



NEW LEISURE AND L
OLD LEARNING 256

Being a report on the classes for unemployed men and women held in the David Lewis Club, Great George Place, Liverpool, June, 1932—March, 1934.

BY

ELIZABETH A. PARRY, M.A.

(Joint Warden of the David Lewis Club)

and

HAROLD KING, M.A.

*(Warden of the Liverpool University Settlement,
and Joint Warden of the David Lewis Club)*

With a Foreword by

His Grace the
ARCHBISHOP OF YORK

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FOREWORD

I SHOULD be most happy if by adding these few lines I could gain for this account of an educational experiment a few additional readers or a more attentive reading. For I believe it to be an experiment of great value and importance.

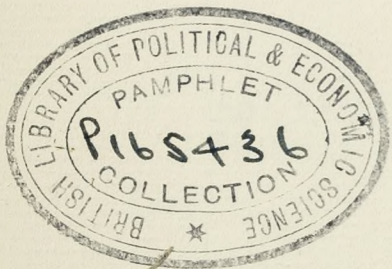
Every enlightening bit of experience in relation to the Unemployed ought to be available for our guidance in promoting schemes for their welfare.

I trust that the publication of this record will both create the interest needed to secure the continuance of the enterprise, and also stimulate others to follow similar methods in other localities.

There is need for very much besides "classes" in what is done for the unemployed, but such "classes" as are here described may very likely open the doors for a new section of the population to educational activities of the greatest value.

WILLIAM EBOR.

July 16th, 1934.



NEW LEISURE AND OLD LEARNING

I—INTRODUCTION

THE widespread unemployment of the past decade has brought into prominence a number of social problems of first importance. Some of these are probably transitory and may be expected to find their own solution with the end of the trade slump; but others seem likely to be more permanent. In the attempt to meet these problems statutory and voluntary bodies have been led into making a large number of experiments of very different kinds and of very different possibilities as permanencies.

The following pages give some account of one such experiment which has elements of both failure and success. In one point it seems to have been unique, in that it is the only purely educational scheme of its size which has been able to keep going for two years. The following record has, therefore, been compiled in an attempt to show, without exaggeration or depreciation, the nature of the attempt and the response that it has met, in the hope that it may perhaps be of some use to those in other parts of the country who are grappling with the immediate problem of unemployment and that it may contain, in addition, some suggestions for meeting the whole involved question of the new leisure.

Obviously the whole scheme raises a number of theoretical questions of great social importance. This pamphlet is hardly the place to discuss them and the compilers have, therefore, restricted themselves to a record of facts with a short, final statement of the future and its possibilities as they appear to them.

II—HISTORY

The Free Classes for Unemployed Men and Women at the David Lewis Club originated from one simple fact: that a number of rooms—clean, warm and well-lighted—were standing empty during the greater part of the day, and that the necessary equipment to transform them into class and lecture rooms was either immediately available or could be obtained at small cost.

The David Lewis Club is a working men's and women's club with a history of some twenty-five years, situated in the South end of Liverpool. From the nature of its work it is open to its members only in the evenings of week-days, from 5 p.m. to 10-30 p.m. For the rest of the time, except for special meetings, it stands empty . . . or rather it used to stand empty, until the opportunity of its empty rooms was realised.

The space of the club consists of two rooms accommodating about 200 people each, one of which can be adapted for the use of a lantern projector; one slightly smaller divided by a non-sound-proof partition; and two others able to accommodate 25 to 30 people. There are also a billiard room and a theatre. So far these have not been extensively used in connection with the unemployed classes, except that the theatre is now beginning to be used for plays, and one of the dressing rooms has had to be pressed into service as a class room.

The David Lewis Club is connected both in position and control with the Liverpool University Settlement, and the University Settlement in its turn has connection with the University of Liverpool. It was from a meeting of these three bodies that the experiment materialised.

The Vice-Chancellor of the University has been continuously in contact with the scheme. He called an initial

meeting at which the scheme was explained to members of the University staff, and they were invited to offer their services in connection with the proposal. He has also made himself available continually for discussion of the working of the scheme in whole and in detail, an association which has doubtless helped to maintain the enthusiastic interest of lecturers.

The response to the meeting made certain that not only rooms but also teachers would be available. The next thing was to secure the classes. The first step taken was to interview various trade union leaders and officials and secure their sympathy and co-operation. From a number of successful contacts three may be selected for special mention: Alderman Luke Hogan, of the National Union of Distributive and Allied Workers gave warm support; the Amalgamated Engineering Union held a meeting of members at which it gave opportunity to the lecturers concerned to explain the scheme; the Clerks' Association promised co-operation, a promise splendidly fulfilled by the finding of two teachers for shorthand practice, and the repeated circularising of the members of the Association about the classes.

A preliminary experiment was made in June, 1932. Classes in "Engineering" and "How the English Language Developed" were given during the summer months, with results sufficiently promising to make possible a real beginning in the autumn.

In the week of October 12th, 1932, a start was made with 13 classes, ranging from "Biology" and "Chemistry" to "Shorthand Practice" and "Steam Turbines." In the first week 581 students registered.† Within a month the number had risen to 617. During the latter part of

† For a full statement of classes held, numbers registered, and the considerations to be borne in mind in studying these figures *vide* the next section of this report, "Statistics," and the appendix.

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November and December numbers fluctuated between 574 and 516. The average weekly attendance for the term was 567. One new class was added during the course of the session.

During this term the classes were visited by H.R.H. the Prince of Wales and by Mr. S. P. B. Mais, each of whom subsequently referred to them in broadcast talks. The following quotations suggest how they appeared to these visitors:—

“I have also seen how some men and women take advantage of the opportunity which unemployment gives them for study and for free education, and I am sure that what I saw in Liverpool, for example—unemployed men and women studying a wide range of subjects, including languages, literature, engineering and science—could well be started and organised in other places.”

(Speech of H.R.H. the Prince of Wales, *The Listener*, January 11th, 1933, p. 39).

Mr. S. P. B. Mais said: “And at the David Lewis Club, which is near the Chinese and negro quarter, that afternoon, I got another tremendous surprise. I found no fewer than one hundred unemployed men and girls, of every type, attending a voluntary class in Spanish. Certainly the young teacher, Signor Madariaga, a schoolmaster from the other side of the Mersey, has the knack. I don't know one word of Spanish, but as he declaimed a piece of Spanish dictation his eyes flashed, his fingers expressively twitched, and his audience, probably the most mixed Spanish class in the country, came completely under his spell. I've never seen a teacher so full of joy in his subject, and he didn't speak one word of English from start to finish.

“It's odd how people sort themselves out. At the wireless technical class they were all men, all dark,

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all elderly, all furious at my interrupting them. Those who attended the economics class were a little lugubrious and saturnine, poorer in health and less happy than the rest. They were still brooding on their troubles. The rest, during class hours, had forgotten them.”

But this enthusiasm brought a rebuff from “Group Leader.” Writing from Liverpool to *The Listener* he said (in part):

“As one who knows something of Liverpool and its unemployed, may I be permitted to ask listeners to keep a proper sense of proportion when hearing Mr. S. P. B. Mais recounting what he has seen of social service activity in this direction? . . . He draws a glowing picture of unemployed educational activity in Liverpool. Indeed, after hearing him one almost longs to join the ranks of the unemployed so that one may reap the benefits of this delightful educational work.

“It is true that Mr. Mais mentioned that Liverpool has 95,000 unemployed persons . . . but he says nothing of the numbers who are catered for by the service clubs . . . Social service activity of all kinds touches no more than 4 per cent. at the very most of Merseyside's unemployed . . . Even his picture of the 4 per cent. is not a true one. He said nothing of the heart-breaking efforts of voluntary helpers to overcome the apathy of the unemployed, of the activities that are started and then abandoned through lack of support, the continually fluctuating character of all the classes and groups, the deadly hold of casualness on the unemployed.

“ . . . The only real solution the men themselves gave to Liverpool's Lord Mayor when he started the Social Service schemes was—‘Give us work, not recreation.’ What has Mr. Mais to say of the other 96 per cent?” (“S.O.S. Talks on Unemployment,” pages 102—3, 106—7).

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In December the Vice-Chancellor called a meeting of all tutors at the University to report on the schemes and discuss its future.

In the Spring term of 1933 (January 9th—March 27th) 14 classes were begun, in the majority of cases continuing those held in the autumn. Of these 3 had to be discontinued before the end of the session owing to poor attendances, but 5 new classes were added, and, in addition, a group of 4 separate lectures was given. The attendances fluctuated between 558, in the week of January 16th, and 210, in the week of March 27th. The average weekly attendance was 444. Actually, however, attendances kept steadily near to 475 during January and February, and fell away rapidly in March, owing partly to discontinued classes and partly to the rapidly improving weather.

Ten classes were begun in the summer term of 1933 (April 27th—June 12th), of which 3 were not completed, and 1, on Russian language, was never well attended. Weekly attendances fluctuated between 235, in the week of April 11th, and 35, in the week of June 5th (Whit week—in which only 3 classes were held—the next lowest was 134, in the week of June 12th). The average weekly attendance was 164, but excepting the last fortnight it would only be a little under 200.

Before the opening of the present session the scheme was reconsidered, and an attempt made to judge whether results justified its continuance. Although the numbers attending the classes were obviously insignificant compared with the total number of unemployed, and although there had been in each session a tendency for attendance to fall off as first enthusiasm waned, nevertheless, the fact that about two hundred students had attended with almost unbroken regularity, and had derived benefit from the classes, seemed ample recompense for the time and trouble expended on them. The decision to continue

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having been taken, a further question of possible modifications arose. In the main the developments of this winter have been three in number, although it would be wrong to suggest that they were quite as deliberate as the previous sentence may imply, for one conditioning factor of the whole scheme has been a constant adaptation to fluctuating and always limited means.

1.—The classes up-to-date fell almost entirely into three groups: scientific subjects, subjects with some vocational emphasis and contemporary social problems. The purely "cultural" subject had been almost entirely neglected. During the present session classes in English Literature, Drama, Musical Appreciation and History of the English Novel have been added, and a Play-Reading Group has been formed.

2.—Some division of students according to attainment in the subject has been attempted: there have been 3 German and 2 French classes.

3.—The lecture course on Heredity and Environment had reached a point at which it was becoming pure biology, and the need for practical demonstration had become urgent. A class limited in numbers was, therefore, formed in which some laboratory work was possible.

It may be noted that the Musical Appreciation class has been held in the mornings, and the Biology class in the evenings—the scheme, therefore, is no longer confining itself to the afternoon.

In the autumn term of 1933, 21 classes were begun, and two were added during the course of the session, besides which an additional German group met on three occasions. Two classes were discontinued owing to poor attendance.

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Statistics for this term are more difficult to summarise owing to the fact that the two Shorthand Practice groups began to meet in the middle of September, three weeks before any other classes, and that, for various reasons, the beginning and ending of several other classes were somewhat irregular. For the ten weeks, October 9th to December 15th, however, the average attendance was 411, with a maximum of 485 in the week of October 30th, and a minimum of 287 in the week of December 11th.

In the spring term 26 classes started of which 2 were discontinued owing to poor attendance, and one (First Aid) came to its conclusion before the end of the term. Again statistics are misleading owing to irregular beginnings and endings. For the twelve weeks, January 8th to March 30th, average attendance was 298. The maximum attendance was 382, in the week of February 12th, and the minima were 16 (first week—1 class only), 45 (last week—5 classes only), and 247 (last week but one—19 classes).

In the present term 19 classes are running with an attendance roughly estimated at 197 per week.

In each year a Christmas social has been arranged for the lecturers and students. In 1932 this was comparatively unambitious, consisting chiefly of a tea. In 1933, however, a programme ranging from German folk-songs to conjuring tricks (by a University lecturer) was arranged for the afternoon, and after tea the drama class presented Eugene O'Neill's "In the Zone," and did it excellently, even the unexpected appearance of an unemployed dog during the play failing to upset stage discipline.

One feature of the scheme which has contributed not a little to its success has been the provision of tea for lecturers in the office at the end of the afternoon. This has provided opportunities for informal discussions on the working of the scheme.

III—STATISTICS

The following tables are based upon the attendance registers of the classes. In considering them the following facts should be kept in mind.

1.—The figures for registration and attendance do not always coincide. Anyone who has worked much with poor people knows that they are often reluctant to sign anything or to give names. Thus, since statistics were held to be of less importance than attendance at the classes, the signing of registers was left largely to the freewill of the students, and a count of heads made for a number of weeks confirmed a suspicion that actual attendance was generally somewhat higher than registered attendance. The following figures, therefore, represent numbers which were in no case more than actual attendance, but were, in many cases, less by anything from 5 per cent. to 30 per cent.

2.—Figures are class attendances and take no account of the fact that an individual may have attended two or more classes during the week.

3.—Classes, in which numbers were deliberately restricted for academic reasons, are marked *.

4.—A wider comparison of names and figures than it is possible to summarise here indicates that while attendance has shrunk it has become steadier. At the beginning a number of people were attracted by the novelty of the scheme and came to see what it was all about, many of them wandering casually from class to class, and often finally falling away, a condition which was repeated in a lesser degree in each term. But all the evidence tends to show that this fluctuation is diminishing, and beyond it is an increasing group of students who attend regularly, only absenting themselves through illness, the chance of work, or occasionally bad weather conditions.

The main summaries of attendances only are given in the text. Weekly details of all classes may be found in the appendix.

TABLE I.
CLASSES, LECTURERS AND AVERAGE ATTENDANCE PER TERM

(the figures in parenthesis are the number of Classes held during the term, when this differs from the number of weeks the building was open)

SUBJECT	LECTURER	1932—33			1933—34	
		AUTUMN 8	SPRING 12	SUMMER 8	AUTUMN 14	SPRING 12
Good and Bad English ..	Dr. O. K. Schram	69	32 (10)	—	14 (10)	7 (9)
Spanish	Senor J. de Madariaga	95	66	20 (7)	49 (10)	35 (10)
German—Advanced	Professor W. E. Collinson	—	—	—	12 (9)*	7 (11)*
Elementary	Miss A. Picton	—	—	—	33 (11)	—
Beginners	Miss Franckel	42	23	16 (7)	10 (3)	29 (11)
French—Advanced	Dr. Jean Wright	63	47 (11)	23	25 (10)*	19 (11)*
Beginners	Miss Lorimer	—	—	—	20 (10)	13 (11)
Russian	Mr. B. Slepchenko	—	13	7	—	—
Esperanto	Mr. B. Price-Heywood	—	30 (9)	—	9 (10)	12 (10)
					8 (9)	
Refresher Course in Shorthand } (1)	Mr. Murray	54	51	38 (7)	23 (13)	22
} (2)	Mr. Downie	58	46	30 (7)	22 (13)	21 (11)
Book-keeping	Mr. J. Sloan, Mr. G. B. Scales	—	30 (11)	—	21 (10)	6 (10)
	Mr. G. B. Scales	—	—	—	—	10 (9)
First Aid	Dr. W. S. Diggle	—	—	—	30 (7)	20 (4)
Heredity and Environment ..	Mrs. R. Bisbee	18	18 (11)	23 (6)	22 (11)	19
Popular Science	Mr. E. Edwards, Dr. R. J. Daniel, Mr. R. Ablett, Mr. C. A. Beevers	30	13	8 (6)	8 (7)	—
Chemistry & Everyday Life ..	Mr. H. Rogerson, Mr. F. C. Guthrie, Mr. W. J. Shutt, Mr. J. T. Nance, Mr. V. J. Occleshaw, Mr. D. M. Edwards, Mr. W. Doran, Dr. A. C. McGookin, Dr. F. W. Kay, Dr. R. A. Morton	14	13 (4)	—	—	—
Rocks, Maps and Scenery ..	Mr. W. Smith	4 (5)	3 (5)	—	—	—
Practical Biology	Mrs. R. Bisbee, Miss E. C. Herdman ..	—	—	—	11 (9)*	12 (10)*

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TABLE I.—continued.
CLASSES, LECTURERS AND AVERAGE ATTENDANCE PER TERM

(the figures in parenthesis are the number of Classes held during the term, when this differs from the number of weeks the building was open)

SUBJECT	LECTURER	1932—33			1933—34	
		AUTUMN 8	SPRING 12	SUMMER 8	AUTUMN 14	SPRING 12
Engineering (Oil and Petrol Engines, Steam Turbines, Electrical Machinery and its Installation, The Gyroscope, How we hear by Radio)	Mr. J. Okill, Mr. W. J. Kearton, Prof. F. J. Teago, Mr. E. B. Cole, Mr. G. Smith ..	35	19 (11)	—	24 (10)	14 (10)
Wireless Science	Mr. G. Smith	—	—	—	19 (10)	14 (10)
Mathematics	Mr. F. W. Bradley, Mr. J. R. Daymond ..	—	9 (8)	—	—	11 (8)
Russia	Mr. B. Slepchenko	32	18	13 (6)	—	—
Problems of Modern Germany	Mr. W. O. Henderson	18	—	—	8 (5)	—
Industrial and Social Changes of the 19th Century ..	Mr. W. O. Henderson	—	10 (10)	—	—	—
Some Social Ideals	Miss E. I. Black	—	11 (7)	—	—	—
Central Europe To-day ..	Mr. W. L. McElwee	—	18 (7)	—	—	—
The Rise of Merseyside ..	Mr. W. Smith	—	—	—	—	—
Problems of To-day	Dr. C. D. Campbell, Dr. Margaret Miller ..	—	—	—	24 (10)	16 (10)
	Prof. G. R. Dewsnup, Miss E. I. Black ..	—	—	—	—	—
	Mr. C. M. Attlee, Mr. T. S. Simey, Prof. Carr-Saunders, Mr. S. Dumbell, Prof. G. C. Allen, Mr. W. O. Stapledon	—	—	—	—	—
Problems of Road Transport	Mr. C. T. Saunders	13	—	—	—	—
Social Psychology	Mr. W. O. Stapledon	—	17	10 (6)	—	—
Law and the Man in the Street	Mr. T. S. Simey	—	19 (4)	6 (4)	—	—
History, 1. 6 English Statesmen, 2. 6 English Reformers, ..	Miss M. McKissack	28 (7)	—	—	—	8 (7)
English Literature	Dr. O. K. Schram	—	—	—	13 (9)	8 (10)
Musical Appreciation ..	Miss F. Brislee	—	—	—	16 (8)	13 (10)
Drama	Mr. H. King	—	—	—	21 (8)	18 (10)
Play Reading	Miss J. Allen	—	—	—	7 (5)*	8 (10)*
The English Novel	Miss D. Jones	—	—	—	—	5 (10)
The British Empire in Africa	Mr. S. J. K. Baker	—	—	—	—	6 (3)

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TABLE II.
NUMBER OF CLASSES AND WEEKLY ATTENDANCES

	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	7th Week	8th Week	9th Week	10th Week	11th Week	12th Week	13th Week	14th Week	Aver- age
Autumn, 1932—															
Classes	14	14	15	15	14	15	15	14	—	—	—	—	—	—	—
Attendances	581	578	588	617	537	574	547	516	—	—	—	—	—	—	567
Spring, 1933—															
Classes	14	16	17	18	20	17	19	19	18	19	15	12	—	—	—
Attendances	475	558	479	499	494	497	474	461	453	397	337	210	—	—	444
Summer, 1933—															
Classes	8	11	11	11	10	10	3	8	—	—	—	—	—	—	—
Attendances	151	235	227	195	176	162	35	134	—	—	—	—	—	—	164
Autumn, 1933—															
Classes	2	2	2	16	21	20	23	23	24	22	21	20	16	5	—
Attendances	48	43	53	366	474	454	485	471	436	418	379	335	287	71	308
Spring, 1934—															
Classes	1	14	25	25	24	24	24	22	21	22	23	19	5	—	—
Attendances	16	185	321	358	368	359	382	348	350	311	327	247	45	—	278

IV—REPORTS OF LECTURERS

Although the experiment of the Classes for Unemployed Men and Women has been tried for two years only it is possible to notice some definite results. The Lecturers responsible were invited to furnish written reports with particular attention to academic aspects of the work done. The following paragraphs are based upon the response to this invitation.

There is evidently some demand for work of this kind. Even now, when novelty has worn off and employment is showing some increase, the weekly attendance at the classes is still counted in hundreds. The figure is poor when compared with the total of one hundred thousand odd unemployed on Merseyside, but it is remarkable enough when one remembers the amount of provision already made for adult education and for the unemployed in various forms. Evidently, there is some additional need which these classes have managed to meet.

Moreover, it should be noted that no attempt has been made to popularize the classes by propaganda. The subjects have been arranged, lecturers have been obtained, and notices showing times and subjects have been distributed fairly widely throughout the district, but there has been no attempt to work up enthusiasm by publicity campaigns. Those who have attended the classes have done so of their own free will, and they have been left at their own free will to continue or to drop out.

The replies of Lecturers have been surprisingly uniform. In almost every case some mention is made of the wide diversity among individuals attending the classes—diversity in age, in social background, and in previous education. It is no exaggeration to say that ages have varied from barely twenty to over sixty ; that students have come from homes ranging from the very poor to good solid middle-

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class dwellings ; that they have been of a variety of trades and professions forming a cross section of the employments of the district, from dock labourers to clerks previously holding responsible positions ; that the educational preparation varied from an abridged elementary education to several years in secondary schools.

This has created a difficulty in conducting the classes. In languages, particularly, it has meant having in one class those who were beginners in every sense of the word, and those who had a fairly fluent knowledge and were seeking something in the nature of a refresher course. The remarks of the Professor of German are of direct interest : " A certain number who came more out of curiosity dropped away early in the course, and left a nucleus of learners whom it was well worth while helping. Some of these men had been prisoners of war in Germany and some had been in the army of occupation, and their contact with the language of the German people had made them keen to improve their knowledge. These, and certain members who had done some German at school or in evening classes, welcomed the opportunity of deepening and consolidating their knowledge of German grammar and of obtaining practice in reading." In addition to these varying types there were some in the class who were absolute beginners.

Obviously, the correct answer to the problem is some kind of division among students, and previous sections of this Report will show that it has been possible to make some adjustments, but practical difficulties have been pressing and the question is one for consideration in any development of the scheme.

Another difficulty found in nearly all classes has been the provision of text books and of paper for writing. Lecturers themselves have shown considerable resource

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in obtaining books at reduced prices, or as free gifts, and of pressing into service old examination books, and so forth, for necessary writing paper. A number of 4d. and 6d. books for French and German were obtained at a still smaller price through the kindness of a Liverpool bookseller, and the purchase was helped by donations from tutors. On two occasions the publishers of educational works helped with presents of sets of books. One or two individual gifts were made of text books, or of funds to purchase them, and special exercise books for the book-keeping classes were provided by the teacher. Some French text books were obtained from visits to Secondary Schools for the purpose of obtaining used copies. Where books were not purchased outright by students they were usually loaned from week to week. It may be noticed here that there has been no difficulty with homework ; on the contrary, the Lecturers remark on the eagerness of students to obtain work to do out of class.

One other general point may be made. Teachers and students alike have been unanimous in noticing and praising a certain friendliness in the whole scheme. The absence of formality in the classes made it possible for lecturers and students to approach real fellowship of thought. The following expression from a student is typical : " I would like to take the opportunity of saying how much I appreciate the Unemployed Classes. Now that I am in a post I am perhaps better able to appreciate them, not only from the point of view of knowledge gained, but also in the fellowship of teachers and students alike. I shall not forget the lessons I learnt at the David Lewis Club." From the other side the following is typical : " With regard, however, to any particular difficulties I can say at once that I have met *none*. They are the easiest class that I have ever come across—full of enthusiasm and always ready with most intelligent, and in many cases widely read comments

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and discussions" . . . and again, "members of the class have less bookish minds and often raise problems which a University student might overlook." "I look forward with real pleasure to Thursday evenings."

Classes in languages have obviously been the most popular and it is true that this has been partly caused by vocational interests. But the classes have not been conducted along vocational lines, and a number of regular attendants have come for other purposes.

The groups of classes providing more direct vocational training—shorthand practice, book-keeping, and first aid, have been almost as popular. Next follow the classes involving some discussion of general problems of the modern world, although this group has had one or two inexplicable failures. The type of class which has been generally nearest to failure has been that in science, with the one striking exception of the course of lectures on Heredity and Environment and its outgrowth, the class in practical Biology, the success of which has been probably due to the personality of the lecturer responsible. Apart from this, despite the sterling qualities of the teachers, the many types of course offered, and the attempts to overcome the difficulty of experimental work, the science classes have not been a success. In this the experience of the David Lewis Club is largely parallel with that of the W.E.A., and other bodies interested in adult education.

The following direct quotations from the reports of Lecturers are of more general interest. "The difficulties in a subject like science are to make the subject of the talks realistic—one aims at developing a certain line of study, but one cannot help noticing the inability of the class to retain the essential arguments and principles. This is no doubt due largely to lack of experiment."

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"Another difficulty . . . is the absence of any clear objective . . . While plenty of leisure is so necessary for study, enforced leisure of the kind thrust upon unemployed persons must unsettle their minds, and make it very difficult to concentrate on some study."

"The types of student attending the courses are mainly suitable only for the lower grades of the profession (book-keeping) and their knowledge has chiefly been attained on single ledger work, on self-taught or routine methods."

"A grading process with efficiency tests is essential to obtain the maximum amount of benefit from the scheme."

"I suggest that attendance at classes, as per register, be accepted as attendance at Unemployment Exchange for signing on."

Shorthand.—"The majority of those attending were very respectable, although perhaps of the poorer middle class . . . Many have obtained positions . . . Attention is exceptionally good, and the intense eagerness of those who desire to obtain higher speeds is good to see." "During the winter of 1932-33 there was a large number of pupils, mostly from good middle class homes, well educated and fully efficient, many of whom have since been successful in obtaining work." "The girls seemed more eager in making themselves efficient than did the young men, who probably comprised about 20 per cent. of the total." "Classes have undoubtedly proved useful, and I hear many expressions of gratitude from those attending them for the facilities which have been provided for them, so that they can keep themselves fit to take up work again when it becomes available."

The report of the Instructors in Shorthand also notes a desire for instruction in Shorthand (the classes given were

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for practice only), and also for practice in Typewriting. The question of giving instruction, as apart from practice, in Shorthand was considered when the scheme began, and the decision against it rested partly on the grounds of the undesirability of encouraging entrance to an overcrowded profession, partly on those of the existence of numbers of classes for those who needed them. Typewriting raised the obvious difficulty of the provision of machines.

“The types of people taking part in my Esperanto class have been definitely very imperfectly educated artisans and the like, without any or with the barest previous experience of language learning.” “The level of education . . . without doubt is as high as that of the W.E.A. one year preparatory class.” “As the classes were voluntary, only those came who were really interested and the level of attention was relatively high. In any compulsory scheme the level of *interest* might not be so high, although the level of academic attainment might be different.”

“In each class there was the usual group of Marxists, Douglas Credit advocates, even anarchists, who seemingly used the class to air their own views, rather than to learn. This was quite thrilling (also exhausting) for the lecturer, but did we get any further than having a good hour's mutual grouse?”

Play-reading.—“There is a desire for something solid and worth while. Sherlock Holmes was criticised as “dated,” one-act plays as “slight.” The most keenly appreciated was *Richard of Bordeaux*, when the bare word had power to evoke a strong feeling of sympathy. One reader persisted in stopping in the middle of a speech, to expiate on the ‘fine stuff’ therein . . . There is no lack of confidence.”

REPORTS OF LECTURERS

On Modern Problems.—“I was very favourably impressed with the standard of intelligence and keenness of the thirty members or so of the class I took. They were, without exception, attentive and extremely interested. A few of them showed a remarkable knowledge of the relevant facts.” “My own feeling is that the most valuable kind of work for the unemployed can be done in the vocational sphere in lectures, etc., which more directly preserve their skill and occupational ability. The series of lectures in which I participated seems to be, to me, of much less direct utility. But it undoubtedly has value as a mental stimulus, if conducted on a voluntary basis, and with the maximum amount of participation for the class.”

NEW LEISURE AND OLD LEARNING

V—FINANCE

The finance of the scheme is very difficult to estimate. It is easy enough to give a statement of actual expenditure but this figure was only possible because so much voluntary assistance was given to the scheme. The Committee of the David Lewis Club placed the reading and writing rooms of the Club at the disposal of the scheme, free of charge, and the lecturers and teachers who conducted the classes gave their services. The work of the organisation was undertaken by the University Settlement and the David Lewis Club, and no additional payment was made on account of it. The cost of printing, publicity, and such matters, was borne by the Liverpool Council of Social Service, and that portion of the expense is the only one of which it is possible to make a financial statement.

SEPTEMBER, 1932—FEBRUARY, 1934.

Printing and Stationery	£21 18 6
Postages	3 0 0
Telephone	0 15 0
Sundries	3 19 3
	<hr/>
	£29 12 9
	<hr/>

Thus it may be seen that the total cost of the scheme, after two years of operation, has been £29 12s. 9d., all of which has been paid by the Liverpool Council of Social Service as a part of their work in developing schemes for the unemployed.

VI—THE FUTURE

The compilation of this report, and the necessary discussions with lecturers and others have made it possible to see the scheme as much more of a unit than was previously possible. Several important factors emerge very clearly. In the first place, it is quite apparent that the David Lewis Classes for Unemployed Men and Women have managed to occupy usefully the enforced leisure of those who have attended.

Secondly, the classes have lost a good deal of the appearance of an experiment, and have begun to seem like an institution. To stop them now would result in a real deprivation to students, a disappointment, perhaps, to some of the lecturers, and the abandonment of an interesting social experiment, for it is at least arguable that the David Lewis Classes have, probably by happy accident, met an educational need which was not being met by any other body.

The inconsequence and friendliness of the whole scheme, originally, perhaps, the chance of the moment, have come to be something like vital parts of it. They have been responsible for the sustained interest of a number of men and women of poorer classes who would not normally avail themselves of any of the recognised existing schemes for their education. Many of the lecturers, when directly asked, have doubted whether the students in their classes would be willing to continue in more formal classes, such as those provided by the W.E.A. or the Evening Institutes, although they might be adequately prepared educationally.

Some stress should also be laid on the fact that by means of this scheme some of the finest minds, in one at least of our Universities, have been brought into direct contact with those usually considered poorest educationally.

NEW LEISURE AND OLD LEARNING

While all this is true, it is nevertheless obvious that the scheme cannot continue quite as it has been doing. Certain re-arrangements of classes and division of students will have to be dealt with if the scheme is to continue in being, as will be obvious from the previous sections of this Report. But this is not a very difficult matter and need not be over emphasised. It is, perhaps, a little more serious to consider that the continuance of the scheme would mean that a number of very busy University Lecturers would be expected to give up their time voluntarily to this work, at obvious cost either to their other work or other leisure. As one of the most successful and willing lecturers remarked the other day, "The thing looks quite different when considered a life work from what it did when it was purely a temporary measure, undertaken to meet emergency conditions." Apart from the willingness of the people concerned to give their time and their ability to do so, all sorts of questions arise as to whether society is making the best use of them by allowing them to do so. But that question is a large one, and cannot be discussed here.

There is finally the question of equipment. It is possible in an emergency to get along with a few temporarily unused club rooms, to get one's writing paper from the sheets of examination books, and to beg, borrow, and almost steal text books from any available source; it is not possible to do these things when the emergency passes and the scheme becomes permanent.

Moreover, resources are already strained to the full, and no allowance is, or can be, made under present conditions for the expansion which would take place if the scheme were to be developed.

The matter may, perhaps, be summarised in this way:
The David Lewis Classes for Unemployed Men and Women

THE FUTURE

seem to have revealed a new kind of demand for education which is not being met by any organised body. It seems, moreover, to have stumbled upon certain successful ideas and methods in the manner of meeting this demand. It is now reaching the point at which the question is being asked whether the scheme is of sufficient value to be continued indefinitely, or whether it will have to be given up as an emergency scheme. These are questions which the writers of this report cannot pretend to answer. They would suggest, however, that it is possible to see that the experiment has revealed a new line of attack in adult education, as the W.E.A. did a quarter of a century ago. It is possible that this scheme may stand to the W.E.A. in something of the same relationship as the W.E.A. itself stood to the University Extension Classes at the beginning of this century. But neither the University Settlement nor the David Lewis Club can do much more than they have done at present. The publication of this Report may help to determine whether there is any possible future for the experiment or not.

WEEKLY TABLES—AUTUMN, 1932

SUBJECT	OCTOBER				NOVEMBER				DECEMBER				Average Attendance for Term
	—	—	24	31	7	14	21	28	5	12	—	—	
English	—	—	50	87	70	73	62	75	68	66	—	—	69
Heredity and Environment..	—	—	12	22	15	23	21	14	17	18	—	—	18
Shorthand	—	—	52	48	58	60	54	54	57	50	—	—	54
„	—	—	58	50	61	63	57	61	60	53	—	—	58
Russia	—	—	60	32	37	30	29	26	23	22	—	—	32
Spanish	—	—	80	90	91	95	86	92	106	118	—	—	95
Modern Germany	—	—	18	13	15	19	20	20	16	20	—	—	18
German	—	—	57	39	46	52	30?	40?	34	36	—	—	42
French.. .. .	—	—	60?	76	69	63	60	67	59	52	—	—	63
Popular Science	—	—	26	33	30	40	31	28	23	22	—	—	30
Chemistry	—	—	9	7	9	16	26	16	15	12	—	—	14
Engineering—Steam Turbines ..	—	—	52	34	33	33	27	36	36	34	—	—	35
Road Transport	—	—	11	16	21	19	11	13	6	9	—	—	13
History—6 English Statesmen ..	—	—	36	31	30	26	23	25	24	—	—	—	28
Rocks, Maps, etc.	—	—	—	—	3	5	—	7	3	4	—	—	4
Total Weekly Attendances	—	—	581	578	588	617	537	574	547	516	—	—	567

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APPENDIX

WEEKLY TABLES—SPRING, 1933

SUBJECT	JANUARY				FEBRUARY				MARCH				Average Attendance for Term
	9	16	23	30	6	13	20	27	6	13	20	27	
English	—	33	33	31	34	43	35	32	31	22	24	—	32
Heredity and Environment ..	16	18	18	23	17	—	16	19	18	20	16	17	18
Shorthand	48	58	53	53	37	58	55	50	53	57	47	40	51
„	48	56	50	51	40	52	49	44	49	34	44	37	46
Russia	35	28	33	18	10	10	10	13	17	11	14	12	18
Spanish	139	131	75	65	70	55	47	50	53	37	37	27	66
Industrial and Social Changes ..	18	15	10	7	11	12	8	11	7	4	—	—	10
German	30	29	28	28	32	24	25	19	20	16	19	11	23
French.. .. .	38	47	51	51	59	50	51	48	42	44	40	—	47
Popular Science	22	21	9	10	8	18	9	15	15	11	8	6	13
Chemistry	19	14	12	—	7	—	—	—	—	—	—	—	13
Engineering	16	14	15	25	27	28	20	14	11	21	16	—	20
Rocks	4	3	3	4	2	—	—	—	—	—	—	—	3
Russian	18	17	15	18	14	12	10	11	11	14	10	9	13
Book-keeping	—	47	42	39	25	30	35	25	28	25	21	18	30
Social Ideals	—	—	13	12	13	11	15	10	—	5	—	—	11
Central Europe	—	—	—	9	16	21	22	21	22	19	—	—	18
Esperanto	—	—	—	36	35	39	31	33	30	25	23	17	30
Mathematics	—	—	—	—	13	11	9	11	8	8	7	9	9
Social Psychology	24	27	19	19	24	23	9	11	16	12	11	7	17
Law and the Man in the Street ..	—	—	—	—	—	—	18	24	22	12	—	—	19
Total Weekly Attendances	475	558	479	499	494	497	474	461	453	397	337	210	444

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APPENDIX

WEEKLY TABLES—SUMMER, 1933

SUBJECT	APRIL			MAY					JUNE				Average Attendance for Term
	—	—	27	1	8	15	22	29	5	12	—	—	
Heredity and Environment..	—	—	—	22	25	23	26	23	—	19	—	—	23
Shorthand	—	—	34	44	46	40	40	34	—	26	—	—	38
"	—	—	31	35	38	32	26	24	—	28	—	—	30
Russia	—	—	—	15	16	11	11	14	—	14	—	—	13
Spanish	—	—	—	26	25	23	14	20	16	14	—	—	20
German	—	—	23	19	16	14	13	13	—	11	—	—	16
French.. .. .	—	—	31	36	26	22	21	16	14	17	—	—	23
Popular Science	—	—	9	11	9	9	6	6	—	—	—	—	8
Russian Language	—	—	10	7	9	7	7	6	5	5	—	—	7
Social Psychology	—	—	7	12	11	9	12	6	—	—	—	—	10
Law and the Man in the Street ..	—	—	6	8	6	5	—	—	—	—	—	—	6
Total Weekly Attendance	—	—	151	235	227	195	176	162	35	134	—	—	164

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APPENDIX

WEEKLY TABLES—AUTUMN, 1933

SUBJECT	SEPTEMBER		OCTOBER					NOVEMBER				DECEMBER			Average Attendance for Term
	19	26	2	9	16	23	30	6	13	20	27	4	11	18	
Shorthand	25	22	27	21	26	29	25	27	24	19	16	19	16	—	23
"	23	21	26	23	24	24	27	23	23	20	17	18	15	—	22
Heredity & Environ.	—	—	—	23	26	24	24	23	18	23	23	17	20	15	22
English	—	—	—	—	21	17	16	13	14	14	14	10	12	4	14
Esperanto	—	—	—	12	18	13	10	5	7	4	7	7	8	—	9
"	—	—	—	12	12	15	7	10	5	8	3	5	—	—	8
German (Elem.)	—	—	—	41	51	45	31	31	29	38	28	28	22	19	33
Problems of To-day..	—	—	—	30	27	25	25	28	20	22	21	20	23	—	24
Book-keeping	—	—	—	17	24	31	25	24	23	20	15	15	12	—	21
Wireless Science	—	—	—	18	20	17	18	22	20	20	22	18	18	—	19
Problems of Modern	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Germany	—	—	—	13	9	7	4	—	8	—	—	—	—	—	8
Spanish	—	—	—	41	49	54	55	53	50	50	45	44	48	—	49
Engineering	—	—	—	19	29	35	29	25	19	21	19	23	20	—	24
Appreciation of Eng.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Literature	—	—	—	—	8	11	14	18	10	14	13	14	15	—	13
French—Advanced	—	—	—	44	27	26	27	26	22	24	22	21	15	—	25
Beginners	—	—	—	—	25	21	27	22	19	21	22	20	20	17	20
Popular Science	—	—	—	10	8	14	8	6	5	4	—	—	—	—	8
German—Advanced	—	—	—	15	17	14	11	13	11	11	9	9	—	—	12
Musical Appreciation	—	—	—	—	18	17	16	16	16	17	15	14	—	—	16
Drama	—	—	—	27	24	—	24	18	18	15	22	16	—	—	21
Practical Biology	—	—	—	—	11	15	14	11	12	10	10	10	8	—	11
German—Beginners	—	—	—	—	—	—	9	11	10	—	—	—	—	—	10
Play-Reading	—	—	—	—	—	—	—	6	6	9	8	7	—	—	7
First Aid	—	—	—	—	—	—	39	40	37	34	28	—	15	16	30
Total Weekly Attend.	48	43	53	366	474	454	485	471	436	418	379	335	287	71	308

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APPENDIX

WEEKLY TABLES—SPRING, 1934

SUBJECT	JANUARY				FEBRUARY				MARCH				Average Attendance for Term	
	—	8	15	22	29	5	12	19	26	5	12	19		26
Shorthand	—	20	23	26	25	25	23	23	26	22	20	20	16	22
”	—	21	19	22	25	23	21	23	24	23	13	18	—	21
Heredity and Environment..	—	19	12	25	25	20	17	22	23	18	22	10	10	19
English	—	—	5	9	8	7	6	9	8	7	5	—	—	7
Esperanto	—	—	—	9	16	13	14	11	13	10	12	12	8	12
German—Beginners	—	—	25	25	33	36	30	33	27	30	28	21	—	29
Problems of To-day	—	—	12	16	13	12	18	18	23	14	26	9	—	16
Book-keeping	—	5	5	5	7	8	8	—	—	5	6	5	4	6
”	—	6	13	11	12	12	14	—	—	8	8	—	7	10
Wireless	—	—	13	13	16	18	16	17	17	10	7	10	—	14
Spanish	—	—	36	34	38	37	41	35	39	31	33	30	—	35
Engineering	—	—	11	12	19	13	13	13	15	19	11	11	—	14
Appreciation of Eng. Literature	—	—	7	8	7	7	8	7	8	8	9	11	—	8
French—Advanced	—	10	14	16	22	22	30	20	23	11	20	16	—	19
Beginners—1	—	13	13	14	14	14	13	13	13	13	12	11	—	13
2	—	19	10	12	20	11	16	18	18	17	18	17	—	16
German—Advanced	—	6	7	8	9	7	8	7	7	8	7	8	—	7
Musical Appreciation	—	10	7	13	9	17	19	12	15	18	14	—	—	13
Drama	—	14	18	16	—	15	24	22	17	21	20	14	—	18
Biology	—	13	11	—	12	12	13	13	13	10	10	9	—	12
Play-Reading	—	—	5	8	8	8	6	11	8	8	8	8	—	8
First Aid	16	24	21	20	Course finished				—	—	—	—	—	20
English Reformers	—	5	7	9	9	8	8	7	—	—	—	—	—	8
Mathematics	—	—	16	17	11	10	11	6	7	—	11	—	—	11
English Novel	—	—	4	5	5	4	5	4	6	5	7	7	—	5
British Empire in Africa ..	—	—	7	7	5	—	—	—	—	—	—	—	—	6
Total Weekly Attendances ..	16	185	321	358	368	359	382	348	350	311	327	247	45	278

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APPENDIX

