

## APPENDIX A.

(A.)—CLAUSE 8 OF THE EDUCATION (SCOTLAND) BILL, 1907.

(7 Edw. 7.)

8.—(1) It shall be lawful for a school board from time to time to make, vary, and revoke byelaws for requiring the attendance at continuation classes until the age of seventeen of young persons who are not otherwise receiving a suitable education, and that at such times and for such periods as may in such byelaws be specified:

Provided that no young person shall be required to attend a continuation class held beyond two miles measured along the nearest road from the residence of such young person.

(2) Byelaws so made shall not take effect unless and until they have been submitted to and confirmed by the Department, who are hereby empowered to allow, modify, or disallow the same, as they may think proper, nor shall any such byelaws be confirmed—

Unless notice of intention to apply for confirmation of the same has been given in one or more of the newspapers circulated within or by handbills posted throughout, the district to which such byelaws relate, one month at least before the making of such application; and

Unless for one month at least before any such application is considered a copy of the proposed byelaws has been kept at the office of the school board and has been open during office hours thereat to the inspection of the ratepayers of the district to which such byelaws relate, without fee or reward.

Any person aggrieved by any proposed byelaw, or by any proposed alteration of a byelaw, may within such last-mentioned month forward notice of his objection to the Department, who shall consider the same before granting confirmation.

The clerk of the school board shall, on the application of any such ratepayer, furnish him with a copy of such proposed byelaws or any part thereof, on payment of *sixpence* for every hundred words contained in such copy.

A byelaw when confirmed by the Department shall not require confirmation, allowance, or approval by any other authority.

(3) If any person knowingly employs a young person at any time when his attendance is by any such byelaw required at a continuation class he shall be liable on summary conviction to a penalty not exceeding *forty shillings*, or in case of a second or subsequent offence not exceeding *five pounds*.

(4) If any parent or guardian of a young person by wilful neglect, or by habitually neglecting to exercise due care, has conducted to the commission of an alleged offence under the immediately preceding subsection, or otherwise to failure on the part of the young person to attend a continuation class as required in any such byelaw, he shall be liable on summary conviction to the like penalty.

(5) The Department shall not allow any byelaw unless they are satisfied that there is a suitable provision of continuation classes within the parish or burgh to which it bears to be applicable.

(6) The production of a written or printed copy of a byelaw, if authenticated by the signature of the clerk to the school board, shall, until the contrary is proved, be sufficient evidence of the due making and existence of the byelaw, and, if it is so stated in the copy, of the byelaw having been allowed by the Department.

## (B.)—NOTE ON THE EDUCATION (SCOTLAND) BILL, 1907, AND ON THE CIRCUMSTANCES WHICH LED UP TO IT.

In 1907 Mr. John Sinclair (Secretary for Scotland) and the Lord Advocate (Mr. Thomas Shaw) introduced in the House of Commons, on behalf of the Government, a Bill "to Amend the Laws relating to Education in Scotland, and for other Purposes connected therewith."\* In explanation of the proposals of this Bill it is necessary to say a few words about the Education (Scotland) Act, 1901, upon which its proposals were based. The Act of 1901 regulates the employment and attendance of children at school in Scotland. It makes it the duty of every parent to provide efficient elementary education in reading, writing, and arithmetic for his children who are between 5 and 14 years of age. It makes it unlawful for any person to take into his employment any child (1) who is under the age of 12 years, or (1) who, being of the age of 12 years and not more than 14 years, has not obtained exemption from the obligation to attend school from the School Board of the district. It makes it "lawful for any School Board, where, after due inquiry in each case, the circumstances seem to justify such exemption, to grant exemption from the obligation to attend school to individual children over twelve years of age, for such time and upon such conditions, if any, as to the amount and manner of further attendance at school until the age of fourteen as the School Board shall think fit." But it provides that "any School Board granting such exemption to individual children shall keep a register wherein shall be entered the name of children so exempted and a statement of the circumstances in which, and the conditions upon which, such exemption has in each case been granted." It also gives the Scotch Education Department power, when it sees fit, to call upon any School Board for a return of the children to whom such exemption has been granted, and of the circumstances in which and the conditions upon which such exemption has in each case been granted." If, after due inquiry, the Department is satisfied that such exemption has been granted by any School Board in circumstances which did not justify its being so granted, or that the conditions on which such exemption has been granted are insufficient, or that the attendance of scholars within the district of the School Board, or any part of its district, is unsatisfactory, the Department is authorised by the Act to "call upon such School Board to recall such exemption, or to take steps to improve the attendance." If the School Board fails to do this within a reasonable time, the Department has power to withhold or reduce the Parliamentary grant.

The evidence furnished to the Committee shows that the present law of school attendance is working satisfactorily in Scotland. In the year 1905 the number of the Scotch population between 5 and 14 years of age was 869,484. The number of scholars between those ages on the registers of all schools was 807,026.† Of the difference between these totals (62,458), the number 34,727 was accounted for by the absence of that number of children between 5 and 7 who were not on the registers of schools. The number (in all schools, in 1905) of scholars between 12 and 14 (the ages within which exemption was possible) was 178,521. Of this number only 7,822 (or 4 per cent. of the children between 12 and 14 on the registers) were exempted by School Boards from full Day School attendance. Of this total (7,822), only 2,045 (or little more than a quarter) were exempted without conditions. The remainder (5,777) were conditionally exempted. The usual condition upon which exemption is granted under 14 is that the pupil shall attend an Evening Continuation Class until 14 years of age. There is thus, at the present time, a certain

\* Education (Scotland) Bill, Bill 130, 1907.

† The average attendance of children between 5 and 14 in all schools in 1905 was 706,211.

amount of compulsory attendance at Evening Continuation Schools in Scotland, but this compulsion only affects children under the age of 14. There does not appear to be much trouble in securing the evening attendance of pupils who have been exempted from Day School attendance on this condition. If a pupil does not attend the Evening School regularly it is always open to the School Board to withdraw its conditional exemption.

The evidence which was given to the Committee on this point during their visit to Scotland calls for notice here. Mr. G. W. Alexander, Clerk to the Edinburgh School Board, stated that out of about 50,000 children attending Primary Schools in Edinburgh only about 160 exemptions were granted in 1906-7 to children under 14 years of age. The number of such exemptions has been rapidly reduced in Edinburgh during recent years. Public opinion is in favour of enforcing attendance up to 14, and there is no excessive number of applications for exemption. Each application is investigated thoroughly by the attendance committee. The School Board has power to make it a condition, in allowing a child to leave school before 14, that he or she should attend Evening School up to that age, and the Board imposes that condition in almost every case.

Mr. R. S. Allan, the chairman of the Glasgow School Board, informed the Committee that, though a great many applications were made to the School Board for exemption from school attendance below the age of 14, very few were allowed. Every application is examined very thoroughly by the attendance committee, which considers the whole of the circumstances in each case, together with the views of the teacher and attendance officers. If necessary, the attendance committee takes into account the question of the need of the family for the wages which the child might earn, and it sometimes invites the opinion of the employers. The result is that out of (roughly) 100,000 children in the Primary Schools of Glasgow, only about 50 or 60 exemptions are allowed in each year, below the age of 14. This result has been achieved in spite of the fact that there are many very poor districts in the city of Glasgow. It should also be remembered that (as is not the case in many Scottish towns) the social conditions of Glasgow approximate somewhat closely to those of some of our great English cities. In 1906, in Glasgow, the total number of children exempted between 12 and 14 was 73. Mr. Allan thinks that the present number probably represents the irreducible minimum. In every case where exemption from Day School attendance is given in Glasgow under 14, it is made a condition that the child shall attend Evening School until that age is reached. Attendance in such cases is required on three evenings a week all through the ordinary Evening School winter session, and, in addition, at summer courses which are specially arranged for these exempted children. This means, altogether, about 30 weeks' Continuation School attendance in the year. Weekly returns of the attendance at Continuation Schools are supplied to the School Board. In cases of non-attendance the parents are summoned before the Board and are threatened with the withdrawal of the exemption. As a rule, the attendance at Continuation Schools of children exempted from Day School Attendance is very good. The employer, knowing that he will lose his employee if the exemption certificate is withdrawn, takes care not to allow the hours of employment to interfere with the prescribed Continuation School attendance. Mr. Allan is not of opinion that the requirement imposes any hardship on the children, or that (save possibly in a few exceptional cases) evening schooling after the day's work is likely to overstrain the children. The School Board, in granting exemptions, always ascertain what it is proposed that the child shall do, and they refuse to consent to the proposed exemption if they think it likely that the child will be overworked. Most of the exempted children attend the ordinary elementary

classes in the Evening Schools, but some of them are so backward that special classes have to be formed for them. This arrangement, however, is now necessary only in a few cases. Most of the exempted children are 13 years of age.

Such are the facts in regard to school attendance in Scotland which the framers of the Education (Scotland) Bill of 1907 could take as a basis for further legislation. The Bill proposed to make it lawful for a School Board, in granting exemption from the obligation to attend school under 14 years of age, to impose as a condition of such exemption attendance either at a Day School or at a Continuation Class after the age of 14 (the present limit of such possible compulsion) up to 17, and for such part of the year in the case of a Day School, or for such number of attendances in the case of a Continuation Class, as the School Board may prescribe. The Bill also proposed that "if any person knowingly employs a young person above the age of 14 at any time when his attendance is required at a Day School or Continuation Class, the employer shall be liable, on summary conviction, to a penalty not exceeding 40s., or, in the case of a second or subsequent offence, not exceeding 5*l.*"

The Bill further proposed that "if any parent or guardian of a young person above the age of 14 has by wilful default, or by habitually neglecting to exercise due care, conduced to the commission of an alleged offence under the above subsection, or otherwise to failure on the part of the young person to attend at a Day School or a Continuation School at a time when his attendance is required, he shall be liable, on summary conviction, to the like penalty."

Clause 8 of the Education (Scotland) Bill, which is especially mentioned in the reference from the Board of Education to this Committee, and as to the applicability of which to England and Wales this Committee was desired by the President to advise, proposed that it should be lawful for a School Board from time to time to make, vary, or revoke byelaws for requiring the attendance at Continuation Classes up to the age of 17, of young persons who are not otherwise receiving a suitable education. It was provided, however, that no young person should be required to attend a Continuation School held beyond two miles measured from the nearest road from his or her place of residence. Byelaws under this clause were not to take effect until they had been submitted to and confirmed by the Scotch Education Department, and until due public notice had been made in the locality of the proposed byelaws, and opportunity given for protest and objection. The Scotch Education Department is forbidden by the Bill to allow any byelaw requiring attendance at Continuation Schools between the ages of 14 and 17 unless they are satisfied that there is a suitable provision of Continuation Schools within the parish or burgh to which the byelaw would be applicable. The penalties to which employers or parents acting in contravention of such an approved byelaw would be liable were the same as those proposed for similar offences under the previous section.

(C.)—CLAUSE 10 OF THE EDUCATION (SCOTLAND) ACT, 1908, AS  
FINALLY ADOPTED.

10.—(1) Without prejudice to any other power of a school board to provide instruction in continuation classes, it shall be the duty of a school board to make suitable provision of continuation classes for the further instruction of young persons above the age of fourteen years with reference to the crafts and industries practised in the district (including agriculture if so practised and the domestic arts), or to such other crafts and industries as the school board, with the consent of the Department, may select, and also for their instruction in the English language and literature, and in Gaelic-speaking districts, if the school board so resolve, in the Gaelic

language and literature. It shall also be their duty to make provision for their instruction in the laws of health and to afford opportunity for suitable physical training.

(2) If it is represented to the Department on the petition of not less than ten ratepayers of the district that a school board are persistently failing in their duty under the foregoing subsection, the Department shall cause inquiry to be made and may call upon the board to institute such continuation classes as appear to the Department to be expedient, and, failing compliance, may withhold or reduce any of the grants in use to be made to the board.

(3) It shall be lawful for a school board from time to time to make, vary, and revoke byelaws for requiring the attendance at continuation classes, until such age not exceeding seventeen years as may be specified in the byelaws, of young persons above the age of fourteen years within their district who are not otherwise receiving a suitable education, or are not specially exempted by the school board from the operation of the byelaws, and that at such times and for such periods as may in such byelaws be specified. Such byelaws may also require all persons within the district having in regular employment any young person to whom such byelaws apply to notify the same to the board at times specified in the byelaws, with particulars as to the hours during which the young person is employed by them :

Provided that no young person shall be required to attend a continuation class held beyond two miles measured along the nearest road from the residence of such young person.

(4) Sections one hundred and eighty-five, one hundred and eighty-six, and one hundred and eighty-seven of the Public Health (Scotland) Act, 1897, which are set out in the First Schedule to this Act, shall apply to byelaws made under this section as if they were herein re-enacted, with the substitution of the Department for the Board and of the school board for the local authority:

(5) If any person fails to notify the school board in terms of any such byelaw in regard to young persons employed by him, or knowingly employs a young person at any time when his attendance is by any such byelaw required at a continuation class, or for a number of hours which, when added to the time required under any such byelaw to be spent at a continuation class, causes the hours of employment and the time so spent, taken together, to exceed in any day or week, as the case may be, the period of employment permitted for such young person by any Act of Parliament, he shall be liable on summary conviction to a penalty not exceeding twenty shillings, or in case of a second or subsequent offence, whether relating to the same or to another young person, not exceeding five pounds.

(6) If any parent of a young person by wilful default, or by habitually neglecting to exercise due care, has conduced to the commission of an offence under the immediately preceding subsection, or otherwise to failure on the part of the young person to attend a continuation class as required in any such byelaw, he shall be liable on summary conviction to the like penalties as aforesaid.

#### (D.) SHORT NOTE ON THE EDUCATION (SCOTLAND) ACT, 1908.

The Education (Scotland) Bill did not become law in the Session 1907, and was reintroduced, with some modifications, in 1908. As amended by the Standing Committee on Scottish Bills, the sections under review are altered in some material respects. Of these changes the most important for the Committee's present purpose is that which was designed to

protect the pupil who is compelled to attend an Evening Continuation School from the danger of physical overstrain, a danger to which Mr. Barnes, Member for the Blackfriars division of Glasgow, called special attention in the debate on the second reading of the Bill in the House of Commons on May 5, 1908. This danger was guarded against by the provisions of Clause 10, subsection (5), given above.

Another important change in the Education (Scotland) Bill as re-introduced in 1908 is the following:—Clause 10 (which corresponds, as stated above, to Clause 8 of the Bill of 1907), subsections (1) and (2), imposes upon each School Board the duty of making suitable provision of Continuation Classes for the further instruction of young persons above the age of 14 with reference to the crafts and industries practised in the district (including agriculture if so practised), and also for their instruction in the English language and literature. If not less than 10 ratepayers of the district represent in a petition to the Department that a School Board are persistently failing in their duty under this subsection, the Department is required to cause inquiry to be made and is authorised to call upon the School Board in question to institute such Continuation Classes as may appear to the Department to be expedient. Failing compliance with such requirement, the Department may withhold or reduce any of the Parliamentary grants made to the Board. In the Standing Committee on Scottish Bills, a further provision was introduced that it should be the duty of the School Board to make provision in Continuation Schools for the instruction of young people in the laws of health, and to afford in such schools opportunity for suitable physical training.

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## APPENDIX B.

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### SUMMARY of REPLIES to the CONSULTATIVE COMMITTEE'S FORM of INQUIRY with regard to CONTINUATION SCHOOLS in RURAL DISTRICTS.

Replies to the Committee's form of inquiry have been received from 198 persons or associations, viz.:—

- 34 Chairmen of County Education Committees.
- 30 Women (including one committee of ladies).
- 38 other persons interested in Rural Education (including the Rural Education Sub-Committee of the County Councils' Association, and the Bath Rural District Education Sub-Committee).
- 96 Teachers of Public Elementary Schools or Continuation Schools.

Their replies are summarised below.

## I.

*Question I.—In what ways could the educational usefulness of Continuation Classes in rural districts be increased, and attendance at them improved?*

Answers received from 183 persons, viz. :—

31 County Chairmen.  
24 Women.  
33 other persons.  
95 Teachers.

It will be noticed that two questions are asked. They are, however, to a large extent interdependent, and have been treated as one by the majority of those who answer. It would be impossible, therefore, to separate the answers even if it were desirable to do so.

There is no lack of variety in the suggestions made. They cover almost every detail in the management, organisation, and instruction of Continuation Schools, while some deal with matters affecting other types of school; but certain suggestions appear again and again.

More than a fifth of the respondents (more than a quarter of the teachers) consider that some form of compulsion is an important—or the only—way of securing satisfactory results from Continuation Schools. Some of these think that such a measure is possible in the case of boys only, a few believing that it is not desirable even to encourage the attendance of girls at Evening Schools in the purely rural districts.

Various improvements in regard to the curriculum are proposed. Very great stress is laid upon the necessity of making the teaching practical and adapting it to the circumstances of the locality and to the industrial needs of the students. The introduction of subjects which are in themselves essentially practical (such as wood work) is often recommended. In this connection, it is sometimes asserted that a full measure of success can only be achieved by making employers and parents realise that the education offered will increase the efficiency of young persons at their work. At the same time a warning is given that this practical tendency should not be allowed to force out of the schools the more cultural subjects of instruction. Definite courses spread over several sessions are recommended in one or two cases as tending to increase the interest and the regularity of attendance of the students, besides securing more valuable results. An appeal for the grant, either to teachers or to local committees, of great discretion in regard to the curriculum is made by many of the teachers. The appointment of local committees for the purpose of advising as to the curriculum is another proposal. A good variety of subjects is asked for, and in one or two cases it is said that the instruction must be adapted to the individual requirements or attainments of the pupils. On the other hand, it is pointed out that the curriculum must not be overloaded.

The need for making the classes attractive is often referred to, and several ways of doing this are mentioned. A few point to the necessity of having bright and comfortable premises; but it appears to be generally thought that the attraction should come from the teaching itself, or from aids to the teaching, such as the use of magic lanterns, or from a choice of popular subjects. Good results are said to have been obtained by consulting the students themselves at the commencement of the session as to the subjects to be taken. The instruction, too, must not be a mere repetition of that given in the Elementary Schools, but must be a continuation of, and an advancement upon, it. Others consider that much can be done by fostering the corporate life of the schools, as by the formation of clubs in connection with them, by the institution of

country rambles, and so on, or by inviting the students to come to school for a short period before instruction commences in order to play games, or to attend for this purpose on evenings when classes are not held.

Great importance is attached to the personal interest and influence of the teachers, and also to their fitness for the work. Indeed, the opinion is held by some that the whole question of success or failure depends upon the ability and sympathetic attitude of the teachers. The lack of a sufficient supply of suitable teachers is lamented, and, as means of increasing it, it is suggested that higher salaries shall be offered, or that some part of the payment shall depend on the grant; but several teachers are strongly opposed to the latter method. The employment of peripatetic teachers is recommended in some cases; but, on the other hand, it is asserted that the expense of such a system would be enormous. The interchange of teachers between schools, combined with the employment of a special county staff of specialist instructors, is also suggested. An increased grant to admit of the appointment of special teachers is asked for in one or two cases. The employment of Elementary School teachers for evening work is both recommended and condemned, and arrangements are proposed for releasing Elementary School teachers from a part of their day work when they take classes in the evening.

Many refer to the need for arousing local interest in Continuation Schools, and, in fact, in all kinds of education, and it is suggested that this can be done by local lectures on the need for, and the utility of, further education, by public meetings, social gatherings, exhibitions of students' work, by securing the co-operation of influential and sympathetic people in the locality to talk to parents and children, and by giving employers and parents representation on local committees. Several teachers complain of the lack of interest shown even by the local managers of the schools, and consider that a greater practical sympathy on their part would be very beneficial. It is said again and again that one of the most important factors in improving attendance is the co-operation of employers. They should be encouraged (a few say forced) to give facilities to their employees to attend Continuation Schools, and they could help considerably by receiving, and giving due consideration to, reports from the schools on the educational progress of their workers, by using pressure to cause them to attend, or by paying class fees. One or two go so far as to recommend that they be made responsible by statute for the attendance of their employees at Continuation Schools.

A reduction in the working hours of young persons attending Continuation Schools is thought necessary by one or two of those who reply to the question, while one advocates attendance at school during work hours. As regards girls, it is sometimes stated that Continuation Classes must be held in the afternoon if at all.

It is said that the Continuation Schools should be brought into closer relation with the Elementary Schools on the one hand, and with more advanced technical schools on the other. Improvement is required in the Elementary Schools, especially in the higher classes, and it is essential that children should pass direct from those schools to the Continuation Schools. A few suggest that raising the age of attendance at the Day Schools would help to improve the attendance at Continuation Schools. It is thought by some that children should be allowed to attend Evening Schools a short while before they leave the Day Schools; others believe that great help is rendered by the teachers in the Day Schools using their influence with pupils about to leave to induce them to continue their education. Further, it is proposed that steps shall be taken to follow up those who have left the Day School, either by writing to them, or by visiting their homes.



Many persons, especially teachers, say that the fees should be low or abolished altogether, or that they should be returned in cases where the attendance during the session has been good.

Some other methods proposed are :—

- Co-operation with other local organisations, such as clubs, lecture societies, &c.
- Consolidation of schools, with (in some cases) the provision of conveyances.
- Award of prizes and scholarships.
- Fixing hours at time convenient to pupils.
- Encouragement of examinations.
- Abolition of examinations.
- Reduction in size of classes.
- Encouragement of originality in methods of teaching.
- Removal of cost of Continuation Schools from the Higher Education Rate.
- Higher Grant, or Block Grant.
- Abolition of 14 hours' limit for grant.
- More sympathetic attitude of Board of Education, local education authority, or inspectors.
- Less rigid discipline than in Day Schools.
- Good supply of books and apparatus.

## II.

*Question II.—What subjects of instruction at Continuation Classes are, in your opinion, most useful to country pupils, boys and girls respectively, between the ages of 13 and 17.*

Answers from 190 persons, viz :—

32 County Chairmen ;  
 30 Women ;  
 35 other persons ;  
 93 Teachers.

It is impossible to give an adequate summary of the answers to this question or to question II. The subjects of instruction that have been suggested are set out below, together with the number of times each has been mentioned. To obtain the full value of the recommendations, however, each reply must be studied separately and as a whole. Many of the replies suggest not a mere list of subjects, but a complete course of instruction, insisting upon the due correlation of the teaching in the various subjects. Others mention a large number of subjects as being suitable for Evening Schools, but do not expect that all of them will be taught in every school, intending some to be regarded as alternatives. Again innumerable suggestions are made as to the methods of teaching particular subjects, but it is impossible to reproduce these in a brief summary. Some who do not specify particular subjects, as well as some of those who do, make general recommendations as to the kind of instruction that should be given. It is said that the teaching should be such as to raise the general level of intelligence, to encourage vitality and alertness, or to teach pupils to think; the development of general culture and of literary taste should be encouraged; the subjects should be such as to benefit rural life; they should be related to local industries or occupations; they should teach the use of the hands; they should be practical subjects, or, whatever the subjects, the teaching should be practical. The necessity of accompanying subjects which are primarily utilitarian by

literary ones is referred to in many instances; while some consider that only quite elementary subjects can be taken at present in rural Evening Schools. It is suggested that the choice of subjects shall be left either to the teacher or to the managers, who are able to make allowance for the diversity of tastes and needs of individual students.

The subjects recommended are as follows:—

BOYS.	GIRLS.
LITERARY SUBJECTS - - - 128	LITERARY SUBJECTS - - - 109
English Language and Literature - - - 44	English Language and Literature - - - 42
Reading - - - 52	Reading - - - 50
Recitation - - - 2	Recitation - - - 3
Composition and Letter Writing - - - 44	Composition and Letter Writing - - - 34
Writing - - - 28	Writing - - - 24
Spelling - - - 1	Spelling - - - 1
History - - - 39	History - - - 27
Geography - - - 45	Geography - - - 25
MATHEMATICS - - - 130	MATHEMATICS - - - 67
Arithmetic - - - 107	Arithmetic - - - 65
Mensuration - - - 69	Mensuration - - - 7
Simple Accounts - - - 20	Simple Accounts ( <i>See</i> under Domestic Subjects).
SCIENCE - - - 88	SCIENCE - - - 80
Elementary (General) Science - 19	Elementary (General) Science - 9
Nature Study and Rural Science - - - 52	Nature Study and Rural Science - - - 19
Botany - - - 8	Botany - - - 5
Zoology - - - 2	Zoology - - - 1
Biology - - - 1	Hygiene and Physiology - 64
Hygiene and Physiology - 22	Chemistry - - - 1
Chemistry - - - 9	
Physics - - - 2	
Geology - - - 1	
Mechanics - - - 8	
Electricity - - - 2	
DRAWING - - - 76	DRAWING - - - 20
MANUAL INSTRUCTION - - - 108	MANUAL INSTRUCTION - - - 9
Woodwork (including Carpentry) - - - 73	Woodwork - - - 3
Metal-work - - - 8	Wood Carving - - - 4
Clay Modelling - - - 2	Metal-work - - - 2
Basket-making - - - 8	( <i>See</i> also Domestic Subjects).
Shoe or Harness-repairing - 4	
Rope-knotting and Splicing - 2	

BOYS.	GIRLS.
RURAL SUBJECTS - - - 107	RURAL SUBJECTS :
Agriculture - - - 41	Farm-work - - - 1
Horticulture (including	Horticulture (including
Practical Gardening) - 79	Practical Gardening) - 11
Dairy-work - - - 4	Dairy-work - - - 30
Fruit Culture - - - 7	Fruit Culture - - - 2
Arboriculture - - - 1	Poultry-keeping - - - 21
Care of Animals - - - 8	Bee-keeping - - - 13
Poultry-keeping - - - 14	Care of Animals - - - 2
Bee-keeping - - - 20	
Seed Judging and Testing - 1	
Hedging and Ditching - - 5	
Blacksmithing - - - 1	
Farriery - - - 3	
Farm Implements and	
Machinery - - - 6	
INDUSTRIAL SUBJECTS - - 5	
Mining - - - 2	
Telegraphy - - - 1	
Building Construction - 1	
Navigation - - - 1	
COMMERCIAL SUBJECTS - 24	COMMERCIAL SUBJECTS - 10
Office Routine - - - 1	Office Routine - - - 1
Shorthand - - - 4	Shorthand - - - 1
Typewriting - - - 2	Typewriting - - - 1
Bookkeeping - - - 22	Bookkeeping - - - 10
DOMESTIC SUBJECTS :	DOMESTIC SUBJECTS - - 159
	Domestic Economy - - 45
	Household Management - 50
	Cookery - - - 107
	Laundry-work or Washing - 41
	Needlework - - - 90
	Dressmaking - - - 45
	Millinery - - - 4
	Nursing - - - 21
	Care of Children - - - 19
	Household Accounts - - 40
	Hygiene. (See under Science.)
OTHER SUBJECTS - - - 75	OTHER SUBJECTS - - - 60
Ambulance or First Aid - 17	Ambulance or First Aid - 15
Physical Training - - - 25	Physical Training - - - 22
Music or Singing - - - 26	Music and Singing - - - 31
Citizenship - - - 33	Citizenship - - - 15
Co-operation - - - 3	Co-operation - - - 2
Ethics - - - 2	Ethics - - - 3
Thrift - - - 2	Thrift - - - 2

## III.

*Question III.—Do you think that, under present conditions, country boys and girls from 13 to 17 years of age are generally too tired by their work in the daytime to be able to get much advantage at Evening Continuation Classes?*

Answers from 193 persons :—

Affirmative, 56, viz. :—

7 County Chairmen.  
9 Women.  
11 other persons.  
29 Teachers.

Negative, 137, viz. :—

25 County Chairmen.  
19 Women.  
27 other persons.  
66 Teachers.

The negative answer is often qualified. In stating their opinion that children are not generally too tired to be able to get much advantage out of Evening Schools, 32 say that this opinion refers only to the winter months, or in a few cases to the autumn and winter, to the winter and spring, or to "certain times of the year." Seven think children are not too tired provided the schools are not too far from their homes, and it is suggested once or twice that the distance fixed should be not more than one mile. It is pointed out in two cases that the classes must commence early in the evening, and in three other cases that girls must on no account be kept out late at night. Restrictions are proposed as to the amount of attendance to be required: for example, the classes must not continue for more than one hour and a half, or, more generally, that they must not be too long; especially interesting work (such as lantern lectures or practical experiments) should be taken during the last part of the evening; only one hour's attendance on each of three evenings a week should be required, or, in another case, two hours' attendance twice a week. In 13 cases the opinion expressed is dependent on the instruction being made interesting, attractive, or practical. In 14 others, while it is believed that boys and girls generally are not too tired, it is said that there are exceptional cases where they are. It is understood that the answers refer mainly to agricultural employments; in two cases it is said that children in other occupations are too tired.

Of those giving affirmative answers, three do not think that girls are too tired, though boys are. Six go only to the length of saying that *many* boys and girls are too tired, and another that while it may be true of those between 13 and 15, it does not apply to those between 15 and 17. Two consider that it depends on the district and the time of year, and two others are of opinion that children would not be too tired if the work of the Evening Schools were of a manual kind, though they are too tired for book work.

## IV.

*Question IV.—Do you consider that any great waste of intellectual ability or any serious weakening of the power of dealing resourcefully with practical matters takes place at present in the rural districts owing to the fact that children leave school at an early age and do not, as a rule, continue their education?*

Answers from 189 persons :—

Affirmative, 150, viz. :—

23 County Chairmen.  
19 Women.  
28 other persons.  
80 Teachers.

Negative, 39, viz. :—

11 County Chairmen.  
10 Women.  
9 other persons.  
9 Teachers.

Of those who answer in the negative, four do so because, while they believe that waste occurs through children not continuing their education after leaving the Day School, they do not consider that the general age of leaving the Day School is too early. Six others believe that waste occurs, but ascribe it to the unsatisfactory conditions existing in rural schools. Others consider that there is no waste of intellectual ability or weakening of the power of resource; that, though waste occurs, it is not great; or that it applies only to a small proportion of children; while one says that there is waste of time and money but not of intellectual ability or resource.

Of those who answer yes, seven, while agreeing that there is waste of intellectual ability, question whether there is any weakening of the power of dealing resourcefully with practical matters. Two consider that there are exceptional cases where waste is not caused by the early ending of the school life. Two point out that the waste caused by the early age of leaving is not so great as it would be if the schools were better.

## V.

*Question V.—If so, would it, in your opinion, be to the general advantage of the rural districts that the law should require all children from the time of their leaving the Public Elementary Day School, up to their sixteenth or seventeenth birthday, to attend a Continuation Class (if one were held within 2 miles from their place of residence), either twice a week in the evening for such part of the year as the local authority might determine, or (if thought more convenient) for a short period of more intensive study during the daytime?*

Answers from 193 persons :—

Affirmative, 138, viz. :—

20 County Chairmen.  
14 Women.  
29 other persons.  
75 Teachers.

Negative, 55, viz. :—

13 County Chairmen.  
15 Women.  
7 other persons.  
20 Teachers.

Of those replying in the negative, four think compulsion might, with advantage, be applied in the case of some children, but not of all, and two might be willing to agree to compulsion if the hours of labour were reduced.

It may perhaps be pointed out that it does not follow from an affirmative answer to this question that it is considered that a system of compulsion should be introduced at once; it means simply that such a system, if and when it can be introduced, would be to the general advantage of rural districts.

A choice is offered between Evening Schools and a short period of intensive study during the daytime. Thirteen express a preference for the latter; but many others consider that such an arrangement would be undesirable. One suggests a combination of a short day course with attendance at Evening School.

Of those who answer in the affirmative, six, while agreeing to compulsion in the case of boys, think it would be undesirable for girls. Four others consider that Continuation Classes for girls must be held in the afternoon. Some say that the distance (2 miles) mentioned in the question is too far, and others that the age until which attendance is required should be not more than 15 or 16.

## VI.

*Question VI.—Do you think that the proposals of the Scotch Education Bill, 1907, with regard to compulsory attendance at Continuation Classes, could be advantageously applied to England?*

Answers from 185 persons:—

Affirmative, 102, viz. :—

15 County Chairmen.  
8 Women.  
21 other persons.  
58 Teachers.

Negative, 83, viz. :—

18 County Chairmen.  
17 Women.  
13 other persons.  
35 Teachers.

A comparison of these figures with those representing the answers to Question 5, shows a considerable difference. This is due mainly to the fact that a fairly large number of those who answer this question in the negative do so because they do not agree that the adoption of a compulsory system should be (as proposed in the Scotch Bill) a matter for local option. Three County Chairmen, 3 Women, 8 Teachers, and 4 other persons, oppose the provisions of the Scotch Bill for this reason. On the other hand, many of those who favour this Bill, lay stress upon the necessity of giving local authorities discretion as to the adoption of compulsory Evening School attendance.

Some who reply in the affirmative do so with certain reservations, as, for example, the age until which attendance is demanded should be not more than 15 or 16; girls to be exempted, or required to attend only in the daytime; hours of labour to be reduced; less than 2 miles to be fixed as the distance from school within which attendance can be compelled; the system to be introduced gradually, that is, by raising the age a year at a time; attendance at Sunday Classes to count as attendance at Continuation Schools; the system not to be applied until the country is ready for it, and not if it interferes with the occupations of young persons.

## VII.

*Question VII.—Do you know any English rural district in which, in your judgment, public opinion is now ripe for such an extension of school life?*

Answers:—

Affirmative, 29, viz. :—

4 County Chairmen.  
5 Women.  
5 other persons.  
15 Teachers.

Negative (or no answer at all), 169.

Some of the replies to this question which are counted for the purpose of the above figures as affirmative do not definitely state that public opinion in the districts to which reference is made is "ripe." They refer

to them, however, in a manner which makes it appear inappropriate to class them amongst the negative replies, which for the most part are emphatic.

The areas in which public opinion is definitely stated to be ripe are:—

Bedfordshire (some agricultural and market gardening districts).  
 Cambridgeshire (twice mentioned).  
 Cambridgeshire (boys only).  
 Carnarvonshire, Groeslon district.  
 Cornwall, rural.  
 Cheshire, Wirral Rural District.  
 Essex, Epping.  
 Gloucestershire, Berkeley district.  
 Huntingdonshire (boys only).  
 Kent.  
 Monmouthshire, East.  
 Somerset, North.  
 Somerset, Glastonbury district.  
 Staffordshire, Cannock district.  
 Wales, every district.

Others definitely express their belief that "ripe" districts exist, but do not name them; thus:—

Several districts (three times, in one case limited to boys).

A few, but not many.

A certain district (for boys at least).

The less definitely mentioned areas are:—

Durham (the system could be successfully tried).

Gloucestershire (worth trying).

Gloucestershire, several districts (but there might be difficulties at first owing to the natural inclination of parents to make their children wage-earners).

Lincolnshire, Kesteven (the better farmers are in favour of Evening Schools).

Lincolnshire, Spalding (very little opposition from parents).

Nottinghamshire, Southwell district (the industrious mothers would be glad).

Sussex, West (tending that way).

Most rural districts (if cost not borne locally, if instruction made more valuable, and if, as a compensation, children were allowed to leave the Day School at 12).

Many districts would be glad to avail themselves of such a system.

A general feeling that something must be done.

Ditto. Parents would acquiesce.

It should be added that of those who answer in the negative, five believe that public opinion is growing, and one that many parents would welcome compulsory Evening Schools; while on the other hand two consider that opinion was more favourable a few years ago. One says that public opinion will never be ripe for compulsion, and one that farmers and landowners will never be ready for it. One (who is personally in favour of it) thinks that if it could be enforced without breach of the peace, that is about as much as can be expected. Eight suggest that legislation in this matter should lead, and not follow, public opinion.

### VIII.

*Question VIII.—If you think that the law should require young people to attend Continuation Classes during the years immediately following the close of their Day School course, do you consider that such a requirement should be made universally compulsory, or (as in the case of the Scotch proposals) be left to the discretion of the local education authority, which*

would be left free to adopt the law or not, as it thought fit, and either for the whole or for part of its district ?

Answers from 172 persons :—

In favour of a universal scheme (if any), 81, viz. :—

11 County Chairmen.

7 Women.

16 other persons.

47 Teachers.

In favour of a permissive scheme (if any), 91, viz. :—

17 County Chairmen.

17 Women.

18 other persons.

39 Teachers.

Many who are opposed to compulsory attendance at Continuation Schools have expressed their opinion as to which of these two forms legislation should take in the event of compulsion being introduced. It must not be thought, therefore, that all who reply to the question are in favour of compulsory Continuation Schools.

Of those favouring a universal scheme, a few consider that local education authorities should be allowed discretion within narrow limits. Two others think they might be permitted to apply to the Board of Education for remission in special districts.

One who advocates a permissive scheme thinks there should be due inquiry from headquarters where no action is taken. Another thinks that any scheme must apply to a county as a whole, and not to parts of it only, and two others that schemes proposed by local education authorities should require the approval of the Board of Education.

## IX.

*Question IX.—Do you think it is desirable, where this has not already been done, that full-time attendance should be required in all cases up to 13, and, after an interval, to 14 ?*

Answers from 193 persons :—

Affirmative (*i.e.*, in favour of raising to 13 now, and after an interval to 14), 132, viz. :—

17 County Chairmen.

13 Women.

22 other persons.

80 Teachers.

Negative, 61, as follows :—

(a) In favour of raising to 13, but not 14, 31, viz. :—

7 County Chairmen.

7 Women.

7 other persons.

10 Teachers.

(b) Not in favour of raising to 13, 30, viz. :—

8 County Chairmen.

9 Women.

7 other persons.

6 Teachers.

Eight who answer in the affirmative would grant exemptions on condition of attendance at Continuation Schools. Two of these restrict the proposed exemption to lads who enter into apprenticeship, and one to lads who are to be employed in agriculture. The latter, and one of the former, desire to make the employer responsible for the attendance of the lad at Continuation School. One proposes attendance



in the winter only until 16 as an alternative to full-time attendance till 14. Five say that exemption must be granted in special cases, and two others point out that hardship is bound to be caused to poor parents. Four consider that it would be necessary to accompany the raising of the exemption age by modifications in the schools.

Three who oppose the raising of the age in the case of boys are in favour of girls remaining at the Day School till 14, and one would retain them till 13. On the other hand, another believes it would be especially undesirable to raise the age for girls.

Nine are not opposed to the age being raised except in the case of boys desiring to enter agricultural employment. In one of these cases exemption is desired on this account for the summer months only; in another of them it is suggested that the leaving age should be 12 in purely agricultural districts, and 13 in others, or where attendance had been bad, 14; and, again, that exemption at 13, or even 12, should be at the discretion of the Head Teacher where boys desired to enter agricultural employment if their lessons were distasteful to them. In addition to the nine referred to above, one other is in favour of a general leaving age of 14, except for lads entering regular employment with the idea of learning farming, gardening, or any kind of manual work.

Several point out that it is more desirable to retain the brightest pupils than the others. One suggests an examination at the age of 12, those who fail being allowed to leave, and the others having the alternative of remaining at the Day School till 14, or attending a Continuation School till 15 or 16. Two would exempt the less bright children at 13, retaining the others till 14, and another would exempt at 13 for "beneficial employment" those boys who were obviously fitted to be farm labourers on condition that they continued in part time attendance. On the other hand, one person suggests exemption at 12 for good attainments, or at 13 for good attendance, and another exemption after 13 on passing the Sixth Standard.

Three persons favour a leaving age below 14, followed by attendance at Continuation Schools, one suggesting 12 as the normal age, and another 13, while the third suggests retaining the present conditions of attendance together with Continuation School attendance till 17.

It may be added that in one case it is said that the conditions must be left as elastic as possible, and that another person considers that the leaving age should be 11, if possible, and certainly not later than 12.

## X.

*Question X.—Will you indicate your opinion on the following proposals which have been brought before the Committee?*

- (1) *Requirement of full-time attendance up to 14, and of half-time attendance at the Day School from 14 to 16 (the latter in lieu of any compulsory attendance at other forms of Continuation Class).*
- (2) *The fixing of 12 as the minimum age for total exemption from attendance at a Public Elementary School in the case of boys who have definite agricultural or horticultural employment, provided that boys so exempted should attend some recognised Continuation Class twice a week during the winter months up to the age of 17.*

Answers to paragraph 1 from 179 persons.

Answers to paragraph 2 from 182 persons.

Opposed to both proposals, 112, viz. :—

19 County Chairmen.

18 Women.

16 other persons.

59 Teachers.

## Proposal (1):

- In favour, 18, viz. :—  
 0 County Chairmen.  
 1 Woman.  
 4 other persons.  
 13 Teachers.
- Against, 161, viz. :—  
 31 County Chairmen.  
 25 Women.  
 29 other persons.  
 76 Teachers.

## Proposal (2):

- In favour, 54, viz. :—  
 10 County Chairmen.  
 9 Women.  
 15 other persons.  
 20 Teachers.
- Against, 128, viz. :—  
 21 County Chairmen.  
 18 Women.  
 19 other persons.  
 70 Teachers.

*Proposal (1).*

The principal objection put forward against the first proposal is that a half-time system is not satisfactory. It is said that boys between 14 and 16 attending only part time would be extremely difficult to manage, especially as the teachers in rural schools are frequently women. These boys would gain no advantage themselves from their part-time attendance they would disorganise the school, and would exercise a bad influence over the younger scholars. It is also believed that to keep boys from full-time employment between 14 and 16 would inconvenience trades.

It is thought by many that, for the present at any rate, it is sufficient from an educational point of view, merely to require attendance at the Day School full time until 14; while some would favour compulsory Continuation School attendance beyond this age, but not half-time attendance at the Day School. Some, however, consider that even the raising of the age of whole-time attendance to 14 is not desirable.

Others believe that the proposal is impracticable, or that public opinion is not ripe for it.

Two women who disagree with the proposal as it stands would favour it, in a modified form, for girls only.

Of the 18 in favour of the proposal, two think it will be necessary to wait a little while until public opinion is more ready for it. Another says that exemption should be allowed in certain cases. One agrees with the proposal only on condition that the half-time attendance after 14 is spent at schools other than the ordinary Elementary Schools. Another, in approving the suggestion, says that it will involve considerable difficulties because the regular school staffs would not be able to deal with half-timers between 14 and 16, and their numbers would be too small to allow of a special staff being employed; he suggests, therefore, that they should be taken at selected schools, and should be expected to travel longer distances than at present.

*Proposal (2).*

The chief objection to the second proposal is the early age at which it would allow boys to leave the Day School. It is held that exemption should, under no circumstances, be allowed at 12, some suggesting that

the minimum age should be 13, and others opposing exemption, even on condition of Continuation School attendance, below 14. The opinion is expressed by some that there is no reason why exceptional treatment should be accorded to agriculture and horticulture. One or two object to the proposal both because they consider the proposed age of exemption too low and because they think that attendance at Continuation Schools until 17 would be too onerous a condition, and others think the proposal bound to fail because of the impossibility of enforcing this condition. It is pointed out by one person that a serious objection is that the same teaching would have to be done twice over, in the first place for children remaining in the Day School from 12 to 14, and in the second place for those going to Continuation Schools at the age of 12.

Some who agree with the proposal admit that it might be difficult to carry into effect in thinly populated districts. Two assent on condition that the power of exemption at the age of 12 is extended to other employments than agriculture and horticulture, and three consider that attendance at Continuation Schools should be required only until a lower age than 17.

## XI.

*Question XI.—Supposing no exemption from Day School attendance were allowed under 14 years of age, upon what subjects should the time of (a) boys, (b) girls, be mainly concentrated during their last year at school?*

Answers from 182 persons, viz. :—

28 County Chairmen.  
26 Women.  
35 other persons.  
93 Teachers.

The answers to this question do not seem to give quite the kind of information that it was desired to elicit. It was hoped that they would assist in determining, not so much what specific subjects should be taught, but upon what kind of subjects attention should be specially concentrated during the last year. The question assumed that some subjects would have special prominence in that year. For the most part, the replies consist, as in the case of the answers to question 2, of suggestions for a complete course of instruction during the last year, or of a list of subjects, and it is impossible to say, taking the replies as a whole, which subjects (if any) are those upon which it is considered that attention should be specially concentrated. This might be due, in part, to a feeling that there is no need to lay special stress on a particular side of the curriculum; but only in a few cases, of which the following are instances, is it really clear that this opinion is held. Thus, it is said that children in their last year should continue to receive instruction in the ordinary Elementary School subjects, in which by the time they leave school they should have received a thorough grounding; that they should undergo a general literary training; that a good general education is the most important thing in the long run, and that any specialisation should be postponed until the child enters a Continuation School; while, however, the subjects themselves should not be special ones, the teaching may be made to bear on the occupations of the locality. Others consider that the object of the teaching should be to raise the standard of general intelligence of the children, to teach them to think, or to encourage independence, which seems to imply concentration on a particular method of teaching rather than on a particular subject or kind of subject; in this connection it is interesting to note that silent reading and private study are not infrequently recommended. A direct answer in one case is to the effect that it is idle to talk of concentration while the teaching staff remains as at present.

On the other hand, there are many who desire that special prominence shall be given to practical, scientific, or technical subjects, or to such as have a bearing on the industries of the neighbourhood, the future occupations, or the daily life of the pupils. There are also a few who would concentrate on literary subjects with a view to the encouragement of a love of reading and an appreciation of good literature. Others propose that half the time shall be devoted to ordinary subjects and half to specially practical ones. It is also said that allowance must be made for the aptitude of individual students, and it is asked that the teachers shall have wide discretion in the choice of subjects. An important point is that the subjects must not be exclusively rural, because the majority of pupils in country schools eventually pass to the towns.

The following are the subjects recommended :—

BOYS.		GIRLS.	
LITERARY SUBJECTS	- - 104	LITERARY SUBJECTS	- - 99
English Language and Literature	- - 37	English Language and Literature	- - 39
Reading	- - 41	Reading	- - 36
Composition (and Letter-writing)	- - 32	Composition (and Letter-writing)	- - 33
Writing	- - 18	Writing	- - 15
Spelling	- - 2	Spelling	- - 2
History	- - 25	History	- - 23
Geography	- - 29	Geography	- - 21
MATHEMATICS	- - 97	MATHEMATICS	- - 54
Arithmetic	- - 74	Arithmetic	- - 54
Mensuration	- - 55	Mensuration	- - 9
Algebra	- - 5	Algebra	- - 2
Euclid	- - 2	Simple Accounts ( <i>see under</i> Domestic Subjects).	
Simple Accounts	- - 8		
SCIENCE	- - 67	SCIENCE	- - 66
Elementary (General) Science	- - 7	Elementary (General) Science	- - 2
Nature Study and Rural Science	- - 39	Nature Study and Rural Science	- - 16
Botany	- - 5	Botany	- - 3
Zoology	- - 1	Zoology	- - 1
Biology	- - 1	Biology	- - 2
Hygiene and Physiology	- 17	Hygiene and Physiology	- 56
Chemistry	- - 4	Chemistry	- - 2
Physics	- - 2		
Geology	- - 2		
Mechanics	- - 5		
DRAWING	- - 54	DRAWING	- - 23
MANUAL INSTRUCTION	- - 88	MANUAL INSTRUCTION	- - 2
Woodwork (including Carpentry)	- - 49	Wood Carving	- - 1
Wood Carving	- - 4	Metal work	- - 1
Metal-work	- - 4	( <i>See also</i> Domestic Subjects).	
Clay Modelling	- - 1		
Basket-work	- - 2		
Shoe or Harness-repairing	- 4		
Rope-knotting and Splicing	2		

BOYS.	GIRLS.
RURAL SUBJECTS - - - 76	RURAL SUBJECTS - - - 1
Agriculture - - - 20	Farm-work - - - 1
Horticulture (including	Horticulture (including
Practical Gardening) - 68	Practical Gardening) - 12
Dairy-work - - - 2	Dairy-work - - - 10
Fruit Culture - - - 3	Fruit Culture - - - 2
Care of Animals - - - 5	Poultry-keeping - - - 12
Poultry-keeping - - - 8	Bee-keeping - - - 5
Bee-keeping - - - 8	Care of Animals - - - 2
Hedging and Ditching - 3	
Farriery - - - 1	
Farm Implements and	
Machinery - - - 5	
INDUSTRIAL SUBJECTS - - 2	
Mining - - - 1	
Telegraphy - - - 1	
DOMESTIC SUBJECTS:	DOMESTIC SUBJECTS - - 138
	Domestic Economy - - 20
	Household Management - 48
	Cookery - - - 89
	Laundry or Washing - 36
	Needlework - - - 82
	Dressmaking - - - 17
	Millinery - - - 2
	Nursing - - - 12
	Care of Children - - 18
	Household Accounts - 27
	Hygiene ( <i>See</i> under Science).
COMMERCIAL SUBJECTS - 21	COMMERCIAL SUBJECTS - 31
Shorthand - - - 2	Shorthand - - - 2
Typewriting - - - 2	Typewriting - - - 1
Bookkeeping - - - 19	Bookkeeping - - - 5
OTHER SUBJECTS - - - 40	OTHER SUBJECTS - - - 31
Ambulance or First Aid - 11	Ambulance or First Aid - 8
Physical Training - - - 20	Physical Training - - - 17
Music or Singing - - - 11	Music or Singing - - - 13
Citizenship - - - 21	Citizenship - - - 12
Co-operation - - - 1	Co-operation - - - 1
Ethics - - - 3	Ethics - - - 3
Thrift - - - 2	Thrift - - - 3

## XII.

*Question XII.—What improvements does your experience lead you to recommend in the organisation and course of study in (a) the Public Elementary Day Schools, and (b) the Secondary Day Schools, in Rural Districts?*

(a) *The Public Elementary Day Schools.*

Answers from 159 persons, viz. :—

27 County Chairmen.  
23 Women.  
28 other persons.  
81 Teachers.

One of the principal suggestions made for improving the organisation of Public Elementary Schools in rural areas is in the direction of

establishing central schools. This proposal, in some form or other, occurs in 25 of the replies; but it is only in one or two cases that it is proposed to close the smaller schools entirely. As a rule the plan recommended is to group the upper classes in convenient centres, while retaining the lower classes in the separate village schools as at present. The provision of Supplementary Courses on the Scotch lines and of Higher Elementary Schools serving groups of villages is also advocated, and in one case the suggestion is made that all the children in a district should be grouped in special classes in accordance with their future occupations. The necessity of providing conveyances with a system of central schools is mentioned.

The need for smaller classes and for a greater amount of individual teaching is emphasised in many cases, especially for the higher standards. It is considered that there should be separate instruction for the older scholars, and, in one case, that if there is not suitable provision for them in the Elementary Schools they should be given free scholarships to the nearest Secondary School. It is thought by some that too much prominence is given at present to class teaching and that this should give place in large measure to independent work. The institution of special classes for backward children is also proposed.

A more liberal staff and better qualified and trained teachers are in many of the replies said to be needed. The teachers should be specially trained for country schools, and should be experienced in rural conditions and in sympathy with country life. Further facilities should be given for training in special rural subjects; but peripatetic teachers should be employed where the ordinary teachers are not sufficiently well qualified to take such subjects. Teachers should have greater freedom in their methods of instruction, especially in the upper classes. A teacher who is specially fitted for a particular subject should take it throughout the school instead of being tied to a particular class as under the present arrangement. Teachers' salaries should be based on the length of their service and not on the average attendance in their schools. They should not be trained or appointed in schools in which they have been taught. Head teachers should not be reckoned in calculating the size of the staff, and they should not be required to do so much clerical work as they do at present. The question whether it is desirable that Day School teachers should be employed for evening work is seldom touched upon. In one case it is considered unwise; and in another a plan is put forward under which, by restricting the infants' attendance to the mornings, and by employing a better qualified infants' mistress, the Evening Classes could be taken each evening during the winter session by a teacher who had not been employed in the afternoon, while during the rest of the year the elder boys and girls in the Day School could be taught in separate classes each afternoon.

Some suggestions are made in regard to infants. It is said that the break between the Infants' Schools and the lower standards is too sudden, and that the teaching in the latter should be less abstract; that promotion to the upper school should not take place too early; and that there should be less eye-work in the Infants' School. The replacing of Infants' Schools by Nurseries is proposed in one case, while in another it is suggested that attendance between the ages of five and seven should be optional.

Periodical examinations, in one case of all children over 10 and in another of all over 12, and in another of the upper classes, especially of schools suspected of weakness, are advocated. It is also suggested that promotion should depend on tested attainments, and again that the curriculum of the elder scholars should be designed to fit them for the scholarship examinations. On the other hand, the opinion is expressed by one of those who answer that less attention should be paid to the results of examinations.

Difference of opinion exists in regard to the desirability of home work, some considering that all pupils should have it to do, or that it should be given wherever possible, and others that there should be none at all, or that too much is given already.

The complaint is made that the Regulations of the Board of Education are too stringent, and it is asked that more discretion be given to Local Education Authorities or Managers. One of the teachers, on the other hand, thinks that the Local Authorities' Regulations should be subject to revision by the Board. A few suggestions are made for the improvement of the inspecting staff, and the greater employment of women inspectors is desired. It is also pointed out that the central and local inspectors sometimes conflict.

The importance of a close relation between the Elementary and the Secondary Schools, but without overlapping, is referred to in one or two of the replies. In one it is said that Secondary Schools should be available for "brainy" boys, and that the others should receive practical training.

Other suggestions made are for a later leaving age; the stricter enforcement of attendance under existing byelaws; the establishment of libraries, museums, clubs and gardens, and the promotion of exhibitions of work in connection with Public Elementary Schools; the increase of maintenance and other scholarships; greater elasticity of classification; the institution of a prefect system; the amendment of the pupil-teacher regulations; the improvement of buildings and apparatus.

In regard to the curriculum, very great stress is laid on the desirability of practical instruction, brain work giving way largely to handicrafts or gardening for boys and domestic work for girls. The establishment of special centres for manual work is proposed, as is also the provision of a workshop in connection with each school. It is variously suggested that the curriculum should be suited to the school environments, to the industries of the neighbourhood, or to the individual requirements of the pupils. At the same time, the danger of too early specialisation is referred to, and in two cases any specialisation at all in the Elementary Schools is considered undesirable. Many persons believe that the curriculum needs simplification, that it contains too many subjects at present (some of which are of no great value), and that various subjects might be treated together as a whole instead of as separate subjects. The greater use of object or observation lessons, the increase of nature study, improvement in the teaching of English, giving greater power of expression, the general introduction of organised games, are the chief of various other suggestions.

(b) *The Secondary Day Schools.*

Answers from 95 persons, viz. :—

18 County Chairmen.  
16 Women.  
20 other persons.  
41 Teachers.

More Secondary Schools are said to be needed in rural districts, and a more liberal supply of suitable scholarships and exhibitions. The schools should be open to all who show ability. It is suggested that endowments now expended in relief of rates should be utilised to provide maintenance allowances for scholarship children who need them. It is considered that no scholarships should be given for periods less than three years, and, further, that parents should be required to make a

declaration of their intention to allow the children to remain throughout the whole course. In one case it is said that a three-years' course up to 15 would be preferable to a four-years' course to 16.

Reference is again made to the need for closer connection between the Elementary and Secondary Schools. It would help if some of the teachers taught in both kinds of school, or if there was a less marked differentiation between the training of Elementary and Secondary School teachers. In two cases it is thought that admission of Elementary School pupils to Secondary Schools should not be allowed before 12 or 12½, and in another that the standard of admission should be not lower than Standard VI. On the other hand, it is said in support of transference at the age of 10 that those who have gone at 12 have derived little benefit.

Many suggestions are similar to some of those made in the case of Elementary Schools. It is said that less attention should be paid to the results of examinations; there should be more care for the average child and less cramming the bright ones for examinations; the establishment of a school-leaving certificate is, however, proposed. In two replies it is said that the amount of homework given is too great, but the encouragement of independent work by the pupils is recommended. It is thought that inspectors should interpret the Board's regulations more liberally, and that Local Education Authorities should have greater freedom. The consolidation of small schools is proposed in only one case. It is said that the saving effected by such an arrangement would provide lodging allowances for those living at a distance from the school.

It is said in one or two of the replies that there is need for better trained and qualified teachers, who, moreover, should be accustomed to rural life; and, further, that higher salaries should be paid to the assistant masters. Visiting teachers for practical subjects are recommended if the ordinary teachers cannot take them.

As in the case of the Elementary Schools, the need for practical instruction—handicrafts for boys and domestic work for girls—and for the adaptability of the curriculum to meet the needs of the local industries and of the individual pupils is insisted upon. It is thought that the instruction should aim at creating in the pupils an interest in rural pursuits; that an important place should be given to nature study, botany, or gardening, or that the curriculum should have a definite agricultural bias; while the suggestion is also made that there should be either a special agricultural school or a school with an agricultural "side" in each district. On the other hand, the view is also expressed that the Secondary Schools should provide nothing but general education, and it is held that it is not desirable to attempt to ruralise the Secondary Schools in country districts. In other cases a combination of general with specialised education is recommended, and in others the institution of several "sides," viz., an agricultural side, a professional side (preparing for the university), and a commercial side. A distinction is made between schools where pupils stay until a late age and those which cater for the agricultural class only, and whose pupils leave at about the age of 15. The former should give a good general education and the latter a practical education bearing on rural pursuits. The view is held that there are too many subjects at present. The full course of subjects should be compulsory only for those likely to profit by it, the other pupils taking only a limited number of subjects. The suggestion is made that different subjects should be taken in different years instead of the whole of them being taken at once. The education of the younger children should be more elementary, and the teaching of foreign languages deferred. Various recommendations are made for the inclusion of particular subjects in the curriculum, or for improved methods of teaching them.



## XIII.

*Question XIII.—Do you think that the adaptability of country boys for agricultural pursuits would be impaired by requiring full-time attendance at the Day School up to 14 years of age, provided that the curriculum were suitable?*

Answers from 183 persons :

Affirmative, 52, viz. :—

18 County Chairmen.  
10 Women.  
13 other persons.  
11 Teachers.

Negative, 131, viz. :—

16 County Chairmen.  
13 Women.  
22 other persons.  
80 Teachers.

A number of those who do not think that adaptability for agricultural pursuits need be impaired, emphasise their belief that this is only true if the curriculum is suitable and the teacher good. One of them points out that at present these conditions are only found in about one out of every 50 schools in rural districts. Others say that, though adaptability is not impaired, a lengthened school life affects the inclination of boys to take to agricultural work. It is pointed out in other cases that boys have plenty of opportunities of becoming acquainted with farm life before they leave school.

Four, who reply in the affirmative, consider that efficiency would be impaired in some cases, but not as a rule. One of them suggests that this points to the necessity of giving local education authorities power to exempt boys under the age of 14, on the advice of H.M. Inspector or of the local managers. In addition to these four, there is one who thinks that though efficiency is likely to be impaired, it would be only to a slight extent. One answers in the affirmative because he considers it impossible at present to make the curriculum suitable, and another thinks that, though now the requirement would be attended by unfortunate results, it need not be so in a few years' time.

## XIV.

*Question XIV.—To what extent is the agricultural clause of the Act of 1899 (Robson's Act), operative in your district, and what causes have prevented it from being widely adopted?*

Answers from 150 persons, viz. :—

28 County Chairmen.  
11 Women.  
25 other persons.  
86 Teachers.

The answers relate to the conditions existing in 37 whole counties and in 81 particular districts. Of the latter, 54 are districts situated in the 37 counties which are dealt with as a whole in other replies, and the remaining 27 are situated in 12 other counties.

Taking first the counties dealt with as a whole, it is found that in 15 of them the provision for partial exemption at the age of 11 for agricultural employment has not been adopted at all or is inoperative. In 15 others it is in operation only to a very small extent. In three others

it is in operation, but to what extent is not clear. In two others the use of the provision is increasing, though it does not appear to be used to any very large extent at present. In one very small county and in one-half of another it is used largely.

Of the counties in which only particular districts have been mentioned there is evidence in only one case of the provision being used to any but a very small extent, if at all. Two districts situated in this one exceptional county are alluded to, and in one of them the provision is said to operate to a large extent, and in the other very little.

The following reasons for the small amount of use made of the Act are given in the replies:—

It is not known (or not understood) by parents or farmers. This reason is given very frequently. It is added, sometimes, that the local education authority have not advertised it, or that teachers have taken care not to mention it to parents.

It is not wanted by the parents, who find it pays them better to let the boys remain at school full time with the prospect of gaining total exemption at the age of 12, rather than to take them away at 11 with the likelihood of their having to remain part time till 14, owing to their being unable to pass the Labour Examination at 13.

Parents realise more and more that it is not in their children's interest to take them from school at so early an age as 11.

The teachers are opposed to it, and use their influence with parents to prevent the withdrawal of children.

There is no demand for casual boy labour on the land. The farmers require boys who can give their whole time to work, and so prefer to wait till they are a little older than 11. Moreover, if they employ a boy for part time, they lose him as soon as he begins to get useful, that is, when he has to return to school.

By a careful arrangement of the school holidays the need for casual boy labour in connection with certain farming operations at particular seasons can be met without partial exemption.

Such young boys are not required on large farms; but with the development of small holdings an attempt is being made to encourage the use of this Act, as a means of providing very cheap labour.

In counties where the Act has not been adopted, this is, of course, because the local education authority considered that it was not needed, or that it was undesirable. In one case it is said the authority's decision was due to the influence on the Education Committee of the manufacturing interests.

It is pointed out by one who has a close knowledge of the conditions of rural districts throughout the whole country, that the Act is chiefly in operation in fruit-growing districts. In other places the farmer prefers to have the chance of getting the boy for whole-time at 12 than to have him for about a third-time between 11 and 12, with the probability of not getting him full-time till 14; the parents want the boy to earn regular wages as soon as possible, and the teacher objects to the system because it disorganises his school. In fruit districts it is different, because children are said to be the best pickers, and earn high wages. It is to be noted, this correspondent writes, that fruit-picking, unlike farm labour, has no educational value.

In explanation of the disfavour with which the Act is regarded by many education authorities, and by most teachers, it is said that children once freed from school endeavour to evade the law; that the system disorganises the work of the schools; that during their periods of absence from school children forget a great deal of what they have learnt; that they deteriorate intellectually and morally, and on their return are not amenable to discipline.

## XV.

*Question XV.—Do you think that, as an alternative to ordinary Continuation Classes, it would be possible without disorganising local industries, to arrange for short periods of training for young people from the country districts at schools like the People's High Schools in Denmark?*

Answers from 173 persons :—

Affirmative, 49, viz. :—

5 County Chairmen.  
6 Women.  
9 other persons.  
29 Teachers.

Negative, 124, viz. :—

25 County Chairmen.  
20 Women.  
22 other persons.  
57 Teachers.

It is important to remember that the question is whether the proposed short periods of training would be possible *as an alternative to ordinary Continuation Classes*. A fairly large number of people who would regard with favour the introduction of such periods of training, yet do not think that they should be considered as an alternative to Continuation Classes. Twenty-four of those who reply in the negative are of opinion that the proposed short courses would be a very useful adjunct to the Continuation School system, but do not agree that they could be used in place of ordinary Continuation Classes. Of those who reply in the affirmative also, there are two who think they should be regarded as an alternative only in cases where young persons have been unavoidably prevented from attending Continuation Classes.

A number of persons are, in principle, strongly in favour of the proposal, but do not think it practicable. Others say that it could not be introduced at present, implying that at some future date it might be possible.

Many of those who answer in the affirmative think that the proposed scheme should be tried experimentally at first, or introduced cautiously, or that it is only in certain places that it should be applied. It is pointed out, also, that it could only be for some children an alternative to Continuation Classes; it would not meet the requirements of all, and would be less convenient than Continuation Classes for some young people. It is also thought by some that the students entering such courses would have to be carefully selected. Others say that the cost of the proposed courses might prove an obstacle.

NOTES TO APPENDIX C. (*see next page*).

<sup>1</sup> The Returns relating to the Census of 1901 do not state the number of young persons employed between the ages of 14 and 17. The estimated figures given in this column are based on the information furnished by the Census as to the numbers employed between the ages of 14 and 15 and between 15 and 20. The number employed between 15 and 17 is taken as being two-fifths of the number employed between 15 and 20. The figures therefore are in each case the sum of two-fifths of this latter number and the whole of the number employed between 14 and 15.

<sup>2</sup> These estimates are less reliable than those relating to 1901 for the following reasons:—In the first place, the classification of occupations was not exactly the same in the Report of the Census of 1891 as in that of 1901. Consequently the figures for the two years are not always exactly comparable. As far as possible they have been brought into harmony with one another; but the information available is not sufficient to enable this to be done other than quite approximately. In the second place, the particulars as to ages are less detailed in the earlier Census Report than in the later one. Whereas in the 1901 Report the figures are given for each year of age from 10 to 15, the 1891 Report gives only the total number for the group of ages 10 to 15. For the purpose of obtaining the number between 12 and 15 it has been assumed that the ratio between the groups 10 to 12 and 12 to 15 was the same in both years. It is probable that in consequence of the higher requirements of school attendance in the later year the number employed between 10 and 12 was proportionately greater in 1891 than in 1901; but—since the object is to compare the number of young persons in whole-time employment in the two years, and since the children below 12 are excluded from the 1901 figures in this table only because, all children being then required to attend school until 12, those in employment below that age are assumed to have been school children employed out of school hours,—it would seem that, if the figures for 1891 include any children in whole-time employment under 12, such children are properly included for the purpose of comparison. The figures for the ages 15 to 17 are obtained in the same manner as the corresponding figures for 1901.

NUMBER of YOUNG PERSONS between 12 and 14 and between 14 and 17 in DIFFERENT number between 12 and 17 in relation to the TOTAL NUMBER EMPLOYED in 1891 (extracted and from Table 5 of Volume III. of the Report of the Census of 1891).

(NOTE.—All children attending School, whether full time or half time, and also

1. Occupations.	2. Total Number of Persons (of all ages) employed.	3. Number of Boys between 12 and 14 employed.			4. Number of Girls between 12 and 14 employed.			5. Number of Boys and Girls between 12 and 14 employed.			6. Percentage of Boys and Girls (Col. 5) to Total Number of Persons employed (Col. 2).		
		12-13.	13-14.	Total.	12-13.	13-14.	Total.	12-13.	13-14.	Total.	12-13.	13-14.	Total.
		General or Local Government of the Country.	198,187	105	2,498	2,603	2	31	33	107	2,529	2,636	0.05
Defence of the Country	168,238	—	15	15	—	—	—	—	15	15	0	0.01	0.01
Professional Occupations and their Subordinate Services.	606,260	114	768	882	106	832	938	220	1,000	1,220	0.04	0.26	0.30
Domestic Offices or Services.	1,994,917	483	3,293	3,776	2,226	18,121	20,347	2,709	21,414	24,123	0.14	1.07	1.21
Commercial Occupations.	590,629	85	1,964	2,049	9	220	229	94	2,184	2,278	0.02	0.37	0.39
Conveyance of Men, Goods, and Messages.	1,267,825	4,243	31,489	35,732	86	1,381	1,467	4,329	32,870	37,199	0.34	2.59	2.93
Agriculture - - -	1,128,604	2,948	16,584	19,532	64	360	424	3,012	16,944	19,956	0.27	1.50	1.77
Fishing - - -	23,891	12	46	58	1	0	1	13	46	59	0.06	0.19	0.25
In and about, and dealing in the products of, Mines and Quarries.	805,186	724	12,976	13,700	1	51	52	725	13,027	13,752	0.09	1.62	1.71
Metals, Machines, Implements, and Conveyances.	1,237,196	321	6,571	6,892	47	1,282	1,329	368	7,853	8,221	0.03	0.63	0.66
Precious Metals, Jewels, Watches, Instruments, and Games.	149,438	18	637	655	5	442	447	23	1,070	1,102	0.02	0.72	0.74
Building and Works of Construction.	1,043,566	166	2,462	2,628	—	—	—	166	2,462	2,628	0.02	0.23	0.25
Wood, Furniture, Fittings, and Decorations.	257,592	112	1,157	1,269	10	251	261	122	1,408	1,530	0.05	0.54	0.59
Brick, Cement, Pottery, and Glass.	175,513	143	2,563	2,706	32	685	717	175	3,248	3,423	0.1	1.85	1.95
Chemicals, Oil, Grease, Soap, Resin, &c.	128,640	69	630	699	14	399	413	83	1,029	1,112	0.06	0.8	0.86
Skins, Leather, Hair, and Feathers.	105,341	48	479	527	9	453	462	57	932	989	0.05	0.89	0.94
Paper, Prints, Books, and Stationery.	278,957	260	2,366	2,626	95	2,018	2,113	355	4,384	4,739	0.13	1.57	1.7
Textile Fabrics - - -	1,155,397	8,921	15,619	24,540	9,191	21,008	30,199	18,112	36,627	54,739	1.57	3.17	4.74
Dress - - -	1,125,598	769	4,021	4,790	484	7,180	7,664	1,253	11,201	12,454	0.11	1.	1.11
Food, Tobacco, Drink, and Lodging.	1,073,809	696	5,275	5,971	104	1,680	1,784	800	6,964	7,764	0.07	0.65	0.72
Gas, Water, and Electricity Supply, and Sanitary Service.	71,425	4	93	97	—	—	—	4	93	97	0.01	0.13	0.14
Other, General, and Undefined Workers and Dealers.	742,519	723	3,486	4,209	43	545	588	766	4,031	4,797	0.11	0.54	0.65
Total engaged in Occupations - - -	14,328,727	20,904	114,992	135,956	12,529	56,948	69,477	33,493	171,940	205,433	0.23	1.2	1.43

OCCUPATIONS, in relation to the TOTAL NUMBER of PERSONS EMPLOYED in 1901, and the from Tables XXXV. and XXXVII. of the Volume of Summary Tables of the Census of 1901.

engaged in a trade or industry, are described as following the particular trade or industry.)

7.			8.	9.	10.	11.			12.
Estimated Number of Young Persons employed between 14 and 17.			Percentage of Young Employees between 14 and 17 (Col. 7) to Total Number of Persons employed (Col. 2).	Estimated Total Number of Young Persons employed between 12 and 17.	Percentage of Young Employees between 12 and 17 (Col. 9) to Total Number of Persons employed (Col. 2).	1891.			Occupations.
Males.	Females.	Total.				Total Number of Persons employed in 1891. <sup>a</sup>	Estimated Number of Young Persons between 12 and 17 employed in 1891. <sup>b</sup>	Percentage of Young Persons between 12 and 17 to Total Number of Persons employed in 1891.	
12,842	1,570	14,412	7·27	17,018	8·60	144,300	10,910	7·57	General or Local Government of the Country.
17,112	0	17,112	10·17	17,127	10·18	126,473	12,856	10·17	Defence of the Country.
13,462	28,603	37,055	6·11	38,875	6·41	607,870	36,860	7·26	Professional Occupations and their Subordinate Services.
24,059	221,329	245,388	12·30	269,511	13·51	1,962,566	324,225	16·52	Domestic Offices or Services.
43,497	9,010	52,507	8·89	54,785	9·28	416,365	39,073	9·38	Commercial Occupations.
125,670	4,101	129,771	10·24	166,970	13·17	982,698	150,091	15·27	Conveyance of Men, Goods, and Messages.
91,035	4,419	95,454	8·46	115,410	10·23	1,236,592	151,918	12·29	Agriculture.
1,165	13	1,178	4·93	1,237	5·18	25,225	1,912	7·58	Fishing.
67,390	852	68,242	8·47	81,994	10·18	653,410	79,328	12·10	In and about, and dealing in the products of, Mines and Quarries.
99,986	12,669	112,655	9·11	120,876	9·77	960,271	99,712	10·38	Metals, Machines, Implements, and Conveyances.
10,963	3,899	14,862	9·94	15,964	10·68	94,465	9,708	10·28	Precious Metals, Jewels, Watches, Instruments, and Games.
64,083	8	64,091	6·14	66,719	6·39	746,345	42,325	5·67	Building and Works of Construction.
18,593	3,815	22,408	8·7	23,938	9·29	201,847	18,203	9·02	Wood, Furniture, Fittings, and Decorations.
15,113	6,219	21,332	12·15	24,765	14·10	139,127	22,909	16·47	Brick, Cement, Pottery, and Glass.
7,650	6,113	13,763	10·7	14,875	11·56	91,284	10,000	10·95	Chemicals, Oil, Grease, Soap, Resin, &c.
5,042	4,573	10,215	9·7	11,204	10·64	92,197	9,866	10·70	Skins, Leather, Hair, and Feathers.
19,374	19,283	38,657	13·86	43,396	15·56	219,839	37,026	16·84	Paper, Prints, Books, and Stationery.
50,812	106,652	157,464	13·63	212,203	18·37	1,173,557	201,296	22·17	Textile Fabrics.
29,944	101,598	131,542	11·63	143,996	12·79	1,076,501	145,732	13·54	Dress.
57,444	25,948	83,392	7·77	91,156	8·49	917,642	80,376	8·76	Food, Tobacco, Drink, and Lodging.
1,472	16	1,488	2·08	1,585	2·22	41,720	997	2·39	Gas, Water, and Electricity Supply, and Sanitary Service.
40,172	7,145	47,317	6·37	52,114	7·02	936,701	74,606	7·96	Other, General, and Undefined Workers and Dealers.
817,470	562,835	1,380,305	9·63	1,585,738	11·06	12,751,995	1,619,929	12·70	{ Total engaged in Occupations.

## NOTES TO APPENDIX D.

\* In each case the upper figure shows the number of students who attended at any time during the year. The lower figure gives the number on account of whom grants were paid. Students attending more than one School or Class are counted separately in respect of each School or Class which they attend; the number of individual students was therefore less than the number given in the table.

† Teachers employed in more than one School or Class are counted once for each; the number of individual teachers employed was therefore less than the number given in the table.

‡ Under section 34 of the Regulations for Technical Schools, &c., for 1908-09 (Cl. 4187), the Board of Education may make an inclusive grant to an administrative county in respect of all the work carried on in the area in connection with those Regulations. In such cases the grant is paid in respect of the scheme as a whole and is not calculated on the basis of a certain rate per head. Consequently, the number of scholars upon whom grant was paid would usually be the number who attended at any time during the year. There is, however, in some cases a small difference owing to the fact that a few classes, being conducted independently of the Local Education Authority, and receiving aid direct from the Board, are outside the county scheme for which the inclusive grant is paid. The following counties accepted the provisions of section 34 in the session to which the above figures relate:—Buckingham, Cheshire, Southampton, Isle of Wight, Middlesex.

## APPENDIX D.

TABLE SHOWING THE ACTION TAKEN BY LOCAL EDUCATION AUTHORITIES IN REGARD TO THE PROVISION OF EVENING SCHOOLS.

The figures in this Table relate to "other Schools and Classes for further Education" for the year 1906-07, and are extracted from Table 110 of the Statistics of the Board of Education for 1906-7-8 (Cd. 4288).

## 1.—Counties (except London)

(including Boroughs and Urban Districts).

1.	2.	3.	4.	5.	6.	7.	8.
County.	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (5 and older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5) to Day Scholars (Column 4).	Number of Teachers in Evening Schools.†	Number of Scholars Enrolled (Column 5) per Teacher in Evening Schools (Column 7).
ENGLAND.							
Bedford - -	156	66	26,150	3,850 2,910	14·7 11·1	171	22·5
Berkshire - -	221	22	27,599	1,199 794	4·3 2·9	73	16·4
Buckingham - -	253	79	31,259	7,667 7,661‡	24·5 24·5	335	22·9
Cambridge : Cambridge - -	153	51	18,308	1,552 1,174	8·5 6·4	88	17·6
Isle of Ely - -	73	1	9,679	50 32	·5 ·3	5	10
Cheshire - -	425	128	86,186	14,064 13,877‡	16·3 16·1	638	22·0
Cornwall : Cornwall - -	333	118	45,626	3,498 2,478	7·7 5·4	209	16·7
Isles of Scilly - -	4	2	279	65 57	23·3 20·4	2	32·5
Cumberland - -	288	108	44,370	5,083 4,083	11·5 9·2	286	17·8
Derbyshire - -	412	107	85,427	5,836 4,157	6·8 4·9	295	19·8
Devonshire - -	578	158	59,472	5,434 4,124	9·1 6·9	290	18·7
Dorsetshire - -	285	62	28,634	1,813 1,327	6·3 4·6	105	17·3
Durham - -	447	104	142,274	7,827 6,356	5·5 4·5	433	18·1
Essex - -	562	153	144,821	11,397 8,437	7·9 5·8	494	23·1
Gloucester - -	416	87	47,973	3,599 2,527	7·5 5·3	224	16·1

\* † ‡ See footnotes on page 268.



## ATTENDANCE AT CONTINUATION SCHOOLS.

1.	2.	3.	4.	5.	6.	7.	8.
County.	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (5 and older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5) to Day Scholars (Column 4).	Number of Teachers in Evening Schools.*	Number of Scholars Enrolled (Column 5) per Teacher in Evening Schools (Column 7).
<i>ENGLAND—cont.</i>							
Hampshire :							
Southampton -	378	67	51,359	2,150	4·2	101	21·3
				2,150†	4·2		
Isle of Wight -	63	15	10,897	2,086	19·1	97	21·5
				2,086†	19·1		
Hereford -	192	22	16,218	753	4·6	44	17·1
				530	3·3		
Hertford -	248	80	39,713	4,430	11·2	254	17·4
				2,879	7·2		
Huntingdon -	89	18	8,220	703	8·6	42	16·7
				540	6·6		
Kent -	576	146	130,354	10,512	8·1	524	20·1
				7,506	5·8		
Lancashire -	1,032	436	230,584	49,833	21·6	2,160	23·1
				39,808	17·3		
Leicester -	273	60	37,404	4,793	12·8	188	25·5
				2,765	7·4		
Lincolnshire :							
Holland -	92	8	11,568	357	3·1	16	22·3
				263	2·3		
Kesteven -	182	69	15,837	2,069	13·1	137	15·1
				1,434	9·1		
Lindsey -	323	34	31,077	1,514	4·9	86	17·6
				1,151	3·7		
Middlesex -	273	84	126,933	14,520	11·4	473	30·7
				14,250†	11·2		
Norfolk -	501	137	49,193	3,662	7·4	227	16·1
				2,626	5·3		
Northamptonshire :							
Northampton -	277	58	33,306	4,267	12·8	177	24·1
				3,133	9·4		
Peterborough -	32	6	6,450	343	5·3	44	7·8
				265	4·1		
Northumberland -	303	62	51,599	3,276	6·3	155	21·1
				2,438	4·7		
Nottingham -	262	65	47,928	3,491	7·3	162	21·5
				2,464	5·1		
Oxfordshire -	239	58	21,447	1,773	8·3	133	13·8
				1,305	6·1		
Rutlandshire -	38	8	2,704	222	8·2	10	22·2
				142	5·3		
Shropshire -	309	51	35,959	2,385	6·6	94	25·4
				1,501	4·2		
Somersetshire -	516	170	54,962	5,763	10·5	326	17·7
				4,115	7·5		
Staffordshire -	525	138	141,455	13,048	9·2	545	23·9
				8,887	6·3		
Suffolk, East -	254	66	30,039	1,833	6·1	95	19·3
				1,426	4·7		
Suffolk, West -	179	37	18,529	1,451	7·8	70	20·7
				1,079	5·8		

\* See footnotes \* and † on page 268.

† See footnote † on page 268.

1.	2.	3.	4.	5.	6.	7.	8.
County	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (6 and Older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5) to Day Scholars (Column 4).	Number of Teachers in Evening Schools.*	Number of Scholars Enrolled (Column 5) per Teacher in Evening Schools (Column 7).
<b>ENGLAND—cont.</b>							
Surrey - - -	306	132	70.047	10,788	15.4	521	20.7
Sussex, East - -	212	14	34,144	7,138	10.2		
Sussex, West - -	181	7	21,928	1,463	4.3	63	23.2
Warwickshire - -	298	113	54,542	1,033	3.0		
Westmorland - -	114	26	9,332	229	1.0	17	13.5
Wiltshire - - -	357	100	41,291	184	0.8		
Worcestershire - -	289	92	55,554	6,765	12.4	333	20.3
Yorkshire :				4,561	8.4		
East Riding - -	220	16	21,417	1,221	13.1	53	23.0
North Riding - -	403	34	43,600	886	9.5		
West Riding - -	1,055	308	211,281	4,978	12.1	257	19.4
				3,666	8.9		
				8,399	15.1	351	23.9
				5,865	10.6		
				558	2.6	32	17.4
				352	1.6		
				2,167	5	121	17.9
				1,751	4.0		
				29,447	13.9	1,599	18.4
				23,652	11.2		
<b>WALES.</b>							
Anglesey - - -	66	1	7,414	232	3.1	10	23.2
Brecknockshire - -	84	7	8,234	182	2.5		
Cardiganshire - -	106	37	8,244	242	2.9	11	22
Carmarthenshire - -	171	18	22,067	191	2.3		
Carnarvonshire - -	139	40	18,331	1,125	13.6	46	24.5
Denbighshire - -	127	56	21,197	762	9.2		
Flintshire - - -	104	36	13,750	1,046	4.7	52	20.1
Glamorganshire - -	350	249	109,978	771	3.5		
Merionethshire - -	81	4	7,088	1,807	9.9	94	19.2
Monmouthshire - -	198	59	41,685	1,416	7.7		
Montgomeryshire - -	99	1	7,452	2,584	12.2	137	18.9
Pembrokeshire - -	127	6	13,238	1,760	8.3		
Radnorshire - - -	51	9	3,047	2,159	15.7	77	28.0
				1,465	10.7		
				27,708	25.2	1,113	24.9
				21,013	19.1		
				405	5.7	14	28.9
				306	4.3		
				3,345	8.0	191	17.5
				2,180	5.2		
				122	1.6	5	24.4
				92	1.2		
				347	2.6	19	18.3
				249	1.9		
				217	7.1	14	15.5
				155	5.1		
<b>Total for Counties†—England and Wales.</b>	16,900	4,506	2,846,653	315,522	11.1	14,938	21.1
				244,367	8.6		

\* See footnotes \* and † on page 268.

† Excluding London.

## 2.—London and County Boroughs.

1.	2.	3.	4.	5.	6.	7.	8.
County Borough.	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (5 and older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5) to Day Scholars (Column 4).	Number of Teachers in Evening Schools.*	Number of Scholars Enrolled (Column 5) per Teacher in Evening Schools (Column 7).
ENGLAND.							
Barrow-in-Furness	21	8	9,677	1,439 1,203	14·9 12·4	56	25·7
Bath - - -	22	4	5,760	801 573	13·9 9·9	41	19·5
Birkenhead - -	33	6	17,520	2,549 2,057	14·5 11·7	140	18·2
Birmingham - -	114	31	77,540	12,544 9,055	16·2 11·7	388	32·3
Blackburn - - -	48	25	17,237	5,460 4,128	31·7 23·9	200	27·3
Blackpool - - -	15	5	6,096	1,296 1,055	21·3 17·3	53	24·5
Bolton - - - -	54	40	24,084	7,888 6,180	32·5 25·6	278	28·2
Bootle - - - -	11	4	9,421	2,200 1,381	23·4 14·7	68	32·4
Bournemouth - -	21	11	6,067	1,165 792	19·2 13·1	60	19·4
Bradford - - -	88	34	35,372	8,361 7,052	23·6 19·9	470	17·8
Brighton - - -	31	7	14,860	2,491 1,868	16·8 12·6	99	25·2
Bristol - - - -	95	38	51,151	7,816 6,096	15·3 11·9	352	22·2
Burnley - - - -	31	14	13,777	4,406 3,812	32 27·7	214	20·6
Burton-upon-Trent	18	7	8,430	969 712	11·5 8·4	31	31·3
Bury - - - - -	27	11	7,170	2,112 1,938	29·5 27·0	74	28·5
Canterbury - - -	11	2	3,084	304 196	9·9 6·4	12	25·3
Chester - - - -	21	4	5,705	582 410	10·2 7·2	28	20·8
Coventry - - - -	25	8	12,244	2,392 1,946	19·5 15·9	92	26
Croydon - - - -	32	10	19,146	2,819 1,691	14·7 8·8	99	28·5
Derby - - - - -	31	12	17,098	2,764 2,300	16·2 13·5	190	14·5
Devonport - - -	21	5	10,109	906 770	9 7·6	39	23·2
Dudley - - - - -	18	2	8,567	511 397	6 4·6	23	22·2
Exeter - - - - -	21	8	6,333	728 549	11·5 8·7	43	16·9
Gateshead - - -	27	12	19,194	2,355 1,677	12·3 8·7	102	23·1
Gloucester - - -	19	6	7,193	1,236 971	17·2 13·5	57	21·7
Great Yarmouth -	15	7	7,735	1,310 1,005	16·9 13	60	21·8

\* See footnotes \* and † on page 268.

1.	2.	3.	4.	5.	6.	7.	8.
County Borough.	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (5 and older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5), to Day Scholars (Column 4).	Number of Teachers in Evening Schools.*	Number of Scholars Enrolled (Column 6) per Teacher in Evening Schools (Column 7).
ENGLAND—cont.							
Grimsby - - -	16	1	10,232	741 617	7·2 6·0	40	18·5
Halifax - - -	29	15	11,334	3,578 3,272	31·6 28·9	203	17·6
Hanley - - -	14	6	9,670	2,105 1,499	21·8 15·5	76	27·7
Hastings - - -	23	3	7,141	426 332	6 4·6	19	22·4
Huddersfield - - -	38	14	11,979	2,255 1,786	19·2 14·9	130	17·7
Ipswich - - -	26	6	10,061	1,428 1,212	14·2 12·0	63	22·7
Kingston-upon-Hull	65	17	40,129	4,057 3,132	10·1 7·8	124	32·7
Leeds - - -	113	45	64,157	6,186 5,666	9·6 8·8	443	14
Leicester - - -	54	22	33,466	5,272 3,447	15·8 10·3	236	22·3
Lincoln - - -	18	11	6,587	1,258 969	19·1 14·7	58	21·7
Liverpool - - -	160	58	109,876	15,874 13,439	14·4 12·2	649	24·5
London - - -	912	438	599,800	175,482 116,133	29·3 19·4	6,308	27·8
Manchester - - -	164	92	88,887	26,838 21,133	30·2 23·8	1,431	18·8
Middlesbrough - - -	19	10	15,617	2,355 1,854	15·1 11·9	67	35·1
Newcastle-upon-Tyne	54	22	39,159	5,788 4,567	14·8 11·7	285	20·3
Northampton - - -	24	5	13,179	1,689 1,106	12·8 8·4	67	25·2
Norwich - - -	36	10	17,207	1,414 1,039	8·2 6·0	79	17·9
Nottingham - - -	67	15	33,561	8,113 5,316	24·2 15·8	255	31·8
Oldham - - -	39	19	17,437	3,618 3,183	20·7 18·3	167	21·7
Oxford - - -	25	6	6,662	1,045 787	15·7 11·8	39	26·8
Plymouth - - -	29	14	14,873	2,302 1,864	15·5 12·5	109	21·1
Portsmouth - - -	36	6	24,908	2,413 2,026	9·7 8·1	69	35
Preston - - -	39	15	16,824	4,670 3,798	27·8 22·6	117	39·9
Reading - - -	24	7	11,024	2,117 1,467	19·2 13·3	104	20·4
Rochdale - - -	31	10	11,103	2,997 2,761	27 24·9	152	19·7
Rotherham - - -	21	7	9,630	977 858	10·1 8·9	51	19·2
St. Helen's - - -	38	9	17,057	2,243 1,888	13·2 11·1	85	26·4

\* See footnotes \* and † on page 268.

## ATTENDANCE AT CONTINUATION SCHOOLS.

1.	2.	3.	4.	5.	6.	7.	8.
County Borough.	Number of Public Elementary Schools.	Number of Evening Schools.	Average Attendance of Scholars (5 and older) in Public Elementary Schools.	Number of Scholars in Evening Schools.*	Percentage of Evening Scholars (Column 5) to Day Scholars (Column 4).	Number of Teachers in Evening Schools.*	Number of Scholars Enrolled (Column 5) per Teacher in Evening Schools (Column 7).
<b>ENGLAND—cont.</b>							
Salford - - -	59	29	32,817	6,349 5,270	19·3 16·1	324	19·6
Sheffield - - -	100	37	62,570	11,783 8,631	18·8 13·8	593	19·9
Smethwick - - -	13	6	10,582	1,912 955	18·1 9·0	61	31·3
Southampton - - -	25	3	15,473	1,433 1,037	9·3 6·7	101	14·2
Southport - - -	15	5	5,057	1,088 817	21·5 16·2	40	27·2
South Shields - - -	20	6	17,373	1,257 1,074	7·2 6·2	52	24·2
Stockport - - -	30	9	13,617	2,805 2,306	20·6 16·9	122	23
Sunderland - - -	31	16	25,051	2,480 2,010	9·9 8·0	91	27·3
Tynemouth - - -	14	4	8,413	710 587	8·4 7	35	20·3
Walsall - - -	26	7	14,944	2,333 1,539	15·6 10·3	77	30·3
Warrington - - -	22	6	11,534	1,619 1,303	14·0 11·3	70	23·1
West Bromwich - - -	20	4	10,450	730 456	7 4·4	22	33·2
West Ham - - -	58	10	49,579	4,597 3,346	9·3 6·7	165	27·9
West Hartlepool - - -	16	6	11,016	986 884	9 8·0	45	21·9
Wigan - - -	26	19	14,177	3,622 2,816	25·5 19·9	172	21·1
Wolverhampton - - -	29	6	15,914	1,952 1,469	12·3 9·2	49	39·8
Worcester - - -	18	1	7,063	771 591	10·9 8·4	27	28·6
York - - -	24	7	11,287	2,436 2,016	21·6 17·9	50	48·7
<b>WALES.</b>							
Cardiff - - -	37	18	26,754	4,110 3,045	15·4 11·4	167	24·6
Newport - - -	20	11	12,083	1,097 721	9·1 6	58	18·9
Swansea - - -	26	13	15,685	2,285 1,763	14·6 11·2	122	18·7
<b>Total for County Boroughs†</b>	<b>3,613</b>	<b>1,427</b>	<b>2,063,569</b>	<b>420,990</b> <b>307,601</b>	<b>20·4</b> <b>14·9</b>	<b>17,138</b>	<b>24·6</b>
<b>England and Wales.</b>							

\* See footnotes \* and † on page 268.

† Including London.

## APPENDIX E.

NUMBER OF APPLICATIONS FROM MEN UNDER FORTY YEARS OF AGE ENTERTAINED BY DISTRICT COMMITTEES UNDER THE UNEMPLOYED WORKMEN ACT, 1905, IN THE YEAR ENDED 31st MARCH 1908.

(Worked out from statistics given in "Unemployed Workmen Act, 1905: Proceedings of District Committees in England and Wales and of the Central Unemployed Body for London, during the Year ended 31st March 1908."—H.C. Paper No. 173, 1908.)

Place.	Percentage of Applicants (whose Cases were entertained)	
	Who were under 30 Years of Age.	Who were be- tween 30 and 40 Years of Age.
LONDON	22·8	34·3
LONDON DISTRICT:		
Croydon	5·2	31·1
West Ham	25·3	26·7
East Ham	27·3	30·4
Hornsey	26·6	30·7
Dartford	22·7	28·9
Edmonton	35·1	26·7
Leyton	27·9	29·2
Tottenham	34·02	29·3
Walthamstow	24·6	29·1
Willesden	23·3	31·7
LANCASHIRE AND CHESHIRE:		
Barrow-in-Furness	32·01	32·01
Birkenhead	58·6	19·1
Bolton	34·7	19·8
Bootle	37·2	17·4
Burnley	29·3	23·8
Liverpool	36·7	27·3
Manchester	18·8	50·6
Oldham	15·3	19·2
Preston	25	38·8
Rochdale	21·2	33·3
Salford	24·1	38·7
Wallasey	48·7	25·6
YORKSHIRE (WEST RIDING):		
Bradford	22·8	19·4
Halifax	24·5	25·4
Leeds	30·3	27·1
Rotherham	12·5	28·1
Sheffield	26·6	24·03

Place.	Percentage of Applicants (whose Cases were entertained)	
	Who were under 30 Years of Age.	Who were between 30 and 40 Years of Age.
<b>NORTH-EAST COAST :</b>		
Gateshead	26·6	46·6
Grimsby	24·1	23·8
Hull	25·7	26·6
Middlesbrough	35·7	28·2
Newcastle-upon-Tyne	29·1	34·3
South Shields	30·2	27·1
Sunderland	38·2	29·6
<b>MIDLANDS AND THE POTTERIES :</b>		
Birmingham	12·01	45·1
Burton-upon-Trent	19·5	22·6
Derby	29·4	31·7
Dudley	16·4	24·8
Hanley	26·8	28·2
Leicester	30·5	23·1
Northampton	8·6	35·2
West Bromwich	22·7	29·3
Wolverhampton	23·3	27·5
<b>SOUTH COAST :</b>		
Brighton	27·1	25·4
Hastings	30·2	27·5
Portsmouth	18·8	35·8
Southampton	17·8	25
<b>EAST ANGLIA :</b>		
Great Yarmouth	20·7	32·3
Ipswich	48·8	19·4
Norwich	37·9	21·5
<b>WEST OF ENGLAND :</b>		
Bristol	15·1	34·6
Devonport	38·4	18·5
Plymouth	39·07	23·8
<b>SOUTH WALES :*</b>		
Newport (Mon.)	21·1	27·2

\* In Cardiff, Merthyr Tydfil, and Rhondda, no action was taken; in Swansea the names of applicants were passed on to the Town Council.

## APPENDIX F.

EXEMPTION FROM DAY SCHOOL ATTENDANCE ON CONDITION OF  
ATTENDANCE AT CONTINUATION SCHOOLS.

The following Agreement shows the manner in which the above arrangement is worked by the City of Nottingham Education Committee:—

## CITY OF NOTTINGHAM EDUCATION COMMITTEE.

## EXEMPTION FROM DAY SCHOOL ATTENDANCE.

I hereby undertake that

my { \*son } if granted  
 { \*daughter }  
 full-time exemption from Day School Attendance shall on the  
 day of \_\_\_\_\_, 190\_\_\_\_, join the \_\_\_\_\_ Evening  
 School, and shall regularly attend this or some other recognised Evening  
 School.

Should my { \*son } for cause other than beneficial employ-  
 { \*daughter }  
 ment within the meaning of Elementary Education Acts, 1870, 1876, &c.,  
 &c., and the Byelaws of the City of Nottingham Education Committee  
 thereunder made, fail to join, and to attend regularly, an Evening School  
 as above promised, I further recognise the right of the City of Not-  
 tingham Education Committee to cancel this exemption, and to require  
 my { \*son }  
 { \*daughter } to return to a Day School to complete the period  
 of { \*his } attendance required by the Education Act.  
 { \*her }

Signature of parent,

Date,

Occupation,

Witness,

\* Strike out word inapplicable.

N.B.—Duplicate of the above Agreement should be handed to each  
 parent signing the same.

## APPENDIX G.

SHORT STATEMENT of the LAW of SCHOOL ATTENDANCE in ENGLAND  
and WALES.

The following Summary of the law of School Attendance appeared in  
 the Report of the Board of Education for the year 1900-1901. It has  
 not been affected by subsequent legislation, but paragraphs (3) and (5)  
 appear to require some modification in view of the decision in the case  
 of *Stevenson v. Craig* (*see* footnote).

- (1) If the byelaws contain a special provision to this effect, children  
 may be employed in agriculture at the age of 11, provided that  
 they attend school 250 times a year up to the age of 13.



- (2) With this exception, no child subject to the byelaws can obtain either partial or total exemption under the age of 12.
- (3) A child between 12 and 13, or (if the byelaws are extended) between 12 and 14, can only obtain total or partial exemption on the conditions prescribed by the byelaws (*see note (a)*).
- (4) In districts where the byelaws are still restricted to children of 13 years of age, a child between 13 and 14 can obtain total exemption either on passing the Fourth Standard or on making 350 previous attendances after five years of age in not more than two schools during each year for five years (*see note (b)*).
- (5) A child between 12 and 14 may claim partial exemption on making 300 previous attendances,\* but in the view of the Board this exemption can only be claimed in cases where the byelaws themselves contain a provision for partial exemption (*see note (a)*).

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\* *i.e.*, during each of five preceding years.

*Note.*—(a) In the case of *Stevenson v. Craig* (Law Reports, 2 K.B., 1906), the respondent was summoned for allowing his child to be absent from school, she being employed as half-timer at a silk mill. The byelaws for the district contained no provision for partial exemption. It was held, on appeal to the High Court, that the child being upwards of 12 years of age, and having made the necessary previous due attendance at a certified efficient school, was entitled to a labour certificate to be employed half-time in a factory, provided she attended school in accordance with section 68 of the Factory and Workshop Act, 1901.

(b) There are only seven districts (boroughs or urban districts) at the present time (May 1909) which have byelaws which extend to children up to 13 only.

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## APPENDIX H.

### ANALYSIS OF REPLIES TO INQUIRY FORM AS TO EDUCATION AND EMPLOYMENT.

#### *General.*

Replies are to hand from 242 persons. They are well distributed over the country, and represent a large variety of trades, such as cotton, iron, coal, tinplates, leather, printing, cutlery, cabinet-making, shop-keeping, and various grades of the clerical profession up to co-operative and trade union secretaryships. The pottery trade is the most notable exception.

#### SECTION A.

The facts collected here relate to school attendance, school age, and work while at school. It seemed best to tabulate the following results, as bearing most on the purpose of the inquiry:—

- (a) Number leaving school before reaching 6th standard.
- (b) " " " " " " age of 13, which is about the average leaving age.
- (c) Number of half-timers, the limits of hours worked, the most usual number of hours worked, and the typical occupations.
- (d) Similarly with full-timers.

The results are as follows :—

(a) Left before reaching 6th standard	-	-	-	59
Left at 5th standard	-	-	-	33
"    4th	-	-	-	19
"    3rd	-	-	-	6
"    2nd	-	-	-	1
(b) Left before age of 13	-	-	-	72
From 12-13	-	-	-	30
"    11-12	-	-	-	23
"    10-11	-	-	-	14
Under 10	-	-	-	5

It is to be noted that many replies are from men over 45 years old, and that these were under less strict education laws.

(c) Number of half-timers	-	-	-	60
Limit of hours worked	-	-	-	8 to 49
30 hours or more	-	-	-	20
20 " "	-	-	-	34
10 " "	-	-	-	5
Usual number of hours	-	-	-	27

Typical occupations and hours of work are :—Shoe work (30), bobbin setting (30), cotton weaving (30), shop and paper boy (24), house boy (12), woollen piecing (27), doffer (28), creeler, tenter, reacher, pit-boy, brick-work, errands. In the cotton and woollen trades, boys appear to begin their permanent work as half-timers.

(d) Full-timers	-	-	-	59
Limits of hours	-	-	-	2 to 72
60 hours or more	-	-	-	2
50 " "	-	-	-	21
30 " "	-	-	-	7
20 " "	-	-	-	5
0-20 hours	-	-	-	19
Indefinite	-	-	-	5

Typical occupations and hours of work are :—Engineering (56), building (58), bar-keeper, messages, housework, milk-carrier, bottling, newspapers, billiard-marking, cotton and woollen weaving, mining (54).

## B.

This section relates to employment, and on consideration it seemed best to take out the statistics as follows :—

- (a) Number going from school into casual and unskilled work, not learning a trade.
- (b) Number who had changed from one trade to another; this is important in view of 4 (b), and also, to some extent, of 3, under the heading D.

The figures are :—

(a)	-	-	100
(b)	-	-	60

Under (a) are included chiefly those who return themselves as labourers, errand-boys, and shop-boys; some of them leave after a time "to learn a trade"; others, by general ability, rise to be foremen and managers; some become trade union or co-operative secretaries. But in most cases their time as casual hands is simply lost.

(b) is of importance as showing movements from one trade to another; mistaken aptitude, or insufficient pay, are the usual causes. Under D. 3 (*see* below) only two of those answering "yes" attribute this to

“change of employment.” Some careers are of great interest and provide examples of the possibilities of general ability.

## C.

Continuation Schools of some kind have been attended by 177 of those making returns. Included under such schools are Polytechnics, Co-operative Classes, Extension Lectures, the Workers' Educational Association, and the Working Men's College. The period of attendance may be anything between a few weeks and eight years. Usually more than one class has been attended, but it is difficult to get more detailed information out of the returns. Many of the older men reply that there were no such schools in their time.

## D.

The replies come out as follows:—

*Question (1).—*

- (a) Did you belong to a boy's or other similar club?
- (b) If so, did you attend it regularly?

*Answers:—*

- (a) Yes, 43. No, 149.
- (b) The second part of the question is usually not answered at all.

Typical clubs are, Church Institutes, Boys' Brigades, Ambulance Classes, Good Templars, and the Y.M.C.A.

*Question (2).—*If you had leisure, did you spend it in connection with the work of any specific organisation, such as Mutual Improvement Classes, &c.?

*Answers:—*

Yes, 92. No, 93.

Debating societies are the most notable cases.

*Question (3).—*Have you ever been unemployed for more than a month?

*Answers:—*

Yes, 71. No, 150.

The question does not ask that exception be made of such causes of unemployment as sickness or strikes. In two cases strikes are mentioned, and sickness in one. It is difficult to judge how valuable these figures are. It depends on what is inferred from them. The 54 affirmative replies must be taken to include all causes of unemployment. Had strikes and sickness been excluded, the bearing of the replies on the educational question would have been cleared. As it is, the *negative* replies are the more useful.

*Question (4).—*Do you consider that the effect of the Continuation School was to make it more easy for you—

- (a) To advance in your employment? Give instances, if possible.
- (b) To turn to new work if your employer desired it?

*Answers:—*

- (a) Yes, 124. No, 24.
- (b) Yes, 95. No, 18.

Two or three negative replies state that it is favouritism that counts most for promotion. In some affirmative cases it is really supplementary work that is referred to, not the main occupation; *e.g.*, some workmen attribute to the Continuation Schools the fact that they are now able to write for papers and reviews. There are some very clear affirmative cases, where shop boys have trained themselves in clerical work and book-keeping, and have gone to the highest places. A fair number of labourers report that their Evening School work has enabled them to take charge of the pay-sheet, and to take similar opportunities when they came. This slight advantage has evidently meant a good deal to them.

*Question (5).*—Do you think that, if all boys attended Evening Schools, there would be, under existing economic conditions, less unemployment?

*Answer:—*

Yes, 103. No, 100. Doubtful, 4.

This is, of course, the most controversial of the questions. Many replies have been difficult to tabulate. Thus there are affirmative answers as follows:—because it would educate men, so that they would change the conditions; because there will be fewer disputes if there is more education; because it will take boy labour off the market; because it will make more work for teachers. On the other hand, the negative replies include most of the reasons that are current in Socialist documents.

*Question (6).*—Do you think that attendance at Evening Schools should be required in the case of all boys (whose health would allow it) up to 17 years of age? If so, what conditions would you impose, such as:—

- (a) Limitation of hours of employment?
- (b) Number of evenings upon which attendance should be demanded?
- (c) Provision of studies and recreation suited to tired and backward boys?

*Answers:—*

Yes, 169. No, 33.

(a) Yes, 169. No, 4.

(b) Two evenings, 71.

Three evenings, 82.

Four or more evenings, 17.

A good many think it would be better to raise the Day School age. Others think the evening is not the best time in which to give instruction to working boys, and that time should be found in the day when their minds are fresher; there should, in their view, be an afternoon school, or certain early closing days for the purpose. Some add that there should be similar regulations for girls.

(a) As to limitation of hours, there is general consent, but great variety of suggestions. The limitation is not to lower wages. An 8-hours day, a 6-hours day, a 48-hours week, and no over-time for boys, are common proposals. Others think there should be an interval for classes (as in Rowntree's works), and that the time should not be deducted. Boys should get away early, and not come next day before 8.30 or 9; the G.W. Railway allows the latter, but no wages are paid for the time.

(b) There are no comments on this.

- (c) There are no negative replies to this proposal, and 53 answers in its favour. The suggestions are,—small classes and sympathetic teachers, this being much insisted on; plenty recreation, with object lessons, and nature study; instruction should not be purely technical, but more literary and generally interesting; botany, gardening, country rambles; intellectual entertainments, and short lectures; let students follow their own bent, and not be pushed; instructions in civics, and moral subjects.

*Question (7).*—If you think it undesirable that attendance at Continuation Schools, day or evening, should be made obligatory in the case of boys up to 17 years of age, please give your reasons.

*Answers:—*

This question has commonly been quite misunderstood, perhaps because it is negative in form, and is rather long. Very many of the replies have nothing to do with the question. The most important reasons are these:—

Discipline will be bad in Evening Schools if you compel all boys to go, whether they want to or not. Those who really wish to learn will be hindered by those who do not.

Compulsion itself is bad; it takes all interest out of the work. What is wanted in trade is fresh minds, not packed ones. Self-dependence is greatly to be preferred.

Boys are too tired after a day's work; they ought not to be compelled to do anything else.

There will be a loss of wages to the parents if compulsory Continuation Schools reduce working hours.

In general, it is better to extend the leaving age at Day Schools, and perhaps to include technical subjects.

## APPENDIX I.

### SHORT ANALYSIS of BILLS dealing with COMPULSORY CONTINUATION SCHOOLS introduced into PARLIAMENT during the last TWELVE YEARS.

(a) The first Parliamentary Bill which dealt with the question of Continuation Schools was that introduced into the House of Commons by Mr. Samuel Smith and five other Members in 1897. It was entitled "A Bill to amend the Elementary Education Acts and to provide Continuation Schools."\* The objects of the Bill were set forth in the Memorandum which accompanied it, and which ran as follows:—

"The principal object of this Bill is to provide for the continuance of a boy's or girl's education until the boy or girl reaches a proper age standard, as well as a proper educational standard, the minimum educational standard being fixed by the Bill as the present Standard VI.

"With this object in view, the employment of boys and girls under 13 is prohibited, except where they have been granted a half-time exemption, and the employment of boys and girls between the ages of 13 and 16 is only allowed where the required educational standard has been reached, or where the boy or girl is attending an Evening Continuation School, or, as regards boys or girls between the ages of 13 and 14, where a half-time exemption has been granted.

\* Bill 276, 1897.

"Half-time exemptions will still be granted under local byelaws to boys and girls between the ages of 11 and 14, but the Bill provides a special mode for reckoning half-time attendances, in order to facilitate the employment of boys and girls in agricultural districts in a manner consistent with educational requirements.

"Employers are required by the Bill to give due facilities for the attendance of boys and girls at Evening Schools.

"The provision of Evening Schools by School Boards is made compulsory, and Local Authorities are enabled to call upon managers of Voluntary Schools, and, in the event of their default, to provide such schools themselves." X

(b) The second Parliamentary Bill which dealt with the question of Continuation Schools was that introduced in the House of Lords by the Bishop of Hereford (Dr. Percival) in July 1904. It was entitled "An Act to amend the Education Acts, 1870-1903, with respect to School Attendance, and to secure Further Attendance under Certain Conditions at Evening Continuation Schools."\* The Bill proposed to give power to local education authorities to make total or partial exemption from attendance at a Public Elementary Day School conditional, in the case of boys or girls, on their attending some recognised Evening Continuation School or class until they should attain the age of 16 years, or should reach (in reading, writing, and arithmetic) "the standard of Standard VII. fixed by the Elementary Day School code." The Bill proposed to fix 12 as the minimum age for total exemption from attendance at a Public Elementary School in the case of boys who had definite agricultural or horticultural employment and whose parents desired that they should be so employed, provided that boys so exempted should attend some recognised Evening Continuation School for at least three evenings a week from October to March inclusive (with a total number of attendances equal to 90 hours per annum) until they should attain the age of 16 years. Any failure on their part so to attend Evening Continuation School was to necessitate their return to Day School until they should reach the age of 14 or the required standard. The term "Evening Continuation School" or "Class" was defined as meaning a school or class providing instruction in reading, writing, and arithmetic, in accordance with the Elementary Day School code, and meeting at or after six o'clock; or on Saturday or any other day observed in the locality as a half-holiday, at or after two o'clock in the afternoon; or at such earlier hour as might in any particular case be allowed by the Board of Education. It was further provided that "if the parent of the boy or girl so requires, attendances at a Sunday school or bible class, not exceeding in the aggregate 30 hours duration in any one year, shall be reckoned, for the purpose of calculating the required number of attendances, as if they were attendances at an Evening Continuation School or Class." The administrative machinery proposed by the Bill was as follows: Whenever a boy or girl became subject to an obligation to attend an Evening Continuation School or Class in accordance with the condition on which total or partial exemption from Day School attendance was granted, the local authority would be required to grant to him or her a certificate, to be called a "Continuation School certificate." Every pupil holding such a certificate would be required, so long as he or she was subject to the obligation to attend Evening Continuation School, to make the required number of attendances; and, in the case of such certificate holders, attendance at an Evening Continuation School was to be enforced in like manner as attendance at a Public Elementary Day School. This certificate, it will be observed, did not certify immunity from, but imposed an obligation of attendance at a Continuation School. Such a certificate of obligation X

\* Bill 161, 1904, Continuation Schools (H.L.).

would remain in force for three months, but was to be renewable from time to time by the school inspector responsible for the area in which the boy or girl resided or was employed. Before renewing the certificate the inspector would be required, on each renewal during the first 12 months after the first issue of the certificate, to satisfy himself that the holder had been regularly attending an Evening Continuation School or Class. After the expiration of that 12 months the certificate was not to be renewed by the inspector unless he was satisfied that the holder had made the required number of attendances during the preceding year. At each successive renewal a similar investigation was to be required, but the certificate might be extended for a period not exceeding five months during any time of the year at which Continuation Schools or Classes were not held. It was provided that no person should employ any boy or girl who might be required, under the Act, to attend an Evening Continuation School unless the boy or girl held, during the time of the employment, a Continuation School certificate. Employers were also forbidden to employ such boys and girls in such a manner as would prevent them from attending the Continuation School. The penalty proposed was a fine not exceeding 40s. for each offence; but it was provided that no person should be deemed to have acted in contravention of the law if it were proved to the satisfaction of the court having cognizance of the case that there was no Evening Continuation School which the boy or girl could attend within a distance of one mile and a half, measured according to the nearest road, from his or her residence. By schedule to the Bill, it was proposed to enact that it should be "the duty of the parent of every boy or girl who is required to attend an Evening Continuation School or Class, to cause the boy or girl to attend such School or Class in accordance with the Act." If without reasonable excuse (*i.e.*, the distance of the nearest Continuation School, the sickness of the pupil, or any unavoidable cause of his or her absence) the parent failed to perform the duty of securing the attendance of his son or daughter, it was to be the duty of the local education authority (unless he thought it inexpedient to take such proceedings), after due warning to the parent, to complain to a court of summary jurisdiction, and that court might issue an attendance order. If such attendance order were not complied with, and if the parent failed to satisfy the court that he had used all reasonable efforts to enforce compliance with it, the court might impose a penalty not exceeding, with the costs, 20s. The Bill also provided that "the local authority shall take care to make the methods of teaching in Evening Continuation Schools bright, interesting and instructive, and adapt it to the practical needs of the scholars; and the Board of Education, in making any grant in respect of any such school shall take into consideration whether the authority have complied with this direction." It was further provided that the Board of Education should, by order, make regulations for the examination of any boy or girl attending an Evening Continuation School or Class and desiring to reach the required standard (*viz.*, Standard VII. of the standards of reading, writing, and arithmetic fixed by the Elementary Day School Code), and that the persons having the management of the school or class should comply with the regulations so made.

X (c) In 1905, Mr. Lambert, Mr. Henry Hobhouse, Mr. Eve, Sir Edgar Vincent, and Mr. Yerburgh, introduced in the House of Commons an Education Acts Amendment Bill.\* This Bill provided that local authorities might fix 13 as the minimum age for total exemption from attendance at a Public Elementary School if they framed byelaws for the attendance of children so exempted at some recognised Continuation School for at least three evenings a week until they should attain the age of 16 years. As regards the rural districts, however, it was proposed

\* Bill 168, 1905.

that the local authorities might fix 12 as the minimum age for total exemption from Day School attendance in the case of boys who had definite and regular agricultural employment, and whose parents desired that they should be so employed, on condition that the boys in question attended a Continuation School for at least two evenings a week during the winter months until the age of 16. It will be observed that Mr. Lambert's Bill was on lines similar, in some respects, to those previously adopted by the Bishop of Hereford. But the minimum amount of attendances at Continuation School for boys exempted at 12 years of age from Day School attendance for "definite and regular agricultural employment" (horticultural employment not being referred to) was reduced from three to two evenings a week, and from a total of 90 hours of instruction per annum to 70. The provision that attendance at a Sunday School or Bible Class should be reckoned as equivalent to part of the required attendances at a Continuation School was omitted, as was also the section prescribing the methods of teaching to be adopted in Continuation Schools. The machinery of the "Continuation School certificate" and the provisions as to penalties upon parents and employers acting in contravention of the Act were retained. But a new clause was introduced providing that "a special grant, not exceeding 50 per cent. of the cost, shall be made to local education authorities by the Board of Education towards the expenses incurred in the formation of Continuation School gardens, and in the proper equipment of Continuation Schools with apparatus, models and specimens suitable to the instruction to be given in them and in the gardens, provided that (1) the methods of instruction are adapted to the practical needs of the scholars, and (2) the estimated cost and full particulars are submitted to and sanctioned by the Board of Education."

(d) In 1906, a Bill to amend the Education Acts, 1870-1903,\* was introduced in the House of Commons by Sir John Brunner, supported by Sir William Anson, Mr. Burt, Mr. Butcher, Mr. Cameron Corbett, Mr. Crooks, Mr. Eve, Mr. Ramsay Macdonald, Mr. Masterman, Mr. (now Sir) George White, Mr. Whitley, and Mr. Yoxall. This Bill differed from that introduced by Mr. Lambert in the previous session (1) by the omission of the subsection which allowed partial exemption from Day School attendance to be made conditional on attendance at a Continuation School, though the Bill did not touch the present powers of local education authorities in sanctioning half-time attendance under byelaws; (2) by the omission of the section providing for the examination of boys and girls attending Continuation Schools; and (3) by the omission of any definition of the standard of attainment in reading, writing, and arithmetic required to be attained by pupils attending Continuation Schools as a condition of total exemption from Day School attendance.

(e) But the most thorough-going of all the Bills dealing with the question of Continuation Schools is that introduced in the House of Commons in 1908 by Mr. Chiozza Money, Mr. Alden, Mr. Ellis Davies, Mr. Ramsay Macdonald, Mr. Mallet, Mr. Masterman, Mr. Henry Walker, and Mr. John Ward.† Its object is to make full time attendance at the Day School compulsory for all children without exception up to the age of 14, and further, to require all young persons between 14 and 17 years of age to attend Continuation Schools, "carried on at hours which do not terminate later than 6 o'clock p.m.," "for a period of not less than six hours per week." Every education authority would be placed under a statutory obligation to "establish classes for the continued education and technical training, without fees, of all persons in its district between 14 and 17 who were not attending approved Day Secondary or Day Technical Schools. The Bill further proposes

\* Bill 220, 1906.

† Education (Continuation Schools) Bill, Bill 173 of 1908.



that "sufficient school places and sufficient teachers, scientific and technical apparatus, materials, tools or plant, &c., shall be provided, " out of moneys provided by Parliament, to enable every continuation scholar " (*i.e.*, all pupils between the ages prescribed above) " controlled by the education authority to be instructed in industry or agriculture, " or in domestic economy, in the English language and literature, in the " principles of hygiene, and in the duties and obligations of citizenship." " The scheme and curriculum of each Continuation School " is to be subject to the approval of the Board of Education. For the purposes of administration under these provisions, the Bill proposes to allow each education authority to " co-opt any number of local employers not " exceeding six." Under the terms of the Bill, every employer would be required to permit every young person between 14 and 17 years of age in his employment to attend the Continuation School. The penalty for failing to permit such attendance would be, on summary conviction, a fine not exceeding 2*l.* for every day upon which his employee fails for such reason to make his due attendance at the Continuation School.

The Bill further proposes that " every parent or responsible guardian " of a continuation scholar who fails to attend a Continuation School " shall be liable on summary conviction to a penalty not exceeding ten " shillings for every day upon which the continuation scholar fails to " attend the Continuation School, unless the non-attendance is due " to the fault of the scholar's employer or to illness, accident, or other " unavoidable cause." It would be the duty of the education authority to prosecute the parent or responsible guardian, or the employer, of any continuation scholar failing to make the required attendance at a Continuation School. But no scholar would be required to attend a Continuation School held beyond two miles, measured along the nearest road, from his or her residence.

In the memorandum prefixed to this Bill, its sponsors state that the system of Continuation Schools which the Bill seeks to enact is " practically the same as that which is in successful operation in Munich."

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## APPENDIX K.

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### The VIEWS of the UNITED TEXTILE FACTORY WORKERS' ASSOCIATION on the QUESTION of HALF-TIME.

(a) The leaders' view :—

The following extract from a circular issued by the above-named Association will show the view taken by the textile workers' representatives :—

" At the Annual Conference of the above Association, held on July 31st and August 1st, the question of children being employed as half-timers was under discussion. The opinion was expressed that the children suffered both physically and educationally by the system, and that any difficulty put in the way of raising the present ages from 12 years to 13 years by the textile workers of Lancashire would mean lagging behind the rest of the workers in this country, and the other textile workers of the Continent. The view that children should be allowed into the factories at an early age on the ground of suppleness and adaptability was disputed, as they could pick up the work and follow it with ability if the children entered the mills at a higher age. After a full discussion of the question the following resolution was agreed to by the Conference :—

" That this Conference is in favour of the abolition of half-timers up to the age of 13 years."

“The voting was 186 in favour of raising the age, and 27 in favour of the following amendment:—

“That the question of abolishing half-time labour in the textile trades be referred to the various societies for them to take a ballot of their members as to whether they are in favour or not in favour of the abolition of the half-timers.”

“It was finally agreed that a ballot should be taken of all the societies with the object of ascertaining the views of their members in regard to raising the age of the children from 12 years to 13 years before commencing any employment.”

(b) The view of the rank and file:—

The matter was referred to a ballot of all the members of the Association. The following figures represent the result:—

	In favour of the present Age.	In favour of increasing the Age from 12 to 13 Years.	Neutrals and those not voted.
Cardroom workers - -	29,161	5,963	1,139
Spinners - - -	15,296	3,166	—
Weavers - - -	98,104	22,378	7,017
Overlookers - -	3,144	890	—
Bleachers and Dyers -	1,490	851	—
Mill Warpers (Men) -	210	92	—
Beamers, Twisters, and Drawers - - -	3,318	628	1,342
<b>Totals -</b>	<b>150,723</b>	<b>33,968</b>	<b>9,498</b>
	<b>33,968</b>		
Majority in favour of the present age - -	<b>116,755</b>		

## APPENDIX L.

SUMMARY of the EVIDENCE laid before the COMMITTEE in connection with the CONTINUED EDUCATION of GIRLS.

(a) *The Evidence of Men Witnesses as regards the Continued Education of Girls.*

I. Taking first the evidence of the men witnesses:—The Committee find almost perfect unanimity as to the necessity for improving the conditions of the Elementary Schools and, in towns, at any rate, for raising the age of exemption to 14. Equally unanimous is the recommendation that half-time ought to be abolished, only one witness expressing the opinion that girls beginning to work at an earlier age become more expert with their fingers. With regard to further extension of the leaving age in Elementary Schools, they find that out of 60 men witnesses there were 40 in favour of raising the Day School age for girls beyond 14 years, 9 were against, and 11 gave no opinion on the subject.

One witness suggested that it might be desirable to fix 14 years as the full time exemption age for girls, but to require half-time attendance until 16 years for the purpose of giving domestic training.

II. On the question of compulsory attendance for girls at Continuation Schools, 31 expressed themselves in favour, 21 against, and 8 gave no opinion.

The objections urged were:—(1) Doubt as to the physical fitness of girls for longer hours of work. (2) The unsuitability of bringing them from their homes in the evening, especially in country districts, where such classes might necessitate late journeys home on lonely roads.

To meet these difficulties, however, many of the witnesses advocated classes for girls during the time in which they were occupied at work, arrangements, of course, being made with the employers to make such classes possible. Such classes are carried on at present in the works of Messrs. Rowntree and Sons, of York, and others, and have done much to solve the problem of how such continued education can be given, when employers are really interested in their young workpeople, and willing to help them. At Messrs. Cadbury Brothers, of Bournville, time is allowed off during work hours, but only for swimming classes and physical exercises. The evidence of Sir Thomas Glen Coats also is interesting, as he is largely an employer of girl labour. The plan which he favoured, and which obtained for some years at his works, was the education of his younger girl employees on alternate days at special schools provided by his firm. A generous staff was employed, and the classes were limited to 25. This arrangement, however, had to be abandoned, as the Paisley School Board stopped giving half-time exemption to girls under 14. For girls over this age, he would approve compulsory Continuation Classes two evenings a week, in order that they may obtain instruction in housecraft, but he would not like the age of exemption raised beyond 14 years.

III. Looking at the question of increased instruction in domestic subjects, the Committee find that 18 of these witnesses advocate it, none object to it, but several decline to express an opinion on the subject, as being outside their sphere of observation.

There is a variety of opinion expressed as to how domestic training might be carried out, some desiring that the last year of the Day School Course should be devoted entirely to English and Household Management; and the others expressing the wish that it might become the main work of the Continuation School for girls. In no one instance does a witness express any objection to increasing facilities being provided for this kind of continuation work, and in some few cases the necessity for industrial training for future employment is strongly advocated. One witness would favour instruction for girls in such subjects as type-writing, book-keeping, and shorthand, so as to enable them to be fully prepared to earn their own living. Another witness, however, raised the question whether it was right to put girls into the way of learning such occupations as would enable them to enter into the labour market in competition with the men, unless they did so at equal rates of payment, as otherwise the only result might be to stock the market with cheap labour. With this idea in view, he expressed the opinion that girls should be kept in the Day Schools until they were 16 years of age, so as to prevent them from undertaking work that otherwise would be done by men. As a rule, however, the kinds of continuation work advocated were:—Domestic Economy, Cookery, Laundry Work, Hygiene, Millinery, Needlework, and Dressmaking.

The opinion was expressed by more than one witness that the hours of labour for girls should be limited, especially as regards domestic servants and girls in restaurants and shops, so as to enable them to attend Continuation Classes at suitable times and under suitable conditions.

(b) *The Evidence of Women Witnesses.*

The above has been gathered wholly from evidence given by men witnesses, many of whom were concerned mainly in the education and employment of boys. There were, however, six women who gave evidence with more special regard to girls, and the main points of the conclusions arrived at by each may well be given separately.

1. Miss Margaret Ashton, Member of the Lancashire Education Committee, expressed herself in favour of raising the Day School age to 15 years, provided suitable courses of instruction in English and Domestic subjects could be arranged. She did not think the country was ready for compulsory attendance at Continuation Schools, and considered it very undesirable for girls, unless the hours of labour could be so reduced as to give students half-a-day's rest from work on the days they attended school. She doubted, however, whether this could be arranged with regard to domestic service.

2. Miss H. E. Howell, Head Mistress of the Bull Close Road Girls' School, Norwich, was not in favour of Compulsory Evening Attendance for girls. She would prefer improving the Voluntary system at present, and introducing compulsion gradually, should it be found necessary. She also advocated fewer hours of work for girls, instancing that in Norwich the girls who came to her school were employed, as a rule, from 8 in the morning until 7 at night. In spite of this, however, she found many of them able to work in the Evening School, and recommended more subjects of a recreative character.

3. Miss E. P. Hughes, Member of the Glamorganshire Education Committee, was strongly in favour of abolishing half-time. She also advocated improvement in the curricula of girls' Day Schools, so as to include more domestic training. She was not in favour of continuation work being made compulsory, but thought it might be made more attractive. If compulsion is adopted it ought to carry with it fewer hours of labour.

4. A Responsible Teacher of a Continuation School for Girls in the Midlands was in favour of raising the Day School age to 14 years, and the abolition of half-time. Her great difficulty in getting girls to the Continuation Classes was owing to the long hours of labour, which made it necessary to hold the Evening Classes so late that many of the girls did not get home until 10 p.m. She thought it would be beneficial to make Continuation Classes compulsory, but would advocate the shortening of the hours of labour, so that the classes could commence at 6.30 p.m. At present girls were often "wretchedly tired" when they came to class. She thought the subjects taught should be:—Plain Sewing, Household Management, Cookery, Sick Nursing, Reading, and Letter-writing.

5. Mrs. Marvin, formerly Woman Inspector of the Board of Education, did not think it desirable to make Day School attendance compulsory to 15 years for all, but advocated a sufficiency of scholarships to enable all who could profit by it to receive continued education. She was not in favour of the total abolition of half-time, but considered it should only be allowed in cases of exceptional necessity in the home.

6. Miss Mary Tomlinson, Responsible Teacher of the Darley Street Evening School, Leeds, was in favour of compulsory attendance for girls at Continuation Schools till 16 or 17 years of age; but would recommend with it the complete control and regulation of labour, and inquiries into the necessities of the girls' homes in order to allow exemption if circumstances required it.

(c) *The Evidence derived from Replies to a Circular issued by the Committee to Representative Women.*

In addition to the evidence obtained from the six women witnesses who appeared before the Committee, a number of questions was sent out to representative women in various parts of the country. Thirty-four replies were received, of which the following is a summary of the main points :—

	Yes.	No.	Doubtful.
Question I.—Should half-time be abolished ?	32	2	—
„ II.—Should the Day School age be raised to 15 years ?	20	8	4
„ III.—Is it desirable that more instruction in domestic subjects should be given to girls in Day Schools ?	24	6	4
„ IV.—Should such instruction be compulsory in either Day or Continuation Schools ?	33	1	—
„ V.—Should continued education for girls be made compulsory ?	26	3	3

A careful analysis of the written replies goes to show that the writers consider—

- I.—That half-time exemption for girls in Day Schools should be abolished excepting under very special circumstances.
- II.—That the age of Day School exemption should be raised to 14 years, but that few districts are yet ripe for further extension.
- III.—That the curriculum of the Day Schools, as at present organised, is not sufficiently practical; and that in Mixed Schools there is not sufficient differentiation of curricula between boys and girls in the Higher Classes.
- IV.—With regard to the Continuation School being made compulsory, the majority advocate it very strongly if it can be made possible.

They mention the following objections to a compulsory system under present conditions :—

- (a) That many girls go directly into mills or factories, and are too tired at night to attend Continuation Classes.
- (b) That those who go into domestic service often become mere drudges, get no real domestic training, and, as a rule, are allowed no time off to improve themselves.

They advocate :—

- I.—That should Continuation Classes for girls be made compulsory, great care must be taken in towns to avoid late hours, and in the country to lessen the risks of long lonely walks.
- II.—That day-time or early evening time should be used for such classes whenever possible.
- III.—That employers should be compelled to make arrangements for the necessary time off.
- IV.—That hours of labour should be shortened so as to prevent over-strain.

## APPENDIX M.

HOURS OF WORK OF YOUNG PERSONS IN FACTORIES,  
WORKSHOPS, &c.

The following schedule of hours of work (legal and customary) of young persons has been drawn up with the help of Miss Collet, of the Board of Trade, and Miss Anderson, of the Home Office.

There is a good deal of difference between the hours worked by different firms in the same trade and district. An endeavour has been made to set down a fair average in each case. Some firms may work less, some more, or begin earlier or later, than the hours given.

Both Miss Collet and Miss Anderson are in agreement that the hours in the majority of cases are already too long and fatiguing, and prove a heavy strain on the young worker, and that the much needed opportunity for attending Continuation Classes cannot come within reach of the majority of workers, except by the means of the compulsory shortening of their hours of work.

Miss Anderson points out that the fatigue of the working day depends greatly on the arrangement of the shifts and on the length of the intervals.

A shorter day may actually prove more fatiguing than a longer day if the intervals for meals and rest are docked.

A ten hours working day may be, and often is, worked in two shifts of five hours each with no other than the dinner interval. This is very exhausting for the worker. Further, in large towns, and especially in London, the worker has a journey (by train, tram, or on foot) to add to each end of her working day. It is difficult to get exact statistics of this, but judging roughly by the distances separating the chief residential artisan districts from the centres of work (as well as from experience of many individual cases), it may be estimated that on an average the worker in London has a journey of about 40 minutes to and from her work.

A count taken recently of girls and young women (14-25) travelling daily by workmen's trains (6.30 a.m.-7.30 a.m.) from Woolwich and Charlton, showed a total of 580 from these districts. The train journey from Woolwich to Charing Cross alone is 40 minutes.

*Hours of Working of Young Persons.*

## (1) Legal hours :—

## (a) Textiles :—

6 a.m.-6 p.m.	} with 2 hours interval for meals.
7 a.m.-7 p.m.	
Weekly total, 55½ hours.	

## (b) Non-Textiles :—

6 a.m.-6 p.m.	} with 1½ hours interval for meals.
7 a.m.-7 p.m.	
8 a.m.-8 p.m.	

In the letterpress, bookbinding, &c., in London, between September 1 and February 28-29, 9 a.m.-9 p.m. is permitted, and in laundries in London and surrounding districts. Weekly total, 59½ hours.

## (c) Shop assistants :—

74 hours per week, less meal-times.

## (d) Domestic service :—

No legal limit of hours.

## (e) Clerical work :—

No legal limit of hours.

*Hours usually Worked.*

Trade.	District.	Hours.	Remarks.
(a) Textiles:—			
Cotton - - -	Lancashire	6.0-5.30;	
Woollens - - -	Yorkshire	6.30-6.0.	
Silk - - -	Cheshire		
Hosiery - - -	Nottingham, Leicester and Midlands.	8.0-7.0	Less in slack times.
Lace - - -			
(b) Non-textiles:—			
i. Pottery workers -	Staffordshire.	8.0-6.30	
ii. Metal trades:—			
Brassworkers, bedstead, cheap jewellery, screw, pen, and small hardware.	Birmingham and Midlands.	8.0-7.0	One hour for dinner, tea taken without ceasing work.
Silver and jewellery polishing.	London	9.0-7.0; 8.30-6.30.	
Lacquerers -	"	8.30-7.0	
iii. Leather trades:—			
Boot and shoe operatives.	Leicester	8.0-6.30	
	Northampton.	7.0-5.30	
	Leeds	6.30-5.30; 7.30-6.30.	
	London	8.30-7.0 or 7.30.	Longer hours, 8.0-8.0, in the many small workshops working for factories.
Leather trunk and bag, fancy leather makers.	"	8.0-7.0 or 7.30;	In busy seasons. Much slack time.
Brace and belt makers.	"	8.30-7.30 or 7.30.	In busy seasons.
iv. Clothing trades:—			
Dressmakers (bespoke).	London	9.0-7.0 or 7.30.	9.0-7.0 in slack seasons. Workrooms at large shops generally 8.30-7.30 or 8.0.
	Provinces	—	Generally rather longer hours than in London.
Millinery (bespoke)	—	9.0-7.0 or 7.30.	Long periods of slackness.
	Provinces	The same or longer.	
Millinery (wholesale) and hat making.	London	8.30-7.0 or 8.0	The firms doing poor class of work work longer hours, as a rule, than the better-class firms.
	Provinces		
Straw plaiting -	Luton, &c.	8.0-8.0	In busy seasons; long slack seasons, when shorter hours are worked.
Corset makers (bespoke).	London	9.0-7.0 or 7.30.	Very little slack time.
Corset makers (wholesale).	"	9.0-8.0	A good deal of slack time.
Tailoresses (bespoke).	London and Provinces.	8.0-8.0	These hours always worked in busy season.
Tailoresses (wholesale).	London	8.0-4.0 Sat. 8.30-7.30	East End firms doing cheap class of work, 8.0-8.0.
Tailoresses (coat, vest, and trouser machinists and finishers).	Leeds	8.0-6.0	The shortest hours of any centre.

Trade.	District.	Hours.	Remarks.
iv. Clothing Trades— <i>cont.</i>			
Wholesale clothing trades, viz., blouse making, shirt making, mantle making.	Leeds	8.0-6.0	
Felt hat (men's) trimmers.	Stockport	6.0 or 6.30-6.0	
Embroidresses -	London	8.30-7.0	Work at high pressure, and longer hours in busy seasons.
Artificial flower makers, feather mounters, &c.	"	8.30 or 9.0-7.0 or 7.30.	Shorter time in slack seasons.
Trotters, errand girls, and matchers in these trades.	—	8.0 or 8.30-7.30 or 8.0.	Generally begin a quarter or half an hour earlier and end a quarter of an hour later than the workroom hands.
v. Printing and kindred trades:—			
Printing—layers-on, feeders, packers, &c.	London	8.0-6.30 or 7.0.	In busy season (Christmas trade) 8.0-8.0.
Bookbinders, stationery and vellum workers, viz., folders, stitchers, collators, pasters, packers, &c.	"	8.0-7.0 or 8.0.	9.0-9.0 is worked as allowed in some letterpress binding firms.
Relief stampers -	"	8.0-6.30; 8.30-7.0.	
Box makers -	—	8.30 or 9.0-7.30 or 8.0.	8.0-8.0 not unusual in firms doing cheapest class of work. (Better class fancy box work, jewel case coverers, work rather shorter hours.)
vi. Furniture trades:—			
Upholsterers -	London and Provinces.	8.0-7.30; 8.30-8.0.	
French polishers -	London	8.0-7.30; 9.0-	Where girls work in workshops with men earlier hours often worked, e.g., 7.0-6.0.
vii. Confectionery:—			
Jam, sauce, pickle, biscuit factories, &c.	"	6.0-6.0; 7.0-7.0; 8.0-8.0; 9.0-8.0; 8.0-7.0 in better firms.	Work at high pressure during busy season (under special exemption clause for perishable materials).
viii. Hairdressers and wig makers.	"	8.30-7.0 or 7.30.	Theatrical and cheap work, 8.0-8.0 (10½ hours day not unusual.)
ix. Laundry hands -	London and Provinces.	8.0-8.0; 8.0-4.0 Sat. (sometimes 9.0-9.0 in London).	One half-day in addition. Sometimes (but not usually) younger hands leave at 7.0 or 7.30, or where laundry works 9.0-9.0 young girls leave at 8.0.
x. Miscellaneous:—			
Cigar makers, &c. -	"	8.30-6.0; 9.0-6.30.	
Watchmakers -	"	8.0-6.30	
Pattern card makers (for various trades).	"	8.30-7.0	Hours vary somewhat with trade and class of firm, sometimes 8.0-8.0.



Trade.	District.	Hours.	Remarks.
x. Miscellaneous— <i>cont.</i> Packers (various trades). Brushmakers -	London and Provinces. London	8.0-8.0 or 7.30. 8.30-6.30 or 7.0.	
xi. Shop assistants -	—	—	74 hours per week, less meal-times.
xii. Clerks, typists, book-keepers, &c.	—	9.0-6.0	Hours not regulated by Factory Acts. Clerks in counting-houses often kept late, especially in Christmas trade, some- times to 9.0 or 10.0 p.m.

## APPENDIX N.

ADMINISTRATIVE AREA OF THE LANCASHIRE EDUCATION  
COMMITTEE.

*Information respecting Children who left Public Elementary School  
during the year ended 30th October 1908.*

	No. of Children who have left Public Elementary Schools during the Year ended 30th October 1908.						No. of Children who joined Evening Classes for first time immediately after leaving Public Elementary School.	
	No. entering on Employ- ment.		No. entering Secondary Schools.		Total.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>Non-County Boroughs.</i>								
Accrington - - -	302	302	48	29	350	331	229	86
Ashton-under-Lyne	235	268	25	13	260	281	82	60
Bacup - - -	225	212	16	10	241	222	53	28
Chorley - - -	256	281	7	7	263	288	124	12
Clitheroe - - -	94	93	10	12	104	105	33	16
Colne - - -	160	199	12	17	172	216	102	83
Darwen - - -	359	436	22	19	381	455	197	223
Eccles - - -	278	260	32	31	310	291	155	119
Haslingden - - -	144	138	16	8	160	146	106	101
Heywood - - -	188	172	12	28	200	200	90	45
Lancaster - - -	330	292	36	38	366	330	114	69
Leigh - - -	355	412	10	7	365	419	88	93
Middleton - - -	194	175	12	16	206	191	40	9
Morecambe - - -	74	88	14	19	88	107	30	23
Mossley - - -	113	68	2	2	115	70	42	15
Nelson - - -	287	243	35	27	322	270	178	59
Rawtenstall - - -	247	251	20	10	267	261	46	33
Widnes - - -	211	238	50	28	261	266	170	30
Totals - - -	4,052	4,128	379	321	4,431	4,449	1,879	1,103

—	No. of Children who have left Public Elementary Schools during the Year ended 30th October 1908.						No. of Children who joined Evening Classes for first time immediately after leaving Public Elementary School.	
	No. entering on Employ- ment.		No. entering Secondary Schools.		Total.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>Autonomous Urban Districts.</i>								
Chadderton - -	188	212	—	—	188	212	132	88
Farnworth - -	223	235	12	7	235	242	106	77
Gorton - -	209	221	11	10	220	231	80	91
Hindley - -	265	269	12	11	277	280	106	73
Ince-in-Makerfield -	171	173	4	9	175	182	40	34
Radcliffe - -	177	153	22	8	199	161	93	27
Stretford - -	169	191	5	18	174	209	92	81
Swinton - -	212	291	10	7	222	298	48	27
Waterloo-with - Sca- forth.	165	138	40	38	205	176	91	88
Totals -	1,779	1,883	116	108	1,895	1,991	788	586
<i>Other Urban Dis- tricts.</i>	5,585	5,564	422	350	6,007	5,914	1,682	926
<i>Rural Districts</i> -	1,729	1,616	176	145	1,905	1,761	437	283

## SUMMARY.

Non - County Bo- roughs.	4,052	4,128	379	321	4,431	4,449	1,879	1,103
Autonomous Urban Districts.	1,779	1,883	116	108	1,895	1,991	788	586
Other Urban Dis- tricts.	5,585	5,564	422	350	6,007	5,914	1,682	926
Rural Districts -	1,729	1,616	176	145	1,905	1,761	437	283
Totals -	13,145	13,191	1,093	924	14,238	14,115	4,786	2,898

## Percentages.

## NON-COUNTY BOROUGHs.

## (1) Evening Classes:—

- (a) Percentage of boys (entering on employment) who join Evening Classes for first time immediately after leaving Day School - 46
- (b) Percentage of girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School - 26·7
- (c) Percentage of both boys and girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School - 36·4

## (2) Day Secondary School:—

- Percentage of boys and girls who proceeded from Elementary School to Secondary School - 7·9

## AUTONOMOUS URBAN DISTRICTS.

- (1) Evening Classes :—
- |   |      |
|---|------|
| (a) Percentage of boys (entering on employment) who join Evening Classes for first time immediately after leaving Day School                | 44·3 |
| (b) Percentage of girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School               | 31·1 |
| (c) Percentage of both boys and girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School | 37·5 |
- (2) Day Secondary School :—
- |   |     |
|---|-----|
| Percentage of boys and girls who proceeded from Elementary School to Secondary School | 5·7 |
|---|-----|

## SMALLER URBAN DISTRICTS.

- (1) Evening Classes :—
- |   |      |
|---|------|
| (a) Percentage of boys (entering on employment) who join Evening Classes for first time immediately after leaving Day School                | 30·1 |
| (b) Percentage of girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School               | 16·6 |
| (c) Percentage of both boys and girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School | 23·3 |
- (2) Secondary Day School :—
- |   |     |
|---|-----|
| Percentage of boys and girls who proceeded from Elementary School to Secondary School | 6·4 |
|---|-----|

## RURAL DISTRICTS.

- (1) Evening Classes :—
- |   |      |
|---|------|
| (a) Percentage of boys (entering on employment) who join Evening Classes for first time immediately after leaving Day School                | 25·2 |
| (b) Percentage of girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School               | 17·5 |
| (c) Percentage of both boys and girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School | 21·5 |
- (2) Secondary Day School :—
- |   |     |
|---|-----|
| Percentage of boys and girls who proceeded from Elementary School to Secondary School | 8·7 |
|---|-----|

## SUMMARY.

- (1) Evening Classes :—
- |   |      |
|---|------|
| (a) Percentage of boys (entering on employment) who join Evening Classes for first time immediately after leaving Day School                | 36·4 |
| (b) Percentage of girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School               | 21·9 |
| (c) Percentage of both boys and girls (entering on employment) who join Evening Classes for first time immediately after leaving Day School | 29·1 |
- (2) Day Secondary School :—
- |   |     |
|---|-----|
| Percentage of boys and girls who proceeded from Elementary School to Secondary School | 7·1 |
|---|-----|

## APPENDIX O.

SCHEME FOR THE ADMINISTRATION OF HIGHER EDUCATION  
IN THE ADMINISTRATIVE COUNTY OF LANCASHIRE.

The Lancashire Education Committee has prescribed, amongst other regulations for the administration of Higher Education throughout the county, that local Higher Education committees shall be appointed as follows:—

1. In non-county boroughs and urban districts autonomous for Part III. of the Education Act, 1902.

The local committee for Higher Education purposes shall be a sub-committee of the Local Education Authority, and shall consist of such number of persons as the borough or urban district council shall determine. Two of the members may be women.

2. In urban districts not autonomous for Part III. of the Education Act, 1902.

The local committee for Higher Education purposes shall be a sub-committee of the urban district council, consisting of such number of members as the said council may determine. In constituting the sub-committee, the district council shall be empowered to co-opt members from persons outside the council interested in Higher Education; two representatives of the local Elementary Education sub-committee in which the urban district is situated must be included. Two of the members may be women.

3. In rural districts.

(i) The local area Elementary Education sub-committees established by the Lancashire Education Committee shall be responsible for all Evening Schools and Classes within their respective areas other than those within urban districts, but if any local Elementary Education sub-committee so desires it may appoint a sub-committee to deal with Higher Education, which need not be entirely constituted of members of the local area Elementary Education sub-committee.

(Explanatory note:—For the purposes of the administration of Elementary Education the county is divided into 35 districts. These include not only the rural portion of the county, but also the urban districts not autonomous for the administration of Elementary Education.)

(ii) The local area Elementary Education sub-committees may appoint local managers. These local managers shall be the managers of the Public Elementary Day School (if willing to act), or, where there is more than one Elementary Day School in a township, the local managers shall comprise a joint committee consisting of at least three representatives from each school.

Each local Higher Education committee must submit annually to the Lancashire Education Committee for approval :—

- (1) The scheme of work to be carried out within the area of the local committee.
- (2) An estimate of the income and expenditure for carrying out the proposed scheme.

It is necessary that the scheme of the local committee should be submitted for approval in order to ensure that the instruction given within the area of that committee shall fit in with the general scheme of education for the county, and thus to avoid the unnecessary establishment of schools and classes doing similar work, especially when of an advanced character, within immediately contiguous areas.

As the boroughs and urban districts have, under the Education Act, 1902, independent powers of action and rating, the Lancashire Education Committee makes it a condition that the boroughs and urban districts exercise their powers of levying their own rates concurrently with receiving a grant from the county funds; that the county contribution and the local contribution towards the maintenance of a scheme are pooled; and that the scheme submitted for approval shall be that maintained by the total sum of money thus available. This condition applies to all urban districts, whether autonomous for elementary education or not.

If the scheme of work submitted by a local Higher Education committee, in the case of a borough or urban district, is approved, and if the estimate for the carrying on of the same is also approved by the county committee, the Lancashire Education committee undertakes to provide out of county funds, in order to carry out the scheme, a sum equal to that contributed by the borough or urban district in order to carry out the scheme, until the amount of the contribution is equal to that of the proceeds of the local penny rate, and for any expenditure beyond this amount the county committee undertakes the entire responsibility. In the case of an urban district which does not require to levy a sum equal to the full local penny rate in order to carry out its scheme, and consequently the county contribution is also less than that sum, it is open to the council of such district to utilise the residue of the proceeds of the local penny rate in order to maintain instruction not comprised within the approved scheme. This power is, however, very rarely utilised, as any reasonable requirement may be included in the scheme to which the county committee contributes.

In the case of rural districts, as there are no concurrent rating powers, the Lancashire Education Committee undertakes to provide wholly out of the general county funds the deficiency on Higher Education, after taking into consideration the fees and Government grants which the rural districts may receive.

The county funds for Higher Education are provided by (1) a general county rate, and (2) the Customs and Excise grant.

The Lancashire Education Committee, when considering the best method of obtaining the funds for Higher Education, came to the conclusion that, owing to the great difficulty of determining the area which a Secondary Day School, or, in a less degree, an Evening Technical School, should serve, a system of differential rating could not be devised which would be practicable and generally recognised as just; and hence a proposal to levy a *general* county rate for the purposes of supplying or aiding the supply of Higher Education throughout the administrative county was adopted.

The necessity of obtaining the approval of the county committee of the scheme of work and of the estimate for each area has tended both towards efficiency and economy.

At the close of each financial year, the Higher Education accounts of each district are audited by the county auditor, who, in the course of his examination of the accounts, requires to be satisfied that the actual expenditure has been in accordance with the approved scheme.

The Lancashire Education Committee has adopted a series of regulations with respect to the administration of Higher Education. These regulations define the duties and powers of the local committees. The interest of the local committees in the development of Higher Education within their areas is maintained by the fact that they are not only encouraged to initiate the scheme of work, but that, after the approval of the scheme and estimate by the Lancashire Education Committee, they are entirely entrusted with the carrying out of the scheme. The detailed arrangements of the classes, the appointment of the teachers, and the payment of all accounts are made by the local committees of the boroughs or urban districts. The minutes of the various local committees are forwarded to the central office for information only.

Periodically visits are paid to the districts by the officials of the Committee. On these occasions representatives of the local committees are met, and questions connected with the curricula and the administration of Higher Education in the respective districts, the best means of encouraging the attendance of pupils at Evening Classes under a voluntary system of attendance, and other matters connected with the development of Evening Classes are discussed. These visits have been especially valuable in leading to improvement in the organisation of the classes, and to the increased attendance of pupils.

It may be mentioned that the Lancashire Education Committee urges upon local committees the advisability of bringing the Day and Evening Schools into closer contact; and with this object the Committee has framed for the guidance of local committees a regulation empowering these committees to admit, free of charge, children who have left the Day School during the twelve months immediately preceding the session during which they attend Evening Classes for the first time.

Local Committees are also empowered to admit to their Evening Classes, free of charge, children who are qualified to leave the Day School at the commencement of the Evening School session, and who are expected to leave before the end of December.

The school attendance officers have also been urged to endeavour to induce each child, who is about to leave the Day School, immediately to enter Evening Classes; and it has been made a condition, in connection with a recent revision of the scale of salaries payable to these officers, that only those should be permitted to benefit by the revised scale who definitely undertook to interview with this object children about to leave the Day School.