its various School Committees means that youth is already mobilized for action and that not only is the urge to serve stimulated, but that it can and does find outlets in various directions. Much work has been done in salvage campaigns, in food production on allotments, in messenger work, in civil defence work and at week-ends and during holidays on neighbouring farms. Such activities, it is true, are associated with most full-time schools to-day, but the existence of our compulsory School has made it possible for us to bring into this field of service the large reservoir of youth which is normally out of contact with full-time schools.

Chapter 15

A GLANCE FORWARD

We have finished our own story recounted from the facts of experience. Before we finally close we will be rash enough to stray from the region of fact, and let imagination lead a little into the sphere of anticipation and speculation on the future. We do not however propose to take our feet off the ground, so the vision we shall present will not perhaps inspire and thrill as it might, if we recklessly took a flight free from the limitations and restraints, which experience in this region tends to impose; but our view will not be a mirage; it will portray something tangible, and something real, which will be attainable. For all we propose to attempt is to outline some thoughts suggested to us, on the application of our small-scale experience to the larger task, in other words on the transition from laboratory to large-scale production.

Most people now consider and all present portents suggest that the end of the war will bring educational reconstruction, which will give us a school-leaving age of at least 15 and in addition compulsory part-time schooling to 18, with all that this will mean in extended childhood and escorted early working years.

We have previously defined our policy for the escort which it will be remembered includes:

(1) Wisest selection of employment available.
(2) Physical welfare and fitness in working life.
(3) Happy, wise, profitable use of leisure.
(4) Learning—vocational and non-vocational.

To apply this working youths' charter, or anything like it, to the rising generation in the first three years of working life with say 600,000 in each of the three age groups, is a task of the first magnitude, which can take a proud place side by side with other measures for social security.

The degree of success that can be attained, will depend more upon the type and quality of teachers that can be found for the job, than upon any other single factor. It is estimated that not less than 20,000 teachers will be required for the programme of compulsory part-time schooling. Our experience confirms again and again, that

the qualities as well as the number needed for success, can only be obtained by tapping large new sources of supply, in addition to the older normal ones, and by introducing new methods of training. The admission to the great teaching profession of a large number of men and women, whose outlook is practical rather than academic and whose qualifications are more related to working experience than to university standards, will create a social revolution of great significance and no little power, requiring for its fulfilment much good will and adaptation all round. But its accomplishment will bring to our schools a welcome addition of new blood, it will reduce the remnants of isolationism which our schools have inherited from the cloisters, and it will bring them into more intimate, warm, living contact with industrial and wider community life, to the ultimate benefit of all. Both types, the normal academically qualified teachers and the others, will require some preliminary preparation for the job, the former on methods of dealing with working youth, and the latter on school organization, class management and teaching technique.

For any who may have misgivings about the magnitude and cost of such a programme, and let it be admitted they are considerable, it is submitted that here is an attempt to attack at the source, in working youth, and thus prevent from developing, many of just those industrial and social ills, which other reconstruction proposals are designed to alleviate.

Each Local Education Authority will make its own plans for discharging its responsibilities in whatever way and through whatever agencies appear in the area most appropriate for its purpose. All such plans in general outline will probably resemble the four-point programme of our own charter however they may differ in detailed practical application. They will certainly endeavour to enlist the full co-operation of industry and such voluntary youth organizations as can contribute effectively to the task. But clearly schools—by whatever name they are known—and their staffs must be destined to play the major role in all schemes. The school is the place where youth will foregather at such regular intervals and for such times as the State may claim him and her, and in due course it will become the starting point and the centre of gravity of most youth welfare work. The staffs will be charged with the duties of collecting young people together, arranging them in suitable homogeneous groups, allocating them to activities appropriate to their needs, and actually pro-

viding the greater part of the four-point programme. But where outside specialist help is called for they will supply the guidance and assistance necessary to enlist such help. For example it will be obvious that, in appropriate circumstances, youth may be referred to industry for special practical training, to voluntary youth organizations for appropriate leisure activities, and to other organizations for other needs, with the same freedom and wisdom, as he may be referred to the doctor on health matters, or to the juvenile employment officer on employment problems. The enlistment of specialists to help in the fulfilment of the four-point programme of the youth charter has much to commend it, if specialists can be persuaded not to enter also the sphere of the general practitioner, or to compete unduly with other specialists for the allegiance of youth. Intense rivalry among youth organizations for the support of youth is not in the main good for youth, for the organizations, for the programme or for the taxpayer. The Local Education Authority acting through its schools or young peoples' colleges can most appropriately fill the role of general practitioner. Such schools will not have the closed doors of monastic institutions, and their teachers and staffs generally will be men and women of affairs with much understanding of youth, with intimate knowledge of employment conditions, and many and frequent contacts with local industry and with local youth organizations.

Our experience indicates that the Local Education Authority will not be left indefinitely to work out its youth charter alone. In course of time the best elements in industry will begin to take a hand and in so doing, will bring great and valuable reinforcements to the task, not only in helping to find the most suitable jobs opening to promising careers, but in creating fresh routes through new learnerships or apprenticeships. So, little by little, more and more of the jungle of modern employment will be cleared for new paths, as a forest is cleared and penetrated by numerous sign-posted roads. Nor does industry's active co-operation stop at choice of employment; it is interested in other aspects of the four-point programme. Such interest usually starts with vocational learning but it spreads to include other or all the four aims in varying degrees. In a similar way voluntary youth organizations of civilian and of pre-Service types will bring their special contributions; in the early stages perhaps they will contribute largely to leisure pursuits; but afterwards they will bring reinforcements on a widening scale. So ideas will ferment and spread like a

leaven through those concerned with youth, and as these are translated into action, youth will come into its heritage. The feeling of security induced by a more satisfactory launching into life will evoke in youth an awakened, quickened sense of responsibility to the domestic, industrial, local and national communities, which have brought it happily and successfully thus far on its journey. Here, the age of 18, the end of compulsory schooling would appear to be an appropriate time, indeed the psychological moment, for bringing the whole of youth training to the full flower of expression in whatever form of national service, military or civilian, with or without uniforms, is considered necessary and desirable in future years. Such service would carry all within sight of full manhood prepared for its civic rights, pleasures, responsibilities, and duties.

One of the functions of the young people's college and its staff will be to arrange, and in general actually to provide the learning and physical welfare sections of the youth charter, although for a minority of its pupils it may be appropriate to contract out to a specialist institution. So far little has been said about suitable learning, which we will name curriculum, for the 15 to 18 ages. Our experience of compulsory education of the 14 to 16 ages and of voluntary education of considerable numbers of the higher ages, does not provide exact parallel conditions, nor do we build upon a school-leaving age of 15. But it does throw some light and provides one or two pointers worth noting, among which it reaffirms the fundamental principle that there is no simple formula for any curriculum, and least of all for the great variety of interests, aims and conditions of our problem. All that is possible, and all that we shall attempt is to outline what experience suggests shall be guiding principles in framing a curriculum.

Part-time learning, the gaining of knowledge or skill, like all other learning, operates in subjects with a well-known technique, and for most ordinary people it can only be profitably sought on planned, systematic lines. Innumerable reasons in unending variety, determine the selection of a given subject for a place in the curriculum. The commonest are its value in a job, in leisure occupations, in the home, its inherent interest, its alleged value to mental, moral or physical welfare, or simply tradition, or because somebody fancies it for no special reason at all. In the limited time available for part-time education all claims to inclusion in the curriculum have to be severely scrutinized and many rejected. The number of subjects

available to choose from is legion and their diversity bewildering. A first step towards curriculum construction is to note, what we have previously stated, that practically all subjects with any claim to inclusion can be reduced to six basic groups, much in the same way as all articles of ordinary food can be reduced to basic dietetic elements. Such basic groups are:

1. ENGLISH SUBJECTS	history, geography, English, etc.
2. PHYSICAL TRAINING	
3. MATHEMATICS	arithmetic, algebra, geometry.
4. SCIENCES	
5. CRAFTS BY HAND OR MACHINE	In wood, metal, etc., for boys; in textiles, etc., for girls.
6. ARTS	literature, music, art, etc.

The limitation of time makes the inclusion of foreign languages impossible, except for special cases which are not here considered. A curriculum can be built in a great variety of ways for a part-time, or indeed for any school, by suitable selections from these basic groups.

There is a strong and in the main a wise British tradition in education that until about the age of 16, when the aptitudes, tastes and needs of youth are beginning to take shape, and when the probable careers can be discerned, schooling shall progress on the wide front of a balanced diet composed of selections from each of the basic groups. After 16 specialization is appropriate and usually desirable. But specialization is merely the unbalanced treatment of the basic diet, intensification on some, relaxation on others.

We have already referred to the strength of the demand of the young people under 16 for technical training, which is the chief form of specialization in youth, and we have also noted how far we have met this demand. At least 50 per cent of our boys and 30 per cent of the girls are concerned in this. Over 16, the demand on us for technical training is greatly increased and indeed, practically all who continue education in the higher ages do so because of the technical training provided. We estimate that the percentage in the 16 to 18 ages interested in technical training is about 60 for boys and 40 for girls. If home-making for girls be regarded as technical training, as it should be, the percentage for girls is perhaps doubled. Probably these figures are higher than the average for the rest of the country, owing to the nature of the local industries, the high proportion of apprenticeships available here and the effect of more than twenty

years of compulsory schooling. But in our view, such schooling will everywhere result in some degree of claim from youth, from parents and from employers that some at least of the compulsory schooling shall be given to technical training, and the claim will be so strong that it would be folly to ignore it.

There will probably be few who would dismiss such a claim, for it can be justified on sound educational grounds. After all, technical training as we conceive it, is nothing more nor less than selections from some of the basic groups applied to special purposes much in the same way as dietetic elements are assembled to constitute a meal, a dish or article of food. For example:

Sciences and mathematics applied to engineering problems make engineering courses of the National Certificate type. Similar courses can be constructed for other industries—building, mining, textiles, and so on.

Crafts and mathematics applied to workshop processes in any industry make craftsmen's courses.

Sciences, mathematics, English subjects applied to buying and selling processes make commercial courses.

Such technical training courses can be built up from basic elements, in as many varieties, and for as many different purposes as articles of food can be prepared from dietetic elements; and, as combinations of basic elements, they have at least the same cultural content as the elements themselves, so any doubt about the educational value of technical training, as we interpret it, can be dismissed.

In this area therefore 60 per cent of the boys, and say 80 per cent of the girls will properly require some proportion of technical training. But what about the remainder, who in the main will be following occupations for which technical training in the ordinary sense of the word is not appropriate, as their particular jobs call for no special skill or knowledge which cannot be acquired at work in a comparatively short time. The answer to this is not so clear and therefore there is, and there will be for some time, much occasion for independent thought, for discussion, for experiment and for difference of opinion. The answer is all the more difficult because in this group, as a small hard central core, surrounded by a much larger group who are largely neutral or indifferent towards education, are just those people who have found ordinary schooling difficult and unattractive; it is also all the more urgent because, precisely here lies the source of many future social problems, which may be

prevented by successful action at this juncture. But it is idle to pretend that there is a simple panacea for this problem. Continuous, persistent, patient action, which will steadily reduce the size and hardness of the core, is the only practical policy for this particular task as every social worker knows. Experience suggests that the youths we have in mind are usually interested in their jobs or, to put it at its lowest—as for some the highest level of interest possible is never very thrilling—they usually take more pride in such jobs than in anything else, and often covertly or openly condemn education because it offers so little to help them at work. In these circumstances, where full normal scientific or craft technical training is not appropriate, we feel that a new subject, which we shall call general working practice, should take its place. Such a subject could be built up from its basic elements, mainly English subjects, in a manner to be interesting and helpful to this type of youth. It would explain in terms it can understand and illustrate from local industries the working environment and its social implications, especially how employers and employees most successfully work together, their normal rights, duties, responsibilities, the various methods of remuneration, together with the national and local machinery for obtaining assistance and advice in difficulties.

We can now sum up what our experience suggests shall constitute a curriculum for compulsory part-time schooling. Our first constituent would be technical training or general working practice. For those with ambitious, scientific aspirations of the National Certificate type, perhaps three-quarters of each weekly attendance might be given to such training; for those with less ambitious mainly practical objectives, perhaps half the available time might generally be appropriate; for the remainder, probably a quarter of the time would prove sufficient for general working practice.

There will be universal agreement that the second constituent of the curriculum should be physical training in some form or other.

The third constituent in our view should be the art and science of living in communities—which we call sociology—in the form of an historic, geographic and economic approach to an appreciation of our national, imperial, international heritage, to local and national forms of government, to imperial and international forms of co-operation and to a study of selected current affairs. This would of course be supplemented by actual practice in social service which membership of the school community and organization of voluntary societies

through students' councils and committees would cultivate continuously. For such practice each school must operate as a corporate entity, or there is no community to serve. Those who think and speak in terms of continuation *classes* appear to have missed this important point, and must have a very incomplete conception of what is possible and essential in such schools.

We now come to the fourth constituent of the curriculum. The time available for it will depend upon the amount taken—three-quarters, a half or a quarter of the time—in the first constituent. The choice offered should be as wide as possible; and therefore it should deal with what has not been included in the first constituent. For example those who have specialized in scientific technical training could include crafts here, while those who have concentrated on craft technical training might be attracted to sciences here. But this constituent should take many forms according to the resources of the school, the tastes and qualifications of the staff and the desires of the pupils. It may be offered in the form of subjects to be studied, practical work to be achieved, or projects to be completed. It should certainly offer some selections from the arts, from the sciences, and from the crafts and they should encourage corporate activities as well as individual efforts. It should open the minds of pupils to many of the possibilities and attractions or pursuits for leisure, and reveal to teachers the real inclinations of pupils. If our experience is any guide, it will lead to a great demand for additional voluntary evening work in a considerable variety of forms, inside the school or elsewhere, especially as much of the present existing evening continuation schools will have been transferred to the daytime, leaving young people more leisure for freely chosen pursuits.

If all religious controversies could be solved, there is much to be said in our Christian community for a fifth constituent of religious knowledge but, until such favourable times, wisdom and our experience suggest that the daily sessions might open as the House of Commons opens, with a short simple religious service.

It is sometimes suggested that English, or the use of the mother tongue, should be an additional constituent of the curriculum. In our view it cannot be excluded; it permeates everything; it is the medium through which all thought is communicated and in which all learning is assimilated. Every subject and every teacher contributes to English. What will improve youths' use of the mother tongue is not more about the rules of English, of which youth has been learn-

ing since infancy, but more accuracy and precision of thought, to which all school experience should by this time be contributing.

Present part-time technical training in this country has two well-marked stages after the age of 16, the senior stage which a normal youth reaches about 19, and the advanced stage which he reaches about 21. When compulsory schooling ends at 18, this age will also mark the natural end of an important stage in maturing youth. There is much to be said for making the senior stage coincide with the compulsory part-time schooling period. With a year added to the school-leaving age and with the three succeeding years' part-time schooling in the daytime,—when the pupils are fresh instead of in the evenings when tired,—continued usually throughout the year instead of restricted to the winter months as at present, it should not only be possible but quite reasonable for an average youth to reach the present senior standards by the age of 18. Here then is an added reason for inserting, at this convenient break between the senior and advanced stages in technical education, any form of compulsory national service which may ultimately be demanded.

We have found from our experiment that the association of all forms of part-time schooling in one college building, with all types of pupils learning and growing together as one community, is of the greatest possible benefit to all its members. Such a community includes a wide diversity of ages, of intellectual gifts, of tastes, of interests, of ambitions and of needs, and, in many respects is a replica of the ordinary community outside. All members work at their own particular tasks, in immediate contact with pupils and teachers of similar interests. But all gain much by the example of and contact with others, old or young, bright or dull, ambitious or indifferent, engineers or artists, conscripted or voluntary, scholarship or fee paying pupils. In particular our young conscripted youths are much encouraged by belonging to the same community as some of the older people who are winning considerable academic distinction. But the latter also gain by watching and assisting in the development of younger, less mature, weaker people. Such association goes some way in the direction of equality of opportunity, whatever that may mean, about which we hear so much to-day. Nobody has yet said how it can be attained without equality of gifts, but it is an attractive phrase to which all true democrats feel they ought to respond. It probably often means the removal of the poverty bar from the entrance to certain forms of education, giving admission to the coveted

status, real or imaginary, attached to certain schools. But the poverty bar at the entrance to such schools may be replaced by an intellectual bar, which is less objectionable than a social bar and more convenient to school organization until intellectual status attaches itself to the school. In certain circumstances the new status can become as great a handicap to real democratic education as social status. After the levelling effects of the greatest war in history, in the educational revolution everybody is contemplating, when all youth (not the small picked 15 per cent of to-day) is conscripted for education until the age of 18, to what extent is it desirable or wise to segregate youth into separate schools on either social or intellectual grounds? In the smaller areas, say up to a population of 100,000, it will be possible and practicable, if it is considered desirable, to follow a policy similar to ours and collect all young people under one roof into one all-purpose youth college community. In the larger areas where more than one school must be provided, the problem is not so simple. Those responsible in such cases will have the difficult task of weighing carefully the respective merits of:

(1) dividing their area into geographical sections, in each of which is placed an all-purpose part-time college such as ours, or even, as has been advocated in some quarters, a junior college for full-time and part-time schooling of similar ages side by side. Such a policy would tend to develop equality of status between all the schools; or

(2) establishing special schools for the single purpose of compulsory part-time education isolated from all other forms. Such institutions would probably be handicapped for many years by a suggestion of status inferior to that of the older established part-time schools or colleges.

Finally our whole story calls loudly to remind us that history sometimes repeats itself, that we reached the highest level of intentions in 1918, that in the following years we scaled no mean heights towards achievement, but that as war tensions eased, our high purpose relaxed, like many old-fashioned sick bed repentances and good intentions changed on recovery. In the end the total harvest we gathered from that high purpose consisted of the continuation school clauses of the Education Act of 1921, inoperative except at Rugby, one compulsory school for the 14 to 16 ages, a number of voluntary schools scattered about the country and perhaps most promising asset of all, a number of determined advocates of the cause with knowledge and experience of its possibilities. Such devotees now

know that there are great difficulties ahead, that there are more schemes of reconstruction in the air than can possibly be fulfilled for many years, that peace will again inevitably bring some reaction towards relaxation of good intentions and high endeavours, that the difficulties of organization, of providing buildings, of recruiting and training the necessary teachers and of dealing with the opposition of vested interests, which again will arise, are enough to daunt all but the stoutest. But to be forewarned is to be forearmed, and one of the objects of presenting this story is to contribute our experience to the forearming, so that history shall not repeat itself in this field.

Appendix 1

CONTINUATION SCHOOL CLAUSES OF THE EDUCATION ACT, 1921

and [in square brackets] corresponding sections of the Education Act, 1918

75 [3]. (1) [1] It shall be the duty of the local education authority for higher education, either separately or in co-operation with other local education authorities, to establish and maintain, or secure the establishment and maintenance under their control and direction, of a sufficient supply of continuation schools in which suitable courses of study, instruction, and physical training are provided without payment of fees for all young persons resident in their area who are, under this Act, under an obligation to attend such schools.

(2) [3] The council of any county shall, if practicable, provide for the inclusion of representatives of local education authorities for elementary education, in any body of managers of continuation schools within the area of those authorities.

76 [10]. (1) [1] Subject as hereinafter provided, all young persons shall attend such continuation schools at such times, on such days, as the local education authority of the area in which they reside may require, for three hundred and twenty hours in each year, distributed as regards times and seasons as may best suit the circumstances of each locality, or, in the case of a period of less than a year, for such number of hours, distributed as aforesaid, as the local education authority, having regard to all the circumstances, consider reasonable:

Provided that:

(*a*) the obligation to attend continuation schools shall not, within a period of seven years from the appointed day, apply to young persons between the ages of sixteen and eighteen, nor after that period to any young person who has attained the age of sixteen before the expiration of that period; and

(*b*) during the like period, if the local education authority so resolve, the number of hours for which a young person may be required to attend continuation schools in any year shall be two hundred and eighty instead of three hundred and twenty.

(2) [7] The local education authority shall not require any young person to attend a continuation school on a Sunday, or on any day or part of a day exclusively set apart for religious observance by the religious body to which he belongs, or during any holiday or half holiday to which by any enactment, regulating his employment or by agreement he is entitled, nor so far as practicable during any holiday or half holiday which in his employment he is accustomed to enjoy, nor between the hours of seven in the evening and eight in the morning: Provided that the local education authority may, with the approval of the Board, vary those hours in the case of young persons employed at night or otherwise employed at abnormal times.

(3) [8] A local education authority shall not, without the consent of a young person, require him to attend any continuation school held at or in connection with the place of his employment. The consent given by a young person for the purpose of this provision may be withdrawn by one month's notice in writing sent to the employer and to the local education authority.

Any school attended by a young person at or in connection with the place of his employment shall be open to inspection either by the local education authority or by the Board of Education at the option of the person or persons responsible for the management of the school.

(4) [9] In considering what continuation school a young person shall be required to attend, a local education authority shall have regard, as far as practicable, to any preference which a young person or the parent of a young person under the age of sixteen may express, and, if a young person or the parent of a young person under the age of sixteen represents in writing to the local education authority that he objects to any part of the instruction given in the continuation school which the young person is required to attend, on the ground that it is contrary or offensive to his religious belief, the obligation under this Act to attend that school for the purpose of such instruction shall not apply to him, and the local education authority shall, if practicable, arrange for him to attend some other instruction in lieu thereof or some other school.

Where, as respects any area or part of an area, or any class of persons in an area or part of an area, the provisions of the Education Act, 1918, corresponding to this section have come into operation before the commencement of this Act, this section shall, as respects such area or part of an area or class of persons, have effect as if the

appointed day were the date on which those provisions came into force with respect to such area or part of an area or class of persons.

77 [10]. (1) [2] Any young person:

(i) who is or was above the age of fourteen years on the appointed day within the meaning of the last foregoing section; or

(ii) who has satisfactorily completed a course of training for, and is engaged in, the sea service, in accordance with the provisions of any national scheme which may hereafter be established by Order in Council or otherwise, with the object of maintaining an adequate supply of well-trained British seamen, or, pending the establishment of such a scheme, in accordance with the provisions of any interim scheme approved by the Board of Education; or

(iii) who is above the age of sixteen years and either—

(*a*) has passed the matriculation examination of a university of the United Kingdom or an examination recognized by the Board of Education for the purposes of this section as equivalent thereto; or

(*b*) is shown to the satisfaction of the local education authority to have been up to the age of sixteen under full-time instruction in a school recognized by the Board of Education as efficient or under suitable and efficient full-time instruction in some other manner,

shall be exempt from the obligation to attend continuation schools under this Act unless he has informed the authority in writing of his desire to attend such schools and the authority have prescribed what school he shall attend.

(2) [3] The obligation to attend continuation schools under this Act shall not apply to any young person:

(i) who is shown to the satisfaction of the local education authority to be under full-time instruction in a school recognized by the Board of Education as efficient or to be under suitable and efficient full-time instruction in some other manner; or

(ii) who is shown to the satisfaction of the local education authority to be under suitable and efficient part-time instruction in some other manner for a number of hours in the year (being hours during which if not exempted he might be required to attend continuation schools) equal to the number of hours during which a young person is required under this Act to attend a continuation school.

(3) [4] Where a school supplying secondary education is inspected

by a British university, or in Wales or Monmouthshire by the Central Welsh Board, under regulations made by the inspecting body after consultation with the Board of Education, and the inspecting body reports to the Board of Education that the school makes satisfactory provision for the education of the scholars, a young person who is attending, or has attended, such a school shall for the purposes of this section be treated as if he were attending, or had attended, a school recognized by the Board of Education as efficient.

(4) [5] If a young person who is or has been in any school or educational institution, or the parent of any such young person, represents to the Board of Education that the young person is entitled to exemption under the provisions of this section, or that the obligation imposed by the last preceding section does not apply to him, by reason that he is or has been under suitable and efficient instruction, but that the local education authority have unreasonably refused to accept the instruction as satisfactory, the Board shall consider the representation, and, if satisfied that the representation is well founded, shall make an order declaring that the young person is exempt from the obligation to attend a continuation school under this Act for such period and subject to such conditions as may be named in the order:

Provided that the Board may refuse to consider any such representation unless the local education authority or the Board are enabled to inspect the school or educational institution in which the instruction is or has been given.

78 [11]. (1) [1] If a young person fails, except by reason of sickness or other unavoidable cause, to comply with any requirement imposed upon him under this Act for attendance at a continuation school, he shall be liable to a fine not exceeding five shillings, or, in the case of a second or subsequent offence, to a fine not exceeding one pound.

(2) [2] If a parent of a young person has conduced to or connived at the failure on the part of the young person to attend a continuation school as required under this Act, he shall, unless an order has been made against him in respect of such failure under section ninety-nine of the Children Act, 1908, be liable to a fine not exceeding two pounds, or, in the case of a second or subsequent offence, whether relating to the same or another young person, to a fine not exceeding five pounds.

79 [12]. (1) [1] The Board of Education may from time to time make regulations prescribing the manner and form in which notice is to be given as to the continuation school (if any) which a young person is required to attend and the times of attendance thereat, and as to the hours during which his employment must be suspended, and providing for the issue of certificates of age, attendance and exemption, and for the keeping and preservation of registers of attendance, and generally for carrying into effect the provisions of this Act relating to continuation schools.

(2) [2] For the purposes of the provisions of this Act relating to continuation schools, the expression 'year' means in the case of any young person the period of twelve months reckoned from the date when he ceased to be a child, or any subsequent period of twelve months.

93 [10]. [6] The local education authority for higher education may require, in the case of any young person who is under an obligation to attend a continuation school, that his employment shall be suspended on any day when his attendance is required, not only during the period for which he is required to attend the school, but also for such other specified part of the day, not exceeding two hours, as the authority consider necessary in order to secure that he may be in a fit mental and bodily condition to receive full benefit from attendance at the school:

Provided that if any question arises between the local education authority and the employer of a young person whether a requirement made under this section is reasonable for the purpose aforesaid, that question shall be determined by the Board of Education, and, if the Board determine that the requirement is unreasonable, they may substitute such other requirement as they think reasonable.

95 [16] No person:

(*c*) shall employ a young person in such a manner as to prevent the young person attending a continuation school which he is required to attend under this Act, or

(*d*) shall employ a young person at any time when, in pursuance of any requirement issued under this Act in respect of that young person in connection with attendance at a continuation school, the employment of that young person must be suspended.

96 [16]. (1) If any person employs a child or young person in contravention of the foregoing provisions of this Part of this Act, or of any byelaw made thereunder, he shall be liable to a fine not exceeding forty shillings, or, in case of a second or subsequent offence, not exceeding five pounds.

(2) If any parent of a child or young person has conduced to the commission of the alleged offence by wilful default, or by habitually neglecting to exercise due care, he shall be liable to the like fine.

Appointed days of operation.

Sections 75	1st August, 1919
76, 77, 93	See Appendix II; also p. 17
78, 79, 95, 96	1st May, 1920

Appendix 2

(*a*) *Copy of Order affecting young persons resident in Rugby*

STATUTORY RULES AND ORDERS
1920, No. 556

EDUCATION, ENGLAND

Continuation Schools (Rugby)

The Continuation Schools (Appointed Day) Order No. 2, dated April 12, 1920, made by the Board of Education under Section 52 (3) of the Education Act, 1918 (8 & 9, Geo. 5, c. 39).

Whereas by sub-section (3) of Section 52 of the Education Act, 1918, hereinafter referred to as the Act, it is enacted subject to certain provisions not material for the purposes of this Order that the Act shall come into operation on the appointed day and that the appointed day shall be such day as the Board of Education may appoint and different days may be appointed for different purposes and for different provisions of the Act, for different areas or parts of areas, and for different persons or classes of persons.

Now the Board of Education pursuant to the Act hereby appoint the 13th day of April, 1920, as the appointed day for the purposes of Section 10 of the Act as respects the class of persons specified in the Schedule hereto.

Given under the Seal of Office of the Board of Education, this 12th day of April, 1920.

L. A. SELBY-BIGGE

Schedule

Class of persons referred to in the foregoing Order.

All young persons residing in the Urban District of Rugby other than those who before the appointed day were exempt from the obligation to attend School.

APPENDIX 2

(b) Copy of Order affecting young persons employed in Rugby

STATUTORY RULES AND ORDERS
1921, No. 1900

EDUCATION, ENGLAND

Continuation Schools (Warwick)

The Continuation Schools (Appointed Day) Order No. 9, dated December 6, 1921, made by the Board of Education under Section 52 (3) of the Education Act, 1918 (8 & 9, Geo. 5, c. 39).

Whereas by sub-section (3) of Section 52 of the Education Act, 1918, hereinafter referred to as the Act, it is enacted subject to certain provisions not material for the purposes of this Order that the Act shall come into operation on the appointed day and that the appointed day shall be such day as the Board of Education may appoint and different days may be appointed for different purposes and for different provisions of the Act, for different areas or parts of areas, and for different persons or classes of persons.

Now the Board of Education pursuant to the Act hereby appoint the 10th day of January, 1922, as the appointed day for the purposes of Section 10 of the Act, as respects the class of persons specified in the Schedule hereto.

Given under the Seal of Office of the Board of Education this 6th day of December, 1921.

W. R. BARKER

Schedule

Class of persons referred to in the foregoing Order.

All young persons residing in the Administrative County of Warwick whose place of employment for the time being is in the Urban District of Rugby, other than:—

(*a*) those residing in the Urban District of Rugby, or in the Borough of Stratford-on-Avon, and

(*b*) those who before the appointed day fixed by this Order were exempt from the obligation to attend school.

APPENDIX 2

(c) Copy of Order adjusting Appointed Days of the Education Act of 1918 to the Consolidating Education Act of 1921

STATUTORY RULES AND ORDERS
1922, No. 847

EDUCATION, ENGLAND AND WALES
Appointed Days under Act of 1921

Order dated July 28, 1922, made by the Board of Education, fixing Appointed Days under Section 173 (3) of the Education Act, 1921 (11 & 12, Geo. 5, c. 51)

The Board of Education, pursuant to sub-section (3) of Section 173 of the Education Act, 1921, hereinafter called the Act, hereby appoint the 1st day of October, 1922, as the appointed day:—

(*a*) for the purposes of all the provisions of the Act except Sections 76, 77, and 93; and

(*b*) for the purposes of Sections 76, 77 and 93 of the Act as respects the classes of persons in certain areas or parts of areas for whom Section 10 of the Education Act, 1918, has been brought into operation.

Given under the Seal of Office of the Board of Education this 28th day of July, 1922.

L. A. SELBY-BIGGE

(d) Copy of Order applying after an extension of Rugby, to the enlarged area, immediately preceding its incorporation in 1932

STATUTORY RULES AND ORDERS
1932, No. 657

EDUCATION, ENGLAND
Continuation Schools (Warwick)

The Continuation Schools (Rugby Extension Appointed Day) Order, 1932, dated August 3, 1932, made by the Board of Education under Section 173 (3) of the Education Act, 1921 (11 & 12, Geo. 5, c. 51).

Whereas by the Rugby Urban District (Extension) Order, 1931, the area of the Urban District of Rugby as existing immediately

before the 1st day of April, 1932 (hereinafter referred to as the former area of Rugby) was extended as from that date so as to include the added areas therein mentioned (hereinafter referred to as the added parts of Rugby):

And whereas by virtue of an Order dated 28th July, 1922 made by the Board of Education under Section 173 (3) of the Education Act, 1921 (hereinafter referred to as the Act), Sections 76, 77 and 93 of the Act have already been brought into operation as respects certain classes of persons, residing or employed in the former area of Rugby or elsewhere:

Now the Board of Education, pursuant to sub-section (3) of Section 173 of the Act, hereby appoint the first day of September, 1932, as the appointed day for the purposes of Sections 76, 77 and 93 of the Act as respects the following classes of persons:—

1. All young persons residing in the added parts of Rugby, other than those for whom the said Sections 76, 77 and 93 have already been brought into operation in respect of their place of employment:

2. All young persons residing in the Administrative County of Warwick whose place of employment for the time being is in the added parts of Rugby, other than those for whom the said Sections 76, 77 and 93 have already been brought into operation in respect of their place of residence.

Given under the Official Seal of the Board of Education this 3rd day of August, 1932.

E. L. HOPKINS

Authorized under the
Board of Education Act, 1899.

Appendix 3

Order Requiring a Young Person to Attend a Continuation School. Education Act, 1921, Section 76

WARWICKSHIRE COUNTY COUNCIL

EDUCATION COMMITTEE

The Local Education Authority for the Administrative County of Warwick hereby require that.....hereinafter called the 'young person', residing at.....
.....who was born in the .....day of.....19.... and ceased to be a child within the meaning of the above Act on the.....day of .....19.... SHALL ATTEND the Rugby Continuation School at Clifton Road, Rugby, on the days and at the times and subject to the exceptions mentioned below, beginning on the.....day of.....19..... And from that date any previous Order requiring him (her) to attend a Continuation School shall cease to have effect.

DAYS AND TIMES OF ATTENDANCE

.....8.30 a.m. to 12.15 p.m.
.....1.15 p.m. to 5.0 p.m.

EXCEPTIONS

(1) Attendance is not required on any day on which the Continuation School is closed, or on any day or part of a day exclusively set apart for religious observance by the religious body to which the young person belongs, or during any holiday or half-holiday to which by any enactme regulating his (her) employment or by agreement he (she) is entitled; and on reasonable notice being given to the head teacher or the Continuation School the young person will as far as practicable be excused attendance during any holiday or half-holiday which in his (her) employment he (she) is accustomed to enjoy.

(2) The total hours of attendance required are:—

.....hours in the period ending ..... 19...., being the first anniversary of the young person ceasing to be a child;

..... hours *in the succeeding period*, ending when the young person attains sixteen years of age;

and when the young person has completed the required total number of hours *in one of those periods* his (her) attendance may be discontinued *for the remainder of that period.*[1]

Signed on behalf of the Local Education Authority.

.....

Authorized Officer.

Dated the.....day of.....19....

College of Technology and Arts, Eastlands, Rugby.

[1] The words printed in *italics* in exception (2) are to be omitted if the young person will have attained fifteen years of age before attendance is to begin.

Appendix 4

Standing Orders as to Constitution of and Procedure at Meetings of School Committees and School Council

RUGBY COLLEGE OF TECHNOLOGY AND ARTS

JUNIOR SCHOOLS

CONSTITUTION

Representative Members

Each form in the Junior Schools on the first day of each term in the presence of the Day Master or Day Mistress shall proceed to elect three representative members.

Standing Day Committees

The representative members for each Day and for the Junior Technical School shall together with the Day Master or Mistress constitute the respective Day Committees one for each of the five days and one for the Junior Technical School.

Each Committee shall appoint four Officers, viz., Chairman, Vice-Chairman, Secretary, and Assistant Secretary.

Each Committee shall meet at an appointed time each week.

Subject to the approval of the School Council each Day Committee shall be responsible for the application to its Day of the Council's programme of voluntary activities such as:

(*a*) Selecting Day teams for games, matches, sports or other events.

(*b*) Arranging the contribution from the Day to each of the term's projects.

(*c*) Arranging occasional Day events such as socials, journeys, visits, etc.

(*d*) Raising money for the students' School Fund.

(*e*) Reporting regularly its activities to the School Council.

School Council

The four officers from each Day Committee, together with the Head of the School, shall constitute the School Council.

The School Council shall at its first meeting elect a President, a Vice-President, a Clerk and a Deputy Clerk.

The Council shall meet regularly at an appointed time at least twice every four weeks.

The School Council shall:

(*a*) Receive reports from and approve or otherwise the proceedings of the various committees.

(*b*) Direct these committees to consider and report upon any matters connected with youth's leisure.

(*c*) Receive from the committees estimates of income and expenditure for approval or otherwise.

(*d*) Be responsible for the students' School Fund into which all income is received and from which all expenditure is made.

NOTE. All School Fund accounts shall be kept in the form shown in the appendix and shall be audited from time to time by the College Registrar.

Standing Sports and Programme Committees

The School Council shall elect two further standing committees, (1) for outdoor sports (2) for indoor programme, each of which shall consist of ten members of the Council together with one representative member from each Day and one member of the staff.

Each of these standing committees shall appoint its own Chairman, Vice-Chairman, Secretary and Assistant Secretary.

Each of these standing committees shall meet regularly at an appointed time at least twice every four weeks.

Subject to the approval of the School Council:

(1) The Outdoor Sports Committee shall arrange—

(*a*) All School matches and sports events.

(*b*) General fixtures for all Day events to which Day Committees will work.

(*c*) Provision and upkeep in good order of playing fields, games equipment, etc.

(*d*) To raise money for the students' School Fund.

(*e*) To submit regular reports to the School Council.

(2) The Indoor Programme Committee shall arrange—

(*a*) All School activities in the evenings and week-ends.

(*b*) A general programme for all Day events to which Day Committees will work.

(*c*) The use of College property and equipment, refectory, etc., and its proper care at all times.

(*d*) To raise money for the students' School Fund.

(*e*) To submit regular reports to the School Council.

Other committees may from time to time be appointed by the Council for any special purpose which may arise.

Joint Meetings

Normally all committees and the two School Councils for boys and girls shall meet separately but joint meetings may be arranged for any special purpose between either committees or Councils.

PROCEDURE AT MEETINGS

(1) At least three clear days before any meeting an agenda for the meeting shall be posted on the notice board.

(2) The business shall be taken in the order of the agenda. No matter shall be entertained which is not on the agenda, unless the meeting resolves that it is urgent.

(3) Every member shall address the chairman. Whenever the chairman speaks no other member shall attempt to speak. If two or more members desire to speak at the same time, the chairman shall decide who shall speak first.

(4) Every member in speaking shall confine his remarks to the business in hand.

(5) Every motion or amendment shall be stated or read by the mover before he speaks upon it, and no other member shall speak upon it until it has been seconded.

(6) Every amendment shall be relevant to the motion on which it is moved and shall only be to alter the wording of the original motion.

(7) When an amendment has been moved and seconded no other amendment shall be moved until the first amendment shall have been disposed of. If an amendment be rejected, other amendments may be moved on the original motion. If an amendment be carried the motion as amended shall become the motion upon which any further amendment may be moved. When no further amendment is forthcoming, the motion as finally amended must be put to the meeting.

(8) No motion to rescind any resolution shall be carried except it be by the votes of three-quarters of the members voting.

(9) No business shall be transacted at any meeting unless at least one-quarter of the members shall be present.

APPENDIX 4

The Clerk of the Council shall submit minutes of all meetings of the Council to the Principal, who may veto any of the proceedings.

FORM OF TERMINAL STATEMENT OF ACCOUNTS

SPRING
SUMMER TERM 19 BOYS' SCHOOL COUNCIL
AUTUMN GIRLS' SCHOOL COUNCIL

1. ESTIMATED

Income	£ s. d.	*Expenditure*	£ s. d.
Balance brought forw'd			
Subscriptions:			
Monday		Monday	
Tuesday		Tuesday	
Wednesday		Wednesday	
Thursday		Thursday	
Friday		Friday	
J.T.S.		J.T.S.	
Sports		Sports	
Programme		Programme	
		Balance carried forw'd	
Total		Total	

The above estimate was approved at a Meeting of the School Council held on..... Signed.....President

.....Clerk

2. ACTUAL. (*a*) In order of date

Date	*Receipts*	*Cash* £ s. d.	*Bank* £ s. d.	*Date*	*Payments*	*Cash* £ s. d.	*Bank* £ s. d.
Balan	ce b't fwd						
				Balan	ce c'd fwd		
	Total				Total		

APPENDIX 4

(*b*) Analysis as per estimate

Income	£	*s.*	*d.*	*Expenditure*	£	*s.*	*d.*
Balance brought forw'd							
Subscriptions:							
Monday				Monday			
Tuesday				Tuesday			
Wednesday				Wednesday			
Thursday				Thursday			
Friday				Friday			
J.T.S.				J.T.S.			
Sports				Sports			
Programme				Programme			
				Balance carried forw'd			
Total				Total			

I hereby certify that I have examined the above accounts and compared them with the Bank Pass Book and Vouchers and found them correct.

Signed.....Auditor

The above Financial Statement was approved at a Meeting of the School Council held on..... Signed.....President

.....Clerk

INDEX

Absentees, 39, 130, 134
Admiralty, 15, 132
Adolescence, 13, 16, 74
Adolescent, Education of the, 68
Advertiser Cup, 85
Aeronautics, 84
Age Groups, 25, 32, 47, 78
Agriculture, 11, 24, 104, 123
Air Ministry, 132
Appointed Days, 17, 28, 52, 152–6
Apprenticeships, articles, learnerships, pupilage, 11, 72, 96, 97, 125, 127
Architects, 100
Arithmetic and Accounts, 77, 82
Art School, 20, 96–106
Arts, The, 32, 77, 82
Assembly, 21, 77, 143

Basketry, 82
Bath, 52
Biology, 81
Birmingham, 15, 17, 52, 57
Blind Alleys, 11, 72
Board of Education, 14, 16, 17, 28, 51, 53, 63, 99, 148–56
Bristol, 52
British Thomson-Houston Co. Ltd., 18, 102, 103, 122
Building Construction, 97
Building, furniture and equipment, 21, 22, 38, 53, 98, 101–3
Building Trades, 96, 100
Burton-on-Trent, 52
Business Methods, 84

Cadbury Brothers, 57
Cadets, 74, 84, 133
Catering, 92
Chemistry, 81, 99
Childhood, 9, 10, 14, 71
Children's Charter, 17
Citizen in Training, 13
Citizenship, 76, 103, 118
City and Guilds of London Institute, 100, 109
Classification, 24, 32, 47, 78
Clubs, 49, 70, 74, 105
College Community, 33, 49, 74, 76, 95, 144
Commerce, 77, 82
Commercial Courses, 47, 48, 78, 100, 141
Committee, Attendance, 42
Committees, Advisory, 122, 123
Committees, Students', 33, 49, 83, 105, 159–63
Common Room, 132
Competitions, 33, 49, 85, 88
Compulsion, 20, 39, 40, 41, 65
Continuation Classes, 143
Cookery, 74, 82
Co-operative Society, 104, 127
Council, Students', 49, 83, 159–63
County Badge Scheme, 86
Court, 40, 61, 63, 67
Court, High, 63
Coventry, 43, 52
Craft Courses, 100, 141
Current Affairs, 80, 84, 100, 142
Curriculum, Continuation School, 31–3, 71, 74, 76–86, 139–44
Curriculum, Technical School, 98–101

Dancing, 74, 84, 104
Days of School Attendance, 24–6, 79, 112
Debating, 49, 74
Democracy, 33, 49, 74, 80, 83, 106, 116
Dietetics, 81
Dinner, Ceremonial, 89
Discipline, 33, 47
Domestic Subjects, 21, 23, 77, 82
Drama, 49, 74, 78, 84, 90, 105

Drawing, 48, 77, 81, 84, 97

Eastbourne, 52
Economics, 100
Education Act, 1918, 16, 51, 147–52
Education Act, 1921, 16, 63, 67, 147–52
Electrical Age, 81
Electricity, 81
Electric Wiremen, 100
Employment, Choice of, 16
Employment, Juvenile, 11–13, 72, 76, 108, 124
Engineering, 15, 18, 96, 98, 99, 125, 126
Engines, Electrical, Internal Combustion, of the Human Body, 81
Engines, Steam, 102
English, 21, 23, 32, 77, 79, 100, 140, 143
English Electric Co. Ltd., 18
Equality of Opportunity, 144
Escort, 10, 136
Essential Works Orders, 108
Evening Schools or Institutes, 14, 29, 130
Examinations, 33, 45, 47, 78, 99, 109
Exemptions, 40, 63, 67
Explosions and Explosives, 81

Films, 74, 84, 105
Fines, 40, 150, 152
First Aid, 84
Fisher Education Act, 16, 17
Fitters, 100
Foreign Languages, 100, 140
Foster & Dicksee Ltd., 18
Foundry Workers, 100

Games, 21, 49, 80, 84, 105
Gardening, 82
General Courses, 78
General Working Practice, 142
Geometry, 81, 97
Girls' Training Corps, 84, 133
Governing Body, 19, 61, 63, 64, 66, 71, 122, 123
Government, Machinery of, 80
Government, Self, 33, 49, 83, 105, 115
Group Projects, 84, 85, 143
Gymnasium, 21, 22, 73, 132

Hadow Committee, 68
Hall, 21, 22, 132
Handicrafts, 22, 23, 32, 49, 77, 81, 140
Handrail, 14, 16
Health and Physical Welfare, 12, 16, 21, 70, 73, 75, 120, 136
Heat, 81
Highbrow, 74, 80
History, 80
Homemaking, 100
Home Repairs, 82
Homes, Ideal, 83
Homework, 84
Hours of School Attendance, 24, 157
Housecraft Courses, 48, 78
Housekeeping, 135
Huddersfield, 52
Hull, 52
Hygiene, 84

Incentives, 85
Incidents, 61–6
Indentures, 125
Industrial Administration, 100
Industrial Courses, 47, 78
Infant Welfare, 82
Institution of Mechanical Engineers, 99
Isolationism, 137
Isolationists, 5

Junior Technical School, 66, 159
Juvenile Delinquency, 12
Juvenile Employment Bureau, 71, 72, 108, 124
Juvenile Employment Committee, 71

Juvenile Unemployment Centre, 72

Kent, 17, 56

Laboratories, 101, 102, 122
Language, English, 79, 80
Laundrywork, 82
Lawrence Sheriff School, 19, 96, 101
Legal Action, 41, 42, 61, 63
Legal Instruments, 20, 27, 52, 147–56
Leicestershire, 43, 56
Leisure, 16, 21, 31, 48, 70, 73–6
Lewis Committee, 10–16, 24, 51, 71
Lewis Shield, 85, 112
Library, 132
Lino Cutting, 82
Literature, 79, 80
Liverpool, 15, 52
Lodge Plugs, Ltd., 18
London, 15, 17, 52–7, 59, 68
London, Midland & Scottish Railway, 18
Lowbrow, 74, 80

Machinists, 100
Magnetism, 81
Manchester, 15, 110
Map Reading, 84
Marionettes, 82
Mathematics, 21, 23, 32, 48, 77, 81, 97, 140
Meals, School, 73
Meccano, 82
Mechanics, 81
Mechanisms, 81
Medical Inspection and Officers, 16, 70, 73, 138
Microscope, 81
Milk in Schools, 73
Ministry of Labour, 108
Motor Mechanics, 84
Music, 49, 77, 83, 84, 88, 105

National Certificates, 99, 109, 126, 141
National Farmers' Union, 123
National Service, 22, 135, 139, 144
Navigation, 84
Needlecrafts, design and renovation, 21, 23, 82, 84
Northamptonshire, 43, 56, 63
Norwich, 52
Nottingham, 15
Nursing, 84

Office Workers and Shop Assistants, 47, 100
Oxford, 52

Painting, 82
Parents' Committee, 59, 60, 62
Parents, Reactions of, 41, 42, 44, 46, 55, 60, 63
Parnell, J., & Sons, 18
Pattern Makers, 100
Pets, Keeping, 82
Photography, 74, 82, 105
Physical Training, 16, 23, 32, 76, 77, 80, 100, 140, 142
Physiology, 82
Playing Fields, 21, 73
Post Office Radio Station, 18
Printers, 100
Public Opinion, 10, 38, 46, 50, 53, 60, 79
Punishments, 33, 45

Radio Broadcasts, 70, 74, 84
Recreation, 30, 49, 106
Refectory, 73, 132
Registration of Youth, 72, 133
Religious Knowledge and Morning Service, 77, 143
Reports, Students', 33, 60, 85, 121
Retail Distribution, 48, 78, 100
Rewards, 33, 45, 47, 85
Rope Work, 82
Royal Society of Arts, 109
Rugby Borough and Urban District, 17, 18, 28, 41, 42, 62, 153–6
Rugby Chamber of Trade, 62
Rugby High School, 19

Rugby School, 19, 101, 102
Rug Making, 82

Salvage, 124, 135
School Journeys, 85, 94
School Leaving Age, 12–16, 68, 136
Science, 21, 23, 32, 48, 77, 81, 97, 100, 140
Sheet Metal Workers, 100
Shorthand, 48, 74, 84
Signalling, 84
Socials, 21, 37, 49, 74, 85, 104
Societies, 49, 70, 105, 106
Sociology, 79, 142
Southend-on-Sea, 17, 52
Sports, 49, 81, 84, 93
Staff teaching, 17, 22, 23, 33, 52, 53, 120, 136
Standing Orders, 49, 159–63
Status, social and intellectual, 145
Statutory Rules and Orders, 17, 35, 42, 51, 55, 153–6
Stimulants, 32, 76, 85
Stratford-on-Avon, 17, 52, 57
Students' Christian Movement, 105
Students' Union, 105
Swindon, 17, 52, 57

Technical or Vocational Training, 16, 27, 29, 30, 32, 45, 47, 48, 70, 76, 96–100, 120, 124, 140–2
Technical School, 20, 21, 23, 96–106
Testimonies of Former Pupils, 112–19
Testimonies of Study, 99
Tin Tabernacle, 101
Tonics, 85
Toymaking, 82
Tracers, 100
Turners, 100
Typewriting, 48, 82, 84

Unemployment Insurance, 72
University Degrees, 100, 109, 126
University Scholarships, 109

Voluntary Evening Activities, 33, 48, 84, 111, 133

Wages for Schooldays, 27, 62, 103
Wages in War-time, 11–13
Wallasey, 52
War, impact of Second World, 129–35
War, influence of First World, 10–15, 23, 29
War Office, 132
Warwickshire, 19, 42, 56, 64, 154–57
Weaving, 82
West Ham, 17, 52, 57
Workshops, 73, 102, 122

York, 15, 52
Young Farmers' Clubs, 84
Young People's Colleges, 138, 139, 145
Youth Charter, 136–9
Youth Movement, or Service, 14, 38, 70, 134, 138
Youth Welfare, 16, 26, 121, 132