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Subject *Art Sketch Book*

W. Brierley, Educational Bookseller, 53, Bond Street, Leeds

CITY OF LEEDS TRAINING COLLEGE
ART DEPARTMENT. PEN LETTERING






A B C D E F G H I J K L

















M N O P Q R S T U V





W X Y Z : B E F G H

a b c d e f g h i j k l m n o p q r s t u v

w x y z : f g a : 1 2 3 4 5 6 7 8 9

Height of small letters = 4 pen widths 
Slanted pen writing: pen held thus  even
for horizontals    o-o-o-o

These sheets are issued to students for  reference. They should be inserted in the sketch book.               

Line finishings and borders    

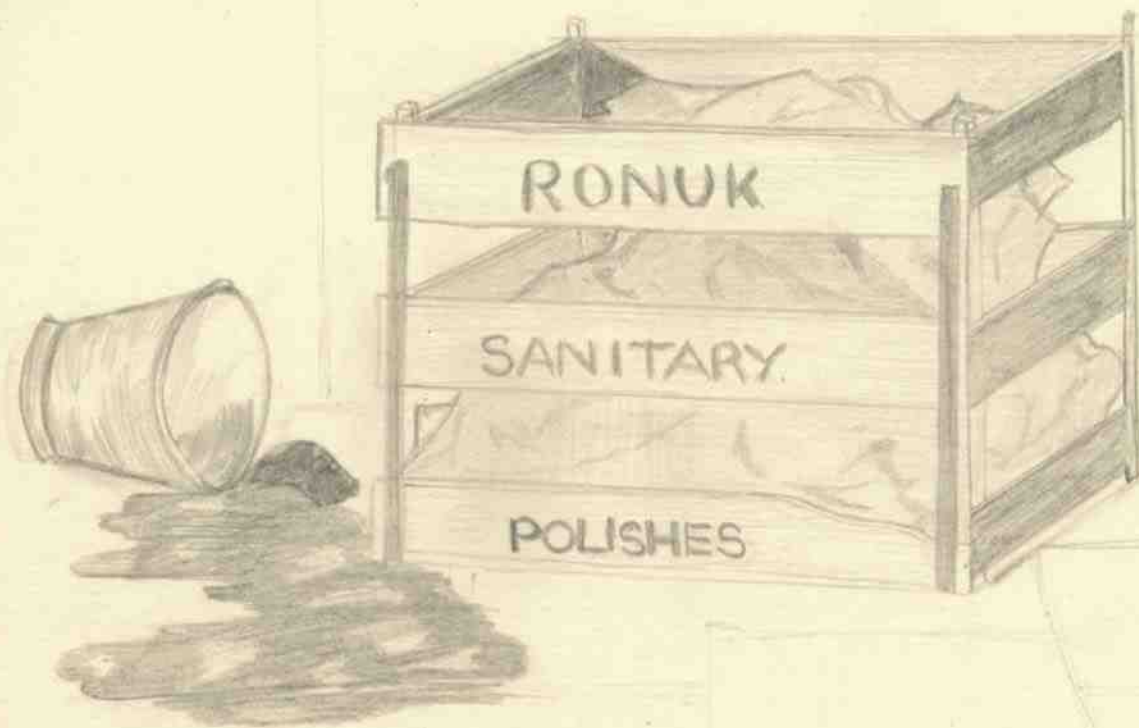
    

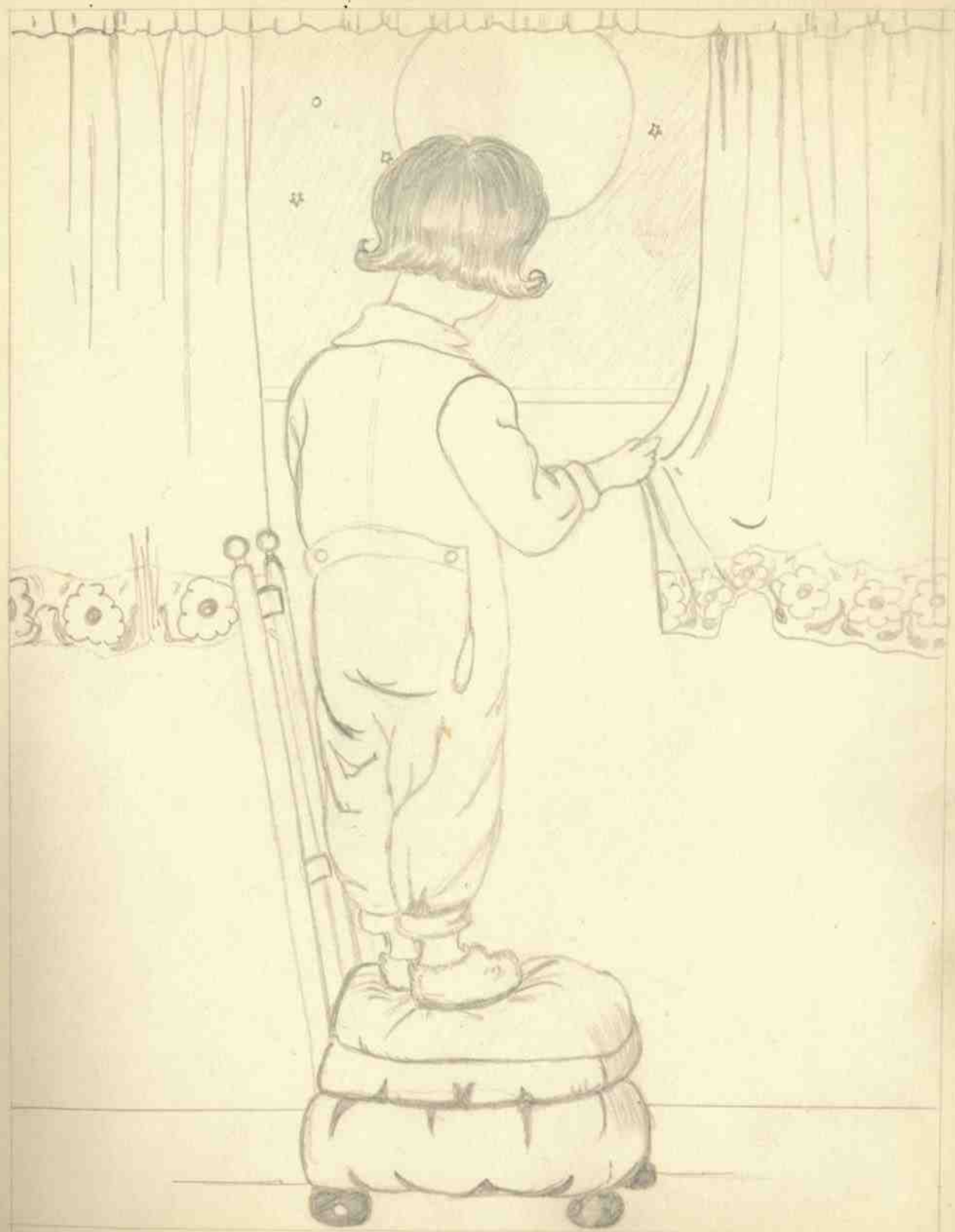
    

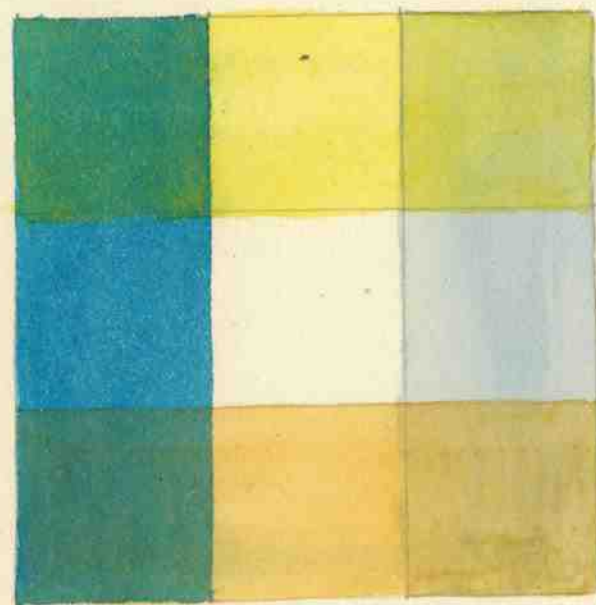
    

Oct. 2nd 1929

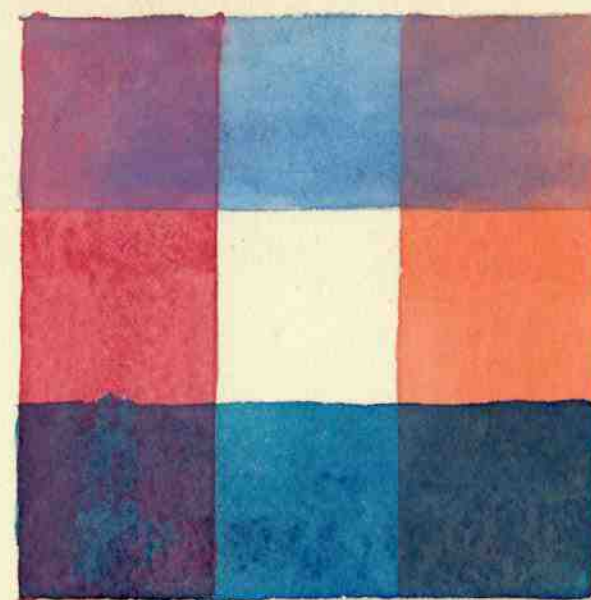


Dec. 1928.





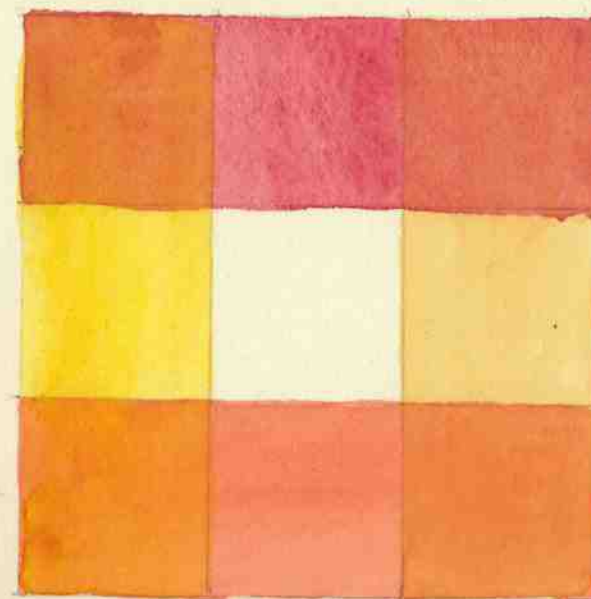
Jan 1929.



cobalt

vermillion

ultramarine



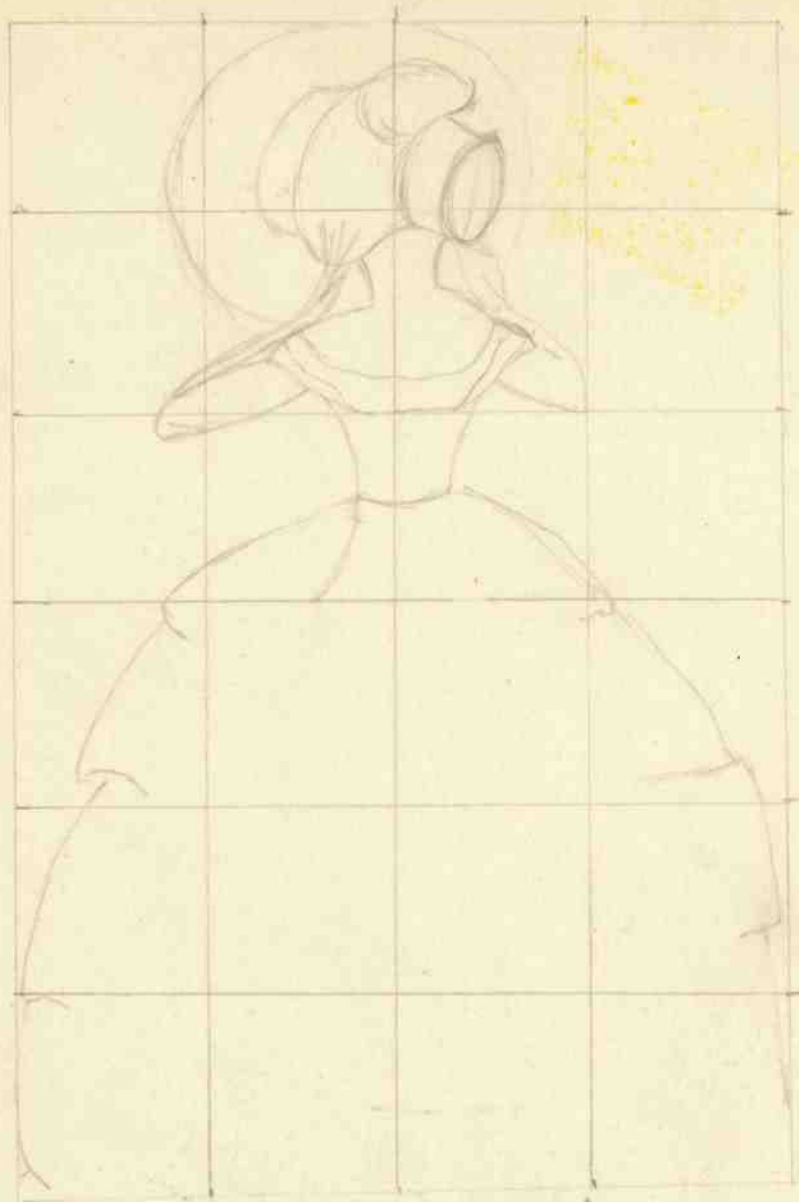
crimson lake

ochre

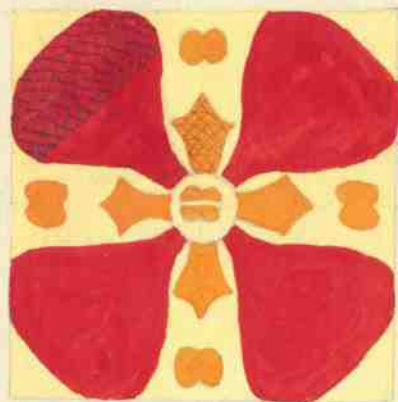
vermillion

gambooge





Decorative treatment of a Wallflower.

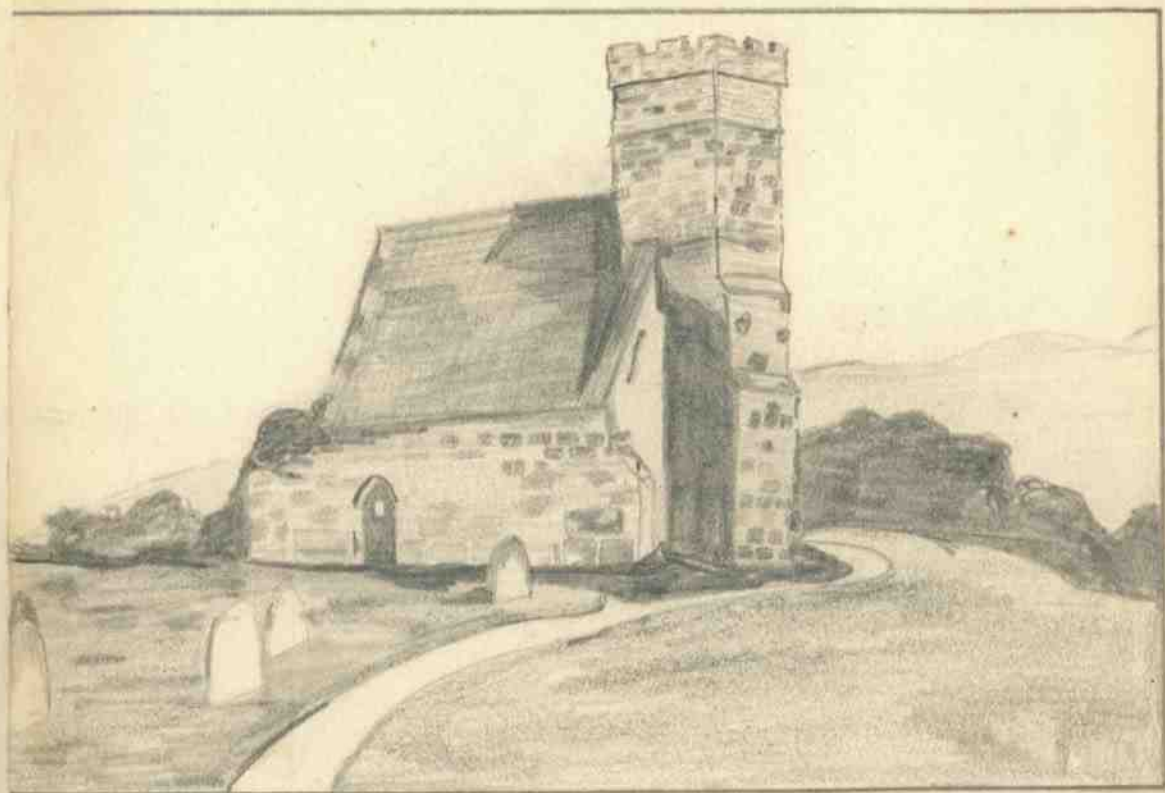


This design for the ends
of a runner to be carried
out in cross-stitch on natural
linen.

Suggestion for Woodcut.



Kirkstall Abbey

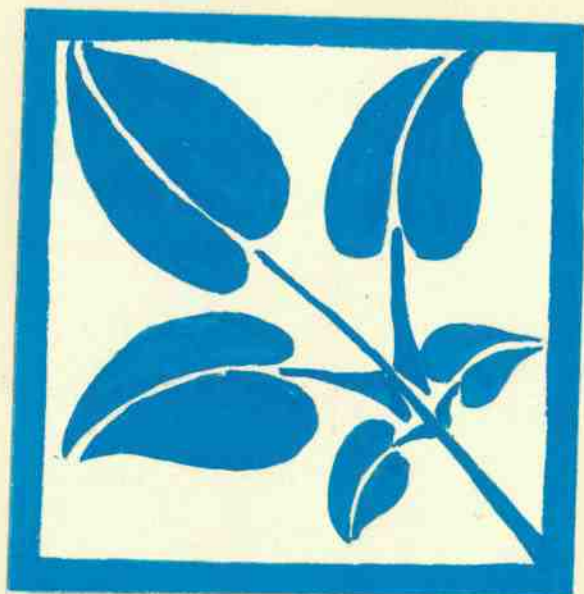


Upleatham Church. 20-7-29



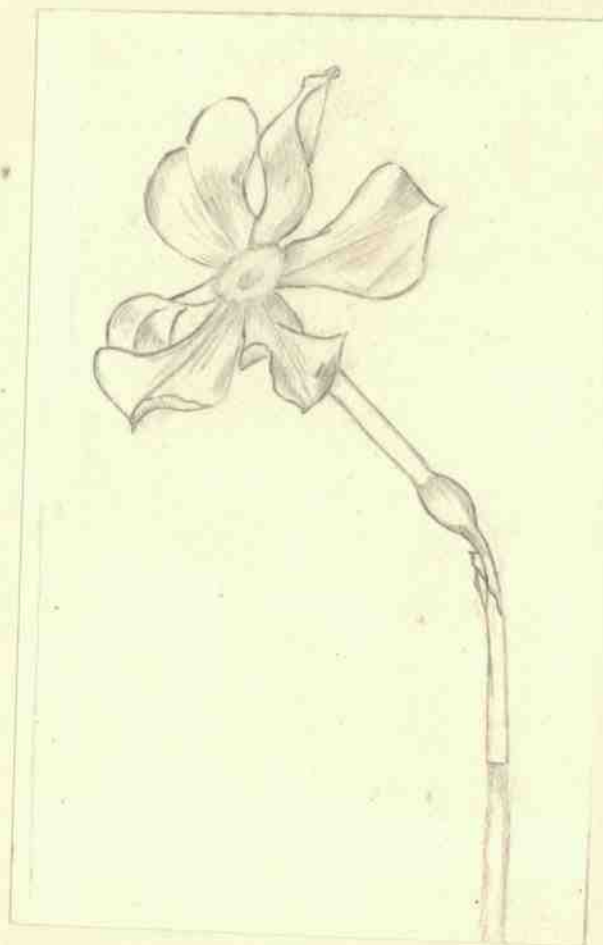
Knaresboro' Castle

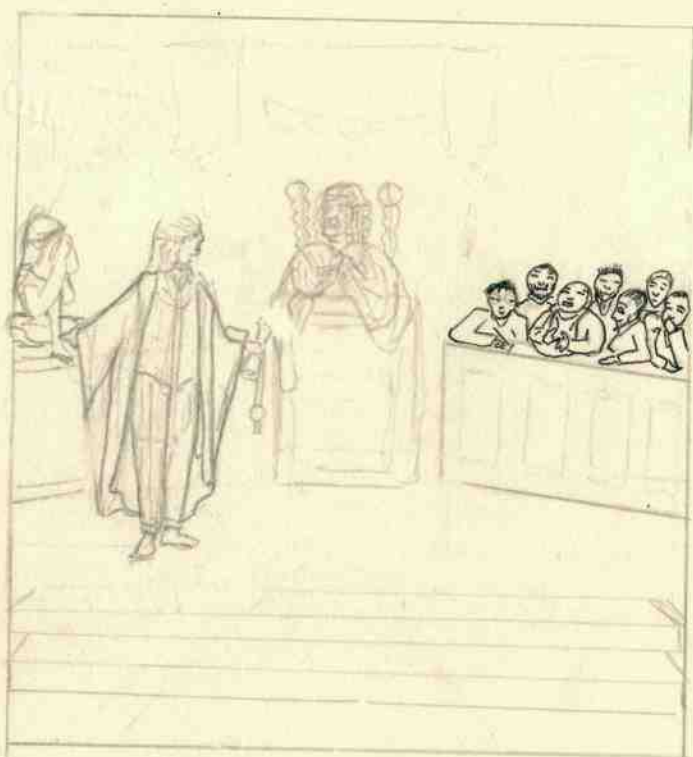






The Judge





	FLORENCE	UMBRIA	VENICE	PADUA	MILAN	FLEMISH	GERMAN.	SPANISH	DUTCH	FRENCH.	ENG.	ENG.W. COV.
1250 - 1300	CIMABUE											
Dante												
1300 - 1350	Giotto											
Petrarch												
1400 - 1450	Fra Angelico	Francesca				Van Eyke						
Donatello	Fra Lippi											
1450 - 1500	Botticelli	Perugino	Belini	Manegua		Memling						
L. da Vinci			Carpaccio			Mabuse						
Filippino Lippi												
1500 - 1550	Michael Angelo	Raphael	Georgione		[Coreggio]	Jrueer Holbein						
1550 - 1600			Titian					'El Greco'		Clouet		
1600 - 1650			Tormentello			Rubens Teniers		Velasquez	Hals Terborch	Poussin		
Shakespeare			Veronese			Van Dyck		Murillo	Rembrandt	Claude		
1650 - 1700								J. Steen			Kely	
Milton								De Hoach			Kneller	
1700 - 1750								Vermeer				
Pope								Ruisdael				
1750 - 1800								Cuyp Hobbema	Watteau	Hagarth		
Johnson Gray									Chardin	Wilson		
Goldsmith Mozart									Greuze David	Reynolds	Sandby	
1800 - 1850									Fragonard	Romney	Coyne	
Scott Byron										Gainsboro'	Blake	
Wordsworth Keats										Raeburn	Griffin Turner	
1850 - 1900									Corot	Turner	Yarley	
Tennyson Dickens									Miller	Lawrence	Cotman	
Browning Ruskin									Daubigny	Constable	de Wint	
Swainburne.									Manet	Watts	Cox.	
										Brown		
									Degas	Hunt		
									Cezanne	Rossetti		
										Millais		
										B. Jones		
										Whistler		
										Stevens		





KNARESBOROUGH.

YORKSHIRE.



Craft-work.

1. Attraction to chn - response is won .. score heavily
2. Added value to design carried through to complete expression in material
3. Educational value of knowledge of a craft process
4. Joy of possession

Colour.

1. The ministry of colour.
Sky blue ceiling - sunshine walls - grass green floors
- healing ministry of colour to nerves.
All should know how to use colour
2. Thing of beauty
3. Attractive
4. All chn like to use it
5. Principles wh. must be taught - colour wheel.
Harmonies - contrast
Influence on home - personal adornments etc:
6. Study nature - butterflies flowers skies fabrics
7. Exercises on squared paper
8. Kewes show card colour
9. Embroidery - silks wools.

Object of an art lesson.

1. To develop a sense of appreciation, discrimination and taste —
2. To make help the living of a full life

Nature Drawing.

1. Acceptance of the gift of beauty in creation.
2. Discernment — make the children see
3. Beauty of the pencil line etc.
4. Position of plant on paper.
5. Tinting. (difference between tint & painting)
6. Decorative studies
7. Cut paper design

Life Drawing

1. Most beautiful form in creation.
(Millaio "Knight Errant")
Symmetry Radiation
Conguity Rhythm
Contrast
Balance
2. See nature drawing for other uses.
3. Costume - for illustration

Memory & Imagination

1. Memory → knowledge → discernment
Draw pillarbox from memory & then to do it next lesson → examination → discernment.
2. Imaginative drawing to follow "shut-eye" exercises
Developed powers of mental vision
An illustration is a design - pattern - disposition of picture & colour.

Art room.

1. Clear the room of rubbish etc.
2. Walls - subdued sunshine colour.
Woodwork - greens
Green desks - restful - v. satisfactory.
3. Pictures - carefully chosen type - Medici prints.
- contribution - form gifts
4. Art objects.
5. Hanging baskets.
6. Bowls of flowers plants - ea. form to be responsible for a bowl each week.
7. Canary - goldfish
8. Piano - Gramophone
9. Cage for holding live stock for drawing purposes.
10. Lantern

"Some aspects of Art Education" - Nat. Soc. of Art. Masters

Embroidery straight away from life
Butterfly; bird; fairy; nursery rhyme; feathers; shells etc.
Even a landscape.
Decorative study of flower.

CRAFT WORK

① Cut paper
③ Embroidery - from an art point of view - aim at minimum
amount of making up the maximum
opportunity for the display of pattern.

Needlework cases
Handkerchief cases
Modesty vests
Handkerchiefs
Handkerchief bag
Collar cuffs

Linen canvas - D.M.C. cotton - twisted silk.

Abstract pattern based on squared paper

"1st Book on Pattern Design" - ^{large paper} Published Black.

Value of use of Wallpapers

Work out abstract patterns - sticks - bobbins - Indian rubber
- cork - screws - potatoes - keys

Cut paper for stencilling.

Application for printing on to material
- Batik dye & fine smooth material

Pottery colours - overglaze or underglaze colours
"China"

Stoke on Tent
for pottery - colours - mixture

Painted wood - most durable - last for many years
Stencilling

Y
Fund available for crafts
Lino cuts

Woodwork

Wood boxes - cigar boxes - wooden pill boxes
paper knives - seavette rings

School Practice Work.

Crafts
Writing
Illustration
Architecture
Colour
Sculpture.

Life-drawing - pencil: crayon: paper: modelling: illustration
Modelling in solid from life (form - proportion - texture)
Modelling in relief for illustration purposes

Take as much life & beauty into the classroom

Costume - from living object

Posters - copy then put into story

Nature - beauty not facts

Visits to Art Gallery & Museum - don't tackle too much - take only about 6 watercolours etc:

- ① Beauty of colour
 - ② Technique
 - ③ Composition
 - ④ History
- } Points to study re. pictures.

Copy historic ornamentation from Museum

Churches to visit - St. Aidan's
Add
Parish Church
Temple Newsam

St. John's Briggate
Kirkstall.

Copy of good picture taken - discussed for beauty etc:
- can write compos. on it.

Appreciation of design.

Discord in Colour.

- value same as value of discord in music

Butterflies brilliant yellow & pale violet

Highlights on an orange - vermilion & white applied to orange surroundings

Fuchsia flower - red & purple

Discords introduced in v. subtle way.
all over the landscape - pale purple woven into foliage

Japanese art - classically recognised these discords - pale pink & scarlet

For use of colour in the home find parent colour of the duller tints & mix them with regard to the colour wheel.

If colours in room are faded find key colour & introduce a little of it - immediately lights up whole & arrests attention.

N.B. Backgrounds change the colours especially parent colours. - grey upon red shines greenish

Fawn - parent colour is yellow

Brown - " " " orange

Grey - " " " tones of blue to green

Lecture on Colour by Mr. Carpenter.

XII. Colour has effect on health moods.

Colour circle - regular sequence of rainbow
All colours from green to purple seen in Sussese wood.
- emerald green sky with purple clouds of storm
Sea off Cornish coast - blue violet

Harmony in Colour.

Any sequence of 3 colours ~~or any 2 neighbours~~ if the quantity is correct. are harmonious
Orange & Red (or any 2 neighbours) if in equal parts are not correct for the eye passes restlessly from one to the other.
But if one is the master then harmony is perfect for rest is obtained

Orange & Red & Crimson or any 3 other associated colours provided they are in the right proportion are in perfect harmony - shells.

Contrast in Colour.

True contrasts are colours exactly opposite (ie) colours wh. placed side by side wh. intensify each other yet do not alter or take away anything from one another.

Nature v. sparing in contrasts - too trying for the eyes.

Krakatoa in eruption - wonderful sunsets - scarlet & turquoise

crimson & blue
rich blue & brilliant gold

Contrast in birds & fishes.

Beauty in home & school-room

Plain coloured vase if to contain flowers

Patterned vase -

Use of these with regard to position use

- God-created things } "A thing of beauty is a joy
Pictures } for ever."
Ornaments etc:

Figure drawing - illustration

You only notice what you particularly study or has particular appeal

Illustration develops imagination but child lacking power of expressing emotion

Some things wh. cannot be expressed in words
Some things can only be expressed in art

Peace etc: big things of life vented in art - better to express emotions rather than leave them unexpressed.

Stimulate imagination - wherever possible encourage looking - by showing chr objects bearing on illus.

Drawings from life - applied to magazine cover
Copy from picture of crusader - poster work
Express on paper the emotions felt - never change
Throughout the ages.

Development of schemes - series of lessons.

Notes on Examinations

Bring all instruments - colours - brushes pencils - waterpot
- crayons - indian ink

Paper into 3 sections - compulsory question on beauty
- craft - value of media - decorative & naturalistic
drawing - equal marks for each section

Choice of question

Write on what you know best - design for suitability
to object

Proof of good choice for design etc:

Type of work wh. has proved its worth &
survived ages

Correlation of art with other subjects can not be
done without.

Difference bet: naturalistic & decorative objects.

Decorative treatment may be exaggerated in form
or colour or simplified. Colour need not be true
to nature - characteristic features emphasised
may be entirely flatly treated or may have
suggestion of 3rd dimension slight & shade.
(Cut paper clay & naturalistic lessons should be
evenly balanced to find 3rd dimension.)

Modelling - in relief - in round if solid base
- in relief - movement - imagination - setting

Colour

How to teach chn to see colour

① Scientific colours - spectrum

② Nature alone

Water colours etc: - light & shade upon colour.
On curved surfaces - texture - stitches and
same colours

Colour alters - colours to be experimented.

Poster colours - book backs etc:

If chn prefer delicate or poster colours let them choose

Delicate tones to live with - Posters for cheering

Materials

Cheap articles wh. can be used

Correlate art with handicraft

Pictures & Schools

Medici prints 9d each

Chn's drawing on separate sheets in folio
rather than book.

Each child to possess a sketch-book

Lantern lectures - architecture - pictures - pattern in
crafts.

IX Art Teaching in Infant & Upper Schools.

Art & Handicraft by same teacher - on same scheme - room should be set apart

One scheme from Babies to top of school.

Ideas of art - for beauty. - does not always aim at that.

Ideas rotating - 1929 - Handicraft.

Balance bet. fine arts & handicraft & decorative work.

① Rep: in pencil, pen, modelling

② Crayon & water colour.

Life movement in pref. to object -

Decorative art - bring beauty into everyday life

Chn not to merely copy work.

Patterns for crafts ① personal attire - home
② poster & imaginative posters
③ printing on material etc.
④ gesso - batik - line - writing

Designs for dresses & furnishings.

Abstract patterns - nature & life - evolution of pattern thro' use of material.

Abstract ornaments alone is not enough.

Crafts made as livelihood but machinery takes this away.

Historic craftsmanship etc: should be shown to the children to encourage. etc:

Bright & dainty coloured.

Unless drawing from life etc: destroys idea of 3rd dimension

VIII

The placing of a pattern on an object depends upon
① position from where object is to be viewed
② use of object
③ materials

Book backs etc: should be with margin for thumb

Border should emphasise the shape of the object

Borders are very satisfactory

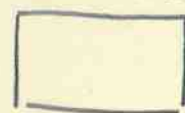
Suitability of material to purpose - tennis dresses - grass
& coloured counts → diff. fashions in dresses

What decorations (if any) on material

Satin - beauty is its sheen. - painting takes this away
∴ bad art - covering natural beauty
- embroider with filo-floss.

More beautiful the material - less need for patterns & vice versa

Intermediate - need for pattern - placing of ornament.



- ① border all round
- ② sq. in ea. corner connected by lines
- ③ all over pattern with border.
- ④ central patch

Circular object - vase



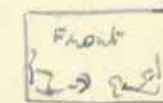
- ① Band
- ② all over
- ③ emphasise neck hem sleeves of dress
- ④ Balance - v. difficult

Table runner - border all round & weighted end.

Plate

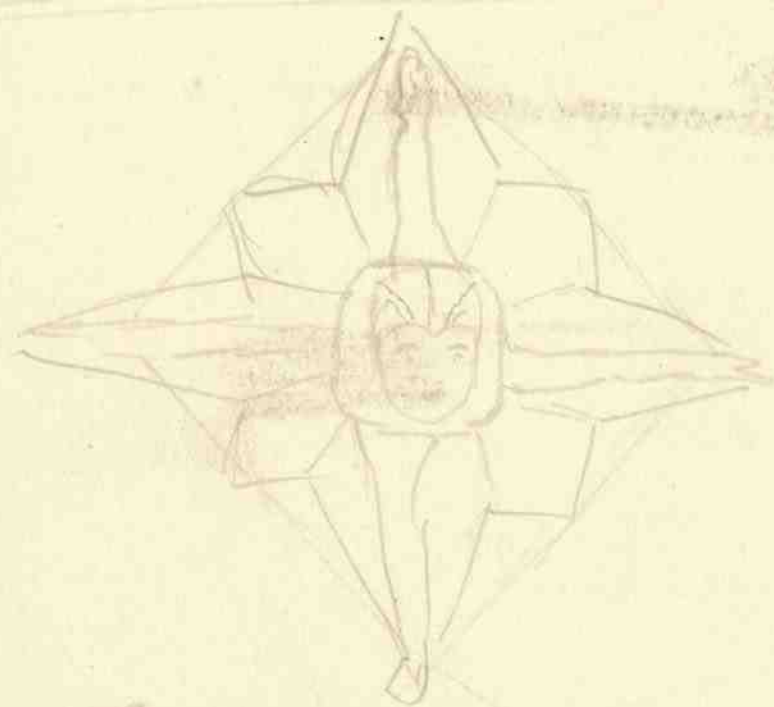
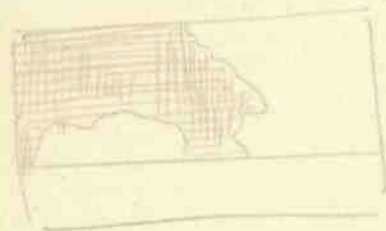


- college plates - 1 badge
- ① patch in middle & border all round
- ② all over balance pattern
- ③ Balance



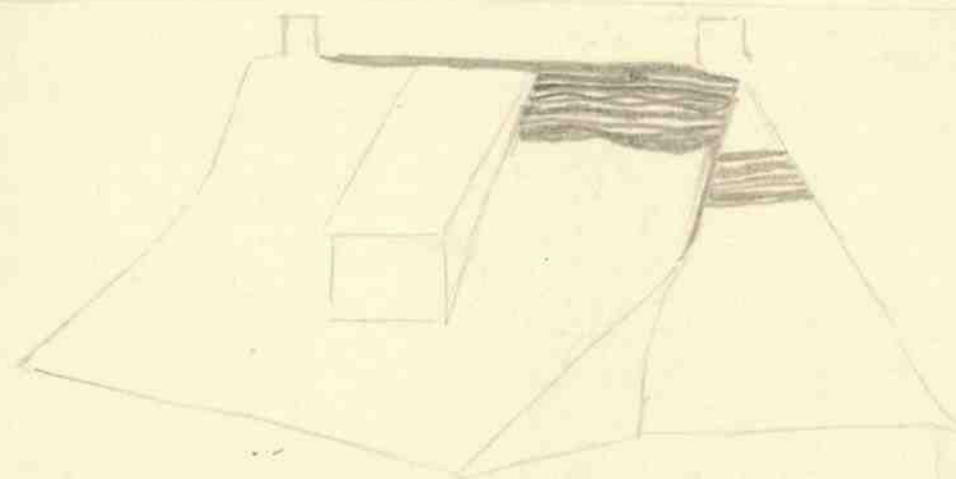
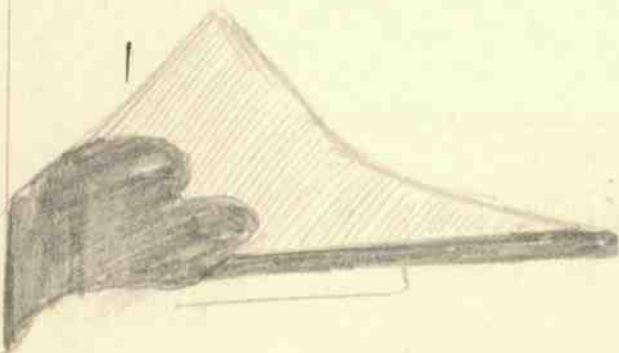
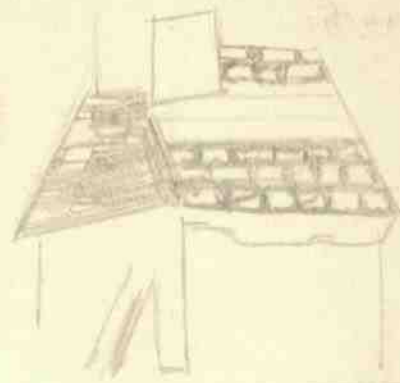
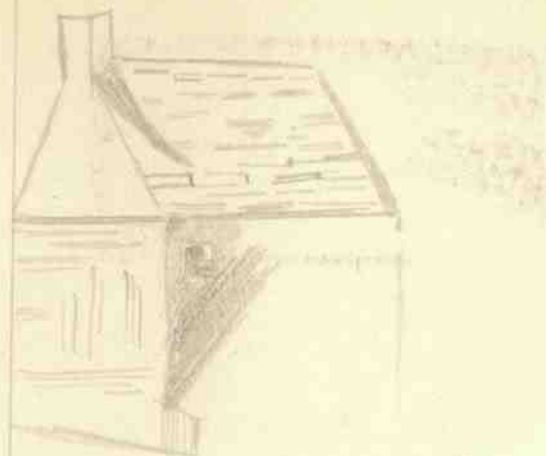
Scale of pattern - materials - tools - time at disposal.
Tool must not be too large - type of pattern in harmonious scale with object.

Treatment of Skies



Suggestions for design

Treatment of Roofs & Houses Wood & Linocuts



STENCILLING

- Materials
- ① sharp pointed blade (clock spring in handle)
 - ② Sheet of glass
 - ③ strong smooth paper
 - ④ material to receive dye.
 - ⑤ Batik dye + gum tragacanth

Ties of stencil plate should be strong - much use - decorative feature of design -
Paper cuts more easily if painted with turps.
Further application gives stencil plate a longer life.
Professionals use knotting varnish.

Sketch fabric with drawing pins.
Secure plate with pins at top so that it may be lifted & progress observed.

Dab the brush lightly, patiently, vertically upon dye wh. is thinly spread out so that ends of bristles take the colour.

Do not overload the bristles.

Dab lightly, patiently, vertically upon plate especially upon edges.

Keyword is Patience

Finish with warm iron.

Place plate between damp fabric or porous paper.

V Do not use Chinese white

VI Blotting paper useful for removing surplus colour.

Two Methods of Applying Washes

I Flat tones

II Blended tones.

Colour

Colour is contained in light

Dandelion reflects tones of ~~ab~~ yellow & absorbs the rest of light.

Nature is orderly in her use of colour - each colour in its place - strength & proportion according to natural law allowing for occasional yet restrained use of discord wh. serves a similar purpose to a discord in good music.

Colour influences life & thought ∴ necessary to know how to use it - should form special study in grey cities.

Colour wheel is outcome of study of nature's colour schemes - simple convenient arrangement of natural order & strength - enables us to select perfect sequence & contrast at a glance.

Seen thro' red (sunset) blue (moonlight) gold (autumn) milky (mist) grey (grey day) screens.

Varying conditions order & relative strength of colours are preserved.

VIII Water Colour Landscape.

Reasons for attempting it.

- ① To impress upon the memory the beauties of nature
- ② To possess a permanent record of these for continual enjoyment

Water colour is an excellent medium for this - transparency of washes - can obtain either delicacy or richness of colour - can be used freely & blobbily or delicately & accurately.

Excellent effects may be obtained without paint
Quick studies of fleeting effects - sunshine & moving objects

Monochromes are useful for true effects

Care of brushes - wash squeeze to point & place in a pin-hair upwards.

Camel hair or Sable - small or large according to the size of the painting

Paper - Watman's water colour paper.

Method of attempting water colour Landscapes

Summarise main colour effects

- I. Colour - effect & tones
- II. Decide on main point of interest - possibly put this colour on first or bear it in mind during painting.
- III. Make all other colour tones subservient to this.

Technique.

- I Use as few washes as possible
- II May leave white paper at first for shining light
- III Do not play round with dry brush
- IV Shadows - do not use black - only use brown sometimes

VI HOW TO LOOK AT A PICTURE.

- ① Design or Composition.
- ② Colour schemes.
- ③ Subject.
- ④ Technique.
- ⑤ Personality.
- ⑥ Possession.

THE ROYAL ACADEMY. (Burlington House, Piccadilly)

1768 - Geo III.

Sir Joshua Reynolds - 1st President.

Artists may become associates (A.R.A.) or full members (R.A.) by election.

About 40 A.R.As. 30 R.As.

Members may submit 6 - non members only 3 works.

Receiving days - end of March.

Selection by selection committee (process of elimination)

Hanging by hanging committee.

Best pos. for picture "on the line" - eye level.
Worst "skied" - v. high up.

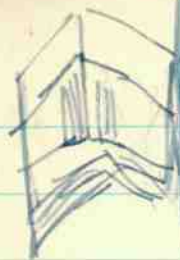
Three vanishing days.

Press day - newspaper reporters.

"Private" view of academy - society day.

Banquet for artists with accepted pictures

Open to public from 1st Monday in May to August Bank Holiday



Appliqué - for uppers only

Cut work

Outline - darning - spang patterns - cutwork + lace joinings

Fine wools may be used

Colours - wh to predominate - don't be afraid of bright colours

Red - blues to purple - greens → grey - yellow → orange

Blue - reds → " - yellow → green

Harmonising colours are black white fawn green gray

STENCILLING - Stencil Brush

Sharp pointed blade (elbow spring in handle)

Piece of glass - strong smooth paper

White or light material suitable to receive dye

Dye - Batik + gum powder (Tropacanth)

Precipitate gum with metho & shake up with

cold water or cover gum with warm water for dye

simmer with cold water for when washed - 10g gum = 1 pt of jelly - preserve with few drops of chloroform

Ties of stencil plate to be strong - much use -

decorative feature of design - paper cuts more easily if painted with turps - further application gives stencil plate a longer life

Professionals use nothing varnish

Stretch fabric lightly with pins

Secure plate with 2 pins at top so that it may be

lifted - progress observed - Dab brush lightly - patiently - vertically upon dye wh is thinly spread out so that

ends of bristles take colour - do not overload the brush Dab lightly - patiently - vertically upon plate - especially upon edges - the word is patience

plate but change fabric on every paper

Material must be suited to use to which it is to be put

Embroid. is principal craft for women

Cheaper the material the more need for pattern

Ornament placed on object must be in keeping
in scale & type with use

Pattern must emphasise the shape of object

First idea of pattern - weaving rushes - plaiting

- go to nature, history, modern examples for

Pattern - of object is to be washed frequently

the ornaments etc should be suitable.

Finest effects by simplest means - in white
work use variety of stitch

Borders, panels, repeat all over

Handkerchief cases bags pocketties

Mats - all shapes

Scrimettes - combs card cases lips

Hats ribbons - dress - cushion covers

Modesty vests - curtains - book backs

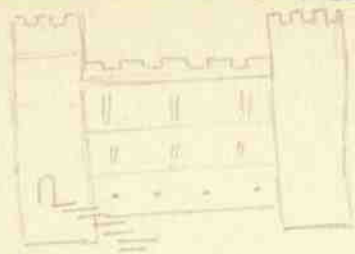
Buttons - collars - cuffs - tea caddies

Sideboard bureau covers - chair backs

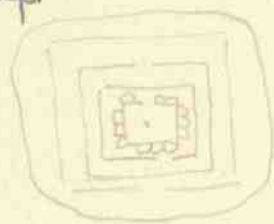
Buttons - experiment with materials

Patterns before beginning object - borders generally
are best

Castle - Norman - 1st permanent home - keep - solid stone
- castellated walls - small windows



Shell. keep.



cf. Temple Newsam Hall.

13 E. Eng. 13 - pointed-larger - loftier.

14 Richly ornate - 14.

15 15 Panel forms

16 16 Italian influence

Buildings.

1 Mud Huts (Iberians)

2 Tent shaped huts of branches (Celts)

3 Fusion of races - family tribe - tribal King - log hut.

4 War - log hut - stone foundation - strongly built on rising ground - (1st Castle) - surrounded by ditch (moat) & stockade.


5 King Cassiwellannus.

6 Roman occupation - temples, theatres, villas, market places - baths.

7 Saxon devastation

8 2nd Roman occupation (Invasion of Christians)
St. Augustine.

9 Monasteries.

10 Small Saxon Church 10 (- cross )
modelled on form of Roman basilica or law-court.
(Bradford-on-Avon)

11 Norman conquest - ecclesiastical military. 11

12 Many Norman churches & cathedrals founded 12.

N. Architecture - massive - round arched - hatched carved.

Saxon - 13

Norman - 13

English - 13

Decorated - 14

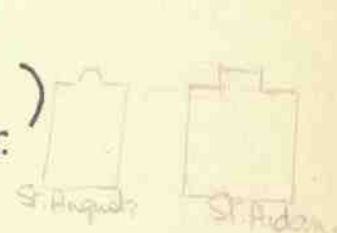
Perpendicular 15

Renaissance - 16

Gothic - pointed arch.

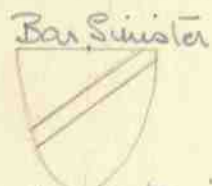
Perpendicular windows - reversion & swing of pendulum from highly decorated windows - perp. mullions = straight narrow path.

Renaissance - return to classics.





3 brave souls (3 stars) - 2 killed in action (inverted swords)
1 on crusade (cross.)



Descendants trying to superimpose bar Dexter.
Divisions of shields.



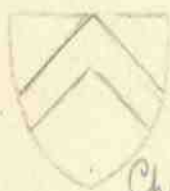
Bar.



Cross (cf. Union J.)



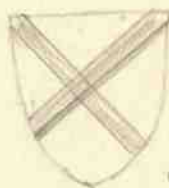
Chief



Chevron



Fesse



Saltire

Heraldry.

- ① The Symbol for the Person (cf. Visiting Cards)
- ② Silken coat, richly embroidered - symbolic of Person.
- ③ Coats of arms
- ④ Shield became abiding place for symbol.
- ⑤ Age of Chivalry - heraldry an important art - need for rules
- ⑥ College of Heralds

Heraldry - the science of blazoning coats of arms
A symbolical & pictorial language in which figures, devices & colours are used instead of letters

A part of the feudal of middle ages & derived from the prevailing thought & feeling & imparting to it a brilliance of design & colour peculiar to itself.

The outward sign of the spirit of chivalry.

The index to a lengthened chronicle of brave deeds.

Terms peculiar to Heraldry.

Tinctures (colours)

red (gules)
blue (azure)
green (verte)
purple (purpure)
black (sable)

Metals
gold (or)
silver (argent)

It is wrong to place a tincture upon a tincture
or to superimpose a metal with another metal.

EMBROIDERY - principal craft for women

For school use - linen best for practical purposes.

Clark's D.M.C. cotton - good range - ordinary or stranded.

Stitch - according to capabilities of ch & kind & size of pattern

Chain - cross - button-hole - stem - satin - blanket - outline
- crewel - back - french-knots - darning

(For own use - twisted, button-hole - mullard - filofloss silks)

Material must be suited to use to which it is to be put
Cheaper & plainer the material the more need for pattern

Ornament placed on pattern object must be in keeping with
scale and type for which it is to be used.

Pattern should help to emphasise the shape of the object.

For pattern go to

① nature natural forms

② historic ornament

③ modern examples

Finest effects by simplest means. - in white work
use variety of stitch.

Types of pattern:

① Border

② Panel

③ All over repeat

④ " " balance pattern

Experiment with patterns & materials before beginning
object.

Borders are the most successful

Applique work for upper school.

Cut Work also

Outline-darning - spig pattern - cutwork lace joining.

Fine wools also may be used.

Colours - decide which must predominate - use bright
colours.

① Red then blues → purple - greens → grey - yellows → orange

② Blue - reds → " - yellows → green.

Harmonising colours are - black white fawn green
grey.






Lettering

Practical service esp. to tchr - well lettered chart
is thing of beauty as well as utility

Leads to appreciation of & demand for good printing

Necessitates neatness, accuracy precision express
both good taste & character.

Derivation	Name	Period of Develop	Type	Tools
Greek	Roman Capitals	600 BC	SCIPIO	Stone Chisel
Pen Varieties	Roman Uncials	1-5 AD	ROMAN	Reed Pen +
True Roman Pen Letters	Roman Uncials	5-6 AD	Roman	" +
Roman Uncials + Eng. Influence	Caroline Writing	8-10 AD	Caroline	Quill Pen X
Caroline Writing Compressed	Gothic	12-15 AD	Gothic	" X
Italian Renaissance	Roman Small Letter type	14-16 AD	Italian	" X

Meaning	Microglyphic	Ureatic	Etruscan	Greek	Latin
Eagle		2	4	ALPHA A	A
Land			Δ	DELTA Δ	D
Chalk		9	4	RHO ρ	R
Quail		3	M	MU μ	M

DEVELOPMENT OF SMALL LETTERS

Roman Capital	Cursive Style	
A	A A A A A A	a a
E	E E E E	e
H	H H H h h	h

HISTORY OF THE ALPHABET

- 1. Hieroglyphic - drawing of words
- 2. Ideographic - picture representing an idea
- 3. Phonographic - ① representing a word
② " " syllable
③ " " letter.

Chiselled letters copied with variation of stroke - eff. painted letters

Pen letters - alteration of such letters - e, n
- lines of one thickness by stilus on wax. - cursive writing.

Illuminations - by Irish - v. fine work.









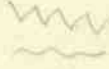


⑧. AD - Caroline writing - v. compressed - led to.

Gothic type.

Italian - not so compressed as Gothic.

Writing Instruments

- 1. Egyptian - papyrus - reed pens
- 2. Stilus & Quill pens

Hieroglyphic	Ideographic	
 eye	 wall	①
 leg	 Musical Instrument	②
 star	 Shy on star	③
	 Pleasure Joy etc.	
	 night	
	 N	
	 toad	
	 H	

Straight & Slant Pen Writing

Each new writing line should start at L. hand margin
Sufficient room between lines for tops & tails of 2 small letters
Letters in words to touch one another wherever possible
Space bet. words should be size of letter O.
Spaces on R to be filled in with flourishes etc.

Illuminations etc. - if larger capital - should end on writing line.

Colours for capitals red - vermillion
blue - cobalt ultra marine + white
gold - meridian
green

Page for a notice - divide lettering into groups.

Enlarging & transposing a picture for class purposes.

Choice of picture

Must be a clear good drawing - divide it into squares like a map & enlarge. For crayon work use large pieces of crayon paper.

Colour.

Use bright contrasting colours - dark ag. light & vice versa. Put in main features - then examine from distance - line dividing ground from background may be enough to complete picture. Coloured ground & background would complicate & confuse picture which should be easily interpreted from the back of the class.

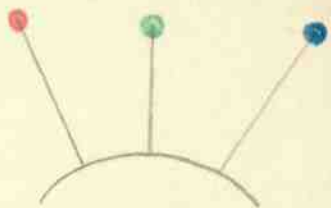
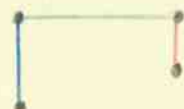
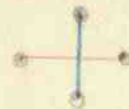
REPRESENTATIVE DRAWING

Aims - ① To train eye to judge, analyse & compare

② " develop skill in use of instruments

③ " develop appreciation & taste for well designed objects in everyday life.

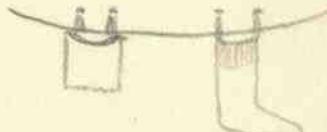
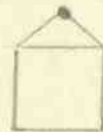
PROBLEMS IN LINE



DRAWING PINS & CORD

HAT PINS

PROBLEMS IN AREA



CARD ON STRING

LUGGAGE LABEL

HANGING PAMPHLET

HANDKERCHIEF & SOCK ON LINE.

PROBLEMS IN SOLIDITY. - PERSPECTIVE [RECTANGLE]



I

GENERAL AIMS OF TEACHING ART IN SCHOOLS

Introduced into schools 50 yrs ago - chief aim was mechanical accuracy of execution. Modern method is based on 3 principles

- ① Art is a language expressed (eg) in symbols of primitive races + drawings of chr. - posters - diagrams + illustrations of all kinds
- ② Art is means of intellectual + cultural development - quickens + develops powers of discernment, judgment taste, selection + self expression. It is a fine sensitive form of manual training in its application to crafts: it revives the free spirit of the medieval craftsman
- ③ Art is a utilitarian, industrial + commercial asset - most vocations require its use - vital part of many industries in wh good design + workmanship require an appreciative custom.

NORMAL BRANCHES OF PRACTICE

- | | |
|--|--------------------------------|
| I Object Drawing
Nature + life | } Representative or Imitative. |
| II Memory
Illustration | |
| III Design
Lettering
Colour-work | } Inventive. |

MEDIA

PENCIL - In various degrees of softness according to purpose
- most universal of drawing implements - most rapid + economical means of expression - capable of gr accuracy, delicacy + infinite variety of stroke + thus of textured tone.
Suitable for small, natural + common objects - larger objects where surface is broken up - unsuitable for large drawings.

PASTEL - In various colours including bl. + white conte' crayons.
- broad - direct final - capable of covering a surface quickly sensitive to pressure - dependent upon direction of stroke + frequently upon economy of use (pastel should never be rubbed in)
Colour of background important in relation to object - should be same colour + tone as paper used.
Unsuitable for small drawings.

CITY OF LEEDS TRAINING COLLEGE

A B C D E

F G H I K

L M N O

P Q R S T

U V W X

Y

ALPHABET FROM THE
INSCRIPTION ON THE
TRAJAN COLUMN-ROME

CIRCA 114 AD

Z

THE NEW CHILDREN'S CHARTER

By
R. H. TAWNEY
(President Workers' Educational Association)

Published by
THE
WORKERS' EDUCATIONAL ASSOCIATION
38a St. George's Road, London, S.W.1

THE NEW CHILDREN'S CHARTER

By

R. H. TAWNEY

President of the W.E.A.

1918

1. With a view to the establishment of a national system of education available for all persons capable of profiting thereby. . . .
4. (4)—In schemes under this Act adequate provision shall be made in order to secure that **children and young persons shall not be debarred from receiving the benefits of any form of education by which they are capable of profiting through inability to pay fees.** (The Education Act, 1918.)

1931

Since the standard of education, elementary and secondary, that is being given to **the child of poor parents** is already in very many cases **superior** to that which **the middle-class parent** provides for his own children, we feel that it is time to pause in this policy of expansion. (Report of Committee on National Expenditure, 1931.)

1932

The Board . . . contemplate for complete exemption from fees **an income limit of £3 to £4 a week** in the case of a family with one child, plus an addition of 10s. for each additional child. . . . The Board . . . consider that it would **be not unreasonable** to look for some increase where the fee is at present below **15 guineas a year**; and, while regard must necessarily be had to the fees at present charged, they will ordinarily in future hesitate to approve a fee of **less than 9 guineas**. (Circular 1421, September 15th, 1932.)

THE CHILDREN'S CHARTER

By R. H. TAWNEY

(Reprinted by kind permission of *The New Statesman & Nation*)

In September of last year, in reply to a resolution from the Workers' Educational Association, the Prime Minister wrote as follows: "It is the intention of the Government that the educational system . . . shall come to no real harm. . . . The Board of Education contemplate not only the maintenance of existing facilities, but some measure of necessary new development." The Draft Regulations for Secondary Schools recently issued by the Board, and Circular 1421 explaining them, are a comment on these assurances. The principles embodied in them are three: No more free secondary schools; no fees below nine guineas, and an increase of fees which are below fifteen guineas; no free places for children unless their parents satisfy a Means Test, which requires that, as the condition of the award of a free place, the income of a family with one child shall not exceed a figure of "£3 to £4 a week," 10s. being added to that limit for every additional child. Such is the new Children's Charter devised by the National Government as a memorial to its zeal for national efficiency and social solidarity.

The alarm expressed in the protests of the Committee representing the four Associations of Secondary Teachers, the National Union of Teachers, the Workers' Educational Association, the Co-operative Union, and the General Council of the Trades Union Congress—not to mention various Local Education Authorities and large meetings of protest up and down the country—is not surprising. If the new policy is enforced the free secondary education established by certain great Authorities will be swept out of existence; over 1,000 secondary schools may be compelled to raise their fees, sometimes by as much as 50 per cent.; and a large number of parents of small means will find the doors of secondary schools slammed in the face of their children. The child of relatively well-to-do parents normally has, as it is, a preferential opportunity of secondary education as compared with that of parents of small means, who, even if he is not successful in the free-place examination, may be better qualified to profit by it. As a consequence, individuals are penalised merely because their parents are poor, and the nation is prevented from making the best of its human resources. If the Draft Regulations are confirmed, these tendencies will be strengthened.

I must not enter into detail, but the provisions as to fees and as to the income limit deserve a brief further examination.

THE RAISING OF FEES

According to the statement published by the Joint Committee representing the four Associations of Secondary Teachers, actually four-fifths of the schools, 1,128 out of 1,367, will be required to increase their fees. The amount of the increase will vary, of course, with the fees at present charged, and the statistics contained in the last Report of the Board do not enable the figures to be determined with precision. They show, however, that in March 1931, 74 schools charged no fees, and 160 charged fees not exceeding six guineas. It appears, therefore, that if the rule is to be, as the Board now suggests, that the minimum fee shall ordinarily be nine guineas, or three guineas a term, 234 schools, or over one-sixth of the total, may be required to raise their fees by 50 per cent. or over; while, if the Board insists that fees below fifteen guineas shall

also be raised, a step which Circular 1421 describes as "not unreasonable"—the increase may amount, in the case of a considerable number of schools, to even more. Of the 1,367 schools, 1,056—three-quarters of the whole number—were stated in the last Report of the Board to charge fees not exceeding twelve guineas. Is it usually thought "not unreasonable" to take as a guide the practice of a fraction which cannot exceed one-quarter of the total, and may be considerably less?

THE NEW MEANS TEST

But, it will be said, why trouble if fees are raised? Are there not Free Places for all children who need them. No, there are not. The lynx eyes of the Treasury and the Board have discovered that loop-hole. In the past, boys and girls struggled up what it was the fashion to describe as the educational ladder. In future they are to be strained through a sieve—the sieve of the Means Test.

The precise meaning of the Means Test, and the manner of its application, have been veiled, perhaps wisely, in discreet ambiguity. The Board contemplate, to quote their own words, "for complete exemption [from fees] an income limit of £3 to £4 a week in the case of a family with one child, plus an additional 10s. for each additional child, or any alternative scheme having a similar effect." What is an income of "£3 to £4 a week"? Is it an income of £3 1s. or of £3 11s., or of £3 19s.? And what exactly does "income" mean in this connection? Is it the actual earnings of the head of the family? Or is it the nominal income which he would receive if working full time? Does it consist of his earnings alone? Or are the earnings of children and other subsidiary sources of income to be included? We know how another Means Test is being administered. Is the educational Means Test to be applied in the same manner? If a man's income is brought up with the aid of a war pension to more than "£3 to £4 a week"—whatever that means—is his child to be deprived of educational opportunities by his grateful fellow-countrymen? The Board counts, no doubt, on throwing on Local Authorities the odium of interpreting its policy. But what will be the effect on the children?

It is quite true, of course, that many Authorities already make inquiries as to the financial resources of the parents of children who secure free places. The practical question, however, is not whether some parents can afford to pay some fees, but whether parents with incomes above the low exemption limit fixed by the Board can afford to pay the greatly increased fees which the Board now proposes, and, if they cannot, what is to happen to their children? It is true, again, that it is open to a Local Authority, while not granting a free (or, as it is now to be called, a "special") place, to charge less than the full fee. But, with the pressure now put upon them to economise at every turn, what guarantee is there that Authorities will take that course? And, even if they do, can it seriously be argued that parents above the income limit suggested by the Board are capable of paying even a reduced fee?

For, consider the figures. An income of £3 11s. a week is just over 10s. a day. Out of this a man with a wife and child must provide rent, food, clothing and other necessities; while, if his child is to attend a secondary school, he must incur certain incidental expenses, some of which to-day are often met by a maintenance allowance. How can he possibly pay a fee in addition, even if it is less than the £3 3s. a term which the Board proposes should ordinarily be the minimum? Or take the case of a parent with an income of £2 10 a year who is guilty

of possessing two children of unusual capacity, both of whom win free places, but neither of whom, apparently, under the new dispensation will be allowed to hold one. If he pays fees for each of them at the rate of £9 9s. a year, he will pay £18 18s., or 9 per cent. of his income; if fees are at the rate of £12 12s. he will pay £25 4s. or 12 per cent.; if they are at the rate of £15 15s.—the figure below which the Board thinks "an increase in fees not unreasonable"—he will pay £31 10s., or 15 per cent. of his income.

It is not necessary, however, to pursue that argument further. It is sufficient to point to the existing practice of Education Authorities. The London County Council is not a particularly progressive Authority. It has an income scale for free places and maintenance allowances. On what principles is it based? They are as follows: When there is one child in the family, it is entitled to hold, not only a free place, but a maintenance allowance in addition, when the annual income of the parents is not in excess of £250, or roughly, £5 a week. It is entitled to a free place, without a maintenance allowance, when the annual income of the parents is £450, or £8 13s. a week. Thus the London County Council finds it necessary to pay maintenance allowances, in addition to free places, when the parents' income is approximately £80 a year more than that which, under the Board's proposals, may disqualify a child for the receipt of a free place alone. It finds it necessary to award free places to children whose parents have incomes between two and three times as large as the figure which the Board has chosen as the exemption limit.

THE PRINCIPLES AT STAKE

Whatever may be thought of the general policy of Circular 1421, the figures contained in it are clearly indefensible. If the principle is maintained—which it should not be—it is essential that they should be altered. The income limit for a free place, if there must be a fixed income limit, should be raised to not less than £6 per week. The figures for fees, if figures must be given, should be altered from £9 9s. and £15 15s. to £5 5s. and £9 9s. And the Board should warn Local Education Authorities (i) that only the earnings of the head of the family, exclusive of such subsidiary sources of income as children's earnings, pensions, etc., are to be considered; (ii) that the greatest care must be taken to allow for such factors as sickness, short time and unemployment, and special domestic liabilities. But behind the immediate issue lies a larger question of policy, which concerns not only parents and educationalists, but the nation as a whole. Do we desire to establish in England the maximum possible equality of educational opportunity, or do we not? Do we intend that a child of parents whose means are small shall have, as far as public action can secure it, the same opportunity of cultivating its powers as one born to wealth? Or do we prefer that children shall receive secondary education if their parents have money, but that, if their parents are too poor to buy it for them, they shall, with the exception of those who continue in future to be awarded "special" places, be compelled to forgo it?

That question has confronted the nation ever since the Act of 1902 created the skeleton of a public system of secondary education. Of all problems of educational policy, relating to the organisation, as distinct from the methods and content of education, it is the most fundamental; and of all problems it is that which has been most persistently burked. It was possible to evade it because, whatever doctrines might be held on

the subject, policy moved till recently, though slowly and with interruptions, in one direction. Progress in making secondary education accessible to all sections of the population was, it is true, nothing like so rapid or extensive as is often suggested. But, thanks to the growth in the number of grant-aided secondary schools, to the action of enlightened Education Authorities in providing more than the percentage of free places required by the Board, and, not least, to the sacrifices made by parents, gaps were cut in the barbed wire, and the number of children from working-class homes who found their way into secondary schools steadily increased. In explaining the Free-Place System to the House of Commons, in 1907, the then President of the Board had stated that "schools might have as many free places as they pleased, and, where the schools were provided by the Local Education Authorities, he trusted they would all be free"; and the Education Act of 1921 laid down that, in schemes made under it, adequate provision shall be made to secure that "children shall not be debarred from receiving the benefits of any form of education by which they are capable of benefiting through inability to pay fees." It could plausibly be argued that our practice was, as usual, better than our principles, that the ideal defined, a quarter of a century ago, by the Minister of Education, was in process of realisation, and that we were approaching a stage at which the educational opportunities of children would cease to be determined by the income of their parents.

THE REVERSAL OF POLICY

That pleasing illusion has now been dispelled. By the action of the Board, which means, of course, neither its admirable officials, who, it may be suspected, hate the whole business, nor its President, who, however well-intentioned, must conform in these matters to the policy of his party, but the Treasury, the Cabinet, and a mob of rich men behind them, barriers gradually lowered are once more to be raised. The association of educational opportunity with money, the hereditary curse both on English education and on English society, is to be—I will not say re-established, for it has never fallen—but confirmed and reinvigorated. It is converted from an odious tradition, which was slowly declining, into a maxim of state and a principle of public policy. In a recent eloquent article, the Prime Minister contrasted "class consciousness" with the "community consciousness" represented by the National Government. When his Cabinet tells children that, if their parents are well-to-do, they shall have easy access to education, but that, if their parents are poor, it shall be rationed to them under stringent precautions, like bread in a famine, which is it practising?

The thing would be mischievous enough even if it were possible to be sure that it would soon be over. But we cannot, I fear, console ourselves with the reflection that the new departures now proposed represent merely a temporary concession to a passing emergency. The justification for them advanced in the Circular, and the terminology of the Regulations, suggest that the innovations are intended to be permanent. It is ominous that the latter lay down that what has hitherto been known as a "Free Place" shall be described in future as a "Special Place." Till an explanation is offered, the reasons prompting that change must remain conjectural. I am afraid, however, that it may not be so purposeless as at first sight it appears. As long as the term Free Place is used, there is a risk that the number of Free Places may be increased until every place is free; and certain Authorities in their mistaken desire to diminish

educational inequalities, have acted on that principle. But, if Special Places were multiplied, they would obviously cease to be "Special"; by very definition they must be restricted to a minority of pupils in a school. Thus over-zealous Authorities are to be protected by the Regulations from the insidious temptations of a dangerously democratic system of nomenclature.

THE VERDICT OF THE ECONOMISTS

The spokesmen of the Government will protest, of course, with sobs in their voices, that they are reluctantly obeying the remorseless dictates of economic necessity. Human credulity is infinite, especially when stimulated by strong pecuniary incentives. I do not question their sincerity, though I cannot help observing a resemblance between their tears and those of another famous statesman, which turned to millstones as they fell and knocked out children's brains. But where do these gentlemen get their economics?

Only three days before the issue of the new Draft Regulations a letter was published in *The Times* over the signatures, among others, of Sir William Beveridge, Professor Pigou, Sir Arthur Salter, Professor John Hilton, and Mr. Dennis Robertson, warning the Government against further educational economies, and, in particular, against such as "take the form of raising fees in secondary schools." If there are economists of equal standing who take a different view, who are they? In what way is it supposed that a further reduction of educational expenditure will hasten an economic revival? By releasing money to be invested in industry? Why, the banks are congested with deposits which they cannot use. As a matter of fact, the collapse in prices, which is the immediate cause of our present difficulties, is likely, if anything, to be aggravated by a policy which transfers command over commodities from those likely to spend it on consumable goods to those likely to save part of it. The truth is that the whole array of suggestions, sedulously propagated for a year, that it is economically beneficial to the nation to spend less on the health and education of the rising generation is a bluff, and not a plausible one. It is time that it was called. The meaner sort of income-tax payer may rub his hands—the public-spirited will not—at the thought that the Government is saving his pocket at the cost of his neighbour's children; but he is mistaken in supposing that his personal prejudices are a reliable index either of economic realities or of the public advantage. If, as the Government intends, Secondary Education is made dearer and less accessible—if fewer boys and girls from the families of manual workers, clerks, and shopkeepers, are allowed to cultivate their powers, and a larger number are thrown at fourteen on to the labour market—few competent economists will argue that as a consequence wheels now silent will turn, or pits closed reopen, or wage-earners long idle be restored to employment by the sacrifice of their children.

THE CHOICE BEFORE THE NATION

The choice before the nation is simpler and more serious than is implied in these malodorous concoctions of half-baked economics and stale appeals to cupidity. It is expressed in a nutshell in two documents which lie before me. The first is an extract from a speech by the French Prime Minister; the second a British Report, which attained some notoriety, on National Expenditure. France, like ourselves, has her economic difficulties. In what spirit is she meeting them? M. Herriot

tells us: "Being determined," he states, "to reconstruct our whole system of education on rational lines, we intend henceforward to make secondary education completely free, in order to open the same access to knowledge to every child in France." France is acting on his words. In 1930 the French Chamber made the sixth (*Anglice* the first) class in the secondary school course free, and in 1931 the fifth (*Anglice* the second). The reform is intended to continue till French secondary education is free throughout.

What has England to offer to set aside that policy? Behind the recent action of the Board lies the Report of the Committee on National Expenditure; and the answer to that question, I am afraid we must admit, is given in the golden sentence in which Sir George May and his colleagues expounded their conception of the educational arrangements best suited for their fellow-countrymen: "Since the standard of education, elementary and secondary, that is being given to the *child of poor parents*, is already in very many cases superior to that which the *middle-class parent* is providing for his own child, we feel that it is time to pause in this policy of expansion." (*Italics mine.*) When I read that declaration of class war in the schools, I confess that, with other innocents, I was naïve enough to be shocked. But the Cabinet has improved on it. It has not merely "paused in the policy of expansion"; it intends, it appears, to carry out a counter-revolution.

THE CONCLUSION OF THE MATTER

It is between these two conceptions of educational policy, which are also two conceptions of civilisation, that we now have to choose. The Draft Regulations will not come into operation till April 1st, 1933. If public opinion will make itself heard, it can compel their withdrawal, as it is essential that it should. But educationalists deceive themselves, if they suppose that, while the principles on which English education is based remain what they are, the attack will not be renewed, or that a merely defensive attitude will be successful in resisting it. It is necessary to defeat the whole army of assumptions which cause the educational system to be organised, not with a single-minded concern for the welfare of the children, but on lines of economic class and social stratification. As long as those assumptions are all-powerful, so that the children of the rich go to one type of school, and the children of common persons to another, and the former, when they are adults, resent expenditure on the education of the latter because they see no benefit in it for themselves and their own children, and both alike, having been treated as though they belonged to different biological species, glare at each other in later life across the chasm of mutual misunderstanding in which from youth they have been trained—as long as these conditions are maintained, so long also will English education continue to be, not what it might, the greater uniter, but a source of discord and division, and so long will these humiliating exhibitions continue to recur. If the proposals now laid before the nation drive home that lesson, they may not, mischievous though they are, be wholly to be regretted.

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Christmas and New Year Greetings

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A. Elizabeth Sones.

The Practical Effects of Education Economy



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The Practical Effects of Education Economy

Introduction

The history of public education in this country extends over less than a century. The first Government grant was made in 1833; elementary education was not made free until 1891; and it is only in the course of the last quarter of a century that a public system of secondary education has been brought into existence. Every improvement that has been won has been opposed in the name of "economy" by the vested interests of the day. At the moment we are faced, not only with opposition to advance, but with an attack upon what already has been established.

Origin of the Economy Campaign

The Committee on National Expenditure, more commonly known as the May Committee, recommended in July, 1931, that certain drastic reductions in grants for education should be made, including a 20 per cent. cut in teachers' salaries.

As a result of this Report, a series of circulars and memoranda has been issued by the Board of Education, announcing economies which it is proposed to effect. The more serious of these economies, which are explained in greater detail below, are as follows:—

1. Limitation of the special building grant of 50 per cent. to expenditure for which Authorities were contractually committed before September 4, 1931.
2. The withdrawal of the deficiency grant.
3. The establishment of a means test for the parents of free placers and an increase in secondary school fees, as from April 1, 1933.

4. A reduction in teachers' salaries by 10 per cent. from October 1, 1931, and an "appropriate reduction" in grants to Local Education Authorities in respect of the salaries and wages of their other officers.

The general effect of these economies is to reduce the Education Estimates for the current year (1932-33) to £52,006,461, as compared with last year's figure of £58,377,598,* a reduction of 10.8 per cent. If the policy outlined above with regard to secondary school fees and free places is carried out, the reduction for next year will, of course, be larger still. In this connection it should be noted that the Estimates for the Navy, Army, and Air Force have only been reduced by 4.7 per cent. They still stand at £106,097,000.

The particular effects of the economies enumerated above are as follows:—

1. Cancellation of Special Building Grant

In September, 1929, the Board of Education announced that a special 50 per cent. grant in aid of capital expenditure on elementary education would be made for the period September, 1929, to September, 1932, to help Authorities with the abnormal building programme which would be necessary if the reorganisation schemes recommended by the Hadow Committee were to be carried out. This grant has now been limited to expenditure for which Authorities were contractually committed before September 4, 1931. Any other proposals must be submitted to the Board again, even if they have been formally approved, and they will in no case rank for grant at a higher rate than 20 per cent.

The Board's building policy is, in effect, to stop the building of new schools, except on new housing estates, to check improvements to existing build-

* These figures do not, of course, include the expenditure of Local Authorities.

ings, and to cut down repairs to a minimum. This policy would have been bad enough at any time; but to call a halt at this moment, when Local Education Authorities are in the midst of reorganising their school systems on the lines of the Hadow Report, is to run the risk of wasting public money which has already been spent, and to add to the present chaos in the educational system.

Administrative and architectural staffs throughout the country have, during the last few years, been devoting a large amount of time, which is money, to working out the details of reorganisation, in order to give every child some form of secondary education after the age of eleven. This reorganisation involved, amongst other things, building new schools to cater for the older children and adapting existing schools for juniors and infants.

The suspension of new building means that much of the work of these experts has been wasted. Half-completed programmes of change have been suspended, and, in many areas, two radically different systems of school organisation are left standing side by side.

A few Local Education Authorities were able to tackle the problem of reorganisation promptly, and their schemes were completed before the economy axe fell; but a large number of Authorities were either in the initial stages of their plans, or had completed the work only in part of their area. Hence, children on one side of a town have facilities which are not available for children on the other. For example, Gateshead County Borough has suspended its reorganisation programme, except in so far as it was contractually committed to it. The town is divided into eight groups, two of which have been completely reorganised and one partly; the other five remain undealt with.

The lead which the Board of Education has given has not, happily, been followed by all Local

Authorities; a few are endeavouring, with a reduced grant or no grant at all, to maintain the educational services at their existing level and to carry out the reorganisation scheme visualised by the Hadow Committee. They are, however, in a minority.

Information has been collected by the Workers' Educational Association about the reorganisation and building plans of a hundred and two Authorities. Of these, nineteen have completely suspended reorganisation, except where contractually committed to it; forty-seven have considerably held up reorganisation and/or new buildings; and twenty-nine have put some check on such work. Only seven have effected no economies in these directions.

Examples, taken at random, of Authorities which have suspended part of their programmes are as follows:—

The Bedfordshire County Council has abandoned reorganisation schemes, including new schools, to the value of £23,500; and, in addition, the Board of Education have refused sanction for a new school at Stewarthy, estimated to cost £19,000, for which the bricks and site were offered free, within a time limit. The Carnarvonshire County Council proposed to cut its building programme by 68 per cent., but the Board refused to sanction even the balance. They are only prepared to consider the erection of two new schools out of the original programme of eleven, and alterations, conversions, and additions in four out of the original programme of fifteen schools.

In the County of Durham, reorganisation is being greatly hindered by the Board's refusal to sanction the Authority's building programme. Only eight out of twenty-two new schools have been approved, and eleven out of twenty-five schemes for re-modelling old buildings. Permission has been given to purchase eleven out of fifteen required sites, and thirteen out of twenty-

one proposals for the installation of electric light or central heating have been turned down.

In Plymouth, capital expenditure on projected building and reconstruction schemes to the extent of £119,500 has been postponed. Taunton's reorganisation scheme has been modified to cost £11,150 instead of £19,435. East Suffolk County Council has dropped its reorganisation and building programmes, and is preparing a modified programme mostly concerned with the replacement of defective premises. And so the story goes on, from County Council to County Borough and from County Borough to Urban District. Almost everywhere reports are on the same lines of panic action to stop present expenditure, regardless of the time and money spent in the past, and of the needs of the future.

Nor is it only reorganisation which is affected. Quite as serious, in its own way, is the cessation of the alterations and repairs which are necessary even if no reorganisation is contemplated. In some schools there is still bad over-crowding; for example, two classes of over forty children each may be going on simultaneously in a room built to accommodate one class of sixty; the lighting and heating in many schools are unsatisfactory, and the hot water supply and lavatory accommodation leave much to be desired. The saving effected by neglecting these needs is quite out of proportion to the lack of efficiency and danger to health which inadequate buildings carry with them.

The same policy is being followed with regard to Secondary Schools. For example, the economies effected by the Cumberland County Council include the postponement of a new Secondary School at Millom, the reduction of a projected scheme of expenditure at Penrith Grammar School from £11,000 to £3,000, and the postponement of a major scheme of extensions to class-rooms at the Carlisle Girls' High School, at an estimated cost of £11,500. The completion of a much-needed

Secondary School in Southampton, at a cost of £46,760, has been turned down, and two new schools in the same County Borough, one for boys and one for girls, for which the sites and plans are ready, have been postponed. The London County Council's annual capital estimate for higher education was £285,000 for the year 1931-32, and has fallen to £510 for the half-year March to September, 1933.

Thus, while a few new elementary schools may be provided to meet the needs of shifting population, the building of new secondary schools is virtually at a standstill.

No one political party in this country has any sole responsibility for the programme of school reform which has been brought so summarily to a conclusion. It is a programme which has commended itself to all shades of opinion as urgently necessary in the national interest. Defending his reorganisation proposals in the House of Commons on April 23, 1929, Lord Eustace Percy said:—

"It is not an extravagant programme. . . . It is really a work of consolidation, economical in the truest sense, and it has behind it, I believe, the convinced support of the industry and commerce of this country."

He added that "the test of a reorganisation of this kind is the *capital expenditure* that you invest upon it."

If these things are true, it only remains to decide whether the State can afford capital expenditure on this scale. Light is thrown on this point by the important pronouncement by forty-one member of the economics faculties of Universities in their letter to *The Times* of July 5, 1932:—

"The Government," they say, "should encourage Departments, Local Authorities, &c., to speed up their expenditure on all sound schemes of construction and development. The Government

should obtain funds for these purposes from the banks, which will then be assisted in their efforts to put fresh money into circulation."

2. Withdrawal of Deficiency Grant

The Board's grant to Local Authorities for elementary education is based on a capitation grant, plus various percentage grants, minus the product of a 7d. rate; but, by the Education Act of 1921, the grant might not fall below a minimum of 50 per cent. of the Authority's expenditure on this service. The money, called the "deficiency grant," necessary to make up this sum, has now been withdrawn, and it is estimated that seventy-one Authorities will lose thereby a total sum of £1,450,000. This loss would have been a very much greater one had it not been for the drastic reductions of expenditure undertaken by some authorities concerned. According to a statement published by the London County Council:—

"The new basis would have involved a reduction in grant of £1,325,000 if calculated on the original estimate of expenditure for 1931-32. The effect of the reduction in the Council's estimated expenditure for 1932-33, together with the variation in the basis of grant, is to reduce the total Exchequer Grants by £1,901,435, as compared with the estimate for 1931-32."*

Notwithstanding that London's estimated expenditure for 1932-33 shows a decrease of £1,498,840 from the previous year, there is an additional charge on the London education rate estimated at £421,744.

3. Secondary School Fees and Free Places

The Board have just issued (September 13, 1932) revised draft Regulations for Secondary Schools, together with an explanatory circular, No. 1421. These documents introduce a new principle into the public educational system, namely, that the

* *Annual Estimates, 1932-33. Explanatory notes, page 57.*

Board requires Education Authorities to apply a means test for the parents of children who hold free places (now to be called special places) in the Secondary Schools. From April, 1933, fees are to be charged in all Secondary Schools (in October, 1931, no fees were charged in seventy-eight schools maintained by Local Authorities), and the parents of pupils who pass the competitive entrance examination will be offered special places, but "will be expected to pay the school fee, except where their circumstances justify its remission either wholly or in part." The Board "contemplate" (and contemplation which can be backed by heavy subtraction from a 50 per cent. grant is in the nature of a command) "for complete exemption from fees an income limit of £3 to £4 a week in the case of a family with one child, plus an addition of 10s. for each additional child, or any alternative scheme having equivalent effect."

Furthermore, Authorities and Governors are instructed to review the fees now charged; and though "the Board do not desire to lay down any uniform standard . . . they consider that it would be not unreasonable to look for some increase where the fee is at present below fifteen guineas a year; and while regard must necessarily be had to the fees at present charged, they will ordinarily hesitate, in future, to approve a fee of less than nine guineas."

In this connection, it should be realised that the Committee of Representatives of Local Education Authorities' Associations, appointed by the President of the Board of Education to recommend a procedure for the award of maintenance allowances in respect of the children of fifteen years old, who would have been retained compulsorily at school if the leaving age had been raised, suggested (1930) that maintenance grants should be awarded where the weekly income of a family, after deducting rent and rates, is under 12s. per head, and a progressive Authority, such as Manchester, gave (in 1931) a maintenance allowance where the income

per head did not exceed 16s. plus rent and rates. The aid now proposed for the secondary education of the ablest children is based almost exactly on these same low standards of income. There is little inducement in this to persuade parents, however sacrificing, to continue the education of their children to sixteen or eighteen.

Parents will be expected to pay fees when their income is only slightly higher than the amount which enlightened Local Authorities have, in the past, considered too low for the maintenance of a child, even when a free place was granted. Indeed, in London parents for whom it has been necessary to provide a grant of £15 for maintenance will now be expected to pay fees! The result will be that parents who would have sacrificed for two or four years the wages which their children might be earning will give up the struggle when, to the negative loss in wages, is added a positive loss in fees, as well as maintenance. In other words, this country is returning to the principle that secondary education should depend, not upon ability to profit, but upon ability to pay. When we reflect how many clever boys and girls have been enabled since 1907 to continue their education by means of the free place and scholarship system, and the responsible positions so many of them now occupy in industry, commerce, education, research and public administration, we realise what a severe blow the proposals will aim at the future efficiency of the nation.

Nor is this the only attack which has been made upon the poorer child's opportunities for secondary education. Many Authorities have already reduced the number of scholarships offered and/or decreased maintenance allowances.

Happily, the Secondary School Regulations are at present only in draft form, and must be laid before Parliament before they are confirmed. There is no time for delay, but prompt action by a determined and organised public opinion can obtain their withdrawal. Members of Parliament

and of the Government should be made aware of the opinions of their constituents on this matter.

4. Reductions in Salaries

Nearly every type of teacher has been compelled to accept a 10 per cent. reduction in salary, notwithstanding an unexpired contract to the contrary, in addition to bearing his or her share of the additional taxation imposed upon every citizen. It is true that the transaction has been legalised by the National Economy Act, but the breach of faith exists nevertheless, and a dangerous precedent, which has shaken public confidence in Government contracts, has been set. This additional tax has, in many cases, been imposed upon uncertificated teachers, who were already in receipt of less than £100 per annum, and some Local Education Authorities are applying the "appropriate reduction" to the wages of their school caretakers and cleaners, as well as to the salaries of all administrative and clerical workers.

5. Other Economies

Though the economies enumerated above are the most startling which have been effected or suggested, there are various others which must have disastrous effects upon the physical and mental well-being of the coming generation.

6. Nursery Schools

There are at present only fifty-six nursery schools recognised by the Board, and the Parliamentary Secretary has announced "that in existing circumstances it is improbable that any more will be sanctioned." Schemes for such schools have, in consequence, been postponed by several Local Education Authorities. This is another case of a direct reversal of policy. In December, 1929, the Board, in Circular 1405, urged Local Education Authorities to consider the provision of nursery schools or classes for children between two and five years old, because "it is grossly uneconomic to allow the health and stamina of infants to deteriorate till five years old and then to spend large sums of money in trying to

cure them between the ages of five and fifteen." Now, apparently, economy merely means not spending money to-day regardless of liabilities that may thereby be accumulating for the future. Even the penny-wise policy of excluding from school all children under the age of five is being advocated in some quarters. Thus, not only has progress been brought to an end, but the children are threatened with a withdrawal of the care which is now possible. Here again, only public opinion can prevent this foolishness.

7. Medical Services, School Meals and Playing Fields

But it is not only in the pre-school years of the child's life that economies on health are to be effected. Plans for new school clinics have been abandoned in many places, and the appointment of additional medical and nursing staffs has been deferred, whilst some Authorities such as Bradford and London are increasing their treatment fees, and others, for example, Cardiff and Wigan, are supplying milk instead of meals. Another economy, which will affect the health of both elementary and secondary pupils, is the halt which has been called in many directions to the provision of playing fields. The East Suffolk County Council has even decided to let one of its existing fields.

8. Reduction in Teaching Staff

Last autumn the Government decided to stabilise the establishment of teachers in every local area, and since then there have been many signs that a general attack on standards of school staffing is pending. A few Authorities have already effected considerable reductions, and pressure is being exerted on others to follow their lead. This will mean that classes already too large will be increased in size, or that head teachers will have to take a class, or that certain types of classes will have to be discontinued or curtailed. For example, at Kingston-on-Thames home-making courses have been suspended at one centre in order to save the

salary of a teacher, and in Salford some of the special classes for mentally retarded children have been discontinued, with the result that these children must be taught with normal pupils, which retards the progress of the whole class and discourages the backward children. Any wide movement in this direction will inevitably mean unemployment among trained teachers and a waste of that teaching ability of which a wise country would take full advantage.

9. Repairs, Books, Equipment, &c.

The closest scrutiny is being made of expenditure on repairs, books, &c. Many Authorities are only executing the most necessary repairs, thus laying up trouble for the future. London's estimated annual expenditure for minor alterations and improvements has been cut down by £63,550, and the estimate for painting, repairs, &c., by £51,510. The period for the redecoration of schools has been increased, as, for instance, in Bradford, from three to four years, and in the West Riding to every five years.

From all over the country come reports with regard to economy on books and equipment, in all types of schools. For example, the West Riding County Council's estimate for books, stationery, &c., for the current year is £6,700 less than for 1931-32. Bradford has cut its grant by 10 per cent., Ipswich County Borough, besides reducing the *per capita* grant for books, has withdrawn the whole of the allowance for school libraries. Willesden Urban District has abolished its capita- tion grant and has given its Director discretionary power with regard to the supply of books, stationery and equipment. The Report of the Consultative Committee on Books in Public Elementary Schools has revealed that even now many schools are exceedingly ill supplied. Economy here, besides depressing the printing trades, will intensify an evil which most people think is already sufficiently serious.

10. Technical and Continued Education

Technical and continued education have not escaped the economy campaign. At Bootle, for example, it is proposed to discontinue a junior technical school. Building has been postponed and staffs curtailed, and in some districts fees have been increased and conditions for the formation and continuation of classes made more stringent. In London, fees have been introduced in the day continuation schools for the first time.

11. Special Schools

Schemes for new special schools, including several open-air schools, have been abandoned by many Authorities, and economies have been effected with regard to staffing, equipment, travelling, &c., in existing ones. One Authority, East Sussex, has decided, temporarily, to cease sending feeble-minded children, except children in the charge of the Public Assistance Committee, to residential special schools.

12. Public Libraries

Public Libraries, both urban and county, have suffered from the economy campaign. The Sheffield Library estimates for 1932-33 are for £6,000 as compared with £35,594 for 1931-32; Dorset County Council is buying no new books this year, thus saving £1,000, and many other Library Committees are cutting down expenditure in this direction.

13. Administrative Economies

In addition to economies effected by reductions in administrative and clerical salaries, mentioned above, many Authorities are reducing their administrative and clerical staffs and/or are refraining from filling staff vacancies as they occur. Such a policy may involve a serious menace to the present high standard of administrative efficiency, if, as, for example, in the cases of West Bromwich and Merthyr Tydfil, the post of Director of Education is not filled.

14. General Tendencies

In the foregoing pages an attempt has been made to give some idea of the more important economies which have been effected in the educational services up and down the country. But it is not only a positive attack which has to be combated. On many Local Education Committees, the mere consideration of new proposals is completely ruled out by the insistent pressure for "economy."

The "economisers" tell us that it will do no harm to mark time and consolidate the educational system for a while; but they forget that the school period of a generation passes quickly, and that boys and girls who are deprived of educational facilities now will never have their childhood again. It has been stated, in high quarters, that, during the national crisis, there should be equality of sacrifice. To curtail the education of a generation is not equality of sacrifice. The children of eleven plus who will be deprived next April of a secondary education, if the present draft regulations are confirmed, will be compelled to make a sacrifice which may have a lasting effect upon their lives, and which is quite out of proportion to the sacrifice demanded of the average citizen. Councillor Wright Robinson, the Chairman of the Manchester Education Committee, points out in an interview with the *Manchester Guardian* that the difference between free secondary education and a charge of £9 per head will only save the rate-payers of that city one farthing in the pound.

In a pamphlet of this character it is impossible to do much more than state bare facts. It is left to the imaginative reader to visualise the waste, disappointment, discouragement, and despair that these short-sighted policies must entail. At a time when material values are changing, when security of any kind is rapidly decreasing, and every day fewer people can say with confidence that they have no fears for the future, it is a strange economy that would deprive a growing number of potential citizens of one of the few things that cannot fail to be to them a valuable and permanent possession.