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The N.U.W.T. Pamphlet
on Re-organisation.



**“Back to the
Hadow Report.”**

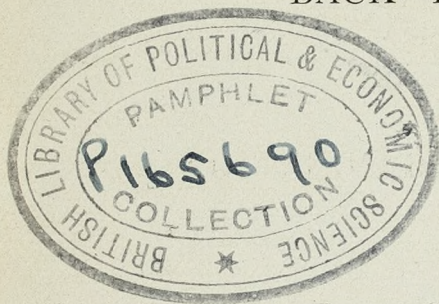
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THE N.U.W.T. PAMPHLET ON
RE-ORGANISATION.

“Back to the Hadow Report.”

Published by
The National Union of Women Teachers,
39 Gordon Square, London, W.C.1.

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CHAPTER I.

THE HADOW REPORT AND REORGANISATION.

What is it?

The Hadow Report is the Report of the Consultative Committee of the Board of Education on the Education of the Adolescent. Sir Robert Blair has said that the Report is “rather long for the layman and rather short for the expert,” and it is with the object of helping the layman who has often to share the duties of the administrator that this pamphlet has been prepared. It should be borne in mind that the problem of adolescent education is one which is engaging the attention of educationists in all those countries which have had popular education long enough for the system to have borne fruit, and that the solution here proposed is only a part of the international solution.

What does the Report set out to do?

This is the first serious attempt to evolve order out of the chaotic condition which has resulted from the gradual development of popular education in this country. It seeks to abolish what might be called the “caste” system and to substitute for that an “end-on” system which gives primary education to all children to the age of 11+, and post-primary education of varying types to all children above that age. The variety in type will be determined by the natural ability of the child and by the length of time that the child may be expected to remain at school.

How does it set out to do this?

The outstanding feature of the Report is the establishment of a universal break at the age of 11+. Previously this break has been made only by such children as are

definitely to remain at school till the age of 16 or 18, or by those who have been selected by examination as fit for a more advanced course of study.

The proposal to make a break at 11+ for *all* children is based upon psychological reasons. This is the age at which the child enters upon the early years of adolescence. The childish approach to life is giving place to new ideals and aspirations and it is important that the organisation of the school should give opportunity for the development and exercise of the new powers. Educationally, the child has by this age acquired facility in the use of the tools of knowledge; the new stage upon which he enters will provide opportunities for using those tools in the way best suited to the needs and capacities of the individual. If this second stage is passed in the school where the early years have been spent, it should still be marked by a definitely new beginning. If it involves removal to another school under other conditions, the stimulus of the change and the novelty of the environment will prove an incentive to a new kind of effort.

In any case the period from 11+ to the leaving age should be treated as a single unit. It is obvious that the amount which can be attempted in that time will be dependent upon the leaving age. A leaving age of 14+ will give a unit of three years, a leaving age of 15+ a unit of four years, and so on. The amount which can be attempted in each subject in that time will be decided upon and then divided into appropriate sections for each year or other period. It is for this reason that the question of raising the leaving age becomes an integral part of the proposals. A leaving age of 15+ will not merely add one year to the life of the child; it will determine the nature and quality of the work which can be attempted during the whole post-primary course.

At what does it really aim?

The Report really aims at giving to all children some of the educational advantages which in the past have been reserved for the few. It recognises that fundamentally the needs of life are the same for all, and that educa-

tion, to fulfil its purpose, must recognise its two-fold function: (a) the preparation for life, (b) the preparation for a livelihood. The first end is realised in the provision of a generous cultural course in which all the faculties have opportunity for full and free development. To obtain this, the school must have a staff of well-qualified and enthusiastic teachers, classes must be small enough to make individual contact between teacher and scholar possible and there must be a generous provision of equipment. Post-primary education in the past has been predominantly academic, with the result that ability in practical subjects has never been fully recognised and the work of the hand has become subservient to the work of the mind. It is proposed that, in the new post-primary schools, opportunity shall be provided for various forms of practical work so that ability of this type shall be fully developed.

During the last year of school life it is suggested that a vocational bias shall be given to the work and that emphasis shall be placed upon those subjects which will be of special use in the future life of the child. This is intended in no sense to be an attempt to differentiate between children at this age, but merely an attempt to bridge the gap which so often separates the life of school from the life of industry and provides that "carry over" of interest which gives an objective to the one and a wider vision to the other.

What new types of school will be needed?

At the present time a selective examination is held by most Authorities for children at the age of 11+ for the purpose of finding which pupils are likely to profit by a prolonged course at a Secondary School and which by a course at a Central School, the rest remaining at the Elementary School. The new proposals involve an extension of this system, selecting first those who shall take a Secondary School Course to the age of 16 or 18, next those who shall take a course at the Selective Modern School till the age of 15, and leaving the remainder for a course at the Non-Selective Modern School till the age of 14+ or longer as the leaving age is raised.

This arrangement will give four types of post-primary school :—

1. The Secondary or Grammar School which will be mainly literary or scientific in its outlook.
2. The Selective Modern School which will be mainly realistic or practical in its outlook.
3. The Non-Selective Modern School which will provide as liberal a cultural course as possible with adequate direction of the practical abilities that life is likely to demand.
4. Senior Classes, Central Departments and Higher Tops—all names denoting a special arrangement by which children of this age may be separately organised for the post-primary course.

The Report lays emphasis upon the fact that all these schools should be regarded as "Secondary" and as of equal value in the educational scheme. While schools of the first type will be able to provide opportunities of development for the child of many talents, those of the latter types will provide as fully for the development of the child with one talent.

The Non-Selective Modern School is a type which offers a new challenge to the teachers of this country. Responsible people everywhere have shown how essential it is that such schools shall be left free to develop their own characteristics and to fit themselves to the special needs of the children. Too often the child of *one* talent has passed out of school as the person of *no* talent because there has been neither time nor opportunity to discover what was hidden. This new proposal is a direct call to the initiative and devotion of teachers and, to a large extent, the future success of democratic education depends upon the response which is made to it.

How will these Schools be related to each other?

It is not the intention of the Report that these schools shall remain in water-tight compartments, or that any one of them shall become an educational blind alley. This aspect of the suggested organisation is emphasised in Circular 1397 of the Board of Education thus :—

"A pupil in a Senior, Central or Modern School who wishes to prepare for the University should normally be offered opportunities for transfer to a Secondary School of the existing type whose distinctive function it is to undertake this kind of preparation. When, however, a pupil cannot be so transferred, there is nothing in the general scheme of organisation contemplated by the Hadow Report, nor is there anything in the existing law which would preclude a school of the new type from preparing him for matriculation."

This arrangement will make it possible for the child who, by reason of any circumstance, missed the opportunity of transfer to a recognised Secondary School at the age of 11+, to proceed to such a school at a later stage if the development makes such a change advisable. Thus the present narrow highway from the Elementary School to the University will be broadened.

What will be the place of the Junior School?

Arising from this new method of organisation we shall have a school which has not been very common in our English system, the school for children from the age of 7+ to 11+. This Junior School will concentrate upon the years during which the child learns most rapidly and acquires control in the use of those tools of knowledge with which he will afterwards build his future structure. Such schools will have unique opportunities and will develop a tradition of their own which will make them in the future the place of primary education for *all* the children in this country.

How shall the new Schools be organised?

The Report expressly states that where possible Junior and Senior Schools shall be established with separate departments for boys and girls. Especially is this so in Senior Departments where, during the years of early adolescence, it is important that girls should be directly under the care of a Head Mistress and boys under a Head Master.

In some areas, the suggested classification will necessitate new buildings, while in other areas, an effective arrangement will be made by grouping schools in pairs, retaining the separate Infants' Department in each and using the two upper departments of one building as Junior Boys' and Junior Girls' Departments, and the two upper departments of the other building as Senior Boys' and Senior Girls' Departments.

The advantages of such a separate classification of Senior Departments is obvious, for it is only by grouping senior scholars in fairly large numbers that an effective organisation can be secured and a sufficient number of groups formed to meet the varying needs of the children. The cultivation of a keen and vigorous spirit is most possible when the community is large enough to develop a real communal life.

What conditions are essential to success?

Changes of name or of age range will be of little use unless certain conditions are recognised as absolutely essential. The Report insists that if Modern Schools are to rank as Secondary Schools—different in kind though not in degree—they must be organised under conditions approximating to those in Secondary Schools of the usual type. Classes must be small (Circular 1395 has since fixed the maximum at 40). The teachers must be those who by training and by experience have acquired a specialised knowledge of teaching certain subjects and of the needs of the adolescent. The equipment of the school should be generous in respect of books and apparatus. Each school should have a room especially fitted for practical work, and playing-fields should be available for the use of the pupils.

How are these conditions to be obtained?

One of the most far-reaching proposals of the Hadow Report is that which suggests an administrative change which will place all schools for children from the age of 11+ under the administrative regulations governing Secondary Schools, and under the direct care of the

Authority responsible for Secondary Education in the area.

The barriers which have existed between Elementary, Secondary and Technical education in the past have had the effect of separating the different types of schools and of segregating the teachers in a way that has prevented the growth of a spirit of co-operation and has hindered the development of a really national system. Unfortunately, this aspect of the whole question was outside the terms of reference and therefore could not be fully investigated. It is obvious to those familiar with the inner life of our system that such a reform is essential if the spirit of this Report is to animate our schools.

CHAPTER II.

THE NEW PROSPECT IN EDUCATION.

Following upon the publication of the Hadow Report, there was an eager anticipation of the document which should declare the attitude of the Government to its proposals. This attitude was defined in the pamphlet "The New Prospect in Education," published in 1928. To all who really cared, this was a profoundly disappointing document, for although it made certain suggestions respecting post-primary education, it regarded this as an extension of the elementary system and, indeed, attempted to establish a new type of "intermediate" school known as the Central School as a recognised feature of our system.

No one who is familiar with the Central Schools can deny the value of the work they have done, but they have no real status and vary considerably in the type of pupil they receive. If the provision of Secondary School accommodation in the area is generous, then the pupil of lesser ability proceeds to the Central School; if it is insufficient, then pupils who should properly be placed in a Secondary School are passed on to the Central School and in consequence are prevented from taking the recognised examinations for pupils of this type.

There is no place in our educational system for the Selective Central School as a separate unit. All pupils of the Secondary School type should pass on to the recognised Secondary Schools which have either a literary or a scientific bias. All other pupils should be passed on to the appropriate type of Senior School, and all schools should be under similar administrative regulations.

It is much to be hoped that the new Government will interpret the findings of the Hadow Report in a far more generous spirit than that shown in the New Prospect, and as a result we shall have a truly democratic system of post-primary schools.

The supposition of the New Prospect that the Selective Central School is necessary in order to provide for the needs of those who will remain for a four-year course falls to the ground if it is recognised that the proper length of the course for all post-primary pupils should be four years, and that the school-leaving age should be 15+.

It is significant that the revolutionary proposals of the Hadow Report regarding the administrative status, the standard of staffing and equipment, and the provision of playing-fields for all Post-Primary Schools are ignored and that it is taken for granted that a mere re-grouping of schools and pupils will alone effect the desired improvement.

CHAPTER III.

DANGEROUS TENDENCIES

IN EXISTING SCHEMES OF REORGANISATION.

The replies to a questionnaire circulated to branch secretaries in urban and rural districts reveal the fact that in very few instances is a complete and comprehensive scheme of reorganisation in operation. Some Authorities have, up to the present, given the matter little consideration; some hesitate to take action for financial or other reasons; some have a complete scheme on paper but are proceeding to apply the scheme district by district, either through caution or through inadequacy of the existing school buildings.

Even in those districts where all the schools have been absorbed into the local scheme, some considerable time must elapse before it is practicable to collect reliable evidence as to the expected benefits and possible defects of any specific scheme, and it would be manifestly unfair to prejudge on insufficient evidence the final development of any application of this educational experiment.

Nevertheless, it is essential to point out certain regrettable tendencies which characterise several of the schemes outlined in the answers to our questionnaire. The Hadow Report, the recommendations of which should form the basis of all reorganisation, pronounced emphatically in favour of separate departments for Senior Girls and Senior Boys. This pronouncement appears to be ignored in many cases with no justification on educational grounds. Equally serious is the marked increase in the number of Infants' Schools which are to be absorbed either in Junior Mixed, Girls' or Mixed Schools, yet all progressive educationists are agreed as to the tremendous advance that has been made in the teaching of Infants during the last ten or fifteen years; they are equally agreed that if

this advance is to continue, the Infants' Departments must exist as a separate entity. If the merging of an Infants' Department with another Department is to be regarded as a most serious hindrance to educational progress, the position which arises when an Infants' Department is combined with another department under a Head Master can only be described as disastrous, for the simple reason that no man ever receives any training which fits him to supervise the education of infant children, whereas large numbers of women spend years in acquiring the special knowledge and technique required in the modern Infants' Schools. It is to be hoped that as more of the Education Authorities embark on reorganisation of their schools, it will be remembered that the Hadow Report recognises that in present conditions separate Departments for Senior Boys and Senior Girls are educationally sound, and that separate Infants' Departments under qualified women Head Teachers are a vital necessity to any educational advance.

A glaring example of short-sighted policy on the part of those responsible for the application of the scheme in some areas, is the unjust treatment meted out to some of the best women teachers, who have been sacrificed, not in the interests of the children, but for the sake of false economy.

There are cases where a woman who has served well for years as the Head Mistress of a successful girls' department has been compelled, when reorganisation came, to serve in the same school, amongst the same children, under a Head Master.

In other cases, enthusiastic Head Mistresses of infants' schools who have worked successfully for years on modern lines, have seen their work brought to nought as their schools passed into the hands of men who have no training nor qualifications for teaching, or supervising the teaching of infants.

It is true that under the Burnham Agreement, Local Education Authorities are allowed to pay these displaced Head Mistresses a Head Teacher's salary for a period of three years, but this does not compensate for loss of status, and so intolerable has this indignity been to more

than one woman, that they resigned before they could draw their pension rather than continue to work under such conditions.

This treatment of true and faithful servants is not only unworthy of the authorities concerned, but is evidence of a wasteful and short-sighted policy, which will react very unfavourably on the future recruitment of the profession. Diminishing hopes of promotion and increasing fears for security of tenure will ultimately impair the quality and reduce the number of women willing to enter the profession.

In the meantime a rising feeling of injustice amongst women teachers is not in the best interests of the children or the rate-payers.

CHAPTER IV.

SUGGESTIONS ON THE ORGANISATION AND CURRICULUM OF JUNIOR SCHOOLS.

I. The Importance and Status of the Junior School.

Of all the changes made by schemes of reorganisation the one which presents the newest features is the establishment of the Junior School for children from the age of 7+ to 11+. In the Boys' and Girls' Departments the outstanding characteristics of this age period have been rather submerged by the needs and claims of the scholars in the senior classes. The establishment of the Junior School as a separate educational unit should provide opportunities for experiment and development which will have a far-reaching effect upon the work of this age and upon the future of Post-Primary Schools.

Because of their intermediate position there will be some aspects in which they resemble the Infants' School, and others in which they resemble the Senior School, and the skill with which the transition from the one to the other is made will be the measure of success. Educational isolation will be fatal and, while the school must be free to develop its individual characteristics, its outlook must, to an extent, be conditioned by what has gone before and what is to come after.

It is essential that the status of the Junior School shall be in no way inferior to that of the Senior School and that the teachers engaged in them shall have opportunities for transfer to either Infants' or Senior Departments.

II. The Psychological Characteristics of this Age Period with the Consequent Educational Need.

Generalisation about children at any period is recognisedly difficult : there is considerable individual variation,

no two children at any age being alike; and the development with advancing years is a very gradual process. There is, for instance, very little difference between the child of six and the child of seven, and correspondingly little difference between the child of eleven and the child of twelve, but the difference between the child of six and the child of twelve is great. What development naturally takes place between these ages, and how it can be aided, seems to be the problem of those who attempt to plan for the education of children between the ages of seven and eleven years.

MATTER-OF-FACTNESS.

The most outstanding feature of the "middle years" is *matter-of-factness*: the Junior School pupil seems a very practical little person when compared with either the highly imaginative infant accepting without question, and with obvious enjoyment, the cow which jumped over the moon, and the dish which ran away with the spoon; or with the dreamy adolescent delighting in poetry, in the newly-discovered wonders of nature, and in the mysteries of religion. The children of the Infants' School love the world of elves and fairies and often people the world of fact with these inhabitants of the world of imagination, but later they ask of a story: "Is it true?"

PLAY.

The results of the scientific study of the instinctive tendency to *play* in children, have given precision to our ideas of these stages in development. Some investigators recognise three periods:—

- i. 0—7 years: the period of individualistic play.
- ii. 7—12 years: the period of imitative and emulative play.
- iii. 12—17 years: the period of social and co-operative games.

Dr. M. J. Reaney, in "The Psychology of the Organised Group Game," suggests that there are four periods, and arrives at them by dividing (ii.) above as follows:—

- 7—9 years; period for dramatic play, and for combative play.

9—12 years: period for simple competitive games—games of skill.

OTHER INSTINCTS.

The instinctive tendencies to play and to imitate seem to reinforce each other after the age of seven, which probably accounts for the great satisfaction to be derived from *dramatic work*. But those are not the only instincts the promptings of which are strong in Junior School years; curiosity, constructiveness, acquisition, and self-assertion, with its opposite self-submission, must not be over-looked, and provision must be made for their satisfaction. An atmosphere of intellectual adventure should prevail in school and the worthwhileness of the work should be apparent. Use, for the purpose of discovery, should be made of books and of specimens and apparatus. Collections should be made, not only for the individual but for the community. In addition to the customary simple forms of construction, there should be others more elaborate, e.g., settings and costumes for plays, the planning and cultivation of the school garden, and other forms which occasion demands or opportunity offers, with a view to giving facilities for co-operation and realisation of the time and effort spent before certain results (not necessarily obviously elaborate) are achieved.

It should be noted that the gregarious instinct makes pleasant this co-operative work, which encourages the development of higher forms of sociability.

MEMORY.

Junior School children are good at, and like, memory work: different subjects have their different vocabularies and their appropriate styles, and the children love to acquire these. Full use should be made of this characteristic by seeing that passages from sacred and secular writings are committed to memory, as well as arithmetical tables and other lists which may seem desirable.

FOREIGN LANGUAGE.

The question of teaching a foreign language in an Elementary School may be mentioned here. This age,

when children memorise easily and are pleased to learn new words, is surely the time to begin the study of another language. If the method of teaching were practical, *i.e.*, through songs, games, conversation and plays, the work would be thoroughly enjoyed and a good beginning made by children at a time when they are unhandicapped by shyness. The work should be in the hands of a teacher who is fully qualified to teach the subject.

DEVELOPMENT OF CHARACTER.

The whole of this age period is one of tremendous development of the instinctive tendencies and, for the normal child, one of abounding health and vitality. The life of the school should allow for full and complete expression of all those impulses and the whole environment should provide the material from which the child will extract the ideal by which these tendencies will be harmonised and directed to a purposeful and useful end.

III. The Relation between the Junior School and the Contributory Infants' School.

CONTINUITY.

The main function of the Junior School being to give the child control of the tools of knowledge, it is important that the method of acquiring the use of those tools shall be intimately related to the method by which the pupil is first introduced to them in the Infants' School. For this reason there should be continuity of the main principles in the methods adopted. This can only be secured by a very close co-operation between the teachers in the schools so related.

TRANSFER.

The number of times during the year when transfers should take place is often a question of accommodation; and, although it may be an administrative economy to transfer pupils once a term, it must be remembered that frequent disturbances are a hindrance to sound and steady development. There is a strong expression of opinion that a yearly transfer is best for the orderly development of the school.

IV. The Relation between the Junior Schools and the Post-Primary Schools to which they are Contributory.

THE SCHOOL A MEMBER OF A GROUP.

The relationship between the Junior Schools and the Post-Primary Schools to which pupils are drafted will depend very largely upon administrative regulations of Local Education Authorities and the facilities afforded by them. The school can no longer be regarded as a self-contained community, responsible for the whole school life of the pupil. It is now one of an interdependent group, and responsible for a specific stage of educational development. It is essential that there should not be a sharp division between the stages, but that primary education should lead on to post-primary education.

INTERCOURSE BETWEEN THE STAFFS OF RELATED SCHOOLS.

It would appear that new methods of organisation will demand a closer co-operation between related schools, and that the need for this will be recognised officially by giving time and opportunity for conference between the whole of the staffs of the schools in each group. It is essential that the work and the aims of the one type of school should be understood by the teachers in the other, and more especially that teachers in Post-Primary Schools should be well-informed as to the conditions under which large numbers of their pupils worked before promotion occurred.

An illustration of the way in which such a connection may be established is provided by a certain Junior School which is one of a number selected for psychological tests in attainment. A psychograph is kept for each child showing mental age, yearly progress and personal history. At the age of transfer this psychograph is passed on to the Post-Primary School, and visits are exchanged by the Head Teachers of the schools concerned.

V. The Objective of the Curriculum.

The normal child will leave the Infants' School having overcome the early difficulties of reading, having acquired

some familiarity with number and having received sense training in all directions.

It will be the function of the Junior School to continue and to stabilise this activity. Having learnt of the existence of the tools of knowledge and realised their use the child will, during this stage, become thoroughly familiar with them and acquire the capacity to direct them to any desired purpose. Mastery of the tools is the surest foundation upon which any future structure can be built.

While direct sense training will be discontinued, the development and control of sense activity will become an essential part of the daily routine, and in every direction the senses will become more finely discriminating.

In the realm of wider culture there is little need in the Junior School to systematise knowledge and still less to departmentalise it under the names of separate subjects; it is much more important that the child should be fascinated by the unity of creation and marvel at its many manifestations. Towards the end of the course the child will realise the need for ordered arrangement of thought and language and will be glad to learn how such order is secured.

VI. The Scope of the Curriculum.

THE IMPORTANCE OF ENGLISH.

The primary function of the Junior School is to give the children facility in the use of the language which is to be the chief vehicle of expression and the main avenue through which mental enrichment will be obtained. This implies learning to speak, to read and to write.

SPEECH-TRAINING.

The correct use of the speech organs, and some phonetic training and oral composition, should form part of the daily practice. The children should be encouraged to talk freely about all they do, see, and hear. Dramatic work of all kinds should be encouraged.

READING.

In the Infants' School the children should have overcome the main mechanical difficulties of learning to read. In the Junior School ease and fluency may be fostered by a generous provision of easily-graded books and of opportunities for individual reading.

Much attention should be devoted at this stage to definite training in the comprehension of matter read silently. This, in the later stage, will be the chief means by which knowledge is acquired, and it is important that such reading should be intelligently directed.

Literary appreciation is acquired by direct and by indirect means. Well-chosen books and poems will be eagerly read. The Junior School teacher should cultivate the art of the story teller and should, by her own powers of narrating the old stories of all nations, lay the foundations of a sound literary sense.

WRITING.

This is the period for overcoming the mechanical difficulties of writing and for acquiring a legible and easy style. The transition from script to a form of cursive writing should be made before the Junior School is left.

COMPOSITION.

Written composition will increase in quality and quantity during the course and, by the end, the pupils should be able to express, without undue difficulty, or too many mechanical faults, thoughts suitable to their age and development.

DRAMATIC WORK.

The play instinct of this age and the constant need for self-expression can be satisfied by frequent opportunities for dramatisation. Incidents from stories, poems, history and geography provide a vast store upon which the child can draw. This form of language training is capable of development in many directions and can be related to various forms of constructive handwork.

GRAMMAR.

If the Senior School course is to include at least one language other than English the children should have learnt the elements of English grammar before leaving the Junior School. Such a course should include the structure of a sentence, the parts of a sentence, the power to recognise the parts of speech by their use, and punctuation.

It is intended that this course shall be the maximum and not the minimum requirement for the Junior School child. There will be certain children who will probably gain very little from any study of formal grammar.

LITERATURE.

The aim should be to feed the imagination with plenty of stories and poetry. The teacher should be a good reader and a good story teller, and by the exercise of these powers should weave a charm into all literary work. Many books are much enjoyed when read by the teacher while the children follow the text.

It is much more important that a right feeling toward literature should be encouraged than that the literary content should be increased, although in the pursuit of the first aim, the second must necessarily be accomplished.

ARITHMETIC.

In the Junior School, the emphasis should be placed upon the mechanical difficulty of learning the four rules in simple numbers, in compound rules, and in simple vulgar and decimal fractions. The children should have training in rapid mental calculation, in the use of short methods and in appreciation of the properties of number. Tables should be well memorised.

Examples should deal with concrete quantities and should not make too great a demand upon the power to think in the abstract. Practical work should be a feature of this stage especially for backward children who find it difficult to visualise numbers and processes.

In a large school parallel classes for each age group will provide good opportunities for grading children in

arithmetic; in smaller schools special classification for this subject will be possible and will enable children to progress at their own rate.

ART.

Joy in activity is particularly characteristic of the Junior School age and the desire for this kind of self-expression can be satisfied in the school by the inclusion in the curriculum of drawing, modelling and constructive handwork.

DRAWING.

Drawing, expression in line and colour, should include pencil, pastel and brush work, suitable to the age and capacity of the children.

MODELLING.

Modelling, expression in form, will include modelling in plasticene, water clay and other suitable plastic substances.

HANDWORK.

The importance attached to practical work in the curriculum of the Senior School raises the handwork of the Junior School from the position of an occasional subject used in correlation with other subjects to that of a subject with a long future which must be developed in an orderly and systematic manner.

While there will still be room for occasional treatment, it appears that the line of future development for the Junior School must consist of training in the technique required for the initial stages of crafts which will be developed later in the Senior School. Such crafts could include Needlecraft, Raffia-work, Weaving, Leatherwork, Embroidery, Basketry, and Bookbinding.

The training of teachers for this work would probably necessitate the provision of special courses both for teachers at present in training and for others requiring supplementary courses.

HISTORY.

Any real study of history demands a stage of mental development which is not reached until after the age of

eleven+. As in literature, it is much more important to secure the right attitude towards the subject than to teach facts. The child's interest in a *living* past should be aroused by story, description, dramatisation, and handwork. The conditions of life in the past can be studied by definite comparison with the child's own life. Historical terms can be made real by reference to pictures, by the use of illustrations, by visits and by handwork. Such terms as baron, knight, squire, manor, castle, monk, monastery, cathedral, &c., will then have a definite meaning when they appear in historical connection.

Some attempt can also be made to develop a time sense by the use of a Time Chart or Line of Time on which are entered the names of people of all times and all nations whose lives provide material for stories which will appeal to the child's dramatic sense.

GEOGRAPHY.

Detailed study is unnecessary apart from the study of small areas quite familiar to the children, e.g., their own class-room, the school, the immediate surroundings of the school, their home district and their home county.

The main object is to create a human interest in the world as a whole, first of all by illustrated talks upon the children of other lands, upon the homes of peoples in other lands, upon the work of people in other lands, and later by a broad survey of the great natural regions of the world.

Simple natural phenomena should be directly observed and the cause and effect of each discovered and recorded.

The meaning of a plan and a map should be learnt; the children should be able to read the main features of a contour map and, by means of map games, should learn to recognise the position of the chief land and water masses of the world and trace their relation to one another.

In short, the aim of this period should be to acquire a geographical vocabulary, collect and fix geographical data which can afterwards be applied to the detailed study of any given area, to visualise the world as a whole and to understand the position of their own country in that whole.

NATURE STUDY.

This subject is one of great importance in the Junior School, and should form the child's first introduction to natural science. It should be directed to awakening a keen interest in the pageant of life as it presents itself from month to month.

The extent and nature of the work undertaken will depend largely upon the natural environment of the school. In rural areas the phenomena can be directly observed in their natural setting. In town schools visits to local parks and museums will provide similar, though less satisfactory opportunities, and the cultivation of the school garden and care of the school aquarium will supply a few of the natural conditions which would otherwise be lacking.

The scientific classification of nature knowledge is of less importance in the Junior School than the cultivation of an attitude of inquiry, of keen and intelligent observation and of wonder and reverence.

The course should include a study of bird, animal and plant life throughout the seasons with the adaptation to the varying circumstances which changing seasons bring. Natural phenomena should be observed and the observations classified in the construction of Nature Calendars and other records.

PHYSICAL TRAINING.

There is probably no time at which a child is more physically fit than between the ages of seven and eleven+. The minor ailments of childhood are past, the strain of early adolescence has not yet commenced, and the body appears to conserve energy at a remarkable rate. This superabundance of physical energy in the normal child needs direction into the right channels. Formal exercises have a place and make an appeal, rhythmic movement satisfies the child's love of rhythm, the simpler folk dances are a natural expression of joyous movement but probably the greatest benefit comes from free games played for the good of one's side in which the young individualist gradually discovers the joy of belonging to a team.

There should be daily periods devoted to physical work, two short periods in the day being of greater benefit than one longer period.

The arrangements of the classroom should make a certain amount of free movement possible during lesson time, and small tables and chairs graduated to the size of the child will make for comfort and good physique.

Direct health lessons are of little value at this stage, but it is important that the habits of cleanliness begun in the Infants' School and receiving attention there as part of the day's routine, should now be carried on independently and become a part of the child's normal practice.

All physical work should be conducted in the open air as far as possible, and cases needing remedial exercises should receive skilled attention.

MUSIC.

Music in the Junior School will have two main aspects, the cultivation of the power of musical appreciation and training in self-expression by means of song.

It is important that the teacher of singing should be a musician. She should be able to develop a sense of appreciation by playing music in accord with the mood of the moment or to induce a desired mood. The use of rhythmical exercises will develop a sense of rhythm, and gramophone records will provide opportunity for practice in distinguishing the various instruments in an orchestra.

The joy of doing finds expression in class singing, and during this period a rich store of national songs, folk songs and other tuneful songs may be learnt and the ability to read a simple tune in both notations be acquired.

VII. Methods of Teaching in Junior Schools.

TEACHING METHODS.

While each school will, of course, be left free to adopt its own teaching methods, there is a general expression of opinion that the Junior School is the place where individual and class teaching methods may be carried on side by side.

Reading and arithmetic are obviously subjects where individual methods will predominate, but in most of the other subjects interest and keenness will be best developed when the class is working as a group.

SPECIALISATION.

The question of specialisation by the staff is open to discussion. It would appear that in the Junior School the personal relation between teacher and scholar is so important that the child is best taught most of the time by the same person. The realisation of the unity of knowledge is best established, too, under these circumstances. It would appear that specialisation for the Junior School will consist in special psychological knowledge of the needs of this age group with its resultant special technique. There are, however, obvious advantages to be gained by the addition to the staff of a teacher with special ability for teaching such subjects as Music and Art.

PARALLEL COURSES.

The size of the school will determine the possibility of providing parallel courses for each age. We are of opinion that when parallel classes are formed the difference between them should be merely one in rate of progress and not in the objective of the course.

SIZE OF CLASSES.

The classes in a Junior School should not be larger than those in a Senior School. They should certainly not exceed forty children on roll.

CHAPTER V.

SUGGESTIONS ON THE ORGANISATION AND CURRICULUM OF SENIOR SCHOOLS.

I. The Objective of the Senior School.

If by careful selection it is possible to withdraw at the age of 11+ all the children who are capable of profiting by a full course at a Secondary School of the recognised type, and if the provision of this type of school is sufficient to meet the needs of all such children, then the question arises as to the best means of providing for the remainder; that is, should there be a further selection which withdraws another group for a different type of school and leaves the unselected for the ordinary Senior School, or should the Senior School itself, organised as a separate unit, be able to provide for the needs of all the remaining types—which again resolves itself into the question:—Is there, or is there not, a place for the Selective Central School as a separate unit?

It appears that in our anxiety to do the best for all, there is a very real danger of over-classification, probably resulting from the fact that we are still prone to consider education to be primarily concerned with the preparation for earning a livelihood rather than with a preparation for life itself. If the first ideal is retained, there must be continual differentiation; if the second is emphasised, then it must be recognised that life makes similar demands upon us all, and that therefore the claim for unity is greater than the claim for diversity.

The establishment of the Senior School, providing as it does for larger groups of children within a shorter age range, gives opportunity for classification within the school which should make it reasonably possible to provide for the variety of future occupational need, while at the same

time securing for all groups a unity of treatment in essentials, which would make for greater esprit de corps within the school, and a better and more vigorous communal life. The suggestion that certain schools are "dud" schools, and that reorganisation would tend to produce such schools, is neither healthy nor expedient and we would suggest that rather than attempting to increase the number of Selective Central Schools, the wiser course would be to watch the results of internal classification within the newly established Senior Schools.

Broadly speaking, the pupils of the existing type of Secondary Schools will enter the professions, while the pupils of the Senior Schools will find occupation in commerce, industry or agriculture. The tremendous increase in mechanical power during recent years tends in an increasing measure to make industrial operations, even those of the skilled type, almost entirely mechanical, requiring little more intelligence than that needed to follow the workings of some machine. The monotonous nature of this type of employment can only find relief in an increasing amount of leisure, so that the ideal of *education for the right use of leisure* becomes more and more important. The desire for self-expression so insistent in human nature at one time found its satisfaction in the various industrial crafts. The opportunities for this are disappearing one by one and unless education can give the necessary knowledge and skill to create for pleasure in the leisure hours, the frustration of this instinct will lead to a psychological condition in the people of this country which must have terrible consequences.

For these reasons the main objective of the Senior School should be to provide as wide a cultural training as possible together with ample opportunities for creative and expressional work. The occupational bias of the final year should under no circumstances be allowed to obscure this aim.

The development of crafts will be a prominent feature in the work of the Senior Schools and it will be interesting to discover which of the crafts are best adapted to this purpose. The Practical Work room for both boys and girls should be a place of varied and purposeful activity.

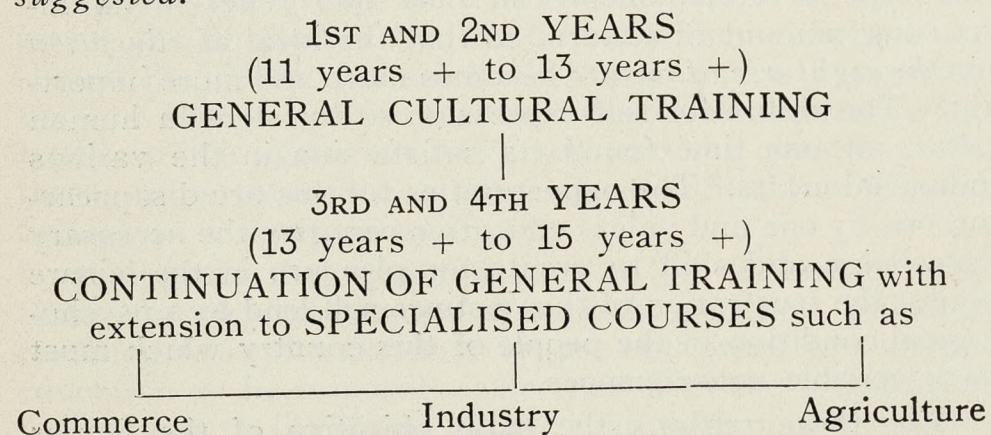
There is here much opportunity for careful experiment during the next few years.

With these principles in mind the following notes are given on a suggested curriculum for the Senior School; it provides for the needs of two parallel groups of pupils and gives variety of occupational treatment for Commerce, Industry and Agriculture for the final years.

II. The Scope of the Curriculum.

1. The curriculum will vary according to the attainments of the children, their probable future occupations, and the staff available. It should be as broad as possible and should provide for different types of children in one and the same school in order to widen their sympathies and outlook and also to facilitate their passage from one kind of training to another in accordance with their changing development.

2. Table showing the groups for which a curriculum is suggested.



III. Suggested Curricula.

1ST AND 2ND YEARS
GENERAL CULTURAL TRAINING.

Subjects arranged in three groups, I, II, and III.
Children in Section A (see Organisation) to take subjects in all three groups.

Children in Section B to take subjects in Groups I and III only, with special emphasis on Group III.

- GROUP I. English,
Arithmetic—foundation training in the four
rules with application to daily life.
Elementary Geometry,
History,
Geography,
General Elementary Science.
- GROUP II. Elementary Algebra,
One foreign language.
- GROUP III. Music,
Drawing,
Handicraft,
Physical Training.

At the end of the second year, pupils with a marked intellectual bias could be easily drafted to the Secondary School.

Note.—The object of this two years' course is to lay a foundation of useful knowledge upon which special training in any given direction may be given and to awaken interest in cultural subjects which may be continued later for the pure enjoyment that the study affords. The inclusion of the subjects in Group II will make easy transition to a Secondary School possible for children likely to benefit thereby, while the smaller range of subjects for the less bright children will make their progress more sure.

3RD AND 4TH YEARS
SPECIALISED COURSES.

Commercial Course.

- GROUP I. Subjects of 1st and 2nd years' course to be continued.

Note.—Arithmetic, History and Geography to have a commercial emphasis.

General Elementary Science to be applied to subjects of daily interest and importance including personal hygiene.

- GROUP II. Foreign language continued.

- GROUP III. Subjects continued.

New subjects introduced: Shorthand, Typewriting, Book-keeping, Citizenship.

A. Section: To take the full course with special attention to subjects for which distinct ability is shown.

B. Section: To take a selection from Groups I and III and from the new subjects according to the individual ability of the pupil.

Note.—The general cultural training scheme will be continued during this course, while within it provision is made for the practical application to the daily needs of adolescent life of some of the principles already learnt.

The new commercial subjects that are introduced will begin to prepare the pupil for commercial life. The incentive of new and vocational subjects will give zest to work at this period and will revive interest and accelerate progress.

In some areas the majority of the children will wish to take this course, while in others this interest will probably be confined to a small group.

Industrial Course.

GROUP I. Subjects of 1st and 2nd years' course to be continued.

Note.—History and Geography to have an industrial emphasis.

General Elementary Science to be applied to subjects of daily interest and importance including personal hygiene.

GROUP II. Mathematics.
Foreign language continued.

GROUP III. Subjects continued.

New subjects introduced:—

The elements of Mechanics,
Chemistry,
Physics,
Electricity.

Citizenship.

A. Section: To take the full course with special attention to subjects for which distinct ability is shown.

B. Section: To take a selection from Groups I and III and from the new subjects according to the ability of the pupil.

Note.—The general cultural training scheme will be continued with such emphasis as the conditions of the area seem to indicate.

It is not intended that every child should take all the subjects suggested, or for the whole of the 3rd and 4th years. For instance, where Engineering is the prevailing industry, Chemistry would probably only be taken as a part of Physics, Mechanics and Mathematics being given priority during the last year. The reverse would apply in the neighbourhood of large Textile or Dyeing industries.

In areas where children will largely be absorbed in the lower grades of industry, special emphasis during the 3rd and 4th years should be given to those subjects which will provide the greatest relief from the monotony of the tasks which they will be required to perform.

Agricultural Course.

GROUP I. Subjects of 1st and 2nd years' course to be continued.

Note.—English, which might be developed on the dramatic side.

History and Geography.

General Elementary Science to be applied to subjects of daily interest and importance including personal hygiene.

GROUP II. Foreign language continued.

GROUP III. Subjects continued with an emphasis upon forms of handicraft leading to useful hobbies.

New subjects introduced:—

The elements of Botany,
Biology,
Chemistry,
Electricity,

Scientific principles of agriculture,
Citizenship.

A. Section: To take the full course with special attention to subjects for which distinct ability is shown.

B. Section: To take a selection of subjects from Groups I and III and from the new subjects according to the individual ability of the pupil.

Note.—The general cultural training scheme will be continued during these two years and, having regard to the fact that in agricultural areas there are fewer facilities for further cultural development when school days are over, the course should be directed towards awakening such interests, both intellectual and manual, as shall provide healthy and happy recreation for unoccupied hours.

Note.—The subjects named may be taken to include:—

GROUP I.

English: Speech training; Reading; Literature; Grammar; Composition; Dramatisation.

General Elementary Science: Physics; Mechanics; Electricity; Botany; Chemistry; Hygiene; Physiology; Biology.

GROUP III.

Music: Simple Theory; Singing, Solo and Choral; Musical Appreciation; Instrumental; Rhythmic Movement.

Art: Drawing in Pencil, Pastel, Water Colour; Modelling; Designing; Poster Work; Lettering; Stencilling; Photography.

Handicraft: Needlework, Stitchery, Embroidery, Applied Design; Simple Domestic Repairs; Metal Work; Leather Work; Weaving; Woodwork; Pottery; Gardening; Book-binding.

Physical Training: General Activity Work; Dancing; Eurhythmics; Team Games—Netball, Hockey, Tennis, Football, Cricket; Swimming.

Domestic Subjects: Practical application of scientific principles to all forms of Domestic Work and care of the home; Cookery, Laundry, Housewifery; First Aid and Home Nursing; Infant Care.

Note.—It is to be understood that in no case will *all* these subjects be attempted but that each school will select from the different groups the subjects most likely to fit its needs, and even after that selection is made a further choice will be allowed to individual children who show special aptitudes.

This scheme applies to boys and girls.

IV. Organisation and Staffing.

As a matter of practical experience it has been found much simpler to organise Senior Schools for boys and girls separately, and we are convinced that for many reasons it is of the utmost importance that adolescent girls should be directly under the care of women, while it is probably equally important that adolescent boys should be under the direct care of men.

The distinctive character of the corporate life of the Senior School which is made possible by the separate treatment of this age group is one of the most valuable results of this system of reorganisation. It will be the function of the teacher to develop this to the fullest extent and it is important that the greatest freedom and encouragement should be given to each school to fit both its curriculum and its corporate life to the special needs of its pupils.

The opinion previously expressed that the standard of staffing and equipment for Senior Schools should approximate to that recognised for Secondary Schools generally, provides a staff sufficient in number to meet the varying needs of the pupils and to make a system of specialisation possible. If the standard of staffing gives one teacher for each class and no more, any system of specialisation becomes merely one of exchange and compensation and has very little advantage beyond the fact that the teacher spends most of the time in teaching a congenial subject. There is no time provided for real specialisation, that is, for special preparation of material and lessons, for marking, or for specialised reading on the subject taught.

The question of specialised teaching raises the necessity for care in the initial choice of the staff and in the appointment of teachers to fill vacancies as they arise. Many Local Education Authorities have realised the importance of this and have allowed Head Teachers to assist in the selection of staff as is the custom in most Secondary Schools. It would be well if such a practice were extended and became the accepted custom.

CHAPTER VI.

TRANSFER FROM JUNIOR TO POST-PRIMARY SCHOOLS.

The Age of Transfer.

The chronological age of 11+ should be rigidly fixed as the time for leaving the Junior School. The curriculum outlined for such schools gives full scope for the faculties of all normal children and the case for the abnormal ones is not strong enough to justify any variation from the rule. Those pupils who progress rapidly through the Junior School often show such progress only in the subjects which demand intellectual activity, the other subjects of a practical nature reaching a much lower standard. This type of pupil is the one who will probably proceed to a full course in a Secondary School—a course that will in all probability be a specialised one. It will therefore follow that certain practical abilities will never have any opportunity for real development and the pupil will become one of a type which is highly developed on the academic side and deficient on the practical side. Such a pupil will eventually gain far more by a full course in a Junior School which provides opportunity for the development of all the faculties than by premature promotion to the Secondary School.

The laws of growth require an ordered and gradual development; there are very few children showing abnormal progress in the Junior stage who are capable of continuing at the same or even at a normal rate in later years. The tendency of modern life has been to create for children an atmosphere of continual movement and excitement which induces a condition of nervous exhaustion inimical to steady natural development, and the pressure of examinations in Junior Schools will tend to aggravate this condition.

No conditions should be admitted into the Junior School which will tempt the school to concentrate on its brighter pupils or which will make the success of the school dependent upon its examination results. The Junior School should be the place for quiet, ordered, steady, happy and natural growth.

The Methods of Selection for Post-Primary Schools.

FEE-PAYING AND FREE-PLACE PUPILS.

The selection of pupils for Post-Primary Schools is complicated by the fact that financial considerations enter into the question. Not only do all but a small minority of Secondary School pupils have to pay fees, of widely varying amounts, but poor parents of able pupils often require that they shall leave school at the earliest possible moment in order to become wage-earners. This makes a well-ordered system of post-primary education almost impossible; the Secondary Schools contain many pupils quite unsuited to an academic type of education, whose chief qualification is the ability of their parents to pay the fees, while the free Central Schools contain pupils whose proper place is a Secondary School. This leads inevitably to an overlapping of the functions of the two types of school, and a consequent failure to develop to their full extent the distinctive features which should mark the Central School.

EVILS OF COMPETITIVE EXAMINATIONS.

The scholarship examination (which is also in many cases the examination on which free places in Central Schools are awarded) becomes highly competitive because of the relatively small number of free places available. There is keen rivalry between schools, whose work tends to be judged by the number of scholarships and free places won by their pupils. The fierce competition also leads parents, in spite of regulations to the contrary, to have their children privately coached in subjects that lend themselves to it (e.g., Arithmetic, which plays a large part in many of the examinations), so that pupils of

inferior intellect are often among the successful candidates. Such pupils generally fail to justify their position in a Secondary School. The wide age limit allowed by some authorities (e.g., $10\frac{1}{2}$ to $12\frac{1}{2}$ years) which permits of a second and sometimes even a third attempt, increases this danger. Incidentally, another result of this width of limit may be pointed out: pupils who have won a scholarship after a second or third attempt together with pupils who have failed to gain a free place in either a Secondary or a Central School, and become fee-paying pupils, frequently enter the Secondary Schools at the age of $12\frac{1}{2}$ or 13, instead of at the normal age of 11+.

ALTERNATIVE METHODS OF SELECTION.

The question of the selective examination has been discussed at length in the Board's pamphlet on Free Place Examinations. As long as the number of places in Secondary Schools available for all who are capable of profiting by that type of education is inadequate, it appears that some kind of selective examination is necessary though there is an increasing tendency to use tests which measure ability rather than attainment.

We are, however, definitely of the opinion that the present change in organisation must be accompanied by a development of psychological knowledge and practice so that it will be possible for Infants' and Junior Schools to keep records of psychological development and of educational progress which, at the age of eleven+, will make it possible to discover without any adventitious examination the type of post-primary work for which the child is best fitted.

The keeping of such records can only be undertaken by the teachers in Junior Schools if this is recognised as one important part of their work and the School is staffed accordingly.

CHAPTER VII.

EXTERNAL EXAMINATIONS FOR
SENIOR SCHOOLS.

A School-leaving Examination for pupils in "Secondary" Schools has become such an habitual part of our educational system that there naturally arises a question as to the advisability of some such examination in all Post-Primary Schools. The Hadow Report recommended that "a new Leaving Examination should be framed to meet the needs of pupils in selective and non-selective Modern Schools and in the Senior Classes which retain some of their pupils to the age of 15," and that "the syllabus for it should be carefully adapted to the needs of broad and varied curricula."

We have attempted to survey the general effect of existing external examinations in all cases where they have been imposed. We find that, generally speaking, an external examination tends to stereotype the work of the schools, to restrict their outlook and to narrow the scope of the curriculum in such a way that it is impossible for the school to take advantage of opportunities which may present themselves for the development of individual characteristics. During recent years there has been a marked tendency to raise the standard of attainment to such an extent that undue pressure is brought to bear upon the adolescent at too early an age; and the rigidity of the examination syllabus has been inimical to a full and free development, both of the individual and of the school.

We are convinced that restriction of this kind would be fatal to the successful development of the Modern Schools whose pupils will leave at the age of 15+, and which will provide, in the main, for the needs of the child who is not primarily of the academic type of mind.

At the same time, we appreciate the value which is attached by employers to recognised credentials showing the standard of attainment of the young person seeking employment, and we feel that in this respect the ex-pupil of the Modern School should be in a position parallel to that of the ex-pupil of the Secondary School. We have therefore arrived at the following conclusions:—

Modern Schools have to create their own traditions. These may, and probably will, depart very considerably from the traditions of the past in that they will recognise that ability manifests itself in many different ways and that the form of its manifestation is not to be placed in categories of an ascending or descending order. The modern State requires the fullest all-round development for all its citizens and opportunities for the growth of special gifts, whatever those gifts may be. It at once becomes obvious that, if outside tests which will indicate the standard of attainment reached by any one pupil are to be devised, the old traditional examination must be left behind and something new must be substituted.

We would suggest that some useful work might be done by those who are engaged in psychological research, along the following lines:—

To devise four series of tests for young persons of 15+ which:—

- (1) While not testing actual knowledge, will test the quality of the re-action to mental stimuli in a variety of directions.
- (2) Will test the quality of muscular response to certain stimuli and the degree of muscular control which has been attained.
- (3) Will test the emotional response to a variety of stimuli, and the extent to which the power to transform emotion into action has been developed.
- (4) Will show to what extent the social instincts have been developed by the communal life of the school.

From what has already been accomplished by means of psychological tests, we may hope that further research on these lines will result in establishing tests, the combined results of which will determine with reasonable accuracy the class of leaving certificate to be awarded.

The degree of efficiency attained in special subjects might be further tested by setting examinations in each subject of the curriculum separately and allowing pupils to take examinations in as many or as few subjects as they wish. In such an examination practical subjects would be treated in the same way as the more academic subjects and a certificate in one would be considered of equal value with the other.

The Leaving Certificate would then be endorsed with the names of the subjects in which the requisite standard of efficiency had been attained and would indicate to the employer the type of work for which each candidate had shown special aptitude.

CHAPTER VIII.

THE PROBLEM OF THE RURAL AREA.

The problem of reorganisation in rural areas presents its own peculiar difficulties, but at the same time the prospect has its bright side. Many of the unsatisfactory conditions admittedly prevalent in rural schools are due partly to the comparatively heavy cost of providing for very small communities; but, with the grouping of children in larger numbers, satisfactory conditions can be more economically brought about.

The chief difficulty with regard to the grouping of schools lies in the distances which often separate one from another, the absence or infrequency in many cases of bus or train services, and the rough character of the country lanes or fields which the children must traverse in order to reach a school outside their own particular town or village. It is obvious that none but older children can be expected to travel any distance; younger children must be accommodated in schools nearer home. It is probable, too, that for some time there will remain districts so isolated that each, for the present, must have its own self-contained school; but conditions are rapidly changing, and with the gradual opening-up of the country-side and the extension of educational facilities, it is to be hoped that such isolation will eventually become a thing of the past.

We therefore suggest that the best arrangement for rural areas is the retention of the village school for children to the age of 11+, and the establishment of Modern Schools which shall serve a wider area for children from 11+ onwards. Each of these schools should be accessible from a group of villages, and should be in the nature of a larger village school. We feel, however, that the choice of locality should depend on its central position, from the point of view of accessibility, rather than on the density of its population. In particular,

any tendency to draft the children into the towns is strongly to be deprecated. While anxious that the disadvantages usually associated with rural schools should become things of the past, we feel keenly that the fresh air and the open spaces, and the intimate contact with Nature, that so many of them enjoy, are privileges which should not lightly be taken away, and in these respects we wish to see the "rural" character of the schools retained. Where there is any difficulty with regard to transport, it should be part of the duty of the Local Education Authority to provide conveyances for the children attending the schools.

Children from isolated rural areas who require a more advanced "secondary" education should be drafted to the most convenient Grammar School, and should have their travelling expenses paid. Where the distance prevents daily travel, arrangements should be made for boarding children under the supervision of the school authority.

The advantages of reorganisation on these lines would be as follows:—

- (a) The teacher in the small rural school would no longer be responsible for such a wide age-range, which creates one of the greatest difficulties of present-day rural education.
- (b) The older children would gain from association with larger numbers of their contemporaries; this would furnish an added stimulus for their work, and give them a better standard by which to measure their own attainments. Contact with a variety of teachers also, would widen their experience.
- (c) The provision of fully-qualified teachers, and well-built and well-equipped buildings, could be more economically effected, since the grouping of children in larger numbers reduces the proportionate cost per child.
- (d) The linking-up of the various small towns and villages would do much to break down the sense of isolation and to widen the narrowness of experience which at present constitute some of the greatest disadvantages of rural life.

The organisation and curriculum of these schools would not differ materially from those of the town schools, but there are certain points which in our opinion call for special emphasis:—

1. *The Staffing of Rural Schools.*

Since the rural child is almost entirely dependent upon the teacher for the development of its intellectual and cultural life, it is even more important than in town schools that none but fully-qualified teachers should be appointed, *however small the school may be*. In this connection we wish to point out that the drafting of children of 11+ to the central Modern Schools must mean that the Junior School is often a very small community. Its pupils, however, should not on that account be penalised; the individual child in a small school stands in exactly the same need of skilful teaching as one in a larger community, and it is generally recognised that the early years of training are of vital importance. Considerations of economy should no longer be allowed to outweigh this need of the individual child; it cannot be too strongly urged that *all* teachers, in even the smallest of rural schools, should be fully qualified.

2. *Curriculum and Equipment.*

Although the necessity of bringing the curriculum into relation with local conditions is generally recognised, we are of opinion that there should be no distinct environmental bias. The children in rural areas are frequently handicapped by their isolation, and it should be the aim of the curriculum, in the hands of a skilled teacher, to lay the foundations of a wider education which will fit the child for as full a life as possible either in the district or further afield.

It must be remembered that the rural dweller is more dependent upon her own powers of study and research, both for her present acquisition of knowledge and for her future development, than the city dweller, who is surrounded by opportunities for mental expansion. For this reason the method of approach to knowledge, even in Junior Schools, should be on individual lines.

In later life, occupation for leisure moments will not be found, as in the town, in watching the activities of others, but in direct personal activity. It is of paramount importance that much attention shall be given to those aspects of school life which help to develop a correct social instinct, to provide satisfying occupations for leisure moments and to give a live interest in hobbies. Music, dramatic work, gardening, many forms of handwork and domestic work will supply this need, while a real love of reading will provide food for the mind and a future means of increasing knowledge.

It is essential that the equipment of the school should be such as to afford full opportunities of development in these directions; for instance, there should be generous provision of text books, libraries, tools and apparatus, since the child will probably find these nowhere but in the school itself.

3. *Rural School Buildings.*

The rural school should be as up-to-date as the town school, and we should like to draw attention to the following points:—

- (a) A central hall appears to be necessary in all but the smallest of schools; but even in these, moveable partitions should be provided, so that the whole space could be available for an assembly room.
- (b) Modern science has made possible good sanitary arrangements, even when there is no system of drainage, and we consider that sufficient accommodation of the best type possible should be supplied.
- (c) Adequate cloakroom accommodation, with provision for drying wet clothes and a good supply of hot and cold water, is an urgent necessity when children have to walk along muddy lanes and over fields to school in all sorts of weather.
- (d) Adequate dining accommodation and provision of a hot mid-day meal are also urgently necessary when children have to come long distances.

- (e) Playing-fields are as necessary an adjunct to the rural school as to the town school. It is a strange fact that the former are often dependent on the casual good-will of local farmers. Some land should also be available for school gardens.

Training of Rural Teachers.

The N.U.W.T. is definitely of the opinion that the segregation of the rural teacher is detrimental to the best interests of education, and must go. The intending teacher, whether drawn from an urban or a rural district, must be regarded as a prospective teacher for both urban and rural schools. It should not be taken for granted that the future career of the rural child will be limited to the sphere of its early environment, and it is particularly undesirable that the intending teacher from a rural district should be limited in her education and social intercourse to the village school and life.

For these reasons, we find ourselves in direct disagreement with the findings of the Report of the Departmental Committee on the Training of Rural Teachers (issued in November, 1928), which advocates the retention of the Rural Pupil Teacher system on the grounds that, owing to the comparative lack of educational facilities in rural areas, "considerable numbers of suitable boys and girls (more especially of girls) will have no chance of becoming teachers if entry to the profession is confined to those who pass into secondary schools at or about 11 years of age."

We are strongly of the opinion that the line of advance should be an extension of facilities for attendance at neighbouring "Secondary" schools, and assistance for travelling and boarding expenses for desirable cases from remote areas. As teachers are at present being dismissed and many qualified teachers fail to find employment, we do not consider that an additional source of supply for the teaching profession is needed.

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