Experience-core curriculum work in secondary modern schools

Cowey, J. R. F.

EXPERIENCE-CORE CURRICULUM WORK

IN SECONDARY MODERN SCHOOLS

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The provision of education for adolescents of average and less than average academic ability is a problem of long standing. However, in the last 50 years or so, authorities in the world of education have recognised this problem as one of urgency. In particular - the Hadow Report (1926) and, more recently, the Newsom Report (1963) in England have highlighted the need for a pattern of education which adequately caters for these pupils.

The background of the thesis is thus an appreciation of thought about this problem in the first half of the 20th Century.

The substance of the thesis is the development of experience-core curriculum, as appropriate to the educational needs of these pupils.

The principles upon which experience-core curriculum can be based are discussed and the stages of development of curriculum are recognised. A description is given of experimental work with pupils, carried out over a period of years, in order to develop a curriculum based upon such principles.

Finally, experience-core curriculum has been evaluated with special reference to the work in which the writer has been implicated.

Preface.

This thesis is an account of work carried out in an attempt to develop a curriculum suited to the needs of pupils in Secondary Modern Schools. With the current tendency for most pupils of above average ability to follow curricula leading to external examinations, this development is especially concerned with the needs of pupils of average and less than average ability.

Most educational problems can be analysed from a psychological, sociological, philosophical or historical point of view. The concensus from these points of view may be described as the theory of Education. This work is the study of the application of the theory of education to a given situation at a given time and the aspects of analysis which have been used are mainly philosophical and historical. As such, it is largely descriptive of personal experimental work carried out by the writer and colleagues, over a period of years, in an endeavour to develop a curriculum for children who have become commonly known as Newsom pupils.

Although in its early stages this work was based upon personal practical assessment, the need for the appreciation of fundamental theoretical principles, upon which such a curriculum should be based, soon became apparent to the writer. To this end the educational philosophy of John Dewey is considered in the light of the Newsom Report, "Half Our Future". From this review is formulated the theoretical basis upon which the curriculum is based in its later stages of development.

C O N T E N T S

SECTION 1

BACKGROUND

Chapter 1.

The Secondary Modern School.

The establishment and development of schools styled 'Secondary Modern' has been a feature of the English educational system since the implementation of the Education Act of 1944, which recast the structure of the statutory system of public education. To appreciate the implications inherent in the use of these two words to describe a style of school, it is necessary first to consider the origins of both the term 'secondary' and also the dual term 'secondary modern', as they have been used in relation to statutory education from the beginning of the present century.

According to Eaglesham, the term 'secondary' seems to have been first used by Condorcet as early as 1792, "to describe the second of his proposed four stages of education"[1] and although in increasingly common usage during the second half of the 19th Century, "it did not receive full official sanction till the Royal (Bryce) Commission on Secondary Education was appointed in 1894".[2] The establishment of such a commission was acknowledgement, on the part of the Government of the time, of their need to consider whether or not, it was the obligation of the state to provide public secondary education. To appreciate the meaning of the term 'secondary education' in use at this time necessitates some consideration of the situation which then existed in state education. A summary of the developments which took place in state education between 1870 and 1894 assists in the assessment of this situation.

During the 19th Century the educational system in England reflected and perpetuated the class structure, in so far that the establishment of different types of schools made a positive contribution to social stability. It was felt that peace and prosperity required that everyone

1) School Board to Local Authority. E. Eaglesham (Routledge & Kegan Paul, 1956.) p.30.
2) ibid p.30.

knew his place, remained in it and was efficient in it. It was believed that children should receive an education suitable to their station in life e.g. Eaglesham considers that a more accurate title for the Elementary Education Act of 1870 would have been "An Act for the Secular Education of Poor Labourers".[1] So predominant were the two major issues relating to the Bill of 1870, namely, 1) should the Church or the State control education, and, 2) the problem of religious education, that little consideration was given to the scope and content of 'elementary' education. In his own description of the schools, Forster[2] only required that they should be sufficient, efficient and suitable. Adequate number was laid down as the criteria of sufficiency; the provision of a reasonable amount of secular instruction as the criteria of efficiency and the avoidance of reasonable parental objection by the absence of restrictions (religious or otherwise) as the criteria of suitability. 'Elementary' was nowhere defined in the 1870 Act in terms of curriculum or of age range of pupils. However, Eaglesham believes that "although the scope of education to be given was scarcely discussed, it is not difficult to discover the assumptions which governed the course of the debate. Elementary education, ran the unvoiced argument, is that given to children of paupers or of the poorest members of the working class. It is inconceivable that these children should be kept at school beyond 13 or 14 or that they should learn more than the bearest rudiments".[3] This lack of a clear definition of elemtary education, within the terms of the Act, was a major contributory factor in the controversy which developed later between School Boards and the Education Department.

The Act of 1870 was passed in order to ensure that, where provision of elementary education by voluntary schools was inadequate, schools would be set up to make good this deficiency. Such voluntary schools as existed were to be preserved and supported by the Education Department,

1) ibid p.7.
2) Parliamentary Debates, Third Series CXC1X, 445, p.8.
3) School Board to Local Authority. Eaglesham, p.8.

but simultaneously, in areas where the Department decided that there existed a deficiency of public elementary schools, School Boards were to be set up who would be responsible for making good such deficiency. The School Boards were required to supply and maintain their own schools and to have recourse to the rates in order to do so. In this latter respect, the School Boards had an advantage over the voluntary bodies providing elementary schools, as these bodies had no such unfailing financial support.

School Boards had to satisfy two conditions:

i) They had to be public elementary schools complying with the Code of the Education Department (and hence, open to inspection by the Department's inspectors);

ii) If religious instruction was given it had to be non-denominational.

In considering the adequacy of the provision of elementary education in any area, all schools therein were considered. To be a public elementary school, a voluntary school had to observe the 'conscience clause', open to the Department's inspectors and conform to the Code of the Education Department. Such a school was considered as providing elementary education for anyone. Schools which were 'elementary' but not 'public', such as Roman Catholic schools which did not accept a 'conscience clause', were considered to be providing elementary education only for their own religious adherents. Two types of school were considered to be outside of the plan of the Act. The first were schools which, although providing some elementary education, did not have this as the principle part of their work. The second were schools charging fees in excess of 9d. per week, even though their work complied with the Code.

The function of the Education Department after 1870 was to act in the roll of paymaster in so far that it administered the grants payable to elementary schools according to the conditions laid down in the Education Department Codes of Regulations and also authorised loans to

School Boards for purchase or building of schools, on the security of the rates. Furthermore, the Department was empowered to declare a School Board in default, by reason of failing to fulfil its obligations or to comply with the Code and either alter the constitution of the Board or supersede it with the Department's own nominees.

These powers possessed by the Education Department would suggest that it should have had effective control of public elementary education. However, factors militated against the use of these powers. To declare a School Board in default was a serious step only taken against very small and backward boards e.g. Chester. To withhold the grant or part of it, or to warn that the grant would be withheld if the school did not conform to the Code, would appear to have been a most effective method of control. According to Eaglesham[1] there were certain limiting factors in relation to this method of control, namely, 1) the inability of the Department to vary the standards and, consequently, adjust its regulations to keep them up to date, and 2) the need for the Department to thoroughly understand and accept the provisions of the Act in order to effectively apply the regulations.

At the time of the Act of 1870 another Department was in existence under the Committee of Council on Education, namely, the Science and Art Department. Formed in 1853, when the Department of Practical Art was merged in the Department of Science and Art, its purpose was to supply scientific and artistic instruction to the industrial classes of the community. This Department, although under the Committee of Council on Education from 1856, was separate from the Education Department and operated independently from it. In the establishment of the new School Boards, the Science and Art Department recognised that these bodies could assist them to achieve their purpose, not only in relation to the teaching of Science and Art, but in the conduct of their examinations, which required a local organisation that was not always easy to establish.

1) School Board to Local Authority, p.14.

To this end the School Boards were approached by the Department of Science and Art in 1871. Hence, the School Boards were offered financial support from this source, for subjects which might be regarded as other than 'elementary'. Against this background and under these influences the School Boards began to establish Public Elementary Schools.

In the beginning, the School Boards were mainly occupied with providing Public Elementary Schools to make good the shortage of such schools in England and Wales. With the growth of public interest in education, School Boards soon found it necessary to make provision for children wishing to stay at school beyond the age of 13 years. To meet the needs of these pupils, the Education Department in 1882 added a seventh standard to the previously existing six standards. Even so, a number of children remained at school after passing the seventh standard. In these circumstances 'higher' elementary education began to develop. With the increasing demand for such 'higher' education, the Higher Grade schools were established. Under the regulations laid down by the Act of 1870 and the subsequent codes, this more advanced education could not be financed either by grant from the Education Department or out of the rates. However, it was claimed by the School Boards that grants from the Department of Science and Art could finance the work beyond that laid down in the Codes. By modern standards the Higher Grade schools were narrowly vocational, having as their objective the bridging of the gap between school and workshop,[1] but even so, they were a successful initial venture into 'post-elementary' education. The Royal Commission on Technical Education (1882-84), the Cross Commission (1886-88) and the Bryce Commission all recognised that they were successful. In retrospect, the Hadow Committee recognised the influence of the Higher Grade schools, upon the development of post-primary education by considering their growth at some length, in their Report.[2] The majority of

1) The Education of the Adolescent. (H.M.S.O. 1926) Subsequently referred to as Hadow Report, Chapter 1, Part III.
2) Hadow Report, para. 18-28.

the Cross Commission recommended that the State should recognise a distinction between elementary and secondary education as provided in State schools. Nevertheless, it was felt by the Commission that Higher Grade schools would be a useful addition to elementary education, provided limitations were imposed upon them in order to restrict them from invading the field of secondary education. Higher Grade schools were well established and providing education which could not be described as 'elementary' within the terms of the 1870 Act, when the Bryce Commission on Secondary Education was appointed. Education recognised as 'secondary' was, at this time, provided by schools outside of the State system. These schools traditionally were non-vocational with curricula in the classical tradition. Such education had been considered to be the prerogative of those who could afford it and it had not been considered to be the responsibility of the State.

The Bryce Commission, in their Report published in 1895, declared inter alia, in favour of a State system of secondary education, which would make it possible for the more intelligent pupils to transfer to Secondary Schools. Further, as the Commission decided that Higher Schools were a necessary part of any satisfactory system of State Education, it was recommended that such schools should be accorded secondary status in order to increase their prestige and also liberalise their courses. In regard to administration, the Commission recommended the establishment of one central education authority.

Quickly following the publication of the Bryce Report, three major events took place which virtually destroyed the Higher Grade schools. In 1899 by the Board of Education Act, the powers of the Education Department, the Science and Art Department and the Charity Commission (in respect of educational trusts and endowments) were merged in the Board of Education. In 1901 the Court of Queen's Bench (upheld later by Court of Appeal) decided against the London School Board on the point raised by Mr. Cockerton, the auditor of the Local Government Board, that the said School Board had spent rate money illegally in

financing education which was not 'elementary' as defined by the Code. In 1902 the Education Act empowered Local Authorities to aid higher education and provide new Secondary Schools. As a result of the Cockerton case the Board of Education established, by a Minute dated 6th April, 1900, a new system of Higher Elementary schools.

The new municipal and council secondary schools, established under the terms of the 1902 Act, catered for those children who, at the age of eleven, were selected by examination to trasnfer to them from the Public Elementary schools. However, even as late as 1924, only 8.3% of children transferred from Public Elementary schools to Secondary schools[1].

Following the Act of 1902, many of the Higher Grade schools were converted into new Council Secondary schools. The merging of this type of higher elementary education into secondary education marked an important stage in the development of State secondary education. The new Municipal Secondary schools developed curricula more weighted towards scientific and modern studies than had been customary in the older traditional type of secondary school. The Board of Education, by its 'Regulations for Secondary Schools' (1905-6) delimited the curricula by requiring such schools to provide a course of at least four full years and defined the obligatory subjects to ensure a broad education. In the words of the Prefatory Memorandum of 1905-6, the education in such schools was to be 'physical, mental and moral given through a complete course of instruction of wider scope and more advanced degree than that given in Elementary schools[2]. The obligatory subjects included English Language and Literature, Geography, History, at least one foreign language, Maths., Science and Drawing. This was the beginning of our present day Grammar School system.

Subsequently, throughout the first decade of the present century, a two-type system of State education began to be established under the new Board of Education, in conjunction with Local Authorities, as follows:-

1) Hadow Report, Table II, Appendix III.
2) Regulations of Secondary Schools, 1905-6, Articles 1 - 13, p. 1 - 9.

1) Elementary education provided in Public Elementary schools which catered for the vast majority of children who, in the main, left school at the age of 13 years.
2) Secondary education which began at 11 years of age for those pupils who were selected by examination to transfer from Public Elementary schools.

The Prefatory Memorandum to the Code of 1905 recognised the need to consider the requirements of pupils who, whilst unable to afford the extended period of study required by a Secondary School, would benefit by an education more advanced than that given in a Public Elementary school from which most pupils left at 13 years of age. It was for this reason that the revised regulations for Higher Elementary schools was included in the Code of 1906 and repeated in subsequent Codes up to 1917. In these Codes it was specified that the determination of the curricula for such schools should be left to the Local Education Authorities, who must have their policies approved by the Board of Education for recognition of such schools as Higher Elementary schools. This was necessary if the instruction in these schools was to have a bearing on the future occupational needs of the pupils who, it was expected, would, upon leaving school, enter directly into business or industry without further intermediate training. Admission to these was limited to children who had reached the age of 12 years and had attended a Public Elementary school for at least two years. On completion of the school's three year course, pupils were required to leave. However, few of these schools were ever established. In 1916-17 there were only 45 Higher Elementary schools in England and Wales[1]. This was partly due to the exacting requirements of the regulations and the smallness of the additional grant obtainable. Some Local Education Authorities, such as London and Manchester, preferred to give advanced elementary education under the ordinary provisions of the Code by establishing Central schools.

1) Report of the Board of Education, 1916-17, p. 10 and 17.

The first Central schools were set up by the London County Council in 1911. Manchester instituted six Central schools in 1912 and several other Authorities did likewise before 1918. The object of these schools was to prepare pupils of both sexes for immediate employment upon leaving school and so their curricula was practically biased without being narrowly vocational. A new direction was given to post-primary education by the Education Act of 1918.

This Act made it obligatory for Local Authorities responsible for elementary education, to provide advanced instruction for older or more intelligent children, including those staying at school beyond the age of 14 years. Such provision was to be made by means of Central schools, Central classes or courses of advanced instruction in Public Elementary schools. It also became the obligation of Local Authorities to provide practical instruction suitable to the ages and abilities of the pupils. As a result of these provisions, the Regulations for Higher Elementary schools were withdrawn.

In May 1924, a committee[1] was set up by the Board of Education, under the Chairmanship of Sir W. H. Hadow, whose conclusions and recommendations, if implemented, would be the foundation for universal secondary education in England. Paragraph i) of the Committee's terms of reference was as follows:-

> "To consider and report upon the organisation, objective and curriculum of courses of study suitable for children who will remain in full-time attendance at schools other than secondary schools, up to the age of 15, regard being had on the one hand to the requirements of a good general education and the desirability of providing reasonable variety of curriculum, so far as is practicable, for children of varying tastes and abilities, and on the other to the probable occupations of pupils in commerce,

1) The Consultative Committee on the Education of the Adolescent (The Hadow Committee).

industry and agriculture."[1]

This Committee considered in detail, the development of higher elementary and post-primary education from the year 1800 up to 1924-26[2] and revised the situation existent at the time of their reporting.[3] The Committee makes plain that the Central schools established after 1911 can be considered to be "the direct ancestors of the Modern Schools".[4]

The following were among the principle conclusions and recommendations of the Hadow Committee:-

1) The problem of the provision of post-primary education for children between the ages of 11 and 15 years, not proceeding to a Secondary school; i.e. a secondary school in the narrower meaning of that time), was not new and had made itself felt since the beginning of public elementary education.
2) The experience gained as a result of work in Central schools, junior technical schools and the senior classes of public elementary schools justified the conclusion that there was an urgent need for some form of post-primary education for all normal children between the ages of 11 and 15 years and a system of universal post-primary education should be the goal.
3) The general scheme of post-primary education should begin at 11+ and "be regarded as a single whole"[5] catering for the several types of pupils, i.e. those who may continue to 18 or even 19, ii) those continuing to 16+, and iii) the majority continuing to 14 or 15+. This, the Committee felt, would require four types of schools, as follows:-
    a) Schools of the 'secondary' type then in existence;
    b) Schools of the selective 'central' type;

1) Hadow Report, p. iv.
2) Hadow Report, Capter 1, Parts 1 - IV.
3) Hadow Report, Chapter 2.
4) 'Secondary Modern'. (H. Loukes.) p. 74.
5) Hadow Report, p. 173, para. 200, sec. 3.

c) Schools of the non-selective type;

d) Senior classes, Central Departments and Higher-tops where local conditions made it impossible to provide schools of the types a), b) or c).

4) A new system of nomenclature was recommended to cover the educational system so far that, generally, education up to 11+ should be known as Primary and after that age as Secondary. Within the secondary stage, schools of the four types enumerated above should be known as:-

i) 'Grammar' schools, i.e. those at that time known as 'Secondary', (type a) above).

ii) 'Modern' schools corresponding to both selective and non-selective 'central' schools as they then existed, (types b) and c) above).

iii) Senior classes within Public Elementary schools[1] which provided post-primary education, (type d) above).

By these recommendations the Hadow Committee recognised two stages in education rather than two types as had been the practice. The Committee criticised the use of the term 'Elementary' because it did not truly describe the work done in many schools, e.g. the Central schools, it failed to convey the suggestion of a preparatory stage in education through which all children should pass and, also, that in origin it had a social significance in so far that it described the education of a particular class of children, and to some extent this concept still remained in the minds of the public. The recommendations were that the vertical divisions in education be broken down and replaced by horizontal divisions.

So it was that the Hadow Committee became responsible for the establishment of the term 'Secondary Modern' to describe the style of education which was to be "more realistic, in the sense of being more closely related

1) Such schools later became known as 'all-age' schools.

to practical interests"[1] than the Grammar School curriculum which was "predominantly literary and scientific"[2]. The German Realschulen which was providing an education which "without being primarily vocational, gives a prominent place to studies whose bearing upon practical life is obvious and immediate"[3] is suggested by the Report as the type of school upon which the Modern school might be patterned.

The Report devoted a whole chapter to the Committee's recommendations concerning curricula for the Modern Schools.[4] Here the dual role in education was recognised, namely the development of the pupils both as citizens and as workers within society. It was recognised that too much of the education of the time was divorced from real life and too many children were marking time in their latter years at school because of the tendency to regard education as an end in itself. The school, it was pointed out, was only one of a number of partners participating in the moulding of a moral, intellectual and physical character. Reference was made to the part played by the home, social environment, the church and the voluntary institutions and organisations. A uniform system of instruction could not cater for the wide range of children with varied types of mind and background, if the potential of all of these children was to be developed. In their wisdom, the Committee recognised the need for flexibility within Modern school curricula to allow for their adaption to satisfy local requirement and pointed out the need for experiment in order to find the most satisfactory forms of curricula for each and every Modern school. Specialist teachers, it was recognised, had much to offer in the way of inculcating enthusiasm, but warning was given against the evil that could arise if children grew to think that knowledge consisted of separate unrelated subjects. The Modern course should significantly

1) Hadow Report, p. 100, para. 101.
2) ibid p. 99, para 101.
3) ibid p. 100, para 101.
4) ibid Chapter IV.

unify the various subjects. Emphasis was given to the fact that the attitude of mind required by the pupil was at least as important as the factual knowledge gained. The three main requirements for a satisfactory Modern School curriculum were stated to be as follows:-

"1) The curriculum should be planned as a whole in order to avoid overcrowding;

2) It should be planned with a view to arousing interest and at the same time ensuring a proper degree of accuracy;

3) It should be planned with a due regard to local conditions and to the desirability of stimulating the pupils' capacities through a liberal provision of opportunities for practical work."[1]

The work, it is stated, should be specifically chosen so as to be in keeping with the pupils' capacities and interests and so stimulate the acquirement of knowledge. In a Secondary Modern school, the curriculum should be related to the local environment because such education needs to be based on interests which, for these pupils, begin at home and in the world with which they are familiar. Education should be concerned with reality, not with abstractions. Although the starting point of the child's education is the familiar locality, he or she must be guided to the understanding of a larger world. Furthermore, it was stressed that the new Modern schools should neither become inferior 'secondary' schools nor schools which vaguely continued primary education.

The Committee required that the Secondary Modern school should develop a character of its own by working along the principles laid down and that this character should be self determined by experiment. It was recognised that the pupils in these Modern schools would, in the main, have both a greater desire and a greater ability to do, to make and so to learn from concrete things and situations than they would by means of absorbing

1) Hadow Report, para. 5, p.106.

abstract ideas. The Committee did not consider the minds of Modern school children as inferior to those of pupils who could master abstract generalisations in their learning. Rather, it recognised a difference in so far that children in Modern schools would have a predilection for practical things and, hence, their intellectual activity would be most strongly stimulated when they were involved in practical activity. Nevertheless, their intellectual training should not be regarded as of secondary importance. Practical work should be the stimulus to higher intellectual effort.

In the new Modern schools, the teaching methods would have to reflect the pupils' natural and social environment if the aims of these schools were to be achieved. The Committee stated that parallel conditions between the various Modern schools would not ensure parallel standards of achievement. "The child's power of acquiring knowledge depends largely upon his experience"[1] Hence, the more limited a pupil's experience, the less capable he is of learning from books and in such cases the utmost use must be made of local conditions as a starting point for study. If this is to be so, the content and treatment of the curriculum cannot be a simplification of ordinary scholastic studies.

External incentives in the form of possible occupations upon leaving school, strongly influence the pupils' attitudes in the later years in the Modern schools. This interest in future employment should be used as a strong motive for the continuance of education which, in itself, shows a sense of purpose in the work in school.

After taking evidence from a number of industrial and commercial groups, the Committee decided that a bias should be given towards local occupations but should not be of so marked a character as to prejudice the general education of the pupils. This, although general and not specific, would give the necessary purpose to the Modern school curriculum

1) Hadow Report, para. 114.

and so obviate the sense of unreality which the more abstract type of education tended to achieve.

The Hadow Report contained the foundations for universal secondary education in England. The ideas it promulgated were based upon a thorough investigation into the development of state education up to that time, of state education then in existence and, what is more important, the needs of the children of the nation. The need for the provision of secondary education for the normal majority of children was made plain and the aims of this type of education were defined. It was for this normal majority of children that the new Modern schools were to cater. The minorities could be catered for separately , just as the most academically capable pupils were being catered for, in those schools recommended to be called Grammar schools. The Report produced a framework into which all Modern schools should fit, each with its own curriculum appropriate to the individual needs of its pupils. It rightly placed the onus for self-determination in the hands of those people who alone could achieve this, the teaching profession.

The Hadow Report was well received by the Board of Education, Local Authorities and the teaching profession all of whom agreed with its principles. Nevertheless, the implementation of its recommendations were delayed for almost 20 years. Three major factors contributed to this delay, as follows:-

1) Lack of sufficient money either locally or centrally, to re-organise the 'all-age' Public Elementary schools.
2) Failure to raise the school leaving age to 15 years.
3) Failure to reach agreement on the place of voluntary schools within such a new structure.

Criticism cannot be levelled at the Hadow Report, on the grounds that it was nebulous concerning the application of the principles which it laid down, because the criteria of judgment of the adequacy of the

Modern schools was that their various curricula satisfy their own individual needs. There could not be a typical Secondary Modern curriculum, "only a multitude of curricula"[1]. Likewise, there could not be a typical Secondary Modern school. To have stated what should be taught and how it should be taught in a Modern school would have assumed that there was a typical curriculum for typical Secondary Modern schools and this would have been restrictive to a high degree and alien to the purpose of the Report.

In seeking to give meaning to the idea of secondary education for all pupils during the forty years since the Report, many instances are to be found of Modern curricula being developed by diluting what, in 1926, was the current 'secondary' curriculum. The attendant danger of this procedure was appreciated in the Board of Education pamphlet No. 60, 'The New Prospect in Education', published in 1928, which states "It will indeed be nothing short of a calamity if the end of the Modern school is an anaemic reflection of the present Secondary school"[2].

Between the years 1926 and the outbreak of World War II, many schools were supposedly reorganised along Hadow lines. Financial stringency caused severe handicaps for this programme. The new schools which were established were known as Hadow Senior schools but were not of the type envisaged by the Hadow Committee. A senior education official recently stated that these were the schools with which the Hadow Report had shackled the education system - an unfair comment! in view of the factors which militated against the full and proper implementation of the recommendations of the Committee. This period was in fact one of 'reorganisation' rather than one of redirection.

The Education Act of 1944, which gave birth to the Secondary Modern

1) 'Secondary Modern' (H. Loukes) p. 69.
2) op cit. p.3.

school, incorporated most of the recommendations of the Hadow Report, including that of raising the school leaving age to 15 (effective from 1st April, 1947). Subsequent to the Act, the tripartite system, which recognised three types of secondary schools, i.e. Grammar, Technical and Modern, became generally established. Although the Local Education Authorities were not obliged by the Act to organise secondary education in this way, the new 'Ministry' of Education recommended this organisation[1].

Unfortunately, many of the older Senior schools, which had been formed from the upper sections of Public Elementary schools during the period of reorganisation (1926-1939), were inadequate to serve the needs of true secondary modern education. The newer schools, such as those which had been built as Hadow Senior schools during the thirties, were more suited for the new type of education. It is understandable that the development of real Modern education was retarded in the older buildings which had successively been Public Elementary schools, Hadow Senior schools and finally became Modern schools. The post-war schools' building programmes included, for the first time, the building of specific Secondary Modern schools - over 20 years after the publication of the Hadow Report.

During these post-war years, parents and the interested public developed their own image concerning secondary modern education. In the past secondary education had been associated with training for professional occupations as had been the purpose of many of the pre-war 'Secondary' schools. The term 'parity of esteem' between the forms of secondary education was concurrently foremost in the minds of both the public and many educators, when their first concern should have been to ensure that

1) Ref: Ministry of Education Circular No. 144, issued to Local Education Authorities (16. 6.47) which relates to plans required from Local Education Authorities concerning their organising of secondary education.

the education that was being provided for all children was suited to their age, aptitude and ability. The criterion of judgment of the Modern schools became their likeness to Grammar schools in so far that all too often their success was judged by their external examination results. Thus, many Modern schools tended towards becoming what the Board of Education pamphlet No. 60 had warned against, namely, a school providing a diluted type of Grammar school education. The thought that adulteration may accompany dilution, was in the minds of many teachers who were opposed to the introduction of external examinations for Modern school pupils.

This problem of the place of an external examination in the Modern school had been considered by the Hadow Committee. The Report recognised the need for such an examination but recommended that it should be "framed in correspondence with their needs"[1], and should also be adjusted to the broad and varied curricula of the schools. Such an examination only became available as late as 1965with the establishment of the Certificate of Secondary Education Examinations. Nevertheless, the public and especially industry and commerce, even in the early fifties,were looking to the new Secondary schools to make provision for their school leavers to obtain external examination qualifications. This demand from the world outside of school was a strong factor influencing the establishment of courses in Modern schools, culminating with external examinations. During the fifties, Modern schools reacted to this demand by entering increased number of candidates for the G.C.E. Examinations and even for lower technical examinations designed for evening class students[2]. The demand for an external examination for Modern school pupils was so great that technical examination Boards began to provide examinations specific-

1) Hadow Report, Chapter IX, para. 176.
2) See '15 - 18' - H.M.S.O., 1959. The Crowther Report, p.76. Also Secondary School Examinations other than G.C.E. - H.M.S.O., 1960 Appendix 6. (The Beloc Report.)

ally for children at school[1]. These examinations were not suited to the type of curricula which the Modern school should provide for the large majority of its pupils. In one particular year, before the establishment of the C.S.E. Examinations, the Secondary Modern school in which the writer was teaching[2], entered 75% of its pupils for an external examination in either their 4th year or their 5th year at school. If this trend had continued, Modern schools would have become a pale and inferior reflection of their Grammar school partners. The value of a successful examination course was apparent but the value of a truly Modern course had yet to be recognised, not only by the world outside of school but also by many people in these schools themselves.

The need for an appraisal of the education of pupils, in the main attending Secondary Modern schools, was realised in 1961 when the Committee, under the Chairmanship of Mr. J. H. Newsom, was set up. The terms of reference for this Committee were as follows:-

> "To consider the education between the ages of 13 and 16, of pupils of average or less than average ability who are or will be following full-time courses either at school or in establishments of further education. The term education shall be understood to include extra-curricula activities".[3]

The Report initially states that a true interpretation of the terms od reference given to the Committee implies that their concern was with

1) Various technical examinations Boards, such as the Lancashire and Cheshire, established examinations for 5th year pupils. In the N.E. of England the Northern Counties Technical Examinations Council established a 4th year examination in 1960 - the School Certificate (still in existence) and eventually a 5th year examination, the Certificate of Secondary Education which was run for two years only, i.e. 1963 and 1964.
2) See Chapter IV.
3) A Report of the Central Advisory Council for Education (England) - 'Half our Future' (H.M.S.O., 1963), subsequently referred to as the Newsom Report - Terms of Reference.

the children in Modern schools (or in middle and lower forms in comprehensive schools). Throughout the Report these children are referred to as "our children", and are defined as that three-quarters of all children who, after they leave the primary schools, do not pass into either the Secondary Grammar or Secondary Technical schools. These childre, according to the Report, should be considered to form four groups. The first group will contain 'above average' pupils capable of work very similar to that done in Grammar schools. A second and much larger group will be representative of children of average ability. A third, and usually smaller, group will be composed of pupils who have greater difficulty "in remembering and applying what they learn, and who certainly work more slowly'[1]. The fourth group contains those pupils who are really backward and for whom the mastering of the elements of reading, writing and calculation will be a struggle. It is made clear that the terms 'average' and 'below average' do not imply inferiority - this is a reiteration of the Hadow Committee's belief.

Whilst appreciating the rise in the level of academic attainment of the average pupils in our Modern schools during the fourteen years preceding the inquiry the Report declares that "among our children there are reserves of ability which can be tapped"[2]. Furthermore, it is stressed that the nation needs to use this potential in order to maintain its place in the competitive world of to-day. In order to develop the talents of 'Our children' it was recommended that the Modern schools should provide a full-time five year course and that the school leaving age be raised to 16.

The implications of the term 'secondary' were very carefully examined. It was postulated that 'secondary' does not primarily refer to the standard of attainment, although work will be done which is more advanced

1) Newsom Report, para. 4.
2) Newsom Report, para. 18.

than that done in primary schools. The Report makes clear that 'secondary' refers to the character of the work rather than to its academic level, otherwise many of the Modern school pupils would never be capable of such work. Secondary education is the education needed by pupils who are becoming aware of themselves and who are beginning to examine both themselves and the world around them. The period of this education spans the change which takes place in children from the age of 11 years to the time when they leave school as immature young adults. Hence the Report presents the three criteria for secondary education:-

> "The work in a Secondary school becomes secondary in character whenever it is concerned, firstly, with self-conscious thought and judgment; secondly, with the relation of school and the work done there to the world outside of which the pupils form part and of which they are increasingly aware; and, thirdly, with the relation of what is done in school to the future of the pupils, that is to the part they see themselves playing, or can be brought to see themselves playing, in adult life."[1]

The Hadow Report, followed as it has been by the much more recent Newsom Report, makes it now possible to reasonably describe the basic nature of the Secondary Modern school. It is that type of Secondary school which has to cater for the needs of the majority of children, who may be termed normal children and who constitute about 65% to 75% of the school population at any time. Being secondary in nature, the Modern school mainly differs from the Primary school in the character of its work, although work of a more advanced nature will be done. This changed character of the work is necessary to provide for the needs of pupils who, whilst undergoing the changes of adolescence, are changing both mentally and physically. Their awareness of themselves and their environment makes it necessary that their education is strongly related to the world outside of school and to their possible futures in the world and

1) Newsom Report, para. 313.

requires them to think critically and purposefully about the work they do. The Modern school must be as much concerned with the pupils' development of a sound attitude to living, based on reason, as it is with their absorption of factual knowledge. The work in Modern schools must not only be practical in the sense that the pupils are taught to use their hands in the acquirement of manual skills, but practical in the sense that the work is realistic. Especially in the case of the older pupils in Secondary Modern schools, they should not be treated as inferior children, but rather their particular abilities should be recognised and the work they do should be of such a nature to encourage them to use their talents and to develop their sense of responsibility.

The nature of a school determines it educational objectives. If teachers fail to recognise and accept the objectives pertinent to their own particular style of school, its true nature will be distorted. To ensure that such distortion does not occur, it is necessary that teachers consider and appreciate the objectives of their own type of school.

Chapter 2.

Educational Objectives in Secondary Modern Schools.

In order to appreciate the purpose of any educational institution it is necessary to determine its function in relation to society. Those of us in the Secondary Modern field of education are under an obligation to consider the function of our own schools. In his discussion of the importance of the clear appreciation of the aims of education, S. J. Curtis[1] points out that such an aim must cover the whole process of education and that partial aims are inadequate. He also warns of the danger inherent when aims are "so wide that they are almost useless for guidance"[2]. He emphasises that the aim of education needs to be both wide and clearly defined. He accepts that education should be for life but when commenting upon Herbert Spencer's definition of education as a preparation for complete living[3], Curtis declares that "the most important words were complete living"[4]. The writer wishes to examine the implications inherent in accepting this definition of education. To do so it is felt necessary, first to consider where and how our pupils are going to live their lives and so appreciate for what they are to be prepared.

To-day human beings live in an increasingly inter-dependent society. The last century witnessed a decrease in rural populations and the emergence of the vast present day conurbations. Man has acquired many neighbours by reason of this crowding together of human beings. Furthermore, during this present century, the rapid development of transport and communications has made 'neighbours' of people living far distant from one another.

In the most primitive society the purpose of education was to

1) Introduction to the Philosophy of Education, S. J. Curtis, (University Tutorial Press, 2nd Edition, 1965.
2) op. cit. p. 38.
3) Refer Herbert Spencer on Education (Cambridge University Press, 1932, p. 13 - 14.
4) op. cit. p. 38.

equip the individual, his family and his own very small tribal community with those skills which would enable him and his group to survive. To-day Man, though still an individual, is now a member of a vast society composed of many other individuals whose lives are closely interlinked with his own. To live completely, he not only needs to survive but to be able to adapt himself to his fellows. Education must be the preparation of pupils to play their part simultaneously as individuals and future citizens. The dual role of education has been recognised by many educators. Notable for their firm belief in this tenet at the end of the past and during the present centuries have been Dewey[1], Thomson[2], Adams[3], Clarke[4], and committees reporting under the chairmanship of Hadow[5], Spens[6] and Newsom[7].

In Communist countries the claims of society, in the form of the State, predominate over the claims of the individual. This results, largely, in training for subordination. Democratic States recognise the rights of the individual and believe that society exists for the benefit of individuals. To acknowledge these rights, democratic education should be for co-ordination not subordination. The problem inherent in a policy which recognises such a dual role is that of determining the balance between education for the individual life and education for communal service and co-operation. A well balanced educational system should aim

1) See especially Experience and Education, J. Dewey (Macmillan, 1951) impression and The Child and the Curriculum, and The School and Society, J. Dewey (University of Chicago Press, 1956).
2) A Modern Philosophy of Education, Sir Godfrey Thomson, (George Allen and Unwin, 1957) impression.
3) Modern Development in Educational Practice, Sir John Adams, (London University Press, 2nd Edition, 1950).
4) Freedom in the Educative Society, Sir Frederick Clarke, (University of London Press, 1948).
5) Hadow Report, (H.M.S.O., 1926).
6) The Report of the Consultative Committee on Secondary Education, (H.M.SO., 1938), The Spens' Report.
7) The Newsom Report, (H.M.SO., 1963).

at social individuality.

The intervention of the State in English education during the 19th Century occured, in the main, because various Governments recognised the need for more literate workers if Britain was to maintain her competitive position in the world. It is significant that the Act of 1870 should follow three years after the Great Exhibition of Paris, where it was made obvious that in some aspects of industry and commerce, the continental countries were superior. The Government in Britain realised its obligations to supply the needs of the citizens as workers, i.e. to ensure that provision was made for all children to become literate. Rowe believes that the task of education "begun by the Education Act of 1870 and substantially accomplished by 1944, was to make the nation literate"[1]. Now the task is "to develop an educated democracy"[2].

It would appear that State education was established to fulfil the needs of the State rather than to satisfy the needs of the individual and that education which might be concerned with more than literacy, was the privilege of those pupils whose parents could pay for such education. The purpose of State schools was to prepare their pupils to play their part in maintaining the nation's prosperity when they left school. In reality it was a form of vocational training for the children of the working masses whose financial background barred them from being educated. For almost fifty years State education was equated with literacy. As a result, there arose the pattern of the traditional model of an educational situation as depicted by Professor Perry[3]. A school was a place remote from society and its obligations to the community very vague.

Brogan points out that this attitude is still common in many of the

1) Education of the Average Child, A. W. Rowe, (G. Harrap, 1959) p. 12.
2) ibid p. 12.
3) Philosophical Analysis and Education, R. D. Archambault, (Routledge and Kegan Paul, 1965), p. 64-71.

newly independent countries of the world to-day[1]. This type of instruction might be considered satisfactory in Secondary schools if our sole function was to prepare our pupils for citizenship. However, if education is to be the preparation for complete living, the sole development of literacy and numeracy is insufficient. Education must embrace more than these.

Thomson in his work, 'A Modern Philosophy of Education', stresses that the essential and peculiar function of the school, namely the development of literacy in its pupils, need not necessarily be its most important function. He uses the analogy of the crossing sweeper, whose essential function is simply to sweep crossings but whose major function may be to rear a young son who will ultimately write an imperishable poem[2]. The teaching of reading, writing and arithmetic are the peculiar functions of the school because they are not taught elsewhere in the community, except in very small measure.[3]

If the development of literacy is to be neither the sole purpose nor possibly the major purpose of education, it is necessary to define what education embraces. To give 'book learning' is one duty of the school, and for such the schools in most countries were established. As a well instructed man is not necessarily a well educated man, a second and equally important task is to "co-ordinate the other educational factors of the environment"[4].

Such other factors must be recognised because the school is not alone as an educating influence. A child probably learns more in the first five years of its life than in any other equal period of time. This education takes place outside of school. The Home, the Church and

1) The Nature of Education, C. Brogan, (Oldbourne, 1962), p. 26-34.
2) op. cit. p. 39.
3) A Modern Philosophy of Education, Sir Godfrey Thomson, (Allen and Unwin, 1957) impression, p. 39.
4) ibid p. 43.

the School, until recent years, were considered to be the three major influences upon young people. With the decline in attendance at church during the past recent decades, the church has lost much of its influence. However, a fourth major influence has arisen in the form of radio and television. Unfortunately, two of these influences, i.e. Home and Television, are not always influences for good and may, from time to time, be in opposition to both Church and School. An educated man is one who can critically assess what is learnt from these sources and decide upon the value of their teaching. Such critical assessment requires more than literacy and numeracy which, although essential, are themselves only the tools which the individual uses to carry out such an exercise in judgment.

The Newsom Committee recognises that for education to be secondary it must require the conscious use of this critical faculty[1]. As the purpose of a Secondary school must be to provide secondary education for its pupils, it is proper to examine the characteristics of this type of education as stated in the Newsom Report (see Chapter 1, page 21). The first characteristic of secondary education, namely that it should require the pupils to practise "self-conscious thought and judgment", is in keeping with the need of the pupils to use their ability to be critical - a faculty of which they become increasingly aware, in the majority of cases, as they progress through their secondary schools. At this stage they are ready to make their judgments and it must be our aim to give them the opportunity to exercise their critical faculties in order to do so. These judgments should be based upon sound reasoning and, hence, it is our obligation to provide the opportunities whereby the pupils are enabled to cultivate their own powers of reason. The second and third characteristics are both concerned with the relationship between the school and the work done there and the pupils' present and future lives in the world outside. Such relationship is indicative

1) Newsom Report, para. 313.

of the direction in which the pupils' interests lie, as well as reminding those of us who are responsible for secondary education of our obligations to the community. The first characteristic describes a mental process whilst the second and third define directions in which it should be exercised. It is pertinent to compare Professor Perry's 'Traditional Model' with the requirements of secondary education. "A place set apart"[1] cannot satisfy the need for direct relation between school and the community outside, neither can passively receptive pupils exercise critical judgment. If we accept these criteria as establishing the pattern of secondary education in general, it becomes necessary to examine how such criteria determine secondary 'modern' education in particular.

The Hadow Committee, when first proposing the establishment of Secondary Modern schools, recognised that the pupils in these schools would need a less academic basis for their work than their more academically capable eontemporaries in other forms of secondary schools, but they also recognised that, during their secondary education, these same pupils were "working to various new interests suggested by the world about them"[2]. Hence it becomes essential that school work be complimentary to real life, not the antithesis to it. The materials of good education are to be found in the pupil's environment and, by using the materials, the work in school becomes related to the work of the world. "A human and liberal education is not one given through books alone, but one which brings children into contact with the larger interests of mankind"[3]. The aim should be to provide such an education "by means of a curriculum containing large opportunities for practical work, and related to living interests"[4]. However, such realistic studies should

1) Philosophical Analysis and Education, R. D. Archambault, (Routledge and Kegan Paul, 1965), p. 65.
2) Hadow Report, para. 92.
3) ibid, para. 93.
4) ibid, para. 93.

be the instrument of general education and not as a form of technical or vocational training.

At the time of the inquiry, the Hadow Report recognised the existence of two schools of educational thought. The one attaches primary importance to the claim of the individual and the other emphasises the claims of society. The Report requires that a Modern school curriculum marries the two requirements, simultaneously condemning the divorcing of school work from real life and equally condemning the sacrifice of the individual to the workman or citizen.

Recognition is made of the principle that the attitude of mind acquired by the pupils towards factual knowledge gained, is of equal importance with the actual information they acquire. The curricula in Modern schools should be viewed as a whole and not in separate watertight compartments. The great value of motivation is stressed. Such motivation is apparent when the curriculum is related to local conditions and is influenced by the pupils' natural capacities, by their interest in their own environment and by external incentives. Furthermore, even though the Report recognises the greater desire of Modern pupils to learn by realistic education, it acknowledges that the pupils' intellectual training must not become of secondary importance. Rather it believes that realistic education will stimulate them to greater intellectual effort. As tools are valued when their purpose is appreciated and the need for them arises, so factual knowledge and basic skills become valued for their usefulness.

It is stressed by the Report that primarily the pupil's power of acquiring knowledge depends largely upon his experiences rather than the quality of school equipment. The less experienced the pupils, the more difficulty they find in learning from books. It becomes the duty of the Modern school to enlarge the experience of its pupils. Hughes and Hughes ackowledge that:-

"If we had the courage to break away from the conventional view

of curriculum, we should probably find that our pupils would, in the long run, acquire more facts than they do now. They might not be the same facts as we ourselves learnt at school, but having been acquired with interest and related to some real experience, they would be a permanent possession of the pupil and not merely a temporary decoration."[1]

The tendency to place too great an importance on the quality of the tools and too little importance on the skill with which they are used, has been the weakness in our educational system. Committing a poem to memory is no criterion of appreciation of that same poem. The Newsom Report states that the basic skills need to be developed as the tools of education, but are merely a means to an end and not an end in themselves. The true objective of secondary education must be for the development of the "capacity for thought, judgment enjoyment and curiosity"[2], as well as the development of skills.

For the satisfaction of our pupils both as individuals and citizens, the school must provide experiences which will stimulate them to use, and so develop "their full capacities for thought, taste and feeling"[3].

Modern school pupils more than most, need training in discrimination in present day life in which they are being bombarded constantly by the current methods of advertising and by the influence of the 'Fourth Media'. Sir Richard Acland questions whether or not we ought to be explaining Life rather than putting over curriculum laid down decades ago. He sees the development of the capacity for "being good" as our major objective. "Being good" requires a highly developed sense of discrimination[4].

1) Learning and Teaching, A.G. and H. Hughes, (Longmans, 1956), p. 266.
2) Newsom Report, para. 76.
3) ibid para 77.
4) Curriculum or Life, Sir Richard Acland, (Victor Gollancz, 1966).

The Consultative Committee, appointed by the executive of the N.U.T., "to consider particularly the needs of pupils who previously would have been denied secondary education"[1], published their Report entitled 'The Curriculum of the Secondary school', in 1952. In this report were listed the following needs of the adolescent as recognised by this Committee:-

i) to be accepted by the group;
ii) to have opportunity for growth and new experience, to learn new things, to have opportunity for spontaneous creative activity;
iii) to exercise responsibility;
iv) to experience success.[2]

The objectives of a sound educational programme must be the provision of the opportunity for the pupils to satisfy their needs. The primary need is that of recognition by those whose lives are interlinked with the pupil's own. The pupil needs to be esteemed by his fellows and also, rightly, to possess self-esteem. To do so he needs to achieve some measure of success in the work which he does. Whilst at school pupils must be given the opportunity to use the whole range of their skills, not merely that skill concerned with academic study which, in the case of many Modern school pupils, is probably their least efficient skill. The programme must be secondary in nature, in so far that it requires them to use self-conscious thought and judgment in relationship to real experience in the world outside. Once the realistic character of their work is apparent, the value of basic skills is appreciated.

The quality of the pupils' own experience largely determines their capacity to learn from text-books and oral teaching. It is the lack of real sound experience which retards many of our Modern school pupils.

1) op. cit. Foreword (ii).
2) ibid p. 18.

Our primary object, then, must be to supply this much needed real experience through which the pupils can practise their judgment.

Into this background, provided by the appreciation of the growth and educational objectives of the Secondary Modern school, must go the writer's own personal experiences, since this thesis is essentially an account of his own development and work. Consequently, the two succeeding chapters are concerned with a review of personal experience, gained over a considerable number of years.

SECTION 2

THE DEVELOPING CONCEPT

Chapter 3.

Personal Recognition of the Need for a Scheme of Modern Education.

Upon completion of a two year specialist Physical Education course, in June 1940, the writer was appointed to Newcastle upon Tyne Education Authority and, within a fortnight, evacuated to a very small isolated village in Westmorland[1] and allocated to the single room village school.

Specialisation was impossible in a school staffed by a Headmistress, one uncertificated mistress and the writer, who, between them, had to cater for an age range from 4 to 14 years (excluding two older Secondary school pupils, privately evacuated from the Midlands). The group of 26 evacuees from Newcastle increased the school's total to 63 pupils who were taught in three sections: the infants, the juniors and the seniors. The senior group was taught by the writer and contained most of the Newcastle evacuees. The single room building was most inadequate for its vastly expanded pupil population, so the village Institute was acquired and into it moved the heterogeneous senior class. Inexperienced as the writer was, it was thought that the 20 pupils, having an age range of three years, excluding the two 14+ Midland pupils, would form four teaching groups. This idea was quickly dispelled. Owing to two major factors, viz, varying abilities and aptitudes to school and, in the case of some pupils, past histories of poor attendance, the largest group contained three children and a number of children worked individually. Upon reflection it is realised that six months experience under such conditions can do much to establish a newly qualified teacher.

Practically all the parents of the local children were farm workers and the local children in the senior group expected to follow this way of life on leaving school. To both parents and pupils alike, the education for farming, received out of school on the land, was of greater

1) Mallerstang - $4\frac{1}{2}$ miles from Kirkby Stephen, served by one bus per week, running only on Mondays (i.e. Market day).

importance than that received in school. Hence, at various seasons such as haymaking, pupils were frequently absent from school. This frame of mind accounted for much of the lack of interest in school work shown by many of the pupils. What was learnt in school had little bearing upon their lives outside. It was this lack of interest coupled with absences, some of which were unavoidable during the hard winter months, which caused a number of the local children to become retarded in relation to school work. During the period the writer served in this school, several of the evacuees quickly adapted themselves to this rural way of life and rapidly acquired a similar outlook upon school work. Eric, a hard working pupil of above average ability and who, whilst in Newcastle, had always been soundly interested in his school work, lost much of his keenness once he found himself at home on a farm and, with his parents' consent, decided upon a farming career.

One local boy stood out in this school. Billy, almost 13, was a large, strongly built, good natured lad who dwarfed most of the boys of his age, but whose academic standard was that of a ten year old. His father, a farmer having most of his land on the fells behind the village, was proud that his young son was the best 'hand' on the farm. Though rarely ill, Billy was frequently absent. He gave the impression that, being good natured, he worked in school more because he wished to please than because he was interested. To talk with this lad on farming matters was to talk with a young man, whilst to do so on school work was to talk with a child. Nevertheless, in any realistic activity, Billy showed a good standard of intelligent behaviour. Unfortunately, there was no provision for heavy crafts or practical science which could have given a sense of purpose to his school activities. At the other extreme were the two Secondary school girls who were keen to continue their studies so that they might pass the School Certificate Examination, which they needed to do in order to enter the Nursing profession. To them school work had a purpose. The problem of catering for the future

needs of pupils was becoming apparent when the writer joined the R.A.F. in December, 1940.

A five years' service career followed, divorced from the atmosphere of schools, college and teaching and spent completely in a world outside of school, with men and women of widely differing backgrounds and ways of life. The success of men who possessed very poor academic qualifications was striking. These men rose to the occasion which often required both academic and practical ability, e.g. the training courses of air-frame and engine fitters. Some of the navigators who trained with the writer had only received Public Elementary education, but became highly efficient and responsible aircrew. To his R.A.F. colleagues, the writer was an airman, not a school master. In such circumstances, men freely expressed their opinions of schools and of their value to society. On leaving the R.A.F. there was little doubt in the mind of the writer that, to most adults in the outside world, schools appeared to spend too much time teaching what, to the outsider, was useless knowledge. This criticism, though harsh, was to some extent justified, because in the pre-war period the relationship of the work in school to the world outside was not sufficiently developed. To quote: "Schools must not only be of society, but in society"[1].

Returning to teaching in the Spring of 1946, the writer was appointed to the staff of a five year old Modern school which was well equipped, and which became well staffed as men returned from the Forces. The year spent in this school was occupied in settling down to teaching. During this year the school was being re-organised from its war-time pattern as masters returned from the Forces. This was a year of constant change. With the then imminent raising of the school leaving age (April, 1947), the major topic of education was the 'Extra Year' and most teachers were

1) W. E. Webster, Vice Principal, College of the Venerable Bede - Lecture on Principles of Education to students in College, 1939.

concerned that the four year course might simply become a stretched three year course, teaching the same work over four years instead of in three.

Simultaneously with the raising of the school leaving age, the writer was transferred to another Secondary Modern school, likewise well equipped. The Headmaster of this school was aware of the need to link education to living. Attempts to do so were made by taking pupils on visits to local works. As the opportunity for visits arose, the time table was superseded. Unfortunately, these visits were not used as a basis of study. As a scheme for careers channelling, they met with success. One particular boy of average ability and in his last year at school, had no idea of what type of occupation he wished to follow. As a direct result of a visit to a shipyard, he decided to become an electrical engineer. His school work immediately improved so that he moved from the bottom quarter of his year group into the second quarter on merit over a period of nine months. The deserved good recommendation which he received on leaving school enabled him to take up an apprenticeship. To-day this man is a highly skilled 'marker-off', doing a responsible job and at the same time he is developing a private electrical contracting company to which he eventually intends to devote himself full-time. Before his decision to enter the electrical trade, this boy had one main interest in school, namely gymnastics. Until he decided on his career, he had failed to realise the value of school, probably through no fault of his own.

A change of school and of Education Authority in 1949, resulted in the writer teaching Science and Maths for nine years in a four form entry Secondary Modern school, originally built in 1932, in a highly industrial area of Tyneside. This school, being the most up-to-date in the town, was well equipped. The majority of the pupils lived either in a late pre-war Council estate or in much older rented property. The minority lived in a private residential area. The parents of most of

the pupils worked in the shipyards and local factories. In this situation, the pupils' backgrounds differed widely, as did their parents' occupations. A small proportion of the parents were skilled craftsmen, some of whom were in good positions in the firms. Most of the parents were unskilled or semi-skilled workers. It was during the period spent in this school that the writer came to recognise the need to provide curricula suited to the differing aptitudes and abilities possessed by the pupils. Even prior to the introduction of external examinations in Modern schools, the more academically-able children had a much better attitude to school work. These pupils usually came from families who wished their children to take up clerical or skilled occupations. This was evident in the interest shown by such parents who readily responded to invitations to school in order to discuss their children's work and prospects. These parents encouraged their children in their school work and, as they themselves believed in the value of it, so their children came to appreciate its value. To the less able pupils and to those who expected to do manual work after leaving school, their lessons evoked little interest and, hence, their attitude tended to be apathetic. So often a poor standard of attainment resulted from lack of effort more than lack of ability. The curriculum was subject-based and taught by specialist teachers, except for the remedial form who had a class teacher for all subjects. The major differences between the syllabuses used for the four forms in a year group were in depth rather than content. The same topics appeared in the syllabus for each form. In the main, the lower streams received a watered down academic course, taught in similar fashion to that used with the higher streams. The situation had developed because, although probably unconscious of the fact, the teachers were more interested in their subjects than their pupils. Teachers themselves have an academic training based on subject disciplines over a period of some fifteen years. It is natural that they should continue to treat education from the subject aspect upon which they themselves have been brought up. The contents of the curricula were decided upon

the basis of the needs of the subjects rather than from the basis of the needs of the pupils. A typical example is the familiar Maths. question which requires pupils to calculate the required number of rolls of wallpaper to cover the walls of a room, given the three dimensions of the room, the width and length of a roll of paper. This problem is not practical, as it ignores wastage due to pattern and fractions of 'lengths' remaining from each roll. As an exercise in the manipulation of number and measures it has a mathematical value but bears no real relation to living.

To the less able child, a subject based curriculum taught by traditional methods lacks the essential relationship to the outside world in which they are so interested and into which they look forward to going and also to which they wish to ally themselves, even as early as the middle of their Modern school life. Whilst serving in this school, during the early fifties, the writer came to realise that during their 3rd year the less able pupils began to feel that school offered little to children who were not 'clever', whilst the outside world offered them a chance to justify themselves and gain a respect which they so often felt they could not gain in school. A decade later, the Newsom Report was to declare that, "too many at present seem to sit through lessons with information and exhortation washing over them and leaving very little deposit"[1]. The Report recognises that the work which has proved so successful in Modern schools is that which has been designed for the abler pupils but that "it would be idle to pretend that all the rest of the pupils are satisfied or satisfactory customers"[2]. The majority of teachers agree with this statement because, like the writer, they had appreciated the problem produced by this attitude, long before the publication of the Report.

During the middle fifties, the wisdom of establishing external

1) Newsom Report, Sec. 47.
2) ibid, Sec. 46.

examinations in Secondary Modern schools was being recognised by such schools and their Local Authorities[1]. Increasing numbers of the more able Modern children were receiving Further Education, parallel with their work, upon leaving school[2]. Many schools felt that the work done in the preliminary stages of Further Education could well be done by these pupils in school. So it was in my own school that candidates entered for Pre-Technical and Pre-National Certificates of the Northern Counties Technical Examinations Council. The results indicated that the children entered were well capable of achieving high standards in such examinations[3]. The attitude of the candidates to their school work improved because success in school work and in the examinations meant commencing Further Education courses in the 2nd year. One such candidate from a Modern school progressed so well that by 1959 I was lecturing to him in an A1 Higher National Chemistry class at the College of Technology. Subsequent to the establishment of external examinations in Modern schools, ex-pupils from these schools began to appear in Further Education classes at higher levels than had been common beforehand. In this area of work the Modern schools were tapping and utilising the potential of pupils as never before.

This policy of entering the more able pupils for external examinations had an effect on those pupils who were not examination candidates. A small minority were prepared to exert themselves to be considered for entry to the examinations, but the majority were not prepared to do so and in many cases were not capable of doing so. The result was that the division between the more and less academically able became more clearly defined and wider. The introduction of external examinations further impressed upon the less able children their academic deficiencies.

1) See Crowther Report, p. 76.
2) N.B. At this time Apprenticeship in Tyne shipyards required boys to attend evening classes, commencing with either the Pre-Technical or the Pre-National Certificate courses, as preparation for later day release classes.
3) See Appendix 1 for results.

The danger developed, that the practise of entering Modern school pupils for external examinations might result in Modern schools' policies being mainly geared to the needs of external examinations candidates. Concern for such possible development was apparent, to the writer, amongst come colleagues in his own school and amongst other teachers met with in professional circles. Upon reflection it is gratifying to recall that this concern was shared by teachers who were involved in external examination work as well as by those who were not. Being academically 'less able' does not deter a pupil from making an appraisal of his or her own school situation. Such appraisal of their school work (as mentioned earlier in this chapter, page 38) results in the less able children forming mental barriers and an attitude of passivity to learning, which they feel is not designed for them. In the extreme, school becomes a bondage to be suffered until the leaving age is reached. The 'Dangerous Years' in our Modern schools are the 13+ and 14+ years, where less able pupils become capable of a conscious appraisal of their own school life. It is in the lower streams of the 3rd year where undisciplined and anti-social behaviour starts to become apparent, and develops in the 4th year[1].

During the three years immediately prior to 1958, the writer was teaching Maths, and Science to the two upper streams in both 3rd and 4th years - teaching examination subjects to examination candidates. The writer had completed an external degree course in Science whilst serving in this school, and subsequently began lecturing in a Technical College in the evenings. The academic approach necessary for success in the external examinations was satisfying. In the Spring of 1958 the writer became Deputy Head of a new four form entry Modern school. Before the opening of this school, the writer was requested by the Headmaster to take responsibility for the establishment of external examinations, because of his previous school and technical college

1) Ref: Newsom Report, para. 34.

experience. The new staff had little experience of teaching to such an end and were cautious to do so. For the first two and a half years the writer was predominantly concerned with teaching his own specialist subjects to the top streams of the upper years. However, as the staff grew in experience they were well able to take examination classes and the teaching throughout the school, both with able and less able pupils, could be shared.

Fortunately, as Deputy Head, the writer was very much concerned with the formulation of policy and school administration, even before the opening of the school. Here, he was extremely fortunate to have a Headmaster who took him fully into his confidence and who was very much aware of our obligation to cater for the needs of the less able pupils as well as for the more able. This new school replaced the senior departments of eleven local schools, many of which were very small and some un-reorganised. The opening of the new school was a major local event and the pupils of all ages and abilities arrived, filled with enthusiasm. It was most striking that when coming fresh to the school, whether initially in groups of all ages or in succeeding years, as new first year pupils, this enthusiasm was always apparent throughout the whole range of intelligence. The pupil not wearing school uniform stood out amongst a new first year, but in the non-examination stream in the fourth year, the position tended to be reversed. The enthusiasm, undoubtedly possessed by less able pupils in the first year, severely waned by the third year. Could the responsibility for this be ours?

Only too quickly the less able pupils discovered that the advantages of a new, well equipped building did not alone enable them to overcome the difficulties which they had experienced with their primary school work. Soon they realised that they were repeating the same type of work which had given them difficulty in their earlier years and, consequently, they became disheartened and, in some cases, even resentful as they passed through school. The Newsom Report quotes pupils as saying that "they

don't see the point of what they are asked to do and they are conscious of making little progress" and a Headmaster as acknowledging that "there are far too many of our slow and average children, who long ago reached saturation point, doing tedious and hateful work year after year"[1]. To the less able children their transfer to a Modern school promised something new which, being designed for them, should enable them to succeed where previously they had failed.

The colour of the bottle in no way effects the unpleasantness of the pill. In medicine a treatment is often administered in a variety of ways, in order to suit the individual patient. A parent does not force a child to eat food to which he is allergic. These are examples, in other fields, of sensible adjustment to the needs of the human being. It was felt that in the writer's own school, education must beadjusted to the needs of the pupils as regards the methods used and the subject matter taught. Otherwise, the less academically-able pupils, for whose needs we were failing to cater, would continue in their attitude towards school and, after leaving school, retain much of their attitude towards it. This retention of attitude to school was later demonstrated by the response to a questionnaire, sent out in January 1964, to all the past pupils of the school, requesting details of their employment and further education since leaving school[2]. Of the 550 ex-pupils who received this enquiry, 225 complied with our request. From the examination of the replies it was found that approximately 80% of the most capable ex-pupils had completed the questionnaire but only 25-30% of the least capable ex-pupils had done so. This apathy towards school, we felt, was a continuation of the apathy which had developed in school. It was thought that the more academically able ex-pupils felt that they owed something to school, whereas the group who made the least response felt little obligation to school. The question in our minds was why should

1) Newsom Report, Sec. 47.
2) See Appendix II for questionnaire and summary of replies.

should the less able ex-pupils be apathetic? The answer might well be found by considering the opinions of the adults, such as the writer's former war-time colleagues, who believed that little of what they had done in school had been of use to them afterwards. Such criticism, we felt, was reasonable when levelled at the use of traditional subject-based curricula with pupils of below average academic ability. If the work in school was to prepare these pupils for adult life, it was felt that their education should be considered from two stand points:

i) The needs of the pupils in the world outside, with which they are familiar and in which they will spend their adult lives;

ii) The most suitable way in which we in school could enable them to fulfil these needs.

In this way, the nature of the problem of the education of pupils of below average academic ability was recognised and subsequently experimental work commenced in an attempt to develop courses specially suited to the needs of these pupils.

Chapter 4.

Development of a Course suited to the needs of the less able pupils in a Modern School, (1961-1966)

As mentioned in Chapter 3, the writer was appointed as Deputy Head of a new mixed Modern school in 1957, five months before its opening in April, 1958. In Northumberland at this time, the present well established Youth Service was in its infancy and at Easter, 1959, a Teacher Warden was appointed to the school. The duties of this member of staff were equally divided between teaching in school ($2\frac{1}{2}$ days per week) and Youth Club work. Furthermore, the Teacher Warden was responsible for careers guidance in the school.

From the opening of the school, rapid progress was made with the establishment of programmes for pupils who were to take G.C.E. 'O' level examinations and also local external examinations. In July 1960, the first candidates from the school who took Durham University G.C.E. 'O' level examinations obtained very satisfactory results. The success of these pupils did much to establish a pattern for all the more academically able pupils. These pupils recognised that school had much to offer them in relation to the world outside because satisfactory external examination results could largely influence their future careers and hence, their lives. It is not surprising that their response to the questionnaire (mentioned in Chapter 3 - see Appendix) was so good. Contrary to this enthusiasm for school by the more academic pupils, was the lack of interest in school work displayed by the less academic pupils who were taking no external examinations. Their interests were predominantly with the world outside of school and their school work, to them, bore little relationship to their interests, As a staff we appreciated that our problem was to relate their work in school to the world outside.

During the Summer Term of 1961 it was decided that a two week course, known as an "Approach to Industry Course", should be arranged for all pupils leaving school at the end of the term. This course

involved three out of the four forms in the fourth year, (the 'A' stream being candidates for the 'O' level examination in the following year). The programme was devised by the Teacher Warden and the form master of Form 4D. This project was an attempt to make more real the Teacher Warden's work of careers guidance. A real link with the world of work was attempted by inviting works' personnel to come into school and talk about life in their places of work and also by taking pupils to visit places of work. Four speakers addressed the course and four visits took place, as follows:-

Speakers:

i) The Head Forester from the local Forestry Commission;
ii) The General Manager and one of his foremen from a small light engineering works;
iii) The Catering Officer from the Royal Victoria Infirmary;
iv) The Personnel Officer from the local I.C.I. works.

Visits:

i) To a local large creamery;
ii) To a pig farm;
iii) To a big nursery garden;
iv) To the Tyne - consisting of a boat trip from Newcastle to Tynemouth.

The response by the pupils to the speakers and the visits was very satisfactory. In the discussions which followed the talks and visits, the pupils demonstrated an enthusiasm which had hitherto been absent. The records they made were compiled with much greater care and effort than we had come to associate with more formal school work by these pupils. Furthermore, the standard of both discussion and written follow-up work was generally superior to that attained by these same pupils in formal work. The course began on 26th June, 1961 and the visits and talks were completed during the first fortnight, but so great was the interest of the pupils (and staff) that the remaining fortnight of the term was taken up with follow-up work. This work included discussion

of the specific centres of interest dealt with on the course and general topics of careers interest deriving from the course. Pupils who, in the main, were inarticulate concerning school subject based curriculum, found much greater facility when discussing the interests associated with the course. In no small way the pupils appreciated the school's attempt to provide a programme which was specially prepared for them and which was related to their interests and to their age and ability. The month's programme was so successful that it was decided that, in the following summer, a similar programme, lasting for a whole term, would be planned.

The second 'Approach to Industry' Course was an expansion of the preceding one. Lasting over a whole term many more visits and speakers were possible. The pupils of the two mixed 4th forms, not entering for external examinations, participated. It was hoped that prior to and after a visit (or visitor), each subject teacher would direct the work in his or her own subject towards the centre of interest focused by the visit or the talk given by the visitor. Thus it was hoped that the whole curriculum for the pupils would be direct towards these centres of interest. Together the two forms participated in 21 visits and were addressed by 11 speakers. These visits were to places of work on Tyneside and the surrounding area. The interest and enthusiasm shown by those pupils participating equalled that shown by those experiencing the first 'Approach to Industry' Course a year earlier. Again, considerable success was achieved in oral and written work related to the centres of interest. On this occasion the Heads of Departments were all reasonably well able to correlate their subject work with the topics arising from each centre of interest. As the two previous terms of the year had been devoted to formal work, the deviation from what had been the lower streams' syllabuses, caused no concern. However, concern was expressed by some staff that, with this length of course, there might be a danger of spending too much time on 'jobs channelling' or vocational direction. Agreement was unanimous, however, concerning the improvement in the interest and attitude of pupils doing this type of work and

concerning the resultant improvement in the standard of work achieved by the children. It was appreciated by the staff concerned that this changed teaching approach was enabling the school to cater more adequately for the needs of the less able pupils than were former methods of teaching, and the wider use of this pattern of teaching might be the answer to the problem of providing a suitable programme for the less academic pupils. So it was decided that in the following year, from January to July (1963) a course of two terms would be provided for the 4th year pupils not preparing for external examinations.

Before the third 'Approach to Industry' Course was begun, a re-appraisal of the two previous courses was made by the Headmaster, Staff who had been responsible for the forms participating in previous years, Heads of Departments and the writer. It was felt by all of us that the third programme should attempt to be educative in the broader sense rather than narrowly aiming at careers guidance. The experience provided for the pupils by visits, or talks from visitors, should be a stimulus to and a starting point for areas of inquiry by the pupils. It was hoped that by this method much of the content of the previously subject based curriculum would be covered and that the pupils would be motivated to a far greater extent than had hitherto been so with formal approaches. In retrospect, the writer realises that at this time most of us involved with the programme were still very concerned with ensuring that our own individual subject syllabus was going to be covered by this method. Later developments were to show that this was so.

A basic pattern of development for each visit planned was drawn up. Pupils would take with them a questionnaire to complete at the place of interest. On return, the various details would be discussed and the subject aspect analysed. The pupils would then carry out assignment work on the various topics on a subject basis. Before the course commenced, an attempt was made by staff to analyse all the proposed visits under subject headings. It was this exercise which first caused Heads

of Departments to have certain reservations concerning the course. Some visits produced very little material relating to a particular subject or several visits produced the same type of topic relative to a subject. Seldom did a visit or a speaker provide a starting point for English Literature and so often the mathematical topic relative to a visit involved costing and production statistics.

Two mixed forms participated in the third 'Approach to Industry' Course which was the responsibility of a separate teacher for each of the forms. The two male teachers involved were form masters for these groups and time tabled to take several subjects with each of their forms, as follows:-

English	6 periods
Maths.	5 periods
History	2 periods
Geography	2 periods
Science	2 periods

a total of 17 periods out of a 40 period week. The programme was arranged so that the two form masters were each responsible for his own form for a whole half-day session on one and the same afternoon of the week. This was to enable either form to leave the school for visits of half-day duration in 'Approach to Industry' Course time. When the size of the visiting group was limited by conditions imposed by the authority receiving the visitors, those not participating joined the other form. This necessitated arrangements being made to avoid both forms going out simultaneously.

Although time-tabled under subjects it was considered that the teachers taking the forms would not be expected to adhere to the subjects as time-tabled but should feel free to organise the work of the forms as stimulated by the experience gained by visit or visitor. It was, however, thought that the subject content of the work should be reasonably well spread over the five subjects.

The course began as scheduled at the beginning of the Spring Term, 1963. The interest of the pupils was maintained throughout the whole of the two terms. The pupils were well prepared for their visits by receiving background talks from staff or personnel concerned with the palce of interest to be visited, by discussing available literature and at times seeing films. During a visit pupils made their own notes and obtained information by questioning their guide. On their return they compiled their diaries or log books and completed questionnaires. The follow-up work from these questionnaires consisted of descriptive writing, compiling charts, model building and much discussion. The careers guidance aspect of the course was in no way neglected and became an intrinsic part of a greater project. Without doubt this course was more widely educative. Illustrative of this fact was the preparation and follow up work related to a visit to an Iron Works. The topics of enquiry included:-

i) Historical background and development;
ii) Geographical background and development;
iii) Basic principles of iron smelting and steel making;
iv) Production statistics;
v) Career prosepcts;
vi) Rates of pay, pensions schemes and Income Tax;
vii) Social conditions.

The separate topics of inquiry were developed by groups of pupils. Each pupil was given the opportunity to select his or her own part in the development. If ideas were not forthcoming the master gave the necessary lead. Hence, the pupils had a double choice,

a) Choice of topic;
b) Choice of type of work within the topic.

By this approach the type of work produced was of a good standard and showed considerable improvement upon work done even immediately prior to the commencement of the course. Furthermore, these pupils were beginning to use their powers of discrimination and to use their critical faculties.

Once more the pupils were appreciative of the course being designed for them and of the fact that they were being given the opportunity to achieve some measure of success in work done in school. The recognition of their success by staff and other pupils in the school, who were all given the opportunity to view 'Approach to Industry' displays, affected the pupils taking the course. Their previous strongly felt sense of inferiority, owing to their lack of academic ability, began to wane. Furthermore, the more able pupils were coming to recognise the success of their academically less able contemporaries in this different type of work. Before discussions took place the pupils were asked to complete a questionnaire concerning their course[1]. The questionnaire was frankly completed and, in general, thoughtfully answered. From the answers obtained it appeared that:

i) The pupils were willing to make assessments of the comparative values of their visits;

ii) Most pupils based their opinions on reason;

iii) The enthusiasm and interest had been maintained and was demonstrated by their having discussed their work with parents and other pupils, in most cases;

iv) In the matter of visits preferred, the girls' and boys' tastes differed, as did their own particular female and male interests;

v) Although the pupils' degree of liking for written work varied, most of them appreciated having their work displayed.

As the course approached its conclusion, again the work was reviewed by the senior staff. There was agreement concerning the improvement in the standard of the work produced and also in the attitude of the pupils to their work. When considering the progress made in developing the wider educational aspects, several Heads of Departments expressed concern that little of the work done could be considered to come within their own spheres. In English it was felt that very little, if any, work had

1) See Appendix.

been done in the field of Literature and in Mathematics some concern was expressed on similar lines. Likewise, in History and Geography it was pointed out that the topic work within these fields had been done very locally and it was regreted that the wider world and national concepts had been inadequately treated if not ignored.

In general, the criticism of the course was that it was not producing sufficient topics which could be closely correlated to the subjects whose time-table allocations were being used for 'Approach to Industry' work. It was pointed out by one of the 'Approach to Industry' form masters[1] that such criticism was only valid if the aim of the course was to be the teaching of a special subject based curriculum by a different method. He felt that the centre of interest should not be analysed into subject topics but rather that the topics which evolved should be a synthesis which would produce a full picture of the centre of interest. Further, it was impractical to expect centres of interest to produce an even spread of subject based topics. This point of view was held as strongly by the other 'Approach to Industry' form master. On the other hand, the Heads of Departments maintained that, if the topics which evolved could not adequately cover the subject content of their own syllabuses, there was a real danger that we might be attempting to educate pupils and simultaneously leave them in ignorance of certain areas of factual knowledge contained in the school curriculum in general. As a solution to the problem posed by these two views, it was agreed that greater correlation might be obtained by very careful selection of experiences in the way of visits and visitors. The selection should be attempted by analysing subject wise, the various visits which had been made during the three years. At the time the writer felt that the problem was analogous to planning a programme of Physical Development by using games as the only activities. As a result of discussion between Course staff, Heads of Departments, the Headmaster and the writer, it

1) Now, at the time of writing, a lecturer in a College of Education.

was decided that closer correlation might be possible if some visits previously made were deleted from a future programme and replaced by others thought likely to provide topics which would produce a more even spread across the subjects.

Two further important points were raised. The first concerned the interests of the girls. It was felt that many of the centres of interest which had been used had greater appeal to the boys than to the girls, and although the girls were morelikely to endure work less interesting than were the boys, this was unfair. Hence, it was decided that topics with special appeal for girls should be included equally with those particularly for boys and also, the desirability of having a woman teacher participate in this work was accepted. At the time, no woman teacher on the staff was available to be form mistress of an 'Approach to Industry' class but it was decided that on visits specially for girls, one or other of the women teachers would accompany the group.

Secondly, it was felt by both of the 'Approach to Industry' form teachers that more visits should be arranged, which could lead to 'Approach to Citizenship'. They felt that this was an area of education which needed to be more strongly emphasised in the course, as it was considered to be equally vital to the needs of the pupils as was the industrial subject content of the topic work. In this way the work in school, related to the outside world, could provide better preparation for living in the outside world. The pupils would thus be required to discriminate and make judgments on real aspects of life as they were experiencing it outside of school, and would continue to experience it after leaving school. The broader implications of education, as preparation for social living, should be acknowledged and accepted by the school as a vital part of our responsibility in education.

At this stage, after three courses had been planned and completed, the first principles of a philosophy governing this type of curriculum

was beginning to emerge. The courses up to the summer of 1963 had been empirical in so far that they had been planned to fit the interests and requirements of groups of pupils who were not suited to a formal 'watered-down' subject based curriculum. The question now presented to those concerned was - does the style of work done on the 'Approach to Industry' course merit recognition within the curriculum of the school, as a pattern of education in its own right, or was it to be considered as a method of teaching subject-based curricula? In other words, was the topic work of the course to be integrated with subject-based curricula to such an extent that the Heads of Departments in charge of subjects were to direct the developments ensuing from each experience, or were the staff taking the course work to develop each experience as it most really related to the children and the world outside? If the latter was to be the case, the correlation between the work evolving from centres of interest and the subject-disciplines would be the responsibilities of the Course staff. Such staff would be free to guide the developments from each experience without having imposed upon them subject requirements. No decision was reached in 1963, concerning these two aspects of the course work, but rather it was hoped, that by suitable selection of experiences, a compromise would be obtained.

The fourth course was planned for the 4th year pupils not preparing for external examinations, and was extended over the whole year (September 1963 - July 1964). The course was re-named a 'Citizenship Course'. The preparation for the course involved the selection of visits and speakers. The selection was carried out by the two course teachers and the Heads of Departments of subjects, and an attempt was made to choose subjects which would provide topics of as wide a subject range as possible. Even at this stage, the Head of English had reservations concerning the possibility of finding experiences from which literary topics could naturally develop. Throughout the selection of experiences for the course, the varying needs and interests of boys and girls were born in mind.

The 'Citizenship Course' began in September 1963 and the time-table allocation for citizenship work was as it had been during the previous year, namely, each course teacher was responsible for several subjects with one of the forms involved (see page 48). Again the teachers were not required to adhere to the subjects as time-tabled but were to be free to use the total time for all these subjects at their own discretion. The teachers taking the two forms were both men, one of whom had participated in the previous course. The response from the pupils on the Citizenship course was again very satisfactory. In their previous year they had come to look forward to participating in this work. Their interest and enthusiasm were well maintained and the standard of their work was higher than that of their third year. Socially they were more acceptable to both the staff and the rest of the pupils. Significantly the pupils of the two Citizenship forms once more appreciated the attempts of the school to provide a programme which not only interested them but was related to their own major interest, namely, the outside world. Although the same interest was not given to the rest of their school work (still subject-based), their attitude to other lessons was better.

It was during the first term of the Citizenship course that the Ministry of Education Report, 'Half Our Future' was published[1]. Copies of 'Newsom', as it was immediately termed, were obtained by the school as soon as available. Those of us involved with the Citizenship courses welcomed the Report and the opportunity of studying it, probably more than teachers who were working to subject-based curricula. Here was the opportunity of measuring our own work against the recommendations of a committe who had been able to draw upon the experiences of vast numbers of people involved in secondary education. It was felt by those of us concerned, that by establishing experience-based studies for the non-external examination pupils, the school had at least begun to think

1) Newsom Report, (H.M.S.O., 1963).

along the right lines. The writer, when studying Newsom, realised that there was a real need for a soundly based philosophy upon which to develop experience-based education. It was in these circumstances that the work of the subsequent chapter was begun.

After very careful study of the Newsom Report, the Headmaster inaugurated a further experimental course for one term, to run simultaneously with the Citizenship Course. By drawing 'Easter Leavers' from the two forms participating in the Citizenship course, a third form was established for the second term of the year. The whole of their programme was interest-based and one man teacher was responsible for the work with this form, except for Crafts, girls' Physical Education, Typing and Housecraft lessons. The time allocation for topics was mainly on a half-day basis as follows:-

	a.m.	p.m.
Mon.	General Knowledge	Music and Drama
Tues.	Housecraft (Girls) Citizenship (Boys)	Recreational P.E.; R.E.
Wed.	Magazine	Crafts or Theatre Visits
Thurs.	Do It Yourself	T.V. and Films
Fri.	Swimming; Options	Typing (Girls) Craft (Boys)

The principle underlying this course was that all the activities of the pupils should derive from their own personal interests outside of school. These sessions allowed individual choice of topic and provided for optional methods of approach. The pupils could work individually or in groups and were free to use the school Library and even to request that visitors came into school and talked with them. As a result, an ex-pupil, a T.U.C. representative and a local historian were among visitors invited in to school. The pupils enjoyed the course and many of them worked well at their tasks. A small minority would have abused the freedom inherent in this approach and it was found necessary

to direct their work. However, it was found that for one teacher to be responsible for the class for 30 periods per week, whilst its members were occupied on such varied topic work, was a very heavy commitment. This course ended after one term, when the pupils in the form left school.

The degree of success of this one-term, interest-based course was assessed along with the Citizenship course in the Spring of 1964. This appraisal of the work of the three forms was carried out by the Headmaster, the two Citizenship masters, the master responsible for the one-term course, the Heads of Departments and the writer. All were agreed that the pupils participating in both courses had shown sound interest, worked willingly and, furthermore, had achieved a satisfactory standard in the work that had been attempted. Early in these discussions one vital fact emerged. Certain Heads of Departments who, one year earlier, had reservations concerning the course, were now very perturbed about the small amount of topic work which had developed relating to their own subjects. Because of this they criticised the organisation of the curriculum. Such criticism was most severe with respect to the one-term interest-centred course. The teachers of the two Citizenship courses felt that the programme was achieving success along the only paths that they could be reasonably expected to follow. Without actually using the term, they were advocating a 'pupil-centred programme' for the Citizenship work. On the other hand, the criticism was that the course was insufficiently subject-based with regard to subject disciplines. This posed a problem of to what extent the education of these pupils should be pupil-centred and to what extent it should be subject-centred. Concerning English and Mathematics very valid reasons were offered supporting the need for basic subject teaching in these subjects as they were considered to be fundamental to other work. These claims could not be ignored. It was decided that English and Mathematics would be taught as separate subjects for the future Citizenship classes, who

would be time-tabled for these subjects with specialist teachers. Claims were made by other Heads of Departments with regard to their own subjects. Such staff did not claim that their subjects were as basic to the pupils' education as the two subjects previously mentioned. Nevertheless, they strongly held that the pupils' education would not be sufficiently complete unless it was extended to cover factual knowledge vital to their understanding of the world around them. They considered that such vital knowledge was provided in their own subjects and had been unavoidably neglected in topic work on the courses.

The one-term programme which had been practically completely interest-centred, was most heavily criticised on these grounds. However, further criticism was directed at this particular course because it was believed that too much was being asked of the pupils in the way of self-selection. It was felt that the pupils required to be given starting points and that this programme had placed the onus of their education too much upon the children themselves. This criticism, the writer felt, was parallel to the criticism of the excessively permissive type of education which had developed in parts of America, under the name of Progressive Education[1]. Furthermore, it was felt by all concerned that it was unrealistic and unfair to the pupils to expect them, as immature teenagers, to direct their own education so completely.

The result of the discussion was that the Citizenship course would continue. It was suggested that, from September 1964, the pupils in the forms involved should be time-tabled for four half-day sessions for the Citizenship course work. The remaining 24 periods of the week would be allocated as follows:-

1) See for example: i) Growth of American Educational Thought and Practicle, E. E. Bayles and B. L. Hood, (Harper and Row, 1966).
ii) Experience and Education, John Dewey, (MacMillan, 1938).

English (Lit.)	2 periods	P.E.	3 periods
Mathematics	3 periods	Music	2 periods
Science	2 periods	History/Geography (Social Studies)	2 periods
Religious Education	2 periods		
Home Economics or Gardening or Technical Drawing	4 periods	Crafts	4 periods

The work done in the Citizenship programme should be free to develop without being directed by subject requirements with regard to content. However, correlation between Citizenship course work and the rest of the subjects on the time-table should be attained whenever realistic. Such correlation involved a dual responsibility. Initially, the course teacher would enlist the support of the specialist teacher(s) taking the form for the appropriate subject(s). It would then be the responsibility of the specialist teacher to integrate the course work with his subject work. It was recognised that the Citizenship work merited a large place in the education of the pupils but that, simultaneously, parallel subject-based curricula would be strongly related to the outside world and topics which could be expected to develop in the Citizenship work should be included in these schemes. In this way it was felt that the two types of work experienced by the pupils, could be linked with one pattern of education. Further, it was believed that the subject-based curricula would assume greater value in the eyes of the pupils who would be more likely to see their education as being made up of two complimentary parts.

If such suggestion were incorporated in the planning of a programme, the selection of experiences obtained by making visits or having visitors would be simplified. Experiences to be provided could now be assessed on their value as stimuli to topic work. It had been found during the

year that some visits had been lacking in motivation value. Often these were visits which had been included in an attempt to cover some section of the subject-based curriculum. The wisdom of the Newsom definition of secondary education[1] was most evident in assessing experiences. The experiences which best motivated the pupils in their work were those which gave them the opportunity to use their 'self-conscious thought and judgment'[2] and which were related to the world outside and to their own future.

In the previous year the need for a woman teacher to be responsible for a citizenship course for the girls participating had been recognised. This was equally apparent in 1964. It was felt that the interests of the girls could only be adequately appreciated bya woman. Furthermore, it was recognised that a man could not be expected to develop a sufficiently sympathetic understanding of girls' interests.

The discussions concerning the course had, of necessity, taken place over a considerable period of time and the final findings of the groups of staff were not available before the end of the summer term. Hence, as the organisation for the school year 1964-65 had to be completed before the summer holiday, the Citizenship courses were programmed on the same basis as they had been previously. However, one recommendation which had emerged early in the discussions was followed in the programme, namely, that a woman teacher should be responsible for the girls' Citizenship course. Two of the 4th year Citizenship forms from September 1964 were established as single sex forms. The boys would be in the charge of the man teacher who had, by this time, taken charge of classes in the two previous years, and the girls would be in the charge of the Senior Mistress. As the numbers of pupils in the 4th year in September 1964 would make it necessary to have a third Citizenship form, it was decided that this form should be established from pupils of both sexes who

1) Newsom, para 313.
2) ibid, 313.

intended to leave school at Easter 1965. The master responsible would be the master who had been in charge of the one-term interest-centred course early in the year. These criteria were observed in the planning and preparation for the Citizenship course which began in September.

Immediately after the half-term holiday in October, the school had a General Inspection by H.M. Inspectors[1]. The panel of Inspectors was keenly interested in the Citizenship courses and discussed with the staff involved, the aims and principles underlying this work. In its printed report the panel reviewed the work of the school relative to the organisation, the curriculum and the subjects of instruction. The Citizenship courses were recognised as still experimental and it was suggested that "they should develop a richness in content in the next two or three years and that they should be designed to cater for a wide range of ability"[2].

The section of the report reviewing the History teaching in the school recognised that History, like Geography, was intrinsic to the Citizenship courses. Further, it was suggested that such courses should be provided for the less able pupils in their third year. The comment was made that the Citizenship course was a bold experiment and presented a valid challenge.

Considering the Geography instruction in the school, the revision of the Citizenship syllabus was appreciated by H.M. Inspector who commented favourably upon the practical experience provided for the pupils. The report likewise commented on the strong effort being made in Science to relate the work in school to the real work outside for the pupils not taking external examinations. It was noted that in Citizenship courses little mathematical work had been incorporated but that some of these same pupils were finding value in surveying work which was being undertaken. When the printed report was received in

1) 27th to 30th October, 1964.
2) H.M.I.'s Report on work of the school.

school, the staff involved in the organisation and teaching of the Citizenship courses were somewhat disappointed that the panel had not seen fit to review the same as a separate area of school work, as they had done in the case of the subjects of instruction. It was appreciated that the panel had recognised that the courses were still experimental and that both the comments made at the time of the inspection and the references made to the Citizenship work in the printed report were encouraging. This belief was to be justified by the interest of the Schools Council in the following year.

Shortly after the General Inspection a proposal was submitted to the Headmaster by the Head of the Geography Department. This was that boys from the Citizenship forms might participate in a Pennine Way Project. The proposal was readily accepted by the Headmaster. A full account of the whole project from inception to completion was made by the school[1].

During the months of preparation for the final three weeks' expedition, all the pupils in the 4th year boys' Citizenship form were fully involved. The final party, chosen by vote taken from staff and pupils, was not selected until ten days before the expedition commenced. This preparation provided a full programme for the pupils during all their Citizenship lessons. It included all aspects of expedition and field study work, which it was felt they needed to master, to ensure a safe and educationally worthwhile project. Whilst the final expedition took place, those pupils from the form who remained behind at school, were occupied receiving reports, keeping records and preparing these for display.

The standard of field work was high and the pupils who undertook the recording in school produced work of a higher standard than the

1) See Appendix V for account of preparation and report on project, also article in 'Times Educational Supplement', 22nd November, 1968.

school had previously been able to achieve with 4th year pupils of below average ability. In the conclusions to the final report upon the project mention is particularly made of:-

i) The good attitude developed by these boys towards each other and towards adults;

ii) The increased maturity developed by the pupils as demonstrated by their self-confidence and sense of responsibility;

iii) The development of the pupils' physical stamina.

The success of the project was recognised by the school receiving an award from the 'Teachers' World', who decided to make such an award annually to schools in open competition.

Simultaneously with the preparation for the Pennine Way project, plans had to be made for the 1965-66 school programme. The course staff, the Heads of Departments, the Headmaster and the writer now had at hand the recommendations from the previous year's lengthy discussions. It was decided that the new programme to begin in September 1965 should incorporate both pupil-centred Citizenship course work and a parallel subject-based curriculum on the pattern suggested the year before. In addition to the Citizenship courses for the 4th year pupils, it was decided to plan for similar courses for the pupils in the 3rd year who were not preparing for external examinations. For the younger age group, it was felt that eight of the forty periods in the week should be given up to this work. It was the opinion of the staff that these younger children were less mature than their senior year and, hence, less ready to devote so much time to Citizenship work. The Heads of subjects felt that they still needed to continue mainly with subject-based curriculum in order to ensure a balance with factual knowledge over their whole school career. The time-table allocation for the 3rd year Citizenship forms was programmed as follows:-

Citizenship	8 periods (including one half-day session).		
English	3 periods	Home Economics Or Gardening or Technical Drawing	4 periods
Mathematics	3 periods		
History	2 periods		
Geography	2 periods		
Science	2 periods	Music	2 periods
Religious Education	2 periods	Physical Education	4 periods
		Crafts	8 periods

The 1965-66 programme for the Citizenship courses commenced in September 1965 with three 4th forms (two single sexed and one mixed comprising the Easter leavers) and two mixed 3rd forms. Two mistresses were now participating in Citizenship work, the Senior Mistress taking the 4th year girls' form and a mature woman, with a few years' teaching experience, taking one of the 3rd year mixed forms. The boys' form and the mixed form in the 4th year were again in the charge of the men who had taken the corresponding forms in the previous year. The second mixed 3rd year form was in the charge of a young man teacher who had been involved in the Pennine Way project.

The year's programme began well, with enthusiasm from both staff and pupils. It was significant that the staff involved in this Citizenship work were now recognised as a Department by the rest of their colleagues. The Further Education and Youth Service Tutor, as part of his school based duties, was asked by the Headmaster to become Co-ordinator for the Citizenship work. He was required to arrange visits for forms as needed and to develop vocational aspects of the visits as applicable. Furthermore, he was to call regular meetings of staff taking Citizenship work and Heads of Departments. By so doing he was to attempt to ensure maximum correlation between topic work and subject-based work.

During the first term of the year 1965-66, the school was visited by a member of the panel of H.M.I.s which had carried out the inspection

of the school during October 1964. At the time of his visit he was a member of a team carrying out investigations and assessments in schools for the Schools Council who, as a result of these investigations, published Working Paper No. 11 - 'Society and the Young School Leaver'.

This visitor was particularly concerned with problems inherent in raising the school leaving age. He wished to assess the relevance of the Citizenship courses to these problems and their pertinence to humanities programmes in schools. His comments were favourable and he acknowledged that the pupils who were then involved on the courses needed to have their work in school made relevant to their lives outside of it. Furthermore, he recognised that a completely subject-based but simplified academic course did not meet the needs of the less able pupils. He was particularly interested in the Pennine Way project and ultimately an account of this project appeared in Working Paper No. 11[1]. After his visit, the Headmaster and the writer both felt that he approved of the school's attempts to develop a new curriculum for the less able pupils.

Early in the New Year the writer was appointed as Headmaster of a mixed Modern school on Tyneside, of similar age and size to his previous school. In this school no organised attempt had been made to cater for the less able pupils, in the way described here in his previous school. One member of staff had, however, within the limits of her subject curriculum, attempted some project work. So the opportunity presented itself to initiate experience-based study courses in another school.

At this stage, an assessment of the principles on which such courses should be based was reviewed in an attempt to formulate a clearer conception of the theoretical basis of such work. The following chapter outlines the main considerations which govern the pattern of curricula developed upon this theoretical basis.

1) op. cit. 22 and 23.

Chapter 5.

Experience as the Basis of Learning

Great emphasis is placed by Hadow, Spens and Newsom, upon the need for education to be related to the actual lives and experience of the pupils. The Hadow Report requires that the curriculum be realistic and that to be so it must be related to the pupils' own experience[1]. The Spens Report recommends that "the curriculum should be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored'[2] - a quotation from the 1931 Primary Report. By using this direct quotation the Spens' Committee significantly re-affirm their belief in the value of experience in relation to education, as expressed in the Primary Report[3]. Newsom advocates that education be experience based in order to make it effectively realistic[4]. Furthermore, the Newsom Report recognises the limited nature of the experience of most pupils in Secondary Modern schools, and the need for experience before true secondary education can begin.

In view of the recognition of experience as a passim major factor in education, accorded by these sources, and by Newsom in particular, it is pertinent to examine the principles inherent in accepting such a relationship. No other educator has so fully developed the relationship between experience and education as did John Dewey. The question may be asked - Is Newsom an interpretation of Dewey for mid 20th Century English conditions?

Throughout his long life, (1859-1952), John Dewey produced a

1) Hadow Report, paras. 92 to 94.
2) Spens Report, Chapter 1V, para. 13, quoting 1931 Primary Report, para. 75.
3) N.B. The 1931 Primary Report recognised Dewey's principles as fundamental to primary education. The recommendations were not satisfactorily implemented at first because of confusion concerning the concept of freedom.
4) Newsom Report, paras. 97-98, Chapter 1V, para. 312, 313.

staggering volume of publications - the list of his books and articles covers 159 pages of the Centennial Bibliography. A further 140 pages are required to list the writings about him. Graduating at the University of Vermont in 1879, he taught in High school in Pennsylvania, and country school in Vermont until he entered John Hopkin's University, Baltimore, in 1882 as a graduate student in Philosophy. In 1884 he was awarded his doctorate and appointed an instructor in Philosophy at the University of Mitchigan, a post he held until 1888, when he moved for one year as Professor of Philosophy at the University of Minnesota. In 1889 he returned to Mitchigan as Head of the Philosophy Department.

From 1894 to 1904 he was Head of the combined Department of Philosophy, Psychology and Pedagogy at the University of Chicago. During this period at Chicago he was in charge of the University's elementary school. His final appointment as Professor of Philosophy at Columbia University lasted from 1904 until his retirement in 1930.

Twice married, he had six children and adopted three others. To quote Garforth, "Dewey's thought was thus enriched from a source denied to some of the most reputable writers on education"[1]. According to A. J. King his influence on education and his reputation reached beyond America, e.g. he advised the Turkish Government on the re-organisation of their educational system, and N. K. Krupskaya (Lenin's wife) is believed to have been influenced by his works[2].

Dewey combined the role of philosopher and practical educationalist. As a pragmatic himself, he introduced pragmatic procedure into mental and moral study. He brought into the realm of philosophy the healthy appeal to consequences which had begun in Natural Science with Galileo and which has subsequently developed to achieve wonders in science. To

1) 'John Dewey: selected Educated Writings', F. W. Garforth, (Heinemann, 1966), p. 2.
2) Other Schools and Ours, A. J. King, (Holt, Reinhart and Winston, 1967, 3rd Edition).

Dewey authorisation must be open to challenge which, in the field of philosophy, it had seldom been.. Witness to this belief, which is fundamental to his philosophy, is Sister Joseph Mary Raby's quotation from Dewey's 'Logic: The Theory of Inquiry', (Holt, 1938)p. 8, - " 'there is no belief so settled as not to be exposed to further inquiry' "[1].

To appreciate Dewey's educational theory it is necessary to consider, at least briefly, his general philosophy. In the following appreciation of this, material has been drawn from the published works of Sir Godfrey Thomson, F. W. Garforth, S. J. Curtis, Sister Joseph Mary Raby, Ernest E. Bayles, Bruce L. Hood and Melvin C. Baker.

In the opinions of Baker and Garforth, Dewey's thought was influenced by three major sources:- Hegel, the German philosopher; Charles Darwin, and William James as a psychologist[2].

Hegel, a evolutionary thinker, maintained that process and development were central in the concept of reality, which simultaneously moved towards increasing self expression and became bound together in organic unity. In his earlier years Dewey was a supporter of the idealistic psychology of Hegel. Later Dewey moved away from Hegelianism. Probably Hegel stimulated Dewey to reconstruct the conceptions of activity, continuity and organism. Darwin re-inforced the influences of Hegel.

Again Darwin pictures the world as one of change and of process, with Man achieving intelligence in this struggle for existence, but with the specific Darwinian concept that Man, having now reached such a level of conscious intelligence, might actively influence the course of evolution.

William James, as a psychologist was, in all probability, the most

1) John Dewey: His Thought and Influence, Edit. John Blewitt, (Fordham University Press, 1960), p. 87.
2) Foundations of Dewey's Educational Theory, M. E. Baker, (King's Crown Press, 1955) and John Dewey's Selected Educational Writings, F. W. Garforth, (Heinemann, 1966).

important influence on Dewey. James' Principles of Psychology' (1890) widely recognised despite some adverse criticism, associated psychology with biology and physiology rather than philosophy, which had hitherto been customary. Here James expresses the concept of the mind being the instrument for guidance for on-going experience, and affirms the continuity of human consciousness. This view was set over against the then current idea that the mind was the instrument for realising existing consciousness. James postulated that as the mind and the physical environment had evolved together, they were complimentary to each other and hence intelligence was a type of inter-action between organism and environment. From the ideas of Hegel, Darwin and James, Dewey developed his instrumental thought.

Fundamental to Dewey's instrumentalism is his concept of experience. To him experience is continuous from the past, through the present to the future. It is dynamic and in process. It is transactional (or interactional) because as "we experience something, we act upon it; we do something with it; then we suffer or undergo the consequences. We do something to the thing and it does something to us in return"[1].

Thought is a product of the transaction between individual and environment and simultaneously an instrument in the modification of environment. Hence, the use of the term 'instrumentalism' to describe the concept of the function of the mind. But thought is active in so far that it is prospective and the exercise of thought is purposeful in so far that it develops hypotheses to be tested in action and the results influence further experience. Hence the use of the alternative term 'experimentalism' to describe Dewey's philosophy.

The principles of his philosophy are fundamental to Dewey's basic belief - his concept of democracy. Sister Joseph Mary Raby considers that the word 'democratic' summarises his philosophy and is architectonic

1) Democracy and Education, J. Dewey, (MacMillan, 1916), p. 163.

for his educational design[1].

To Dewey, democracy was not only a form of government but a pattern of life. Dewey's democracy implied equally opportunity for all men to develop to the full in a free society, unimpeded by class, and simultaneously for all men to have a voice in the goverament of the community of which it is part.

To appreciate Dewey's thought on the relevance of experience to education, the writer proposes to consider the following works, viz. 'My Pedagogic Creed', 'The School and Society', 'The Child and the Curriculum', 'Democracy and Education', and especially 'Experience and Education'.

Written in 1897, whilst in charge of the University Elementary Schhol in Chicago, 'My Pedagogic Creed' makes clear Dewey's basic principles on education[2]. He considered that education has two aspects - psychological and social, "and that neither can be subordinated to the other or neglected without evil results following"[3]. Nevertheless, he considered that the psychological aspect was basic and, hence, education which fails to link up with the child's interests, instincts and powers "becomes reduced to pressure from without"[4].

This required that education be child-centred, but Dewey recognises that the child is a social individual. Such being the case, he believed that "the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself"[5].

He believed that to isolate the social factor from the child left

1) 'John Dewey, His Thoughts and Influence', J. Blewitt, (Fordham Press, 1960), p. 88.
2) Reproduced in 'John Dewey, Selected Educational Writings', (see previous).
3) ibid, p. 45.
4) ibid, p. 46.
5) ibid, p. 45.

only "an abstraction" and conversely to eliminate the psychological or individual factor from society, "left only an inert and lifeless mass"[1]. Hence his declaration that the children's "powers and habits must be continually interpreted"[2], and be "translated into terms of their social equivalents - into terms of what they are capable of in the way of social service"[3]. It is in this essay that Dewey made his controversial statement that "education, therefore, is a process of living, not a preparation for future living"[4]. This statement is set against a background of the school as a "form of community life"[5]. He felt that society was beyond the comprehension of the child and it was the duty of the school to reproduce it in a more simplified form in which the child could feel his place. That the social activities of the child should be the centre of correlation of the child's education, was Dewey's belief. It is within this pattern of social living in the school that Dewey states that "education must be conceived as a continuing reconstruction of experience; that the process and the goal are one and the same thing"[6]. Further, Dewey believed that "to set up any end outside of education as furnishing its goal and standard is to deprive the educational process of much of its meaning, and tends to make us rely upon false and external stimuli in dealing with the child"[7].

Of the three lectures given by Dewey to parents and ultimately published under the title of 'The School and Society' (1900), two of them stress his belief in the relevance of experience as the basis of education. The first, 'The School and Social Progress', regrets the loss of social experience due to the transition of much of the home-based industry to factories. Speaking of manual training and what is now known as Home Economics, he advocates that the activities in school

1) ibid, p. 48. 2) ibid, p. 48. 3) ibid, p. 48.
4) ibid, p. 48. 5) ibid, p. 48, Article II.
6) ibid, p. 53. 7/ ibid, p. 54.

should not be considered as "mere practical devices or modes of routine emplyment for the attainment of better skills, but articulating centres of school life"[1]. Throughout the second essay, 'The School and the Life of the Child', Dewey criticises the traditional pattern of education whereby the child is the passive recipient of textbook-centred mass instruction. Comparison is made between the ideal home where the child learns through social converse and participation, and what would be an ideal school obtained by organising and generalising the characteristics of such a home. The final words of the chapter summarise his belief in the value of experience, "When nature and society can live in the classroom, when the forms and tools of learning are subordinated to the substance of experience, then shall there be an opportunity for this identification" (of social and individual interests) "and culture shall be the democratic password"[2].

In the essay, 'Waste of Education', Dewey is concerned with the waste of the life of the children whilst they are at school and declared that, "All waste is due to isolation"[3]. The isolation of the child's out of school experiences from his work in school is the great waste inherent in the traditional pattern of education. The three initial lectures portray a pattern for a school in which the child's own powers, interests and experience are the starting points in Dewey's concept of education, i.e. learning through social living.

'The Child and Curriculum', first published in 1902, is where Dewey outlines his concept of education. In his later writing he did not depart from these original ideas, but enlarged upon them. He recognised the two fundamental factors in education, viz. the immature young individual and the accumulated knowledge of society. "The fundamental factors in the educative process are an immature, undeveloped

1) 'School and Society', (Phoenix Books, 1956, Reprint of 1915 Edition), p. 15.
2) ibid, p. 62. 3) ibid, p. 64.

being, and certain social aims, meanings, values incarnate in the matured experience of the adult"[1].

Dewey immediately followed this statement by saying that "the educative process is the due interaction of these forces"[2]. He points out that it is easier to recognise each of these factors in isolation and hence cause the two factors to come into opposition. Such opposition develops as one factor is insisted on at the expense of the other, and the one factor is considered the "key to the whole problem". Thus one educational sect makes subject matter, the stored experience of society, the controlling centre of the educative process, and the other the child's urge to self realisation.

Dewey considers such opposition to be unreal - "the only significant method is the method of the mind as it reaches out and assimilates"[3]. The two factors must be considered as being complementary in so far that the child's present experience is the initial term, and the stored experience of society the final term, which defines a single process. What is needed, Dewey believed, was interaction between the child's experience and the defined experience of the adult world through continuous reconstruction. Dewey believed that the systemised and defined experience of the adult mind has value as it enables us to guide and direct the pupil's present experience.

The child's present powers have to be recognised within the context of some larger growth process. Our guidance is not to be external imposition but assistance "in freeing the life process for its own most adequate fulfilment"[4].

In this essay Dewey criticises both the 'old' education and some of the 'new' education in so far that "if the 'old' education tended to ignore the dynamic quality, the developing force inherent in the child's

1) 'The Child and the Curriculum', (Phoenix Books, University of Chicago Press, 1956), p. 4.
2) ibid, p. 4. 3) ibid, p. 9. 4) ibid, p. 17.

present experience and, therefore, to assume that direction and control were just matters of arbitarily putting the child in a given path and compelling him to walk there, the 'new' education is in danger of taking the idea of development in altogether too formal and empty a way"[1].

Writing further upon the 'new' education as proposed by some of his enthusiastic so called 'followers', he says, "it is certainly as futile to expect a child to evolve a universe out of his own mind as it is for a philosopher to attempt the task"[2].

Once more Dewey makes plain his conviction that a knowledge of what is desirable development is essential for those responsible for the pupil's education. "The adult knowledge is drawn upon as revealing the possible career open to the child"[3].

The development of the pupil's own experience into wider and richer experience is the vital factor in education. This necessitates that the educator first determines what powers and interests possessed by the children are valuable and then provides the stimulus to enable these powers to be used in gaining new experience.

The dual aspects of experience, the logical and the psychological are explained by Dewey. The logic being represented by subject matter, and the psychological by the same material in relationship to the developing experience of the child. The former is the achieved result of experience divorced from the process whereby the result was obtained. "It gives past experience in that net form which renders it most available and most significant, most fecund, for future experience"[4]. As such it is no substitute for experience. Dewey recognised no opposition to the logical and psychological aspects of experience. He believed that the logical "must be restored to the experience from which it had been extracted. It needs to be psychologised, turned over, translated

1) ibid, p. 17 - 18.
2) ibid, p. 18.
3) ibid, p. 19.
4) ibid, p. 21.

into immediate and individual experiencing within which it has its origin and significance"[1].

As an illustration of the logical and the psychological, Dewey compares the scientist and the teacher, where the former regards subject matter truth to be used for discovering new problems and carrying out new research, whilst the latter considers subject matter as "representing a given stage and phase of the development of experience"[2], and his problem is the provision of vital and personal experience. For the teacher, the problem is in what way can the subject matter be part of a vital experience, which will stimulate the desire for further experience and so ensure that the growth of the pupil will be properly directed. Failure to keep in mind the duality of subject matter causes the curriculum and the child "to be set over against each other"[3], and results in three typical evils:- a) reduction of knowledge to the formal and symbolic; b) lack of motivation; c) loss of logic pattern within the subject matter itself. Although psychological considerations may be put aside, they cannot be ignored because motive must be present and for this to be so, recourse has to be made to "adventitious leverage to give savour to the material which wrong conceptions and methods have rendered tasteless"[4].

In 'Democracy and Education', in 1916, we have in one volume, what may be described as a summary of Dewey's design for living and education. In his preface the author declares that his philosophy connects the growth of democracy with the development of experimental method in science the evolutionary ideas in biology and industrial re-organisation and further "is concerned to point out the changes in subject matter and method of education indicated by these developments"[5]. This work reaffirms his earlier statements on democracy and education and develops

1) ibid, p. 22. 2) ibid, p. 23. 3) ibid, p. 23.
4) 'John Dewey: Selected Writings', F. W. Garforth, p. 122.
5) 'Democracy and Education', (MacMillan, 1916). See preface.

and enriches his beliefs. Before considering those chapters more directly concerned with experience within the context of education, it is profitable to survey, briefly, the preceding chapters.

On the premise that education is a necessity of life, Dewey declares that life is a self-renewing process and, as food is to physiological life, so education is to social life. Education primarily consists of transmission by communication which, being in itself a process of experience sharing, modifies those parties who participate in it. With the advent of more complex society, the need for intentional learning and teaching increases. As this need grows, the danger arises of a division between experience gained in direct associations and what is learned in school. Considering education as a social function, Dewey states that "the development within the young of attitudes and dispositions necessary to the continuous and progressive life of a society, cannot take place by direct conveyance of beliefs, emotions and knowledge"[1]. Conjoint active participation in the social environment is a necessity and as the complexity of society increases, it likewise becomes necessary that a special social environment, catering for the development of the immature, be provided. Dewey states that direction in education must come through social control and be indirect, such that there is internal not external control.

It is at the end of his chapter, 'Education as Growth', that the much quoted statement occurs, "since growth is the characteristic of life, education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent in which it creates a desire for continued growth, and supplies means for making the desire effective in fact"[2]. He sees power to learn from experience as the formation of habits which control the environment and give power to utilise it. These habits must be active in order to oppose routine

1) ibid, p. 26. 2) ibid, p. 62.

which itself opposes growth. They are to take the form of capacities to readjust activity to meet new conditions.

On the subjects of education as preparation, as unfolding and as the training of faculties, Dewey commences with the premise that the result of education should be capacity for further education. He declares that education considered as preparation fails to take advantage of the present needs and possibilities, but that education considered as unfolding from within has more likeness to growth. Furthermore, education as the training of inherent faculties tends to make use of subject matter only as a material upon which to exercise these powers. He criticises the practice of separating these powers from the material upon which they act.

Under the heading 'Education as Conservative and Progressive', Dewey gives his technical definition of education. "It is that reconstruction or reorganising of experience which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experience."[1] In summary, he declares that "education may be conceived either retrospectively or prospectively"[2]. He points out however, that past experience should not be regarded as externally presented material, but of interaction of native activities with the environment. Isolation of the cultural products of man's history from the present environment can produce a kind of environment or rival environment, whereas they should be of service in understanding the present environment. This view is summed up in his concept of education as the continuous reconstruction of experience. Dewey's thought on the 'Democratic Conception of Education' can be illustrated by the following quotation:- "A society which makes provision for participation in its good of all its members on equal terms, and which secures flexible readjustment of its institutions through interaction of the different forms

1) ibid, p. 89. 2) ibid, p. 92.

of associated life is so far democratic"[1].

Considering the Aims in Education, Dewey concluded that "acting with an aim is all one with acting intelligently"[2], and such identification defines its functions as experience. Activity becomes intelligent when taking place with an aim which itself is related to attendent consequents and selections of the same. A true aim is not externally imposed. Further, Dewey states that both interest and discipline are correlated aspects of purposeful activity, which requires continuously developing stages.

Dewey's underlying experimental philosophy is apparent in his writing on 'Experience and Thinking'. He declares that activity alone does not constitute experience but stresses the reciprocal nature of experience. The individual acts and then the result of his action have effects on him. A situation, not of his own making, may occur which affects the individual and "only by courtesy can such an experience be called experience"[3]. Real experience involves active doing or trying on the part of the participant, followed by passive undergoing as a result of consequences of his action. The two major characteristics of an experience are recognised:-

i) its active - passive nature;
ii) its value as measured by the perception of relationships to which it leads.

The dangers of separating mind and body are strongly stressed. The actual "discernment of relationships is the genuinely intellectual matter; hence the educative matter"[4]. Dewey believes that this is a universal belief but will not accept that relationships can be perceived without experience.

Thought, to Dewey, is the relationship between action and consequences, and meaningful experience is impossible without thought.

1) ibid, p. 115.
2) ibid, p. 120.
3) ibid, p. 164.
4) ibid, p. 169.

When the nature of the connecting link between action and consquence is considered, thought becomes reflective and relationships result. Such inference can then be used to assess probable results of future action. Reflection is the acceptance of responsibility for the consequences of present action.

A thinking process begins with an incomplete situation with which the individual is concerned. The consequences are initially considered and a tentative relationship to the action is formed. Further to this the conditions are scrutinised and by the process of reasoning a hypothesis is tested. "While all thinking results in knowledge, ultimately the value of knowledge is subordinate to its use in thinking."[1]

Concerning 'Thinking in Education' Dewey declares that the major function of the school is to develop the pupil's ability to think and "information severed from thoughtful action is dead, a mind crushing load"[2]. Dewey defines thinking as "the method of an educative experience"[3] and, as such, is the method of intelligent learning. He decries the practice of accepting the possibility that thinking can be isolated from experience. He believes that thinking in school must commence with a stimulating experience - a situation which would arouse interest in the pupils outside of school, and as such, this must be a spontaneous interest. Such interest should evoke activity in order to solve a direct personal problem which presents itself as a result of the experience.

In 'Democracy and Education', his most extensive single work in education, Dewey in his twenty-six chapters, covers a very wide range of topics and, in so doing, presents his design for education in its totality as he conceived it in 1916. In his later work, 'Experience and Education', Dewey reasserts his educational doctrine relative to experience. S. J. Curtis discusses this work under the title of 'Later Modifications in Dewey's Thoughts'[4] and without doubt this

1) ibid, p. 177. 2) ibid, p. 179. 3) ibid, p. 192.
4) 'Introduction to Philosophy of Education', S. J. Curtis, (University Tutorial Press, 1965), p. 114 - 117.

publication represents not only Dewey's enlarged and enriched views but his more mature thought in the light of the Progressive Educational movement, then current in America. This movement flourished in the period between the two world wars. The two terms progressive education and Progressive Education have led to much confusion in so far that E. E. Bayles and B. L. Hood[1] suggest that the term Progressive Education should be confined to that body of educationalists represented by the Progressive Educational Association (1919-1955) whose educational standpoint was never clearly defined. Bayles and Hood refer to Crenin's description of the P.E.A. as an "Organisation of Dissent"[2], as anyone opposed to traditionalism was welcome in the Association which, at its inception, insisted on non-identification with any particular credo. Hence Bayles and Hood believe that the Dewey School in Chicago (1896), though progressive in so far that it was forward thinking, should not be considered Progressive[3].

Against this background of flourishing development in New Education Dewey wrote 'Experience and Education'. He begins by describing precisely the characteristics of traditional and progressive education (N.B. Dewey never uses the upper case P.) but is undoubtedly considering schools correctly described by such a term. He points out that as mankind tends to extremes educational theories have developed from two contrasting points of view:-

i) Education consisting of a development from within based on the natural endowments of the

ii) Education as from without as a process of overcoming natural inclination and the formation of habits under external pressure (traditional).[4]

On the one hand, traditional education is subject-centred around skills,

1) Growth of American Educational Thought and Practice, Bayles and Hood, (Harper and Row, 1966).
2) ibid, p. 224. 3) ibid, p. 221. 4)
4) Experience and Education, John Dewey, (MacMillan, 1951), p. 1 - 2.

information, standards and rules of conduct developed as the result of race experience. This results in the pattern of school organisation contrasting sharply with the organisation of other social institutions , such as the Home. Furthermore, such a pattern of education requires passive receptivity on the part of the pupil, with books as the "chief representatives of the lore and wisdom of the past"[1]. and the teacher as the link between the two. This pattern, as seen by Dewey, bears great similarity to the picture described by L. R. Perry and referred to earlier in this work (Chapter 2, page 25).

Progressive education as seen by Dewey appears to be based upon opposition. It opposes imposition from above with "expression and cultivation of individuality"[2]. It opposes imposition of external discipline with free activity. It opposes learning from books and teachers by learning from experience. It opposes acquisition of isolated skills by "acquisition of such skills by means of attaining ends which make direct vital appeal"[3]. It opposes preparation for the future by making the most of the opportunities of the present life. It opposes 'static aims and materials"[4] by acquaintance with the changing world.

Both philosophies of education are subjected to criticism by Dewey. Traditional education, as Dewey sees it, implies external imposition of adult standards and subject matter. Because of the pupil's immaturity, the gap between child and adult makes active participation practically impossible. The child is required to acquire culture developed in the past, which often bears little relationship to the present or the future, because of the changing nature of society. Progressive education, Dewey argues, is in danger of establishing negative principles rather than positive and constructive ones. He declares that the new philosophy must have the relationship of actual experience and education as a basis. Positive constructive development will then depend upon "a correct idea

1) ibid, p. 3. 2) ibid, p. 5. 3) ibid, p. 5. 4) ibid, p. 6.

of experience"[1]. Further, the place of subject matter and organisation within experience must be clearly recognised. Likewise, if external control is rejected, "the factors of control inherent in experience"[2] must be recognised.

The value of the experience of the mature adult in guiding the immature pupil must also be recognised. As the new philosophy emphasises the freedom of the learner, it must clearly recognise under what conditions this freedom can be realised. This poses the problem of discovering the role of the teacher and the text books, and thus the connection between past and present experience, or, in other words, the connection between achievements of the past and present issues.

In advocating a need for a theory of Experience, Dewey's initial premise is that "amid all uncertainties there is one permanent frame of reference, namely, the organic connection between education and personal experience"[3]. Dewey believes that "experience and education cannot be directly equated to each other"[4], because experience fails to be educative if it does not result in the desire for further experience and, hence, growth. The quality of an experience is crucial. From this point of view Dewey criticises the traditional education because it produces experiences of the wrong character.

According to Dewey, the quality of an experience is characterised by two aspects:-

i) its agreeableness or disagreeableness.

ii) its influence upon later experience.

The problem is "to select the kind of present experiences that live fruitfully and creatively in subsequent experiences"[5].

If education is an internal development, through experience and for further experience, the concept of experience must be clear. This

1) ibid, p. 7. 2) ibid, p. 8. 3) ibid, p. 12.
4) ibid, p. 13. 5) ibid, p. 17.

concept must fit a plan which embraces all aspects of school, including subject matter, methods of instruction, discipline, equipment and social welfare. As the traditional education was based on custom and routine, it could function without a philosophy, but unless progressive schools are to be produced in a haphazard fashion, it is essential that they all have a sound philosophy of education.

Dewey believes that "such a philosophy of education should be based upon a philosophy of experience"[1] and appreciates how much more difficult it is to work out the appropriate methods, materials and relationships in the new education than it was in the old. Although simpler in principle than the old, the new education is not easier. He stresses the need for organisation on an empirical experimental basis, in contrast to the type of traditional organisation.

In his discussion of the 'Criteria of Experience', Dewey begins by proclaiming that progressive education is more humane and democratic than traditional education and, hence, why it is to be preferred. He refers to his concept of the experiential continuum, or continuity of experience and with respect to this names two criteria for assessing this quality of experience. These criteria are essential to discriminate between experiences which are educative and those which are miseducative. The first criterion is continuity. In so far that all experience modifies subsequent experience it is continuous, but mere continuity is insufficient. An experience is educative, according to Dewey, if it arouses curiosity, strengthens initiative and sets up desires and purposes that are sufficiently intense to carry a person over" dead places in the future"[2]. Further, the value of an experience can only be judged by what it moves towards. It is the responsibility of the adult educator to guide his less mature pupils into experiences which he recognises as worthy in the light of his own experience. "There is no point in his being more mature if, instead of using his greater insight to help

1) ibid, p. 19. 2) ibid, p. 31.

organise the conditions of the experience of the immature, he throws away his insight."[1] The educator must be "alert to see what attitudes and habitual tendencies are being created" and "judge what attitudes are actually conducive"[2] to continuing satisfactory growth. It must be borne in mind that experience is not simply an internal thing within the individual, but also has an external side affecting the objective conditions under which experience is had. Thus the educator must be in contact and familiar with the environment of the pupils in order to utilise the same as educational resources.

The second criterion consists of the degree of interaction between the objective and internal conditions. An "experience is an interplay of these two sets of conditions"[3]. Traditional education is predominated by the external conditions and largely ignores the internal factors. Progressive education must not err in the opposite direction. Experience results when a transaction takes place between an individual and his present environment which is defined by Dewey as "whatever conditions interact with personal needs, desires, purposes and capacities to create the experience"[4].

Continuity and interaction so much constitute a unity that Dewey refers to them as "the longitudinal and the lateral aspects of experience"[5], and together are the measure of the educative value of an experience. Hence, the concern of the educator is with the situations in which interaction takes place. The educator has a role of regulator of objective conditions and is thus able to ensure that the pupil's environment leads to worthwhile experience. To select suitable objective conditions requires that the educator appreciates the needs and capacities of the pupils.

The old concept that certain subjects possess cultural value is denied by Dewey, believing as he does that "there is no such thing as

1) ibid, p. 32. 2) ibid, p. 33. 3) ibid, p. 39.
4) ibid, p. 42. 5) ibid, p. 42.

educational value in the abstract"[1]. Without the adaptation of material to needs and capacities, an experience may be non-educative. The principle of the continuity implies that the needs of the pupils in the future must be constantly considered.

Unlike traditional education, the preparation for the future should not be primarily concerned with the skills they may need later but with the preparation for later experiences of deeper quality. Traditional education largely resulted in learning skills in isolation and hence, these skills remained segregated and disconnected from all but the actual conditions under which they were learnt. The formation of attitudes is more important than the acquirement of knowledge in Dewey's opinion and he believes that wrong teaching may damage native capacity to learn from experience.

As Dewey sees it, preparation becomes the development in the individual of that capacity which enables him to benefit most from present experience. The future, when it arrives, will then be the present. So the educator who has achieved maturity must be aware of the probable connection between present and future experience likely to be undergone by his pupils.

Dewey's views on social control, centre largely around his belief in the need for planning to fit a philosophy of experience. He believes that "Practical attempts to develop schools based upon the idea that education is found in life-experience are bound to exhibit inconsistencies and confusion unless they are guided by some conception of what experience is, and what marks off educative experience and mis-educative experience".[2] He considers first, the problem of individual freedom and social control in the light of the pupil's out of school activities. Children at play readily accept rules as part of the game and are angered, not by the rules, but by their being violated. He concludes

1) ibid, p. 47.

2) ibid, p. 53-54.

from this that "control of individual actions is effected by the whole situation in which individuals are involved, in which they share and of which they are co-operative and inter-acting parts"[1]. Children at play have a sense of sharing, not of being dictated to. Control is social in so far that order is established by the "moving spirit of the whole group"[2]. The person who establishes such good order is carrying out the wishes of the community in its interests - not his own single personal wishes or expression of personal power. Children are sensitive to the two types of control.

The traditional school was not a group held together by sharing in common activities and hence conditions for proper control were absent. In progressive education "the primary source of social control resides in the very nature of the work done as a social enterprise in which all individuals have an opportunity to contribute, and to which all feel a responsibility"[3].

However, as community life does not organise itself spontaneously, "it requires thought and planning ahead"[4]. Even so, Dewey is aware that not all pupils will respond on every occasion and the two general classes exist, namely, the passive and the docile on one hand and the bumptious and unruly on the other. Such cases need individual assessment. Nevertheless, failure in progressive education is not usually due to the minority who fail to respond but rather due to lack of arrangement in advance for the type of work to create the right situations which of themselves tend to exercise control. There is often lack of planning because such is considered to be opposed to freedom. The educator's own maturity and greater experience is wasted unless it enables him to arrange conditions conducive to community activity. Such planning is much more difficult than for traditional teaching as it must match up to the needs and capacities of the pupils. If development of experience

1) ibid, p. 57.
2) ibid, p. 58.
3) ibid, p. 61.
4) ibid, p. 61.

comes as a result of interaction, then education is a social process. The teacher must be a member of the group and, being the most mature, he has a special responsibility, as a leader, not as a dictator. Rules in games are an example of social control and their counterpart in school is the code of behaviour as manifest by the manners and courtesy prevailing. Such conventional forms of behaviour must not be mere formalities but the result of learning that"one of the most important lessons of life is that of mutual accommodation and adaptation"[1].

Concerning the nature of freedom, Dewey declares that "the only freedom that is of enduring importance is freedom of intelligence, that is to say, freedom of observation and of judgment exercised on behalf of purposes that are intrinsically worthwhile"[2]. The identification of freedom as a physical function is a common mistake. Nevertheless, he goes on to state that the external and physical side cannot be separated from the internal and mental side of activity, because external freedom largely controls social contact and hence intellectual freedom. External freedom should be a means to an end and not an end in itself. However, such external freedom is necessary if the teacher is to become acquainted with his pupils as individuals and so learn to understand them. Physical activity is a necessity if pupils are to be given "power to frame purpose, to judge wisely, to evaluate desires by consequences which will result from acting on them, power to select and order means to carry chosen ends into operation"[3].

Intellectual growth entails reconstruction and inhibition of impulses and desires which are the starting points. It is internal control of initial impulse through observation and memory, not external inhibition which constitutes thinking. Such internal control, Dewey believes, is aptly described by the well-known phrase 'self-control'. The danger which must be guarded against, is the changing from external

1) ibid, p. 68. 2) ibid, p. 69. 3) ibid, p. 74.

the starting point for new experience and the necessity of orderly development in the growth of subject matter through experience. The educator must realise along which paths this growth is to proceed. "Basic material of study cannot be picked up in a cursory manner"[1]. He criticises those progressive schools which fail to develop the intellectual content of experience but recognises no need for universally accepted content of subject matter. He advocates the establishment of scientific method to learning in all areas of knowledge.

Dewey's extensive writings, advocating a new philosophy in education and likewise having so great an influence upon education, have been the subject of considerable criticism. His basic pragmatism as applied to his philosophy of education has been questioned and his exposition has been criticised on the grounds of vagueness and ambiguity and because of the extremity and narrowness of his views.

It is beyond the scope of this thesis to consider more than a portion of the vast amount of literature concerned with such criticism. The writer feels that recent criticism, written as it is in the current atmosphere of curriculum development, is most relevant. Further, as this work is concerned with Modern school curriculum, the Newsom Report, 'Half Our Future', must be constantly borne in mind.

In his appreciation of Dewey, Morrish considers that "a world in which knowledge is merely an instrument can become a cultureless world"[2] which, through the doctrine of instrumentalism taken to its limits, could produce "a society of pragmatic opportunists without consideration or compassion"[3]. Furthermore, he declares that pragmatism can only produce wisdom after the event, as the outcome of activity cannot be

1) ibid, p. 96.
2) 'Disciplines of Education', I. Morrish, (Allen and Unwin, 1967), p. 125.
3) ibid, p. 125.

control to control by impulse and desire. This latter form of control does not constitute freedom because an individual whose actions are governed in this way is "directed by forces over which he has no command"[1].

Dewey declares that freedom can be identified "with power to frame purposes and to execute or carry into effect purposes so framed"[2]. In turn, freedom is identical with self control, because the formation and organisation of purpose is the work of intelligence. That the learner participates in the formation of the purpose directing his learning process, is essential to successful progressive education. As Dewey sees it, purpose begins with impulse and obstruction to this impulse leads to desire, but being an end view purpose involves foresight of consequence, which likewise involves intelligence. "The exercise of observation is, then, one condition of transforming impulse into purpose".[3] But, observation to be significant, must entail judgment in the light of previous experiences. Immediate action upon desire, must be postponed until observation and judgment have intervened. As activity is not acceptable as an end, freedom is not the immediate execution of impulse and desire. Of necessity, purpose must result from foresight of consequences and requires the formation of a plan. It is in the study of conditions and in the exercise of judgment to form plans, that the teacher is able to guide the pupil and so aid him in achieving freedom. Again Dewey stresses the value of the teacher's own larger experience and the need for him to be aware of the children's needs, capacities and past experiences. He recognises that the teacher will be required to suggest a starting point for what should become a co-operative experience.

In his chapter, 'Progressive organisation of subject matter', Dewey emphasises the need for making the pupil's earlier experience

1) ibid, p. 76. 2) ibid, p. 77. 3) ibid, p. 79.

foreseen. S. J. Curtis considers that Dewey "scornfully dismisses daydreaming as valueless and unworthy of the name of thought"[1] and questions the validity of Dewey's condemnation of fantasy thinking as useless. Both Morrish[2] and Curtis[3] point out that abstract thought is able to transcend experience. A very pertinent example of such abstract thought being the formulation of theories concerning the nature of the atom and the nature of the Universe. Unqualified support for experimentalism is without foundation as this would impose unreal limits upon man's capabilities and ignore many of his achievements.

The principle of the tentativeness of all truth upon which experimentalism is founded, is considered by Sister Mary Joseph Raby to be inadequate to the needs of children. She believes that disorganisation and insecurity would result if such a principle were accepted[4]. Both Garforth[5] and Curtis[6] criticise Dewey for his apparent lack of value judgments. They point out that he recognises that the quality of growth and experience is variable, but that he fails to accept the need for standards against which they can be assessed. In this way Dewey is open to criticism on the grounds of ambiguity and lack of clarity in his exposition. The need to evaluate experience implies some intrinsic ideal against which such may be judged. The implication is itself in opposition to Dewey's declared belief that educational values are intrinsic. In 'Experience and Education', Dewey stresses the value of the teacher's own mature experience in guiding the pupils in their experiences. This may be interpreted as an example of ambiguity in his exposition or it may be evidence that in his more mature years ~~he~~

1) 'Introduction to Philosophy of Education', (U.T.P., 1967), p. 77.
2) 'Disciplines of Education', p. 126.
3) 'Introduction to Philosophy of Education', p. 133.
4) 'John Dewey, His Thoughts and Influence', Blewitt, (Fordham, 1960), p. 111.
5) 'John Dewey: Selected Educational Writings; Garforth, (Heinemann, 1966), p. 37.
6) 'Introduction to Philosophy of Education', S. J. Curtis, p. 431.

he was modifying his points of view, and was becoming less guilty of over-emphasis.

In commenting upon the University Elementary school, Garforth considers the defect of neglecting the value of school duties in social training as the result of "overstraining of sound principles"[1]. Might not this phrase aptly explain how Dewey laid himself open to much of the criticism levelled against him? Curtis recognises the need for a reformer such as Herbert Spencer, to "strongly emphasise his views and even to exaggerate them"[2], if he is to obtain a hearing. Might not such a need be recognised in Dewey's case? He initiated the reform in education but cannot be held solely responsible for the way in which philosophy was interpreted by those who claimed to be his followers. If Dewey was writing at the present time he may not have felt it necessary to express his views so forcefully or to adopt such an extreme point of view. When he stated that education "is a process of living and not a preparation for the future living" and that it "must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing"[3], he was writing at a time when education was traditional and concerned with what a child was to become and was neglecting what he was in the present. Dewey appreciated what the child was as a child in the present, and patterned his educational system around the present child and not around the future man which the child was to become. Curtis[4], like Horne[5], considers that in so doing Dewey tended to ignore the merits of the traditional system.

1) 'John Dewey: Selected Educational Writings', p. 279.
2) 'Introduction to Philosophy of Education', p. 114.
3) 'My Pedagogic Creed', reprinted in 'John Dewey: Selected Writings', Garforth, p. 48.
4) 'Introduction to Philosophy of Education', S. J. Curtis, p. 112-113.
5) 'The Democratic Philosophy of Education', H. H. Horne, (MacMillan, 1948), p. 327.

As seen by R. S. Peters, " 'Education' relates to some sorts of processes in which a desirable state of mind develops"[1]. He considers that the aims of education are in fact "criteria to which processes such as training must conform"[2].. Furthermore, he declares that the value of education is intrinsic - "the truth is that being worthwhile is part of what is meant by calling it 'education'[3]. Peters comments that teachers cannot evade the fact that educationinvolves the intentional transmission of worthwhile content[4] and considers that growth requires guidance. Peters, like Dewey, considers education to have an intrinsic value but, although accepting a relationship between growth and education, he believes that growth, to be educative, must be directed and also that the pupils must be aware that they are being educated.

Dewey's new philosophy of education, according to Garforth[5], influenced educators in three major ways. First, he reaffirmed the significant sociality of education as the potential instrument for the renewal of society and so demonstrated education as a social activity in co-operation with society. Secondly, "he has given a new force and substance to the concept of child-centredness"[6], based on a sound philosophy without sentimentality. Thirdly, "instruction by project and problem solving"[7] has taken its place as a sound method of education. Garforth concludes: "It can be truly said that wherever at the present time children have been released from the tyranny of book and board, wherever thay are allowed responsibility and initiative in learning, and are encouraged to exercise intelligence in discovery, there is some debt owing to Dewey."[8]

Without accepting Dewey's educational philosophy in its extreme and

1) 'Philosophical Analysis of Education', Archambault, (Routledge, and Kegan Paul, 1965), p. 90.
2) ibid, p. 92. 3) ibid, p. 92. 4) ibid, p. 97.
5) 'John Dewey: Selected Writings', Garforth, p. 39-40.
6) ibid, p. 39. 7) ibid, p. 40. 8) ibid, p. 40.

acknowledging that he may be guilty of over-emphasising his point of view, it can be recognised that the pattern of education which he advocates, is relevant to the needs of most Secondary Modern pupils. Significantly, the Newson Report, drawn up after intensive enquiry into the needs of pupils of average and below average ability, also advocates this release from "the tyranny of book and board" and the need for the provision of opportunities for pupils to practice intelligent discrimination in relation to school work, which should be relevant to their lives outside of school. A philosophy of education based upon the beliefs expressed in the Newsom Report, would bear a strong resemblance to that of Dewey.

Dewey and the Newsom Committee both consider education from the stand point of the needs of the pupil as a social individual. Believing that a well instructed man is not necessarily a well educated man, Dewey is opposed to subject based curricula. He declares that preparation for the future "should not be primarily concerned with the mere acquisition of knowledge which may be useful at some time in the future"[1]. The Newsom Committee does not consider that the acquirement of basic skills, by themselves, can "represent an adequate minimum education at which to aim"[2]. Although recognising that such skills are the tools of learning, the Committee points out that pupils "need to develop, as well as these, capacities for thought, judgment, enjoyment and curiosity".[3] In agreement with this belief is Dewey's own opinion - "that all which the school can or needs to do for its pupils, so far as their minds are concerned, is to develop their ability to think"[4]. At the same time Dewey recognises that such thinking is not practical without some mastery of basic skills. This common belief, shared by Newsom Committee and Dewey, recognises that education embraces a far wider field than that of the instruction of

1) 'Experience and Education', John Dewey, p. 47.
2) Newsom Report, para. 76.
3) ibid, para. 76.
4) 'Democracy and Education', John Dewey, p. 179.

pupils in factual knowledge. It is their shared opinion that education must be concerned with the development of the pupils' mental capacities for thought and judgment, which they will need to use throughout the whole of their lives, unlike factual knowledge which may be unused and forgotten after leaving school. The Newsom Report recognises how easy it is for less able pupils in Modern schools to "be in danger of spending their whole time in school in continual efforts to sharpen tools which they never have enough opportunity to use"[1]. Both authorities recognise that, in the training of such mental capacities (of thought and judgment), subject matter is used as the material upon which to exercise these powers. The Report stresses the inadequacy of considering the work of the school in terms of subjects and requires that "the significant thing is the total impact"[2]. The value of experience gained outside of school, in achieving the development of our Modern school pupils, is emphasised and the Report declares that "a fixed range of subjects for all pupils at all times is not essential"[3].

The value of the pupils' own experience as the source of subject matter is recognised by Dewey and the Newsom Committee, but not to the same degree. Dewey's belief that "there is no such thing as educational value in the abstract"[4], is not reflected by the Newsom Committee. However, their Report makes clear that, like Hadow, the Committee considers that the work of 'our' pupils should be practical, realistic and related to the living interests of the pupils[5]. The Report emphasises the value of 'practical subjects', e.g. Woodwork, Metalwork, Art, Home Economics and Craft) in offering pupils "a chance to learn by direct experience, rather than by a theoretical explanation alone"[6]. Further, it stresses

1) Newsom Report, para. 77.
2) ibid, para. 84.
3) ibid, para. 85.
4) 'Democracy and Education', p. 47.
5) See Newsom Report, para. 93.
6) Newsom Report, para. 95.

that even in these subjects the relationship to real life must be maintained and also that the learning "in subjects which are not, in conventional usage, 'practical', should start more directly from the pupils' experience"[1]. The Newsom Committee advocates that the acquirement of factual knowledge, as the result of experience, is the most satisfactory way of learning, especially for less able pupils. Dewey, on the other hand, believed that knoweldge could only be gained as the result of experience which is, itself, essential to the process of learning.

Both Dewey and the Newsom Committee appreciate that stimulus is an essential requirement for the learning process. Dewey declared that experience and, hence, education are only provided by a situation which stimulates interaction between the individual involved and the situation itself. The Report gives no definition of the Committee's concept of experience but recognises the need of stimulus to effort in learning, and points out that such stimulus can be obtained by ensuring that the work in school is recognisably related to the world outside. "To our boys and girls 'realistic' means belonging to the real world of men and women, not of school children"[2]. Situations relating to the world outside can provide the stimulus to interaction which Dewey declared was essential to experience and learning.

The Newsom Committee emphasises the need for the school to recognise the approaching maturity of the older pupils. To this end it recommends that older pupils be given the element of choice in their work and, also, that they be afforded the opportunity of working together[3]. Such recommendations would appear to indicate that the Newsom Committee would be inclined towards accepting Dewey's concept of the place of freedom and social control in education. Dewey believed that freedom of intelligence should be recognised as the only enduring form

1) ibid, p. 97.
2) Newsom Report, para. 321.
3) Newsom Report, para. 327.

of true freedom and must be identified with responsible thought and action. The Newsom Committee point out that in giving a freedom of choice to our pupils, we not only recognise their right to such freedom but accept that they are capable of thinking and acting responsibly. Fundamental to Dewey's concept of social control is his belief in the responsibility of the individual towards his fellows. By co-operative work, as advocated in the Newsom Report, each pupil has the opportunity to realise his responsibility to the group as a whole and, usually, will come to accept this responsibility.

Although the Newsom Committee does not appear to accept the principles that experience is always essential to education, as Dewey does, the writer feels that there is so much similarity of thought between them that 'Newsom' might well be considered as an interpretation of Dewey for mid 20th Century conditions.

This review of Dewey's educational philosophy and the consideration of its relevance to the thinking of the Newsom Committee, enable the writer to recognise more clearly, those features which had contributed to the success of the experimental work carried out during the period 1961-66. The enthusiasm of the pupils for their work had resulted from the child-centred nature of the courses, which were developed around the interests and needs of the pupils. It had been our recognition of the fact that the pupils' interests were directed towards real situations in, or related to, the world outside, which had motivated them in their work and as a result they came to feel that the school was catering for their needs. They could appreciate the value of the work they were now doing as it was directly related to their present lives and possible futures, but they had not been able to recognise such a relationship between much of the factual knowledge they had previously been required to learn and the real world outside of school. The writer feels that the fuller nature of the education provided by these courses, contributed to the realism of the work, because the pupils were required to practise

"self-conscious thought and judgment"[1]. To the pupils their school work no longer appeared to consist of collecting what, to them, was apparently useless material in the form of factual knowledge. They were purposefully using those basic skills, acquired earlier in their school lives, to enable them to exercise their powers of thought and judgment. However, the writer recognises that the main factor contributing to the realism of the courses was the experience-based nature of the curriculum. The knowledge acquired by the pupils through their own personal experience possessed a reality which could never be achieved by abstract learning. It was this realism produced by the experience-based courses which enabled them to provide a satisfactory education for the pupils. With the least able pupils, the writer feels that, in all probability, learning through direct experience is the only way in which they can be satisfactorily educated. Recognising the great difficulty which our least able pupils encounter with abstract learning, the writer is inclined to accept Dewey's statement that "there is no such thing as educational value in the abstract"[2], as being pertinent to these pupils. Furthermore, it is felt that the success of the experimental curricula was largely due to the fact that the courses were based upon experiences closely allied to the pupils' own interests in the outside world and, also, that the improved sense of responsibility developed by these pupils was largely due to their working together in groups and, in so doing, coming to recognise that they each had something to contribute to the work as a whole.

In the light of the Newsom Report and the experience gained by his previous experimental work, the writer feels that Dewey's educational philosophy provides a sound basis upon which to develop a curriculum suited to the needs of the older pupils of average and below average ability as found in our Secondary Modern schools. Such a curriculum would be experience-based and as the Newsom Report advocates

1) Newsom Report, para. 313.
2) 'Democracy and Education', p. 47.

that the older pupils should be accorded a measure of choice in their work[1], an experience-core curriculum would appear to be appropriate.

1) Newsom Report, Principle Recommendations, No. 4a.

SECTION 3

IMPLEMENTATION

Chapter 6

Principles Governing an Experience-Core Curriculum

In current literature concerning curriculum, the term 'core' has a variety of meanings. Confusion has arisen to such an extent in U.S.A., that Harold B. and Elsie J. Alberty have found it necessary to define five types of core programme in use in general education[1]. Types one, two and three are core programmes which are basically subject-centred and retain the concept that "general education is to be found in the material usually taught through separate subjects"[2]. They differ simply in the number of correlated subjects taught in a single curriculum. In type one core programmes, single subjects are taught without correlation. In programmes of types two and three, correlated teaching is given in either two or three subjects. Types four and five are pupil-centred and based upon the needs, problems and interests of the pupils. In type four, the topics or problem areas are laid down in the curriculum, whereas in type five, the problems are chosen by the teacher and his pupils. The experience-core programme may likewise be classified as pupil-centred programme and would appear to be approximate to a type five core programme.

In January and February of 1964, a 'Newsom' Conference was held at the Institute of Education in Newcastle. The writer was a member of that Conference[3]. Experience-core curriculum was one subject discussed. Following the conference, the members received a summary report produced by Mr. R. Morris who was Chairman for these meetings. In Appendix II, the nature of an experience-core curriculum is defined as follows:-

1) Re-organising the High School curriculum, (MacMillan, 1962), p. 204-225.
2) ibid, p. 217.
3) See Appendix V for list of members.

"The common feature shared by all types of core organisation is the division of the curriculum into two parts:- a) the core, which is compulsory and b) the periphery, or area of choice from which different selections are made to meet the needs of individual pupils.

In the special case of an experience-core curriculum, the compulsory area is defined by the following characteristics:-

i) The 'subject-matter' is to be found in the on going experiences of the pupils themselves and not in any specialised branch of knowledge or physical skill;

ii) This material is to be treated in ways that will tend
   a) to help each individual pupil towards a more complete integration of the complex bundle of events that constitute his personal experience of life; and
   b) to provide maximum opportunity for developing the social skills of working together, understanding another's view point and expressing one's own."

This extract defines the compulsory area of an experience-core curriculum.

Further to this, the part of the curriculum described as the periphery, or area of choice, is characterised by the pupils' freedom of selection. Such freedom of selection is established in two ways:-

1) the 'Subject-matter' is freely chosen, as each pupil selects his or her own area of enquiry, relative to a particular experience.

2) The style of the expression work and the record of the knowledge derived is freely chosen by the pupils.

These characteristic features of the compulsory area and the periphery area define the style of experience-core curriculum operated by the writer with Modern school pupils not suited to courses leading to external examinations.

This type of curriculum lends itself well to the implementation of the recommendations of the two major reports upon the education of

pupils in Modern schools. Hadow and Newsom both require that Modern school pupils should receive an education which is both realistic and practical. The aspect of a pupil's life which is most realistic is his or her own on-going experience. Newsom requires that for work to be secondary in character it must require the pupils to consciously discriminate and, further, it must be concerned with the world outside, of which the pupils are part, and with their future in the world. The compulsory area of an experience-core curriculum should be the on-going experiences of the pupils in the world outside, as they at present participate in it and as they look forward to participating in their future lives. The experience used to initiate a progression of work must fulfil the two criteria, laid down by Dewey, for assessing the educative value of an experience, namely, interaction and continuity. To this end, the experiences used are those which develop from situations which stimulate reaction and the desire for further educationally worthwhile experience. In both areas of the curriculum, the pupils are required to use their conscious powers of judgment and discrimination. If experience is to be the basis of the pupils' learning, it is essential that the true nature of experience is appreciated.

Dewey provides such an appreciation. It is upon his concept of experience that the writer bases his work in experience-core curriculum. According to Dewey, experience is the inter-action between an individual and the situation in which he or she finds him or herself. If a situation produces no reaction, then no real experience results. Failure of a situation to provide experience is due to failure of the situation to stimulate the individual. For an experience to be meaningful it is essential that it motivates thought on the part of the individual involved in the experience. The outcome of the stimulus is, therefore, a measure of the educational value of an experience. Education cannot be directly equated with experience because the educative value of experience depends upon the individual's desire for further experience and also the type of further experience so desired. The value of an experience is small

unless it evokes a desire for further good experience. This continuity of experience is essential if the mind of the individual is to develop. The degree of interaction between the individual and his or her situation, together with the desire for continuous further experience, measures the value of an experience.

The major task for those of us involved in planning and operating experience-core curricula is to ensure that the situations in which our pupils are involved fulfil these requirements for good experience. As Dewey points out, it is the responsibility of the teacher, in selecting the experiences to be used, to guide the pupils in the light of his own mature experience and to act in the role of regulator of objective conditions. In making such selection, the purpose of experience-core curricula must be clearly acknowledged.

The primary purpose of an experience-core programme is the development of the pupils' attitude of mind. To this end the pupils are required to use their capacity for judgment and discrimination (Newsom, p. 313, 1st characteristic of Secondary Education). It is not the purpose of this style of curriculum to educate the pupils in any particular branch of specialised knowledge and, hence, the selection of experiences should not be governed by the requirements of a subject syllabus. Newsom considers that secondary education must be characterised by being related to the world outside school. Hence, the knowledge gained by pupils in experience-core curriculum will be derived from materials within the scope of their ordinary life experience. In this manner, the work is pupil-centred and, consequently, interest-centred.

Unfortunately, not all knowledge gained nor all attitudes developed from the pupils' life experiences are worthwhile. The teacher's maturity and own personal experience must be his guide in selecting educational experiences for his pupils. The danger of attempting to develop adult attitudes of mind too quickly must be avoided. To ensure that this is so, the teacher needs to be conscious of the capacities of his pupils

and aware of their environment in the world outside. The teacher must not be a remote dictator but needs to be the sympathetic adult member of the group, who has the special responsibility of leadership. It must be constantly borne in mind that the pupils are being prepared for their future, not by being equipped with skills and knowledge which they may or may not use, but by responding to present experience as preparation for later and fuller experience. The teacher, probably more than any other professional person, needs to exercise foresight in considering his present work in terms of its future effects.

Planning experience-core curricula presents greater difficulty than planning traditional subject-based curricula, as no syllabus can be laid down. However, a general pattern of approach can be established. The first task of the teacher is to decide what particular on-going experience of the pupils is to form the compulsory core for a progression of work. The everyday situations in which many of our less able pupils have been involved, and continue to be involved, are such as to produce little or no worthwhile stimulus and so fail to contribute to experience which we, as teachers, would recognise as educative. This is particularly so in the case of pupils who come from poor homes where the parents are disinterested and make little or no attempt to involve their children in worthwhile situations but who, at times, are not averse to involving them in situations which, though stimulating, are far from worthwhile[1]. It is because these negative situations fail to stimulate the pupils to conscious thought and discrimination, that they fail to produce vital experiences. The teacher must select situations which will stimulate interaction and so provide experience. The situation may be created by taking the pupils into an environment which to them is interesting. However, a fresh environment is not essential to the creation of a fruitful situation. A subject for discussion, the reading of a book or periodical, or a talk from a visitor can equally well create a sit-

1) Newsom Report, para. 330.

uation which stimulates fruitful experience. The situation in which the pupils are placed provides a centre of interest around which discussion must revolve. The pupils' desire for discussion measures the value of the situation as a means of providing experience and indicates the participation and involvement desired by the pupils. Such discussion is vital to experience-core curriculum work as it requires the pupils to think consciously about the situation in which they are involved, and provides them with the opportunity to express their thoughts, ideas and opinions. To many of the less able pupils, this opportunity is unique and so, in itself, is a new and stimulating experience. To all pupils it provides the means to satisfy a basic common need, namely, that of self expression. From the discussion work a variety of topics of interest emerge. The emergence of these topics of interest relative to the pupils' experience, completes the compulsory part of this type of curriculum.

The peripheral area of the work begins with the pupils choosing a topic to use as an area of inquiry. In this way the pupils are afforded the freedom of choice appropriate to their approaching maturity and, simultaneously, their capabilities for responsible thought and judgment, and their right to such freedom are recognised, as recommended in the Newsom Report. However, as Dewey points out, such freedom must be associated with the practice of these mental powers. Each pupil can elect to work individually, but usually will work as a member of a group. When the class contains pupils of widely differing abilities, co-operative work in groups of three or four pupils enables the least able pupil to make some contribution to the work which would otherwise, in all probability, be beyond him. By group work of this nature, pupils learn to integrate their efforts and appreciate the value of working together. They are given the opportunity to learn that important lesson of life, namely, "that of mutual accommodation and adaptation"[1], as described by

1) 'Experience and Education', John Dewey, (MacMillan, 1951), p. 68.

Dewey. Working in this way, each individual's effort is directed towards the common task and each individual has a responsibility for a share in the work. In this way, social control is developed.

The information obtained by a group investigating an area of inquiry is expressed in the way which they themselves choose. A pupil whose ability to express himself is most limited, can contribute to the work of the group by simple tasks such as preparing pictorial diagrams, collecting illustrations or making models. On completion of the assignment the group then displays their collective work in order that the other groups may view it.

It is appreciated that, in the beginning, this pattern of work in experience-core curriculum will not develop spontaneously. The teacher will need both to prepare and unobtrusively guide the pupils through their core experience and, furthermore, will need to inspire as well as guide them in their subsequent experience within the peripheral area of the curriculum. It could be necessary to provide questionnaires relating to the situations used to start a progression of work. During discussion the teacher leads the pupils towards making judgments without directing them. He or she is constantly available and ready to advise on ways and means of obtaining further experience relative to the areas of inquiry and their subsequent development.

Characteristic of the function of an experience-core teacher, is his responsibility for preparation, guidance and inspiration. Such inspiration has a dual purpose as it involves preparing himself as well as preparing the pupils for experiences which are to be the basis of their learning. The major task which confronts the teacher in his preparation is the development of sympathetic understanding of the pupils. To achieve this requires that he not only appreciates the pupils' capacities for learning and recognises their potential to react to a situation, but also that he is able to establish the essential relationship between himself and the pupils. Knowledge of the pupils' environment and of

their lives outside of school is fundamental to the development of this relationship. The teacher must be one of the group but, in being so, must still retain the position of leader. He holds his position, not by reason of his greater and unquestionable knowledge, but because of his greater and more mature personal experience. The teacher is the person who, in his own development, has earlier travelled a road similar to the roads along which his pupils are at present travelling. As the children recognise this relationship, they will readily accept and respect his leadership. The establishment of this relationship simultaneously prepares both teacher and pupils for their work. Such dual preparation is indispensable if suitable situations are to be chosen for the pupils.

In the light of his own personal experience, the teacher is aware of where these roads should lead and in this knowledge he is able to guide his pupils. Such guidance will be acceptable to pupils who recognise his leadership and his sympathetic understanding of their problems. Guidance and direction may both be used for the same purpose, but the former requires the willing co-operation of the pupils whilst the latter may result only in unwilling response. Willing co-operation leads to the most worthwhile participation by the pupils.

The teacher, like all successful leaders, must be able to maintain the enthusiasm of his class for the work in hand. With pupils, many of whom have limited aspirations and even a background of academic failure in their earlier years, the maintenance of enthusiasm can be an onerous task. Encouragement and appreciation of their efforts is not sufficient. All pupils possess some degree of ability in one form or another. So often schools have appreciated only one form of skill possessed by their pupils, namely academic ability. Here the outside world has demonstrated our failures to us, as many non-academic pupils, on leaving school, have become remarkably successful in their later lives. We must appreciate ability of all kinds and ensure that our pupils are aware of our apprec-

iation. Recognition of the possession of ability by our academically less able pupils creates mutual esteem between teacher and pupils. Furthe: -more mutual esteem developes between the individual pupil and the rest of the group. As a result, the individual pupil gains in self-esteem. This establishment of mutual esteem and the consequent gain in self-esteem is the source of inspiration for success in work of all kinds.

The experience-core teacher emerges as a novel type of specialist in so far that he specialises in experience-core teaching without holding responsibility for the teaching of a particular subject. He may be termed a 'specialist non-specialist'. As a class of pupils will spend a large part of their weekly programme with such a specialist, he will be in a similar position to that of the class teacher in schools which do not provide specialist subject teaching. The experience-core teacher is himself a new style of class teacher having real educational force.

Upon these basic principles, the writer began to develop an experience-core curriculum in his own school, some months after his appointment as Headmaster. An account of this development is provided in the chapter which follows.

Chapter 7

Establishment and Operation of Experience-Core Curriculum in a Secondary Modern School (1966-68)

The school to which the writer was appointed as Headmaster in 1966 was a mixed four stream Secondary Modern school for 500 pupils. During the eight years since its opening, considerable success had been achieved with the courses provided for its more able pupils. When the writer took up his position in July 1966, the school was entering candidates from the two upper streams for G.C.E. 'O' level, C.S.E. and the 4th Year School Certificate Examination of the local N.C.T.E.C. This school might well have been one of those schools to which the Newsom Report referred in saying that "most of the distinctive courses which have proved so successful have, for understandable historical reasons, so far been designed for the able pupils"[1]. Likewise, the succeeding statement from the Newsom Report was pertinent, namely, "It would be idle to pretend that all the rest of the pupils are satisfied or satisfactory customers"[2].

In the light of previous experience and knowing the success achieved in his previous school, (see Chapter 4), the writer felt it was necessary to establish experience-core curriculum in order to cater for the needs of the less able pupils, especially for those in the 4th year. The first task was to discover which members of staff would be suitable for experience-core teaching. Such teachers needed to be not only willing to undertake this type of work, but capable of doing so successfully. The one member of staff who had previously attempted project work with a less able form was, fortunately, an experienced member of staff and Head of the English Department in the school. Her suggestion that she re-introduce project work with the less able pupils in the 4th year, was

1) 'Half Our Future', para. 46.
2) ibid, para. 46.

put forward before the mid-term holiday in the Christmas Term, 1966. On the staff at this time was a man in the position of Further Education and Youth Service Tutor, one of whose responsibilities was Careers Guidance. The conditions of his appointment were such that he could be required to devote 1½ days per week to work in the school in this capacity. He could not, however, be required to do formal teaching. In his earlier experience, in another school with another L.E.A., he had done some core teaching, but mainly with regard to Geography and Careers Guidance. He appreciated the need for a distinctive programme for the less able older pupils and expressed a willingness to participate in an administrative capacity. It was through his liaison with the Youth Employment Officer that the first practical steps in the establishment of experience-core teaching were eventually made. It was gratifying to discover from the Tutor that the Y.E.O. not only appreciated that Careers Guidance was only one of the functions of this type of teaching, but that such special teaching programmes were needed for the less able pupils. Discussions concerning plans for the commencement of experience-core teaching began between the Deputy Head, the F.E. & Y.S. Tutor, the Senior Master, the Head of the English Department and the writer during October 1966. From time to time, the Y.E.O. was brought in to these discussions in the later stages.

Initially these discussions were concerned with the basic principles of experience-core curriculum. This commenced with the writer defining the nature of core organisation, with its division into the compulsory core and the subsequent peripheral area of choice, followed by definition of the special case of experience-core curriculum possessing as it does, the characteristic that the core area must be concerned with the on-going experience of the pupils. It was agreed that this concept was fundamental to experience-core teaching and that all members of the teaching team to be involved in such work, must accept these basic principles and adhere to them.

At this stage in discussion, it became apparent that some members

of the group were considering how this type of programme might be used to cover the subject syllabuses then in operation in the school. The writer then explained that it was not his intention to establish an experience-core curriculum which would occupy the whole of the pupils' time in school. Rather, experience-core teaching would be one partof the curriculum and the remainder would consist of subject-based teaching. It was readily accepted that certain essential topics, relative to particular subjects, were unlikely to be covered in the normal development of work in experience-core teaching and that a parallel subject-based curriculum could ensure that these areas of knowledge were adequately covered in the pupils' education as a whole.

The establishment of the principle that pupils would follow parallel experience-core and subject-based curricula, enabled the staff concerned to appreciate that the subject matter of experience-core teaching did not need to be linked to the requirements of subject syllabuses in order to safeguard the pupils' general education. It was recognised that only freedom from obligation to cover subject syllabuses would allow free selection in the peripheral area of the programme. This freedom would remove the danger of the pupils being directed in their choice of topic and subsequent subject matter in the peripheral area. Such direction would be contrary to the basic principles governing experience-core teaching. Furthermore, it was accepted that any obligation to cover particular subject topics would limit the choice of experience which could be used as the core for a progression of work.

Following agreement upon these basic principles, the group then proceeded to discuss the nature of experience and situations which stimulate experiences. It was readily recognised that a situation does not contribute to experience when, because of failure to stimulate, it produces no interaction and, furthermore, the quality of an experience is measured by the desire created for further worthwhile experience. Equally important, it was appreciated by all members of the group that the situations in which many of our pupils had been involved, and

continue to be involved, in their everyday lives, were of this nature. It was for pupils of this kind of background that experience-core curriculum was intended.

At this point the discussion spontaneously focused around the consideration of situations in which it was practical to involve pupils in order that they may undergo worthwhile experiences. The writer deliberately refrained from defining what he considered to constitute a situation. The decision to do so was taken for two reasons. Firstly, because of a wish to avoid over complications in the initial stages of development of the experience-core programme. Secondly, as it was to be the staff who were to undertake the teaching, it was proper that they should select the situations in the light of their own appreciation of the system, rather than by direction from the writer in his position as Head. Suggestions were made that visits to places of work outside of school should be used as situations, to initiate experience-core work. Such visits had been used in previous years, mainly as part of careers guidance, and it was pointed out that the Y.E.O. was eager to arrange such visits and with greater regularity than previously. The writer appreciated that the incorporation of regular visits outside of school could do much to raise enthusiasm amongst the pupils for whom the course was planned. All of these pupils, in their fourth year, were intending to leave school within the year (or at the end of it). Their interests at this stage were strongly directed to the world outside and, in most cases, to employment on leaving school. Such a bias to the programme should make them feel that the school had something to offer them, the value of which they could appreciate. Many of these pupils were the unsatisfied and unsatisfactory customers to which Newsom referred[1]. They, themselves, were aware that the more academically able pupils within their own age group, were being provided for with programmes specially designed for them. Special provision for the lower

1) See ref. first page of this chapter, (p. 107).

ability pupils should enable them to realise that their own needs were being considered and catered for, and as a result they could be expected to become more "satisfied customers"[1]. The decision was taken to consult the Y.E.O. with regard to arranging visits for the pupils. The writer was well aware that for visits to places of work to be the only situations to provide experience, would constitute a very narrow approach to experience-core teaching and, also, that such teaching would be strongly biased towards careers guidance. In discussion these observations were withheld again because of the wish to avoid over complication at the beginning of the new course and also because it was expected that the much wider aspects of experience-core teaching would soon become apparent to the staff involved. Furthermore, the interest value of such visits was not to be disregarded in relation to the particular pupils to be involved.

Following upon the acceptance of the idea that a visit to a place of work could be used as a core experience for a progression of work, the problem of staffing arose. The Head of the English Department again expressed her willingness to undertake experience-core teaching and her offer was readily accepted. Unfortunately, the other members of the group were not available. The Senior Master, as Head of the History Department had, at that time, a full programme in his own subject with forms in the upper years who were taking external examinations. The F.E. & Y.S. Tutor and the Deputy Head were not available because of the duties appertaining to their positions. Consideration of the availability of members of staff resulted in the decision to ask a specialist teacher, whose own subject did not provide him with a full programme, if he was willing to undertake such work. This particular teacher had taught his subject throughout the whole of the school with great success and had aroused great enthusiasm in the pupils. Of more importance was the fact that in doing so he had developed a fine relationship with his pupils.

1) ibid.

As Headmaster, the writer approached him and explained the agreed ideas which were to govern the initial pattern of experience-core teaching. He was interested and agreed to undertake this work.

Following his agreement he joined the group in all its discussions. At this stage it was felt that the Y.E.O. should be informed of our plans and be requested to come to school to discuss them. This was done and he willingly agreed to come to the school.

Before the Y.E.O.'s visit, it was decided that all fourth year pupils not intending to take the N.C.T.E.C.'s School Certificate Examination, would follow an experience-core curriculum as part of their programme from January 1967. This would involve two forms and the composition of these two forms was the next topic of discussion. All the staff concerned realised that the maintenance of the pupils' interest in their work was of paramount importance to the success of this first experience-core curriculum programme. It was unanimously agreed that the interests of 4th year boys and girls differed widely and so their response to any one particular situation would vary greatly. It was considered that the pupils' interest would best be maintained if visits were planned separately for boys and for girls. As a result, it was decided that for experience-core teaching the pupils would be segregated by sex. The two staff who were to teach these forms were well acquainted with the pupils in them, and were agreed that discipline in the freer atmosphere of peripheral work would be more satisfactorily maintained. Whilst considering discipline within these forms, the point was raised that complete segregation for the whole of their programme might enable the staff to improve the attitude of these pupils in school. It must be appreciated that the programme was being planned for pupils who were, in the main, the least able, and the most dissatisfied members of the community. Already in the first term of their last year, several of these pupils of both sexes had needed to be severely disciplined for actions in school which had been largely motivated by their desire to

blatantly resist authority. Some of the boys had appeared in the Juvenile Courts and more than one was on probation. In these circumstances, the writer agreed to full segregation for these two forms. At this stage of preparation, the Y.E.O. visited the school towards the end of November, 1966.

It was very gratifying to find that the Y.E.O. was most appreciative of what we were attempting to provide for the particular pupils in the fourth year and also that he was in sympathy with our aims and plans. He offered his assistance and willingly agreed to make arrangements with firms in the neighbourhood to receive parties from the school. His experience and knowledge of places of work in the area around the school was of great value in helping in selection of suitable places to visit. It was then arranged that the F.E. & Y.S. Tutor would liaise with him concerning the provision of facilities for visits. These arrangements were made rapidly and whilst making them, the Y.E.O. acquainted a large number of personnel officers and members of management of our plans in school. The outcome of his so doing produced an unexpected development, relative to the establishment of the experience-core curriculum.

The writer learnt from the Y.E.O. of the keen interest shown by members of staff of the various firms. There were three main reasons for such interest, he explained:-

i) Employers were finding increasing difficulty in engaging the more able fifteen year olds owing to the increasing tendency for such pupils to remain at school until the age of 16. They needed young people of this age and, perforce, were being faced with accepting less able 15 year olds for the posts. The type of work done in school by these less able youngsters was unfamiliar to many members of industry whose task it was to engage staff;

ii) Many firms were finding that young people who possessed

academic qualifications on entering their employment, very often obtained further qualifications during their years of training and were not content to remain with the firm as tradesmen when their training was complete. This mitigated against the establishment of a stable labour force;

iii) Employers considered that there was insufficient communication between the schools and themselves, and as a result they were inadequately informed of developments in the schools.

In view of this interest by employers, the Y.E.O. suggested that they might be given the opportunity to visit the school and hear from the staff of the proposed new developments to take place in the education of the less able pupils. This suggestion was discussed by the staff concerned with the inauguration of the new curriculum. It was felt that such interest was most desirable and could benefit the pupils, especially with regard to their future prospects in employment and that advantage should be taken of it. The only reservation was that it should be made clear that the new programme would only be commencing in January of 1967. The Y.E.O. felt that the school should take the opportunity of inviting representatives from Industry and Commerce as soon as possible, before their interest waned. He was of the opinion that the fact that the new course had not commenced would not deter representatives from coming to school, especially as the writer, having previous experience of specially designed courses for less able pupils, could discuss the same with the visitors. So the decision was made to invite representatives from a large number of firms in the surrounding area. The Y.E.O. provided the school with a list of firms and members of staff in those firms who, he felt, would readily respond to invitation. The invitations were sent out and the response was exceptionally good. In addition to local firms, invitations were sent to officials of both the local Ministry of Labour, the area Ministry of Labour, the Chief Inspector of Schools of the L.E.A. and H.M.I. Twenty-three firms were

represented at the meeting held in the school early in December, 1966[1]. After an address by the writer, the meeting was thrown open to discussion. Both the L.E.A.'s chief inspector and the H.M.I. for the district made valuable contribution by initiating this discussion. Throughout, the interest of the employers was evident and offers of co-operation readily given. In conclusion, the school was requested to continue to make possible similar opportunities for regular communication between themselves and employers. A further request was made that, once the course was established, the school might provide an opportunity for the representatives to return in order to see the results of the pupils' studies.

At the beginning of the Easter Term of 1967, experience-core teaching commenced with two single sex forms composed of 4th year pupils who neither intended to take external examinations nor to continue at school beyond the statutory leaving age. These two forms were termed Modern forms and named 4 Modern Boys' and 4 Modern Girls' - 4MB and 4MG for short. The title 'Modern' was adopted because it was felt that the work to be done was in keeping with the spirit of education postulated by first Hadow and then again by Newsom.

Of the weekly time-table of 40 periods of 35 minutes each, twelve periods were allocated for experience-core teaching. This resulted in reducing the allocation of time for some subjects compared with the previous time-table. The following shows the allocation before and after the introduction of experience-core curriculum:-

1) See Appendix VI for details of members present.

	No. of Periods Sep. to Dec., 1966	No. of Periods Jan. to July, 1967
R.E.	1	1
English	4	2
Maths.	4	2
History	3	)
Geography	3	) 2
Science	3	3
Wood or Metalwork or D.Science or Cookery	8	4
Eng. Drawing or Craft	4	4
Art	2	2
P.E.	4	4
Music	3	2
Library	1	2
Modern Course Studies	Nil	12
Totals:	40	40

Through the co-operation of the Y.E.O., visits which the staff considered suited to the interests of the two forms had been arranged to take place at intervals of two to three weeks. This period between visits was felt necessary a) to enable pupils to complete the peripheral work developing from each experience, and b) to avoid imposing ourselves too much upon the firms accepting visitors. To avoid disruption of the internal school administration when groups were leaving the school premises, each of the two forms were time-tabled for two afternoon sessions of four periods for experience-core work. In this manner, time-table changes for the Modern forms could be avoided at such times as they needed to go out of school.

At the end of the previous term, the pupils had been informed of the changes which were to take place in their curriculum. They showed real interest when informed and returned to school after the Christmas

holiday with enthusiasm for this new type of work. In the opinion of the staff, there were two factors responsible for this enthusiasm. The first was the pleasure of the pupils at the idea of being involved, through school, in the world outside. The second was the pleasure of the pupils in having special and separate provision made for them by the school. The writer gained the impression that this enthusiasm had grown because the pupils felt that their interests were being acknowledged rather than condemned or disregarded and, also, because the pupils felt that the school was offering them work which, to them, was meaningful.

Progress at first was slow. The pupils enjoyed the visits but the boys especially were lacking in ideas and enthusiasm for peripheral work. This was probably partly due to their general attitude to school which they had acquired over a number of years. Previously, in subject-based lessons, they had had very little to contribute to vital discussion and had become passive in their attitude to work. They had not been called upon to exercise their powers of thought or been able to express opinions because of lack of appreciation of the work they were doing. The difference between the two teachers taking the 'M' forms became apparent early in the term.

The woman teacher for the girls' form was able to initiate discussion and to encourage her pupils to talk about their core-experience. As a result, her form progressed satisfactorily. Early in the first term of the new course, the girls were beginning to discriminate and express opinions concerning the situations in which they had been involved. Furthermore, their interest was being aroused in ideas developing from their experiences. Having such interest, the desire to expand their ideas and to make enquiries relative to them were growing. The peripheral area of the curriculum, with its area of inquiry, was being well established. This teacher demonstrated her capabilities to sympathetically lead and guide her pupils as and when needed. The lack of progress in the boys' form was unsatisfactory.

Evidence of this failure was the request by this teacher for weekly visits. The reason given for more frequent visits was that the boys were lacking in interest. The writer discussed the problem with the form teacher concerned. During this discussion it became apparent that, although the form of boys was a difficult group, this could not be accepted as the main reason for their failure to make progress with an experience-core curriculum. The difference in progress between the two forms could mainly be attributed to the difference in personality of the two teachers. The man teacher did not possess the necessary capacity for sympathetic leadership and did not seem able to inspire his pupils. Without doubt, he considered his experience-core teaching to be inferior work to his specialist subject in which he had done so well. In this specialist work he had been training pupils mainly by constant practice and adherence to accepted rules and tradition. He, himself, did not realise where the fault lay, with regard to the progress of the form. Added to this, he appeared not to recognise the value of abilities other than academic - a fault common to many of the teaching profession - and was, therefore, not really convinced of the value of the work he was doing.

Whilst the writer was discussing this problem with the Deputy Head, she pointed out that another male member of staff, who was responsible for the boys' P.E., was very interested in less able pupils, both physically and academically, and that he might be suited to experience-core teaching. His training had included Advanced Geography as well as P.E.

It was clear at the end of the Easter Term that the girls' form was making satisfactory progress under a sound experience-core teacher, whilst the boys' form was failing to make progress. The problem was, how could this weakness in the one form be overcome?

During the previous year the P.E. specialist had organised a simple field study exercise for boys and girls from the lower streams of the

4th year. This group had lived under canvas and carried out basic Field Study work with very satisfactory results. Another such exercise for the boys of the 'M' course could be the answer to the problem of lack of interest. It was arranged that the P.E. master should take over a large part of the experience-core time on the time-table for this form for the Summer Term. It was pointed out to the teacher responsible that the project should not be predominantly a physical exercise and it was gratifying to learn that he, himself, did not wish it to be so. The preparation for this project supplied a number of situations which were fine starting points for experience-core teaching.

Groups of pupils were soon engaged on pertinent areas of inquiry - Cooking, Housekeeping (called Quartermastering), Costing, Campcraft, Map and Compass work, simple Ornithology, Geology, Botany, Clothing and Hygiene were all topics of enquiry. It was soon apparent that this man teacher possessed the capabilities needed to be a good experience-core teacher. The pupils' enthusiasm which had been so lacking, was quickly stimulated. The boys' new-found enthusiasm had now spread to the girls who showed interest in the project. Another member of staff, a young woman of considerable experience of field and expedition work, offered to assist the P.E. teacher, if it was thought suitable for girls to be included in the project. This proposal was discussed by the writer, the Deputy Head, the Senior Master, the teacher in charge of 4M girls, the P.E. teacher and the F.E. & Y.S. Tutor. It was agreed that participation by the girls should be voluntary and no pressure applied to press them into taking part. The majority were keen to take part in the project and preparations began independently from the boys as it was decided that the two groups, although to be based on the same camp site, would be independent of each other.

The site chosen was the Forestry Commission Camping Site at Lewisburn on the North Tyne, near the village of Kielder, about 60 miles from school. The parties would travel together to the site and camp adjacent to one another but they would each work to their own programme and then return to school as one party. The exercise took

place in June and lasted five days, during which the area experienced a spell of unusually hot weather, so adding an unexpected problem to the project. Both sections satisfactorily completed their programmes which included overnight camping away from their base on one occasion[1]. The field work was superior to what was expected and most of the pupils demonstrated their powers of initiative and self-reliance when given the opportunity to do so.

At this time, the writer was in contact with the Schools Council who were at that time engaged in the preparation of Working Paper No. 11. As a result the school was visited during the week of the exercise by a Secondary Modern Headmaster who was one of the three members of the committee, who were then engaged in investigations and assessments in schools. On his arrival at school, our visitor readily agreed to the writer taking him to visit the groups then carrying out the field work. On our arrival in the late afternoon, the two groups had only shortly before returned to the camp site. Being informed on their arrival in camp that we were due, they immediately began to prepare a meal for us. This meal was in preparation when we arrived. It was immediately very apparent that the project had been a great success. The boys and girls were extremely keen to talk about their experiences and to tell us of their discoveries. It was most noticeable that all of them were participating in preparing the evening meal. There was no longer any difficulty in initiating discussion; on the contrary discussion was spontaneous. Even in the presence of a stranger the boys who, earlier in the year, had been reluctant to engage in conversation in school, had lost their reserve in their enthusiasm for the project. Undoubtedly, this was due to their recognition that the staff who had been with them welcomed their conversation as did their visitors. Their normal human need to be recognised as individuals was being satisfied. On the journey back to Newcastle, our visitor from the Schools Council discussed with the

1) See Appendix VII for programme.

writer, the pattern of work which was being established for the less academically able pupils. He was of like opinion with the writer, concerning the value of experience-core teaching and had noticed the same pleasing features concerning the pupils' participation in the project. The good relationship which had been established between staff and pupils was especially appreciated by our visitor. Having an external appraisal of the progress made in these early stages, in the development of experience-core teaching in the school, was most valuable.

Upon the return of the parties to school, the staff who had been concerned with the establishment of the new curriculum met to discuss the progress made during the six months of its operation. The master who had first been involved in the teaching of the boys' form had, by this time, been appointed to a more senior post in another school (in his specialist subject). Discussion began between the Deputy Head, the Senior Master, the Head of the English Department who had been teaching the girls' form, the F.E. & Y.S. Tutor, the P.E. master and the writer. From the beginning of our talks it was obvious that we were all agreed that the course had benefited the pupils. The barrier which in the past had so often developed between less able pupils and staff, by the time these pupils had reached their 4th year, had been removed. Considerable enthusiasm had been aroused in the pupils, which was the antithesis of the indifferent attitude which had so often developed with previous 4th year pupils. Even in the short time the pupils had been participating in the new work, there was evidence of some improvement in academic standard and it was felt that such improvement could be expected to continue. Socially there was a great improvement in the pupils' behaviour. This was demonstrated by their willingness to co-operate in school activities outside the tasks involved in their new work. A garden fête was held at the end of the term and the major stalls were organised on a House basis. The 'M' form pupils were far more willing

to support their House efforts than they had been in the past. Several of them organised, set up and ran stalls unaided. The same improved attitude was shown towards other pupils in the school. It was agreed that this course had enabled the pupils to raise themselves in the estimation of the rest of the school and this had resulted in a gain in personal esteem which seemed to be the reason for their being socially more acceptable. Holding these opinions, the staff were convinced that experience-core teaching should not only be continued for the less able 4th year pupils, but that it should be introduced into the 3rd year, and that all four forms should be segregated by sexes for core work (for the same reason as previously expressed). In the discussion the writer avoided making much reference to the comments made by the Schools Council's visitor. It was now felt that such comments should be conveyed to the staff, as they substantiated our own views on the results of the new work.

The group of us discussing these proposals were unanimously agreed that staffing two 4th forms in the next year presented no problem. The woman teacher who had successfully operated from January to July with the 4th year girls would take a similar form from September 1967. The male P.E. teacher who was keen to continue with experience-core curriculum and had shown his capabilities for this work, would be responsible for the 4th year boys in the new year. In the light of the six months experience the staff had gained, it was appreciated without exception that staffing was the critical factor for success.

The young woman teacher who had accompanied the girls on the field exercise had expressed her willingness to be responsible for a 3rd year 'M' form of girls. She undoubtedly possessed practical talent for this kind of work, so it was decided to place her in charge of such a form from September, 1967. On the staff at this time was a man teacher in his early forties, who had taken a two year mature students' course at a College of Education and immediately followed this with a three year

University course culminating in his gaining an Honours Degree in Philosophy. He had commenced his teaching career in the school and had almost completed two years teaching. During this time he had shown great interest and enthusiasm when working with less able pupils, especially those who, because of poor backgrounds, were under-privileged. Although academically well qualified himself, he was primarily interested in education rather than in a particular subject. The writer approached this teacher and asked him to consider taking a 3rd form of boys for an experience-core programme from September, 1967. His positive response was immediate.

There were to be four members of staff responsible for specialist teaching of experience-core curriculum in the new school year, and using the same time allocation as before, this would entail 48 periods of teaching per week. Modern studies had become established as part of the curriculum for less able pupils and, such being so, were a Department in its own right. The need for a Head of Department for this aspect of work was recognised by the writer. The one member of staff who, at this time, could have taken charge, was already the Head of the English Department. In these circumstances the writer decided that, until a suitable person could be appointed, he himself, as Headmaster, must act in this capacity.

The writer also felt that it was necessary at this stage in development to ensure that the experience-core teachers were thoroughly conversant with the underlying principles governing their work and, what was most important, convinced of the validity of such principles. As one member of staff was completely new to this work, two others had less than one terms experience and even the most experienced had only worked on this type of work with the writer for two terms, it appeared essential that thorough understanding between all concerned be achieved before the new school year. This involved an explanation of the concept of core experience and peripheral areas of work in more detail than had

been previously given. The constitution of and the criteria for a situation to provide worthwhile experience had to be thoroughly defined. Factors influencing the part played by the teacher in terms of Preparation, Guidance and Inspiration (see previous chapter) were explained and discussed. A scheme of work which in effect explained these general principles and the pattern underlying a progression of work evolving from an experience, was printed and given to staff for reference and guidance[1]. The time-table for the new school year, September 1967-68, incorporated the new programmes for both 3rd and 4th year less able pupils. Owing to the limitations imposed by the staffing ratio, it was not possible to give the 3rd year pupils more than 10 periods of experience-core teaching per week so extra periods were added to R.E. and English. The 4th year forms were time-tabled as before.

In September 1967, experience-core programmes began with four forms, all of whom were new to this type of work. The pupils involved displayed great interest from the beginning. In part this could have been due to enthusiasm which had been conveyed to them by the pupils of the two forms who had recently left school and also by the novelty of the new course. One factor which greatly influenced their attitude was the recognition they received by having a course provided specially for them. These forms rapidly developed a sense of self respect which they subsequently retained throughout the whole of the year. At the same time the rest of the school held the 'M' form pupils in greater regard than they had done previously.

The early work by all forms involved visits to places of interest, only some of which were places of work and usually these latter were restricted to the 4th year forms[2]. All four forms made a better start than had the previous year's classes. This was probably due to the

1) See Appendix VIII.
2) See Appendix IX for situations used and for example of a progression of work which developed from a particular experience.

staff having a generally wider and fuller appreciation of the nature of an initiating situation. Visits were made to both Lindisfarne and Durham Cathedral. Both 3rd year groups separately spent five days at the L.E.A. Field Study Centre at Kielder.

Early in the first term, the standard of the peripheral work showed improvement upon that of the previous year. As each progression of work was completed, the pupils' work was displayed in the form room. After a longer experience, such as a five day exercise at a Field Study Centre, the volume of the peripheral work was large and merited greater publicity within the school. Hence the work was displayed along the whole of one side of the Assembly Hall. All the pupils in the school were given the opportunity to view it and showed intense interest. It became the patterm for 'M' forms to display their work in this 'public' fashion whenever the volume merited it.

Early in the second term, the Principal of a large College of Education visited the school on Open Day. Prior to his presenting prizes at the evening Speech Day Ceremony, he spent considerable time viewing the school. His comments on the work of the 'M' forms were very encouraging. In particular, he was impressed by the standard of the work produced and the good attitude of the pupils who were present. He commented favourably on the willingness and ability of the pupils to intelligently discuss their work and also upon their pleasant manner towards the staff and visitors. By this time such behaviour and attitude to work were normal in these forms. To quote one of the experience-core teachers - "These youngsters are carrying their heads higher, because they have something about which they feel satisfied".

Discipline amongst the pupils of the four 'M' forms presented no problem. One of the most gratifying results of the establishment of the experience-core curriculum was this vast improvement in behaviour. Subsequently, the 4th year boys' form was to continue throughout the whole of the year without one of its members appearing in Court. This

was a new record. A member of this form was a boy of extremely bad home background, who, prior to entering the 4th year, had already been before the magistrates. Linguistically under-privileged and considerably retarded, he had, throughout his three previous years in school, presented a great problem. His participation and involvement had been minimal. His whole attitude to school was one of obstruction and with few exceptions his relationship with staff consisted of passive resistance. Being small of stature and lacking in athletic skills he showed a tendency for agression towards younger pupils. At the beginning of his fourth year, conversation between this pupil and staff was almost impossible as his response invariably was truculent silence or monosyllabic replies to direct questioning. With only two members of staff was this situation not in evidence. Fortunately, the two men concerned were both involved in the experience-core teaching. Throughout the year the progress made by this boy, both socially and educationally, was remarkable. At the end of the year his truculence had disappeared, he had become deeply involved in all the activities of the core programme and his reserve was gone. The change began with the first progression of work which evolved from the pupils' experience gained by visiting a Mining Training Centre, followed by an underground tour of a colliery. After the visit this boy showed what, for him, was a most unusual willingness to particpate in the subsequent work. Here the value of group work was demonstrated. He was able to become involved if only, as it happened, in extracting pictures and diagrams from pamphlets obtained at the centre. His efforts were appreciated by staff and pupils and for him this was an unusual experience. At the end of the year, although still well below average, he had made a noticeable improvement in general academic standard and remarkable improvement socially. This change appears to be maintained as he is now in employment at a local filling station and a week prior to the time of writing, the writer was served by this boy who showed the same friendly relationship.

This pupil, although presenting the greatest challenge to the staff, was not alone in presenting problems. In the girls' form were a group of three pupils who had been referred to several times as "real bad girls". Their response was never as sound as staff would have wished for, but they showed considerable improvement in both their attitude to work and in their relation to staff and other pupils. It is significant that in the 'M' forms as the interest in the work grew, the power for leadership initially possessed by the more aggressive pupils waned greatly and simultaneously the more retiring pupils gained recognition.

At the beginning of January 1968, the man taking the fourth year group of boys was appointed as Head of Department of Modern Studies. The progress of the courses was regularly discussed at Department meetings and staff were convinced that the improved social behaviour was a result of offering the pupils the opportunity to do work which had relevance to their interests and at which they could be reasonably successful. Furthermore, it was the opinion of the staff concerned with these forms that it was the relevance of the work and the opportunity it offered for success which motivated them to becoming so strongly involved. The opinion was likewise expressed by one of the L.E.A.'s inspectors who visited the school to see the progress being made with the course. At a Department meeting, two of the core teachers, who also taught these forms for specialist subject-based studies, expressed the opinion that the better response by pupils was carrying over into their work outside the core curriculum. One difference between the sexes which had become apparent to the staff, was that the boys had greater need for stimulus of visits to new environments, in order to create situations from which to develop experience. This was believed to be due to the fact that the girls were much more interested in homes, children and personal attributes than were the boys at this age, who were less mature and whose interests were concerned with more concrete situations. With the girls it was less difficult to create a situation

by discussion and reading than it was with the boys. This was well illustrated later in the year when, owing to loss of staff, it was necessary for the 4 'M' girls' teacher to relinquish half of her teaching time with this form. A fifth teacher, a mature woman with 2½ years experience, took over the responsibility for half of this form's experience-core teaching.

The change was fortuitous, because she proved to be a very able teacher for experience-core work. It was decided that as the form was to have two teachers for experience-core curriculum work, it would be more satisfactory if each of them separately developed their own progression of work. The newcomer to the Department started her first progression of work from a situation created by discussion. This teacher had been taking R.E. with this form from the beginning of the year. As it is the policy in the school to approach this subject in an informal way, she had developed a good friendly relationship with the girls and had come to know them as individuals. She was aware that a number of these girls were interested in animals and decided to initiate her work by discussion concerning care of animals. From this she hoped later to lead through further discussion towards 'care' as a central theme for other progressions. The first of these progressions of work produced very satisfactory results. The girls became absorbed in their work and their interest was so great that they happily carried out much of the inquiry needed in their own time. The progression of work occupied more than three weeks, at the end of which it was displayed on Open Day. The improved standard of the pupils' work was evidence of the motivation which had produced eager particpation and involvement. Subsequently, further progressions of work were undertaken, which included such areas of inquiry as 'Care of Oneself', 'Care of Children', 'Care of the Home', 'Care of the Hair' and 'Care of Old People'. In the opinion of the teacher, "Perhaps the most interesting factor to emerge from this work, is the desire among the girls to continue their work in their own time, and to sustain this effort for

a very much longer period than is normally expected of this type of child, both inside and outside of school". This success achieved by the pupils was possible because of very sound preparation by the teacher. Her sympathetic relationship with the pupils was excellent and, furthermore, her own practical preparation was most thorough, so enabling her to most adequately guide the pupils in their areas of inquiry. In this way another teacher had become involved in experience-core teaching and had demonstrated her gift for the work.

Recognising the boys' need to be more involved in actual situations outside of school, it was decided that the 4 'M' boys would take part in a field study exercise towards the end of the Easter Term. Their response to this situation was very gratifying. The preparation for such a project created a variety of situations for experience in the same way as had happened with their predecessors during the previous year. In this instance, these pupils were in a more advantageous position than their predecessors. A year earlier, the boys were making only limited progress and were lacking in motivation when it had been decided to organise the field study exercise (mainly then to stimulate the pupils). Now the 4 'M' boys were making good progress and maintaining real interest in their work. They showed great enthusiasm for the project which lasted for six days and involved making an elementary land utilisation survey on a traverse across part of the West Tyne valley. It was during this exercise that it became most apparent how well these pupils were developing as individuals. The writer visited them during the exercise and like his staff, was struck by the spontaneous discrimination of opinions expressed by the pupils concerning the information they had gathered and the experiences in which they had been involved. These pupils were developing a social conscience. The master recounted how two boys had 'appropriated' two eggs after making enquiries at a farm and how, on rejoining the group, the rest of the pupils had made them return the eggs. It was after the incident that

the master unofficially discovered this fact and wisely made no comments. The pupils' behaviour and attitude were such that local people with whom they came in contact whilst on this exercise invariably welcomed them and invited a return visit by the school. The local land owner and a number of his tenant farmers expressed their willingness to co-operate with the school on future occasions. The peripheral work done by the boys on their return was carried out with great enthusiasm. This realistic approach had undoubtedly stimulated a new attitude to school amongst the pupils. During the Summer Term a second similar exercise was carried out in the Northern part of Northumberland, again with equal success.

The 4th year forms had no monopoly upon the success of the experience-core curriculum. The two 3rd year forms made sound progress and maintained their interest throughout the year. Being younger, they did not generally show such powers of judgment as the more senior pupils. It is significant that discipline problems, which so often in the past had started to develop amongst the less able 3rd year pupils, were much less in evidence.

A party of pupils from the school visited Austria during the Whitsuntide holiday. The idea of such a visit originated from the pupils of the 3rd year boys group. The master responsible for their course work readily responded to the idea and ultimately organised a school party which consisted of pupils mostly from his own form. The school party joined with a party from the writer's previous school, where special courses for less able pupils were continuing. The staff from this school were familiar with pupils involved in such work and they commented very favourably on the behaviour of the 'M' form pupils and also upon their intelligent participation in the activities which took place during the visit.

The girls in the 3rd year group were working very hard and producing a large volume of peripheral work. However, their willingness

to discuss their work was much less in evidence than was the case with the other 'M' forms and also they did not appear to obtain as much satisfaction from it. Furthermore, it was mainly in the girls' form in the 3rd year where minor disciplinary problems had shown themselves. This feature was discussed by the Head of Department of Modern Studies, the Deputy Head, the Senior Master and the writer. The reason for this situation was felt to be due to the personality of the teacher who was much younger than her four colleagues who were also involved in experience-core teaching. She was much less sure of herself as an individual and such insecurity was an impediment to her developing the sympathetic relationship with her pupils which is so necessary for good teaching with less able pupils. It was also considered that as a result she was having to direct the pupils in their work rather than lead them.

Significantly, the staff themselves were more than ever convinced of the value of their work and their enthusiasm, like that of the pupils, was being maintained. It was decided that towards the end of the Summer Term, the staff of the Modern Studies Department should meet to make a thorough appraisal of the year's work.

Chapter 8

Evaluation of Experience-Core Curriculum

The staff of the Modern Studies Department with the Deputy Head, the Senior Master and the writer met in order to assess the value of the experience-core curriculum as it had been operated in the school. It was unanimously agreed that by providing the academically less able pupils with a programme, which for a large part of their time involved them in a course of this type, was academically sound and worthwhile. The provision of the course had recognised the needs of these pupils. Most significant was the fact that the success achieved was evidence that the course itself had afforded a means to satisfy these needs and to a much greater degree than had previously been possible with a completely subject-based curriculum.

A number of features were pointed out as demonstrating the success of the course; features recognised by all the staff:-

1) The interest and enthusiasm of the course had been well maintained throughout the whole of the year. This had motivated a steady increase in the desire for participation and involvement on the part of the pupils. At the beginning of the year the volume of work produced in the peripheral areas had been much less than it was towards the end of the course. The degree of guidance needed to be given by the teachers in the selection of topics for inquiry, decreased greatly with the majority of pupils. As the year progressed the pupils began to be aware of the wider aspects of each experience. At first each situation in which they were involved was only appreciated in isolation, e.g. coal mining was a job, a means of earning a living. As the course progressed, the pupils began to appreciate experiences in their wider context. The same group who, earlier in the year, visited a coal mine later carried out a farm survey. By this time the pupils, of their own accord, drew comparisons between

this form of employment and others with which they were familiar, and likewise without prompting, made comparisons between the agricultural community and the industrial one in which they lived. As their interest became less superficial, so they had become more deeply involved and participated to a greater extent. Because of the greater interaction between situations and pupils, the quality and quantity of peripheral work increased.

2) The greater opportunities which the course afforded the pupils to exercise their powers of discrimination and judgment, together with the opportunities for expressing their opinions, had been very acceptable to the pupils. They quickly realised that not only were they expected to express their opinions, but that such opinions were considered worthy of attention by both their fellow pupils and the staff. These opinions, generally based on reason and put forward honestly, were not given merely in an attempt to please. They learnt to recognise the right of each individual to hold his own opinion but not unless such opinion could be substantiated by reason.

3) The pupils had over the year developed a greater sense of responsibility and self reliance than was usual for less able pupils of this age. This was demonstrated by the way in which they steadily applied themselves to the variety of tasks in which they had been involved throughout the course. Such development could only result if the course offered them the opportunity to do interesting and realistic work which, being within their capabilities, ensured a reasonable chance of success. Even when working co-operatively in groups, each individual had a task as his own responsibility. In this way the individual pupil came to realise that he was able to make a worthwhile contribution and so rely upon himself. The pupil realised that the rest of the group depended upon him and

expected him to fulfil his obligation to them. This sense of responsibility and self reliance was not restricted to their work on the experience-core curriculum. In the corporated life of the school they showed themselves capable of playing a responsible role. Both the 4th year 'M' forms had in turn conducted the morning Assembly in a commendable fashion. Here they showed a new willingness to become involved in the day to day happenings of the school community.

4) The 'M' form pupils were held in greater respect both by the staff and the rest of the pupils than their predecessors of similar ability had been. This recognition, satisfying as it does the common needs of individuals, had only been made possible because the course had given them the opportunity to show their worth. As they gained in the respect of others so their own self esteem had risen. This gain in self respect was apparent in their improved personal appearance. Unlike many previous pupils of their age, aptitude and ability, they had not mentally withdrawn from the rest of the school. Their fourth year in school had not been spent awaiting their release at the first opportunity. Incidentally, several pupils who were eligible to leave school at the end of the Easter Term would have remained until mid-summer but for the fact that they were able to obtain employment (at a time when jobs for less able youngsters were not readily available).

5) By working together the pupils had come to realise that as individuals they were each capable of contributing towards a common objective. They had discovered the satisfaction to be gained by co-operative participation and had realised how such a co-operation was necessary to achieve a major objective. Tasks that were beyond them as individuals were well within the reach of a group. The course had enabled them to become aware of the value of co-operative work for which each indiv-

idual shares a responsibility. The result of this recognition was an appreciation of the work done in school, which was contrary to the attitude common to many less able 4th year pupils.

6) Recognition of the pupils approaching adult status, by the recognition of their powers of discrimination and the encouragement given to them to express opinions, enabled them to develop greater maturity than is usual with less able 4th year pupils. Throughout the course pupils had become used to being talked 'to' rather than talked 'at'. It appeared that as the pupils were expected to demonstrate this growing sense of maturity, they had responded by doing so. Their much improved ability to discuss their opinions concerning topics beyond the range of their school work was evidence of their growing maturity.

7) Socially the pupils' behaviour was much more satisfactory than might have been expected at this stage in their school careers. The indifference to censure, so common with older disinterested pupils of like academic ability, in the main was absent. In its place there appeared to be considerable concern for the impression which they created upon other people. Disciplinary problems were small. Not all of the pupils' behaviour had improved to the extent of that of the boy mentioned in the previous chapter. Nevertheless, none of the pupils had developed into such troublesome characters as they had shown promise of doing at the beginning of the year. The behaviour of none of the pupils had deteriorated and that of the majority had improved. The sound relationship between the staff and the pupils, as well as the relationship between the pupils and the rest of the school, was evidence that the pupils were socially more acceptable by the end of the course than they were at the beginning. Initially, there were a few

individuals of both sexes in the two 4th year forms who, previously during their 3rd year, had already developed the tendency to become socially withdrawn from the school community This had been demonstrated by their reluctance to accept the standards of behaviour which were accepted by the rest of the pupils. The more aggressive pupils in this group had, by their occasional outbursts, displayed their contempt for these standards. This appeared to be an expression of their dissatisfaction with school. During the fourth year of the course this attitude towards school did not develop amongst the other pupils in these forms. Except in the case of two pupils from this problem group, the tendency to withdraw was reversed and even in these two cases the symptoms became less strong. It was noticeable that as the pupils became involved and willingly participated in the work of the course, thereby achieving some measure of success, so their tendency to socially withdraw lessened. It appeared that as they came to realise that the school was providing them with special work relevant to their interests and capabilities, they began to hold the school in greater regard. Consequently, they were content to be part of the school and aacept its standards of behaviour.

8) The quality of the work produced was much improved compared with work done by previous pupils of this age range and ability. The relevance of their work to the world outside motivated them to increase their efforts towards success. such improvement was markedly noticeable in their oral expression, e.g. ability to speak fluently had been noted by the people of the agricultural community which they visited during their farm survey in the West Tyne valley. The standard of expression work in the peripheral area of the course was good for pupils of their ages and abilities. The results of standard objective tests on the 82 pupils involved[1] indicate

1) See Appendix X.

both verbal and non-verbal ability ranges from 55 to 115 with 87% within the 70 to 100 verbal range and 90% within the 70 to 100 non-verbal range. The high standard of the work from pupils of such ability was commented upon by the Principal of the College of Education and the Headmaster and Deputy Headmaster of a neighbouring large Comprehensive School, when they visited the school. It was commented upon by the Y.E.O. and visitors from employers in the area (see account later in this chapter). This improvement in standard was not solely restricted to work done on their experience-core curriculum. Although never showing equal enthusiasm for subject-based studies as for experience-based studies, because of their changed attitude to school as a whole, the pupils were found to be more responsive in their other lessons. We came to the conclusion that any effect upon their work outside of the course was for the good. The staff found that the pupils' desire to inquire, developed by their experience-core curriculum, was displayed in their other studies. As a result in several disciplines, methods of teaching by means of areas of inquiry began to be established and proved very satisfactory.

Such evidence of success convinced the writer and his staff of the educative value of an experience-core curriculum. Nevertheless, the writer felt that an appraisal by individuals not involved in teaching to an experience-core curriculum was desirable. Such evaluation was possible on several occasions during 1967-68. The Northumberland Education Authority was aware of the experience-core curriculum being provided in the school. Considerable interest had been shown by the Chief Inspector of Schools and his staff. As a result the County Authority asked the writer to talk to Head and Deputy Head Teachers of all Secondary schools in the four areas of the County, about the experience-core curriculum operating in the school. This request was accepted and

each of the four groups showed considerable interest and were generally in agreement with the principles upon which the work was based. Later, at the request of another L.E.A., the writer addressed their Secondary teaching staffs who also showed pleasing interest and were again in agreement with the principles upon which the experience-core curriculum was based. None of these meetings constituted the proper evaluation which was felt to be necessary.

Towards the end of the Christmas Term, the writer was approached by the County Inspectorate and asked to receive a party of visitors from an L.E.A. in the west of the country who were interested in the curriculum being operated in the school. Such a visit was welcomed. The party consisted of the Deputy Director and three Secondary Head teachers accompanied by one of the Northumberland County Inspectors for Schools. On their arrival the objectives, principles and pattern of the experience-core curriculum were explained to them. They then, each in turn, spent as long as they wished with each of the four 'M' forms. During this time they freely talked with the pupils about their work, examined both work which had been done earlier and work upon which the pupils were then engaged. Likewise, they discussed the work with the four members of staff teaching the forms. Afterwards, the visitors discussed the curriculum at length with the writer and the County Inspector. They were of the opinion that both the objectives of the course and the underlying principles of the curriculum were educationally sound and acceptable. They approved of the pattern of the curriculum and appreciated its relevance and the motivation it produced in the pupils towards participation and involvement. They commented favourably upon the happy relationship between pupils and staff and also upon the pupils' willingness to talk thoughtfully with them about their work. They had noticed the responsible and self-possessed way in which the pupils carried out their tasks and enquired if this was a particular characteristic of pupils in this area of the country. The writer pointed out that this was not considered to be so

and was supported by the County Inspector. The visitors considered that the quality of the work produced was good for pupils of such age and ability and appreciated the value of co-operative effort in peripheral work. It was their opinion that the experience-core curriculum was catering for the needs of the less able pupils which could not be so adequately catered for by a subject-based course. The visitors were impressed by the staff responsible for teaching these forms and commented upon the need for teachers who could specialise in this work. Some months later the writer had the opportunity to talk with one of the visiting Head Teachers concerning the work in the school and it was apparent during this discussion that he considered that experience-core teaching was in every way as specialised as subject specialisation.

Appraisal by this group of experienced members of the profession assured the writer that his staff and he, himself, were not becoming unduly satisfied with the results of their own work. It was felt to be most desirable to have external evaluation of this kind whenever possible, The next opportunity for such evaluation was provided by the visit of the Principal of Bede College, Durham.

The Principal was aware of the experience-core curriculum developments in the school and the underlying objectives, principles and pattern of approach as the writer had discussed these with him and the College Vice Principal several months earlier. When invited to be Guest Speaker for the Annual Prize Giving he expressed a strong desire to have the opportunity of meeting the pupils involved in experience-core work and also, if possible, to see them at work. The writer was pleased to receive such a request. The Annual Open Day was to take place in the afternoon and early evening prior to the Prize Giving and afforded an excellent opportunity for the Principal to see the whole school at work. Our guest accepted the invitation to attend the Open Day as well as the Prize Giving. By doing so, this enabled him to spend considerable time with those pupils in whom he had shown such interest.

During the last two weeks of the Christmas Term, the Head of the English Department had carried out a progression of work based on experience-core teaching method with 4A, the form who would eventually be entered for 'O' level G.C.E. Their work was displayed with the form 4'M' girls' work on Open Day.

During his visit our guest spent most of his time with the 'M' forms and their teachers. When examining work done by the pupils of 4A, it was made clear to him that such work had been done by the most academically able pupils in the year group.

When later discussing the experience-core work with the writer, the Principal expressed very great satisfaction with the course and the results it had produced. Specific points upon which he commented were:-

1) The good standard of social behaviour as demonstrated by the easy good manners shown by the pupils towards visitors and their apparent ease in school.
2) The highly satisfactory relationship which appeared to exist between staff and pupils.
3) The intelligent discussion that he had been able to have with the pupils about their work.
4) The confidence shown by the pupils in their work.
5) The responsible, self-reliant way in which they carried out their tasks.
6) The good degree of participation by the pupils and their real interest in their work.
7) The standard of the pupils' work, especially as compared with similar work by future 'O' level candidates of the same age as the 'M' form pupils. (He stated that the major difference was mostly one of quantity although the quality difference was apparent.)

In his speech to Governors and parents later in the evening, he expressed high praise for the work done in the school and in so doing

made special reference to the experience-core curriculum. Before leaving he asked if the school would loan display work to the College, so that students may be made more familiar with the kind of work being done by the 'M' form pupils. This further external appraisal strengthened the conviction of the writer and his staff, in the value of the work being done.

Throughout the whole of the year, the Y.E.O. was making regular visits to the school and, although not able to make much thorough appraisal of the work as the previously mentioned visitors, he was nevertheless in contact with the pupils from time to time. Whenever it was pertinent to their work, he came to talk with boys and girls, individually or in groups. He remarked upon the more mature character of the 4th year pupils as well as upon their increased ability to express themselves. This he noticed later in the year when interviewing each one of them for employment. He considered that the effects of their work were improving their employment prospects. Whilst talking with him, the writer was reminded of his promise to the employers' representatives to give them the opportunity of returning to school when the course was established. When it was proposed to staff that such an invitation be sent, they were in full agreement and, moreover, felt that the parents of the 'M' form pupils would welcome the opportunity to see the children's work. An exhibition of 'M' form work was arranged and invitations to employers and parents were sent out. The response was very satisfying. Although at a difficult time for employers (July) owing to staff shortages due to holidays, most of the firms who had previously come to the school sent representatives to the afternoon session which was set aside for them. During the evening a large number of parents visited the exhibition. From both of these sets of visitors, opinions concerning the 'M' course were obtained. In this way the value of the 'M' course was assessed by people outside of school who were either at present deeply concerned with the pupils or were likely to be concerned with the pupils in their future.

The visitors were met by 4th form pupils who, in the afternoon, served them with light refreshments. This enabled the visitors to talk informally with the boys and girls before seeing their work. Afterwards the visitors were taken on a tour of the exhibition centres by the pupils. Here again visitors and pupils talked freely together. The representatives were impressed by the pupils' ability to express themselves and talk intelligently about their work. They liked the confidence of the pupils and the sense of responsibility they showed. In the opinion of these experienced members of the 'World of Work', our pupils were more mature for their age than many of the young people with whom they were familiar. Several of them were of the opinion that these pupils, possessing these characteristics as they did, could possibly offer more to employers than more academically able youngsters who might lack such characteristics. The Personnel Officer from one large firm of international repute (at the time of writing the object of a multi-million take over bid) offered to consider a number of pupils for craft apprenticeships with his firm. It had been the policy of his firm to require some academic qualifications for entry. He felt that the qualities of self reliance and the sense of responsibility now possessed by some of the pupils with whom he had talked would outweigh their lesser academic standard. Furthermore, he stated frankly that he felt such pupils, when through their apprenticeship, would be more likely to provide his firm with a satisfactory and stable labour force than would the more academically able pupils. His past experience was that on completion of their training, the more able young people were unwilling to remain with the firm because of their desire for promotion. (He later accepted three of the 'M' form boys and now assures the writer that he is very satisfied with them.) In the evening some of the parents were making their first visit to the school at which their children had started three or four years earlier. The pupils' own interest in their work had been made apparent to their parents, many of whom commented on this. Some parents frankly expressed surprise to discover the capabilities of their own children. Parents in general were pleased with the

improved attitude to school which their children had shown throughout the year and were likewise pleasedto learn of the interest in the work shown by the employers. As the staff had hoped they might, the parents welcomed the chance to find out at first hand, the kind of work being done in the school - work of a different nature to that which they had themselves done in their own school days.

These foregoing assessments, both internal and external, have been used in order to evaluate the experience-core curriculum as a technique enabling pupils to develop knowledge, skill and attitude. The value of a curriculum can be further assessed in so far as it succeeds or fails to succeed in the attainment of sound educational aims and objectives. Such aims are catalogued by D. J. O'Connor[1] in general terms which he believes are acceptable to all educationalists. They are as follows:-

1) To provide men and women with a minimum of skills necessary for them a) to take their place in society and b) to seek further knowledge.
2) To provide them with a vocational training that will enable them to be self supporting.
3) To awaken an interest in and a taste for knowledge.
4) To make them critical.
5) To put them in touch with and train them to appreciate the cultural and moral achievements of mankind[2].

Against these aims the experience-core curriculum may be evaluated.

Essential to the satisfactory development of skill is the provision for adequate practice. The experience-core curriculum, though not primarily directed towards the attainment of a particular branch of specialised knowledge, provides sound opportunity for the pupils to practise those skills which they have acquired and continue to acquire

1) An Introduction to the Philosophy of Education, D. J. Connor, (Routledge and Kegan Paul, 1965 impression).
2) op. cit., p. 8 & 9.

in the other part of their school programme. This practice is given in their inquiry for knowledge related to their on-going experience which takes place in society. The peripheral areas of work which are themselves an exercise in the search for knowledge which is itself relevant to the pupils' understanding of their own position in society. To this end, the experience-core curriculum provides adequate means.

Vocational training involves the development of those talents possessed by the pupils. In the case of less academically able pupils it is especially their non-academic talents which will enable them to be self supporting. The experience-core type of curriculum is especially able to provide the opportunity for such pupils to develop these very talents. As mentioned earlier in this chapter (page 141), it is upon the development of such talents that their success in future employment will largely depend. This type of curriculum provides the special means of developing their vocational potential.

For knowledge to be of interest to less able pupils who have difficulty with abstract thought, it needs to be realistic in so far that it is relevant to their own experience. Such relevance is a fundamental principle underlying the experience-core curriculum. It is this relevance which stimulates the pupils' interest in knowledge and likewise their desire for further knowledge.

The primary purpose of an experience-core curriculum is the development of the pupils' attitude of mind and to this end the pupils are required to use their capacities for judgment and discrimination. Only by the pupils becoming critical in this sense can the experience-core curriculum be satisfactorily operated. The development of the critical thinking is likewise a fundamental requirement of the experience-core work.

The appreciation of cultural and moral achievements of mankind requires that the individual first appreciates such achievements which have intimate bearing upon his own life. To this latter end an

experience-core curriculum is directed in so far as it uses these worthwhile experiences which can be provided for the pupils. The compulsory core of the curriculum enables situations to be chosen from which experience of cultural and moral value may be evolved.

The basic principles of the experience-core curriculum may be re-written in terms of these basic educational aims. Furthermore, without adherence to these aims such curricula could not function.

An experience-core curriculum can only be used to provide a satisfactory education if the pupils working to it are capable of responsible thought and discrimination. By using such a curriculum we recognise that the pupils do possess these mental powers and, hence, it is appropriate that they are given the opportunity to express their own opinions concerning the value of their experience-core work. To this end the pupils from the 'M' forms in both 3rd and 4th years were asked to complete a Likert-type attitude scale[1], in October, 1968. In this way opinions were obtained from pupils who were at different stages of the course. The older pupils had completed three and a half terms of the course and the younger pupils only half a term, when the attitude scale was completed. The attitude scale was designed to obtain the pupils' assessment of how the course had affected them. The statements on the attitude scale were designed to obtain the pupils' opinions of the effect which the course was having upon them concerning:-

a) Their interest in and enjoyment of their work;

b) Their standard of achievement;

1) See Appendix XI for attitude scale.
N.B. i) For a discussion of Likert-type scale see the following:- Attitudes, Marie Jahoda & Neil Warren, (Penguin Books, 1966) and Attitudes and Interests in Education, K.M. Evans, (Routledge and Kegan Paul, 1965);
ii) The writer appreciates the limitations of this form of evaluation but feels that, in the context in which it is used, it is a reasonable method of assessing the pupils' attitude to this course, especially as the pupils' opinion is only one of a number of opinions contributing to the overall evaluation.

c) Their personal development and their relationship with other people;

d) Their attitude towards school.

These statements were arranged in a heterogeneous sequence, even though each was related to one or other of these four major effects. The pattern of the statements was such that both degrees of agreement would indicate approval of the course and the reverse for the two degrees of disagreement. The fifth optional response indicated uncertainty. In order to ensure freedom in expressing their opinions, the pupils returned the sheets unnamed and whilst completing them did not confer with staff or other pupils. The distribution of opinion obtained from the responses is shown in the table which records the results by year groups and by sexes.

Distribution of responses on Likert-type Scale.

Group & No.	Categories of effect.	Strongly Agree.	Agree.	Unsure.	Disagree.	Strongly Disagree.	Totals.
	a	36	18	5	--	1	60
3M Girls	b	56	34	33	8	1	132
(12)	c	54	32	19	3	--	108
	d	68	18	30	3	1	120
		214	102	87	14	3	420
	a	39	7	3	1	--	50
3M Boys	b	50	24	28	6	2	110
(10)	c	39	34	17	--	--	90
	d	46	25	23	3	3	100
		174	90	71	10	5	350
	a	21	37	14	8	--	80
4M Girls	b	43	82	40	7	4	176
(16)	c	38	57	35	13	1	144
	d	45	58	32	14	11	160
		147	234	121	42	16	560
	a	51	16	7	--	1	75
4M Boys	b	71	53	28	5	8	165
(15)	c	51	54	26	3	1	135
	d	58	52	33	6	1	150
		231	175	94	14	11	525

The overall distribution of opinion appears to indicate that the pupils are generally agreed concerning the value of their course and its effects upon them. The 1,855 responses indicate that 74% of the pupils either agreed or strongly agreed with the statements, 20% were unsure and only 6% either disagreed or strongly disagreed with the statements. The information obtained from the 3rd year boys and girls taken together showed that 75% of the pupils expressed approval of the course and only 4% expressed disapproval. Such predominant approval might be due to initial enthusiasm resulting from the novelty of the work. Corresponding results for the 4th year boys and girls, again taken together, showed that 72.5% expressed approval and 7.7% expressed disapproval. This strong majority who expressed approval could not still be influenced by the novelty of the work which, after three and a half terms, had ceased to exist. The enthusiasm of the 4th year pupils appeared to s tem from a true appreciation of the value of the course. It must be noted that the larger number of dissenting opinions from 4th year pupils was expressed by the girls, who were numerically only one greater than the boys. 10.35% of the girls expressed dissention compared with 4.6% of the boys. In the previous year it was this group of girls (as 3M Girls) who had made the least progress and had been in charge of the younger woman teacher who appeared to have less aptitude for this type of teaching than her colleagues (reference previous chapter, page 131). This might explain the greater dissention expressed by the girls who had only half a term with a more experienced teacher in their fourth year.

A table showing the percentage of pupils who expressed approval of the course, in relation to its specific effects (a, b, c or d on previous page), provides an indication of the area of greatest effect produced by the experience-core course.

Category of effect.	3M Girls	3M Boys	4M Girls	4M Boys
a	90%	92%	72.5%	93%
b	70%	67%	71%	75%
c	80%	81%	70%	78%
d	72%	71%	64%	73%

All groups accorded their greatest agreement with the statements in relation to interest and enjoyment (category a). In the opinion of all of the pupils, the 'M' course is most effective in this respect. Except for the girls of 4M, the pupils were likewise agreed that the effect upon their personal development and relationship with other people was second in order of magnitude. The percentages of pupils expressing agreement with the statements, indicating that the course was having beneficial effects upon their standard of achievement (category b) and upon their attitude to school (category c), do not denote agreement between the groups concerning the relative impact of the course, in these two areas of effect. However, the variation between these figures is small enough to suggest that the effect of the course in these two areas is fairly even.

It is pertinent to consider the 20% of responses which indicated that the pupils were unable to express an opinion. Examination of the 53 completed attitude scales show that 21 of the pupils were each unable to express an opinion with regard to 8 or more of the 35 statements. The table shows the number of these pupils and their corresponding numbers of unsure responses.

No. of Pupils	No. of unsure responses by each	No. of Pupils	No. of unsure responses by each	No. of Pupils	No. of unsure responses by each
5	8	2	12	-	16
5	9	1	13	-	17
1	10	1	14	-	18
3	11	2	15	1	19

Only 7 out of these 21 pupils were unable to express an opinion on 12 or more of the 35 statements. Considering the high percentage of positive responses (i.e. opinions) expressed by the remaining 43

pupils of the two year groups, it is felt that it is reasonable to acknowledge that the pupils are ready and willing to use their powers of discrimination[1].

The opinions of the pupils, obtained in this way, substantiate the opinions formed by both staff and those visitors to the school who were able to assess the value of the 'M' course. Nevertheless, the writer feels that, however gratifying such agreement may be, an evaluation would be incomplete without considering experience-core curriculum in the terms of its own relevance to the definition of secondary education which has been provided by the Newsom Report (see Chapter 1, page 21). It is the characteristic relationship between the work done with an experience-core curriculum and the world outside, which plays the major part in maintaining the interest and enthusiasm of the pupils. This interest motivates the pupils to participate and become involved which, in turn, requires them to practise their self-conscious thought and judgment. By using the pupils' experience relative to the world outside, to provide the subjects to be studied and by using the knowledge so gained as material upon which the pupils practise their mental powers, experience-core curricula offer to pupils a secondary education as defined by the Newsom Report. Furthermore, by providing academically less able pupils with a programme which, for a large part, follows an experience-core curriculum, they are given an education which is far more 'secondary' in nature than they would receive working to a completely subject-based curriculum taught mainly in a traditional manner.

The Newsom Report has had great impact upon the writer's own thinking concerning the education of the average and below average pupil and it is most reasonable to expect that other teachers have been influenced likewise. Therefore, to conclude this thesis, a survey of work being done in other schools will be attempted.

1) The writer feels that further analysis of the responses to the attitude scale would over-emphasise this method of evaluation within the context of this thesis.

SECTION 4

THE WIDER FIELD

Chapter 9

Work in Other Schools

By focusing attention upon the needs of average and below average pupils, the Newsom Report made considerable impact upon the teaching profession. Evidence of this influence was the provision of numerous conferences and courses to discuss the implications of the Report and to suggest ways of implementing its recommendations. The effect of the Report upon educational thinking can be gauged by the present tendency to refer to pupils of such ability as 'Newsom' pupils. Following the publication of the Report and its favourable reception by educators of all kinds, considerable re-thinking began to take place, concerning curricula for average and below average pupils. The outcome of such reappraisal was that schools began to establish courses for their pupils which were considered to be in accordance with the recommendations of the Newsom Report. During the period when experience-core curriculum was being established in the writer's own school, it was felt that information concerning curriculum development in other schools should be obtained. To this end the Chief Inspector for Schools from the writer's own L.E.A. and the Schools Council were approached. The former supplied details of those schools under the County Authority who were developing curricula specifically for average and below average pupils and explained how information could be obtained from the Heads of these schools. In response to the enquiry made to the Schools Council, a reply was received from a Head Teacher who was, at that time, on secondment for work on the subject of raising the school leaving age. He furnished the names of several schools involved in establishing courses for young school leavers and offered to visit the writer's school and discuss the work in progress there. This offer was accepted and as mentioned earlier in this work (see Chapter 7, page 120), the visit took place in 1967. Whilst the two above mentioned bodies were being approached, the writer also contacted the author of the book,

'A Question of Living'[1]. As a result, arrangements were made for the writer to visit the author's own school in Fife, during March, 1967.

Before examining work being done in other schools it is worthwhile considering the possible stages of development in curricula. Four such stages can be recognised as follows:-

Stage I: is represented by subject-based curricula and would include Type One core programmes (see Chapter 6). The traditional formal organisation of subject matter into separate areas of knowledge for study is characteristic of this stage. The pupil's own personal experience has, in the past, played little part in his learning with a curriculum which has developed to this stage.

Stage II: is represented by integrated studies curricula and would include Type two and Type three core programmes (see Chapter 6). The integration of History, Geography and possibly R.E. and English under the single title of Humanities is an example of Stage II development. The recognition of the correlated nature of these subjects acknowledges their inter-relationship in life. The pupil's personal experience can be utilised to give motivation and relevance to Stage II curricula which is still subject centred around topics from the integrated subjects.

Stage III: is represented by thematic studies curricula and would include Type four core programmes. The themes for the studies are related to the common needs, problems and interests of the pupils. Such needs and problems can only be catered for by involving the pupils in experiences from which solutions can be discovered. At this stage of development a sharp break is made with subject-based curriculum. No syllabus of subject matter is laid down but the common needs and interests of the pupils

1) 'A Question of Living', R. F. McKenzie, (Collins, 1963)

are defined in terms of themes to be studied.

Stage IV: is represented by experience-core curriculum and includes Type Five core programmes (see Chapter 6). With curriculum at this stage of development, neither pre-conceived bodies of subject matter nor themes are laid down. Experience is recognised as educative in its own right. The experience obtained from an initial situation, evoking thought and desire for further active experience, followed by the satisfaction of this desire constitute the unit of work. The pupils, by their freedom of choice in areas of inquiry, select their own areas of knowledge for study.

The writer feels that it is pertinent to consider the curricula in use in other schools relative to these stages of development.

The first study was made at the school in Fife to which the writer had been invited. Two full days were spent in the school, which is a Junior High School and very similar to an English Secondary Modern School. The Headmaster made it possible for the writer not only to talk with him, but also to meet and talk with his principal teachers. They readily explained their ideas concerning the pupils' needs outside of the subject-based curricula then operating throughout the school. This school has an outstanding record of success in its extra curricula activities which include sailing, canoeing, mountaineering, ski-ing, field study and expedition work. The construction of equipment is carried out as part of the technical studies curriculum - work such as boat and canoe building and even ski making being part of the pupils' courses. When possible, these extra curricula activities were related to one or other of the subjects studied on the school curriculum. The writer appreciated that efforts were being made to give realism to school work, by using the pupils' experience gained in extra curricula activities to stimulate them in their subject studies. Those subjects which could draw upon such experience were undoubtedly benefiting,

e.g. Woodwork and Geography. The impression gained was that the work in the school was still subject centred rather than pupil centred. Even though some subject studies were being motivated by the extra curricula experiences of the pupils, their interests and experiences were not affecting the content of the curriculum to any real extent. The curriculum of this school had been developed to Stage I. Whilst at this school the writer learnt of the Working Party set up by the Consultative Committee on the Curriculum (Scottish Education Department), which was then considering the place of Modern Studies[1] in Secondary Schools.

Following the visit to Scotland, the writer began to make preliminary enquiries of other schools under his own L.E.A., who were establishing special courses for their less able pupils. This L.E.A. administers an area of approximately 200,000 square miles and has large rural areas as well as both urban and suburban areas. The first information obtained indicated that in general, the developments taking place were in the form of thematic studies. Pupils were being involved in experiences which were to lead them to acquire knowledge concerning selected topics. Before more detailed information was obtained from these schools, the member of the Schools Council made his visit to the writer's own school.

This visit enabled the writer to obtain information about the kind of curriculum development being carried out in many of the schools whose names had been furnished by the visitor in his earlier letter. It appeared that these schools were developing either integrated studies curriculum or thematic studies curriculum. None appeared to be developing experience-core curriculum - like the schools under the writer's own L.E.A., their approach was to provide pupils with experiences in order to initiate a course of study relative to specific topics. Such being the case, the writer decided that further more detailed inform-

1) See later for details.

ation concerning curriculum development would be requested from schools within the L.E.A. It was hoped that the report of the Working Party of the Consultative Committee on Education would soon be available and so furnish further information about curriculum development. At the same time enquiries would be made to ascertain which schools, outside of the writer's own administrative area, engaged on curriculum development, would furnish information.

The Head Teachers of twelve Modern schools with the writer's own L.E.A. were contacted and agreed to discuss the curricula in use with their average and below average pupils between the ages of 13 and 15 years. Several of these schools were in the process of experimenting and were undecided as to what form of curriculum they would establish. Concrete schemes of work or written accounts of the work being undertaken were obtained from five schools (A, B, C, D, & E.), the last of which was the writer's previous school[1]. In all five schools the curriculum adopted was thematic and could be classed as Stage III in development. School B did, however, note the relationship of the content of the course with traditional subjects even though the topics studied were directly related to the themes and not to the subjects. This suggested that this curriculum represented a state of transition from Stage II to Stage III in development.

In general, the aim common to all five curricula was to provide courses strongly related to the world outside, which would help pupils to appreciate their positions as social individuals, both as pupils and as adults after leaving school. Where specific aims are not stated in the scheme of work, e.g. School B, the writer discussed the aim with the Head Teacher or the course teacher concerned. By such discussion the aim of the course was discovered.

The method of approach was experience-based in each of these curricula. The pattern of involving the pupils in situations was common to each one. All five schools were convinced that involvement by

1) See Appendix XII for schemes of schools (A, B, C, D, E).

Curriculum Development in other Schools.

School and situation	Pupils engaged on the course	Approach	Stage of Development
A Sec. Mod in small rural village	4th year boys and girls - early leavers at 15.	Experience based, Thematic adjustment course: i) Vocational studies. ii) Home management. iii) Use of money. iv) Leisure Activities.	III
B Sec. Mod in suburban area of city.	4th year boys and girls - early leavers at 15.	Experience based, Thematic Social Economic Studies Course: i) World of work. ii) Kinds of jobs. iii) Awareness and Maturity. iv) Spiritual development. v) Peisure Pursuits.	Transition from II to III
C Sec. Mod. in coastal dormitory town.	4th year boys and girls - early leavers at 15.	Experience based, Thematic studies. Preparation for change from school to work: i) Man as a worker. ii) Man as a citizen. iii) Man as an individual.	III
D Sec. Mod. in industrial town.	4th year girls - early leavers at 15.	Experience based, Thematic Social Studies: i) Employment. ii) Personal appearance and relationships. iii) Marriage, the home.	III
E Sec. Mod. in semi-rural village.	3rd & 4th year boys and girls -early leavers at 15.	Experience based, Thematic Studies. Preparation for life in adult society.	III

personal experience in live situations was essential to the sound education of their less able pupils. As the courses were topic centred, the work done by the pupils was almost invariably directed rather than selected.

None of the schemes of work or accounts of curricula explained the fundamental educational principles upon which it was based. No mention was made of such principles during discussions with the writer. Each of these courses was based upon the needs of the pupils as seen by the teachers. Even though a clear appreciation of the practical needs of the pupils was apparent, these courses were empirical in nature. Attempts by the writer to discuss the courses in terms of fundamental principles proved unsuccessful. There appeared to be a lack of appreciation of the need to consider the theoretical principles underlying these courses. The writer had been faced with this attitude from several teachers in his previous school. It may explain why the writer, after viewing and assessing such basic principles, developed an experience-core curriculum in his present school, whilst a thematic studies curriculum had been developed in his previous school.

The publication of the Schools Council's Working Paper No. 11, 'Society and the Young School Leaver' provides general information concerning curriculum development with children of average and below average ability. The report is a record of investigations and assessments carried out by a team of two Head Teachers and one H.M.I. Claiming not to be the result of a survey of a representative sample of schools, it does, however, state that over 100 schools were visited, the writer's previous and present schools being two of these schools. Although this working party was primarily concerned with the problem inherent in raising the school leaving age, namely that of providing suitable courses for less able pupils, it recognised that such a problem was not new but accentuated by the proposed change.

Examples of work being done in nine schools (1 village college,

1 Junior High School, 1 Technical High School and 6 Secondary Modern Schools) are provided in the Working Paper. The accounts given of these schools show that five of them were providing experience-based thematic studies courses, which represent the 3rd Stage of development in curriculum. A sixth school was providing a thematic curriculum but insufficient information is provided to determine the part played by the pupils' experience in their course work. Being thematic, this course shows that the curriculum is developed to the 3rd Stage. Two further schools were providing experience-based integrated studies courses with curricula developed to the 2nd Stage. The information concerning the ninth school deals with the details of an exhibition at the end of a special course. From these details it would appear that again an experience-based thematic curriculum was being operated.

Although the report does not quote any school as operating an experience-core curriculum, it does stress the need to base the education of less able pupils upon experience other than the written and spoken exposition[1]. Furthermore, it states i) "that the ability to go on learning is a more important asset than acquiring a mass of information"[2], and ii) "If it is accepted that the end product for the young school leaver is to be measured in terms of values and attitudes and the ability to learn rather than an exact body of knowledge, then the particular selection made from subject material is not of any real concern as long as the values and attitudes considered to be essential are not under-emphasised or abandoned and the essential tools of learning have been acquired."[3] In the light of these statements, the Working Party would not appear to be opposed in principle to courses provided by curricula in the 4th Stage of development.

Further information concerning curriculum development became available upon the publication of "Modern Studies for School Leavers"

1) op. cit. para. 42.
2) op. cit. para. 38.
3) op. cit. para. 56.

Curriculum Paper No. 3, by the Consultative Committee on the Curriculum of the Scottish Education Department[1]. The Working Party which produced this report had the following remit:-

"To consider the place of Modern Studies in the curriculum of secondary pupils following non-certificate courses: to report to the Department on the approaches to the subject and on the syllabuses which might be recommended to schools".[2]

The report makes clear that it considers Modern Studies to have a wider meaning than that which has been associated with Modern Studies as used for Scottish Certificate of Education courses. For the purpose of the report, Modern Studies is taken to mean "the study of various aspects of contemporary society drawing mainly from subjects such as Geography, History and Economics, and also from other subjects having direct bearing on particular social questions".[3]

The report provides information about experimental work carried out in twenty-two pilot schools. The Working Party prepared themes which, taken as a whole, would provide a complete course. The schools then, simultaneously, each used one of these themes as a first phase of the experiment. Each school reported on the suitability of their scheme and from the information five complete schemes were prepared[4]. The pilot schools then each operated one of the five schemes.

These schemes each provided an experience-based thematic studies course which represented Stage III of curricula development. The approaches advocated are strongly experience-based. The report states that the pupils for whom these courses were planned "generally respond best when their work is based upon what they themselves experience".[5]

1) O.H.M.S., 1968.
2) op. cit., p.7.
3) op. cit. para. 2.
4) See op. cit. Part II, 'Approaches and Syllabuses'.
5) op. cit., para. 27.

It advocates the making of visits, the inviting of visitors, the use of audio-visual presentation, the use of work experience and the need for pupils to be required to make their own enquiries and records. From the accounts given of the work done in the pilot schools as they used the schemes, it is clear that the need for the pupils to have personal experience is recognised as fundamental to their learning. The need to base the education of the less able pupils upon experience other than the written and spoken work is stressed equally strongly in this report as it is in Working Paper No. 11.[1]

Following the review of this publication, information was received concerning two other schools involved in curriculum development with less able pupils. These two schools belong to separate L.E.A.s outside the writer's own Authority. When contacted, the two Headmasters each agreed to discuss their work with the writer.

The first of these schools, which serves a mining town, is a Secondary Modern School with a tradition for external examinations, in which they have a fine record. The Headmaster explained that over many years he had developed a strongly academic approach in his school. He frankly stated that it was a group of less able girls, who had proved to be academically disinterested in their 3rd year, who had caused both himself and his staff to consider the need for a special course for the early leavers in their 4th year. To this end an experimental course had been arranged, which had been in operation for half a term when the writer met the Head. This course was thematic in approach and the general theme was 'Preparation for life in the technological world outside of school'. The work with the scheme was experience-based. Most of the themes[2] for the girls were topics which would be normally found on a Domestic Science Scheme. Such being so, the

1) cf. para. 43 of Working Paper No. 11 and para. 27 of Curriculum Papers, No. 3.
2) See Appendix XII - School F.

curriculum appears to represent a transition between Stage II and III of development.

The second school was one of three Modern schools which, with a Grammar School, formed a campus system in a large industrial area. The less able boys and girls in the school (i.e. those not following courses leading to external examinations) were following an experience-based thematic studies course. The theme for this study was the heavy engineering industry of the area. As the topics of the course were related to aspects of the industry and not to subjects the curriculum represents Stage III of development. The Headmaster of the school recognised the obligation of Modern schools to provide courses suited to the needs of less able pupils and had introduced this curriculum in order to satisfy the need in his own school.

In both of these schools the courses appeared to be not only experimental but empirical. Neither Headmaster mentioned any fundamental principles of education upon which the courses might be based. The writer gained the impression that in both schools, attempts were being made to discover what type of work would enable the pupils to become satisfactory members of the school, in so far that they might come to appreciate the value of their school work. Consideration of this information obtained directly from schools and that provided by the two publications make possible a partial survey of curriculum development for less able pupils taking place outside the writer's own school.

In general, the common aim of all the curricula considered is to provide programmes which are suited to the needs of the pupils and which are consistent with their age, aptitudes and abilities. All these courses considered appear to recognise that the pupils' needs consist of the opportunity to become aware of their present and future positions as social individuals in the community and also to prepare themselves for the dual role of individual and citizen in the world after school.

To achieve such an aim, the work done by the pupils is directed towards specific objectives which govern the character of the work. To this end the characteristic features of the pupils' work with the curricula are as follows:-

i) Relevance to the world outside - recognising the interests of the pupils of this age, which can motivate their learning;

ii) Involvement with both the world and the school - recognising them as individuals who are part of society;

iii) Participation - requiring discrimination and judgment which is in keeping with their aptitudes and abilities, and so recognising their approaching maturity.

Although none of the schemes or accounts of work done in the schools specify the fundamental principles upon which their curricula are based, the nature of the direct experience approaches used are indicative of their acceptance of the value of experience as the basis of learning. Both Reports stress the essential nature of experience on the learning process. The Working Paper No. 11 states:-

"Almost all teachers with long commitment to teaching boys and girls of this age and level of ability will agree that for their pupils an idea or a fact or an answer will become neither real, nor interesting, nor likely to be remembered, if it is not linked at a fairly basic level with something they have 'experienced' in a more tangible sense than that in which more able children can 'experience' the written work or the spoken exposition".[1]

Curriculum Papers No. 3 declares:-

"There are situations in which careful exposition by the teacher is a most effective method of presentation, but the pupils we have in mind generally respond best when their work is based upon what they themselves experience."[2]

1) Working Paper No. 11, para. 42.

2) Curriculum Papers No. 3, para. 27.

The degrees of development which these curricula represent are predominantly uniform. With the exception of the two integrated schemes of work quoted in Working Paper No. 11, all the courses are representative of curriculum developed to Stage III. Nowhere outside the writer's own school has evidence been obtained of Stage IV development in curriculum for secondary pupils. This may be due to the writer's inability to discover such curriculum in operation or to the unwillingness of Head Teachers to divulge information. It may probably be due to reluctance of teachers to abandon traditional practices until they are convinced of the value of new approaches to learning. Mention of such reluctance is made by both Working Paper No. 11[1] and Curriculum Papers No. 3[2]. The unfamiliar nature of curricula which are no longer subject based may be the root cause of this reluctance to change.

Subject barriers are broken down in all of the curricula considered. Even in the case of the two integrated courses mentioned this is still so, even though to a lesser extent than in the other courses. The rest of the curricula display a broad approach to subject content. These schemes abandon the idea that the teaching of a substantial selected body of specialised knowledge is obligatory with all curricula. The content of these curricula is determined by its relevance to the pupils' lives both now and in the future. Experience-based thematic studies curricula and experience-core curriculum differ mainly in regard to the responsibility for selecting the content. In the former the content is decided outside of the classroom without considering the wishes of the pupils to any influencial degree, whereas in the latter type of course, the subject content is selected by the pupils in conjunction with the teacher as their leader. The presence of this mature adult guards against mis-educative study being undertaken. The writer appreciates the removal of subject barriers but feels that the primary purpose of these curricula, namely to provide the opportunity for the

1) Working Paper No. 11, para. 43.
2) Curriculum Papers No. 3, para. 3.

practise of conscious discrimination, may be obstructed if the themes selected by adults as teachers fail to interest the pupils sufficiently well to provide the necessary motivation. Furthermore, allowing the pupils this freedom of choice accords recognition of their developing maturity.

The curriculum development considered in this thesis has been concerned with the education of pupils of average and less than average ability. From time to time, the writer has received suggestions from his staff that a place might be found in the programmes of the more able pupils, for work of this nature. Introduction of this type of curriculum for more able pupils meets with one major problem, namely, how would such a curriculum fit into an external examination course? Neither G.C.E. examinations nor C.S.E. examinations under Mode 1 offer provision for assessing work done by candidates following experience-based curriculum. However, the local Examining Board now accepts integrated studies as a subject under Mode 3. It is pleasing to note that the Senior Master of the writer's school has recently been asked to moderate in two schools which are offering Mode 3 candidates for integrated studies (known as 'Social Studies'). By using Mode 3, it should be possible to enter candidates following both experience-based thematic studies and also experience-core studies. The assessment for such candidates would need to be made over the whole of their course work, a procedure which is acceptable under entry by Mode 3. Initially it might be more suitable to enter candidates for thematic studies for which a syllabus could be laid down and this would have meaning to employers. As the concept of experience-core curriculum becomes understood by the world outside of school, examination qualifications obtained by working to such a curriculum should also become acceptable.

In conclusion, the writer feels that the advent of comprehensive organisation will not affect the need for specially designed curricula for less able pupils. The Modern School pupils of to-day will have

their counterparts in the new comprehensive schools. The needs of the less able High School pupils will be the same as those of the less able Modern School pupils. Successful integration of pupils of widely ranging ability can only be achieved if mutual esteem can be established between such pupils. The writer feels convinced that the establishment of special courses for the less able pupils, which afforded them the opportunity to achieve a measure of success, was largely responsible for the better moulding together of pupils of widely differing ability, in both his present and previous schools. Several Headmasters of comprehensive schools have discussed the need in their own schools for special courses for less able children and agree with the writer that the opportunity must be given for the less able pupils to gain respect in the eyes of their fellow pupils. The establishment of experience-core curriculum could provide the special courses for less able pupils which would enable them to gain respect and simultaneously become integral members of the large community. The writer will soon have an opportunity for further experiment as he has recently been appointed to the post of Deputy Headmaster in a large comprehensive High School and looks forward to seeing experience-core curriculum established in his new school.

It may seem that this thesis has taken on the flavour of a personal odessey and is far from the impersonal, clinical - even mechanical - exercise, frequently associated with such work. The writer makes no apologies. To him, education is a warm, friendly, individualised activity, intensely personal and caring. There is no reason why academic work should not reflect this feeling.

A P P E N D I C E S

Appendix I

Results obtained by 4th year Secondary Modern pupils from the writer's school, who were entered for the Northern Counties Technical Examinations Council, Pre-Technical and Pre-National Certificate Examinations in 1957 and 1958.

N.B. Both examinations required that candidates entered for each of the four subjects.

Examination	No. of Candidates	Subject Passes			
		Maths.	Drawing	Science	English
Pre-Technical 1957	24	22	17	17	20
Pre-National 1957	19	19	12	18	19
Pre-Technical 1958	24	22	18	23	22
Pre-National 1958	24	23	19	24	23

Appendix IIa

Questionnaire sent out to ex-pupils of the mixed Secondary Modern School of which the writer was Deputy Head, in January, 1964.

Dear

It would be of great assistance to us to have various details concerning our past students. We should be obliged if you would kindly complete the attached form by 1st February, 1964.

Arrangements have been made for the collection of these during the following week.

Yours faithfully,

HEADMASTER.

NAME (in FULL) .....

ADDRESS .....

Married or Single (Cross out whichever does not apply.)

DATE of LEAVING .....

In which form were you in each of the following years?

1st ..... 2nd ..... 3rd ..... 4th ..... 5th .....

If you took any external examinations (such as Northern Counties, G.C.E. etc.) while atschool, please give details.

Examination	Date

If you have continued your education after school, please give details.

Course taken	Year	Exams taken	Name of Institution

What are your present interests? (Please state here any clubs, associations, societies, etc., to which you belong.)

Have you been employed since leaving school?

	Occupation	Employer
1st		
2nd		
3rd		
4th		

If you have been unemployed for a prolonged period, can you suggest any way in which the School might have helped you to avoid this?

EMPLOYMENT OF EX-PUPILS

Analysis of information obtained from questionnaire sent out to pupils leaving school 1958-1964.

Number of questionnaires distributed - 500
Number of questionnaires completed - 225
Analysis of information, relative to ex-pupils' employment, obtained from questionnaire reproduced as Appendix IIa.

	Full-Time F.E.	Nursing	Apprenticeships		Semi-Skilled Trades	Clerical	Retail Trades	Forces	Agri.- & Horti-Culture	Trans-port	Un-skilled	Unem-ployed	No. Quest-ionnaires Completed	Approx. % Returning Questnre.
			Stud-ent	Craft										
A Streamers	13	8	10	7	1	20	2	2	1	1	1	1	63	80
B Streamers	2	2	-	18	8	24	14	3	3	2	1	-	77	65
C Streamers	-	3	-	8	1	-	15	7	4	2	-	-	40	40
D Streamers	-	-	-	7	4	-	11	-	6	-	6	-	34	30
E Streamers	-	-	-	3	-	-	4	-	-	-	2	2	11	25
TOTALS	15	13	10	43	13	44	46	12	13	4	10	2	225	

Appendix III

Questionnaire completed by pupils of the writer's school, who had almost completed the two-term 'Approach to Industry' Course in July 1963.

APPROACH TO INDUSTRY, 1963

Arrange the following list in order of preference. Put the number 1 against the visit you enjoyed most, the number 2 against the visit you enjoyed second best etc., until you have completed the list. If you were not present for all the visits, complete this list as far as you are able.

Fourstones Paper Mill	( )
Ashington Colliery	( )
Proctor and Gamble	( )
Murray and Charlton	( )
Newcastle Chronicle	( )
Wright's Biscuits	( )
Otterburn Tweed Mill	( )
Formica	( )
W. D. & H. O. Wills	( )
Consett Iron Company	( )
Stella South Power Station	( )
Lemington Glass Works	( )
Kirkley Hall Farm Institute	( )
Clevedon Engineering	( )
Newcastle Airport	( )
Graves Bakery	( )
Kielder Forest	( )
River Tyne Excursion	( )
Northumberland Coast	( )

Look at the visit which you have said that you enjoyed the most. In the space below give your reasons for your choice.

Look at the visit which you have said that you enjoyed the least. In the space below give your reasons for your dislike of this visit.

Would you have preferred to have only one visit per fortnight or do you think that one per week is better?

Which of your guides did you like best?

Why?

Which of your visiting speakers did you like best?

Why?

Did you talk to your parents about your visits?

Did your parents ask you questions about your visits?

Did you ever take your 'Approach to Industry' Book home for your parents to see?

Did you ever find any of your friends in other classes envying you when you went away on your visits?

Did you enjoy doing your written accounts of the visits?

Did you ever find the 'Approach to Industry' Course becoming boring?

If you did, please try to explain why.

Did you think it was worthwhile having your work displayed and if so, what sort of people did you want to see it?

Did you prefer going on visits where there was only your own form involved?

If you have now left school, can you honestly say that this course prepared you in any way for your working life?

Signature.....

Date .....

Appendix IV

Reports compiled in school concerning the Pennine Way Project.

THE PENNINE WAY PROJECT

1. Birth of an Idea. A perusal of enclosure A will reveal why Mr. John Thompson, our Geography master, who came to us almost five years ago after three years training as a teacher, was quick to see the possibilities inherent in a Pennine Way Project. He discussed the idea with Mr. Slee, County Expeditions Officer who had given invaluable help in planning the earlier work at the Northumberland County Field Study and Expedition Centres, enlisted the support of Mr. John McPherson, our Biologist and Geologist, and aroused the interest and enthusiasm of more than a dozen members of the teaching and ancillary staff.

2. Purpose of the Project and Outline of the Preparatory Work. Enclosure B is a copy of the letter sent to the Director of Education. Since the letter was prepared, to the training course has been added Metalwork (making of tent pegs, repair of primus stoves), Film Making in association with the Extended Day Film Group, Personal Hygiene, Cookery, Weather-lore and Geology. Drama in the form of one-act plays has enabled these boys and their female contemporaries to raise money for the Project and, more important still, has tapped their energies and interest.

3. The Project Approved. The Director readily agreed to the Project and asked for a report in due course.

4. Parents and Pupils. Mr. Thompson outlined the scheme so successfully at a meeting of the 4th year C and D Stream boys that very soon their parents were persuaded to attend a small informal group to hear further details after school hours. From the outset the response from the parents has been admirable, largely, I think, because of their confidence in the staff and their carefully prepared plans.

5. Equipment. Each boy purchased an anorak and a pair of excellent boots at a combined cost of nearly £6. This alone must have meant much sacrifice for some parents and probably some hard spare-time work for the boys. When they wore them at school on the slightest pretext, we raised no objection.

6. Active Preparation.

   a) Catton Centre, 12th, 13th, 14th February, 1965. Since Mr. McPherson was Form and General Subjects Master of the 26 boys

in Form 4G (Boys), it was comparatively easy to allow him to proceed to Catton Field Study and Expedition Centre with his pupils during the afternoon of Friday, 12th February. Mr. Walters, the Warden, very kindly made a special effort to accommodate most of the boys during the close season. Nine boys and Mr. Thompson were readily permitted to use Allendale County Secondary School by Mr. E. Batey, the Headmaster. That first weekend the boys walked 25 miles, mostly over moorland, put into practice the theory acquired in school on use of map and compass. With the help of Mr. Roddam, the Art Master, they did some excellent sketching, practised leadership and working in groups and learnt the value of good equipment in wet weather. We were secretly relieved to see them emerge successfully from a stormy weekend.

b) School Sessions. After lunch on Tuesdays techniques were practised within the catchment area of the school. On a few occasions they were taken by minibus to Blanchland moors where more was learnt about field study, weather observation, camp training, food values, hygiene.

c) Half-Term Holiday (February). The majority unsupervised, went trekking in the snow.

d) Catton Camp, 26th, 27th, 28th March, 1965. The Centre was avoided as this was to be an exercise in light-weight camping. They appreciated the value of team work, good personal relationships, being in a congenial group, being prepared for any weather, the need for perseverance and the value of good leadership. Each had a special job to do en route. They learnt to keep tents and other equipment in good order.

e) Easter Holidays, 9th to 26th April, 1965. 75% went camping, unsupervised, for nearly a week and discovered that food is expensive. "Coo, 50/- for five days, Sir!"

f) Kielder Expedition, 30th May to 3rd June, 1965. The purpose is to select the ten boys best fitted to walk 260 miles along the Pennine Way. It will involve light-weight camping in the North Tyne catchment area. The boys and three teachers, Mr. Thompson, Mr. McPherson and Mr. Hamilton, the P.E. Master, have planned a difficult route and considered cost, food, time, log sheets. The boys will work in groups of six and each will be a specialist in his team as leader, or navigator, or geologist and geographer, or weather-man, or artist, or naturalist. Each, therefore, must accept some special responsibility and keep a log book. When camping they will sleep in pairs, in the excellent tents, use the sleeping bags provided by Mr. Slee, and will eat in groups of three. To-day Mrs. Robinson, one of our Cookery teachers, is teaching them how to prepare appropriate meals, use of dried egg, curry etc. On Tuesday, 15th June, the Headmaster and staff

involved will choose the Pennine Way Team.

g) Team Practice, 16th to 23rd June, 1965. On two afternoons during this period Mr. McPherson will take the chosen group on additional exercises to develop still further a good team spirit. The remainder will prepare equipment, food packs and the school minibus for the actual Pennine Way Walk in addition to making final arrangements for recording the information to be sent to them by the team.

7. Recording. Mr. T. Pearson, Form Master of 4CZ, a class depleted by Easter Leavers, will assimilate 4CB and, with the help of other teachers, will record the progress of the Pennine Way Team.

i) Chart 1. Large pictorial map prepared by Mr. Aris, the Art Master, and showing the route to be traversed.

ii) Chart 2. Daily bulletin, containing snapshots, postcards, letters, notes, sketches and, possibly, samples of rock, flowers, etc. After being on view for the school for one day, they will be transferred to Chart 1.

iii) Tape Recordings. After each day's trek a three-minute telephone message will be prepared and sent to school where it will be recorded on tape and played at morning assembly.

iv) Films. The 16 mm. cine camera will be used. Exposed films will be sent to London for processing and returned to school for cutting and editing.

8. Reception on Friday, 16th July, 1965. The arrival will coincide with the end of the school day.

9. Exhibition. This will be held on the Annual Open Day, Wednesday, 21st July, at 1.30 p.m. and a Social or Dance will follow.

Conclusions.

The impact on these 'Newsom' pupils has been marked. The Citizenship course, covering the first two terms of their final year, has held their interest, but this additional project has really inspired them. Development of character, good manners, maturity, powers of leadership and team spirit have been obvious and keen competition for a team place has improved attendance and general attitude to to work. Staff and pupils have really got to know each other and teachers have been pleasantly surprised to discover the many purposeful interests and activities engaged in by the average and below average boys in their spare time. For example, during the last summer holiday, one boy explored Ireland on foot with his older brother, a fact which emerged during a casual chat.

Our next major problem is to find a similar challenge for the 'Newsom' girls. Perhaps Youth Hostelling is the answer.

Such a fine response from the boys would have been impossible without adult enthusiasm. A dozen or more of the school staff have co-operated most effectively, both in and out of school hours and the remainder have willingly tolerated the occasional inconvenience caused by necessary time-table adjustments. They would all, however, acknowledge the self-sacrifice and effective leadership of Mr. John Thompson and Mr. John McPherson, to whom these boys will be eternally grateful.

The help given by parents, by Mr. Batey, Headmaster of Allendale County Secondary School, Mr. Walters, Warden of the Catton Centre, and Mr. Hodgson, the Kielder Warden, has made our task easier and the final word of thanks must go to Mr. Slee, the County Expeditions Organiser, for his constant help in the planning and equipping of the Project.

The chosen team will complete the final task on 'The Way' between 25th June and 16th July, 1965, and bring credit to themselves and all concerned.

HEADMASTER.

FINAL PENNINE WAY REPORT

Preliminary Preparations After Whit Holiday, 1965.

Work Done By Boys.

The Team: Those boys who were selected after their week in Kielder Forest were medically examined by Dr. Mackichan. All passed the medical. The ten boys were now divided into two groups of five and a leader appointed to each group. The two leaders were James McGee and George Atkinson. Duties mentioned in the previous report were allocated to each boy in the team and the groups were then expedition and field work units. The boys worked out a complete route schedule each day, each hour being covered, and these were duplicated and used for navigation and recording on route. Camping eqipment was assembled and maintenance carried out where necessary. The minibus to accompany the expedition had the inside painted by two of the boys. Letters to county police and doctors were sent off informing them of the date and location of the group while in their counties. Food was sorted and packed and final cooking practices carried out in the Domestic Science room.

Boys who were not selected: these boys prepared for the reception of the field work and expedition news which was being sent back to school. It was the task of this group to keep the school informed of the progress and the following preparations were made:-

A Daily Bulletin Board.
Personal Progress Board.
A large scale map of Pennine Way.

Some of these boys were also learning the techniques of developing and printing photographs so that a skilled team could quickly develop the daily photographs. Another two boys learned how to operate the tape recorder for recording the telephone messages. These boys offered to come in each night at 7.30 p.m. and even over the weekends to do this job.

Parents. A meeting of the parents of the dozen boys selected for the expedition was called and all atended. This gave them the opportunity of asking questions and hearing the final plans. They all agreed that £6 per head for three weeks was very reasonable and were completely satisfied with the arrangements.

Staff. Mr. Tait, Headmaster, gave overall support to the work going on and offered both administrative and financial help from the School Fund.

Mr. Pearson - supervised the group who were remaining in school to record the expedition.

Mr. Bolton - trained the photography team and looked after this side of the expedition.

Mr. Hamilton (P.E.) - organised the assembly of equipment and checked the physical well being of the team.

Mr. McPherson - organised the food and fuel supply and was in charge of financial affairs.

Mr. Roddam - was responsible for the art work which the recording group was doing.

Mr. Taylor - supervised the cleaning and painting of the minibus.

Mr. Thompson - responsible for the expedition and co-ordination of all activities, working out the route and liaison with parents.

Mr. Slee - (Organiser for Outdoor Activities) - gave advice and guidance and provided county equipment.

The preparation now completed to schedule. the expedition was embarked upon according to plan.

THE EXPEDITION - 24th June, 1965 - 16th July, 1965.

Advance Party - 24th June. Mr. Thompson and the two porters went to Edale with the minibus which was carrying equipment and food.

Main Party - 25th June. Mr. Hamilton and Mr. McPherson and the walking team travelled to Edale by coach.

Start of Expedition - 26th June.

At 9.45 a.m. the groups left Edale and during the day which followed all the hard training and preparation helped the boys settle into an easy rhythm. A typical day during the walking:- arise 7.30 a.m., wash; cook breakfast; strike tents; pack rucksacks; briefing; packed lunches distributed; walking parties depart 9.30 a.m.; minibus loaded by porters and member of staff depart for next camp site at 11.30 a.m. - boys walked in their groups navigating and doing field work on route; the two members of staff followed same route but departed about an hour after boys; 5-6 p.m. the groups arrived at next camping site; hot soup made by porters; tents then erected; wash; cooking evening meal; field work and daily diaries; hot cocoa; bed 10.00 p.m.

The Pennine Way (256 miles) took 18 walking days, the party averaging 14 miles per day. The last 140 miles took 9 days and showed the excellent progress the party was making.

The longest day was Greenhead to Bellingham (24 miles) 10.00 a.m. till 9.00 p.m. Highest ascent on route was Cross Fell, 2,900 feet.

The walk was completed exactly as planned by boys.
There were 7 boys who completed the full walk.

James McGee missed one full day with conjunctivitis.
Dennis Noble missed one day with keens on his feet.
David Hewitson missed three days with swollen feet.

The only accident occurred at Gowling where one of the porters suffered a lacerated hand. After receiving first aid the boy had to go to Keighley Hospital for stitches. The journey of 15 miles to hospital showed the necessity for the minibus on such an undertaking.

The Morale of Party. This was very high and boys approached the task with mature attitude due to:-

thorough training in expedition and field work techniques;
personal hygiene training and good food;
a full day and complete occupation of their time;
they had a challenge which they accepted and carried out alone - no one accompanying them along route other than at rendezvous points and camp sites.

There were never any grumbles or complaints from the boys who were always helpful and cheerful. In the evenings when the day's work was completed the boys organised football, cricket and swimming amongst themselves.

Field Work on Expedition. All the work went according to plan and each day a complete record of the previous day was returned to school both in writing and photographs and also by telephone message. The information collected is now being utilised by a 4th Year B Stream who are analysing and co-ordinating the results.

Transport. The school Austin Dormobile proved invaluable, covering 1,000 miles on the expedition at a cost of £15. This stresses the need for a vehicle on such a venture and especially so in the case of accidents.

Staff on Expedition.

Mr. McPherson	who travelled with the van and bought food and found camp sites. Also in charge of finance. He stayed for $2\frac{1}{2}$ weeks with the party.
Mr. Hamilton	walked along the route in case of emergency and looked after the camping and personal hygiene of party. Also stayed for $2\frac{1}{2}$ weeks.
Mr. Roddam	and Mr. Taylor relieved Mr. Hamilton and Mr. McPherson for four days at Kell and carried on with their duties.
Mr. Thompson	walked all the way along route with other member of staff. Responsible for the walking and field work. Also co-ordination of expedition.

Press Cover:- local newspapers Evening Chronicle, Journal, Hexham Courant gave coverage. The Teachers' World covered the whole expedition in three articles in their magazine. The children also appeared on television prior to their departure for Edale.

Work at School during Expedition. The information sent in was recorded by the methods outlined earlier and each child in the school did a folder on the walk using the information sent back. Mr. Pearson and Mr. Bolton supervised the boys who were doing this. Parents called to see how their children were progressing on the expedition.

Exhibition of Pennine Way. An exhibition of equipment and field work was put up for Open Day only four days after the party had returned. After the exhibition the film and slides showed both parents and children the full story.

Conclusions.

The whole course and expedition worked out exactly as planned in all ways. The effect of this undertaking on the participants, and on the whole school in fact, was what we had hoped.

Mental-Attitude - changed for better towards school and staff because subjects were real and geared towards a challenge.

Responsibility - leaders emerged unexpectedly. Any boy could be asked to do any task and it would be done without further reminders.

Social Development - they developed an ability to talk and mix with any class of people they met on route.

Self Discipline - this is self evident for had they not developed this quality they would surely not have succeeded.

Confidence in Themselves - the feelings expressed by oneboy summarises the groups', "For the first time in my life people were congratulating me because I had succeeded in facing a difficult challenge and as well as this I knew myself that I achieved success."

Relationships - living in a small community with a friendly atmosphere amongst themselves and towards adults and staff.

Endurance - the fact that these lads, for three weeks, lived in hardy existence and accomplished their task.

Physical - physically each boy was able to complete this strenuous expedition without undue fatigue. There was quick recovery from extremely difficult and soul-destroying walking in all weathers, e.g. Greenhead to Bellingham it rained for 7 walking hours. The staff had the feeling that the boys were capable of walking another 256 miles if necessary.

Through the personal hygiene training they developed careful habits. There was an amazing difference between our first weekend away and the

last few days of the expedition.

They all had a healthy, suntanned appearance, short hair and a general appearance of complete fitness.

Staff. To do this work there must exist a nucleus of really enthusiastic people. We had such a group as the notes indicate. The task involved not only countless hours after school but weekends and weeks of voluntary work. Such a project places on the members of staff the responsibilities of parents or guardians, hence the need for such a low pupil-teacher ratio as we had 4 - 1. Such an arrangement was possible as other teachers became available when Forms 5A and 5B left school after external exams.

Parents - must be willing to back up such a scheme and offer financial help towards clothing and equipment. We had 100% support and this in itself was a great achievement as all the children were from lower streams and schools usually see only parents with children in academic forms.

Cost of the whole scheme.

	£.	s.	d.
County supplied	65.	0.	0.
School supplied	80.	0.	0.
Children	255.	0.	0.
	£400.	0.	0.

The Scheme. After a thorough training in expedition work, children can be placed in a situation where an interest in field work can be developed and pursued. Sound map work and camp craft meant that the boys on the Pennine Way could spend a lot of time on the actual field recording. This means that field studies are not limited by the number of centres a County can establish but by the amount of camping equipment and skilled instructors it can provide. Field work can then spread anywhere within the financial limitations of the groups involved.

Transport:- is a real necessity where this type of work is undertaken. The school dormobile proved invaluable but because of its age it gave us certain worries at the time. Hence the need for excellent reliable transport.

School Staff. The willing co-operation of another 20 members of the school staff enabled the Headmaster satisfactorily to adjust the normal time-table.

County Organiser Outdoor Activities - Mr. Slee - gave help and guidance as well as providing the school with equipment.

The County Authority - gave permission and financial support to the whole scheme.

The Timing of Expedition. It fitted in well with the school's pattern and did not disturb the smooth running of the time-table. However, due to the proximity to the summer holidays and the fact that the boys were school leavers, follow-up work has had to be done by another class.

The film. This provides an interesting outline of the whole scheme and illustrates in particular the training involved and the expedition itself. How the boys changed from immature teenagers into capable young people.

HEADMASTER.

24. 9.65.

USE OF FIELD STUDY AND EXPEDITION CENTRES IN NORTHUMBERLAND.

Since 14th September, 1964, almost all the 4th Year pupils of this four-form-entry County Secondary School have spent a period of five days at either Kielder, Howtel or Catton during term time and irrespective of weather. The 'A' Stream preparing for G.C.E. 'O' level and the 'B' Stream for C.S.E. Examinations, and the 'C' and 'D' Streams engaged in a year's Citizenship Course based on fortnightly visits to and projects on local industries and centres of interest, all chorus, "When can we go back to the centres?" The reaction of the twelve teachers accompanying them is equally enthusiastic.

The staff have gained a variety of random impressions of the impact made on the boys and girls all of whom are willing to devote time, energy and money on this work. Unexpected powers of leadership emerge from all streams and frequently from those lacking athletic prowess. They enjoy contact with the staff in new situations, gain respect for them as experts and people and rapidly develop a special team spirit. At little financial cost they discover true happiness in the growing confidence which results from facing new challenges and rectifying mistakes which, if persisted in, would bring unpleasant consequences such as losing one's way and feeling cold and hungry. While at a Centre, 'free' time is, to them, wasted time, almost every group being happy to talk purposefully though often informally about the day's work which they eagerly record in appropriate fashion until midnight. Cold rain on the face coming to terms with nature, the discovery of unsuspected powers within themselves and each other have resulted in physical, mental and spiritual stimulation not easily achieved at school or home. How readily the strong help the weak, the intelligent the dull and how obvious the transfer of training when a once inhibited, dull and backward boy feels able to ask, "How are your blisters this morning, Sir?" The overnight development of powers of industry, concentration, accuracy, rate of working and general interest has to be seen to be believed and those most affected are in the lower streams, whose recent exhibition of work was an inspiration.

What have the children to say? "We're learning independence. We're growing up. We're not soft - learning to accept responsibility - enjoying team work - feeling fitter - appreciating simple things - valuating sleep - learning by experience - finding possible careers - enjoying school work more - spending more wisely - meeting new people - understanding others - seeing more because we know more - developing a liking for the outdoor life - finding new skills - feeling tougher - learning to value the library."

This active approach to education, though very demanding, is an inspiration to many teachers who are now reluctant to return to formal teaching methods. To them Field Studies are no longer an appendage to but an intrinsic part of education. They stress the need for thorough preparation which involves the ability to see the finished product before the exercise begins. Not all are equally able to undertake this work

which requires the right 'man' for the job. The good organiser and the specialist develop mutual respect and it is recommended that occasional 'specialist days' should be woven into the time-table. For example, the inspiration from Mr. Roddam, the Art Master, who joined the 27 boys and two masters at Catton was the highlight of last weekend. The children seem to work most effectively in groups (see notes A1), though this involves much additional preparation by the staff who also stress the need for provision of adequate transport at each base. It is suggested that a Teachers' Course on Field Studies might be organised during a number of weekends so that with knowledge gained and techniques acquired, ways may be found to use this medium not only to benefit lower stream pupils, but to help to prepare external examination candidates, particularly those taking C.S.E. Examination. In addition, just as our Citizenship boys are being prepared for the Pennine Way Expedition, so Fifth Forms could use the occasional weekends between March and June to fit themselves for a suitable exercise during the post examination period and so enable us to refute the charge that their present education inhibits them.

If C and D Stream children will remain for an extra year to plan and complete a British Isles and/or European Expedition, we shall be more than ever convinced of our preparedness for the raising of the school leaving age. The more schools realise the value of Expedition and Field Study Centres, there will be an overwhelming demand for further provision. This could involve the building of dormitories in suitably sited educational establishments to facilitate exchanges between schools or youth associations and literally bring an extra breath of fresh air into our educational system.

ENCLOSURE B

PENNINE WAY

This is a request for permission to take a party of boys from this school on a walk along the Pennine Way from Edale in Derbyshire to Kirk Yetholm in Scotland, a distance of 260 miles. The project has been discussed with Mr. Slee, the Organiser for Outdoor Activities, and is outlined below.

AIM: A six months course, which will become an integral part of the school time-table, aimed at bringing a party of ten to twelve boys up to the standard required to undetake the walk outlined above.

PUPILS: These will be from the 4th Year C and D Streams and the 26 boys concerned will all take part in the training prior to selection.

TRAINING COURSE: This will include:-

Science: The Human Body. First Aid. Diet. Natural History.
Physical Education: Lightweight Camping Course. Fitness training preparatory to walk. Field Cookery.
Art: Field Sketching.
Geography: Training in use of map and compass. Geography at first hand during training and walk, e.g. topography, vegetation, occupations, settlements.
Mathematics: Costing for supplies needed for expedition, calculating weights to be carried, etc.
English: Communication with police, doctors, farmers, schools etc., when planning the details of walk.

The emphasis in each subject will be on 'real' learning. In other words, mistakes will result in real consequences rather than marks in exercise books.

Selection for the final party will be based on practical testing of theory acquired in school. Practical work will take place at weekends at the County Field Centres. The use of these centres at weekends will be a vital part of the course, and it is envisaged that the boys will use the centres only for shelter. Cookery will be done with lightweight camping equipment and food will be brought by the visiting party. Later, when the boys have mastered camp-craft, there will be less need to spend the whole weekend at a centre. A final week at the Kielder Field Centre will ensure that all twenty-six taking part will have the necessary skills and ability to attempt the proposed expedition.

THE WALK: To take place between 26th June, 1965 and 16th July, 1965.

Insurance: All children must be adequately insured.
Medical: All children to be medically examined by school medical officer and/or local doctor.

Safety: Route will be planned with regard to safety. Police and doctors will be notified at suitable intervals along route.

The school dormobile will accompany the party and will provide transport for food supplies and equipment. It can also be used in any emergency that may arise.

Staff: Since the walk will take place after the half yearly examinations have been completed and after the cessation of the Extended Day experiment, sufficient staff can be provided to ensure adequate supervision. Three members of staff will accompany the party for the first and most difficult week, after which two members of staff will suffice, one walking and one going ahead with the vehicle and supplies.

Parents: It is often stated that the parents of C and D Stream children show little interest in their children's education. The reverse is true in this instance. All parents have been interviewed and are extremely keen on the project. All have been willing to give financial support and to provide the children's personal equipment such as anoraks and boots, approximate cost of £6 per head and to help towards the expenses of the actual walk.

Finance: It is hoped that some help may come from the school, the L.E.A., and from fund raising activities undertaken by the boys. A school concert with this in mind is being organised by the pupils concerned, with the help of staff and C and D Stream girls.

POSSIBLE AWARDS: The Duke of Edinburgh's Award - those taking part in the walk could qualify for the Silver Award and those taking part in training, for the Bronze Award. Any certificates earned will be incidental to the project.

CONCLUSION: These are 'Newsom' children and it is felt that here is an opportunity to give aim and purpose to the work of the backward stream. The whole emphasis of the course is on educating the child to know his own capabilities. It is not merely a walk between two points.

The boys not chosen to participate will act as recorders in school where we hope to arrange a 'Pennine Way Exhibition' in time for Open Day at the end of the Summer Term.

Appendix V

Members of Newsom Conference, January, 1964

Heads	Schools
Miss Oates	Walker Technical High School.
Mr. Linthwaite	Sanderson Orthopaedic Hospital School.
Mr. Thompson	Creighton and Margaret Sewell School.
Mr. McIntosh	Hirst Park C. Sec. Boys' School, Ashington.
Mr. Brassington	Marden Secondary Boys' School.
Mr. Phillipson	Hill Heads C. Sec. School, Whitley Bay.
Mr. Tait,	County Secondary School, Prudhoe.
Mr. Docherty	St. Aidan's Sec. School, Willington Quay.
Mr. Hagon	Bedlington Station Co. Sec. School.
Mr. Marley	Cramlington County Sec. School.
Mr. Woolley	Walbottle West County Sec. School.
Mr. Turnbull	Walbottle West County Sec. School.
Miss A. Bruce	Thomas Addison Girls' School, Longbenton.
Miss Wood	Victoria School, Workington.
Mr. Pattison	Whickham View County Boys' School.
Mr. Miller	Firfield Boys' School, Newcastle.
Miss Yeats	Whickham View Co. Sec. Girls' School.
Mr. Churcher	Claremont Secondary School, Newcastle.
Mr. Newcombe	St. Joseph's R.C. School, Newcastle.
Mr. O'Connor	St. Aloysius' R.C. Sec. School, Newcastle.
Miss Futter	Pendower Technical High School, Newcastle.
Mr. A. L. Morrison	North View Co. Sec. School, Newcastle.
Mr. Robson	St. Augustine's Sec. School, Newcastle.
Professor B. Stanley	Director, Institute of Education.
Deputy Heads	
Deputy Head	Thomas Addison Girls' School, Longbenton.
Mr. Cowey	Prudhoe County Sec. School.
Miss Chisholm	Walker Technical High School.
Miss Maxwell	Western Girls' Co. Sec. School, Wallsend.
Mr. Scott	Marden Sec. Boys' School, North Shields.
Mr. Jary	Kenton Sec. Comprehensive School.
Heads of Remedial Departments	
Head of Remedial Department	Thomas Addison Girls' School, Longbenton.
Miss Johnson	Victoria School, Workington.
Mr. Sockett	Walbottle West Co. Sec. School, Newcastle.
Mr. Freeman	Westridge School, Bedlington.
Mr. Bell	Princess Louise Sec. Mod. School, Blyth.

Teachers of Backward Pupils	Schools
Teacher of Backward Pupils	Thomas Addison Girls' School, Longbenton.
Miss Hall	Coates Endowed Sec. School, Ponteland.
Mr. Hind	Glebe (E.S.N.) School, Killingworth.
Miss Hepplewhite	" " " "
Miss Clark	" " " "
Miss Smith	" " " "
Miss Carroll	" " " "
Mr. Hall	Dudley County Sec. School, Dudley.
Mrs. Noble	Hirst Park Girls' School, Ashington.
Miss Bell	Ralph Gardner Girls' School, North Shields.

Appendix VI

Firms represented at the meeting held in the writer's own school, in order to introduce the 'Modern' Course.

Firm	Represented by:
Wallsend Slipway & Engnrg. Co. Ltd.	Training & Welfare Officer.
Swan, Hunter & Wigham Richardson.	Apprentice Training Officer.
British Ropes Ltd.	Personnel Officer & Asst. Manager.
N.C.B.	Colliery Training Officer.
N.E.E.B.	Education & Training Officer.
C. A. Parson & Co. Ltd.	Personnel Officer.
Commercial Plastics	Personnel Officer.
Henry Moat & Sons, Ltd.	Personnel Officer.
Watts, Hardy & Co. Ltd.	Labour Officer.
Wallsend Industrial Co-op. Soc.	Secretary.
Reyrolle, Ltd.	Training Officer.
North Eastern Marine Ltd.	Personnel Officer.
Formica Ltd.	Education & Training Officer.
Monitor Engineering Ltd.	Personnel Officer.
F. W. Woolworth Ltd.	Manager.
Charles Clay & Sons, Ltd.	Manager.
Geo. Angus & Co. Ltd.	Personnel & Asst. Personnel Officers.
Clelland, Ltd.	Labour Officer.
Thermal Syndicate Ltd.	Personnel Officer.
Hawthorne Leslie, Ltd.	Personnel Officer.
Brown & Hood, Ltd.	Personnel Officer.

Appendix VII

Itinerary of five day field study/expedition training exercise in North Tyne area, based upon Kielder Camping site.

Boys:

Day 1: 6 mile walk from leaving bus to Kielder site, with full packs - pupils walked via own route, using maps and compasses.

Day 2: 12 mile walk along course of Lewisburn. Due to excessive heat and the illness of one member of party, an emergency camp was made overnight.

Day 3: 12 mile walk via different route, back to base camp, the 'sick' member being helped by remainder.

Day 4: 7 mile walk to meet girls' group and give assistance with carrying equipment.

Day 5: Fossil search along river and clearing up site ready for return.

Girls:

Day 1: Taken by bus to base camp - pupils set up base camp in preparation for boys' arrival.

Day 2: Map and compass exercise, returning to camp.

Day 3: 6 mile walk with equipment to make overnight camp.

Day 4: 6 mile walk to base camp via different route.

Day 5: Field study exercise from base, followed by clearing camp site for return.

Appendix VIII

Scheme of Work for Experience-Core Curriculum

for 3rd and 4th Year Pupils of Lesser Academic Ability

AIM: To provide these pupils with a secondary education as defined by the Newsom Report (para. 313), in so far that the work done by them

i) requires them to use self-conscious thought and judgment;
ii) is related to the world outside of which they form part and are increasingly aware;
iii) is related to the pupils' future in this world as adults.

OBJECTIVES:

i) The provision of educational and vocational training which will enable them to become satisfied members of society;
ii) the development of their powers of discrimination;
iii) the practice of basic skills necessary for them to take their places in the community;
iv) the stimulation of interest in knowledge;
v) the recognition of their place in society and the inter-related nature of society.

PRINCIPLES:

1. This is a special type of core-curriculum and hence is divided into two characteristic parts, a) the core, which is compulsory and, in this case, defined by special characteristics, as follows:-

   i) the 'subject matter' is to be found in the on-going experience of the pupils and not in any specialised branch of knowledge;
   ii) such material is to be treated in ways that, firstly, will enable pupils to more readily understand the happenings which constitute their experience and, secondly, will provide the greatest opportunity to develop their social skills of working together and understanding each other.

   b) the periphery, or area of choice characterised by the freedom of selection by the pupil. Such freedom is used by the pupils in two ways:-

   i) THE 'subject matter' for study is freely chosen relative to the core experience;
   ii) the mode of expression used by the pupils in their work is likewise freely chosen.

2. The curriculum is dependent on the pupils being initially involved in worthwhile experiences which motivate participation and further involvement. Experience is the interaction between the individual and the situation in which he finds himself. The two criteria for meaningful experience are, therefore:-

   i) interaction between situation and individual;
   ii) desire for further worthwhile experience, i.e. continuity.

   It is the task of the teacher to select situations which he or she considers will stimulate the reaction on the part of the pupil, and involve the pupils in such situations in order to provide experience for them.

3. The nature of the experience is critical. Situations which fail to stimulate cannot produce interaction and, hence, fail to provide experience. All experience is not educationally worthwhile and, unfortunately, some of the life experiences of our pupils is of this type. The teacher must be the regulator of objective conditions in so far that he or she selects situations which will lead the pupils to worthwhile experiences. Such selection must be made in the light of the teacher's own mature experience.

4. The teacher's role is that of a sympathetic member of the group, who, because of his or her greater maturity, has the special responsibility of leadership. Such sympathy can only result from a thorough awareness of the needs and capabilities of the pupils, together with an understanding of the pupils as individuals. The teacher has the difficult task of simultaneously being one of the group and yet still retaining his accepted position as leader. Acceptance of this role by the teacher is fundamental to success with this type of curriculum. Without the establishment of this right kind of relationship, the value of this work is extremely reduced, especially with less able pupils.

<u>The Pattern of a Progression of Work</u>:

1. The teacher first selects a situation in which to involve the pupils and so provide on-going experience. The creation of a situation can be achieved in a variety of ways. A visit to a fresh place of interest provides a situation which can strongly stimulate experience and so begin a progression of work. New environments are not essential for the creation of situations. A topic of interest discussed by the pupils and the teacher can equally well create a situation which can provide them with experience. In this way, knowledge gained from

their past experience is used. A talk from a visiting speaker, a film, T.V. programme or a broadcast can likewise create a situation. The compulsory core of the work is carried out in this way. Discussion which involves the expression of opinion and the consideration of the opinions of others, is essential to the success of this type of curriculum. For many of our less able pupils, such opportunity to display knowledge and to express ideas and opinions is, in itself, a unique experience. It is the discussion which links the core with the periphery in any progression of work.

2. From discussion aspects of the experience emerge which have become centres of interest for the pupils. The peripheral area of the progression then consists of the pupils selecting these centres of interest and using them as areas of enquiry. the pupils carry out their enquiry as individuals or, more usually, in groups. Even the less able members of a form will be able to contribute to the co-operative work of a group who freely chooses its own mode of expression for the 'subject knowledge' acquired in their chosen area of enquiry. In this way the least literate pupils can usefully contribute to the total expression of the group, e.g. by collecting or making illustrations and arranging the display of the information gained. As a progression of work is completed, the separate groups display the information they have acquired. Each group then considers the work produced by the others and discusses it with them. It is during the peripheral work that the teacher is probably most needed in his or her position as leader. Like all good leaders, by inspiring the pupils he or she maintains their interest and desire to participate. Likewise, it is in the peripheral area that the teacher provides the guidance needed by the pupils in their areas of inquiry. This guidance should take the form of advice as to how and where their inquiries should be directed and the ways in which the pupils can obtain the information relevant to these inquiries.

Appendix IX (a)

Situations used to provide experiences, for two forms, from which progressions of work have been developed during one year of the course:

1. Places of Interest - visited by pupils:

   a) Half-day visits:-

   An oil seal factory
   A bakery
   A knitwear factory
   A tobacco factory
   A fire station
   A fish quay
   A museum
   An art gallery

   b) Full-day visits:-

   N.C.B. mine training school and a colliery
   St. Mary's lighthouse and island
   Holy Island
   Y.M.C.A.
   Leisure centre in a large industrial conurbation

   c) Extended visits:-

   Rural area - 3 to 5 days (accommodation under canvas)
   Field Study centre - 3 to 5 days (accommodation under canvas)

2. Topics of Interest - introduced by talks from visiting speakers, class discussion, film or slide shows, radio or T.V. programmes or by reading from press or magazines:

Food	Ships and ports
Transport	Our town
Animals	Social Service
Fuel	The 'Council'
Houses and Homes	Caring for Oneself
Babies	Caring for Those in Need
Life at work	

Appendix IX (b)

Example of a progression of work developing from experience gained by a 3 day visit to a rural area:

The Core Exeprience

Fifteen boys accompanied by their 'M' Course master were taken, with their light-weight camping equipment, to a site on a farm near to the confluence of the North and West Tynes. The party camped as a unit but were initially divided into five groups for the purpose of carrying out inquiries. During their stay in the area, each group visited at least two farms and obtained responses to previously prepared questionnaires. Finally, the party was divided into two groups in order to carry out simple surveys of two villages near to their camping site.

On returning to school, each group then prepared a written record of the information so obtained. This information was made available to all members of the form and became the basis for their discussion.

The Peripheral Area

From the discussion eight major topics of interest emerged:-

1. The variety in types of farming.
2. Farm buildings.
3. Land utilisation and size of farms.
4. Topography of the area.
5. Trees of the area.
6. Economics of food production.
7. Historical background of the area.
8. Village lay-out.

From these eight topics, seven were chosen as areas of inquiry by groups of pupils and the information obtained by them was recorded as shown:-

Area of Inquiry		Expression Work
1.	Variety in farm work:	Graphically, shown using charts and histograms.
2.	Farm buildings:	Pictorial illustrations with explanatory notes.
3.	Land utilisation:	Chartographic record of the area.
4.	Topography:	Scale relief model of area.
5.	Trees:	Collection of leaves with record of distribution.

5.	Trees (Cont'd.):	N.B. Pupils obtained help from the Master in charge of Social Studies who has an interest in tree-study.
6.	Economics of food production:	Value of home produced farm products compared with imported products. Graphical and tabular record.
7.	Village plans:	Prepared to show distribution of buildings.

As the group work was completed it was displayed in the room in order that every pupil could examine the work of all groups. The pupils showed great interest in the information obtained by their fellows.

Appendix X

A. Assessments of 4th Year 'M' form pupils (1967-68) from Murray House Objective Tests, showing number of pupils in each ability group; provided by Northumberland Education Authority.

Girls

Mental ability E1 verbal

55	70	85	100	115	
		12	5		= 17

Mental ability N1 non-verbal

55	70	85	100	115	
		12	4	1	= 17

Boys

Mental ability E1 verbal

55	70	85	100	115	
		8	16	3	= 27

Mental ability N1 non-verbal

55	70	85	100	115	
		15	9	3	= 27

Total number of pupils in verbal ability range from 70 to 100 = 41

Total number of pupils in non-verbal range from 70 to 100 = 40

B. Assessment of 3rd Year 'M' form pupils (1967-68) from Murray House Objective Tests, showing number of pupils in each ability group; Provided by Northumberland Education Authority.

Girls

Mental ability E1 verbal

55	70	85	100	115	
3	9	5	3		= 20

Mental ability N1 non-verbal

55	70	85	100	115	
2	12	5	1		= 20

Boys

Mental ability E1 verbal

55	70	85	100	115
2	14	2		

= 18

Mental ability N1 non-verbal

55	70	85	100	115
1	15	2		

= 18

Total number of pupils in verbal ability range from 70 to 100 = 30

Total number of pupils in non-verbal ability range from 70 to 100 = 34

Appendix XI

Likert style attitude scale used to assess the opinions of the 3rd and 4th Year 'M' form pupils towards their course, in relation to:-

a) Their interest in and enjoyment of their work, (Questions 1, 5, 8, 14 and 31).

b) Their standard of achievement, (Questions 2, 4, 6, 9, 10, 13, 17, 18, 21, 25, and 26).

c) Their personal development and their relationship with other people, (Questions 3, 11, 15, 22, 23, 27, 30, 32 and 33).

d) Their attitude to school, (Questions 7, 12, 16, 19, 20, 24, 28, 29, 34 and 35).

Underline the word which, in your opinion, you consider to be nearest to the truth.

1. Project work is more enjoyable than other kinds of lessons.
   Strongly agree/agree/unsure/disagree/strongly disagree.

2. I work harder in project lessons than I usually have done.
   Strongly agree/agree/unsure/disagree/strongly disagree.

3. I feel that I am treated more as an adult in project lessons.
   Strongly agree/agree/unsure/disagree/strongly disagree.

4. I learn more by project lessons than in any other way.
   Strongly agree/agree/unsure/disagree/strongly disagree.

5. Project lessons are very interesting.
   Strongly agree/agree/unsure/disagree/strongly disagree.

6. My work has improved since the project work began.
   Strongly agree/agree/unsure/disagree/strongly disagree.

7. I feel more at home with the teacher in project work.
   Strongly agree/agree/unsure/disagree/strongly disagree.

8. I feel that the teachers are taking as much interest in me as they do in other pupils.
   Strongly agree/agree/unsure/disagree/strongly disagree.

9. I learn better in project lessons than in any other lessons.
   Strongly agree/agree/unsure/disagree/strongly disagree.

10. I prefer to work in a group.
    Strongly agree/agree/unsure/disagree/strongly disagree.

11. I am more confident with other people since doing project work.
    Strongly agree/agree/unsure/disagree/strongly disagree.

12. I am content to be part of the school.
    Strongly agree/agree/unsure/disagree/strongly disagree.

13. I think the project lessons are the best way of learning.
    Strongly agree/agree/unsure/disagree/strongly disagree.

14. I learn best from visits or talks from visitors.
    Strongly agree/agree/unsure/disagree/strongly disagree.

15. I 'get on' with other people better since doing project work.
    Strongly agree/agree/unsure/disagree/strongly disagree.

16. I respect my teacher more since doing project work.
    Strongly agree/agree/unsure/disagree/strongly disagree.

17. My parents think I am benefiting from project work.
    Strongly agree/agree/unsure/disagree/strongly disagree.

18. I am more ready to write and read in project lessons than I was before.
    Strongly agree/agree/unsure/disagree/strongly disagree.

19. I feel that other pupils recognise that 'M' forms are doing good work.
    Strongly agree/agree/unsure/disagree/strongly disagree.

20. I am more willing to take part in school activities.
    Strongly agree/agree/unsure/disagree/strongly disagree.

21. I can see more use in my other lessons since doing project work.
Strongly agree/agree/unsure/disagree/strongly disagree.

22. I feel more at ease when talking to older people or to strangers.
Strongly agree/agree/unsure/disagree/strongly disagree.

23. I feel more responsible for my behaviour than I did before.
Strongly agree/agree/unsure/disagree/strongly disagree.

24. I should not wish to 'let down' my teacher.
Strongly agree/agree/unsure/disagree/strongly disagree.

25. I have found that I can do good work in project lessons.
Strongly agree/agree/unsure/disagree/strongly disagree.

26. I like topics dealing with jobs outside of school.
Strongly agree/agree/unsure/disagree/strongly disagree.

27. I can work well with other people.
Strongly agree/agree/unsure/disagree/strongly disagree.

28. I think that teachers trust us more in project lessons.
Strongly agree/agree/unsure/disagree/strongly disagree.

29. I feel that the staff and other pupils consider us to be important pupils in the school.
Strongly agree/agree/unsure/disagree/strongly disagree.

30. I like to express my own opinions about the topics.
Strongly agree/agree/unsure/disagree/strongly disagree.

31. I like to be free to choose the work I do for a project.
Strongly agree/agree/unsure/disagree/strongly disagree.

32. I am prepared to listen to other people's opinions.
Strongly agree/agree/unsure/disagree/strongly disagree.

33. I am willing to accept that other people have a right to their own opinions.
Strongly agree/agree/unsure/disagree/strongly disagree.

34. I should be upset if I disgraced the school by bad behaviour outside.

Strongly agree/agree/unsure/disagree/strongly disagree.

35. I feel that this course will prepare me for a job better than 'ordinary' lessons could do.

Strongly agree/agree/unsure/disagree/strongly disagree.

Appendix XII

Information provided by other schools who are developing courses for Pupils of below average ability in their later years at school

School A: (Two form entry mixed Secondary Modern in rural area). Outline of contents and suggested thematic approach for Leavers' Adjustment Course.

Vocational Studies

Critical job-analysis.
Methods of job finding.
Conditions of work.
Relationships in work.
Attitudes in work.
Settling in at work.
Conditions of work.
Job-satisfaction.
Job-changing.
Work and Home.
Essential information.
Training and Further Educ.

Home Management

Choosing friends.
Beyond friendship.
Courtship and marriage.
Furnishing and decorating.
Simple home maintenance.
Problems of married life.
The family - child care.
Happy and unhappy homes.
Running a home, budgeting, organising work, etc.
Domestic appliances.
Adolescent problems.
Forms, meters, etc.
Home and community.

Leisure Activities

Survey of activities and facilities in the locality.
Leisure activities of the recent past.
Hobbies.
Mass-media.
Newspapers and magazines.
Entertaining.
The Youth Service.
Holidays - home and abroad.
Special topics.

Use of Money

The story of money.
The function of money.
The pay-packet.
Individual budgeting.
Buying - selective, impulse.
Methods of buying - mail order etc.
Hire Purchase.
Advertising.
Consumer Organisations, etc.
Forms of saving.
Use of banks.
Money in the post.
Rates and Local Government.
Taxation and the budget.
National Insurance and the Welfare State.
Standards, past and present.
Under-developed nations.
Money and lorality.

Self Discovery

Throughout the year pupils are encouraged to indulge in activities and carry out individual and group projects, which are not directly connected with the course work, e.g. community service, presentation of a play, outdoor activities. In the final term, the small group who remain are allowed considerable freedom of choice in the selection of individual work.

Integration through a theme

Example: Vocational Studies.

This topic would be expected to provide the common theme around which the work of 6 - 8 weeks would revolve.

General Aims:

1. To develop a desirable attitude to work.
2. To make possible a fuller appreciation of work.
3. To assist the adjustment from school to work.
4. To develop a critical approach to job-selection.

Breakdown by subject:

An initial stimulus is obtained by using as a starting point a survey of parents' occupations. In order to do this the class compiled a questionnaire and then administered it to the pupils of the school.

Modern Studies:- Local industry - location, nature, origin, based on the findings of the survey.
Contrast of local with regional and national.
Movement of industry and population drift.
Study of selected industries in depth.
The changing nature of work, e.g. scientific and mechanised farming, the impact of automation.
The simple economics of work - factors of production specialisation, the division of labour.
The producer/consumer chain of commerce.
Conditions of work - historical progress.
The working-class movement, including the growth, structure and function of the Trade Unions.

Mathematics ;- Statistical work based on occupational survey.
Wages - Breaking down a pay-packet;
hourly rates, bonus rates, overtime payments;
understanding the terms of an advertised job.
Income Tax.
Individual work-cards with specific job-related maths.,
e.g., Card 1 - Shop assistant;
Card 2 - Building trade;
Card 3 - Farming.

English:- Questionnaire compiled, administered and reviewed.
Job-finding - letters of application, interviews, using the telephone, analysis of 'Situations Vacant'.
The use of drama to involve them in, and so deepen their understanding of, such factors as:- the nature of particular jobs, starting work, relationships between old and young, taking over a new role.
Development tasks aimed at giving practice in related skills,

e.g. critical decision making, oral expression at various levels - worker/worker, shop assistant/customer, worker/boss. Extracts from novels, short stories and poems to illustrate various facets of the theme, e.g. Dickens, Sillitoe, Shakespeare, narrative verse, folk songs. Creative work, e.g. 'The New Boy', 'Looking Back on my Retirement Day', etc. Organising and indexing file of work.

Careers Afternoon:- Group visits, e.g. factory, coal mine, power station, pottery, waterworks, hospital, laundry, etc.
Visitors, e.g. employers, Trade Unionist, Youth Employment Officer, young workers.
Job analysis - advantages and disadvantages, job qualities, personal qualities, conditions, promotion and prospects, worthwhileness and availability.
Training and Further Education.
Contact with ex-pupils on problems of fitting into work.
The Working World - T.V. plus other films.

Personal Relationships:- Making decisions, e.g. impulse and reason compared, ethical aspects of religion as a guide.
Standards - personal behaviour, work.
When is a job worthwhile? The use and abuse of ability.
Relationships and attitudes at work.
Work and home - a new role.

Science:- Provides the technical preparation for group visits.

Domestic Science and Woodwork:- Interchange of boys and girls at intervals enables each to obtain a first hand appreciation of the type of work the other may be doing.
Dressing for work; for an interview.
Poise and grooming for work and after the impact of work.
Problems of the working wife and mother.

These are the main lines of integration. In some subjects a link-up is very difficult and when it is not possible then, rather than force it, they follow a separate line of study.

School B: (A four form entry mixed Secondary Modern in a suburban area of city.)

Suggestions for a thematic approach to study of Living in the Community.

Scheme for two forms of 4th Year Leavers.

T H E M E

LIVING IN OUR COMMUNITY

Order of aspects of Theme

First two terms based on visits local and industrial to cover the following:-

1. Somewhere to live.
2. Warmth and light in the home.
3. Food - how it gets into our homes.
4. Clothing as a covering and as fashion.
5. Transport in the area.
6. Communications in our daily life.
7. Money matters.

The Summer Term based on visiting speakers and local investigations with the following aspects in mind:-

8. Our Safety, to include Police, Fire Brigade, the Forces, the Welfare State and the Local Council's work.
9. The Spiritual Side, to include qualities of character, loyalty to family, to friends, to school, to Town Football Team, to County, to Country. Religions of the world; man's need for religion. Living, fitness and health. Boy-girl relationships. Growing up. Marrying. Age and death.
10. Leisure time. How leisure is catered for in our area. Entertainment and Active Participation. Forms of pursuit and activity. How we will spend more leisure time with automation.

The Campus Association.

It is in fact, then, a Socio-Economic type of Scheme, but the stress is to be on 'The World of Work', 'Kinds of Jobs', 'Awareness and Maturity', 'Spiritual Development', 'Active pursuit in leisure time'.

4 Leavers. SUMMER TERM, 1967

Three main themes. Suggestions for staff consideration.

Provision for our safety

History:

Against the criminal and inconsiderate person.
The development of the Police.
The local police.
Speaker at County level and Speaker at Local level.

English:

Safety on the roads.
Knowing the regulations for cyclists, motor cyclists and licences, motorists and licences. Why we pay Driving and Road Fund and Insurance.
The Highway Code learnt and tested by quiz method.

Maths.:

Comparison of cost of various kinds of travel, i.e.

a) Owning a car for a year;
b) Owning a car for Srping and Summer quarters and using public transport;
c) Using public transport and hiring a car for special occasions, e.g. weekends in summer and holidays.

Understanding of new and second-hand car prices, depreciation and maintenance.
Local journeys (Geography).

Science and Craft

Boys - Motor Maintenance, e.g. spark plugs, coil distributor, battery, petrol supply, oil and cleaners, hydraulics, brakes. (Girls some understanding of main faults and how to recognise if possible.)
Get school car finished and on the road, use Go-Karts and drive them (girls as well). Use model engine, use minibus on site and for local journeys. (This is bordering on the leisure theme and obviously there should be no attempt made to compartmentalise any theme, e.g. geographers would be involved in planning local journeys.

Insurance (English and Maths.)

Why insure? What can you insure? Hidden insurances, e.g. in H.P., in endowment house purchase.
Different kinds of insurance - on goods, on homes, for sickness, etc. National Insurance (Social Security - what this is for and what it provides - why we must all pay). (English - understanding by discussion.)
Health and pensions included in the above.
Should we save and provide for ourselves as well?
Poor insurances - the collector at the door, coppers per week. Maths. could show how poor the return is on this.
The Budget Income Tax (English and Maths.). How it is deducted. Try to build this up from needs and see what is missing, then include.
Study the National Cake and try to bring the huge sums to recognisable proportions. Do in a practical way as much as possible.
It is hoped to get a speaker from Insurance, P.A.Y.E. and Social Security to visit.

National Security - cost of - reason for armed forces - geographical distribution.
History of Britain's part in more recent world affairs. Alliances - NATO to-day.
Speakers from armed forces have been arranged in June, Any opportunity should be taken when ex-pupils visit the school, to use them with these classes, whoever is taking a lesson at the time.
Rates and Local Government (English and History).
What do we get for the money? Who pays rates? Discussion on why young people do not contribute and should they do so? Would this lessen or increase vandalism?
Trade Unions - safeguarding employment.

Spiritual Side

Understanding of character (English), use of literature to illustrate various character traits, particularly the bolder ones easily recognisable, e.g. bravery and cowardice, rashness and prudence, ambition and apathy (Aristotle's The 'Mean' in all things). An attempt should be made to get pupils to know themselves by means of free writing and easy discussion, probably in groups rather than as a whole form listening to one or two. The object is to seek awareness not to reform, for without awareness character development is delayed.

Man's need for companionship (English and R.I.). Man's fear of the unknown and man's failure to come to terms with death. The place of religion and various forms, e.g. Idolatry, Voodooism, Roman and Greek beliefs, early Christianity (History and English). Christianity in England in brief outline, then the development of Puritanism after Reformation and its long-lasting effects. Discussion on British and Continental Sunday - John Wesley and Methodism. A talk by one of the younger ministers in the area, visits to all the churches, history of Newburn church, use of sketches (Art) and photographs to produce a display on churches in the area, a visit to the Cathedral and St. Thomas' and St. Andrew's in town.

Other religions of the world (History and R.I.).

Christian qualities versus the modern humanism - what the world would be like under the latter. National spirit, an understanding of loyalties - family, locality, 'tribe', area, county, country. Use sport and matches and various organisations to illustrate.

Leisure Activities

P.E. could do something in the character line by devising some various types of targets for hardiness - both boys and girls (on lines of circuit training but, if possible, more on the 'games' line).

Expedition work with Geographers should be done, a whole morning out or even a whole day. Compass work taught. If camping is taken as part of the training for 'leisure', as I hope it will be, then instruction should be given in camp-craft inside and outside and possibly a night camp on the site is a good training. Places in Northumberland and Durham for camping is Geography; a weekend is a possibility. Good camping is the standard to be aimed at.

Education for leisure should run throughout the term and be used as a relief from the more thoughtful parts of the programme.

Complete freedom to develop interests in leisure activities is offered and it is hoped that the staff will take full advantage and experiment. I see nothing wrong in studying 'records', learning to play good non-gambling card games, the rules and practice of Badminton, in fact anything that the Campus Youth Association does can be done in school time and not necessarily in P.E. lessons. It would prove interesting if individual members of staff who take these classes would adopt a form of leisure activity personally, and pursue one with the class. A change during the term, to a second one if necessary, would be in order too.

Crafts and Domestic Science

I feel that Do It Yourself is one of the most popular forms of leisure activity and I would like to see an attempt made to get girls interested in simple jobs fixing things around the house, decorating etc., and the boys in simple cookery. Try switching boys and girls as a start and, if it works out for the best, have mixed classes but, above all, experiment.

School C: (A four form entry mixed Secondary Modern school in a coastal dormitory town with summer tourist trade, 10 miles from the city.)

Scheme of work for special thematic course for 15 year old leavers in preparation for leaving school.

This is a school with a 3 to 4 stream entry and during the last two or three years our pupils have been remaining at school after statutory leaving age, mostly for C.S.E. Examinations. Whilst in the beginning we had our fears that this percentage was too high, these fears have proved groundless for last year, as an example, in every subject except one, our average grades were well above those for the region.

It is with the remaining 20-30% that we are now concerned and, for some time now, we have been aware of the need to do much more than hitherto to prepare our non-examination pupils for the often abrupt and drastic change from the world of school to the world outside and to make their final year more purposeful and stimulating. We have read Newsom and the Working Paper No. 2 of the Schools Council; we have carried out limited experiments and intend to proceed much further this September, for we feel that a preliminary development period of about a year is necessary. Our aims are as follows:-

i) To provide a year's work which will widen the pupils' knowledge, experience and understanding of life through a more marked awareness of their environment;

ii) To help each pupil to find a job in which he/she is likely to be reasonably happy and successful;

iii) To develop their capacity to establish personal relationships and sufficient sense of personal worth to be able to resist some of the many external pressures to which they will be increasingly exposed.

Contact with industrial, commercial and social organisations outside school is obviously desirable.

THE CURRICULUM

We have in mind a continuation of our 35-period week, but with the time allocated as follows:-

Special Course	7 periods (probably more later)
Basic Subject Courses	14 periods
Practical or Vocational Courses	14 periods

The core of the curriculum, the Special Course, will be the responsibility of one or other of the Group Tutors, with the additional help of Mr. H. B. Donkin, our Further Education and Youth Service Tutor, and Miss Chambers of the local Ministry of Labour.

THE TIME-TABLE

Since we need to have freedom to arrange visits and excursions, the time-table will be designed to allow for much longer periods of time than is usual in school. We believe too, that "If teachers and pupils are to move towards more adult relationships, breaks in a previously settled routine will help".[1]

The week will be divided as follows:-

Monday	Basic subjects	
Tuesday	Special Course	Games
Wednesday	Practical Subjects	Special Course
Thursday	Practical Subjects	Basic Subjects
Friday	Basic Subjects	Practical Subjects

THE SPECIAL COURSE

Most authorities would agree that such a course should be theme and topic centred. We have taken as our central theme the study of Man: Man as a Worker, Mas as a Citizen, Man as an Individual.

With this we hope we will capture not only the interest of our pupils but also of their parents, many of whom might well be of great help.

MAN AS A WORKER

Going to work to be talked about positively, not negatively as leaving school. "Going to work means earning money, and this is important psychologically as well as financially. Both implications should be explored. Going to work means choosing between this and that opening. The choice ought to be based on knowledge of what openings there are and what the jobs are like. This leads on to weighing one kind of consideration against another - the interest of the job, the pleasure of companionship, the fatigue of travelling, the size of the wage packet, the possibilities of promotion and many more. A right choice involves self-knowledge as well as knowledge of the job - what one can do and what one can't. These are issues which a good school will help its pupils to face, and will take great care to see that they are brought forward and not ignored."[2]

Painters and Decorators, Plumbers, Joiners, Electricians, Garage Mechanics, Shop Assistants, Hairdressers, Factory Workers, State Enrolled Nurses, Clerical Workers, Machine Operators: People such as these will be asked to come along to school and give talks to pupils. Jobs

1. Working Paper No. 2, para. 65.
2. Half Our Future, para. 323.

obtained by former pupils of the same range of ability will always be kept in mind. Pupils themselves to have some choice of speakers. On each occasion one pupil will introduce the speaker, another will move a vote of thanks. Most we hope will ask questions and join in the discussions. All will keep records. The girls will take it in turn to provide light refreshments and entertain the speaker in their special flat. By means such as this, we hope to lessen what is to some, their greatest handicap - that inability to express themselves which all too soon convinces them they have nothing to express. Going to work means working with other people and getting on with them. It is in this matter of human relationships that incidental English has most to give.

We hope, too, to repeat the experience of some years ago, when a complete form of pupils applied for a job and wrote letters of application to a local tradesman. One morning about a week later, six or seven of the pupils received letters inviting them to school for interview at such and such a date. In front of the whole group the tradesman, a friend of the school, interviewed the pupils and this was followed by a discussion.

Notes:

1. These visits are part of a two-way exchange. We bring people from outside into school. It is hoped that interested pupils will go out.
2. We need more comfortable chairs for meetings of this type.

MAN AS A CITIZEN

Aldermen, Councillors, Social Workers, Youth Leaders - people such as these asked to give talks.

MAN AS AN INDIVIDUAL

People with interesting hobbies, (there are scores in Whitley Bay) asked to give talks.

Notes:

1. We hope for help from School Governors and the local Rotary Club.
2. We once had one and the same person three times: a) as a bus driver; b) as a local Councillor; c) as a member of the Magic Circle.
3. Written work - each pupil will keep a personal folder containing a report of the Special Course work.
4. An alternative programme for girls is as follows:-

Hostess Course

a) The Home - Preparation, Reception, Invitations;
b) Entertaining at home - Menus and Manners;
c) Heating and Lighting;
d) The Art of Conversation and other Aspects of Hospitality, (excellent speaker available);
e) "I haven't a thing to wear." Dressing the Part, (excellent speaker available);
f) Table Settings - Cold Table.

For this special theme coffee will be served before each meeting.

BASIC SUBJECTS

English	4 periods
Mathematics	4 periods
Religious Instruction	1 period
Music	1 period
Physical Education	1 period
Games	3 periods

Note:

The teacher taking English will be one of the Group Tutors in charge of the Special Course. "The main immediate need in the context of the leaving age programme, is for teachers of English to share fully in basic thinking about the major purposes of the curriculum, and methods of treatment."[1].

The whole programme of the Special Course provides topics for oral and written work which engage the interests of the pupils, developing from their own experience.

The two programmes are complementary.

PRACTICAL SUBJECTS

Boys		Girls	
	Woodwork		Housecraft
	Metalwork		Needlework
	Engineering Drawing		Art
	Engineering Workshop Theory and Practice		Crafts
	Art		Pottery
	Crafts		Biology
	Pottery		Mothercraft
	Physics		

1. Working Paper No. 2, para. 77.

All pupils will be given an element of choice. "The less able of our boys and girls are good at so few school things that it is surely common sense to let them develop what strengths they have. They will then enjoy what they are doing and they will want to do their best at it."[1].

Notes:

1. "There is often a choice of craft or medium which can be made within a 'Practical Subject' and this can go far to meet an adolescent's desire to follow his/her own bent and to follow it long enough to reach some real competence."[2]
2. "An element of choice allows too for the study of the same subjects at various depths by different pupils - for handicraft for example, both as a major subject and for recreational use with a smaller time allocation."[3]
3. Our organisation is such that a boy may cook, or a girl join a group in Woodwork or Metalwork.

1. Half Our Future, para. 326.
2. Half Our Future, para. 327.
3. Half Our Future, para. 531.

School D: (A three form entry mixed Secondary Modern school in a densely populated industrial area.)

A thematic social education. Scheme of work for 4th Year girls who will leave school at 15 years of age.

The week is divided into 30 periods. 4th Year girls are together for the four Religious Instruction periods. The examination candidates, girls and boys, follow a subject time-table and the non-examination girls have a special programme with emphasis on Social Education and Social Studies. Periods are allocated as follows:-

Religious Instruction	- 4	
Social Education	- 12	(Including T.V. viewing.)
Social Studies	- 6	
Domestic Science	- 3	
Art & Craft	- 4	
Games	- 1	

Religious Instruction and Social Education (which includes Needlework) are taken by the core teacher who is also responsible for Careers Guidance and the six Social Studies periods by a member of staff working in close co-operation.

Incidentally, the girls in the examination group have two periods of Careers Guidance and Social Education, modified and adapted. All the 4th Year girls work together in any social activities.

SOCIAL EDUCATION

The aim is to help the girls in their forthcoming transition from school into the adult world and, in anticipating their problems, to offer them a course based on the requirements of their vocational, cultural and recreational life. The basis of the course is the pupil's understanding of herself and (in conjunction with the Social Studies Course outlined later) her understanding of man in society, his needs and purposes. The guidance given is relevant to the fact that soon these young adults will face the world of work, of leisure, of citizenship, of parenthood and of further study. There are no subject compartments. Topics of study embrace many subjects. Religion and English play an important role in all aspects of the work and Maths. is introduced whenever applicable. Inculcating correct attitudes in personal relationships and in society is paramount in all study.

Whenever possible instruction is taken away from the atmosphere of the classroom and into a more realistic environment. Even in the classroom arrangements are informal; sometimes in groups, sometimes in a semi-circle to encourage involvement and a friendly atmosphere. There are no desks in the room (it is the school Needlework room); there are four groupings of large tables and a central space where chairs can be arranged for discussion work. Sewing machines are readily available

and there is a sink in the room. In the last term, when numbers are smaller, some instruction is given in a comfortably furnished private room, conducive to a more adult atmosphere. Interviews are also given in this room. All visits out of school are arranged with a specific purpose in mind. There are visits to industry, to hospitals, to fashion, furniture and Art stores, to Ideal Home Exhibitions, to the library, to the theatre (ballet, opera, orchestra, etc.). Invitations are extended to outsiders to give special talks, e.g. business executives, personnel officers and young people from work.

There is opportunity for living together on a two day retreat to the Convent of Marie Reparatrice, usually in November, and at a School Leavers' five day Residential Course at Lakeside House, Keswick, in the Summer Term. These two courses are directed towards spiritual development and responsible adulthood, and we are very grateful to the priests and nuns and their assistants who do so much to consolidate what we are attempting to do in school.

There are also opportunities for working together for social occasions and entertaining, e.g. Christmas Party for children of Nazareth House Orphanage, and a summer outing when each girl accepts the responsibility of caring for one deprived child for the day. Last year the girls worked in friendship groups to provide hampers for old people at Christmas and they are encouraged to look for the needy and be kind and helpful, and some do regular visiting.

The Social Education programme is more than can be fitted into school periods and many projects started in school are continued as hobbies in the evenings. There is a break with tradition in extended course work, e.g. in Needlework when the activity is pursued to its conclusion in order to give the satisfaction of achievement and also to create a more work-like situation.

There is great emphasis on oral work to encourage confidence in communication and the girls are encouraged to develop initiative and make decisions. They are gradually treated as young adults and encouraged to seek and accept responsibility, and to develop a self-discipline in conduct and work.

At the very beginning of the fourth year, it is fully explained what it is hoped to achieve for them and that this cannot be done without their full co-operation. This is a partnership with the teacher in the role of friend and counsellor.

The course then, is forward looking and, starting with the present, moves through what will probably be the girl's life pattern with its associated needs and problems.

Schemes of work for Religion, English and Maths. are drawn up and incorporated as the course develops and subject matter becomes applicable.

BRIEF OUTLINE OF CONTENTS

A) Considering the future
1) Self analysis. 2) Job analysis.
3) Local opportunities and prospects.

B. Methods of obtaining Employment
1) Youth Employment Officer. 2) Study of advertisements.
3) Letters of application. 4) Interviews/mock.
5) Letters - acceptance/rejection.

C. Employment
1) Adapting. 2) Integrity.
3) Relationship. 4) Further Education.

D. Finance of Employment
1) What constitutes being self supporting? 2) Wage allocation.
3) Wages - types of earnings 4) Deductions - Income Tax, N.H.I.
5) Subsidies & Expenses. 6) Savings - comprehensive study.

E. Personal Appearance
(Human Biology included from Health and Beauty Motivation.)
1) Skin & Make-up. 2) Teeth.
3) Figure. 4) Hands.
5) Dress suitability for figure, occasion, etc.- Project on this. 6) Care of clothes.
7) Dieting for health and beauty. Calorific Values.

F. Personal Relationships
1) In family now. 2) With others.
3) Girl friends. 4) Boy friends.

G. Courtship, Marriage, Parenthood
1) Important qualities in partner - mutual ideals.
2) Planning for marriage, a) Spiritually; b) Practically. Costing here in every detail. Wedding etiquette. Importance of saving.
3) Responsibilities and privilege of parenthood, etc.

(Closely allied to Religious Instruction.)

H. Housecraft
1) Types of houses.
2) Finance of buying, renting, insurance etc.
3) Furnishing and decorating a home, (Project on this).
4) Measuring for curtains, carpets, etc.
5) Heating and lighting meters.
6) Housekeeping and wise spending.
7) H.P. Advertisements, etc.

I. Child Care
From before the birth up to teenage years and including simple study of child psychology, First Aid, character training, etc. Project on this.

J. Care of the old
1) Problems and care of aged relatives.
2) O.A.P. 3) Loneliness.

K. Culture and Etiquette
Including:-
1) Social invitations - formal, informal.
2) Suitable letters, e.g. condolence, congratulations.
3) Worthwhile holidays. (Project on this.)
4) Detailed study newspapers, magazines.
5) Mass Media.
6) Literature and Drama - including extracts classics. Every encouragement to improve taste.
7) Flower arrangement.
8) Art of good conversation, etc.

SOCIAL STUDIES

The Social Education programme might be summarised as depicting the needs and understanding of the young adult in her immediate environment, personal, vocational and domestic. It is also necessary for her to see the wider aspect of man in society and to understand the problems of the modern world. She needs also to know something of the background which has led to the conditions prevailing in the world to-day. It is in this context that the Social Studies of Current Affairs, History, Geography and Scientific progress is presented to her.

Current Affairs present a starting point for much of the work and T.V. school programmes are viewed, e.g. Spotlight. From the local environment too, much of the work is commenced.

The young adult needs to know some elementary civics and to take an interest in how we are governed, so that she will become a responsible citizen.

BRIEF OUTLINE OF CONTENTS

A. Industrial Revolution
Traced to appreciate present day conditions.
Factory Laws. Trade Unions, etc.

B. How we are Governed
This in sufficient detail locally and nationally, using as much local interest as possible.

C. Major Reforms
   1) Social Insurance.
   2) Education.
   3) Prison reform, etc.

D. Changes in the life of the people
   1) Housing. 2) Dress.
   3) Social Custom. 4) Employment.
   5) Emancipation of Woman.

E. Communication Development
   1) Post. 2) Transport.
   3) B.B.C., T.V. 4) Telephone.
   5) Newspaper.

F. Our Immediate Environment
   The River, industry, housing, etc.

G. World Wars
   Problems of Peace.

H. Modern World Powers

I. The Common Market

J. Famous Women in History

K. Scientific Progress
   Contributions of famous scientists to progress of humanity.

L. Application of Science to Community Life
   1) Health and Disease. 2) Fight against Disease.
   3) Health Services. 4) The Future.

M. Men's Occupations
   (So that, as a wife, she can better understand the problems of her husband's occupation.)

N. Modern Problems
   Such as Juvenile Delinquency, smoking, drugs, etc.

School E: (A four stream entry mixed Secondary Modern school in a small rural town which acts as a dormitory to a city.)

Suggestions for the Citizenship Course

COURSE PURSUED BY 3RD & 4TH YEAR 'NEWSOM' CHILDREN

N.B.

Much of the content of this report is still very much the subject of discussion. When these discussions are complete a more ordered report will be produced. Thus, one of the main purposes of this draft is to focus more clearly the subject matter - to show in summary form the road we have travelled so far - to highlight the problems - to record possible alternatives opening up with the raising of the school-leaving age.

Comment on the progress of the Course since March, 1964.

The experience of the last two years has resulted in an entirely different method being adopted. The aim remains the same.

The Citizenship Course, since September, 1965, has embraced the last two school years of the non-examination streams, and in this 65/66 period followed the pattern more or less, laid down in the '64 report. The briefest summary of this 65/66 third and fourth forms approach would be to state that whilst the individual visits were productive and worthwhile, the whole course lacked continuity - the bricks were sound, the cement weak, or missing.

It became glaringly apparent that some very real team teaching was needed to integrate and correlate the separate sections of Course work, and that the first requirement was that the staff concerned could regularly meet to discuss the progress of their work and clearly establish a common aim and thereby more easily pursue a common road.

THE 66/67 APPROACH

Staff involved:- 4th Year - Messrs. Thompson & Pearson;
3rd Year - Messrs. Roddam & Aris.

Regularity of staff meetings has been assured. Every third Tuesday the whole 3rd and 4th Year group assemble in the Hall for at least the first two periods of the afternoon. The programme is varied - The Headmaster, himself may take some current affairs topic, there may be a visiting speaker. There may be a film, or a television programme. The staff, thus freed, then meet.

To keep common aims and roads firmly in mind, the Headmaster has produced a duplicated work summary form for every class. Under 'Current Week' and 'Next Week' these are displayed in the Staff Room and are

easily completed from the staff's record books.

Discussion of Course work continues where staff are relieved by students.

PROBLEMS

The children too need to know where they are going.

They are going to understand the world they live in by an intensive study of their own environment. The course aims at producing powers of critical observation, rationalisation and a mature attitude of mind. But the children need more tangible goals, for only at the end of the course could it be argued that the children were developed enough to comprehend the reasons for pursuing it. The examination streams have obvious goals .. so too must the Citizenship.

Currently the 3rd Year goal is an exhibition, the 4th Year a challenging expedition.

Our general method with these children is to train them to tackle the unknown in terms of the familiar known - to develop their individual experience to a point where it becomes a reliable key.

The whole week is not devoted to Course work. Lessons in History, English and so on are given too. For example, the 4th Year timetable:

English	2	Maths.	4	Science	2	Tech. Draw.	2
R.E.	2	Garden	2	History	2	Geography	2
Music	2	P.E.	4	Craft	8	Citizenship	8

Two basic requirements thus clash - enthusiasm and graft.

If each child is to see where he is going, then a substantial proportion of his classroom time must obviously bear a close relation to the actual Course work, which is the medium by which it is hoped to harness the child's enthusiasm for learning. This is not to say that every lesson should of necessity be artificially bent towards the course topic of the moment. This would be unreal and a waste of time. Yet the enthusiasm which the freedom of approach so basic to this type of work engenders, must not be stifled by the unimaginative 'flogging' of basic skills in grammar and maths. Nor can the Course work succeed where these basic skills are lacking.

It is in the search for the compromise solution which presents the most elusive problem - equating the demands of maintaining enthusiasm with the necessity of engendering a respectable aquaintance with the three R's. And it must be stressed here that it is our considered opinion that the very reason why many, if not all, of these children have failed to show promise by academic standards, is the simple fact that the academic approach has failed to enthuse them. Thus one central purpose of the whole course is to provide this hitherto missing

enthusiasm. Indeed our current thinking along the lines of a five year course revolves round this same point and indicates the need for an enthusiasm-producing course, from first to last, over the whole five year period. We are thus trying to produce a workable five year Citizenship syllabus.

In the present 4th Year the children's enthusiasm is obvious. Other time-tabled subjects integrate easily and naturally with the Course work. The whole group is purposeful, but in the 3rd Year this happy subject integration is minimal. The Course work is running very well but its content does not of itself evoke the proportion of other subject integration found in the 4th Year. This fact has caused, and is causing, much racking of brains - but for the moment the prevailing philosophy is that a fuller integration with other subjects than at present exists need not, at this stage, be sought, the 3rd Year group being as it were, in a period of transition. Our guiding principle is that an interested child is an educated child; our immediate objective being to ensure that subject matter is put over in such an interesting, enthusiastic way that the child's own interest and co-operation in his own education are gained. The small group approach referred to later, is a key factor also in achieving this end.

This link between course work and basic learning can be illustrated thus. When our 3rd Year group of sixty children is to be suitably split and despatched to sketch different parts of Prudhoe, only forty are so sent - twenty join the English specialist in the library. He is already aware of the children's basic weakness in his subject and approaches one of these weaknesses on this particular afternoon with these particular children by asking them what they have been doing recently in their Course work. If the Course work is succeeding at all in arousing interest and enthusiasm, the children must be able to talk about it, and should be keen enough to adequately write about it. And here are all the necessary ingredients for a successful lesson - a determined, able teacher facing a small group of children wanting and needing the special skills he has to offer.

As for English, so for other subjects but not all, 100% correlation is not desired, for it must be remembered that some subjects have their own built-in appeal and generate their own peculiar enthusiasms. These subjects need no Course work stimulus and, indeed, are valued by the children as havens of profitable relaxation. I refer to Art, to Music, to the various Crafts, to P.E. and Games. The list is not intended to be exhaustive. Some 'relaxing' subjects are not included because on many occasions they have an inevitable and natural correlation with any Course work and thus, at these times, form an integral part of the course. As indeed at other times the 'relaxing' subjects themselves naturally correlate with the Course work. We accept, of course, the fact that a first rate teacher can make any

subject 'relaxing', interesting, absorbing. But the school world is not so peopled and we are trying, above all, to construct a realistic programme.

General Pattern of the 66/67 Approach to the work of preparing the Newsom child for his life in Adult Society

PART PLAYED BY THE SCHOOL

On the first two years the concentration is on teaching the basics, providing the children with an essential vocabulary, as it were, in each subject. The special needs of the very slow children in these groups will, since Mr. Hamilton's appointment as Head of Department for Retarded Pupils, receive increasingly special attention (see section headed 'Future Development'). For example, organisation is now such that every 'slow' child is regularly heard to read - and this provision extends beyond the school day.

In the third year the Course work takes as its theme 'The Moods of Prudhoe', the two staff chiefly involved being Art and Craft specialists (see detailed 3rd Year Scheme).

The fourth year begins with a census followed by a detailed analysis of Prudhoe area. This part of the Course leads ever outwards to the world at large, involving in the process intensive field study expedition work.

The Course work of both these years is made the more comprehensive by means of relevant visits, incoming speakers, television, films and by adoption of the current affairs programme sponsored by the Sunday Times, together with regular weekly current affairs work based on World and British Isles maps individually held by the children. These maps will be used as a graphic type of news diary. Each year group misses morning assembly once a week in order to concentrate on current affairs, and to allow form teachers to tackle the personal relationship side of their work.

SCHOOL SOCIETIES

These play a valid and valuable part in the educative process and attract into their ranks many Newsom children. Societies currently running are Girls' P.E. and Games, Stamp Club, C.E.M., German, Karting, Sports, Art Club.

YOUTH GROUP AND DUKE OF EDINBURGH SCHEME

The percentage of Newsom children involved here is not high - some 20-25 - but present indications in the D. of E. field are that this proportion is increasing, at least as far as the boys are concerned.

The Youth Members Committee has two ex-'Newsom' members. One of these is currently chairman and embarked upon a course on basic youth leadership.

It is my belief that the principle reason restraining the bulk of Newsom children from participating in clubs and groups of any description is the wish to avoid situations where comparisons of any sort are inevitably made. These children, in short, lack self-confidence. Thus it will be most interesting in this context to observe whether or not the Newsom children who pass through our Citizenship Course join our own or other clubs in significantly increased numbers. The point at issue being that, throughout the final years of their school lives, these children will have been regularly trained in small group work, in group inter-dependence, in self-reliance, in methods of observation and comparison, in methods of selection and rejection, in methods of analysis and presentation, in methods, in brief, calculated to make them think and think confidently. Such children should welcome further group activity - indeed, it is arguable that this type of course provides the best available education. The possibilities are manifold and exciting.

SMALL GROUP WORK

We work in a small group unit of five. The composition of these groups varies. The group approach is used both in and out of school. Small group work involves self-restraint and self-discipline, and these Newsom children have not only responded magnificently to these twin challenges, they have responded to challenge itself. We have a considerable measure of external evidence to offer in support of this statement in so far as somewhat larger groups of these children have, in successive years, wom for the school the Teachers' World Award for field work and expedition. They won these awards for the 64/65 Pennine Way, and the 65/66 Road to the Isles expeditions.

We underline, in short, the virtues of small group work.

FUTURE DEVELOPMENT - raising the school leaving age and its likely effects.

1. If we accept that the school's total aim is to prepare these children to face the world of work, of leisure, of citizenship, of parenthood and of further study, then the whole of the school's curriculum, as it affects the Newsom child, will have to be re-examined and, where necessary, modified to best suit this declared aim.

2. Among our first and second year Newsom children is a small group in need of remedial education. It is our recommendation that children with this need be dealt with aside from the main Citizenship stream for at least the first two years of their school lives. At the end of this period the group could:

a) be fed back into the Citizenship stream;
b) continue in the same group and pursue a simplified form of the Citizenship Course.

A recommended time-table for this group leaves only P.E., Art, Craft, Music, Simple Woodwork scheduled, the remainder of each week being devoted to a thorough re-teaching of the 3 R.s. Such a group requires dedicated teaching.

3. We envisage incorporating the D. of E. Scheme with the 4th Year of the Citizenship course irrespective of the school leaving age being raised. Such a programme might even be introduced incognito, as it were.

4. Not since the Renaissance has there been such an explosion of knowledge as these last twenty-five years have witnessed, yet one often receives the impression that school children are expected to digest these additional dollops of new learning as ravenously as they would a seven course school dinner. This concept is plainly wrong. Education based on quantity can only produce mental indigestion. What must be aimed at is quality of understanding, and this can only be achieved by feeding children a carefully planned diet of skilfully selected matter.

Those engaged at present on the Citizenship course are newly launched upon a series of discussions aimed at effecting just such a pruning of curriculum and syllabus.

5. We accept that the raising of the school leaving age offers the opportunity to plan a new course altogether. We have confined our attention to the problem of curriculum and at present are exploring alternatives, but the plan adopted will cover the five year period as a whole:

a) Two years 'basics' - three years Citizenship (costly);
b) Two years 'basics' - one transitional year - two years Citizenship;
c) Three years 'basics' - two years Citizenship.

6. Factors for consideration are:-

a) A three year Citizenship course would be expensive. The Road to the Isles expedition alone cost £460.
b) The 'A' and 'B' streams have, in effect, a three year basic course - should not the Citizenship stream, therefore, have an even greater need for a similar basic grounding?
c) If we accept that these Newsom children do not respond to the traditional academic approach then, <u>from the time they enter this school</u>, some other approach should be

used. At this stage we have only posed ourselves the question. The key we do have is that success has been achieved here with these children in their 3rd and 4th Years, when interested staff pursued an interesting programme meaningful to the children. There is every reason, therefore, to assume that a similar approach with the younger ones will meet with similar success. 'Meaningful', 'interesting' are vital words in any Newsom context.

7. The fifth year:-

a) We understand that between the ages of 15 and 16 young people rapidly advance towards maturity. The fifth year of their course, therefore, should reflect this fact, We refer to this fifth year as the year of challenge.

b) The programme term by term, week by week, day by day, must challenge them at every step. It must be meaningful to them.

FURTHER CONSIDERATION RE WHOLE CITIZENSHIP COURSE

1. A variation of the 3rd Year 'Mood' approach and the 4th Year 'Facts/expedition' approach could be an arrangement whereby each class group covered not one but both approaches. This would add a further variety to each course year.

2. The actual challenge in the final term need not necessarily take the form of an expedition.

3. The balance of basics and course work will vary with the general ability level of any particular year group.

This report was compiled by Mr. J. Kaye at the request of the Headmaster. It is the result of many hours of discussion with Messrs. Thompson, Pearson, Roddam and Aris, the Heads of Departments, Mr. Kaye and the Headmaster.

Outline of Course Work Pursued by Third Year Forms 3CJ and 3CB

PICTORIAL RECORD OF PRUDHOE

The aim is to reflect pictorially the various characteristics of Prudhoe, to contrast the changes of weather, time of day and season, and the old with the new.

In treatment the emphasis will be on an imaginative approach which will attempt to suggest the mood of particular places, rather than a realistic portrayal which is purely descriptive.

The main projects will be carried out as follows:-

1. Paintings, Drawings and Models with supporting text for

Exhibition. Preparatory drawings will be done in Prudhoe, from which the majority of the paintings will be carried out in school. The Model-making will be experimental, drawing its inspiration from features of the town. It is hoped to hold the Exhibition for the public, in Prudhoe.

2. Film. This will be carried out alongside the work of the Exhibition, using the same subject matter and with a similar imaginative approach. Possibly the film may be shown at the Exhibition.

The work will be arranged so that all the children involved will be able to spend part of their time on both projects.

Although Art and Craft will play a large part in this work, History, English and Geography will enter naturally into projects of this kind.

For most of the time the children will work in small groups, with one child acting as a group leader.

The central aim of this project is to train the children in critical observation; to open their eyes and their minds; to encourage them to respond emotionally to their environment, and we think that this age group is ripe for this kind of emotional approach.

School F: (A four form entry mixed Secondary Modern school in a mining town.)

Suggestions for an experimental thematic studies course for 4th year girls intending to leave at 15 years of age.

OUR HOME - LEISURE

1. The Newspaper:-
   a) Examination of types;
   b) The news - where to find it - quality - sections;
   c) Reviews and opinions;
   d) Advertisement - its effects.
2. The Church:-
   Location and development of the parish.
3. Learning:-
   Development - modern facilities etc. - change of media due to scientific development.
4. Our Needs:-
   The Social Services - historical development.
5. My Employment:-
   Changes due to development.
6. My Kitchen:-
   a) The kitchen appliances - old - new - application of science to washing machines, refrigerators;
   b) Power in the kitchen - new sources of energy - effect upon ovens, cleaning apparatus, etc. ;
   c) Glassware - fabrics - effects of new techniques.
   d) General effect upon kitchen design.
7. My Home:-
   a) Effect of water supply;
   b) Heating - change due to development.
8. My Food:-
   Effect of scientific development.
9. Homes of My Area:-
   a) Early history and growth;
   b) Types - changes in construction due to scientific development;
   c) Where we obtain food supplies;
   d) Scientific principles behind home construction;
   e) Work of various trades in the home.

DOMESTIC SCIENCE

The results of the study of technology have greatly helped the modern woman, for due to its understanding, to-day's housewife is no longer tied to her home and, in particular, her kitchen and the many duties associated with it. She now has ample time in which to enjoy leisure activities or pursue a career of her own choice, apart from that of being a home-maker.

A comparison of the knowledge and achievements of the past and present day, with regard to the following topics, should give a fair representation of the vastly changed role of the housewife of to-day, and how the findings of technology have been of the greatest assistance.

The Present Day	The Past
Washing Machines: Twin-tub, Fully Automatic, Launderettes.	Rubbing board, Dolly tub, Posser, Scrubbing brush, the Wash-House.
Refrigerators: Compression and Absorption System.	Store larder, Marble shelves, Wire Meat Safe.
Stoves: Electric, Gas, Automatic Turner, Regulo, Rotisserie.	Coal range, Black-leading, Chimney sweeping and grate cleaning.
Drying Equipment: Tumbler, Hot Air.	Pegs, Line, Clothes basket.
Ironing Equipment: Steam and Spray Iron, Metal Adjustable Ironing Boards and attachments.	Flat irons, Table and Pad.
Furniture: Veneered, Laminated. Use of plastics and metal - treatment and shaping.	Wood, Upholstered, Cane, Hand-carved - history of furniture.
Synthetic Fibres: Furnishings and Clothing. Household ware.	Natural materials. A study of fashion.
Pottery and Glassware: Machine, Mass Production, Limited choice of Pattern.	Hand shaped or blown; vast range of style. History of Glass & Pottery.
Solid Fuel: Manufacture, Types, Uses. Clean Air Zones - effect on property and Health.	Coal-mining conditions. Life in a Pit Village.

Water Supply:	
Filtration, Fluoridation, Hot Water System. Tap washer, Ball-cock.	Village or Street tap. Disease caused by unpure water.
Electricity:	
Source, Production, Uses in the Home. Tremendous range of modern electrical appliances. Fuse, Plug repairing.	Total absence of Electric power; Man or water-power. Oil and Gas Lighting.
Gas:	
Source, Production, Uses in the Home.	
Food Products:	
Range of Foods - English and Continental, Pre-Packaging, Convenience Foods, Change in Retail Stores - self-service. Understanding of food constituents and dietary requirements.	Subsistence Diet, Basic foods, Malnutrition. The Corner Shop - personal service.
Housing:	
Modern Materials Used. Quicker Methods of Erection. Affects of Town and Country Planning.	Use of wood and stone, etc. History of Housing - Periods. Lack of Modern Facilities.

(These are only some examples of the way in which this subject may be approached. It does, however, offer tremendous scope for much further research and study.)

As the benefits of technological knowledge are continually being felt, it leads one to wonder of the future! What advantages or otherwise of the nuclear age will be reaped by the housewife of the future? One can but surmise, but it is almost certain that they will be many and varied! e.g. Introduction of more glass and plastics in the kitchen.

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