



THE DEVELOPMENT OF
ADULT EDUCATION
FOR WOMEN

P

PAMPHLET

374.
942

LONDON

Published by
His Majesty's Stationery Office

Price 6d. Net.

CITY OF LONDON POLYTECHNIC
FAWCETT COLLECTION

Calcutta House
Old Castle Street
London E1 7NT

374.942
39000 48650

THE DEVELOPMENT OF
ADULT EDUCATION FOR WOMEN.

BEING PAPER No. 4 OF
THE ADULT EDUCATION COMMITTEE.

REFERENCE
ONLY



LONDON:
PUBLISHED BY HIS MAJESTY'S STATIONERY OFFICE.

To be purchased through any Bookseller or directly from
H.M. STATIONERY OFFICE at the following addresses:
IMPERIAL HOUSE, KINGSWAY, LONDON, W.C.2, and 28, ABINGDON STREET, LONDON, S.W.1;
37, PETER STREET, MANCHESTER; 1, ST. ANDREW'S CRESCENT, CARDIFF;
or 23, FORTH STREET, EDINBURGH.

1922.

Price 6d. Net.

LONDON GUILDHALL UNIVERSITY
FAWCETT LIBRARY

The cost of the Adult Education Committee during the period when Papers Nos. 3 and 4 were under preparation was 279*l.* 11*s.* The estimated cost of printing and publishing this Paper is 29*l.* 5*s.*

The President of the Board of Education constituted in April 1921 an Adult Education Committee to promote the development of liberal education for adults and in particular to bring together national organisations concerned with the provision of adult education, so as to secure mutual help and prevent overlapping and waste of effort; to further the establishment of local voluntary organisations for the purpose and of arrangements for co-operation with Local Education Authorities; and to advise the Board of Education upon any matters which the Board might refer to the Committee.

The following are members :—

The Rev. R. ST. J. PARRY, D.D. (Chairman).

Dr. J. G. ADAMI, C.B.E., F.R.S.

Alderman F. ASKEW.

The Rt. Hon. C. W. BOWERMAN, M.P.

The Rev. D. H. S. CRANAGE, Litt.D.

Col. The Rt. Hon. Lord GORELL, C.B.E., M.C.

Mr. B. S. GOTT, M.A.

Miss GRACE HADOW.

Mr. ALFRED HOLMES, M.A.

The Rev. F. E. HUTCHINSON, M.A.

Prof. F. B. JEVONS, M.A., D.Litt.

Prof. J. HARRY JONES, M.A.

Mr. C. L. KINGSFORD, M.A., F.S.A.

Mr. JOHN LEA, M.A.

Prof. G. H. LEONARD, M.A.

Mr. J. M. MACTAVISH.

Mr. ALBERT MANSBRIDGE, M.A., LL.D.

Prof. J. H. MUIRHEAD, M.A., LL.D.

Lt.-Col. H. A. POWELL, M.D.

Mr. W. R. RAE.

Sir HARRY R. REICHEL, M.A., LL.D.

Mr. ARNOLD S. ROWNTREE.

Mr. A. L. SMITH, LL.D.

The Lady MABEL SMITH.

Mr. R. H. TAWNEY, M.A.

Mr. G. H. THOMPSON.

Mr. H. PILKINGTON TURNER, M.A.
 Mr. R. MULLINEUX WALMSLEY, D.Sc.
 Miss PHOEBE WALTERS, A.R.C.M.
 Mr. Z. F. WILLIS, M.A.
 Mr. BASIL A. YEAXLEE, O.B.E., B.A.

With Mr. C. O. G. DOUIE, an Assistant Principal under the Board of Education, as *Secretary*.

Mr. E. K. CHAMBERS, C.B., and Col. M. EARLE, C.B., C.M.G., D.S.O., are authorised to attend meetings of the Committee on behalf of the Board of Education and the Army Council.

The following Report on the development of adult education for women has been made by the Committee. The Board think that the publication of the Report will be of interest to bodies and persons concerned with the administration of adult education. It will, of course, be understood that the Board are not committed to the views expressed therein.

CONTENTS.

Section.	
1	Changes since the publication of the 1919 Report.
2	Widespread interest in education of a political and economic character.
3	Increasing demand for education based on the home and the desire for a fuller life.
4	University extra-mural provision.
5	University Extension movement.
6	University Tutorial Classes.
7	Inquiry into the suitability of the Tutorial Class for women students.
8-11	Evidence of tutors.
12-13	Desirability of holding separate classes for women.
14-15	Suggestions for ameliorating present position.
16	Limitations of University Tutorial Class.
17-19	Further evidence.
20	Discussion of evidence.
21	One-year classes.
22	Organisations with a political or economic bias.
23	Co-operative Union.
24-32	Women's Co-operative Guild.
33	Trade Union Education Enquiry Committee.
34	Evidence of Mrs. Calthrop.
35	Conclusions.
36	Residential Colleges.
37	Ruskin College.
38	Beckenham Working Women's College.
39	Winter Schools conducted by the National Adult School Union.
40-41	Conclusions.
42	Existing Colleges at the Universities.
43	Miss Macadam's evidence.
44-48	University Social Study Departments.
49-53	Women Citizens' Associations.
54	Education based on the home and the desire for a fuller life.
55	Evidence in regard to three classes of women :— (i) Those who realise the need for education. (ii) Those whose desire for knowledge is formless and inarticulate. (iii) Those who are antagonistic or indifferent.
56	Provision by Local Education Authorities.
57	Evidence as to provision by London County Council,
58-60	Literary Institutes.

61-63 Women's Institutes.
 64 Miss Maude's evidence.
 65 General Institutes.
 66 Conclusions.
 67 Other Institutions.
 68 Voluntary organisations.
 69-74 National Federation of Women's Institutes.
 75 National Adult School Union. Evidence.
 76 Conclusions.
 77 Girls' Clubs.
 78-84 Evidence of Mrs. Arnold Glover.
 85-91 Evidence of Miss Kelly.
 92 Conclusions.
 93 State aid.
 94 Conclusion.

SUMMARY OF CONCLUSIONS.

APPENDIX. Statistics.

Evidence of future... 4-11
 Possibility of holding separate classes for women... 12-13
 Suggestions for amending present position... 14-15
 Limitations of University Tutorial Class... 16
 Further evidence... 17-19
 Discussion of evidence... 20
 One-year classes... 21
 Organisations with a political or economic bias... 22
 Co-operative Union... 23
 Women's Co-operative Guild... 24-25
 Trade Union Education Property Committee... 26
 Evidence of Mrs. Calthrop... 27
 Conclusions... 28
 Residential Colleges... 29
 Resident College... 30
 Beckenham Working Women's College... 31
 Winter Schools conducted by the National Adult School... 32
 Union... 33
 Conclusions... 34-35
 Existing Colleges at the Universities... 36
 Miss Macadam's evidence... 37
 University Social Study Departments... 38-39
 Women Citizens' Associations... 40-41
 Education based on the home and the desire for a fuller... 42
 life... 43
 Evidence in regard to three classes of women:—
 (i) Those who realise the need for education... 44
 (ii) Those whose desire for knowledge is formless... 45
 and formless... 46
 (iii) Those who are indignant or indifferent... 47
 Provision by local education authorities... 48
 Evidence as to provision by London County Council... 49
 Literary Institutes... 50-51

THE DEVELOPMENT OF ADULT EDUCATION FOR WOMEN.

1. The Report of the Ministry of Reconstruction Committee contains on pages 255-262 an admirable survey of the educational work carried on by certain organisations among women, and draws certain conclusions with which we are in substantial agreement. The survey was, however, drawn up at the conclusion of a long interregnum in the educational life of the nation and relates mainly to the period before the war when the social and economic conditions affecting women were very different from those of the present day. In the intervening period of three years the changes brought about by the war have become a recognised part of the social order and developments of such importance have taken place that a reconsideration of the question has appeared to us desirable.

2. In the first place, all the evidence placed before us has proved that the enlarged industrial importance and influence of women, the extension of the franchise, and membership of Trade Unions, Co-operative Societies, and other trade and political organisations, have caused a widespread and growing interest in education of a political and economic character.

3. Moreover, the extraordinary success of the Women's Institute movement in the countryside, and the development of the Literary and Women's Institutes in London have convinced us that there is also an increasing demand for education based on the home and the desire for a fuller life. To a certain extent these movements are inter-related, for while the central motive of many women students is, and always will be, rooted in the home (in the

widest sense), and she desires enlightenment primarily for the sake of her services to her children, her husband and her household, yet she becomes increasingly conscious that these things can be adequately served only in relation to a larger purpose, embracing the locality, the State, and ultimately the whole world. Hence Economics is no longer considered a subject only, or specially, suited to men students, nor is Literature regarded as the most appropriate study for every woman. In an interesting scheme for a Tutorial Class for women students drawn up in Manchester, progress is made from "Education in the Home" in the first year to "Literature" in the second and "History" in the third, the two last embracing a considerable amount of international knowledge and of applied economics.

*Work conducted by, or in co-operation with, University
Extra-mural Authorities.*

4. There are at present two movements of a national character which endeavour to provide education of a high standard designed to meet both interests, the University Extension Societies and the University Tutorial Class movement, organised by Joint Committees of University representatives and the Workers' Educational Association.

5. The University Extension movement owes its origin partly to the strong pressure exerted by a women's educational movement in the North of England, and during fifty years women have taken a prominent part. At that time women had only limited opportunities of further education. Large numbers eagerly took advantage of the opportunity thus provided, and some afterwards proceeded to a University career. Their interest has continued to the present day. Where lectures are arranged in the afternoon women generally form a considerable majority, and full advantage is also taken of the evening lectures. It cannot, however, be said that working women have taken any great part in the movement. At the Durham centres, where miners form a large proportion of the audience,

there is also a considerable attendance of their wives and daughters; but the mainstay of many Extension centres has been the middle-class element, and the movement has done splendid service in this field.

6. The University Tutorial Class movement has, on the other hand, always been in touch with working class organisations, and the representation of the Workers' Educational Association on the Committee has been reinforced by the co-operation of other educational bodies such as the National Adult School Union and the Co-operative Union. The proportion of women in Tutorial Classes providing a three-year course of University standard is approximately 30 per cent. A further development has been the organisation of One-year classes by the Workers' Educational Association, Settlements and other bodies, financial responsibility for which is sometimes taken by the voluntary body organising the classes and sometimes by the Local Education Authority.

7. It appeared to us a matter of some doubt whether the University Tutorial Class, as at present organised, was entirely suitable for women, particularly those whose interests lay in political and economic subjects. We decided that the matter was of sufficient importance to justify the issue of an inquiry to tutors engaged in the movement, and the impressions which we here record represent the substance of their replies.

8. It appears that the proportion of women in individual classes varies considerably. In some Literature classes women are in the majority, in others, chiefly in Economics and allied subjects, there may be none, or only one or two. The nature of the subject is therefore an important factor in determining the proportion of women in a University Tutorial Class. Some subjects appeal more strongly than others. Moreover, in the determination of the subject it sometimes happens that the men of the class express their views more forcibly, and unduly influence the decision, with the result that many potential women members abandon the idea of joining the class, or resign membership

long before it has run its course. But the subject is not the only factor determining the number of women in any class. In some districts much depends upon the manner in which the class originated, and the industrial features play an important part. Thus, in a mining village, or in any area in which the men students are drawn from the same industry, the proportion of women is smaller than in an area such as Liverpool, where the men are drawn from a variety of occupations, none of which predominates, or Nottingham, where the chief industries require women workers as well as men. All three factors which have been indicated appear to be inter-related. For, in a mining district, or one in which a single industry predominates, the local branches of the trade union will probably have had more to do with the creation of a Tutorial Class than any other organisation. It will also provide most of the members of the class, and they, in turn, will determine, if not the exact subject of the course of study, at any rate the field from which that subject will be taken. It is for this reason that Economics (broadly interpreted) is selected by so large a proportion of classes. Women, again, feel their lack of education more keenly than do men, and are more sensitive about "exposing their ignorance." They often feel that classes which are attended by the keen, alert men of the district are not, and are not intended, for such as they believe themselves to be. "From my own talk with the wives of miners," writes one lady tutor, "I gather they have a decided interest in Workers' Educational Association work, but are so conscious of their own limitations, which are essentially those of training and environment, that they are shy of attending a Tutorial or Preparatory class of the ordinary type." The "community spirit" is less developed among women than men. They hesitate to measure themselves against men and against each other. Moreover, until recently the rights and obligations of full citizenship were restricted to men. An opinion is expressed that the extension of the franchise is producing a profound change in the attitude of women towards education and towards each other, but that the

full effects of this cannot be seen at once. In the past, too, the organisers and chief officials of the Workers' Educational Association and of University Joint Committees have almost invariably been men, with what may be called the man's point of view, and it is by no means unlikely that the inadequacy of the representation of women upon the directing staffs has led to the partial neglect of the women's problem. In any case the demands of men, being expressed with greater force and insistence, have proved sufficient to absorb almost all the energies of the controlling bodies.

9. The reluctance of women to join University Tutorial Classes is also partly due to the necessity for undertaking an obligation to attend for three years, which, in the case of a woman whose domestic circumstances may be materially altered in the meantime, is a relatively longer period than in the case of men. Finally, except in those cases where special arrangements are made for shift workers, Tutorial Classes are held in the evening, a very difficult time for mothers of young children. Even where the children are sufficiently old to permit of attendance at evening classes on the part of the mother, the latter is generally too tired, after an exhausting day's toil, to take real interest in the work of the class. More often than not her daily work involves greater nervous strain, if not also physical effort, than that of her husband. If she makes an effort to attend the meetings of the class her brain may be asleep. Moreover, her opportunities for reading and for writing essays are far more restricted than those of her husband.

10. In very few cases do the wives of men students attend Tutorial Classes with their husbands. Attention has been drawn to this fact by more than one tutor, and the view has been expressed by competent observers that the isolation of the wife has not been conducive to domestic happiness. "I think it very important," writes one tutor, "that we should reach the wives or future wives of members of the classes even where there is not at present a demand on their part, as one often sees the difficulties caused by

a lack of common interest and education in houses where the man has had more educational advantages. This is not to say that women must have precisely the same subjects or classes, but some opportunity of a wider interest in life." Another says: "There are 'Tutorial Class widows' as well as 'golf widows'; here, it seems to me, lies one of the most serious difficulties of the adult education movement."

11. In the vast majority of cases the women of a Tutorial Class do not fall into the same economic category as the men. Although most of the women's occupations are represented in the movement, a considerable proportion of the women students are drawn from the teaching profession. The great majority of men students are artisans and clerks. The typical woman student is not the same as the typical man student. The former has received more regular education than the latter, though she may not have had such wide experience of industrial and political affairs. Nevertheless, in the great majority of cases the women do not appear to take their proper share of the discussion which follows the class lecture. Here again the experience of the tutors varies, and suggests that the contribution made by the women is determined partly by relative numbers and partly by the nature of the subject. In some classes in Literature and Biology, where they form a considerable proportion of the class, women speak freely, but in others they appear shy in the presence of men. In some cases the shyness wears off, in others it continues. The reluctance of women to join in discussion appears to be most marked in classes on economic and social subjects, where also they are usually in a small minority. Where this is the case it is possible that the amounts of their individual contributions are underestimated. But when due allowance is made for this error it seems fairly clear that they do not speak so freely as the majority of the men. A small minority of women is apt to be a silent group. Moreover, economic and social topics are the subject of daily talk among men who usually come to the classes already inter-

ested in them, and accustomed, in factory, office, and trade union branch, to express their views upon them. The habits of life and the experience of the women, even of women teachers, are different. They often feel themselves to be inferior in point of knowledge and experience, and therefore hesitate to engage in discussion. When they do contribute, they often fight shy of the abstract and speculative, and concentrate upon the concrete and "local."

12. The immediate question which arises is the desirability of holding separate classes for women. Such a class has in fact been held at Kettering with remarkable success. At the outbreak of the war there was some danger of the Tutorial Class movement collapsing, and a number of women, all industrial workers, applied to the Oxford Committee for a special class. Their application was granted, and the class was so successful that at the end of the course it was decided to continue for a second period of three years.

13. There is, however, general agreement amongst the tutors that the system of "mixed classes" is educationally sound, and that separate classes should not be organised for men and women where the members desire or consent to attend mixed classes. In this view we agree, but it appears to us incontestable that a large number of women capable of profiting by a Tutorial Class are at present deterred from joining, and though we regard mixed classes as an ideal which should be the universal aim, we consider that in the earlier stages of women's educational development there is a clear need for special classes. We do not regard this as in general more than a temporary necessity.

14. We consider further that it would greatly benefit the movement if a greater effort was made by the organisers to secure a larger proportion of women willing to take full part in the work of the class in those cases where they are at present but a small minority. We feel that this is specially important in the case of those classes which are

designed to meet the needs of workers employed on the revolving shift system, and are held, therefore, at times more convenient to women than the evening.

15. We suggest also that the Joint Committees should co-operate as closely as possible with women's organisations. We recognise, however, that large numbers of women do not belong to organisations which can focus and give expression to their demands, and that individually women are less likely to make their desires articulate than men. The success of the Workers' Educational Association and the Joint Committees is largely due to the untiring efforts of pioneers. Equally hard work will be necessary to achieve success in this field of women's education.

16. The University Tutorial Class is, of course, limited in its appeal. It provides a high standard of instruction in one subject for a period of three years and makes far more demands on the student than any other form of class. The number of women who desire an intensive course of this character will always be small in proportion to those who, while desiring a high standard of instruction, wish for a more general education in a variety of subjects.

17. In this matter we have received some very interesting evidence from a witness of great experience, which we quote in full:—

“In my opinion the University Tutorial Class is not the instrument by which the vast mass of men and women can attain the ‘universal and life-long’ education to which the Introduction to the 1919 Report refers, and it is much less suitable for women than for men. There are only a limited number of people who wish to take an intensive course extending over three years in one subject, but there are a large number, especially women, who wish to continue their education from year to year and require the same high standard of teaching but are unable or unwilling to give a three year pledge. Again, a student who has attended a three year course does not always wish to study another subject intensively, but has at present no means of continuing his education unless he

enrols in another three year class. In the Tutorial Class movement since the great increase in the number of classes and the widening of the sphere of studies various types of class have come into existence. Side by side with the original type composed of men who wish to follow a long, intensive course of study in one subject there are now a large number of classes which provide something more resembling the lecture course. In my opinion many students join these classes not because they want an intensive course of study but because it is only in the shape of a Tutorial Class that they can get the kind of lectures and discussion they want in subjects in which they are interested. The needs of most of these students would be just as well met by lecture courses conducted more on the lines of University Extension courses. If this is true in the case of a large number of men, it is still more true with regard to the increasing number of women now found in Tutorial Classes. If the needs of women are to be met on any large scale, it cannot possibly be by small Tutorial Classes. Even now after twelve years or more there are many towns in which there is only one Tutorial Class, and many others in which there is none at all.

18. “There is a danger that the purpose of the Tutorial Class proper is becoming confused with other quite laudable objects. The Tutorial Class with a three year course ought to be reserved for students who really desire a prolonged and intensive course. If Tutorial Classes for a single year course were permitted they should be reserved for students who are up to the standard of the existing Tutorial Classes. These would be somewhat analogous to the advanced classes for which the present regulations already make provision. The regulations might be made a little more elastic. But the greater need is, in order to meet the requirements and suit the actual circumstances of a much larger number both of men and women, but especially of women, for a great increase in the ‘lecture course’ type of instruction. The method of conducting such courses should be very similar to that adopted in

some University Extension courses; but the organisation would probably have to be different. In the past the Extension movement, as distinct from the Tutorial Class movement, has failed to reach the working classes to any great extent, partly because the local committees have not been in touch with working class organisations. Co-operation between the two movements might enable a much larger number of people who desire education in History, Literature, Economics and so forth, to get first rate teaching even when they are not able to pursue intensively courses of study on the lines of the Tutorial Class.

19. "The organisation which I favour is:—

(a) A three-year course of University standard for those who wish to study one subject intensively;

(b) A one-year course of University standard for those who wish a high standard of education in a succession of subjects;

(c) Lecture courses of a preparatory character."

20. We consider these views to be of great importance but express no general opinion on them inasmuch as they cover matters outside the terms of our reference. The chief reform contemplated is apparently the modification of the three-year pledge. So far as women are concerned, it is clear that very few are in a position to undertake a moral obligation covering three years, and we think that this constitutes a serious argument for increasing the number of advanced one-year classes. As regards a union of University Extension method with Tutorial Class organisation, while expressing no opinion with regard to men, we feel that for the considerable proportion of women who wish to continue their education in an ordered succession of subjects, the method of University Extension fully carried out is more likely to be attractive, and on the whole is more suitable, than the method of the Tutorial Class.

21. The One-year classes organised by the Workers Educational Association, Settlements and other bodies

are free, in a large measure, from many of the difficulties which we have discussed in relation to University Tutorial Classes. In the first place, the courses are planned to cover one winter only. In the second place, the obligations in regard to paper work are considerably less onerous, in most instances there being no obligation to write essays, though students are encouraged to do so. In consequence the percentage of women joining these classes is considerably higher than in University Tutorial Classes. We have examined the returns from one area, and find that in sixty two classes the number of men was 863, while the number of women was 665.

A considerable proportion of these classes are taught by University graduates, and the proportion of women tutors is much higher than in University Tutorial Classes.

The importance of this development is emphasised by the fact that during the session 1920-21 there were nearly 12,000 students in One-year classes organised by the Workers' Educational Association alone.

Work conducted by organisations with a political or economic bias.

22. A large amount of education is being carried on by certain organisations with a definite political or economic bias.

23. The Co-operative movement is responsible for educational work among women through the Co-operative Union, the Local Societies, and the Women's Co-operative Guild, which are among the most important societies in the country. The Co-operative Union organises special classes for women in Co-operation and Citizenship at which 500 students attended in 1919-20 and 570 in 1920-21 in England and Wales. Summer Schools are held in various parts of the country at which about sixty per cent. of the students are women, and correspondence classes are provided, open to both sexes, with about fifty per cent. women students. Classes in Co-operation, Industrial

History, Economics, and Citizenship, and also week-end schools, are organised by Local Co-operative Societies, and attended by both sexes, the proportion of women being fifty per cent. to sixty per cent.

24. The Women's Co-operative Guild is a self-governing organisation of over 52,000 working women, nearly all of whom are married non-wage-earning women, the majority being between 30 and 60 years of age. They are all, either themselves or through their households, members of Industrial Co-operative Societies. The Guild is formed of about 1,035 branches meeting weekly or fortnightly, and is governed by an annual congress to which the branches send delegates, the attendance being from 800 to 1,000 voting delegates. The executive of the Guild is a Central Committee of eight members elected annually by the branches.

25. The nature of the Guild has determined the character of the education given. Its members are at once co-operators pledged to co-operative ideals, and married working women whose experience and spheres are those of mothers and housewives; and in these two capacities they desire to secure reforms and to take part in administrative work, co-operative and national. The Guild is a movement within a movement, and special Guild education aims also at making the Guild itself, and the Co-operative movement generally, intelligent, progressive and effective. At the same time, the Guild is represented on the Central Education Committee of the Co-operative Union and takes its part in the cultural and general educational work undertaken in the movement under the auspices of that Committee of the Union.

26. The basis of work in the Guild is the self-governing branch which elects its own committee and controls its own work. The members learn to conduct their weekly or fortnightly meetings on business lines with agenda, minutes, balance sheet and reports. Co-operative and industrial subjects are dealt with through lectures, addresses, papers and discussions. Arrangements are made for taking action locally in the Co-operative Society or town,

independently or in connection with the national campaigns organised by the Central Committee of the Guild.

27. An attempt is made to reach every individual member and prevent the existence of a dead weight of ignorance and apathy. The methods adopted are those of branch meetings, conferences, classes, schools and the education of Guild members as leaders and teachers. A list of about 300 speakers who undertake to give addresses at branch meetings has been prepared. To help them in dealing with the subjects selected by the Central Committee hints are prepared at the Central Office. Classes (in 1920-21 more than 50 classes) for officials are also held.

28. "Two-day Schools" are a form of education which is much appreciated. Four lectures are usually given covering two or three subjects and are followed by discussion. Every year the schools become more general and popular. During 1920-21 about fifty such schools attended by over 1,300 members were organised. Special central or sectional schools are sometimes held with more expert lecturers. The lectures given at these schools are generally printed and used as text-books afterwards.

29. Most of the educational work in the Guild itself is linked up with action, action in some form being the definite object of the special Guild education. New subjects are therefore added each year to the curriculum of the Guild classes as new needs are revealed.

30. Besides attending the Guild classes and schools the Guild members attend in large numbers the special classes for women arranged by the Central Education Committee of the Co-operative Union. These classes deal less with technical matters (such as business methods) and propaganda, and are more general in scope. Subjects such as History and special branches of economic study are approached from an educational point of view. Over 1,000 students a year are enrolled in these classes in England and Wales.

31. Miss Llewelyn Davies, to whom we are indebted for an account of the activities of the Union, considers that the majority of adult working women being occupied with the upkeep of the home, if not also in wage-earning, will never be students in the ordinary sense and do not need education of an intensive and University type. She suggests that their education should proceed from what is concrete and affecting their everyday life as women and citizens, giving them power to make intelligent judgments and criticisms on the problems of life.

32. The Guild, though providing education frankly biased in its outlook, is a great educational force and has played a large part in the awakening of women.

33. A recent development in the Trade Union movement is likely to be of the first importance. A Committee of Enquiry was set up at a Conference representative of National Trade Unions held in London in October 1920, and has issued a report on educational facilities for Trade Unionists. An appendix to the report contains the views of a Committee representative of a number of Trade Unions specially appointed to consider educational facilities for women Trade Unionists. The Committee point out that no woman's work is limited to an eight-hour day and even from her early school days the demand of work in the home leaves very little opportunity for leisure to study, and that, while many women would very much like the chance to attend classes, they are not unnaturally shy and lacking in self-confidence and feel that they are not fitted to enter mixed classes. We note with interest that they have come to the same conclusion which we reached in regard to Tutorial Classes, that wherever possible co-education should be aimed at, though there are certain circumstances in which the setting up of special facilities for women only is advisable. They consider that there are four definite ways in which the special needs of the average working woman can best be met :—

(i) Elementary classes lasting for a period of three to six months in such subjects as Industrial

History and Modern Industrial problems, Union administration, and English, with the provision of classes in general subjects, where such are in request.

(ii) Week-end schools at which certain prescribed subjects can be fully discussed. In the experience of the National Federation of Women Workers week-end schools are a particularly excellent means of arousing interest in education amongst women who have so far evinced no particular desire to study.

(iii) Lectures in special subjects. Requests have been made by members of the National Federation of Women Workers for such subjects as Trade Union organisation, Co-operative movement, Public Health, Irish History, and Control of the Liquor Traffic.

(iv) Residential Colleges for working women.

34. Mrs. Calthrop of the National Union of General Workers (Women's Section), who acted as Chairman of this Committee, was good enough to give evidence, in the course of which she described the working of elementary classes and week-end schools which had been organised by her Union. In her experience discussion was a most valuable method of teaching. The girls were always encouraged to do written work. She thought that Tutorial Classes and One-year classes were too advanced for some of the members of her Union. Some women were found, particularly older women, who had forgotten how to read or write. She had not, however, found much difference between semi-skilled and unskilled workers in fitness for classes. Often the most capable women who obtained positions of responsibility in the Union were drawn from the rougher trades.

35. It is evident that there are a very large number of women in whom a desire for education has been awakened by the responsibilities entailed by membership of Trade Unions and Co-operative Societies and Guilds but who are not willing nor indeed fitted to enter on courses of instruction in Economics and Political and Social Science now provided by Local Education Authorities and the Univer-

sity Joint Committees and Extension Societies. There appears to be general agreement that summer schools and week-end schools are of particular value in meeting this need and that the best method is friendly and informal discussion. We feel that the social value of these schools in any stage of adult education is very high, especially for younger students. They are in a new and brighter environment. They are not tired by a long day's work. Their outlook is inevitably broadened by mixing with many different types. The communal spirit is strengthened by the meeting of branches of the same movement.

Residential Colleges.

36. Among the recommendations of the Trade Union Committee was an increase in the number of residential colleges. Perhaps the most striking advance that has been made since the 1919 Report has been in this field. Two years ago the schemes for this kind of work were in their infancy; but now there are three distinct colleges or residential schools for industrial women students firmly established and attended by a considerable number of students.

37. In October 1919 Ruskin College at Oxford opened its doors to women, and four students went into residence at a hostel (known as Queen's Gardens) provided for the purpose. There were 16 women students in residence in 1920 and in the succeeding year the number rose to 19. The course followed is practically the same as that of the men students, and lasts either one or two years, though arrangements can be made for shorter periods. All lectures and classes are taken in the College itself, and the work is co-educational and conducted on the Tutorial Class method. The curriculum consists of Economics, Social and Political History, English Literature, Social and Industrial Psychology, and subjects designed to form a training for public and social work, such as Public Speaking and Administration, Industrial Law, Book-keeping, and

Trade Unionism. Of the 31 students who have been at Queen's Gardens, 12 have come from various departments of official work in the Labour movement; of the remainder, 8 were doing clerical work, 3 were teachers, 3 were married women, 1 was a waitress, and 4 came from manual work. The women students, besides attending the lectures of the College tutors, are under the charge of a resident woman tutor and of a matron who is responsible for the domestic and communal life of the hostel. Some of the students hold scholarships provided by their Trade Unions, and the Central Committee for Women's Training and Employment has sent no less than 13 women to Queen's Gardens for training for social service. The students who have gone down have returned to their various occupations with renewed enthusiasm for education and with a deeper sense of their responsibility as citizens.

38. At the beginning of 1920 the Beckenham Residential College for Working Women, founded by the Education Committee of the Young Women's Christian Association, was opened with 11 students in residence. The normal course at Beckenham is at present one year, and has been planned with a view to preparing rather for life than for any particular career. A wide range is made possible by the generous readiness of lecturers from other London colleges and schools to act as visiting teachers, and there is a resident staff consisting of a principal, a resident tutor, and a bursar. In order to obtain continuity new students are admitted at two different periods of the year, in January and in September, the scheme of work being arranged accordingly. The number of students has increased steadily each term; in all, 42 students have passed or are passing through the College. Of these, 21 have come from factory work of various kinds, 3 from domestic work, 12 from clerical work, 2 were dressmakers, 2 shop assistants, 1 a munition worker, and 1 was in the W.R.A.F. Most of the students are wholly or partly financed by bursaries, contributed by employers, by private friends, or by women's colleges and girls' schools. Grants are obtained,

when possible, from Local Education Authorities, and the College has also a general fund, maintained by voluntary subscriptions. The curriculum comprises History, Literature, Psychology, Economics, Biology, Bible-study, Handwork and Music. Teaching in French, Mathematics, and Drawing is obtainable when required; and a very wide range of subjects is covered by occasional lectures. There is no compulsory course, each student being free to choose, with the guidance of her tutors, whatever studies she needs and desires. The internal life of the College is co-operative and self-governing, the lighter household duties being shared by all members of the community under the direction of the bursar, and the organisation of the social and communal life being in the hands of a Students' Council. A definitely constituted Old Students' Association sends its representative to the Governing Council of the College, a body of about 30 members representing the societies and organisations interested in adult education. The aim of the College is to enlighten and develop personality in the widest sense, rather than to train workers for any definite occupation; and it is satisfactory to find that whether the students have returned to their former industrial work (as in the case of about fifty per cent. up to the present) or whether they have undertaken training for some kind of profession, they have been able to use their capacities for the wider and higher purposes of citizenship and social service.

39. The National Adult School Union has conducted during the winter months three resident winter schools for working women, at Ford Cottage, York, in 1919-20, at Penscot in Somersetshire in 1920-21, and in Scalby, near Scarborough, in 1921-22. Except that these six-months' schools cannot, of course, provide continuity, they are conducted on the lines of the two former experiments as far as possible. The three schools have been under the charge of the same resident tutor, though her assistant has changed; and the curriculum has consisted in general of Literature, Bible-study, Civics, Industrial

Law, Nature Study and Psychology. The total number of students has been 52, 12 in the first year, 21 in the second, and 19 in the third. These students have come from a variety of occupations, clerical workers, factory workers, shop assistants, domestic and home workers, and agricultural workers. The classes and lectures are open to day students and visitors from the neighbourhood, provided that regular attendance is guaranteed. An Adult School is also held weekly.

40. These three educational experiments, with all their differences, have a great deal in common, and all are aiming at the provision of Higher Education for those adult women workers whose opportunities in the past have been practically limited to Elementary School education supplemented by such evening and spare-time classes as were available. In the short space of two years, no less than 125 such students have been helped in this way, and there is no doubt that the demand among working women for such educational opportunities is on the increase. And when it is remembered that in addition to the lack of financial means, most women are hampered by the special difficulties, lack of leisure, lack of freedom from home ties, insufficient physical strength, and (to a decreasing extent) an unsympathetic public opinion, the success which has attended these experiments may seem indeed remarkable.

41. We have no other comment to make except that we feel that in view of the great educational opportunity provided by residential colleges they should in general be restricted to those women who have already made substantial progress, and that the instruction should be of an advanced character throughout.

42. We are of opinion that there should be full opportunity for properly qualified working girls to pursue their studies at the existing Colleges for women at the Universities.

We are, however, bound to mention that Mrs. Calthrop, in her evidence to which we have referred, expressed the

view that these Colleges are not at present suited to working girls and that it is better that they should attend institutions of their own.

University Social Study Departments.

43. A considerable amount of educational work, based on ideals of better citizenship but not predominantly working class in character, is carried on under the ægis of University Social Study Departments and Women Citizens' Associations. We are greatly indebted to Miss Macadam, Honorary Secretary of the Joint University Council for Social Studies, for her evidence, which we give below.

44. "Social Study Courses for men and women outside the ordinary degree courses of the University were first introduced towards the close of last century, when the Charity Organisation Society and the Women's University Settlement instituted a joint scheme of study which later developed into the London School of Sociology. The connection of Universities with social training dates from 1904 when the University of Liverpool established a School of Social Science, now the School of Social Studies. Four years later the University of Birmingham followed, and in 1912 the London School of Sociology was merged in the Social and Administrative Department of the London School of Economics, now the Ratan Tata Department of the London School of Economics. At the present time, such departments of social study are to be found in connection with the Universities of Belfast, Birmingham, Bristol, Edinburgh, Glasgow, Leeds, Liverpool, London, Oxford and St. Andrews, and others are in contemplation. In 1917 the Joint University Council for Social Studies was formed. This Council has for its object the co-ordination and development of the work of Social Study Departments in connection with the Universities of Great Britain.

45. "In the early years of the movement the training provided was mainly intended for 'social workers' in a somewhat restricted sense of the word and only a small number of students, who were as a rule women, was reached. As time went on, however, the interpretation of the term widened, and courses of study were provided to meet the need of men and women not only engaged in philanthropic work but in all the social services of the State and Municipality, as well as those occupied in professions which directly or indirectly affect the social well-being of the community, such as, for instance, Ministers of Religion, Trade Union officials, factory welfare workers and district nurses. Such social study courses, which as a rule extend over a period of one or two years according to the qualifications of the student, consist partly of lectures or tutorial classes and partly of actual participation under guidance in various social activities which will give the candidate some first hand acquaintance with working class life and the operation of public departments and voluntary organisations for social welfare. A Diploma or Certificate is granted to students who attain the required standard of proficiency in the examination and who receive satisfactory reports from those responsible for their practical work.

46. "In addition to the provision of such full-time courses many University Departments of Social Study also provide short courses of lectures from time to time for adult men and women, who, whether as social workers or simply as intelligent and public spirited citizens, desire opportunities for the study of social problems. Such lectures may be on subjects which attract a special type of student, such as welfare workers, employment exchange officials, teachers of domestic science, or they may be on general subjects which make a much wider appeal. In University centres where such extensive teaching is organised a very much larger number of adult men and women is reached, and for many reasons it seems highly desirable that the

functions of University Schools of Social Studies should be extended in this direction.

47. "The value for adult students of association with University Social Training Departments may be summed up as follows:—

(i) The attraction of the University atmosphere and background for the grown-up student who appreciates the completeness of the change from the home, office, or workshop.

(ii) The possibility of securing a greater choice of short courses of lectures for a small fee.

(iii) The opportunities of combining academic study with practical work and research.

(iv) The likelihood of a better mixed and more interesting class of student than at a suburban or outlying centre composed mainly of friends, neighbours and fellow workers.

(v) The greater inducement to students to extend their study from year to year.

48. "Social study in the University is still in the experimental stage. The relation between the degree courses and the specialised teaching of the social study courses has still to be adjusted. The relation between theory and practice must be worked out by the teacher and the practical administrator together. A sympathetic understanding between the University and non-academic bodies of various kinds which provide lectures and classes on social subjects must also be established. Political organisations, women's societies, religious and philanthropic bodies frequently offer short courses of instruction which attract those who would not naturally be found in the University classroom. It is not necessary or to be desired that such individual efforts should be abandoned. The political party or the religious denomination will continue to provide its own particular colour or atmosphere. The organisation for the education of the citizen will continue to instruct large numbers of men and women who have neither time nor inclination for more thorough study.

Women's organisations will still specialize on feminist issues; moral or temperance societies on moral or temperance problems. But it is highly desirable that they should all be linked up to the University in some way. Systematic short courses of study at convenient hours and for low fees should be provided which will attract the keener member, and some responsible person should be available to give advice to organisers or education secretaries with regard to subjects of study, lists of books, etc. Such organisations are fertile soil for the social teacher; it is essential that they should be diligently cultivated."

Women Citizens' Associations.

49. In evidence referring to the Women Citizens' Associations Miss Macadam stated:—

"The first Association was started in Liverpool in 1913 by Miss Eleanor F. Rathbone, under the auspices of the Liverpool Women's Suffrage Society. In 1918, after the passing into law of the Representation of the People Act, many women's organisations which had formerly worked for women's suffrage were reconstituted under this new name in order to include women who had been outside the suffrage movement. The objects of such associations, though they vary to some extent in different places, remain substantially the same as those of the pioneer association:—

(i) To foster the sense of citizenship in women.

(ii) To encourage education in civic, political and economic questions.

(iii) To secure an adequate representation of the interest and experience of women in the affairs of the community.

(iv) To work for a real equality of status, liberties and opportunities as between men and women.

50. "Most local associations became affiliated to one or more of the following National Headquarters' Organisations:—The National Union of Societies for Equal Citizen-

ship (formerly the National Union of Women's Suffrage Societies), the National Council of Women, and the National Women Citizens' Association, all of which had taken an active part in their organisation.

51. "It is impossible to give an accurate estimate of the membership of such associations, but there can be no doubt that they number many thousands of women voters belonging to all classes in the community.

52. "The National Union of Societies for Equal Citizenship carries on educational work on the following lines among its members:—

(i) Summer Schools, Conferences, Lectures and classes in connection with its societies.

(ii) Conferences, lectures, etc., suitable for the needs of women magistrates and women engaged in other forms of public work.

(iii) A Library and Information Bureau at its headquarters.

53. "Other women's organisations, particularly the National Council of Women and the Women's Local Government Society, also undertake educational work among their members. Such work must necessarily, however, be limited in scope unless linked up with some wider scheme of adult education."

Education based primarily on the home and the desire for a fuller life.

54. We have drawn a distinction in the introduction to this Report between a desire for education which arises from the responsibilities entailed by membership of bodies with a political or economic bias and that which is based primarily on the home and the desire for a fuller life. Although certain political organisations have provided a small element of instruction in humane subjects, and bodies such as Local Education Authorities and the National Federation of Women's Institutes have provided a certain amount of economic and political teaching, the motives

of the students have, we feel, been different. The desire for knowledge as a means of understanding social questions is still limited to a few. The desire for a better and fuller life, though latent in many and hard to arouse, is universal.

55. Two of our witnesses divided women into three classes:—

(i) "Those who realise the need for education, who know what they want and where to get it. A large number of these are women who attend classes provided by Local Education Authorities and other organisations which offer instruction by means of classes and lectures. To these may be added the school leavers who attend evening continuation schools."

(ii) "Those who have some desire for knowledge but hardly realise this fact and whose desires therefore are still formless and inarticulate. In London this type is found in many of the Women's Evening Institutes and in the clubs attached to them for educational purposes as well as in the clubs which work independently; in country districts they join the rural Women's Institutes, attracted by the social activities and the practical subjects taught. Seeing the comparatively quick return for effort expended they are led on to sample other branches of the educational curriculum. If circumstances are favourable, that is, if the personality of the teacher and her manner of handling the subject attract, they launch out into new channels of activity and soon become consciously desirous of more and deeper learning. It may be added that unfavourable circumstances not only fail to capture the pupil, they deter her from experimenting again with education."

(iii) "The third group, the most important, are those who feel no stirrings for better things, who do not think or want to think and who are antagonistic or indifferent to any attempt to help them."

56. The nature and extent of the provision made by Local Education Authorities is not always appreciated. We give in an appendix some statistics of the attendance in England and Wales and in London in the School Year

1919-20, and a note of the subjects taught which are returned by the London County Council under the headings "Languages," "Home and Health" and "General and Humanistic." It will be seen that of the 347,000 women who attended Evening Schools a very large proportion came from the London area, and the provision made by the London County Council is not only great in proportion to the population, but of a more varied character than elsewhere. We have received from witnesses of experience a valuable account of the facilities available.

57. "There is degree work in the large Polytechnics, such as Regent Street, Battersea, the Birkbeck College and the Sir John Cass Institute, while the County Council's Evening School organisation includes Literary Institutes, Women's Institutes and General Institutes, at which students can attend Technical, Commercial and non-vocational classes. The Literary Institutes were established in 1913. In October 1921 there were 11 with an enrolment of 4,157; the majority of these were women.

58. "Of the recent developments in London probably the Literary Institutes constitute the most interesting feature from the point of view of higher education for adults. They have been organised with the object of providing for the general public, regardless of class or occupation, instruction of a popular and attractive character in any subject of general interest for which there appears to be a demand. Students are invited to make suggestions with regard to the choice of subject; they are encouraged to take an active part in the conduct of the classes and lecture courses and to make the institutions as much like social and literary clubs as possible. Visits to places of interest are made; musical and other societies are formed within the institutes. About two-thirds of the people who attach themselves to these Institutes are women, and a majority of them are either engaged in clerical occupations or in the home. Whilst a large variety of subjects are to be found in the programmes of the different Institutes it is interesting to find that the largest classes are those in

Literature and in the Appreciation of Music and Art. Music is in fact the best feature. Almost every Institute has an orchestral class in addition to the courses in Appreciation of Music, and in the aggregate the Institutes probably do more to further popular musical education than any single organisation of the kind in the country.

59. "The classes for the study of economics and subjects of social interest, with a few notable exceptions, have not been very successful. It is much more on the side of literature and the arts, and music in particular, that the Institutes have apparently met a growing need. Each year has seen an increase in the number of students, and considering that it was only since the end of the war that the Institutes have been equipped with proper facilities there is every likelihood that they will develop. The experiment is interesting for several reasons. In the past most of the attempts to cater for adult education on these lines have been made by voluntary organisations; this is the first attempt on a large scale by a public authority.

60. "The social side of the Institutes has not yet fully developed, but in many cases there is a considerable social element.

61. "The London County Council Women's Institutes, fee-paying and free, have a considerable social side in addition to formal instruction. The arrangements are at the discretion of the Head Teacher. The girls can meet and read the papers and there is a canteen. They elect their own Committees. The enrolment in 1919-20 was 31,500. A large number join on leaving the Elementary School, (in fact of the 30,000 girl school leavers in London more than 18,000 attended Evening Classes of some kind), but there is a steady decline to the age of 21. Afterwards they come again.

62. "A large number of Clubs are attached to Women's Institutes for educational purposes. Sometimes the Club come to the Institute, sometimes the teacher to the Club. The instruction at the Clubs is less formal; the girls at the

Institutes have generally more powers of application. Attendance at the Institute is apparently very much a question of fashion; a girl joins and brings in all her friends. She is led on from informal to formal instruction, and general subjects (as distinct from practical and recreational) such as Literature, Æsthetics and Citizenship are accordingly becoming much more popular. The success of the Institutes has been due in a large measure to the adaptation of instruction to the type of student and to the personality of the teachers.

63. "Of the girls who drop out during adolescence a certain number afterwards return for practical and health subjects. Married women are mostly to be found in classes conducted during the afternoon in other premises."

64. Miss Maude, the responsible mistress of the Glyn Road Women's Institute, has given us some account of the popularity of certain subjects in the Institute. Nursing and First Aid are particularly popular. Before the war there was an average of 400 entrants per year for the L.C.C. Examinations in Nursing subjects. The number rose to 1,600 during the war, but in the Session 1920-21 it was 592. The majority take these subjects because some knowledge of them is essential to women, but some make Nursing a profession afterwards. Health and Infant Care are also popular. In the same session Physical Exercises were taken by 715 members, of whom half were adults, mostly between 18 and 24. It is a very popular subject with girls who have just left school. 1,126 took Domestic subjects, of whom one-quarter were adults, and 444 entered for Literature and the Drama. Plays are studied, generally Shakespeare, and a public performance given each year. As no rehearsals are allowed during class hours a considerable amount of home work is involved. Music also is studied and performances have been given, *inter alia*, of the "Messiah." There are also classes in Local History and General Education.

65. Non-vocational subjects are also taught in some degree at the Council's General and other Institutes.

66. We feel that the London County Council is much to be congratulated on the organisation of the Literary and Women's Institutes, and their example might with advantage be followed by other Authorities. In particular we commend their adoption of the principle of democratic organisation which has always been the key-note of success in educational work among adults.

67. In London there are also some of the earliest institutions to provide adult education for working women, such as the London College for Working Women in Fitzroy Street, Toynbee Hall and Morley College, of which some account is given in the 1919 Report, and a number of Settlements, such as the Mary Ward, Southwark and Canning Town. Morley College, we are informed, bears some resemblance to the Literary Institutes but has this difference, that it also serves as a general centre of educational activities in the area. There is a preponderance of women, but very few of the artisan class.

68. The London County Council, as we have shown, in addition to fulfilling their responsibility to provide for those who realise the need for education, have done notable work through the Women's Institutes and the affiliated clubs in awakening a demand among those whose desire for better things is still formless and inarticulate. The great majority of the latter class, together with all those "who do not think or want to think, and who are antagonistic or indifferent to any attempt to help them" never enter a school building after the age of 14. There are, however, certain organisations which have worked and won success with them, and, while the National Adult School Union and the National Federation of Women's Institutes have dealt mainly with the second class, the National Organisation of Girls' Clubs and the Girl Guides have not despaired of the third.

69. The National Federation of Women's Institutes is purely a rural organisation and has been described in our Report on the development of adult education in rural areas. Its basis is essentially democratic, and every effort

is made to encourage initiative and co-operation on the part of the village. An account is given of the early history of the movement in the 1919 Report. The first Institute was founded in 1915 under the auspices of the Agricultural Organisation Society. In 1917 the promotion of Women's Institutes was taken over by the Board of Agriculture, and a Federation of Women's Institutes was formed which co-operates with the Women's Branch of the Board. The objects of the Institute are stated as follows:—
 "To improve conditions of rural life by (a) studying home economics; (b) providing a centre for educational and social intercourse and for local activities; (c) encouraging home and local industries; (d) developing co-operative enterprises; (e) stimulating interest in the agricultural industry." There are now (June, 1922) 2,393 Institutes with a membership of approximately 140,000. Each of these is pledged to meet at least once a month and have something educational at each meeting; some meet once a week. In addition a large number of regular courses are held. Domestic subjects are extensively taught; also horticulture, hygiene, and many handicrafts. There are lectures and courses in literary, economic, and social subjects, local history, art and music with choral and, in some cases, dramatic societies.

70. Practically every county in England now has an annual Women's Institute Exhibition of produce and handicrafts, and in addition most counties have stalls at County Agricultural Shows. In Warwickshire five Institutes have combined in a flourishing glove industry. In other cases sufficient skill has gradually been attained in various crafts to make it worth while to set up an Institute shop to which goods can be sent for sale from any Institute in the county. During the year ending October 31st, 1921, over £1,000 was paid out to Institute members by the Hampshire Central Women's Institute Depôt. At Lewes there is a market stall at which produce or handwork can be sold by members. It had a turn-over of £867 during the year 1920. It is worthy of note that this

year the curators of the Victoria and Albert Museum, South Kensington, have allowed the National Federation of Women's Institutes to hold an Exhibition of Handicrafts there, a fact which testifies to the high standard of workmanship attained.

71. This side of the movement appears to us of great importance not only because of the added interest it brings to village life and of the cultivation of a standard of good taste and good workmanship, but also because it fosters a spirit of co-operation and gives practical evidence of the benefits that accrue from its application.

72. Successful efforts have also been made to develop local talent in lecturing as well as in handicrafts. In many cases talks on practical and other subjects are given by members in their own and neighbouring Institutes.

73. It is significant that, while the movement began in England during the War and therefore the stress at the outset fell inevitably upon food production and upon war economies, in response to a spontaneous demand from the Institutes, the Central Executive has now set up a special Education Committee.

74. The Federation has adapted instruction to the type of student, using the informal as an approach to the formal, and their experience has been similar to that of the Women's Institutes in London, that under this method there is an ever increasing demand for general subjects, such as Literature, Appreciation of Art and Music, and Citizenship, as distinct from the practical and recreational.

75. The National Adult School Union has rendered excellent service among working women and has been successful with material at first sight of little educational promise, women of middle age engaged in housework, washing and charring. We have received some remarkable evidence from a number of women who have lectured and acted as wardens at Summer Schools and have held the ordinary weekly school meetings for a long period. We quote some of it in full, together with a passage from

Mrs. Huws Davies' paper in Cambridge Essays on Adult Education.

"Among women who spend most of their time in washing, charing, and general housework, you get an immediate response if you appeal to the dramatic sense with a play of Shakespeare, a simplified English version of a Greek play, adaptations of Tolstoy, ballads and other poems (many of Tennyson's lend themselves admirably) presented as tableaux or dramatic scenes."

"At a week's Summer School a reading of ballads was given, including King John and the Abbot of Canterbury; following this four women undertook to copy out and learn the respective parts in that particular ballad, and on the following day a dramatic representation was given. Of the four women who took part, one was a miner's wife of the roughest manners and between 40 and 50, one was a girl of 25, one a married woman of 44, who was a weaver, and the fourth the wife of an out-porter."

"My women's school decided they wanted to get up a play. They determined to learn a play of Shakespeare and chose "The Tempest." This autumn they have learned and are going to act two plays of Lady Gregory's."

"At a Summer School for younger women, the Headmistress of a High School discovered that many of these young women had read as widely, apparently, as Sixth Form girls in the ordinary High Schools, and speaking of the older women she says: 'Probably it will never be possible for the majority of women and girls who, as you say, must spend most of their time washing and charing and doing domestic work to reach an intellectual or, shall I say, academic level approaching W.E.A. Tutorial Classes; but I am quite certain that powers of thought can be developed in them to the great enrichment of their own personality and thereby to the life of the community.'"

"I met Mrs. X last year at a Summer School. She is a married woman of nearly 50 and spends her days charing. I noticed her intense interest in a short course of lectures on plant life and also in two lectures on Robert Louis

Stevenson. I was particularly struck by her conversation afterwards. She was full of further questions about the plants, and eagerly examined specimens she found on walks."

"It was the writer's lot at one time to organise classes and study circles of working women, largely from the members of such bodies as Adult Schools and Women's Co-operative Guilds. To most of these women it was already a considerable achievement to be attending a weekly meeting, and to do anything more or anything involving reading seemed impossible. Most arguments left them cold though a little wistful; but when it was suggested that ever so little study for themselves would help them to keep in touch with their boys and girls, who were receiving educational advantages, which they had missed, and growing daily further out of their reach, the appeal was always irresistible to many, and all over the room hands would go up for a class."

76. In general the evidence in regard to certain types of women given by both the National Federation of Women's Institutes and the National Adult School Union has led us to the following conclusions:—

(i) Many women who are poor in mental images, whose ideas are few and ill-connected, and whose vocabulary is small, have learned to appreciate good literature, art and music and to enjoy making observations of wild life and nature.

(ii) It has been observed that there is usually a response to training in order and in business methods. This reacts on home conditions, producing an appreciation of orderly method which may prove a necessary preliminary step in the process of education.

(iii) Many women of middle age having learned to understand something of the meaning of a full life are prepared to make sacrifices so that younger women may have greater opportunities.

(iv) A programme of weekly lectures, a course of study, or a proposal to join a class of any kind fails,

at any rate at first, to awaken any response. The greatest care and thought and patience are required, and methods which hitherto have not been regarded as "educational" will have to be used. But it has been proved that any kind of formality is fatal. Even the use of the term "class" is a mistake, particularly in the initial stages, but a friendly personal invitation to come for some music or poetry reading meets with a ready response. Much preliminary work is necessary which may prepare the way for formal classes and lecture courses, but which will have valuable results even if the formal methods do not follow.

(v) The personality of the teacher is all important. A teacher of deep sympathies, with a wide outlook and experience of human nature can find a way to awaken stirrings for better things in very unpromising material.

Girls' Clubs.

77. The last conclusion is essentially the experience also of the Girls' Clubs and the Girl Guides who have done a great work among girls to whom the words "education" and "school" are repellent in the last degree. Although these organisations cover adolescents as well as adults, we have felt that they really form part of the adult problem and have taken a considerable amount of evidence. That given by Mrs. Arnold Glover has seemed to us of such importance that we quote it in full.

78. "Girls often join at the age of 18 for the first time, and in the majority of clubs the average age is more than 17. Fourteen is a most difficult and dangerous age. The young wage-earner has frequently to grow tired of the variety of the streets before she has much use for a club. She is intolerant of restraint and also of the school atmosphere. The Girl Guides have in some measure succeeded where clubs have failed. Great things have been hoped of the Day Continuation Schools, but in the present state of the schools it is not possible to form an

opinion. A later school leaving age would solve the difficulty.

79. "Where possible, however, junior clubs are organised. They tend in time to become senior clubs, as the girls are unwilling to forfeit their position and privileges and become new members of another club. There is very rarely accommodation for good senior and junior clubs in one building. Girls generally stay on until marriage when they cease to be members of the club, but are admitted to Old Members' Associations where they exist. In London the membership of a club is determined by neighbourhood. In more centralised areas the members may be drawn from one or two factories. There is no limitation of membership in clubs. It is impossible to respond to the present demand.

80. "With regard to educational work there is never any compulsion; classes are popularised by the older girls. The attraction of the club is always social in the first instance. It is important to have the girls represented on the Management Committee. Girls are keen on such subjects as dramatic work, crafts and citizenship. Classes, however, tend to be stationary owing to the influx of new members. It is difficult to respond to a demand for advanced classes owing to considerations of space and finance, particularly the latter. Such classes are, of course, provided to some extent by Local Education Authorities, but girls who reach that stage are unwilling to leave the club's social atmosphere. An attempt is being made to get round the difficulty by organising classes at the Central Office of the National Organisation of Girls' Clubs.

81. "There has been an enormous advance in the last ten years. The working girl of to-day is full of capacity; indeed it is almost an Elizabethan period. The work done in Shakespeare Societies, in Drawing and Design and in Citizenship subjects is remarkable. Girls are realising their own talent. Progress has been assisted by the skilled work which they have been called upon to do during the war and the better social conditions provided in the

Government Hostels. The return to lower grade work and overcrowded homes has been felt very bitterly. The girls are quite capable of administering their own affairs: at Committees and Debates it is often difficult to get a word in edgeways. Club leaders are in many instances paid; voluntary workers have not come forward in any number after the war. There is in some cases a prejudice against them, though the best voluntary work is the most valuable of any.

82. "With regard to libraries it is necessary to have a big movement. An unsuccessful attempt has been made to centralise our library system. Clubs are very short of books; people often send books which they would not read themselves. Some girls still read dreadful stuff. I opened a small library in a lunch club at Oxford Circus some time ago with novels and light literature generally, and poetry for sale. The girls paid 2*d.* a week. Eight to nine hundred joined and in six years five books were lost, of which three were replaced by parents. The girls saved pennies to buy the poetry. I had a young helper there who was under no suspicion of attempting to educate them; in fact they were trained to educate their own taste. The ordinary girl would say: "I want a love story" and would be given one until she wanted something different. One said "I am not going to read a book with Heaven in it." Another wanted "a bad book" which turned out to be *Dombey & Son*, bad, of course, meaning not "goody-goody." It is a good thing for girls of 15 to 16 to be induced to read boys' books of adventure.

83. "I have now a small library in Kensington, which opens in the lunch hour in a girls' dining room. There is a subscription of 1*d.* a book. By careful handling very good work can be done in this way.

84. "The Club movement is suffering acutely from lack of subscriptions and workers. The latter are available if funds permitted the payment of salaries or fees. A central London building which might act as a clearing house for every Federation and Union and where dramatic and

advanced education could be encouraged through the Clubs and their members, would avoid overlapping and encourage the efforts of those who are maintaining the recreational welfare of thousands of young workers."

Welfare Work.

85. We have also received very similar evidence from Miss Kelly, Chief Welfare Supervisor of Messrs. Debenham & Co., who is responsible for the welfare work among 5,000 girls of every type, saleswomen, models, dressmakers, factory girls, and clerical staff.

86. "The girls may belong to clubs, but very few attend classes, except laundry classes where they have an opportunity of doing their own washing. Far more educational work can, in my opinion, be done through libraries; classes are too formal. At the Head Office a library was started with a gift of £10 from the Firm. It is now self-supporting. The girls pay 6*d.* to join and 1*d.* a week if they have a book out. They can keep books as long as they like. From 10*s.* to £1 a day is taken in pennies. There are now 1,700 books.

87. "Everything depends on the personal element. It is vitally important not to push books, but to give whatever is asked for and to let the girls develop their tastes naturally. They would never join if they thought they were being educated. It is a good plan not to separate fiction, but to arrange the books under authors' names only. The girls may then pass from Tarzan to Wells and on to Science; from Stanley Weyman through Anthony Hope and Marjorie Bowen to Motley's Dutch Republic; from Ethel M. Dell through Maud Diver to first-rate novels. Boys' school stories are good for adolescent girls, and there is a natural line of advance through Ian Hay.

88. "There is a great demand for poetry among a few; my copy of "The Hound of Heaven" has been continuously out for six months. Tennyson, Wordsworth, and Longfellow are the most popular. Cinemas are watched as

there is always a demand for books which have been dramatized. "Abraham Lincoln," for instance, has been very popular. An attempt is made to get every book that is asked for, and arrangements have been made with a circulating library. In Carlisle before the war the Public Library provided 150 books for the factory, and changed them every three months free of charge.

89. "The library at the Head Office was at first housed in a cellar; great progress may be expected now that it has been transferred to the girls' recreation room. "Open access" is important, and the girls are permitted to take books to read at their meals. Papers are taken in but very few girls read any but illustrated ones.

90. "Certain classes have been held at the office, usually at 6 p.m. This is more convenient for the girls than the Council's classes which start at a later hour. A class on the History of the Home was so popular that it did not progress beyond Greek History in the time available. Some girls have joined Workers' Educational Association Classes and have obtained books through the Central Library for Students. A way of progress from the library to more formal educational work might be through a talk on modern novels.

91. "More might be done in the way of providing music in the dinner hour, especially through organ recitals in Churches. A number of girls used regularly to attend those held in All Souls, Langham Place, which is some distance away."

92. This evidence appears to us emphatically to confirm our contention that women do not fail to respond to education, in its broadest sense as a means to a fuller life, if their confidence can first be won. Among these girls the method of books and a sympathetic librarian is apparently the most successful. We need only add that the development of Day Continuation Schools or the raising of the school leaving age will help to solve the problem of reaching these girls.

State Aid.

93. We have concluded in regard to every aspect of the education of women that the informal must nearly always be the means of approach to the formal and that often the formal may not be reached. State aid is at present confined to formal education, and we realise that it is a matter of great difficulty for the State to assess the value of informal educational activities and to exercise the necessary supervision over them. We do, however, regard these informal activities as having a very real educational value. On this understanding we submit the following suggestions which we have also made in our Report on the development of adult education in rural areas.

(i) That the Board should recognise for purposes of grant either an Authority's expenditure on the direct provision of a well-balanced programme of educational activity, consisting, *e.g.*, of single lectures of a pioneer character, courses of six lectures designed to awaken interest and to pave the way for more serious work, and classes of the normal duration, or where an Authority prefers to act through a voluntary body, Rural Community Council, Adult Education Joint Committee or Settlement, their contribution to that body under similar conditions.

(ii) That in the case of voluntary organisations, whose work can only be aided under the Regulations for Technical Schools, the Board would be justified in regarding certain types of humane instruction of a literary character as consisting of "concise and suggestive instruction given to students whose previous general familiarity with the subject enables them to profit by instruction of this kind" and accordingly in recognising lecture courses of not less than 10 hours duration containing an element of discussion and class work under Article 28 (c) of the Regulations.

(iii) We suggest also for the consideration of the Board that in the case of voluntary organisations the expenditure on tutors' salaries, particularly those of full-time tutors, might afford a reasonable basis for grant.

94. Mrs. Arnold Glover, in her evidence, spoke of the capacity of the working girl of to-day and used the words, "It is almost an Elizabethan period." This is indeed the epitome of the surest of our conclusions and it is on this note that we close our report. We believe that the instinct for better things, for beauty, for the "colour and warmth and light," to which life of every kind is ever striving, is innate in all and can with sympathy be awakened even in darkest England and under the most adverse conditions, and that it is through the fostering of this instinct that our present discontents, of rich and poor alike, can find relief and our national life be rebuilt on a basis of mutual co-operation and goodwill.

SUMMARY OF CONCLUSIONS.

I.—*Work conducted by, or in co-operation with, University Extra-mural Authorities.*

(a) The system of mixed classes is educationally sound. In the earlier stages of women's educational development there is, however, a clear need for special classes. (Paragraph 13.)

(b) An endeavour should be made by organisers of Tutorial Classes to secure a greater proportion of women in each class, particularly "shift" classes, and to co-operate as closely as possible with women's organisations. (Paragraphs 14-15.)

(c) The fact that few women are in a position to undertake a moral obligation covering three years constitutes a serious argument for increasing the number of advanced One-year classes. These classes are free, in a large measure, from the difficulties affecting the attendance of women at University Tutorial Classes. (Paragraphs 20-21.)

(d) For the considerable proportion of women who wish to continue their education in an ordered succession of subjects, the method of University Extension fully carried out is more likely to be attractive, and on the whole is more suitable than the method of the Tutorial Class. (Paragraph 20.)

II.—*Work conducted by organisations with a political or economic bias.*

(a) To meet the needs of women in whom a desire for education has been awakened by membership of Trade Unions and Co-operative Societies and Guilds, Summer Schools and Week-end Schools are of particular value. (Paragraph 35.)

(b) The best method in these cases is friendly and informal discussion. (Paragraph 35.)

III.—*Residential Colleges.*

(a) In these Colleges the instruction should be of advanced character throughout. (Paragraph 41.)

(b) There should be full opportunity for properly qualified working girls to pursue their studies at the existing Colleges for women at the Universities. (Paragraph 42.)

IV.—*Education based primarily on the home and the desire for a fuller life.*

(a) The London County Council is much to be congratulated on the organisation of the Literary and Women's Institutes, and their example might with advantage be followed by other Authorities. (Paragraph 66.)

(b) Many women who have hitherto lacked educational opportunities have learnt to appreciate good literature, art and music, and to enjoy making observations of wild life and Nature. The personality of the teacher in these cases is all important, and it is necessary to avoid any kind of formality. There is usually a response to training in order and in business methods. It is worthy of note that women of middle age who have learnt to understand something of the meaning of a full life are prepared to make sacrifices so that younger women may have greater opportunities. (Paragraph 76.)

(c) Women do not fail to respond to education in its broadest sense as a means to a fuller life if their confidence can first be won. (Paragraph 92.)

V.—*Girls' Clubs and Welfare Work.*

The method of books and a sympathetic librarian has been found extraordinarily successful among girls who are antagonistic or indifferent to education. (Paragraph 92.)

VI.—*State Aid.*

It is suggested that—

(a) An Authority's expenditure on the direct or indirect provision of a well-balanced programme of educational activity should be recognised by the Board of Education for grant.

(b) Courses in humane subjects of not less than ten hours duration should be recognised under Article 28 (c) of the Regulations for Technical Schools.

(c) It is worth consideration whether in the case of voluntary organisations the expenditure on tutors' salaries, particularly those of full-time tutors, might not afford a reasonable basis for grant. (Paragraph 93.)

APPENDIX.

STATISTICS.

I.—ENROLMENT AT CLASSES RECOGNISED BY THE BOARD OF EDUCATION UNDER THE REGULATIONS FOR TECHNICAL SCHOOLS, ETC. (other than Technical Institution (full-time day) Courses, Day Technical Classes and University Tutorial Classes) in the School Year 1919-20.

Age.	Number of Students of each Age.							
	Evening Schools.		Courses for Teachers.		Schools of Art.		Art Classes.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Under								
12 years	438	283	—	—	633	313	167	130
12 years and under 13 -	2,538	2,266	—	—	686	447	90	71
13 years and under 14 -	24,703	20,855	—	—	1,787	1,197	138	112
14 years and under 15 -	65,104	57,555	—	—	2,732	1,746	178	196
15 years and under 16 -	55,658	44,160	—	—	2,299	1,648	149	192
16 years and under 17 -	50,604	36,404	—	—	1,996	1,698	113	213
17 years and under 18 -	39,756	27,111	—	—	1,677	1,598	90	176
18 years and under 19 -	28,149	19,969	—	—	1,285	1,388	68	148
19 years and under 20 -	16,272	14,145	—	—	886	1,129	63	107
20 years and under 21 -	12,347	10,681	144†	1,441†	891	986	49	119
21 years and over -	108,770	113,559	3,942	17,582	7,714	10,460	344	1,143
Total -	404,339	346,988	4,086	19,023	22,586	22,610	1,449	2,607

† Represents Students "under 21"

II.—ENROLMENT AT LONDON COUNTY COUNCIL EVENING INSTITUTES IN THE SCHOOL YEAR 1919-20.

(These figures do not include particulars of students enrolled at Polytechnics, Technical Institutes and Trade Schools.)

Type of Institute.	Ages—Boys and Men.										Ages—Girls and Women.										Total Males and Female.
	Under 14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21 and over.	Total Males.	Under 14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21 and over.	Total Females.	
Commercial -	—	156	651	1,011	1,163	1,201	652	569	7,022	12,425	—	172	870	1,289	1,657	1,868	1,242	954	8,496	16,548	28,973
Junior Commercial.	21	2,267	1,199	904	458	207	83	61	3,821	9,021	19	4,005	2,530	1,644	804	159	76	49	739	10,025	19,046
Junior technical	13	4,316	1,755	1,045	433	85	18	29	595	8,289	—	206	103	26	12	3	—	—	30	380	8,669
*Women's (fee-paying).	—	3	3	4	6	5	3	2	38	64	9	5,400	2,414	1,972	1,636	1,196	853	699	7,345	21,524	21,588
Women's (free)	—	—	—	—	—	—	—	—	—	—	3	2,607	1,675	1,436	939	753	463	331	1,885	10,092	10,092
Institutes with more than one department.	19	3,895	1,923	1,163	532	186	164	85	1,985	9,952	7	2,719	1,768	1,153	585	269	206	119	2,424	9,250	19,202
Men and mixed (free).	1	465	405	353	264	151	57	28	232	1,956	—	296	274	214	195	108	79	42	241	1,449	3,405
General - -	9	1,869	996	773	481	310	143	92	2,284	6,957	3	2,412	1,521	1,207	806	677	475	331	3,319	10,751	17,708
Literary -	—	1	2	1	1	46	21	23	618	713	—	1	1	1	1	54	57	38	1,716	1,869	2,582
Deaf - -	—	5	3	18	7	10	7	6	57	113	—	2	—	2	10	2	1	1	82	100	213
Government messengers.	10	873	434	138	52	50	30	36	422	2,045	1	619	761	318	90	13	11	11	20	1,844	3,889
Total, 1919-20	73	13,850	7,371	5,410	3,397	2,251	1,178	931	17,074	51,535	42	18,439	11,917	9,262	6,735	5,102	3,463	2,575	26,297	83,832	135,367
Total, 1917-18	219	10,766	5,897	3,999	1,941	339	134	116	4,843	28,254	148	16,131	9,065	6,903	4,930	3,887	2,906	2,248	23,269	69,487	97,741
Total, 1913-14	363	11,907	7,786	6,209	4,201	3,885	2,610	2,355	18,664	57,980	284	9,925	6,055	4,924	4,034	3,824	2,829	2,390	24,060	58,325	116,305

* The admission of men to women's institutes and of students over the age of 18 years to junior institutes is explained by the fact that such institutes are also centres for non-vocational subjects.

III.—NUMBER OF CLASSES IN LONDON COUNTY COUNCIL EVENING INSTITUTES open in the week ended 16th October 1920, arranged under certain headings.

(These figures do not include classes in Polytechnics, Technical Institutes and Trade Schools.)

LANGUAGES.

Dutch - - - - -	3	Norwegian - - - - -	2
Esperanto - - - - -	13	Portuguese - - - - -	7
French - - - - -	993	Russian - - - - -	23
German - - - - -	114	Spanish - - - - -	164
Hebrew - - - - -	7	Swedish - - - - -	2
Irish - - - - -	3		
Italian - - - - -	64	Total (Languages)	1,402
Latin - - - - -	7		

HOME AND HEALTH.

Boot repairing - - - - -	25	Health - - - - -	29
Clothes repairing - - - - -	1	Home crafts - - - - -	1
Cookery - - - - -	237	Home nursing - - - - -	60
Domestic calculations - - - - -	17	Housework - - - - -	7
Domestic handicraft - - - - -	42	Infant care - - - - -	23
Domestic tailoring - - - - -	18	Laundrywork - - - - -	42
Domestic upholstery - - - - -	11	Midwifery - - - - -	2
Dressmaking - - - - -	381	Millinery - - - - -	149
Embroidery and design (simple) - - - - -	90	Needlework - - - - -	143
Embroidery and design (advanced) art - - - - -	4	Physiology - - - - -	4
First-aid (male) - - - - -	27	Total (Home and Health)	1,385
First-aid (female) - - - - -	72		

GENERAL AND HUMANISTIC.

Æsthetics - - - - -	2	Drawing - - - - -	137
Appreciation of architecture - - - - -	7	Economics - - - - -	64
Appreciation of art - - - - -	7	English (including classes for students attending junior commercial and junior technical courses) - - - - -	2,058
Appreciation of music - - - - -	16	English literature (cycle) - - - - -	15
Art - - - - -	15	English for foreigners - - - - -	71
Articulation for stammerers - - - - -	1	Eurhythmics - - - - -	2
Astronomy - - - - -	6	Folk songs and country dances - - - - -	76
Beekeeping - - - - -	1	Gardening - - - - -	4
Biology - - - - -	5	Geography and history - - - - -	458
Citizenship - - - - -	26		
Dramatic literature and elocution - - - - -	144		

General knowledge - - - - -	3	Gymnastics with apparatus (male) - - - - -	332
Geology - - - - -	1	Gymnastics with apparatus (female) - - - - -	279
History (cycle) - - - - -	9	Poultry-keeping - - - - -	1
Horticulture - - - - -	3	Psychology - - - - -	10
Industrial and social history - - - - -	14	Philosophy - - - - -	1
Language (for the deaf) - - - - -	1	Reading and writing - - - - -	23
Lip reading - - - - -	10	Reconstruction, problems of - - - - -	2
Magnetism and electricity - - - - -	1	Repoussé - - - - -	8
Mathematics (including classes for commercial students) - - - - -	57	Science of common things - - - - -	3
Music (instrumental) - - - - -	76	Science, wonders of - - - - -	4
Music (orchestral) - - - - -	49	Sociology - - - - -	3
Music (vocal) - - - - -	310	Stories - - - - -	4
Music (theory and harmony) - - - - -	6	Woodcarving - - - - -	16
Nature study - - - - -	5	Woodwork (non-vocational) - - - - -	153
Photography - - - - -	15	Total (General and humanistic) - - - - -	4,992
Physical exercises—			
Drill (male) - - - - -	2		
Drill (female) - - - - -	476		

IV.—ENROLMENT IN UNIVERSITY TUTORIAL CLASSES AND ONE-YEAR CLASSES (University Joint Committees and Workers' Educational Association) in the School Years 1919-20 and 1920-21.

	Men.	Women.	Total.
University Tutorial Classes.			
{ 1919-20	3,740	1,788	5,528
{ 1920-21	5,006	2,263	7,269
One-year Classes			
{ 1919-20	3,888	3,230	7,118
{ 1920-21	6,075	5,504	11,579

V.—NATIONAL FEDERATION OF WOMEN'S INSTITUTES, June 1922.

Number of Institutes - - - - -	2,393
Membership (approx.) - - - - -	140,000

VI.—NATIONAL ADULT SCHOOL UNION.

(a) Number of Adult Schools.—To December 31st, 1921.

Union.	Membership.			Total.
	Men.	Women.	Mixed.	
Bath and Wilts - - -	10	7	—	17
Beds. Bucks and Herts. -	17	21	4	42
Berks. and South Oxon. -	11	10	3	24
Bristol - - - - -	36	15	2	53
Cornwall - - - - -	7	4	—	11
Devon - - - - -	4	4	—	8
Dorset and West Hants. -	8	12	2	22
Durham, South - - - -	7	6	1	14
Essex and Suffolk - - -	9	9	1	19
Gloucester and South Worcs.	8	2	1	11
Hants. - - - - -	4	8	3	15
Hereford and Radnor - -	5	3	—	8
Kent - - - - -	15	30	9	54
Lancashire and Cheshire -	67	15	13	95
Leicestershire - - - -	60	41	—	101
Lincolnshire - - - - -	7	8	1	16
London - - - - -	60	58	17	135
Midland - - - - -	141	62	4	207
Norfolk - - - - -	33	25	4	62
Northants - - - - -	18	24	3	45
Notts. - - - - -	20	12	—	32
Scottish - - - - -	5	2	1	8
Somerset - - - - -	12	12	—	24
Surrey - - - - -	23	22	4	49
Sussex - - - - -	4	4	1	9
Tees-Side - - - - -	3	6	1	10
Tyne and Wearside - - -	14	15	—	29
Ulster - - - - -	5	4	—	9
Wales, South and Mon. -	8	1	2	11
Yorkshire - - - - -	112	91	24	227
Overseas Schools - - - -	23	4	10	37
Unaffiliated Schools - -	3	2	—	5
	759	539	111	1,409

(b) Adult School Membership and Average Attendance.—To December 31st, 1921.

	Membership.		Average Attendance.	
	Men.	Women.	Men.	Women.
Bath and Wilts - - - -	171	279	110	201
Beds., Bucks. and Herts. -	620	952	405	504
Berks. and South Oxon. -	292	356	200	247
Bristol - - - - -	1,263	633	775	439
Cornwall - - - - -	339	120	193	70
Devon - - - - -	166	136	103	93
Dorset and West Hants. -	190	410	145	257
Durham, South - - - - -	388	164	213	89
Essex and Suffolk - - -	236	353	149	239
Gloucester and South Worcs.	189	62	129	43
Hants. - - - - -	169	250	93	137
Hereford and Radnor - -	329	248	221	141
Kent - - - - -	784	1,497	383	1,056
Lancashire and Cheshire -	1,887	509	1,319	342
Leicestershire - - - - -	2,134	1,418	1,365	974
Lincolnshire - - - - -	390	477	157	239
London - - - - -	1,437	1,793	920	1,096
Midland - - - - -	7,269	2,870	4,964	1,989
Norfolk - - - - -	1,307	1,105	940	723
Northants. - - - - -	534	1,227	361	776
Notts. - - - - -	674	850	391	496
Scottish - - - - -	150	130	77	84
Somerset - - - - -	325	545	197	318
Surrey - - - - -	696	926	396	519
Sussex - - - - -	68	190	47	127
Tees-Side - - - - -	98	209	58	117
Tyne and Wearside - - -	475	667	288	434
Ulster - - - - -	214	208	111	117
Wales, South and Mon. -	271	67	170	42
Yorkshire - - - - -	4,295	3,407	2,355	1,984
Overseas Schools - - - -	911	186	562	117
Unaffiliated Schools - -	141	105	81	45
	28,412	22,349	17,878	14,055
	Total Membership. 50,761		Total Average Attendance. 31,933	

VII.—THE CO-OPERATIVE MOVEMENT.

(a) The Co-operative Union.

Special Classes for Women in Co-operation and Citizenship
(England and Wales).

Session.	Number of Classes.	Number of Students.
1918-19 - - -	37	1,200
1919-20 - - -	16	500
1920-21 - - -	18	570

(b) Local Co-operative Societies.

Estimated number of women enrolled in classes during session 1920-21	- - - -	600
Estimated number of women attending week-end schools (1920)	- - - -	2,500

(c) Women's Co-operative Guild.

Membership	- - - -	52,000
------------	---------	--------

PAMPHLET