



Durham E-Theses

A review of the development of the education service in the borough of Chesterfield 1944-1967

Wood-Allum, K. H.

How to cite:

Wood-Allum, K. H. (1969) *A review of the development of the education service in the borough of Chesterfield 1944-1967*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/9620/>

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

Academic Support Office, Durham University, University Office, Old Elvet, Durham DH1 3HP
e-mail: e-theses.admin@dur.ac.uk Tel: +44 0191 334 6107
<http://etheses.dur.ac.uk>

ABSTRACT.

The thesis examines the growth of the Education Service in the Excepted District of the Borough of Chesterfield from 1944 to 1967. The negotiations leading to the granting of Excepted District status and the formulation of the Scheme of Delegation are discussed, together with the establishment of Managing and Governing bodies of schools and the production of the Development Plan for the Borough.

The Major and Minor Works building programmes are examined and related to the proposals of the Development Plan. The evolution of a transfer procedure is described and an analysis is made of the philosophy of Secondary Education maintained by the Borough Education Officer of the day which gave rise to a system of Secondary Schools which attracted interest and acknowledgement at national level and of the factors which caused dissatisfaction with the system in the late 1950's. The resulting discussion leading towards the reorganisation of Secondary Education and the effect of Circulars 10/65 and 10/66 on the decisions of the Council are also examined. The growth of Special Services, Further Education and the Youth Service and the Library Service within the functions delegated by the Scheme of Divisional Administration is outlined. The introduction of i.t.a. and French in the Primary Schools is included in the survey.

The successful growth of the service in all its aspects is shown to be a justification for the belief expressed in 1944 that the small Authority of Chesterfield was well able to manage its own affairs within the Scheme of Delegation. The influence of the Borough's geographical position within N.E. Derbyshire, together with the willingness of the Local Education Authority to support bids for the provision of various establishments serving the Borough and N.E. Derbyshire, thus augmenting the development of the Borough Education Service, is analysed.

A REVIEW OF THE DEVELOPMENT OF THE EDUCATION SERVICE
IN THE BOROUGH OF CHESTERFIELD
1944 - 1967

SUBMITTED BY K. H. WOOD-ALLUM, B.A., FOR THE DEGREE
OF M.Ed.

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.

JULY 31st, 1969

"Chesterfield is one of the few places which has shown a deep and sincere regard for the cause of popular education. The record of this Borough is second to none over the sphere in which it has been allowed to operate. I believe that in the immediate future those opportunities will be widened and I have no doubt that that will be greatly to the benefit of the inhabitants, and especially to the young people of this Borough."

Mr. Chuter Ede.

8.11.44.

ACKNOWLEDGEMENTS

My thanks are due to the Borough Education Officer and his staff and the Town Clerk and his staff for their readiness to allow me access to their files and other help during the preparation of this thesis, to the Borough Librarian and his staff for their help and patience during the last two years, to the Borough Engineer and Surveyor and his staff for assistance with maps, to the Director of Education for Derbyshire and his staff, members of the Department of Education and Science, the Editor and staff of the Times Educational Supplement, the Secretary to the Salaries and Superannuation Committee of the National Union of Teachers and Mrs. G. M. Hamer, Senior Educational Psychologist of the Borough of Chesterfield, for their invaluable assistance.

I should also like to thank Messrs. D. T. Eyre and L. C. Henry for giving me permission to quote from their survey into the progress of pupils of the Rother Junior School, Chesterfield who had been taught French, and particularly I wish to thank Mr. R. M. Lewis, M.A., formerly Headmaster of the Peter Webster School, Chesterfield for giving me permission to use material from his thesis in the Introduction to this work.

Finally I extend my appreciation and thanks to my supervisor, Mr. R. F. Goodings, for his helpful criticism and guidance, to my wife, for her help with the preparation of graphs and maps and to the many people in Chesterfield, too numerous to mention, who have been of assistance to me and to the Chief and Borough Education Officers who were kind enough to find time to complete questionnaires.

Chesterfield, July 31st, 1969.

K. H. Wood-Allum.

CONTENTS

Page

CHAPTER ONE

Introduction.....1.

CHAPTER TWO

The Claim for Excepted District Status.....12.

CHAPTER THREE

The Establishment of Managing and Governing Bodies.....62.

CHAPTER FOUR

The Development Plan and the Building Programme.....77.

CHAPTER FIVE

The Transfer Scheme and the Secondary Schools.....109.

CHAPTER SIX

Innovations in the Primary Schools.....157.

CHAPTER SEVEN

The Development of Special Services.....170.

Cont./.....

CONTENTS (cont.)

CHAPTER EIGHT

The Development of Further Education and the
Youth Service.....192.

CHAPTER NINE

Other Services.....201.

CHAPTER TEN

The Reorganisation of Secondary Education.....209.

CHAPTER ELEVEN

Conclusion.....235.

BIBLIOGRAPHY.....241.

APPENDICES

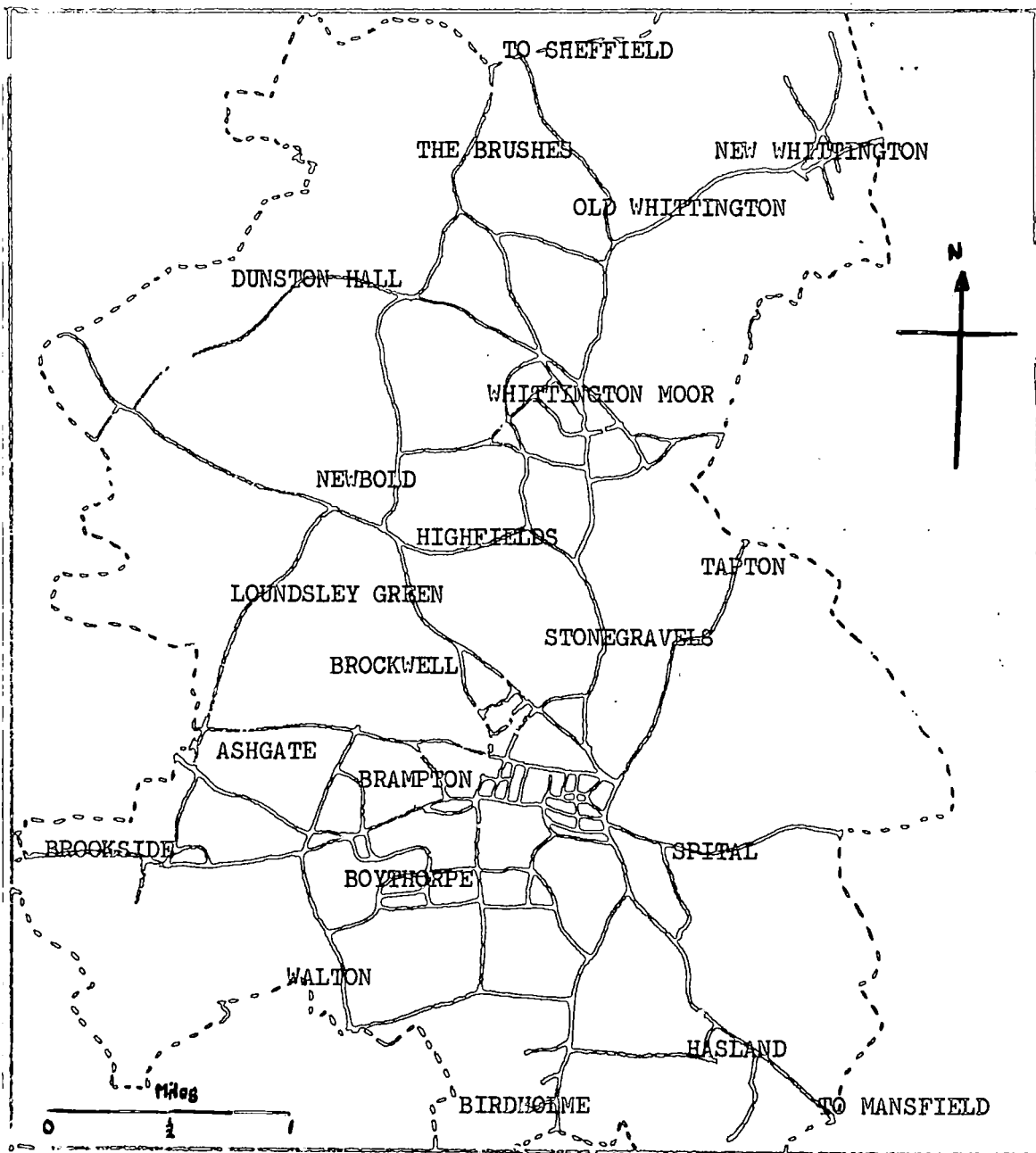
Appendix 1. Suggestion for a draft scheme of
Divisional Administration.....i.
Appendix 2. The Scheme of Divisional Administration
for the Borough of Chesterfield.....ii.
Appendix 3. The Scheme of Divisional Administration
(Further Education) 1948 and 1951.....xxii.
Appendices 4, 5 and 6 Vide List of Illustrations overleaf
Appendix 7. Results of Survey of Excepted Districts
and County Boroughs.....xxxii.

ILLUSTRATIONS

	Page
Map showing schools in Chesterfield, 1932 - 1944.....	78 (a)(b).
Map showing Development Plan Proposals.....	81 (a)(b).
Graph* to show Revenue Expenditure, 1948 - 1967.....	85 (a).
Graph to show Minor Works Allocations, 1948 - 1967.....	89 (a).
Photographs 1. Highfield Hall Primary School	
2. Newbold Green School.....	96 (a).
Photographs 3. Abercrombie Primary School	
4. Brockwell Junior School.....	97 (a).
Photographs 5. The Old Chesterfield School	
6. The New Chesterfield School.....	98 (a).
Photographs 7. The Old Hipper Primary School	
8. The New Hady Primary School.....	99 (a).
Photograph 9. Hasland Youth Club.....	100 (a).
Map showing Schools in Chesterfield, 1967.....	101 (a)(b).
Graph to show referrals to Psychologists and Child Guidance Centre, 1945 - 1967.....	176 (a).
Graph to show number of School Meals served, 1946 - 1967...	189 (a).
Graph to show the number of enrolments at Evening Institutes, 1950 - 1967.....	193 (a).
Graph to show the number of Youth Club members, 1950 - 1967.....	196 (a).
Graph to show the number of children on roll, 1945 - 1967..	xxviii.
Graph to show number of qualified teachers, 1946 - 1967...	xxix.
Graph to show Primary and Secondary staffing ratios, 1947 - 1967.....	xxx.

*The graphs have been compiled from statistics contained in the Annual Reports to the Borough Education Committee, 1945 - 1967.

MAP OF THE BOROUGH OF CHESTERFIELD
SHOWING DISTRICTS



CHAPTER ONE

The Borough of Chesterfield lies close to the Peak District National Park with its miles of unspoilt hills and dales. The Isaac Walton country is less than one hour's journey by car and Chatsworth House, home of the Duke of Devonshire, and visited by thousands every year, lies some ten miles to the west of the town. Sheffield, Derby, Nottingham and Manchester are all within easy reach. The Borough lies at the centre of a network of roads and railways which serves a population of over sixteen million people and with the recent extension of the M1 motorway London and Birmingham are easily accessible.

The proximity of the Borough to the North Derbyshire Coalfield and in earlier times to supplies of ironstone, together with its position as a centre of communication, led to the development of today's wide variety of manufacturing industry. In the field of heavy industry cast iron pipes, chemicals, mining equipment, railway wagons, gas machinery, agricultural equipment, steel tubes, tarmacadam and smokeless fuels, together with many other items, are manufactured. In addition, light industry in the Borough produces paints, lamps, sweets, surgical dressings, precast buildings, plastics, cardboard boxes, leather, pottery and glass. The establishment in the Borough of the Accountant General's Department of the General Post Office some years ago has added another facet to the wide range of activity in the Borough.

As a market town, Chesterfield serves as a shopping and commercial centre for much of Northeast Derbyshire and the population of the town swells visibly on market days. Culturally, the town offers a Civic Theatre with an annual repertory season and a Central Library and Information Bureau. Cinemas and restaurants, and a variety of sporting facilities, both municipal and private, add to the attraction of the Borough.

The population is approximately 70,000 and the Borough Council owns some 8,500 houses, many of them in modern, pleasantly designed estates on the outskirts of the Borough. A scheme of urban renewal is already under way in the centre of the town and old property has given way to modern maisonettes and flats. Plans for the redevelopment of the Central Area are well under way and major roads through the town are being redesigned to ease the flow of traffic. The development of the Civic Centre area will add to the amenities of the Borough, Much of the area is already complete. The Town Hall, enjoying a pleasant elevation, faces the new courthouse and the Accountant General's Department and to complete the scheme a new Central Library, Arts Centre and Concert Hall are to be constructed nearby.

To many people who have never visited the town, Chesterfield is immediately recognised as the town with the church with the crooked steeple. Whilst the Parish Church with its almost unbelievably twisted spire dominates the town from every access point, it is certainly not the only building of interest in the town. The Borough is now looking forward to the twenty-first century and when the development plans are complete the town, unchanged in its functions, will be better able to fulfil its role as the focal point of Northeast Derbyshire.

Chesterfield has a history of over 1,000 years. Its name would

suggest Roman origins and it is likely that Rykneld Street ran close to the town. In Domesday Book Chesterfield is described as one of six berewicks in the Royal Manor of Newbold in the Scarsdale Wapentake. The Parish Church was completed in 1037. In 1204 King John granted the Manor to William Briwere and Chesterfield became one of the first eight Free Boroughs in England. The Charter also entitled the Borough to hold a market on two days a week. In 1594 Queen Elizabeth I granted the present Charter which incorporated the Borough for the first time, granted Chesterfield its first Mayor and established the Free Grammar School.

It was the Industrial Revolution which caused the increase in the size of the Borough. The discovery of coal and iron, the construction of the Chesterfield Canal in 1777 by James Brindley, which linked the Borough to Nottingham, the building of the North Midland Railway, which passed through nearby Clay Cross, by George Stephenson, who lived at Tapton House and is buried at Trinity Church, all these factors influenced the growth of the Borough. During Stephenson's railway construction seams of coal were discovered and Stephenson formed a company to exploit the find. The building in 1870 of the direct rail link to Sheffield on the Midland Railway further enforced the economy of the Borough. In 1801 the population was 4,267. By 1871 it had risen to 11,427. There is no doubt that the prime cause of this great increase was the coming of the railway.

The increase in the population was mirrored by an increase of similar proportions in educational facilities. Until 1879 there had been a Non-conformist Academy in the Borough and in 1785 a school was erected at Newbold on a site now occupied by a public house. The stone plaque which once adorned the school building

now enhances the lounge bar and reads, "This school was erected and endowed for the education of the poor children in spelling, reading, writing and the three first rules in accounts by the unanimous consent and voluntary contribution of the freeholders in general within the hamlet of Newbold and Dunston in the year of our Lord 1785". There were Dame Schools and, by the early eighteen hundreds, Sunday Schools. By 1833 there were five such schools run by various denominations and by 1851 the number had risen to nine.

In 1814 the Church of England founded the National School in Soresby Street and in 1819 the Non-conformists founded the Lancasterian, or School of Industry, for Girls in Holywell Street. In 1827 the Mechanics' Institute was founded, which, in 1841 became the Chesterfield and Brampton Mechanics' Institute holding Science and Art classes in three centres. In 1843 the Non-conformists made good their omission and founded the British School for Boys to match their Lancasterian School founded twenty-four years earlier. The Church of England then founded its Victoria Bluecoat School in 1845, so that by this date the Church of England and the Non-conformists each had two schools under their control. In 1819 there had been nineteen private schools in the Borough but this number was reduced to thirteen as the effect of the church schools made itself felt. The Roman Catholic Church, which was by now well established, owing to the influx of Irish labour into the town, founded an all-age school in Spencer Street in 1865 and three years later the Ragged School was founded in Saltergate.

With the passing of the 1870 Education Act the development of educational facilities in the Borough took on a new lease of life. The Chesterfield School Board was elected in 1871 with Church of England, Non-conformist, Roman Catholic and lay

representation. By 1873 three further schools had been established at Hipper Street, St. Helen's Street and Durrant Road. In 1875, five years before the Mundella Act, a school attendance officer was appointed.

In 1874 the University Extension Movement reached Chesterfield and its lecture courses became an annual event. At first they were well attended but demand gradually eased so that in 1888 they were discontinued but they were restarted in 1897. In 1893 the School Board began Continuation Classes and in the same year the Girls' High School was founded. Five members of the School Board were members of its Governing Body. In 1900, by Byelaw, the School Board raised the age of compulsory attendance to fourteen, with certain exemptions. Many of the Voluntary Schools had by this time come under the School Board and other schools had been built by the Board, outstanding amongst them the Central School which was designed, after visits by members of the Board to many schools around the country, by a London architect. The building contained a swimming bath and a centre for the training of pupil teachers and was much advanced for its day. That in 1967 the swimming bath in the school was still the only indoor pool in the Borough is a fact which is a constant reminder of the foresight of the Board.

In 1891 a Technical Education Committee of the Corporation was established to oversee the spending of the penny rate authorised by the Technical Instruction Act of 1889. It is clear that in a small town like Chesterfield, with the opportunities offered for Secondary Education in the shape of the Free Grammar School, the Girls' High School, the University Extension Movement and the Continuation Classes, the School Board felt no obligation to create a Higher Grade School.

The School Board had done a great service to the Borough in its thirty years of activity. Its influence in the minds of

Cestrefeldians is perpetuated by the present Brampton Infants' and Junior Schools which stand near School Board Lane and are still referred to as "Brampton Board" by many local residents. The Board has left behind a number of soundly built schools, characteristic of the Board School with their high-gabled roofs, solid brick construction and glass-partitioned rooms. It is a tribute to the builders of the day that these schools still stand, and with skilful remodelling serve the community today. The strength of their construction is to today's education service an embarrassment. One can foresee them standing in another hundred years and whilst they are sound as buildings, they are becoming increasingly unsuitable for modern teaching methods, despite the ingenuity of the remodelling which has taken place.

With the passing of the 1902 Education Act, Chesterfield became a Part III Authority, with responsibility for elementary education only. In 1920 the Borough boundaries were increased, bringing 4,000 extra children under the Education Committee. The number of school departments rose from 21 to 42 and the number of children on roll reached 10,728. As a result of this increase a new Municipal Education Committee was formed with Harry Cropper, later Alderman Harry Cropper as its Chairman and Miss Violet Markham, a former member of the School Board, as its Vice-Chairman. New schools were built on Jawbones Hill, which is now the Rother School, in 1923 and at Old Road in 1924 and at Highfield Lane in 1928.

Following the Hadow Report in 1926, a sub-committee of the Education Committee recommended that a survey should be made of educational facilities in the Borough. Between 1902 and 1920 there had been little progress in education in the Borough. Teachers were difficult to attract to the town, so much so that in 1921 the

Committee decided to accept Scale III of the Burnham Award in the hope of redressing the situation. At the time Authorities were able to formulate their own scales for the salaries of teachers and Scale III was adopted as a provisional minimum scale. For men the Scale offered £160 x 10 to £300, and for women £150 x 10 to £240. This Scale was adopted by more Authorities within two years but in 1921 it proved to be a definite incentive to teachers.

With a new committee, a chairman and vice-chairman who were passionately interested in education and the publication of the Hadow Report, the situation was ripe for an urgent overhaul of educational provision in the Borough.

Charles Birchenough, Chief Inspector for Kent, was invited to make the survey. His terms of reference were simply to survey the needs of the Borough with respect to elementary education and to prepare a programme of development of the services over a period of five or perhaps ten years. It will be noted that Hadow was not mentioned in the terms of reference and indeed it proved to be the case that some of Birchenough's recommendations went beyond the Hadow recommendations.

The report was published in November 1927. It showed that in the Borough education could be divided into Infant and Junior Departments under the age of eleven, and Intermediate and Modern for children over the age of eleven. Satisfactory progress in the Modern Schools should lead to transfer to the Grammar School or the Girls' High School. It was stated that extra accommodation was needed and that facilities for practical work were poor. There was a need for separate buildings for children under the age of eleven and over that age. There were 11,045 places available but four schools had been condemned to the Black List by the Board of

Education:- Soresby Street, Victoria Bluecoat, Brampton St. Thomas C.E. and Whittington Moor Girls*. Alterations were needed elsewhere to avoid loss of places. Allowing for the closure of four schools, 1,026 places were needed together with almost complete rebuilding elsewhere. The effective deficiency of places in the Borough was 2,016 places. The building of five or six new schools was recommended and a great deal of conversion in five stages. It was suggested that Modern Schools should be named after outstanding figures in the history of Chesterfield and the surrounding areas. Sites should be acquired which could be earmarked for new schools and which could be used as playing fields until building work began. All the Secondary Schools should be non-selective until a sufficiently high standard of attainment had been reached. Care was to be taken with the curriculum so that transfer from the Modern School to the Grammar School or the Girls' High School could be effected without undue strain on the pupils. There was to be a two year basic course, and thereafter the newer forms of secondary education, including a practical bias. A School Leaving Certificate was not recommended. The existing special classes for backward pupils were considered satisfactory but staffing was found to be inadequate.

The Hadow Report had been the impetus and the Borough Council had now before it a report recommending changes of great consequence in the educational system of the town. Birchenough had not been restricted by his terms of reference and he had produced a comprehensive survey of the needs of the Borough which was to produce a much improved system of education.

The report was circulated to the Education Committee on November 11th, 1927. A meeting of the full council was held on January 23rd, 1928 when Birchenough addressed the meeting. There

was considerable opposition to the report in the local press on the grounds of the expense involved but the local newspapers slowly became adjusted to the idea of a radical improvement in the educational facilities of the Borough and began to support the report.

Armed with the report and supported by the Education Committee, the Chairman, Alderman Cropper, then sought a new Chief Education Officer. The former incumbent was an ageing man and his retirement coincided with the production of the report. In his place was appointed Dr. H. G. Stead, who had already shown his great ability in nearby Ilkeston. Dr. Stead immediately set about producing a report on Hadow reorganisation in the light of the Birchenough Report and this was completed in 1929. The Board of Education Circular 1399 dated May 18th, 1928 had called for a programme of reorganisation and development for years 1930 to 1933. This circular evoked Dr. Stead's report but there is no doubt that the Birchenough Report was of great assistance to him in the speedy preparation of his own report, and that it paved the way for the events which were to follow. The Board of Education Circular 1404 dated September 24th, 1929 announced that the school leaving age would be raised to fifteen from April 1st, 1931. To encourage Local Authorities to provide buildings for raising the age the Board was prepared to increase its grant towards new school building from 20% to 50% on work contracted between September 1st, 1929 and August 31st, 1932.

The three year scheme drawn up by Dr. Stead was submitted to the Board of Education in November 1929 and received approval on January 16th, 1930. The Birchenough Report had recommended six new schools but Dr. Stead's scheme planned two new buildings plus the conversion of family mansions, together with additions to other schools.

In the years 1920 to 1929 the total capital expenditure on education in Chesterfield had amounted to 2% of the total capital expenditure in the Borough as a whole. Only nineteen Authorities in England and Wales spent less on education. Yet following the publication of Circular 1404 the Borough was able to complete its three year scheme on time and take advantage of the 50% grant, which few other Authorities were able to do. Hadow reorganisation was complete in Chesterfield towards the end of 1932. Two new schools had been built, three mansions had been converted into schools and twenty departments had been added to or reconstructed. Three years of fevered activity had produced thirty-seven departments. There were then thirteen Senior Modern Schools, six of which were mixed and one of which was selective. This school, the Tapton House School, had been created from the family house of that name. There were nine combined Infant and Junior Schools, seven Junior Schools of which five were mixed, and eight Infant Schools. Four of the Infant Schools had nurseries attached. 1,700 places had been created and all classrooms had been brought up to standard, thus making good the remaining deficiency. In three years the educational provision in the Borough had been altered from what was virtually the moribund leftover of the School Board to a brand new system, formulated in accordance with the Hadow recommendations, in good physical conditions, which was able to exist harmoniously with the Grammar School and the Girls' High School. Much of the credit for this remarkable achievement must go to the untiring effort of Dr. Stead and the valuable support of Alderman Cropper and his Vice-Chairman.

In 1928 the Education Committee had formed a Juvenile Employment Centre to counter the unemployment among young people and in 1933, despite the national postponement of the raising of the school leaving age, the school leaving age in Chesterfield was

raised to fifteen by local byelaw. This was done on two grounds, firstly educational and secondly because of unemployment among school leavers. There was exemption if suitable employment had been found. Chesterfield was the first town in England to adopt this byelaw. Maintenance grants were paid in certain cases for children between the ages of fourteen and fifteen. Following Circular 1444 when the grant towards school building was again increased from 20% to 50%, additional building work was carried out. In 1939 Brambling House Open Air School and Children's Centre, about which more will be said later¹, was opened. In 1939 the school meals service was inaugurated and in 1941 the Central Cooking Kitchen was opened. This service increased during the war years as it did in all other parts of the country to become an integral part of the educational scene.

This then was the Borough Education Service at the outbreak of the Second World War and it was to remain much the same until after the war and the passing of Mr. R. A. Butler's Education Act in 1944. The really effective period of education in Chesterfield until that date had been the School Board era and then later the post-Hadow period. Chesterfield had enjoyed some seventy years of autonomy in its elementary education and had created a service of which it could be justly proud. That it was to lose much of this autonomy under the terms of the 1944 Education Act seemed obvious to many of the Council members and in view of the reorganised education service they had created since 1930 it is not surprising that they did their utmost to obtain as much control of Chesterfield's educational affairs after 1944 as was possible. Until that time they had existed harmoniously with the College of Technology, the College of Art, the Grammar School and the Girls' High School which had been administered by the County Council. This determination was rewarded by the possibility of Chesterfield's obtaining Excepted District status under the Act and it was with this ray of hope that the years after 1944 were faced.

1. Vide Chapter 7 (i)

CHAPTER TWO

Part III of the First Schedule of the Education Act, 1944 applied specifically to Local Education Authorities which were not County Boroughs, and excluded London. The object of the Schedule was to maintain local interest in education by allowing Local Education Authorities to delegate certain functions to Divisional Executives representing smaller areas. The Act did not indicate how these smaller areas were to be delineated. The Board of Education, or as it later became, the Ministry of Education, did however make clear that Divisional Executives would consist of individual county districts, or groups of them. There was nothing to prevent a district being formed out of an area which did not constitute a Local Government area. The functions which could be delegated were limited to Primary and Secondary Education with power under Paragraph 9 to extend the scheme of delegation to Further Education. If the Minister felt that the proposed Divisional Executive was unnecessary he could direct that the Divisional Executive should not be formed. Local Education Authorities were to draw up Schemes of Divisional Administration for their Divisional Executives. Such Schemes were to be submitted to the Minister of Education before October 1st, 1944. Before submitting the Scheme, the Authority was to consult with the Division and after consultation serve a copy of the Scheme upon the Council of every county district in its area. Notices of intention to publish a Scheme were also required. Paragraph 8 of Part III of the First Schedule laid down the provisions which should be covered by the Scheme of Delegation. It should provide for the constitution of every body which was to be a Divisional Executive unless that body was the Council of

a Borough or Urban District; define the functions delegated to the Executive; specify any conditions; make any necessary provisions for the Executive to be able to appoint sub-committees and committees and define the relationship between the Authority and the Executive and its committees and sub-committees; provide for the determination of disputes between the Authority and the Divisional Executive by the Minister; make provision for the Divisional Executive to submit to the Authority estimates of expenditure intended to be incurred and these estimates and accounts were to be subject to the approval of the Authority; to provide for such matters as might be deemed expedient by the Authority or by the Minister for the Scheme of Delegation. No Scheme was to authorise the Divisional Executive to raise a rate or borrow money. There was to elapse a period of two months for objections to be heard after the publication of notices and the Minister was empowered to make such modifications as he saw fit and then to make an order approving the Scheme. The Local Authority also had the power to submit a scheme revoking a scheme previously made and if the Minister agreed with such a course of action he was able to approve such a scheme of revocation. Finally, the minutes of the proceedings of any Divisional Executive were to be made available to any local government elector on payment of a fee not exceeding one shilling and copies or extracts could be made by that person if he so desired.

Local representation was therefore permitted under the Act but Divisional Executives were not necessarily constituted wholly of the elected Council of one area within the Local Authority. If the Authority chose to create a Division of a number of Local Government areas, the representation of each area within the Executive would be limited to a proportion of its elected

representatives. Divisions could be dissolved if the Minister, or the Authority, felt it advisable and Divisions would have little, if any, influence upon the powers delegated to them in the Scheme of Divisional Administration.

For larger Boroughs and Urban Districts this part of the Schedule made special provisions. It was presumably felt that these areas had a right to more influence over their own affairs. Such areas were to be Excepted Areas and certain provisions were made for them in the Act which differed slightly, but significantly, from those made for the Divisional Executives. Areas which could be excepted were defined as areas which had, on June 30th, 1939, a population of not less than 60,000. The population figure had to be certified by the Registrar-General. The alternative qualification was that on March 31st, 1939 there should have been not less than 7,000 pupils on the rolls of the Public Elementary Schools. Any Council of a Borough or Urban District, if it satisfied either or both of these conditions and if it lodged with the Minister before October 1st, 1944 a claim to be excepted from any Scheme of Divisional Administration made by the Local Education Authority in whose area it lay, was to be excepted by the Minister. Under special circumstances the Minister was empowered to except an area which did not satisfy the two conditions. Areas excepted by the Minister were to be called Excepted Districts.

As soon as the Minister had directed that a district should be excepted, that district was to prepare, in consultation with the Local Authority, a Scheme of Divisional Administration and should then send the Scheme to the Authority for forwarding to the Minister. The Scheme would not have effect until it was approved by an order made by the Minister. The Excepted District was empowered under the Act to claim functions relating to Further Education. If, on the passing of the Act, the population of the

Excepted District had fallen below 60,000, the Minister had the power, after consultation with the Authority, to vary or revoke the Scheme of Delegation.

What then were the advantages to an area satisfying the requirements of the Act of being an Excepted District? Firstly, the Council of the Borough or Urban District, already constituted and duly elected by the electorate, would be the Divisional Executive and would be wholly responsible for the functions delegated to it in respect of its own area. This was not necessarily so in the Divisional Executive, which had to be specially constituted and could cover a number of Local Government areas. Secondly, the Excepted District prepared its own Scheme of Delegation, whereas the Authority prepared the Scheme for the Divisional Executive, and more important, the Authority could not make alterations to the Scheme prepared by the Excepted District. The Authority could make representations to the Minister, but the modifications, if any, rested with the Minister alone. Thirdly, only the Minister could dissolve an Excepted District, and only if the population fell below 60,000 by a certain date. Divisional Executives could be dissolved at the instigation of the Authority or the Minister on unspecified grounds.

It was these three points which prompted the areas qualified for Excepted District status to claim it. The Council, which felt it was better able to administer and assess the needs of its area than the Local Authority, would see its position being more effective as an Excepted District than as a Divisional Executive and in the initial stages it had more recourse to the Minister and less influence from the Local Authority.

The Local Authorities, on the other hand, would not be in favour of the Excepted Districts. It would be an additional burden for them to consult on a scheme which they had no power to modify, except by representations to the Minister, which might

or might not be upheld. Since they were already making a scheme for the Divisional Executives in their area, there would be additional work involved in the formulation of a further scheme. Any functions delegated to the Excepted District to which they were opposed but which were included in the scheme by direction of the Minister would certainly not appear in the scheme for their Divisional Executives which meant that the Excepted District could have powers delegated to it which differed from those delegated to the Divisional Executives. This might lead to complications in the working of the Act in years to come and might lead to a duplication of activity within the Authority. The existence of an Excepted District within their area could also lead to possible inefficiency in part of the administration of the Authorities' affairs. There were no doubt some of the objections the Local Authorities had to the Excepted Districts and because of these it is understandable why in some cases they fought so hard to limit the functions delegated to the Excepted Districts.

The lack of direction in the wording of the Act indicates, in the light of difficulties to come in formulating the Schemes of Delegation in the Excepted Districts, that Parliament had not foreseen the dangers it had created by its desire to maintain local interest in education. The Ministry, as later events will show, did not look upon the Excepted Districts with much favour, and in his modifications to Schemes of Divisional Administration for Excepted Districts the Minister sought to arrive at a compromise so as to avoid too many of the anomalies feared by the Local Authorities.

From June 1944 a surge of activity spread through the various departments of the administration in the Borough of Chesterfield as the significance of Part III of the First Schedule of the Education Bill became apparent. The departments most affected were those of the Town Clerk and the Chief Education Officer. The Borough

was still a Part III Authority and proud of both its status and its achievements and everyone in Chesterfield was anxious not to lose complete control of education. It was generally felt that Divisional Executive status was insufficient for the Borough. The elected representatives and the officers were determined to extract from the Board of Education as great a measure of independence and autonomy as the Bill allowed. The earliest possible action was required to secure full information on how the Council should set about claiming Excepted District status. It was clear that the officials were eager to make their representations to the Board of Education as soon as possible in the hope of obtaining the maximum of powers allowed under the Bill.

The Chief Education Officer, Mr. A. Greenough, who had succeeded Dr. Stead, wrote to Sir Maurice Holmes at the Board of Education¹ asking for clarification on the method of application, since this was not clear in the Bill as it then stood. He was particularly concerned that Sir Maurice should explain whether an application, once submitted, could be withdrawn. Sir Maurice's reply² was that whilst the Bill did not cover this point, he could see no reason why, if all the parties agreed, an application should not be withdrawn. Equally he was at pains to point out that if the Borough felt it necessary to be part of a larger Divisional Executive initially, but later desired to create a Divisional Executive for the Borough alone, then this could be done without undue difficulty. In any event, he wrote, the last date for the submission of claims was 1.10.44.³

1. Mr. A. Greenough to Sir M. Holmes. 9.6.44.
2. Sir M. Holmes to Mr. A. Greenough. 3.7.44.
3. First Schedule, Part III Para. 4, Education Bill, 1944.

Having received this information, the Chief Education Officer then informed the Town Clerk in a memorandum¹ of his correspondence with Sir Maurice Holmes and stressed that it was necessary to investigate the position and submit a claim as soon as possible. The Town Clerk's reply to this memorandum gives an indication of at least one effect of the Bill on education in the Borough². Mr. Greenough was reminded of the change in his own status after the Bill was passed and was requested to inform the Town Clerk of all correspondence with the Board of Education in the future. The next fourteen days were very busy. Information was collected to substantiate the claim during this time. The estimated population of the Borough was requested by the Town Clerk from the Registrar-General³ who then passed on the official certificate direct to the Board of Education⁴. Since these were war years there was no recent census to call on, but it was at any rate clear that the population of the Borough exceeded 60,000. The Chief Education Officer produced a certificate showing that the number of pupils on the rolls in Borough Public Elementary Schools on March 31st, 1939 exceeded 7,000. The Borough was therefore eligible on both counts to apply for Excepted District status.

The Education Bill received the Royal Assent on August 3rd, 1944. A special meeting of the Council was called for August 24th, 1944, where it was resolved that pursuant to Paragraph 4 of Part III of the First Schedule of the Education Act, 1944 a claim be made that the Borough of Chesterfield be excepted from any Scheme of Divisional Administration made by the Derbyshire Local Education Authority and that the Education Committee should formulate a Scheme of Divisional Administration⁵.

1. Dated 10.7.44.
2. Dated 12.7.44.
3. Letter, 17.7.44. requesting population as at 30.6.39
4. Registrar-General to Town Clerk. 8.8.44.
5. Minutes of Borough Council. August 1944.

The claim was made in a letter by the Town Clerk writing on behalf of the Borough Council to the Secretary of the Ministry of Education as follows:-

"I beg to refer to Part III of the First Schedule of the Education Act, 1944, and in particular to the provisions of that schedule which refer to Excepted Districts.

The Borough of Chesterfield had on the thirtieth day of June, 1939 a population of not less than 60,000 and furthermore had on the thirty-first day of March, 1939 a total number of pupils on the rolls of the public elementary schools in the Borough of not less than 7,000.

At a special meeting of the Town Council on the 22nd instant I was directed to lodge with the Minister a claim that the Borough of Chesterfield be excepted from any scheme of divisional administration to be made by the Local Education Authority for the County of Derby, and I shall be glad to learn that the Minister has directed that in accordance with Para. 4 of Part III of the First Schedule of the Act the Borough of Chesterfield shall be so excepted.

In support of this application I enclose herewith:-

1. Certified copy resolutions of the Town Council at a special meeting held on the 22nd instant.
2. Certificate by the Chief Education Officer showing the number of pupils on the rolls of the public elementary schools on the thirty-first day of March, 1939.
3. Copy letter from the Registrar-General indicating that he has sent direct to the Minister a certificate as to the population of the Borough of Chesterfield on the thirtieth day of June, 1939."¹

In anticipation of the Minister's reply the Town Clerk instructed that a draft scheme of delegation should be drawn up by a member of his department. On September 1st, 1944 the Local

1. Town Clerk to the Ministry of Education, 24.8.44.

Education Authority was informed by the Minister that Chesterfield should be regarded as an Excepted District and three days later the Minister confirmed his decision in a letter to the Town Clerk, at the same time advising him that the Borough Council should now proceed in accordance with Paragraph 5 of Part III of the First Schedule of the Act and draw up a Scheme of Divisional Administration for submission to the Minister¹. This information was then passed on by the Town Clerk to the Chief Education Officer². In its capacity of Part III Authority before the 1944 Act, the Corporation was a member of the Association of Municipal Corporations, many of whose members were also claiming Excepted District status, and the Town Clerk therefore informed the Secretary of the A.M.C. of the Minister's decision³. On behalf of the Borough the Town Clerk had also written to the Clerk to the County Council explaining that whilst the Borough had claimed Excepted District status, the Council had every wish to cooperate with the Local Education Authority so that the maximum advantages could be gained for the children. The Clerk to the County Council had reciprocated these sentiments. The Town Clerk reported on this correspondence at a meeting of the Watch Committee⁴.

In mid-September the Chief Education Officer had sent to the Town Clerk a copy of Ministry of Education Circular 5 - Schemes of Divisional Administration, which had been produced as a guide to Local Education Authorities who were drawing up such schemes. It was clear that this Circular was not really relevant to the scheme which an Excepted District would have to produce, and no information relevant to this had been published by the Ministry. The number of

1. Minister of Education to Town Clerk. 4.9.44.
2. Memo from Town Clerk to Chief Education Officer. 6.9.44.
3. Letter from Town Clerk to Secretary, A.M.C. 14.9.44.
4. Minutes of Watch Committee. 19.4.44.

Boroughs wishing to claim under Part III was not large but without guidance there was a danger that some might not take advantage of all the powers they might be permitted under the Act simply by omission. Admittedly the Minister had to be sent all Schemes for his approval but it could easily come about that each Excepted District could ultimately have a Scheme that diverged widely from all others. Equally much effort could be saved if broad guidelines were available so that Schemes would not contain clauses which were plainly unacceptable either to the Minister or to the Local Education Authority in whose area the Excepted District lay. There was general unease at this situation, evidenced by the letter to the Town Clerk from the Town Clerk of Stockton-on-Tees, Mr. Eric Bellingham. He mentioned the uncertainty in the minds of Boroughs intending to, or already having claimed Excepted District status, and suggested a meeting of Education Officers, Town Clerks and Treasurers of the following Boroughs:- Luton, Chesterfield, Poole, Stockton, Watford, Newcastle-under-Lyme, Swinton, Oldbury and Widnes¹. This meeting took place on October 11th, 1944 at County Hall, Westminster.

The anxiety of the Borough of Chesterfield to retain as much power as possible is indicated by a letter from the Chief Education Officer to Sir Maurice Holmes at the Ministry of Education². In his letter Mr. Greenough tentatively asked whether it would be possible to extend the powers of the Excepted District beyond the Borough boundary. The intention was clear. Whilst under the Act the Borough was to lose much of its autonomy, if such an extension were possible the size of its area of responsibility would be much greater and the number of schools much increased. Sir Maurice's reply was interesting. He stated that such an extension was not

1. Letters. 19th and 21st September, 1944.

2. Dated 27.9.44.

possible under the Act unless the Borough waived its claim to Excepted District status and became a Divisional Executive. The Council could then form a committee to control both the Borough and the surrounding areas as Divisional Executive within the County of Derby. Sir Maurice also suggested that this course of action might be better. It is in this latter statement that interest lies. The publication of Circular 5 without specific reference to the Excepted Districts and Sir Maurice's apparent preference for a Chesterfield Divisional Executive seem to indicate a certain lack of enthusiasm on the part of the Ministry for the concept of the Excepted District. There was further evidence of this attitude when negotiations on the Scheme of Delegation submitted to the Minister took place.

At the meeting at County Hall, Westminster on October 11th, 1944 representatives of twenty-two Excepted Districts met together to discuss the problems involved in the drawing up of a Scheme of Delegation. The convenor of the meeting was at pains to stress that each Excepted District should consult Counsel or Parliamentary Agents before drawing up the Scheme. The discussion revealed that it was imperative that all permitted functions should be claimed and that it should be indicated in the Scheme which functions the Excepted District wished to claim. The question of taking in fringe areas was discussed but at least one other Excepted District besides Chesterfield had had a similar answer from the Ministry to an enquiry as to whether this was permissible under the Act. The Minister would only permit such territorial extension if the Excepted District relinquished its status and became a Divisional Executive. One important point raised was whether the Borough Council, as Divisional Executive, could delegate its powers to an Education Committee. General opinion was that according to Circular 5 it was not possible, but that if delegation were sought, it should be specified in the Scheme. The

inclusion of Further Education in any Scheme was discussed but there were varying opinions as to the extent to which this should be taken. At any rate, such a claim would have to be made separately. Circular 5 expressed the opinion that it was not legitimate for a Local Authority to delegate functions conferred upon it by other Acts. Members felt that the Excepted Districts could not carry out their duties if they were unable to carry out all the functions of the Children Act, 1908, the Mental Deficiency Acts, 1913 and 1927, the Children and Young Persons Act, 1933 and other Acts¹. If these functions could not be claimed in the Scheme, some other means would have to be found to enable the Excepted District to carry out these duties². A suggestion of the form of a draft scheme was also prepared as a guide to Excepted Districts³.

At the October meeting of the Chesterfield Education Committee a joint statement from the Chairman and the Chief Education Officer on the implications of the 1944 Education Act was produced. The tasks facing Chesterfield were summarised as follows:-

1. The reconstruction of the Chesterfield Education Committee and its sub-committees.
2. The reorganisation of the administrative procedure.
3. The review of finance for the annual estimates 1945-46.

Long term requirements were listed as fitting the following categories:-

1. The plan of redevelopment of primary and secondary schools.
2. The development of the school canteen service.
3. Instruments of management and government.
4. The expansion of the school medical service.
5. If delegation allowed, the development of Further Education.⁴

1. Powers relating for example to compulsory attendance at school, employment of children, special schools, and notification of mental defectives.
2. Minutes of the Meeting at County Hall, Westminster, 11.10.44.
3. For Draft Scheme see appendix I.
4. Minutes of Education Committee, October, 1944.

It was plain to the Committee that the Act would have far-reaching effects for its own position and powers but that much would have to be done to complete the reorganisation of the Borough as quickly and efficiently as possible.

Interest in Parliament in the number of Boroughs and Urban Districts claiming Excepted District status is shown by Mr. R. A. Butler's reply to a question in the House, that the number of Excepted Districts possible under the Act was 47. Of these, 41 had submitted claims. A further 67 claims had been received from Borough and Urban District Councils which could not be upheld under the Act¹.

One problem which had been raised with members by the A.M.C. during previous months was the question of loan charges. The new Excepted Districts would, in many cases, have loan charges from before 1944. Rather than transfer loans to the Local Education Authority it was decided that the Local Education Authority should make available sufficient monies to enable the Excepted District to pay its own charges, if it so desired. The A.M.C. was quite clearly anxious to safeguard the salaries of Treasurers in Excepted Districts who, if this work had passed to the County Treasurer's Department, might well have seen future claims for salary increases by any member of their Department jeopardised by a decrease in the responsibility carried by the Department. Other Officers of the Corporation might be equally affected, for example, the Medical Officer of Health, Town Clerk and perhaps also the Engineer and Surveyor. The attempt to obtain as many powers as possible within the terms of the Scheme of Delegation was not founded simply on a desire to perpetuate existing powers for their own sake and for the benefit of the children in the Borough but to ensure that the administration would not be weakened or that the salaries of Town Hall staff should not be affected because of diminished responsibility

1. Hansard. Column 2512. 19.10.44.

The Town Clerk had meanwhile prepared a draft copy of the Scheme of Delegation and he reported to the Education Committee that he would submit it to the Committee at its next meeting¹. The draft scheme was based on that which had been prepared by the Borough of Hornsey in Middlesex. A copy was sent to all Chief Officers concerned. A meeting was arranged to enable them to discuss the scheme which was aimed at covering all the possible functions which might be delegated². Immediately after sending out the draft to Chief Officers the Town Clerk discovered that the scheme upon which the Chesterfield draft scheme was based had been submitted to Middlesex County Council and rejected. He therefore wrote to the Town Clerk of Hornsey³ requesting a copy of that Borough's revised scheme. This was sent two days later. The Town Clerk of Hornsey wrote⁴ that there was to be a meeting with a sub-committee of the Middlesex County Council in the near future and that he expected the meeting to be "acrimonious and abortive". This can not have been very cheering news for Chesterfield since the Council might well decide to submit a similar scheme, and they too might run into bitter opposition from the Derbyshire County Council. The Local Education Authorities would naturally endeavour to retain as many powers as possible for themselves in the interests of efficiency and to avoid any duplication of activity, whilst the Excepted Districts would look upon this as an attempt to erode the "full life of their own" mentioned by Mr. Butler when introducing his Bill. There had therefore to be compromise from both sides, otherwise deadlock would result. During this period there was further evidence of unrest at the erosion of powers, this time on the part of the Town Clerk. There had been communications between the Chief Education Officer and the Ministry of Education on various topics. In letters to colleagues in other Excepted Districts the

1. Minutes of Education Committee. 16.9.44.
2. Memo from Town Clerk. 1.11.44.
3. Letter. 1.11.44.
4. Letter. 3.11.44.

Town Clerk stated that under the Act the Council was delegated as the Divisional Executive, and not the Education Committee. The Town Clerk, as Clerk to the Council, should therefore contact the Ministry of Education, and not the Chief Education Officer. He was afraid that he would lose all connection with education if it was interpreted that the Education Committee was the Divisional Executive and that his salary would be threatened as his duties decreased. To cover this point, whatever the interpretation, he maintained that in future the Education Officer should not be Clerk to the Education Committee and that the Town Clerk should be empowered with this duty. He sought his colleagues' views on this. The future position of the Education Officer did not appear to be an issue in this exchange, yet it was he who seemed to be the most likely to suffer a reduction in status, and therefore possibly in salary in years to come. It was nevertheless clear that the Town Clerk intended to take firm control of the new administration so that he did not lose sight of the activities of the Education Officer who would now be the servant of two masters, the Borough Council and the County Council. The Education Officer still had an important role to play in the present negotiations however and in a memorandum to the Town Clerk¹ he wrote, that on the instructions of his Chairman, he had prepared a draft scheme based on Circular 5 (and incidentally also based on the draft scheme prepared at the Westminster meeting) for the Town Clerk's consideration, since the Hornsey scheme, upon which the Town Clerk's scheme had been based, had been so flatly rejected by the Middlesex County Council. It was this draft scheme, slightly amended, which was the basis of discussions for some weeks to come.

With a draft scheme now produced, events moved swiftly. At the November meeting of the Education Committee it was resolved that there should be a special meeting of the Education Committee after

1. Dated 14.11.44.

the Council meeting of December 5th to consider the draft scheme. It was reported that a meeting had been arranged with representatives of the Local Education Authority to discuss the draft and a sub-committee was appointed to represent the Borough Council at the meeting. This Sub-committee was to report back to the Education Committee at its meeting on December 11th¹. Copies of the draft scheme were sent to the Clerk to the County Council on November 30th. Whilst the Education Committee had not yet considered the scheme, it was sent as a basis for negotiation at the meeting with the County representatives on December 8th². In a letter³ to the Town Clerk of Hornsey the Town Clerk enclosed a copy of the draft scheme for his comments. He stated that the Chief Education Officer and the Chairman of the Education Committee had agreed the draft with him. Evidence of cooperation of this nature between the Excepted Districts is very strong, as later correspondence will show, but it was Chesterfield which appeared to be one of the most advanced Excepted Districts in terms of early preparation of a Scheme. Hornsey seemed in fact to be the only Borough in advance of Chesterfield. On December 2nd the Town Clerk received a letter from the Ministry of Education advising the Council that it should make a draft scheme after consultation with the Local Education Authority to secure the performance of all other functions to enable the scheme to be brought into operation by April 1st, 1945. In his reply⁴ the Town Clerk wrote that he hoped the scheme would be submitted to the Minister not later than the first week in January. The Chief Education Officer and the Chairman of the Education Committee had had an informal meeting with Mr. Heaton of the Ministry of Education in the Autumn and had agreed to submit a copy of the draft scheme for informal comment. Mr. Heaton was now sent his copy⁵.

1. Minutes of Education Committee. November 1944.
2. Town Clerk to Clerk to the County Council. 30.11.44.
3. Dated 1.12.44.
4. Dated 4.12.44.
5. Chief Education Officer to Mr. Heaton. 4.12.44.

On December 4th the Town Clerk received a reply from the Town Clerk of Hornsey to his letter enclosing a copy of the draft scheme. The scheme was considered excellent. A meeting between Hornsey representatives and representatives of the Ministry of Education was mentioned which had been very bitter. The Ministry had 'pulled a new one over them'. It had been stated that the functions of an Excepted District were delegated not to the Town Council but to an Excepted District for which the Council was the Authority. The Council would therefore have two functions, one as Council and the second as Divisional Executive. It had been expected that the second function would be assimilated but this now appeared doubtful. This line of argument was felt to be very suspicious and was adding further complications to an already difficult task.

On December 5th, 1944 the special meeting of the Education Committee was held to discuss the draft scheme. Minor amendments were made and the following resolutions were made:-

The draft scheme was accepted as a basis for discussion with the Local Education Authority at the meeting on December 8th. The Minister was to be requested to direct that provision be made in the Scheme of Divisional Administration for the following functions to be delegated to the Borough of Chesterfield under the terms of the 1944 Education Act relating to full-time and part-time education and leisure-time occupation of persons over compulsory school age:

1. To survey the existing provisions and to assess the immediate and prospective needs of the Borough and to submit for the approval of the Authority proposals for meeting those needs.
2. To keep the needs of the Borough under review and to submit from time to time for the approval of the Authority proposals for meeting those needs.
3. To control, administer and generally carry into effect the schemes approved by the Authority for the part-time education and leisure-time occupation of persons over compulsory school age in the Borough.

4. To confer with the other Divisional Executives within the County of Derby and to make representations to the Authority with regard to the provision of full-time education for persons over compulsory school age.

5. To award allowances to students for approved purposes in accordance with the scales laid down by the Authority and to make recommendations to the Authority in respect of allowances in excess of the said scales.

The Derbyshire County Council was also requested to appoint the Chesterfield Town Council as agents in all matters relating to:-

(i) The welfare and employment of pupils over compulsory school age under the Education Act, 1944.

(ii) The welfare and employment of children and young persons under any statutory enactment other than the Education Act, 1944.¹

These last two requests were of course raised at the Westminster meeting as being points on which an arrangement outside the Education Act provisions for Schemes of Delegation had to be made to enable an Excepted District to carry out its functions efficiently. It was by this means that the Council hoped to obtain these powers.

The meeting between Borough and County representatives took place on December 8th as arranged. There is no evidence of ill-feeling at the meeting. The County Council submitted a number of observations on the draft scheme. As a result of these observations some alterations were made to the draft scheme at the Council meeting on December 19th. Many points at issue were problems of nomenclature but the main County objections were on the financial aspects of the scheme. The amended draft scheme was approved at the Council meeting, as were the minutes of the special meeting of the Education Committee held on December 5th².

The Town Clerk's reply to the Town Clerk of Hornsey³ expressed

1. Minutes of a special meeting of the Education Committee. 5.12.44.
2. Borough Council Minutes. 19.12.44.
3. Dated 6.12.44.

the view that he could not agree with the line taken by the Ministry on whether the Town Council was the Authority for the Excepted District. He argued that if the opinion of the Minister were accepted then the Council, after completing normal Council business, would conclude its meeting, then, a few moments later, reconvene as the Divisional Executive. This, he felt, would be unacceptable. He further argued that the Divisional Executive was to the Council as the Local Education Authority was to the County Council.

On December 8th, the Chief Education Officer received a reply to his letter to Mr. Heaton at the Ministry. Whilst suggesting slight variations in the wording of the draft scheme he had been sent, Mr. Heaton nevertheless commended the Borough on its scheme. It was, he stated, by far the best scheme he had seen from any Excepted District. He indicated that a scheme of delegation was something that no-one had ever previously had to prepare and that everyone had to learn as he went along what the best scheme would be. In his reply to this letter¹ the Chief Education Officer raised the problem of the constitution of the committee of a Divisional Executive, which is not, under the Act, precisely an Education Committee, and the special position of the Excepted District. Could serving teachers sit on the committee as co-optative members? Mr. Greenough hoped that this would be possible since teachers had sat on the Chesterfield Education Committee since 1926. This theme was pursued by the Town Clerk in a letter of the 12th December to the Town Clerk of Nuneaton. Under the 1933 Local Government Act, Section 59, an employee of the Council could not take a seat on that Council. In Section 94 of that Act however, a provision was made to permit serving teachers to sit on the Education Committee of the place of their employment. The 1944 Education Act did not appear to cover this point. The Council was the Divisional Executive and according to the Local Government Act, 1933, teachers

1. Dated 12.12.44.

serving the Council could not sit on that Council. Therefore, by omission, the 1944 Education Act did not permit a serving teacher to sit on the committee to which the Town Council had delegated its educational activities. He wondered whether the title 'Education Committee' should not be restricted to County Council and County Borough committees.

From mid-December onwards there are records of numerous enquiries, from the Town Clerks of other Boroughs intending to claim or already having claimed Excepted District status, to the Town Clerk of Chesterfield. In every case it was clear that the progress being made in Chesterfield was in part known outside the Borough and requests for information on how far negotiations had progressed and also for copies of the draft scheme of delegation were being sent at regular intervals. In each case the Town Clerk replied in detail and sent copies of the draft scheme. The inter-reliance of the Excepted Districts at this stage is of interest, and it is possible that the Chesterfield draft scheme served as a basis for other schemes up and down the country. This inter-reliance is the more understandable in the light of a personal letter from the Town Clerk of Chesterfield to his colleague in Newcastle-under-Lyme in which he intimated that consultation was taking place between the Counties which had Excepted Districts. The fear was expressed that concerted discussions on the part of these Local Education Authorities would lead to the minimum being ceded in individual negotiations on the scheme of delegation. Since similar consultations were taking place between Excepted Districts however, the Town Clerk can hardly have had grounds for complaint if the Local Education Authorities were taking the same precautions. Much of this wrangling and mutual distrust would have been avoided if the Act had been more specific about the scheme of delegation for the Excepted Districts, or if the Ministry of Education had published a Circular dealing with the specific problems raised by the Excepted District which did not arise in the case of the Divisional Executive.

In late December the Town Clerk wrote to his colleague in Hornsey¹ that the Borough Council had passed the Scheme and that it would be submitted through the Local Education Authority to the Minister. He mentioned the correspondence between Mr. Heaton and the Chief Education Officer and the point raised by Mr. Greenough concerning the problem of teachers being co-opted on to the Education Committee. The flaw in the Act was acknowledged by the Minister and it had been pointed out that only amending legislation could make it possible for teachers in the employ of an Excepted District to serve on the Education Committee of the Excepted District, if indeed the scheme of that District permitted the appointment of its own teaching staff.

The next two months saw rapid developments. On December 22nd Public Notice was made of the claim for Excepted District status and of the intention to formulate a Scheme of Delegation. Sealed copies of this were forwarded to the Local Education Authority who were to send them to the Minister, but copies were also made available to the Clerk to the County Council for information. A letter to the Minister of Education was also submitted, claiming rights in respect of Further Education and the Youth Service, based on the past exemplary record of the Borough in these fields.

On December 28th the Scheme approved by the Borough Council was submitted to the Local Education Authority and notices appeared in the local press², in accordance with the form laid down by the Ministry of Education. The Local Education Authority was informed that the Borough had claimed functions in respect of Further Education and the Youth Service and copies of any objections lodged by the Local Education Committee to the Scheme of Delegation which might be submitted to the Minister were requested.

The following day the Town Clerk wrote to the Minister³,

1. Letter dated 20.12.44.
2. Derbyshire Times. 29.12.44.
3. Letter dated 29.12.44.

informing him that the Scheme of Delegation had been sent to the Local Education Authority and that notices had been published in accordance with the form laid down by the Minister. For the Ministry records a copy of the Derbyshire Times containing the notices was also sent. The Town Clerk also expressed the wish to be able to comment to the Minister on any observations made against the Scheme by the Local Education Authority.

On January 18th, 1945 a meeting of representatives of Excepted Districts was held in London to discuss an agenda made up entirely of points raised by the Chief Education Officer of Chesterfield, all of which had been raised in the preceding months by Officials in the Borough and which were obviously causing concern throughout the Country.

The meeting, in County Hall, Westminster, was chaired by Alderman Cropper, Chairman of the Chesterfield Education Committee. On the question of responsibility for the Development Plan and the resulting Local Education Order it was resolved that 'This meeting recommends the Councils of all Excepted Districts to retain in their Schemes of Divisional Administration the right to submit the Development Plans for their areas and the right to exercise all functions relating to the consideration and implementing of any Local Education Order, insofar as any such Order is applicable to the Borough or Urban District.' To this resolution there were two dissentients, Southgate and Watford. It was resolved that 'Excepted Districts should include in their Schemes that the title of the Committee appointed by the Borough or Urban District Council to deal with matters under the Education Act, 1944, shall be the Education Committee'. A suggestion by Mr. Greenough was accepted, that the powers to delimit catchment areas should be confined not to Primary Schools only as outlined in Circular 5 but that Schemes should include also the delimitation of catchment areas in respect

of Secondary Schools. It was also resolved that 'The Excepted Districts be recommended to include in their Schemes that the determination of their establishment of teachers for the Excepted District, in consultation with H.M.I., shall be within the functions of the Excepted District.' On the question of the right of the Officers of the Local Education Authority to visit schools and be present at meetings of committees it was resolved 'That Excepted Districts be recommended not to include in Schemes of Divisional Administration a clause providing for the right of Local Education Authority's Officers to visit schools and to be present at meetings of committees'.

No decision was taken on the title of the Education Officer, nor were decisions reached on the question of the grouping of schools for the purposes of Management or Government, nor on the question of arrangements for the transfer of pupils from Primary to Secondary Schools. In the latter two instances it was felt that it should be left to each Excepted District to formulate its own requirements according to local conditions. A progress report made by representatives of the Excepted Districts present showed that only one District other than Chesterfield had submitted its scheme to the Local Education Authority. There was unrest at the fact that Excepted Districts were apparently unable to submit comments on observations made by the Local Education Authority to the Minister once the Scheme had been submitted and there were fears that delaying tactics by Local Education Authorities could make time very short for completion of the Scheme. The time factor had become very important at this stage, since the Excepted Districts were to take over their powers on April 1st, 1945. Accordingly, a sub-committee was formed to make representations to Sir Maurice Holmes on behalf of the Excepted Districts. Alderman Cropper was elected to this sub-committee¹.

1. Minutes of the meeting of Excepted Districts held at County Hall, Westminster on January 18th, 1945.

From the results of the meeting recorded above it can be seen that a sense of urgency was now creeping into the negotiations between the Excepted Districts and the Local Education Authorities and that there was a deep-rooted suspicion of the attitude of the Local Education Authorities towards the Excepted Districts. Concerted action was seen as the only defence to the problems which the Excepted Districts felt they were faced with in their attempts to obtain a 'full life of their own' through the medium of their Schemes of Delegation. Most Districts had, as we have seen, not at that stage submitted a scheme and the resolutions of the meeting would have been an enormous help to them in formulating their scheme. Those who had already submitted a scheme, namely Oldbury and Chesterfield, could do little to alter what they had submitted. The obvious aim of the resolutions of the meeting was to present to the Minister claims which in their main issues requested similar powers. The consistency of the requests would no doubt constitute a powerful influence in the mind of the Minister when he was considering the observations made by the various Local Education Authorities to schemes submitted to the Minister.

On January 9th the Town Clerk received a reply to his letter to the Ministry requesting the right to make comments on the observations of the Local Education Authority on the Scheme of Delegation. He was informed that the Minister was not obliged to consider observations other than those from the Local Education Authority when considering the Scheme of Delegation. He might, however, wish to call for such observations from the Council of the Excepted District if it would help him in his considerations.

On February 23rd, 1945 the Council were informed by the Local Education Authority of their objections to the Scheme of Delegation and that these objections had been forwarded to the Minister. Copies of the objections were sent to the Chief Education Officer and the Chairman of the Education Committee¹ and the Town Clerk suggested

1. Memo from the Town Clerk. 27.2.45.

that the points raised should be discussed. The Chief Education Officer's reply¹ expressed grave disquiet at the objections raised to the Borough Scheme. The Local Education Authority were prepared to delegate very few powers. Functions which were claimed by the Borough and disputed by the Local Education Authority were:- the right to produce a Development Plan for the Borough. The power to carry out major and minor building work. The grouping of schools for Management and Government. The power to carry out medical inspection and treatment, the right to issue attendance orders, independence from County purchasing contracts where desirable, the provision of transport, the transfer of pupils and the fixing of holidays, the appointment of specialist organisers, the appointment of teachers and any control of capital expenditure. Mr. Greenough quoted the powers delegated by other Local Education Authorities. What the Local Education Authority was prepared to delegate to the Borough would not enable it to lead a 'full life of its own' since the delegation was purely nominal. In effect the Local Education Authority were not prepared to grant any greater powers to the Excepted District of Chesterfield than they were to all the Divisional Executives in the County of Derbyshire. His point was that in order to lead a full life of its own, the Excepted District must have more powers than the Divisional Executive and that the Local Education Authority, if its objections were sustained, would reduce the Borough of Chesterfield to an Excepted District in name but a Divisional Executive in fact.

On March 3rd a meeting took place between the Town Clerk and the Chief Education Officer to discuss the objections raised by the Local Education Authority. An informal telephone conversation with Mr. Heaton at the Ministry of Education had revealed that the Minister was prepared to accept the observations of the Borough to

1. Memo to the Town Clerk. 28.2.45.

the objections of the Local Education Authority on the grounds that the point to be argued by the Borough was that the powers of the Excepted District must, of necessity, be greater than those of the Divisional Executive. Alderman Cropper was therefore informed immediately after the meeting of the Minister's decision and asked to agree to the observations being submitted as soon as possible.

The next day Alderman Cropper wrote to Sir Maurice Holmes at the Ministry¹ mentioning three specific points in the objections raised by the Local Education Authority.

"1. It is submitted that it is desirable that there should be as large a degree of uniformity as possible², particularly in matters of principle.

2. Delegation.....should be exercised in accordance with general regulations made by the Authority in order to secure uniformity of practice.

3. The Authority have endeavoured to give effect to these principles in a scheme of Divisional Administration for the County and submit that a delegation on similar lines is appropriate for the purpose of the County's scheme"³. Alderman Cropper stressed that Mr. Butler had frequently mentioned "a full life of their own" with reference to Excepted Districts. He stressed also that other Local Education Authorities had delegated more comprehensive powers to their Divisional Executives than the Derbyshire County Council wanted to delegate to the Excepted District of Chesterfield. If therefore, he argued, the objections of the Local Education Authority were upheld, then the Excepted District of Chesterfield would have less powers than Divisional Executives in other parts of the country and this was against the spirit of the Education Act.

1. Letter dated 2.3.45.

2. i.e. Between the Schemes of an Excepted District and a Divisional Executive.

3. Extract from County objections sent to the Borough Council.23.2.45

In a letter to the Town Clerk and the Local Education Authority on March 3rd the Minister agreed to the request contained in the letter from the Town Clerk of December 22nd, 1944 for delegated powers over Further Education and the Youth Service. Wider coverage than had been requested was granted but the Borough was not permitted powers in respect of County Colleges nor part-time Further Education in the Technical College and the College of Art. Powers were granted in respect of part-time Further Education in Evening Institutes and the Borough Council was also empowered to nominate a proportion of the members of the Governing Bodies of the Technical College and the College of Art. The Council was asked for its comments on the revised Scheme.

In his reply to the Minister¹ the Town Clerk, who had had consultations with the Chief Education Officer and the Chairman of the Education Committee on the points raised by the Minister, claimed the distinction between part-time adult education and part-time leisure time occupation, the latter would cover Community Associations and Centres, he claimed. Such organisations were a matter for the Local Authority, namely the Borough, rather than the Local Education Authority. He further hoped that the Minister would receive sympathetically any claim for the right to set up a County College in the Borough, if at the time the Minister did not feel the claim was premature. He also claimed the right of appeal if the Local Education Authority rejected any recommendations made by the Borough under the Scheme of Delegation for Further Education.

On March 24th the Town Clerk submitted a memorandum of observations upon the objections lodged with the Minister against the Scheme of Delegation by the Local Education Authority. On March 29th he received a copy of objections to the Scheme of Delegation for Further Education sent by the Director of Education in Derby. The Town Clerk immediately sent a memorandum to the Chief Education Officer² pointing out that the Local Education

1. Letter dated 14.3.45.
2. Dated 29.3.45.

Authority wished to whittle down the authority of the Borough Council in relation to Further Education by controlling the appointment of officers, teachers and servants. They also wished to dampen the initiative of the Council by an overriding condition that all schemes to do with Further Education, especially in respect of buildings, should have the prior approval of the Local Education Authority. The Town Clerk suggested that the Chief Education Officer should meet him to discuss these points so that he could reply to the Minister. This was not necessary however, for the following day a letter from the Minister was received by the Town Clerk which was a copy of a letter to the Local Education Authority stating that there would be no alterations to the Scheme of Delegation relating to Further Education as suggested by the Minister¹. This was in fact less of a victory for the Borough than ministerial displeasure at the Local Education Authority's questioning a Scheme of Delegation, the form and content of which had, for the most part, been suggested by the Minister. The Chief Education Officer was of course delighted at the news.

April 1st was rapidly approaching and the Excepted Districts were to take over their functions on that date. During March the Association of Municipal Corporations had consulted counsel concerning the problems of the Council as Divisional Executive and whether, under the Acts², the Council could delegate its powers to a committee. Counsel had ruled that this was so. As a result of this ruling, representatives of the Borough and the Local Education Authority met to discuss interim arrangements until the Scheme of Delegation had come into effect and it was agreed that until the matter was settled the committee responsible for education in the Borough would be a sub-committee of the County Education Committee.

1. Dated 30.3.45.
2. i.e. The Education Act, 1944 and the Local Government Act, 1933, Section 85.

On May 4th the Town Clerk received from the Minister his modifications to the Scheme of Delegation. The Town Clerk immediately wrote to his colleagues in other Excepted Districts. He felt that the Ministry, having failed to produce a model draft scheme for Excepted Districts, had now realised on receipt of a number of such schemes that they varied greatly in their delegated powers, despite the attempts to produce a uniform approach to the problem on the part of the representatives of the Excepted Districts at the meetings. An attempt had accordingly been made to bring them as close to each other as possible and that as a result many schemes, including that of Chesterfield, had been weakened. On July 18th the observations of the Borough Council upon the modifications made by the Minister were drawn up in a memorandum. The Minister decided to defer consideration of the memorandum and in view of the time lag suggested that a copy should be sent to the Local Education Authority who would then reciprocate¹. Clearly neither the Borough nor the Local Education Authority had sent a copy of its observations on the Minister's modifications to the other. The lack of cooperation which had until this point been remarkably absent is of interest. Each side was now dealing direct with the Minister in the hope of seeing its views prevail, but the indications were there, that once the Minister had made his modifications, his attitude would become less flexible. This had been made clear when the Local Education Authority had objected to the Minister's Scheme of Delegation for Further Education and had received a very blunt answer. Both sides had much to complain about after they had studied the Minister's modifications and it was obvious that neither side was going to gain all its objectives, but as mediator the Minister had a duty to both sides and had to bear in mind the Schemes from other Excepted Districts. On August 13th the County Council's objections to the Minister's modifications were sent to the Borough so that both sides were then able to see

1. Letter from the Minister dated 3.8.45.

what the other was objecting to. Having made their observations it was clear that both the Borough Council and the Local Education Authority would have to wait for the final decision of the Minister, but effectively the struggle was now over and both sides would have to be content with what the Minister had decided in the light of these final observations.

On September 29th, 1945 a deputation of representatives from the Excepted Districts met the Minister's representatives to voice their objections to the stereotyped modifications made by the Minister to their Schemes of Delegation. No doubt the Minister had decided to defer final consideration of the Chesterfield objections, and those of other Excepted Districts, until after this meeting. The points to be raised at the meeting, common problems voiced already by many Town Clerks, were as follows:-

1. The constitution of the 'Education Committee' in the Excepted District. Could teachers in the employ of the Excepted District serve on its committee? It was still not clear whether the teacher in an Excepted District was in the employ of the District or the Local Education Authority. The saving provision of Section 84 of the 1933 Local Government Act did not really apply and if the Excepted District was successful in gaining delegated powers to employ the teachers then they would be disqualified from serving on its 'Education Committee'. Clarification was to be sought on this issue.

2. The Ministry had made it clear that general delegation to Excepted Districts was not favoured. In Further Education the Minister had tended to reserve certain rights and powers to the Local Education Authority, leaving all others to be delegated. Could not this principle be applied to Primary and Secondary Education? Local Education Authorities were generally seeking to restrict powers as much as possible. Would this not lead to Excepted Districts having the same powers as Divisional Executives?

Should not the Ministry approach the delegation of powers by reserving those which were to be the sole right of the Local Education Authority as this would give elasticity to the Schemes of Delegation and allow future developments of educational services to be exercised by the Excepted Districts without the necessity of a new or amending scheme?

3. What was the position of the Excepted District if the Scheme of Delegation was not acceptable to the Minister? If the Excepted District and the Local Education Authority held diametrically opposed views and the Minister had rejected part or all of the Scheme of Delegation, could not both sides be called to the Ministry to discuss the Scheme? This would help Excepted Districts who were fighting uncompromising Local Education Authorities, if the Ministry would drop a hint as to the status of the Excepted District, and powers which might properly be exercised by a live and strong Excepted District. Here most clearly the Excepted Districts were pleading for a decision and guidance from the Ministry on their status, and seeking support. The Act had created them and the Ministry seemed reluctant to breathe life into them. A clear statement to the Local Education Authorities on the rights of the Excepted Districts as opposed to the Divisional Executives some twelve months previously would have made the movement towards assuming their full responsibilities that much easier and would have avoided the ill-feeling that had developed between some Local Education Authorities and their Excepted Districts.

4. The status of the Town Council acting as the Excepted District Authority. This matter had now been settled by the Law Officers and presumably the Ministry would now agree that the Town Council meets as such and not as a special ad hoc body.

5. The question of the delegation of its powers from the Council of the Excepted District to its so-called 'Education Committee'. This had also been settled by the Law Officers and as the Council

would sit as a Council, they could delegate under Section 85 of the Local Government Act, 1933.¹

On November 11th, 1945 the printed modifications to the Chesterfield Scheme of Delegation were received from the Minister. The Chief Education Officer, in a memorandum to the Town Clerk, felt that apart from certain drafting modifications, the Ministry had kept to their original modifications. On certain points he felt that the Scheme was very disappointing and weighted against the Borough and in favour of the Local Education Authority, but, he wrote, "I am very cheerful and optimistic that in the operation of the scheme we shall be free from unduly restrictive action by the County Council". The Scheme of Delegation had now, in effect, been approved².

We shall see later what powers had been approved in the Scheme but it is of interest to see which of the points raised by the deputation of Excepted Districts with the Ministry had been upheld in the Chesterfield Scheme of Delegation. Paragraph 2 (c) 2 of the seventh part of the Scheme, relating to the appointment of cooptative members of the Education Committee, has a clause which allows the co-option of teachers to the Committee. The Scheme permitted and laid down the constitution of an Education Committee, so that the Minister had supported the findings of the Law Officers. The Minister had not materially altered his modifications after the meeting with the deputation and one must assume that he was not prepared to accept the same principle for the Scheme of Delegation relating to Primary and Secondary Education as he had adopted for the Scheme relating to Further Education. The significant point is however that despite this the Chief Education Officer was of the opinion that the Borough would be free from unduly restrictive action by the County

1. Extracts from points which were to be raised by Excepted District representatives at their meeting at the Ministry on 27.9.45.
2. For the finally approved Scheme of Delegation, see appendix 2.

Council. Mr. Greenough, whilst he was disappointed that many of the powers he would have wished had not been granted, was nevertheless happy to settle for what had been ceded. It can therefore be assumed that the Local Education Authority will have been less happy with the outcome of the negotiations than the Borough was.

The Scheme of Delegation was printed and sixty copies were dispatched to the Ministry for their records and the Town Clerk set about forming the Education Committee. Four nominees were requested from the Local Education Authority. The Scheme was to come into operation on the 7th November, 1945. A special meeting of Council was called for November 27th and the Selection Committee met before the meeting to make its recommendations¹. The Town Clerk then wrote to the Minister to request whether the Scheme of Delegation with regard to Further Education would be approved soon, in view of the fact that the Scheme of Delegation relating to Primary and Secondary Education had already been approved². In his reply³ the Minister acknowledged the Town Clerk's letter and informed him that the Borough was to take over the functions of Further Education from January 1st, 1946. Final ministerial approval for the Further Education Scheme was received on December 29th, 1945.

Some sixteen months had therefore passed between the initial notification by the Borough Council to the Minister of Education that it intended to claim Excepted District status and the final ministerial approval to the two Schemes of Delegation⁴. What were the functions which had been delegated to the Borough Council?

The Council was empowered to exercise its educational functions subject to compliance with the Education Act 1944 and with regulations

1. Minutes of the Town Council, November, 1945.
2. Letter dated 14.11.45.
3. Dated 30.11.45.
4. For Scheme of Delegation relating to Further Education, see appendix 3.

or directions made or given by the Minister under the Act. The Local Education Authority was entitled to require at any time statistical and other information in connection with the administration of these functions. The Council was not permitted to exercise any functions in respect of boarding schools or boarding accommodation nor to make arrangements with Independent Schools, or Schools in receipt of grant from the Minister. In the interests of economy, the Council was to order supplies from contracts for the central purchase of goods which had been drawn up by the Local Education Authority. If the Authority wished to make regulations with respect to the exercise by the Council of its educational functions, such regulations could only be made after consultation with the Council, and the Council had the right to appeal to the Minister within one month against any such regulation. The regulation could only be submitted in draft form by the Authority at the consultation stage. The Council was to consider any enquiry, representation or recommendation made by the Authority in relation to the exercise of its functions. The Council was to refer any dispute arising from Section 67 of the Education Act 1944¹ to the Authority.

The Council was charged to produce a Development Plan for the Excepted District for inclusion in the Development Plan for the County. Any modifications by the Authority made against the wishes of the Council could be the subject of an appeal by the Council to the Minister. The Council was at all times to keep the educational needs of the Borough under review. The Council was to submit to the Authority any proposals under Sections 13(1)² and 16(1)³ of the Education Act 1944 in respect of a County or Voluntary School for the consideration of the Authority and if the proposals

1. Section 67, relating to the determination of disputes.
2. Section 13(1), relating to establishing, creating or closing a school.
3. Section 16(1), relating to the transfer of schools to new sites.

were not then submitted to the Minister, with or without modifications, the Council was able to make representations to the Minister accordingly.

The Town Clerk was to act, unless the Council, with the approval of the Authority, decided otherwise, as Clerk in connection with the educational functions of the Council. As appropriate proportion of the Town Clerk's salary, to be agreed with the Authority, was to be paid by the Authority. A similar agreement was made for the payment of part of the salary of any Officer of the Council who served on a part-time basis in connection with the educational functions of the Council, subject to certain conditions¹. The Council was to have the services of a full-time Education Officer, to be called the Borough Education Officer, who was to be appointed by the Authority on the recommendation of a Joint Committee consisting of equal numbers of Borough and County representatives. Further sections of the conditions of service of the Borough Education Officer were included in the Scheme². Appointments of professional officers on a salary scale exceeding £500 per annum were to be made in the same way but by implication appointments under this salary at the maximum of the scale would be the responsibility of the Council, subject to certain provisos contained in the Scheme³. Except where the rules of Management provided for the appointment of teachers, the Council was to appoint teachers and headteachers, with certain provisos⁴. The Council was to keep separate accounts in the form prescribed by the Authority. They were to be open to the scrutiny of the Authority for incorporation in the accounts of the County Council as Local Education Authority. The Council was to submit in the form and at the times prescribed by the Authority revenue and

1. Part V, 1(3) (a), (b) of the Scheme.
2. Part V, 2(2), (3) of the Scheme.
3. Part V, 3, 4 of the Scheme.
4. Part V, 5 of the Scheme.

capital estimates for the coming year and revised estimates for the current year for inclusion in the estimates of the Local Education Authority. There were also additional requirements concerning the submission of estimates¹.

The Council was to appoint a committee consisting of 28 members, made up of one ex-officio member, eighteen representative members and nine co-optative members. The eighteen representative members were to be elected by the Council from among its own members and of the nine co-optative members, four were to be the representatives of the Authority and nominated by that Authority. One other co-optative member had be a woman having experience of some form of education of girls. The ex-officio member would be the Mayor of the Borough of Chesterfield².

The above are a selection of the administrative provisions of the Scheme of Delegation³. There are numerous other provisions relating to the powers of the Local Education Authority and its Officers, and whilst these provisions are essential to the smooth running of the education service in Chesterfield by the Council on behalf of the Local Education Authority, many of them lie outside the field to be examined. What then were the functions which were delegated to the Council? They are to be found in the Second Schedule to the Scheme of Divisional Administration. The Council were delegated the following powers.

The management of day special schools and day nursery schools and classes wholly or mainly serving the Borough. The consideration of the Instruments of Management, Instruments of Government, Rules of Management and Articles of Government and the power to make representations on them, whether they were made by the Authority or the Minister. The appointment of three-quarters of such Managers

1. Part VI, 1 - 5 of the Scheme.
2. Extracts from Part VII of the Scheme.
3. For the Scheme, see appendix 2.

of County Primary Schools which wholly or partly served the Borough as were to be appointed by the Authority, and of one half of the Managers of Voluntary Controlled Primary Schools, The appointment of three-quarters of the Managers of a Voluntary Aided Primary School if the Managing Body exceeded six in number. The appointment of two-thirds of the Governors of County and Controlled Secondary Schools wholly or mainly serving the Borough, one half of the Governors of Aided or Special Agreement Secondary Schools. The removal from office of any Manager or Governor of a County or Voluntary School who was appointed by the Council. Subject to Section 22 of the Education Act, 1944¹ the giving of directions to the Managers or Governors as to the use of the premises of schools out of school hours, and subject to the same Section the granting free of charge of the use of the premises out of school hours for any purpose connected with education or the welfare of the young. The appointment and dismissal of persons employed for the purpose of the care and maintenance of any Controlled School or Special Agreement School. To determine whether school premises of County Schools were suitable for the assembly of pupils for collective worship. To deal with questions relating to the withdrawal from a County or Voluntary School of any pupil who has been excused either wholly or partly from attendance at religious worship in any such school. The exercise of any power, authority or discretion of the Authority under the Act in relation to religious education in County and Voluntary Schools, except the preparation of, adoption and reconsideration of an agreed syllabus of religious education and the appointment of a standing advisory council on religious education. The duty of ascertaining what children in the Borough required special educational treatment; the provision of such treatment and the enforcement of the provisions of Section 34 of the Act²

1. Section 22, Education Act, 1944, relating to the use and care of premises of Voluntary Schools.
2. Section 34, Education Act, 1944, relating to Special Educational Treatment.

and the duties and obligations thereunder. The making of school attendance orders and the enforcement of the provisions of the Act relating to the compulsory attendance of pupils at schools. The carrying out of medical examinations of any pupil attending a school maintained by the Authority and the duty of securing that such pupils were enabled to receive free medical treatment in accordance with the arrangements made by the Authority and approved by the Minister. The carrying out of the duties imposed on the Authority by the Minister in connection with the provision of milk, meals and any other refreshment for pupils in attendance at schools maintained by the Authority. The exercise in the Borough of the powers under Section 50 of the Act¹, relating to the provision of board and lodging, to enable pupils to attend particular County, Voluntary or Special Schools. The exercise under Section 51 of the Act² relating to the provision of clothing for pupils. The establishment, maintenance and management of camps, holiday classes, playing fields, play centres etc. at which provision for recreation and social or physical training was made for persons for whom Primary and Secondary Education was provided. The provision of articles of clothing suitable for physical training at schools maintained by the Authority. The exercise of powers and duties under Section 54 of the Act³. The provision, in consultation with the Authority, of transport for the purpose of facilitating the attendance of pupils at school, and the payment of reasonable travelling expenses of any such pupil for whom no transport arrangements were made. The provision of Primary and Secondary Education under Section 56 of the Act⁴. The powers and duties

1. Relating to the provision of board and lodging other than at Boarding Schools or Colleges.
2. Relating to the provision of clothing at schools maintained by Local Education Authorities.
3. Relating to the power to ensure cleanliness.
4. Relating to the power to provide Primary and Secondary Education otherwise than at school.

conferred and imposed by Section 57 of the Act¹ relating to reports to the Local Authority under the Mental Deficiency Acts and the enforcement of the provisions of that Section. The enforcement of the provisions of Section 59 of the Act². The inspection of day schools maintained by the Authority and the prosecution of offenders under Section 77 of the Act³. The carrying out and enforcement of the provisions of Section 80 of the Act⁴, so far as they fell within the functions of the Authority. The exercise of the powers of assisting pupils in attendance at day schools, or their parents, by means of scholarships and other awards. The inspection of minutes of the Managers and Governors of any Country or Voluntary School. The procuring of entries contained in any registers of births and deaths. The assessment, recovery and collection of any sums payable by parents and others in respect of meals, milk and other refreshments, clothing and board and lodging provided by the Council under the Scheme. Subject to the provisions of the Scheme, the appointment of Officers, including teachers, to the service of the Authority. Subject to the prior approval of the Authority in each case, and to such conditions as may be attached thereto, and to the subsequent approval of any necessary plans, the performance of the functions of the Authority in relation to the construction, adaption, alteration, equipment and upkeep of such offices, schools, administrative centres and other buildings, including playing fields, as might be reasonably necessary for the performance of the functions of the Council under the Scheme⁵.

The above powers are comprehensive in nature, and whilst the Officers and members of the Borough Council would have preferred less reference for approval to the Local Education Authority, they

1. Relating to the duty of Local Education Authorities to report to Local Authorities.
2. Relating to the power to prohibit or restrict the employment of children.
3. Relating to the inspection of educational establishments.
4. Relating to the registration of pupils at schools.
5. The powers listed above are extracted from the Second Schedule to the Scheme. For the Scheme see appendix 2.

do, as the Chief Education Officer stated, allow the Borough in its administration of the education service in Chesterfield, to be "free from unduly restrictive action by the County Council". Many of the fears expressed earlier in this Chapter by Town Clerks of the Excepted Districts appear to have been unjustified when the range of duties delegated to the Borough is examined, but it is fair to say that it is the Ministry, for which little confidence was expressed in earlier deliberations, the Borough had to thank for the range of powers permitted under the Scheme, for if the Local Education Authority had had its way, very few of the powers mentioned above would have appeared in the Scheme. The Ministry had therefore made up at this late stage for its apparent reluctance to give a lead to the Excepted Districts at the earlier stages of negotiation.

Additional powers granted in the Third Schedule to the Scheme were the consideration of the annual estimates of the Managers and Governors, and the submission of such estimates with the recommendations of the Council, to the Authority. The power to give to Managers or Governors of County Schools directions as to the use of the premises of such schools out of school hours. The determination of the general educational character of County and Voluntary Schools, other than Aided Secondary Schools, subject to the provisions of the local education order in respect of any such County or Voluntary School. The power to fix, after consultation with the Authority, the main school holidays of County and Voluntary Schools other than Aided Secondary Schools. Subject to the general regulations of the Authority, the power to make arrangements for the admission of pupils to County and Voluntary Schools. The power to require the Managers and Governors to submit returns and reports to the Council for consideration by them and transmission to the Authority.¹

1. Extracts from the Third Schedule to the Scheme.

The powers granted to the Borough of Chesterfield under the Scheme of Delegation relating to Further Education¹ should also be mentioned here. The Council was empowered to nominate such proportion of the members of the Governing Body of any Technical College or Art School serving the Borough as might be agreed with the Authority in each case. It was granted the power of the administration, control and management of the Evening Institutes established and maintained in the Borough, subject to such conditions as might be prescribed by the Authority for the purpose of securing the proper correlation of the work of such Institutes with that of the Technical Colleges or Art Schools. The establishment of camps, holiday classes, playing fields, play centres and other places at which facilities for recreation or social and physical training are available solely or mainly for persons within the Borough for whom Further Education is provided and the maintenance and management of the same except in connection with a Technical Collège or Art School. The securing, in accordance with arrangements approved by the Authority in consultation with the Council, of the development and maintenance of the Youth Service in the Borough. The appointment to, and dismissal from, the service of the Authority, subject to the approval of the Authority in each case, of all teachers employed by the Authority exclusively in connection with any educational establishment administered or managed by the Council. The appointment to, and dismissal from, the service of the Authority of persons employed for the purpose of the care and maintenance of any educational establishment administered or managed by the Council. The making of arrangements for the management, use and upkeep of any buildings, playing fields or other premises used by the Council. The award of allowances within the scale laid down by the Authority to persons resident in the Borough to enable them to attend places of Further Education in the Borough for courses of a type approved by the

1. For the Scheme of Delegation relating to Further Education see appendix 3.

Authority in Further Education.

The granting of these powers gave freedom to the Borough to provide Further Education, at the same time protection was afforded to the Technical College and the Art College. Whilst unvoiced, the distinction is that non-vocational Further Education activity was left to the Borough and the vocational work was pursued by the Local Education Authority administered School of Art and Technical College, both situate within the Borough and open to Borough residents.

These then were the functions delegated to the Borough of Chesterfield in the Schemes of Delegation. We shall see in the ensuing chapters what use has been made of them in the years following 1945 and we shall be able to judge whether the provisions of the 1944 Education Act relating to Excepted Districts, coupled with the Schemes of Delegation, did in fact, in the case of Chesterfield Borough, allow the Chesterfield Excepted District to lead a full life of its own.

It has been stated earlier in this chapter that the Borough Council applied for Excepted District status because it felt that it was better able to judge the needs of the Borough in the field of Education than was the Local Education Authority. Delegation and local control have been features of all educational legislation since 1870, particularly in the creation of School Boards and Part III Authorities. This approach was supported by the Boundary Commissioners in their Second Report, "We regard education as a service in which it is of paramount importance to maintain a close local interest. It is a service which calls for day-to-day decisions of members as well as officers and gives rise to questions on which the ratepayer desires quick and easy access to his member." The Secretary of the National Association of Divisional Executives for Education believes that decisions should be made at local level by lay representatives who feel responsibility to the electorate, and not by County Councillors who may have no connection with the

area about which they are asked to make a decision. The increasing separation of the man in the street from the administration is aggravated by his distance from the seat of local government, yet parental involvement in education is encouraged by many educationists. The incongruity of this situation can only be solved by the truly democratic process of a sub tier of local administration. "If democracy is irrelevant then a regionally organised bureaucracy of experts is all that is required, but if democracy is important it must function within an easily comprehensible unit of local loyalty.....complete centralisation within the hands of the larger county units fails to provide an adequate democratic structure."¹ If one assumes therefore that democracy is to be encouraged then the existence of the Divisional Executive, or better still the Excepted District for the administration of education at local level is justified. How then is the Local Education Authority to be assured that this local administration is in harmony with the general county policy and at the same time effective?

The former Borough Education Officer of the Excepted District of Keighley, Mr. F. H. Pedley, now Chief Education Officer for Wigan, believes that the Major Authority has a number of points of control². Firstly it is represented at the appointment of the Borough Education Officer and therefore has an opportunity to indicate the type of man it requires for the post. Secondly finance is controlled ultimately by the L.E.A. and the Excepted District is dependent on the L.E.A. for all monies, since it cannot raise a rate on education. Approval of the annual estimates

1. The Case for Divisional Administration Education. L. F. White, Ph.D. The Journal of Education, Page 8, January, 1952.
2. The Excepted District. F. H. Pedley. Education, Page 421 et seq. September 13th, 1963.

is vital to the performance of delegated functions. The issuing of 'general regulations' and their implementation by the Excepted District in accordance with the Scheme of Delegation is a very effective means of standardising procedure in any sector of the service. The right of inspection, contained in the Scheme of Delegation, ensures that uniformity of educational standards may be maintained throughout the whole of the County area. Mr. Pedley believes that these factors provide the L.E.A.s with adequate control and the writer would support this view. The interpretation of the controls however will be a primary cause of effective or nominal local control in the Excepted District. Mr. Pedley also discusses the sources of friction which may exist. Excepted Districts may feel a sense of deprivation and look back longingly to their Part III days. This sentiment is common in my experience amongst older members of Council. A commonly held view is that in the field of building, for example, the progress made in the Borough before the war was of greater effect than that in the Local Authority area. Accordingly in the years after 1944 the L.E.A. had tended to concentrate on its own area at the expense of the Excepted District, producing a levelling down process to the disadvantage of the Borough. As a later Chapter will show, this has not been the case¹. Borough Councils, accustomed in most matters to controlling their own affairs are dissatisfied when they are told that in matters of finance and policy relating to education they cannot take effective decisions. Particularly in matters of finance, frustration can occur and there is a danger of bad decision making if the committee can rely on the L.E.A. to take the final decision.

The Borough Education Officer is frequently in a difficult position. As servant of two masters he finds himself reliant on

1. Vide Chapter 4.

the L.E.A. for his salary grading, and often the establishment of his office staff, with a work load consisting of both County and Borough matters. He has to deal with both County and Borough Officials and may find himself having to support L.E.A. policy against his own Borough committee, or the reverse. In the Borough he is the Chief Officer for Education and in the County he is a small cog in the educational administration. His position is an unenviable one.

In Mr. Pedley's view however, despite the difficulties which can occur, the 'combination of the resources of a large County Council.....with the intimate local knowledge and intense interests of people on the spot, could produce a most beneficial result'.

The key to the whole problem is the Scheme of Delegation, the range of functions which are delegated and the extent to which the Major Authority is prepared to allow the Excepted District to lead a 'full life of its own'. In a survey carried out in 1953¹. J. R. Sampson was able to show the functions delegated to Divisional Executives by Local Education Authorities as follows:-

The repair and maintenance of school buildings and playing fields, all functions relating to the teaching of R.E. except the provision of an agreed syllabus, the provision of milk, meals, clothing, and transport, the control and management of nursery schools and classes, the purchase of equipment and stores other than through central purchasing, powers under Sections 34 and 59 of the Education Act, 1944, the appointment of some or all of the Managers and Governors of schools, powers over the use of school premises out of school hours for educational purposes. The making and enforcement of school attendance orders, routine

1. Delegation of Services within Counties. J. R. Sampson, 1953.

medical inspection, registration of schoolchildren, approval of the estimates of managers and governors and the fixing of school hours and holidays. In addition to these functions the Excepted Districts also were delegated the following:-

The assessment and payment of salaries and wages of staff, construction and adaptation works, the provision of education otherwise than at school, powers under Section 50 of the Education Act, 1944, administration of the Youth Service, management of day special schools, the provision of school camps and holiday classes and powers under the Mental Deficiency Acts.

A survey quoted in G. S. Bull's work¹ gives a very precise indication of the variations in the Scheme of Delegation and its practical applications in seventeen Excepted Districts. Three could not appoint their own teaching staff, all had their office establishment fixed by the L.E.A. Only eleven administered their own selection procedure for admission to Secondary Schools, fourteen were able to grant-aid Youth Clubs, seven were delegated the administration of Technical Colleges and four the administration of grants for Further Education. All seventeen Excepted Districts were free to spend within their budgetary limits and three were permitted virement i.e. the switching of items between headings. Four districts had to accept furniture supplied by the L.E.A. and two had to accept all other materials. Two districts had to have the prior approval of the County Organisers for requisitions.

The Scheme of Delegation for Chesterfield was therefore very much more comprehensive than that of some other Excepted Districts. There is a surprising lack of uniformity in the powers delegated to the Excepted Districts covered by the survey.

One other interesting aspect of the survey was the variation in the internal administration of education within the Excepted District. Thirteen of the Districts had prosecutions carried out

1. The Administration of Education by the Divisional Executives of Excepted Districts. G. S. Bull, M.A., Liverpool, 1964.

by another department. In eight Districts another department issued advertisements and only two made their own contracts. Only two had their own labour force for the repair of buildings, eight Education Officers were clerk to the Education Committee, the Town Clerk replacing the Borough Education Officer in that function in the remainder and six supplied their school libraries. In Chesterfield other Corporation Departments carry out all the above functions with the exception of supplying furniture and the issuing of advertisements. The size of the Borough, and therefore the establishment of the Education Office, render it impossible for the specialist staff to be employed to carry out many of the duties, hence the great dependence on other Departments.

The final two points of interest which emerged from the survey were that in seven out of seventeen Districts the Borough Education Officer believed that the L.E.A. favoured delegation to the Excepted District and that in nine districts he felt that the L.E.A. treated the Excepted District differently to the Divisional Executives in the area. In the areas reviewed by the survey therefore the Excepted Districts appear not to be favoured by the majority of L.E.A.s and the evidence produced earlier in this chapter has shown that the Derbyshire L.E.A. were similarly disposed towards the Borough of Chesterfield.

Have the Excepted Districts a case for dissatisfaction when they compare their Scheme of Delegation with those of other Districts? The surveys discussed above show the wide variation in the functions delegated by the L.E.A.s, for example, Chesterfield has no control over vocational Further Education, seven Excepted Districts in the survey have.

Before any dissatisfaction is voiced, the local conditions must be examined. It is possible that some Excepted Districts did not bid in their Scheme for some of the powers delegated to

other Districts. Equally some L.E.A.s may well have been satisfied that their Excepted Districts could carry out certain delegated functions, whereas others may not have been so satisfied.

Geographical factors must play some part here, for example the size of the Excepted District in population compared with the population of the County. Cambridge is more heavily populated than Cambridgeshire, Oxfordshire, Northamptonshire, East Suffolk, West Suffolk, Westmorland and Rutland, all Local Education Authorities, and most with only a rural rate to draw on, have a smaller population than some Excepted Districts. The size of Excepted Districts varies from 43,730 in Lowestoft to 216,000 in Harrow (1960 figures) and in County Boroughs from 49,230 in Burton to 249,000 in Croydon, if one excludes the fourteen major towns with a population over 250,000.

If the Excepted District is a conurbation which constitutes the centre of a County, such as Cambridge or Chesterfield, then is it not reasonable to expect that the range of functions delegated should be greater than those granted to a District in urban Lancashire which is only one of a number of towns within a small area? The exclusion of powers in respect of Technical and Art education in the Borough Scheme is a justifiable cause of dissatisfaction. The Technical College and the Art School are both in the centre of the Borough and serve a vast area of the County. Their administration by the Borough would have been logical, and the exclusion of this function is to be deplored. Excepted Districts battling with uncompromising L.E.A.s at the formulation stage of the Scheme of Delegation had to rely on the Minister for fair treatment and one must assume that the variations in the delegated functions have arisen either because they were not included by the District in its Scheme, or that the Minister would not support their inclusion on geographical, economic or social grounds.

What then of the ten non County Boroughs which waived their claim to be excepted? Two of these were Glossop and Crosby, both former Part III Authorities. Crosby, as a result of the Local Government Act 1958, which permitted the creation of new Excepted Districts, made claim and ultimately was created an Excepted District. By not claiming in 1944 both lost local interest and local control but gained in the supply of classroom materials, furniture and equipment by being able to rely on the greater resources of the Local Education Authority. Glossop was of course far too small to be able to claim special circumstances under the terms of the Act and in any case the number of schools did not justify a separate department to administer them. Greater benefit would certainly be gained by becoming part of a Divisional Executive within the County of Derbyshire. Crosby had second thoughts about its decision to waive its rights in 1958, but one must ask whether an Excepted District with fifteen Primary Schools, six Secondary Schools, one Nursery School and a Special School¹ is large enough to justify a claim to be excepted. It is my opinion that the Excepted District, to be a viable unit, must be able to represent local interest, whilst administering a sufficient number of educational establishments to justify the additional expenditure involved and must be sufficiently separate as a geographical unit within the county to have a separate identity. The most suitable areas therefore would be towns which satisfied the requirements of the 1944 Education Act and which, generally speaking, lie in the middle of thinly populated rural areas. It is debatable whether one district in a large city such as Liverpool i.e. Crosby or Huyton, should be permitted to add to the confusion caused by the meeting of Liverpool County Borough and Lancashire County. It

1. Education Authorities Directory and Annual, 1968.

must be confusing for the residents of the fringes between the various administrative areas and could add ammunition to the attacks of those who wish to do away with the Excepted Districts. It is to the Excepted Districts with a separate identity such as Cambridge or Chesterfield that one should look when examining the success or failure of the Excepted Districts and the following chapters of this thesis will show, in the case of Chesterfield in particular, that the story is one of success.

CHAPTER THREE

In accordance with Parts IV - VII of the Second Schedule to the Scheme of Divisional Administration, the Borough Council was delegated the function of considering the Instruments of Management and Government, Rules of Management and Articles of Government made in respect of schools in the Borough either by the Local Education Authority or the Minister, and subsequently the appointment of those Managers and Governors it was entitled to appoint under the Scheme. Section 17(2) of Part III of the Education Act, 1944 stated that the Instrument of Management or Government of a County School should be made by the Local Education Authority and in the case of a Voluntary School by the order of the Minister. Section 17(3)(b) of Part III stated that the Articles of Government should be made by an order of the Local Education Authority and approved by the Minister and in the case of a Voluntary School by order of the Minister and Section 17(3)(a) of the same Part stated that the Rules of Management for County and Voluntary Schools should be made by an order of the Local Education Authority. It was not until late in 1948 that the Minister approved the Instrument of Government and the Articles of Government for Secondary Schools in the Borough. Only then could the Governing Bodies be appointed and then meet.

In May, 1947, the Clerk to the County Council of Derbyshire wrote to the Minister of Education¹ with a copy to the Town Clerk of Chesterfield and a cover letter to the Borough Education Officer. The County Clerk, in accordance with Section 17 of the Education Act, 1944, enclosed a model form of the Instrument and Articles of Government for County Secondary Schools in the Borough for the approval of the Minister. In a letter to the Town Clerk² the

1. Letter dated 20.5.47.
2. Memo dated 21.5.47.

Borough Education Officer informed him of the letter he had received from the Clerk to the County Council to which had been attached three copies of the model Instrument and Articles. It appears from Mr. Greenough's memorandum that there had been earlier meetings between representatives of the Borough and the Local Education Authority to discuss the Instrument and Articles, since he mentioned that the model did not differ greatly from the form which had earlier been agreed. The Town Clerk replied¹, asking the Borough Education Officer whether the divergencies between the agreed form and the model sent to the Minister were serious enough to warrant an appeal to the Minister. He reminded the Borough Education Officer that there was no point in going to the Minister with a complaint based on weak grounds, since that could only do the Excepted District harm. The Borough Education Officer no doubt took heed of the Town Clerk's remarks for in his reply he agreed that the matter should be left to the Minister since there was nothing in the model to warrant representations. The model rested with the Minister for some four months and his approval was finally conveyed to the Clerk to the County Council and the Borough Education Officer received the news from the Director of Education in Derby, Mr. Briggs, in a letter in October². Ministerial approval had been received for the model Instrument and Articles, with one very slight amendment, and orders were now to be made by the Clerk to the County Council. The Borough Education Officer passed on this information to the Town Clerk³, who appeared to be satisfied with the position⁴. Work was obviously going ahead on the order at County Hall for in January the Director of Education wrote to Mr. Greenough again, informing him that draft orders were now prepared⁵. It was intended that a single order should cover all the Secondary Schools in the Borough. The date of the first meeting of the Governing Bodies was inserted

1. Memo dated 2.6.47.
2. Letter dated 24.10.47.
3. Memo dated 25.10.47.
4. Memo dated 27.11.47.
5. Letter dated 8.1.48.

in the Instrument and had been fixed provisionally for March 31st, 1948. As far as the Articles were concerned the Director of Education proposed a slight change in the terms of notice required or to be given to bring it into line with the conditions of tenure already produced. Mr. Briggs asked Mr. Greenough to agree to this change and to suggest an alternative date for the first meeting of the Governors if the date suggested was too early. Mr. Briggs also raised the question of Chesterfield Grammar School, which the Borough Council had decided to rename Chesterfield School¹. There was a question of the endowment for this school which had been raised with the Minister, and also the existing rules for its administration by the Governors. The Director asked Mr. Greenough whether he felt that the Grammar School should be included in the order. The following day² the Borough Education Officer passed on the points raised in Mr. Briggs's letter to the Town Clerk. He attached a copy of the Instrument and Articles for the Town Clerk's perusal. He indicated a slight error in the nomenclature of the Girls' School which had formerly been Derby Road Girls' and was now renamed Chesterfield Hunloke School. To this name the Local Education Authority had added 'for Girls'. Mr. Greenough hoped that this error would be remedied. He further suggested that the date fixed provisionally for the first meeting of the Governors, namely March 31st would be a little early and recommended June 30th, 1948. The Town Clerk replied³, listing one or two very minor amendments. He also suggested that the old Instrument and Articles of the Boys' Grammar School should in some way be cancelled by the new proposals in order to avoid confusion. The matter was referred to the Education Committee at its January meeting, where no

1. Minutes of Council - Renaming of Schools. 7.1.47. and 4.3.47.
2. Memo dated 9.1.48.
3. Memo dated 17.1.48.

objections were raised, subject to the minor amendments suggested by the Town Clerk¹. This resolution was conveyed to the Director of Education in Derby by Mr. Greenough² and in his letter he suggested that the number of Local Authority nominated Governors at the Boys' Grammar School and the Girls' High School should be four of the nine who were nominated by the County and the Borough. In all other Secondary Schools the number was three out of nine. This suggestion was made since the proportion of pupils from outside the Borough attending these two schools was much greater than at other Secondary Schools in the Borough. The Director of Education replied in March³ and agreed to the minor amendments suggested by the Borough Education Committee. He also referred to the endowment of the Boys' Grammar School. The Minister had replied to his earlier enquiries and had stated that this school was now a County Secondary School and it was therefore a matter for the Local Education Authority to decide whether the income from the endowments should be used for the school. The Minister had further ruled that the name Chesterfield Grammar School must remain in the Articles of Government, despite the change of name to Chesterfield School. Mr. Briggs had written to the Minister on this subject since it would be possible for the former name to appear in the Articles and the new name to appear in the Instrument being formulated by the Local Education Authority without reference to the Minister⁴. This, in Mr. Brigg's opinion, was an unsatisfactory state of affairs. Mr. Briggs also requested the number of pupils resident outside the Borough who were attending the William Rhodes Secondary School, consequent upon the closure

1. Minutes of Borough Education Committee. 19.1.48.
2. Letter dated 20.1.48.
3. Letter dated 4.3.48.
4. Vide page 62.

of the Junior Technical School and the absorption of its pupils at the William Rhodes Secondary School¹. On receipt of this letter Mr. Greenough wrote to the Town Clerk² about the latter point in Mr. Briggs' letter, namely the proportion of County pupils at William Rhodes School. Mr. Greenough fully understood the point of Mr. Briggs' request. It had already been agreed that at all Secondary Schools except the Girls' High School and the Boys' Grammar School the Local Education Authority should nominate three of the nine nominated Governors. At the two schools mentioned above the Local Education Authority was to make four nominations. No doubt Mr. Briggs would attempt to gain an extra County representative at other schools in the Borough with a proportion of County pupils. In addition to William Rhodes School, the Tapton House School also had a number of County pupils. Mr. Greenough was at pains to point out to the Town Clerk that those latter two schools served the Borough primarily and that he felt that the proportion of County nominees on their Governing Bodies should remain at three. The Town Clerk replied³, agreeing with the Borough Education Officer. The Boys' Grammar School and the Girls' High School had always provided places for County pupils and greater representation was therefore justified, but the William Rhodes and Tapton House Schools served Borough pupils primarily. Equally, the influx of County pupils to the William Rhodes School owing to the closure of the Junior Technical School was only temporary and therefore the representation at both schools should remain as previously agreed.

On April 4th Mr. Briggs received a letter from the Minister of Education stating that there was nothing to prevent the Authority

1. The closure was in line with the Development Plan. Vide Chapter 4.
2. Memo dated 8.3.48.
3. Memo dated 9.3.48.

from changing the names of schools, nor could the Minister question the use of these new names in the Instrument and Articles. The Minister was not prepared to alter the official names of schools for the present however. He was agreeable to the discontinuance of the use of street names for schools. In the light of what the Minister had written, Mr. Briggs wrote to Mr. Greenough, suggesting that the names of a number of schools appear in the Instrument and Articles as follows:- Chesterfield Grammar School, Chesterfield, the Manor School (formerly Chesterfield Old Road County Secondary School), Chesterfield St. Helena School (formerly Chesterfield Girls' High School), Chesterfield Hunloke School (formerly Chesterfield Derby Lane County Secondary School). The new names, with the exception of the Chesterfield Grammar School, are of course the names which had been agreed by the Borough Council¹. Mr. Briggs further indicated that he agreed with the number of County nominees on Governing Bodies of Secondary Schools in the Borough and suggested a further postponement of the first meeting of the Governors to September 30th, 1948. Mr. Briggs had therefore decided not to pursue his attempt to obtain greater representation on the Governing Bodies of the other Borough Secondary Schools². This letter was followed a month later by a further letter from Mr. Briggs³, informing Mr. Greenough that the County Education Committee had agreed the names of Chesterfield Secondary Schools for inclusion in the Instrument and Articles, in line with the wishes of the Borough Council, except for the new name of the Boys' Grammar School, which was to remain Chesterfield Grammar School and not Chesterfield School as had been decided by the Borough Council, the committee had also agreed the representation

1. Vide page 64, Note 1.

2. Letter dated 14.4.48.

3. Letter dated 14.5.48.

on the various Governing Bodies. This then, with one exception was a highly satisfactory outcome to the negotiations concerning the formulation of the Instrument and Articles. There only remained one problem, the name of what the Borough Council had decided to call Chesterfield School and the County Education Committee insisted on calling Chesterfield Grammar School. Mr. Greenough wrote to the Town Clerk¹ saying that he could see no reason why Chesterfield School should be treated in a different way to the other schools in the Borough. He was not, however, sure of the legal position and therefore felt it wiser not to pursue the matter. He was intending to ask the Chairman and Vice-Chairman of the Borough Education Committee to consider names of persons who could be brought to the Committee for nomination to the Governing Bodies. The Town Clerk replied² that he would suggest the name Chesterfield Grammar School (now known as Chesterfield School). This would establish the new name, yet maintain the legal position. Mr. Greenough therefore wrote to the Director of Education with this suggestion³. Mr. Briggs' reply⁴ was abrupt. His committee had already taken its decision and he could see no point in reopening the matter. The Borough Education Officer sent copies of all his correspondence with Mr. Briggs on the question of the name of Chesterfield School to the Town Clerk⁵. The Town Clerk replied⁶, reminding Mr. Greenough that since the Borough Council had decided on the name for the school, he should press for its inclusion in the Instrument and Articles of Government, in the form suggested in his previous letter. The issue had now become clear. The County Education Committee had overridden a

1. Memo dated 18.5.48.
2. Memo dated 24.5.48.
3. Letter dated 24.5.48.
4. Letter dated 28.5.48.
5. Memo dated 29.5.48.
6. Memo dated 1.6.48.

decision of the Borough Council and the Officers of the Borough Council were to press for the Council's decision to stand. Mr. Greenough therefore wrote to Mr. Briggs again¹, pressing for the inclusion of the name as suggested earlier. He stressed that the new name was the choice of the Borough Council and supported this with reference to the appropriate minutes of the Council. Mr. Briggs, in the face of this letter and the determination which lay behind it, obviously decided to alter his previous decision and he informed the Education Officer that he intended to take the matter before his committee, who would no doubt agree to the suggestion made by the Borough². Three weeks later Mr. Briggs wrote to Mr. Greenough again to inform him that his committee had agreed the use of Chesterfield Grammar School (now known as Chesterfield School) in the Instrument and Articles of Government³.

Whilst the matter may appear somewhat childish at first sight, the attitudes of the Officers concerned are indicative of the situation obtaining in the early years after the Excepted District of Chesterfield had taken over the functions delegated to it by the Authority. The affair itself was relatively unimportant but in fact it served as a cover for a trial of strength between the County and the Borough. One can imagine that the County Education Committee considered the matter rather childish, but a victory here could have led to further, and more serious incursions by that Committee or its Officers into the affairs of the Borough for which the Borough Council was responsible.

There now remained no further obstacles to the completion of the Instrument and Articles of Government and a month later the Town Clerk was informed by the Clerk to the County Council that they had been completed⁴. A month after the Town Clerk had received this letter the Minister approved the Instruments and

1. Letter dated 2.6.48.
2. Letter dated 18.6.48.
3. Letter dated 8.7.48.
4. Letter dated 3.8.48.

Articles of Government for Secondary Schools in the Borough¹.

The more salient points in the Instrument were as follows:-
No master or other person employed in the school could be a Governor. A meeting was to be held every three months. There were to be thirteen Governors on each Governing Body of whom four were not representative Governors appointed by the Borough or County Council. One of these was the University representative who was nominated either by the University of Nottingham or the University of Sheffield. The remaining three members were co-opted by the representative Governors. Of the nine representative Governors six were appointed by the Borough and three by the County in all schools except St. Helena and Chesterfield School where the County nominated four members and the Borough five. In schools where girls were educated there had to be five women Governors, one of whom had to be a co-optative, among the total of thirteen. The Instrument also dealt with constitutional matters such as the election of a Chairman and the method of calling a meeting.

The duties of the Governors were laid down in the Articles of Government. Throughout the Articles the term Local Education Authority referred to or included the Divisional Executive for the Borough of Chesterfield, in particular with reference to the functions conferred upon the Borough by the Local Education Authority in the Scheme of Delegation which were conferred upon the Local Education Authority by the Articles.

The Governors were to submit to the Local Education Authority each year an estimate of the income and expenditure required for the purposes of the school for the twelve months commencing on April 1st. The Governors were to inspect the premises of the school from time to time and to keep the Local Education Authority informed of the state of repair of the buildings. The Governors were entitled to determine the use to which the school buildings

1. Letter dated 8.9.48.

were put during out of school hours. A Headmaster was to be appointed by a Joint Committee consisting of equal numbers of Governors and representatives of the Local Education Authority. A Headmaster could not be dismissed except on the recommendation of the Governors. The Governors had the right to suspend the Headmaster, pending a decision of the Local Education Authority, in cases of misconduct or any other urgent case. The Governors, after consultation with the Local Education Authority, would appoint assistant masters. The Governors were empowered to suspend and dismiss assistant masters on the same terms as those for the Headmaster. Subject to any direction made by the Local Education Authority, the Governors were also responsible for the appointment and dismissal of non-teaching staff. The Clerk to the Governors would be the Borough Education Officer or any other person appointed by the Local Education Authority. The Governors were to have the general direction of the conduct and curriculum of the school, subject to the Local Education Authority's determining the general educational character of the school and its places in the local educational system. The suspension of any pupil by the Headmaster was to be referred to the Governors for further referral to the Local Education Authority. There was to be full consultation at all times between the Headmaster and the Chairman of the Governors. Arrangements were to be made to enable members of staff, through the Headmaster, to make known their views to the Governors. Holidays were to be fixed by the Local Education Authority but the Governors had the power to fix mid-term or other occasional holidays, not exceeding eight days per year¹.

Since the majority of Governors were appointed by the Borough Council the Borough had therefore considerable influence on the schools through their Governing Bodies. In the Secondary field,

1. Extracts from the Articles of Secondary Schools Government.

whilst all that had been sought during the negotiations on the functions to be delegated to the Borough Council had not been gained, the functions delegated to the Council through the Scheme of Delegation, and the duties conferred upon the Governors of the Secondary Schools by the Articles and Instrument of Government gave the Borough considerable influence on the conduct and management of its Secondary Schools.

New schools constructed or created between 1950 and 1957 had amending orders so that they were included in the Articles of Government. This occurred in 1951 for the Harry Cropper School, in 1955 for the Newbold Green School and in 1957 for the Edwin Swale School. The Instrument and Articles of Government of the Voluntary Aided Roman Catholic Secondary School of St. Mary's were made by order of the Minister in 1956, but for the majority of the Secondary Schools in the Borough the Governing Bodies met for the first time late in 1948, and in the Secondary field education in Chesterfield as required by the Education Act, 1944 was under way by that date.

The sealing of the Instrument and Rules of Management of the Primary Schools did not take place until much later. The Minister sealed the Instrument of Management of Newbold C.E. Voluntary Aided School on May 11th, 1953. In February, 1954 the Borough Education Committee instructed the Officers to submit to the County Council draft rules of management for Voluntary Controlled and County Primary Schools in the Borough. They were to request that an order be made in accordance with Section 17 of the Education Act, 1944¹. The Town Clerk then wrote² to the Borough Education Officer asking whether there was a case for the grouping of schools under one Managing Body and maybe also under one Governing Body.

1. Minutes of Borough Education Committee. 15.2.54.

2. Memo dated 19.2.54.

The Borough Education Officer, in his reply¹, agreed that the grouping of Primary Schools was advisable but he could not agree with the grouping of Secondary Schools, since the Instrument and Articles for these schools had already been formulated and, as the Governing Bodies had already been meeting for some years, it would be better to leave the arrangements for the Secondary Schools as they were. The Town Clerk replied to this memorandum², accepting Mr. Greenough's point about the Secondary Schools but indicating that before the Order could be made in respect of the Primary Schools the grouping of schools would have to be settled. The Town Clerk then wrote to the Clerk to the County Council³ submitting draft rules of management in accordance with the wishes of the Borough Education Committee. In essence these draft rules were the same as those for the Christ Church Voluntary Controlled Primary School, whose draft form had been discussed with the Local Education Authority. Allowance was made in the draft rules for the addition later of the grouping of schools and the Local Education Authority were requested to make an order.

On April 14th, 1954 the Minister sealed the Instrument of Management for the St. Mary's Roman Catholic Voluntary Aided Primary School. The Town Clerk was informed by the Clerk to the County Council⁴ that the Rules of Management were to be sealed after the meeting of the County Education Committee on March 29th, 1955. The Rules of Management were sealed on that date and were therefore now complete but until the Instrument of Management was also sealed the Managing Bodies were unable to meet. The grouping of Primary Schools was settled and the Town Clerk was duly informed by the Borough Education Officer on June 6th, 1955. On the same day the Town Clerk wrote to the Clerk to the County Council informing him of the groupings and asking about the Instrument of Management. He pointed out that the Managers could not meet until this had been sealed. On

1. Memo dated 20.2.54.
2. Memo dated 26.2.54.
3. Letter dated 3.3.54.
4. Letter dated 10.3.55.

August 10th, 1955 the Minister sealed the Instrument of Management for the Christ Church Voluntary Controlled Primary School. It was not until December 12th, 1956 that the Town Clerk was informed by the Clerk to the County Council that the Instrument for County Primary Schools had been sealed. Managers of Primary Schools could now be appointed.

It was therefore some twelve years after the passing of the 1944 Education Act that the Instrument and Rules of Management of Primary Schools in the Borough were sealed and the Managing Bodies appointed. What then was the constitution of the Managing Bodies and what were their functions?

The Managers were appointed for three years, unlike the Governors who were appointed for one year only. Excluding the Managing Bodies of the St. Mary's Roman Catholic Voluntary Aided Primary School, the Newbold Church of England Voluntary Aided Primary School and the Christ Church Church of England Voluntary Controlled Primary School there were nine other Managing Bodies, each consisting of twelve members of whom two were appointed by the Local Education Authority and ten by the Chesterfield Borough Council. The County Primary Schools were grouped as follows:-

1. Old Hall Junior School, Brockwell Infants School*, Brockwell Junior* School and Westfield Infants School*.
2. Highfield Hall Primary School, Dunston Junior School* and Windermere Infants School*.
3. Hasland Infants School and Hasland Junior School.
4. Brushes Primary School, Mary Swanwick Primary School and New Whittington Primary School.
5. Birdholme Infants School, Rother Junior School and Hipper Primary School.
6. William Rhodes Infants School and William Rhodes Junior School.
7. Cavendish Junior Girls' School and Cavendish Infants School.
8. Gilbert Heathcote Junior Boys' School, Whittington Moor Infants School

* Indicates new school since 1944.

and Abercrombie Primary School. 9. Brampton Junior School and Brampton Infants School.

The Managers were from time to time to inspect the school premises and to keep the Council informed as to their condition and state of repair. The appointment of the Headteacher was to be made by the Council upon the recommendation of a Joint Committee consisting of the Managing Body together with two members representing the Council. A Headteacher could not be dismissed except on the recommendation of the Managing Body. Such a dismissal was subject to the right of appeal to the Local Education Authority. Appointments of teachers were to be made by the Managing Body in consultation with the Borough Education Officer and the Headteacher and the procedure for the suspension or dismissal of a teacher was to be the same as for the Headteacher. Non-teaching staff were, on the recommendation of the Managing Body, to be appointed by the Council to the service of the Local Education Authority. The Council was to determine the general educational character of the school and subject to this the Managing Body was to have the general direction of the conduct of the school. The Managing Body was to have the right of granting occasional holidays to a number not exceeding those specified for the year by the Council¹.

What then were the essential differences between the powers of the Managers and those of the Governors? The Managers were not required to submit estimates to the Council, whereas the Governors were required to do so. The Managers had greater representation proportionally at interviews to appoint the Headteacher. The Governors were given the general direction of the curriculum whilst the Managers were granted only the general direction of the conduct of the school. Each body had, however, sufficiently varied powers to enable it to influence the general

1. Extracts from the Rules and Instrument of Management.

nature of the schools for which it was responsible, not least in the appointment of the Headteacher and Staff of the schools.

CHAPTER FOUR

(i)

During the early months of 1946 work was in hand to produce a Development Plan for the Borough of Chesterfield which would set out the proposals of the Borough Council for a pattern of educational building which would not only meet the needs of the 1944 Education Act and the raising of the school leaving age to fifteen but which would also allow the development of secondary education in the Borough along the lines envisaged by the Education Officer, Mr. Greenough and his committee.

The formulation of the Development Plan for the Excepted District for inclusion in the Plan for the County as a whole was of course a function which had been delegated to the Borough Council in the Scheme of Delegation. Since the Plan was intended to shape the educational building policy of the Excepted District for many years, and since the building policy was determined by the educational policy of the Excepted District, it was vitally important that this function should be delegated. The Council, as former Part III Authority, and as the elected representatives of the citizens of the Borough, were much more intimately aware of the existing provision and the needs of the future than the officers and members of the County Council. Since the Excepted District was to be delegated the responsibility of administering Primary and Secondary Education it was essential that the formulation of the Development Plan should also rest with the minor authority.

In a survey¹ which I conducted in December 1968 of seventeen County Boroughs and seventeen Excepted Districts, all with a population similar to that of Chesterfield, the Excepted Districts were asked if they had been delegated the task of preparing the

1. For results of survey see Appendix 7.

Development Plan for their area. Of the fourteen replies received all were affirmative. Clearly the Minister, in his consideration of the various schemes, had seen the desirability of this function remaining with the Excepted District.

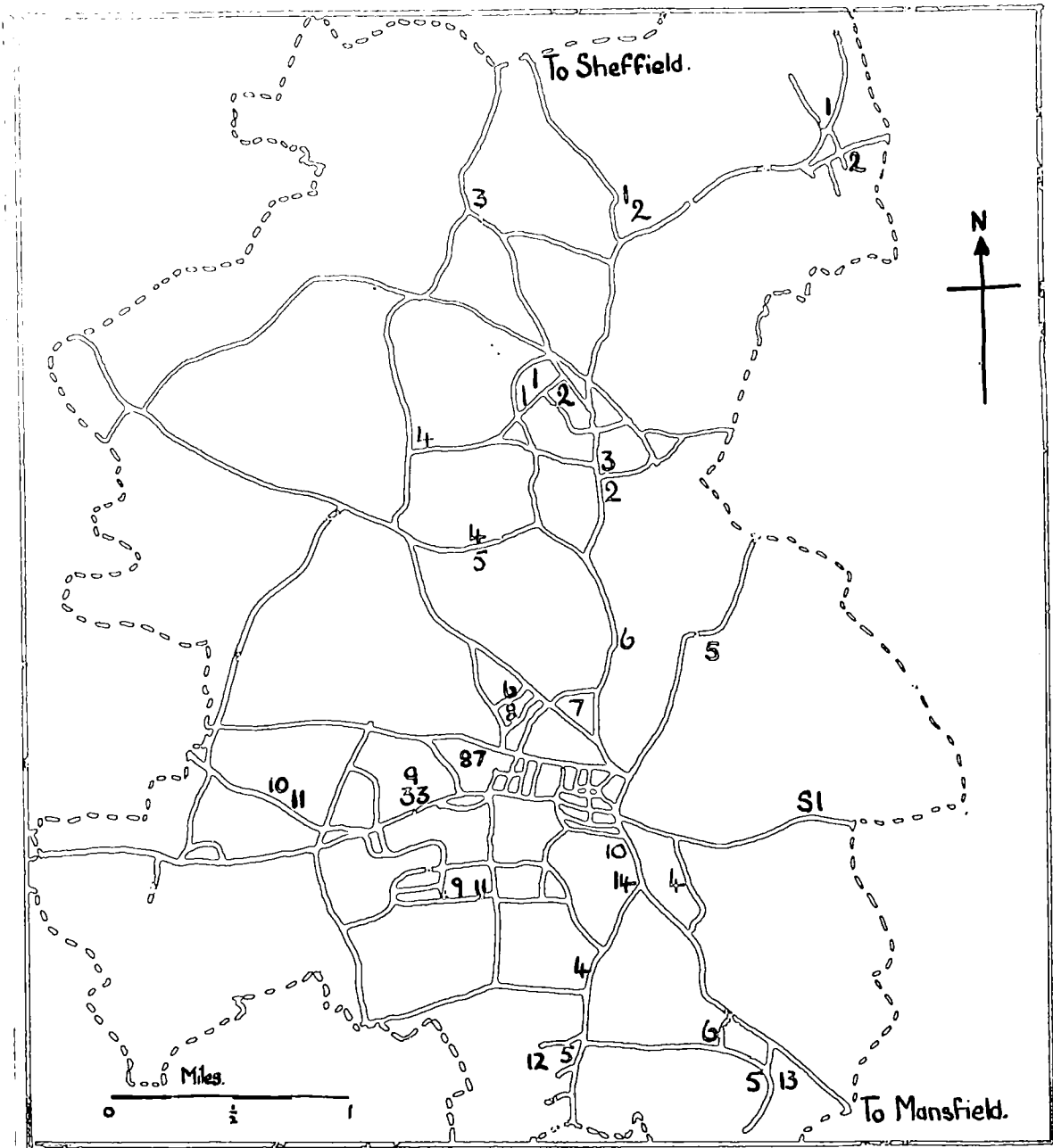
At the time of preparation of the Plan the schools in Chesterfield were organised on Hadow Lines and the standard of the buildings was that which was acceptable in the thirties and which had to be acceptable during the war years. On March 31st, 1945 there were 8,658 pupils in Public Elementary Schools in the Borough, 1,183 in Secondary Schools and 137 pupils in the Junior Technical School¹. There were eleven Senior Schools including one Selective School for pupils over the age of eleven and for pupils under the age of eleven there were eleven all-age Primary Schools, five schools for Juniors only, six for Infants and no Nursery Schools, although there were Nursery Classes attached to some Infants Schools. There was also an Open Air School and a Hostel. Excluding the latter two establishments there were thirty-three school buildings. Two schools which had not been under the control of the Borough before the passing of the Act were the Boys' Grammar School and the Girls' High School, both of which would then be integrated into the Borough Scheme of secondary education.

The duty of the Council was to survey the existing provision in the light of its plans for education over the next ten or twenty years, to assess which buildings were no longer necessary for its purposes either through total unsuitability for their future use or through shift of population, what improvements were necessary to existing buildings to meet the standards now demanded of them, both physically and educationally and the number, position and type of new school buildings required, firstly to make up any

1. Unless otherwise stated, the statistics and information in this chapter are from the Development Plan for the Borough which was published in May, 1947.

SCHOOLS IN THE BOROUGH OF CHESTERFIELD

1932 - 1944



SCHOOLS IN THE BOROUGH OF CHESTERFIELD

1932 - 1944

KEY TO MAP FACING

MODERN AND SELECTIVE SCHOOLS

- 1.....Mary Swanwick.
- 2.....New Whittington.
- 3.....Peter Webster.
- 4.....Violet Markham.
- 5.....Tapton House (Central Selective)
- 6.....Catholic School.
- 7.....Central Boys (Closed before 1944)
- 8.....Central Girls (Closed before 1944)
- 9.....Brampton Girls (Closed before 1944)
- 10.....Old Road.
- 11.....William Rhodes.
- 12.....Derby Lane.
- 13.....Hasland Hall.
- 14.....Junior Technical School.

PRIMARY SCHOOLS

(a) Junior and Infant Schools.

- | | |
|------------------------|------------------------|
| 1.....New Whittington. | 7.....St. Helens St. |
| 2.....Mary Swanwick. | 8.....Catholic School, |
| 3.....Brushes. | 9.....William Rhodes. |
| 4.....Newbold C.E. | 10.....Hipper St. |
| 5.....Highfield Hall. | 11.....Old Road |
| 6.....Christ Church. | |

(b) Junior Schools.

- 1.....Cavendish.
- 2.....Gilbert Heathcote.
- 3.....Brampton.
- 4.....Derby Lane.
- 5.....Hasland.

(c) Infant Schools.

- 1.....Edmund St.
- 2.....Whittington Moor.
- 3.....Brampton
- 4.....Spital (Closed before 1944)
- 5.....Derby Lane
- 6.....Hasland Eyre St.

SPECIAL SCHOOL

- S1.....Open Air School.

deficiency which had developed over the war years and secondly to meet any increase in population in the coming years. Birthrate figures available at the time would give an indication of the needs of the school population for accommodation for at least fifteen years and the only real imponderable was the movement of population either from or to the area. To some extent this could be assessed by the Planning Department, but not with any measure of accuracy.

What then were the proposals of the Council for the Borough of Chesterfield? In the Primary sector there existed twenty-two schools. Of the eleven all age primary schools, six were to remain unchanged, four were to become Infants' Schools, and one was to become a Junior School. Five Infants' Schools were to continue as such, as were five Junior Schools and one Infant School was to close. Two Secondary Schools were to become Junior Schools and six new schools were to be built, two Junior Schools and four Infants' Schools with Nursery. Three new Nursery Schools were also planned. The new primary pattern therefore was to be three Nursery Schools, thirteen Infants' Schools, ten Junior Schools and six J.M. & I. Schools. Ten Nursery Classes were to be added to existing schools. For children under the age of eleven thirty-two schools were felt to be necessary, compared with the twenty-two already in existence.

The existing buildings needed much improvement in most cases. A glance at the proposals shows that most schools were lacking in staff accommodation of reasonable standard, Medical Inspection facilities, adequate dining and cooking facilities and in many cases a hall. In most cases lavatory facilities needed improvement and only two schools had running hot water. A twelve year plan was proposed for improvements and new building. The cost of improvements alone was estimated at £92,530, and the cost of new buildings £128,720.

In the Secondary field the costs were much greater since in many cases the deficiency lay in practical accommodation which was more expensive to provide than conventional teaching spaces. There were thirteen existing Secondary Schools, including the two academic schools not administered by the Borough before 1944. Four of these were to be discontinued. The Junior Technical School was to be assimilated by the William Rhodes Secondary School, Mary Swanwick and New Whittington Secondary Schools were to close and their premises would be taken over by Junior Schools and the Tapton House Selective School would also close. A new four form entry Academic School would offer alternative accommodation to the Tapton House pupils and those from the Mary Swanwick and New Whittington Schools would be accommodated in a new Secondary School building in the Whittington area. One further new building was planned for non academic pupils in the Newbold area. Three new Secondary Schools, together with a replacement project for the Boys' Grammar School were planned at an estimated cost of £267,800. The new system of Secondary education was to produce three academic schools, a 4 F.E. for boys a 3 F.E. for girls and a 4 F.E. coeducational school. There were to be nine other schools for non academic pupils which were to be designated as Secondary Technical and Modern Schools with practical bias.

Alterations, additions and improvements to existing buildings were required to provide accommodation for raising the school leaving age and practical accommodation for the non academic schools. Dining facilities, lavatory accommodation and a hall were common requirements and additional teaching provision was needed. The cost of this work was estimated at £264,000.

Additional improvements needed included in all schools increased cloakroom accommodation, better hard play areas, additional storage and suitable playing field facilities which

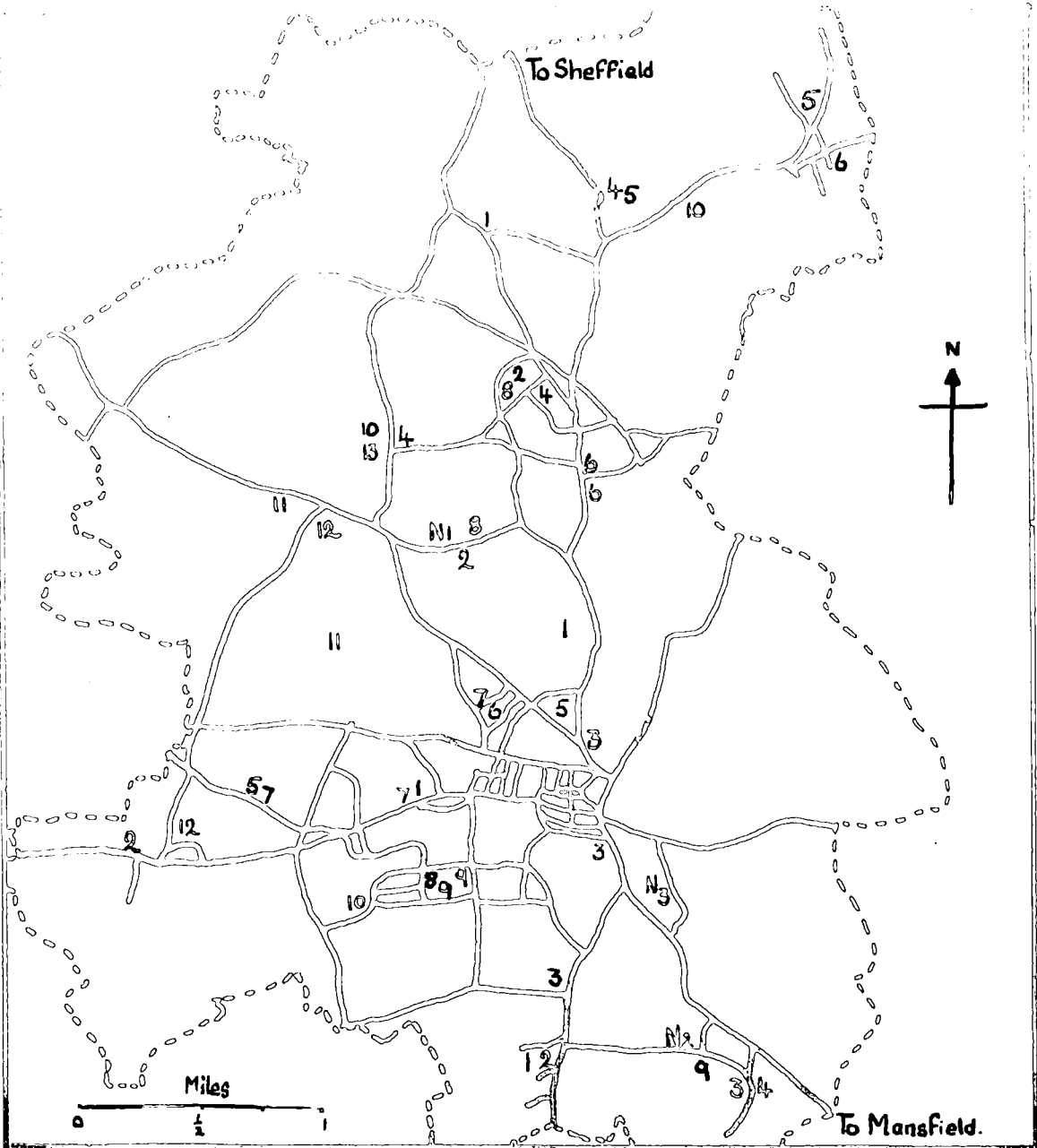
would be provided for the most part on a communal basis. The plan for the Secondary Schools was for a five year development leading to two single sex academic schools and one coeducational, five coeducational and four single sex non academic schools and a Secondary Modern Mixed Boarding School at a cost of £153,000 which was to be built in Year 12 of the overall Plan. This item was postponed for further consideration after publication of the Plan.

In the field of Special Education, improvements were to be made at the Open Air School to increase the teaching accommodation at a cost of £3,000. A new school for educationally subnormal pupils was to be built at a cost of £40,000 and the Hostel was to continue to be used for the same purposes.

In the first year of the Plan a communal playing field of 150 acres was planned which was to be used by ten schools. The cost was estimated at £30,000.

This then was the Development Plan for the Borough of Chesterfield. The total cost over twelve years approached a million pounds, the greater part of which was to be spent over the first five years. This enormous sum, based on estimated costs, if approved by the Ministry of Education at the points in time specified in the Plan, would have provided the educational facilities which the Borough Council believed necessary to cope with the demands of the 1944 Education Act. Chesterfield's share of the total estimated cost for Derbyshire was approximately one twelfth. There can have been no doubt in the minds of the men responsible for the production of the Plan that much of their calculation was purely academic. In a country suffering from the after effects of a long and costly war, there was little hope of the necessary monies being made available by the government at the times when they were most needed. Indeed, from the day

DEVELOPMENT PLAN PROPOSALS FOR THE
SCHOOLS IN THE BOROUGH OF CHESTERFIELD



DEVELOPMENT PLAN PROPOSALS FOR THE
SCHOOLS IN THE BOROUGH OF CHESTERFIELD

KEY TO PLAN FACING

SECONDARY SCHOOLS

- | | |
|---|---|
| 1.....Derby Road Girls ^r . | 7.....St. Mary's R.C. |
| 2.....Boys ^r Grammar School. | 8.....Violet Markham Girls ^r . |
| 3.....Girls ^r High School. | 9.....William Rhodes Boys ^r . |
| 4.....Hasland Hall. | 10.....New Mixed School. |
| 5.....Old Road. | 11.....New Grammar Mixed. |
| 6.....Peter Webster Boys ^r . | 12.....New Mixed School. |

PRIMARY SCHOOLS

(a) Junior and Infant

- | | |
|-----------------------------------|-----------------------|
| 1.....Christ Church (replacement) | 4.....Newbold C.E. |
| 2.....Highfield Hall. | 5.....St. Helens St. |
| 3.....Hipper St. | 6.....St. Mary's R.C. |

(b) Junior

- | | |
|---|-----------------------------|
| 1.....Brampton. | 6.....New Whittington. |
| 2.....Cavendish Girls ^r . | 7.....Old Road. |
| 3.....Derby Road. | 8.....William Rhodes. |
| 4.....Gilbert Heathcote Boys ^r . | 9.....Hasland (replacement) |
| 5.....Mary Swanwick. | 10.....Newbold (new school) |

(c) Infant

- | | |
|-------------------------|--------------------------------|
| 1.....Brushes. | 8.....Cavendish. |
| 2.....Derby Road. | 9.....William Rhodes. |
| 3.....Hasland. | 10.....Boythorpe (new school). |
| 4.....Mary Swanwick. | 11.....Brockwell (new school). |
| 5.....New Whittington. | 12.....West (new school) |
| 6.....Whittington Moor. | 13.....Newbold (new school) |
| 7.....Brampton. | |

NURSERY SCHOOLS

- N1.....Highfield
N2.....Hasland Eyre St.
N3.....Hasland Spital

the Plan was published to the time of writing, the Officers, elected representatives and teaching staffs in the Borough of Chesterfield have been faced constantly with the problem of how to decide their priorities when faced with small amounts of money to spend and large amounts of work remaining to be tackled. Even some twenty years after the Plan was conceived, major building items then felt to be essential are not completed. An attempt will be made later in this chapter to assess what has been achieved in the field of reconstruction in the face of the constant shortage of money and to decide whether the ideals of 1947 have become the realities of 1967. When viewed nationally the prospect was alarming. No doubt other Local Education Authorities estimated similar enormous sums for their own educational reconstruction, many of them would have the problem of war damage which was non-existent in Chesterfield and the total estimated cost for the country as a whole must have been a disheartening prospect to those responsible for the management of the economic affairs of the nation. The measure of achievement in Chesterfield will be indicative of the achievement in the country as a whole to some extent. The proximity in 1967 to the ideals of 1947 will be some indication of whether the government of the day which introduced the 1944 Education Act did not set itself and the Local Authorities too severe a task. Certainly the Development Plan for Chesterfield did not anticipate to any measure of accuracy the vast increase in the birthrate after the war and it was this element which caused the difficulties which arose during the following fifteen to twenty years.

Five reservations were made by the County Education Committee to the Development Plan for the Borough and were accepted by the Borough Education Committee¹. It was suggested that pending the construction of the new building for the Boys' Grammar School and the new mixed academic school, provision should be made for a 2 F.E.

1. Minutes of the Borough Education Committee. 20.1.47.

Mixed academic school to correct the imbalance of the 3 F.E. provision for academic girls and the 4 F.E. provision for academic boys at the Girls' High School and the Boys' Grammar School respectively. Tapton House School, which was to close originally, was to be used for this purpose. The Council was asked to indicate at which of the Secondary Technical and Modern Schools with practical bias it proposed to provide specialised equipment and accommodation to prepare pupils of the higher ability range for their life in industry by means of a general education linked closely with their prospective occupations. It was also suggested that one of the two new Infant Schools, either at Brockwell or in the West of the Borough, should be put back one year and that the question of a boarding school should be discussed further, and finally that the schools should be available to the children living in the County area who could conveniently attend them.

All but one of these points were valid. The question of the imbalance of academic provision can hardly have been corrected by the retention of Tapton House as a two form entry academic school however, The imbalance is itself puzzling. The assumption appears to be that there will be less academic girls than boys and if this was the assumption, then it was obviously erroneous. An extra two form entry provision could only have corrected the imbalance if the ratio of boys to girls on intake was based three to one in favour of girls and this would have produced a school where boys were in the minority. It is agreed that this was only a temporary arrangement but the long term proposal of a 4 F.E. academic school at Newbold would have faced the same problem. This imbalance has been a source of difficulty for years and the only sure answer to the problem, would have been to add an extra form of entry at the Girls' High School. The restricted conditions on the site would have necessitated a new building but the old building could then have been used to house the pupils who would have been housed in new buildings under the

proposals of the Plan. This was an essential weakness of the Plan which appears to have been overlooked by both the Borough and the County. The request for information on the Secondary Technical and Modern School which was to have specialised equipment also led to the development of two of these schools into 'other' secondary schools. Whilst this was excellent for the pupils who attended them, termed in the County request as 'of the higher ability range' it led to some of the difficulties which are discussed in a later chapter, when parents were faced with the problem of choosing a Secondary School for their child. This led inevitably to the elevation of some schools at the expense of others, all of whom, in the Development Plan, were classed as Secondary Technical and Modern Schools¹.

The Development Plan was the task which the Borough, with the approval of the Local Education Authority, had set itself, and in so doing, as an Excepted District, it had exercised one of the major functions delegated to it in the Scheme of Divisional Administration. It was this Plan, suitably amended over the years in the face of changing conditions, which was to be the foundation stone of a system of secondary education which was to arouse national interest in the years to come.

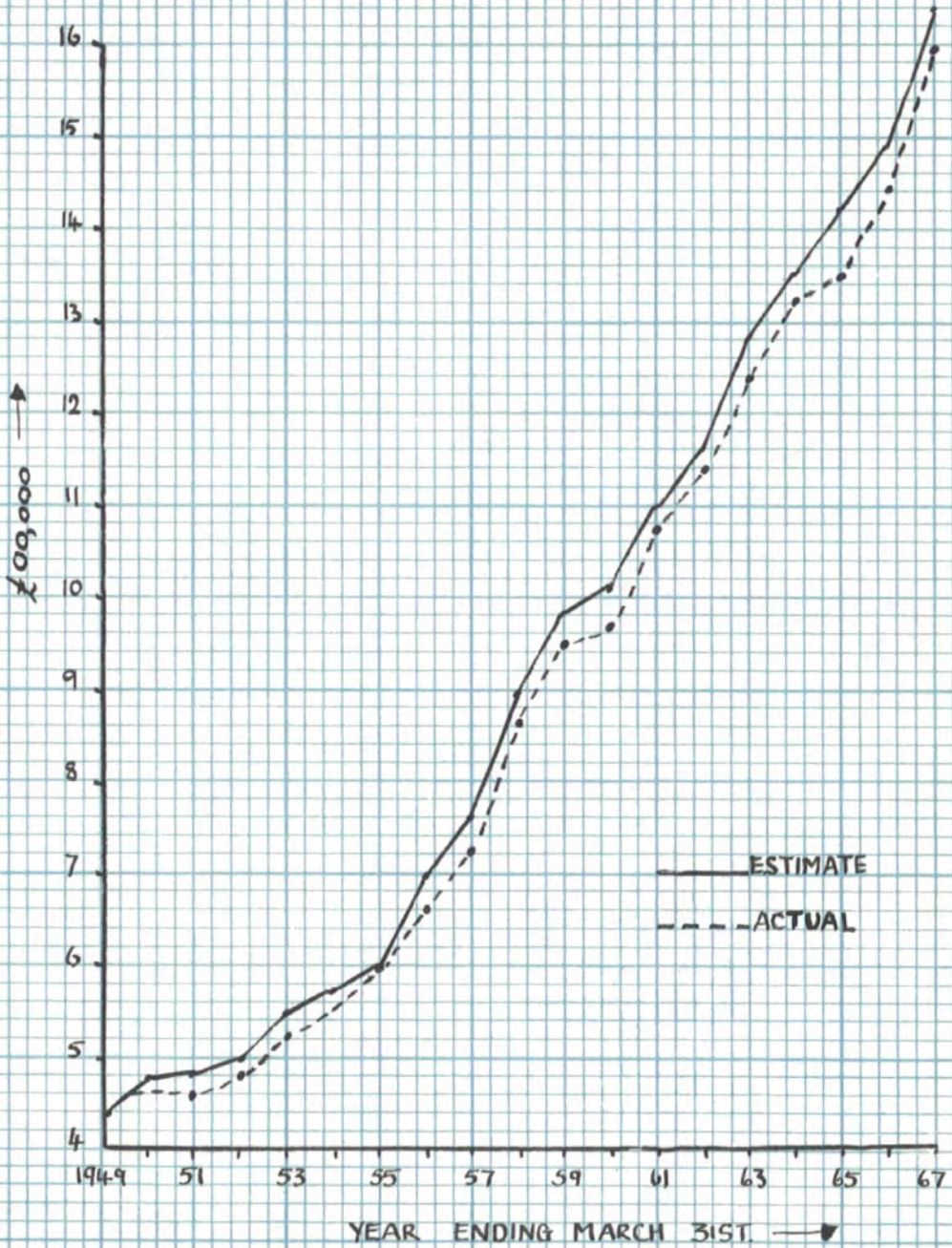
1. Vide Chapter 5.

(ii)

The Development Plan, which was discussed earlier in this chapter, had been a serious attempt to indicate the future needs of the Borough in the field of buildings. Much had been required during the war but the resources of the nation had been directed to other goals and with the coming of peace, but not prosperity, there remained a backlog of work which was necessary to bring the schools up to acceptable modern standards and to fit them for the role they were to play in the post 1944 period. The years after the war up to the time of writing present very much the same picture in the field of finance for school building. The demand for money constantly exceeded the amount which the various governments of the day were able to make available and Local Education Authorities were obliged to look carefully upon the needs of the area under their control and to list their projects under both the Major and Minor Works headings in order of priority. In this respect, Chesterfield was no exception. Since the supply of money never kept up with demand, new projects for inclusion were constantly being added to the list and desirable as many of them may have been, they had to be left undone year after year, to the chagrin of the Education Committee, the Officers and the teaching staffs who were in closest touch with the conditions which the Authority wished so much to improve. In spite of this situation, much has been achieved over the years in the Borough of Chesterfield, as the remainder of this chapter will show. The accompanying graphs will show the amount of capital Minor Works monies allocated over the years. The rise and fall of the amounts is a fairly accurate indication of the rise and fall in the economy of the nation. As an indication of the revenue demands on national resources however, the accompanying graph will show how these sums could only be partly reduced. Much of the revenue estimates was devoted to the salaries and wages of the employees of the

Chesterfield Borough

Graph to Show Revenue Expenditure 1948-1967.



Education Committee, which could not be reduced. Cuts occurred in the Primary and Secondary estimates for furniture, apparatus and equipment and for upkeep of buildings and grounds only and the total revenue estimates over the years have climbed steadily whilst the capital sums approved by the government have fluctuated according to the state of the economy.

Since 1949 the division of building projects into the categories of Major and Minor Works has varied in definition. Until that year the two categories did not exist. All projects involving the expenditure of capital had previously required the prior approval of the Minister. This was necessary in view of the acute shortage of building materials after the war, when building had to be carefully controlled. Amongst the gravest shortages were steel and softwood, and approval was needed for the use of these materials. Circular 191 of December 16th, 1948 allowed Local Education Authorities to spend up to £5,000 on individual capital building works without Ministry approval. The Authority was allocated a sum which it could raise by loan for projects costing under £5,000, with the exclusion of certain categories of project. For these categories ministerial approval was still needed but for the rest the Authority was able to spend its money which had been allocated on the projects it felt were most necessary. These items became known as Minor Works projects. Items costing over £5,000 were Major Works. The new arrangement came into effect on January 1st, 1949. Since that date the limits for Minor Works have inevitably increased to keep pace with increased building costs. At the time of writing a Minor Works project is one which costs between £750 and £20,000. Works under £750 are carried out in the revenue allowances. Major building projects are under strict government control and projects must be submitted individually to the Minister, who, having regard to the state of the Nation's economy, and the amount allocated to his Department by the Treasury, and the needs of each Local Education Authority, issues a list of approved projects for which

Authorities may raise a loan. At all stages of each project there is strict ministerial supervision. In the Minor Works field however, each Authority submits an estimate of the total requirements for the year in question and, having received an allocation of an approved sum for this purpose, is free to raise a loan to that amount and to complete its projects, within the overall allocation, without further ministerial approval, except in certain cases. For example, approval is needed for school meals projects and permanent building work costing over £5,000. The removal of the need for Ministry approval for many Minor Works projects after 1949 constituted a great improvement and helped to speed the completion of Minor projects which in many cases were urgently needed.

Many of the building works proposed in the Development Plan for the Borough were completed within the Minor Works Programme and the purpose of this section is to show how much of the proposed building work has been carried out at the time of writing, how much was necessary which had not been envisaged, and how much remains to be done. The phasing of the building work in the Development Plan was extremely optimistic but no blame can be attached to the Borough Education Committee for apparent tardiness in carrying out its proposals. All monies made available have been spent wisely but the Committee did not anticipate the increase in the birthrate after the war, nor its effect on the various areas of the Borough. Whilst the proposals in the Development Plan were put in order of priority at the time, many of the projects had to be postponed in order that the increasing numbers of children could be accommodated.

It would at this point be worthwhile to discuss the machinery adopted by the Borough and the Local Education Authority for the submission of bids under the Major and Minor Works headings. The Borough Education Officer normally informed the Director of Education of his bids under each heading in the Autumn. Early in

the New Year the Director of Education would inform the Borough Education Officer of the amount of money which had been allocated to the Borough for Minor Works. This sum normally amounted to some 10% of the total Minor Works allocation to the County. The Borough Education Officer then consulted his Committee, which appointed a sub-committee to discuss which projects should be completed with the available money. After the full Committee had approved the minutes of the sub-committee, the Borough Education Officer informed the Local Education Authority of the projects his Committee proposed to carry out, and the projects were then prepared for tender by the private architect. When the tenders were received the lowest was normally accepted under a Standing Order of the Borough Council and a Capital Expenditure Report was submitted to the Education Committee. The minutes of this committee were then submitted to the Council for approval and afterwards submitted to the Education Committee of the Local Education Authority. Only when approval was received from this committee, whose meetings did not necessarily dovetail with those of the Borough Council, could the work begin. The Derbyshire Divisional Executives were not so influential in their affairs and the work was carried out by the Local Education Authority on their behalf, after their recommendations had been considered. Such a procedure was of necessity somewhat protracted since it seldom came about that the various committees involved met conveniently and delays therefore occurred between receipt of tenders and final approval. This procedure was further complicated in April, 1952, when the Government Auditors decided that the Education Committees of Local Authorities could no longer act as arbiters of loan sanctions. In future this duty was to be taken over by the County Council. It therefore followed that there would be one more step in the chain

and further opportunity of delay and the situation aroused bitter resentment in the Borough since the County Council met quarterly. It was generally felt that this innovation would seriously delay the school building programmes throughout the country¹. The Capital Major Works projects underwent a similar process except that they had also to be submitted for initial approval to the Minister and subsequently, at various stages in their construction, further submissions had to be made, all of which would inevitably cause delay.

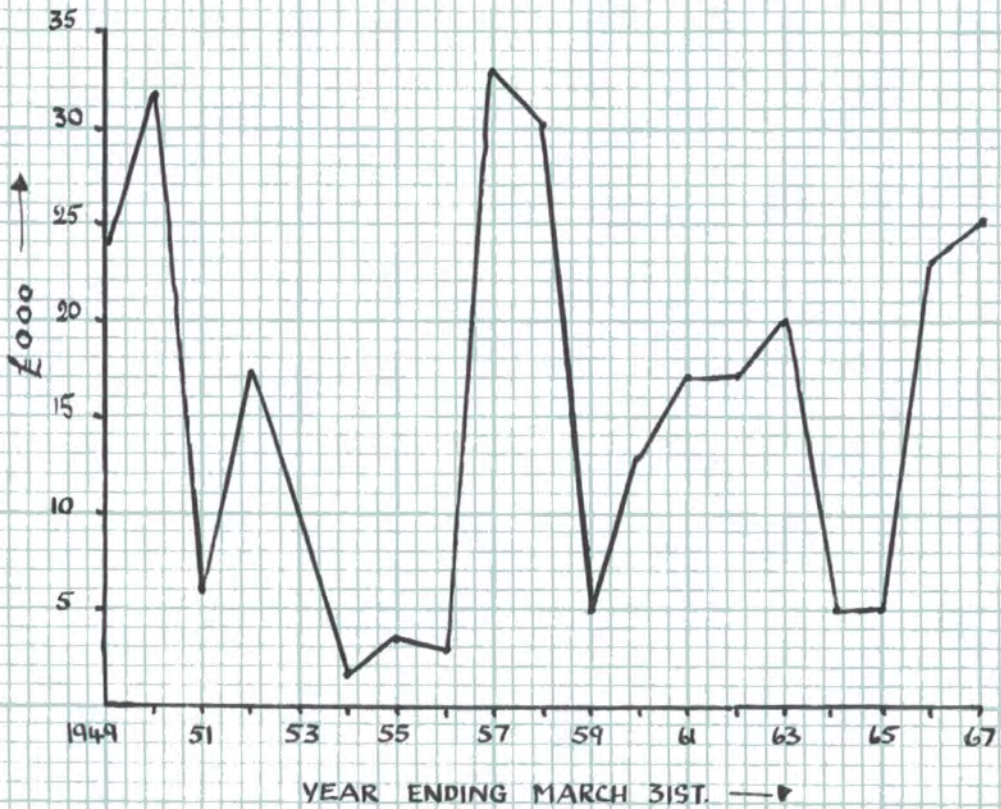
These were administrative problems which did not make the task of reconstruction any easier, but as will be explained later², the problems were solved. Strict adherence to the procedure outlined above would only serve to add to the arguments of those who seek to do away with the Excepted District on the grounds that it adds to the cumbersome nature of the administration of the L.E.A. It should be remembered however that this procedure was of the L.E.A.s making and much resented by the Borough. Since the L.E.A. has an opportunity of voicing its opinions at the selection of the Borough Education Officer as laid down in the Scheme of Delegation, it should not be necessary for such strict control of expenditure after the L.E.A. has approved the project, for the L.E.A. is presumably satisfied as to the professional competence of the man appointed to carry out the delegated duties. Circular 344 of December 1958 supported this view by stating that L.E.A.s 'should be primarily concerned to satisfy themselves about the level of expenditure proposed on the service' and that 'only on special cases should the approval or disapproval of particular items be necessary'.

The accompanying graph shows the variations in the allocations of Minor Works monies in the years 1949 - 1967. The fluctuation is generally an indication of the economic state of the nation.

1. Derbyshire Times 25.4.52.
2. Vide Page 96.

Chesterfield Borough
Graph to Show Minor Works Allocations.

1948 - 1967.



Since the years 1951 - 1956 are the years when least money was available for Minor Works projects in the Borough, it is to be expected that the various projects under the Minor Works heading which were planned for the first five years of the Development Plan proposals could not possibly have been completed as expected and this indeed was the case. By 1955 the Minor Works projects had fallen well behind target and we must remember that most of these were additional teaching space, sanitary accommodation improvements, dining facility provision and practical accommodation.

The years 1949 and 1950 had been remarkable for the large amount of Minor Works money available and as a result some progress had been made. The Junior Technical School had been closed and provision made for its pupils at the William Rhodes School. Three class annexes were built, one of which, whilst it had not been anticipated in the Plan, was necessary to cope with additional population in a developing area of the town. Four dining room/kitchens were built and additional accommodation was provided at the Mary Swanwick Primary School. A playing field was developed for two schools to the west of the Borough and other small projects were carried out.

Even at this stage the Plans so neatly laid were proving difficult to carry out. Unexpected pressure on the accommodation of certain Primary Schools led to work being carried out which was absolutely essential, but in the process other projects which had been included in the Plan were put back. Very little work was carried out up to 1956 on lavatory blocks which, however desirable, were of lower priority than teaching accommodation either planned or unplanned.

Such a situation was inevitable since the purpose of the Development Plan was really to set broad guidelines for future development and to inform the Government of the needs of the

country as a whole, and in this respect therefore its production was not a wasted exercise, but it must be remembered that the Committee firmly believed that its Plan not only showed the needs of the Borough but also a timetable of reconstruction which was necessary for the wellbeing of education in the Borough.

From 1951 onwards, however, as the austerity period made itself felt, many projects were delayed and pressure on the existing premises increased as the so-called 'bulge' began to make itself felt. This gloomy situation elicited from Mr. Greenough the following comments in his Annual Report of 1951/2. "But the position with regard to material provision is disturbing. Such building and structural work as we have been able to carry out during the year, so far from helping us to meet future demands, is barely adequate to meet current needs. We have not caught up with the delayed work of the war period, and we are rapidly coming to the end of improvisation to meet the needs of the growing school population and to provide facilities for modern educational practice, additional accommodation, with appropriate furniture and equipment, is urgently necessary in the next two years."

On February 17th, 1952 Mr. Greenough had reported to his committee on the implications of a Circular from the Minister asking Local Education Authorities to restrict their expenditure to maintaining the essential fabric of education. He reported that the educational building programme throughout the country would be severely restricted as a result. The reasons given for the restrictions were the state of the economy, a shortage of steel and a temporary overloading of the building industry¹. Despite the gloom, the Borough Education Committee had received £17,400 for Minor Works projects in this year, but Mr. Greenough

1. Derbyshire Times 22.2.52.

was speaking more in terms of Major Works projects, about which more will be said later. In subsequent years however the stringency applied to Major Works allocations was applied equally to Minor Works and it was to be 1955/56 before the Borough Education Committee received a further five figure sum for Minor Works.

Until 1955 Minor Works projects were restricted to the provision of additional teaching accommodation in Medway Huts, or at best in light brick construction, improvisations of one form or another, and other minor improvements.

In 1952/3 the first new school since the 1930's was approved in the Major Works Building Programme for the Borough. The two form entry Junior School for the Newbold area proposed in the Development Plan for Year 3 was finally approved by the Minister. The project was to cost £48,425 and was to be constructed in 'prestweld' prefabricated steel. The building was urgently needed because of rapid housing development in the area and it was hoped that work would commence in August, 1952. Until it was completed the Borough Council was obliged, because of the rising numbers of children of primary age in the district, to admit children to school one term later than the usual admission procedure permitted. The decision was taken reluctantly but it was unavoidable and the situation was only temporary in view of the approval for the new school¹. Two years later approval was received for the two one form of entry Infants Schools planned for years one and two in the Development Plan. These were the Brockwell and Westfield Schools. Both were approved at a cost of £29,000 each and both were urgently needed as pressure on existing accommodation throughout the Borough increased. The two schools were opened on the same day, November 3rd, 1954.

In the secondary field approval was received for the new Secondary Technical and Modern School at Newbold. This project

1. Derbyshire Times. 26.9.52.

had been planned for year 3 as a 2 F.E. school. Numbers had increased so much in the Borough that approval was received for a 3 F.E. school at a cost of £140,250. The 'bulge' was at this time approaching the Secondary Schools and the need for this project was so great that pupils were to be admitted in the first year before the building was completed.

One Minor Works project in 1954/5 heralded a further change in the Committee's proposals for the Borough. The Hasland Junior School was to be rebuilt in Year 2 but the dearth of Major Works projects in the first five years after the publication of the plan, added to the 'bulge', had forced the Committee to add new accommodation to the school in 1951 and in this year further accommodation was to be added to provide one extra form of entry. The replacement project, in the light of experience of the previous years of disappointment, had been shelved.

The Development Plan for the Secondary Schools had been arranged over a five year programme. The first of the Major projects to be approved was in 1954, some seven years into the Plan. There can by then have been little doubt in the minds of the Committee members that their task was now to make the best use of available resources and keep up pressure for the inclusion of essential major projects in a programme. Any hope of keeping to the timetable of the Plan was abandoned.

The inclusion of the Whittington Secondary School project in the 1955/6 programme at a cost of £220,000 allowed major proposals of the Development Plan to be carried out. The 1947 proposal had been for a 3 F.E. provision but increased numbers had allowed the justification of a 4 F.E. school. The school was opened on May 30th, 1958, by Sir John Wolfendon. With the new school open the premises of the Mary Swanwick and New Whittington Secondary Schools were vacated by pupils of secondary

age, who were now to be accommodated in the new school, and were reoccupied by the New Whittington and Mary Swanwick Primary Schools. This reorganisation tidied up considerably the education provision in the outlying areas of New and Old Whittington and represented a major step in the reconstruction planned eleven years before.

Minor Works allocations in the years 1956 - 58 were very much higher than they had been for a number of years, indeed the allocation for 1956/7 was the highest figure ever at £33,000. This money was used to alleviate a number of pressing problems. In the Newbold area where a new 2 F.E. Junior School had been built in 1953, the associated Infants School was one of the three class annexes built in 1949 and classes had reached fifty. Offers of transport to other schools were not received enthusiastically by parents¹ and the windfall of a large allocation of Minor Works money allowed the Committee to add two classrooms and a hall to the school. This rationalised the primary school problem in the Newbold area as had been envisaged in the Development Plan. Practical accommodation was added to the Hunloke Girls' and Manor Mixed Secondary Schools. These schools had had to function for ten years in their new role without the necessary practical facilities, which had been a most unsatisfactory state of affairs. The old Central School had been reopened and renamed the Harry Cropper School. This functioned as a Secondary Technical and Modern School. There had been no intention in the minds of the Committee to use this building as a school in 1947, but ten years later, resigned to the inevitability of great delay in obtaining approval for Major Building Projects, and faced with ever increasing numbers of schoolchildren, they had been left with no alternative.

1. Sheffield Star. 19.1.55.

Two dining room/serveries were added to Secondary Schools so that ten years into the Development Plan not all schools had been provided with adequate dining facilities.

The following year large scale improvements were carried out at the Violet Markham Girls' Secondary Technical and Modern School to provide practical accommodation, teaching spaces and dining and kitchen facilities at a cost of £18,000. These large projects could only be carried out in years of plenty and it was plainly to the benefit of everyone if they could be completed in one year. Here again however a non academic school had functioned for more than ten years without the necessary practical accommodation. One must assume that the same situation obtained throughout the country and one's sympathy must be extended to the teachers and taught in the new Secondary Modern Schools who were struggling under the most adverse conditions to create a new identity for themselves. As a later chapter will show, this was achieved¹, but it would have been much easier if the facilities had been available sooner than they were.

In 1957/8 the Borough Education Committee, having made good progress in the previous two years was looking forward to continued reconstruction. Besides the projects mentioned above, additional teaching accommodation had been added at the Open Air School and at two non academic Secondary Schools and many improvements had been made to playing fields. £30,000 had been allocated for the year, but the publication of Circular 331 caused consternation. It was stated that expenditure on Minor Works had risen rationally from £8M to £14M in the years 1954 to 1957. Improvements in hand had to be restricted and priority would be given to the provision of new buildings and additional teaching accommodation. The restrictions were to come into force on January 1st, 1958. The Education Committee agreed that work on the current year's projects should

1. Vide chapter 5.

be put in hand at once in order to avoid losing those which could normally have been started before January 1st. Every project, it was hoped, would be ready for the acceptance of tenders by the December meeting of the Council at the latest and the private architect was urged to speed the process¹.

It should be explained here that by 1958 it had become usual to press on with Minor Works projects as soon as they had been approved by the Borough Council, even though they had not been approved by the County Council. This procedure had evolved over the years. The allocation of Minor Works money was made to the Borough by the County Education Committee to carry out projects which had already been approved by them and it was only the tenders which needed approval before work could begin. To avoid unnecessary delay it had become the practice not to wait for the Capital Expenditure Report to be approved by the County Council but to proceed with the drawing up of contracts and setting work in progress as soon as the Capital Expenditure Report had been accepted by the Borough Council. The decision of the Borough Education Committee in respect of Minor Works projects for the year 1957/58 was not therefore contrary to recent practice but merely an attempt to speed up the formalities so that work could begin before the first of January to beat the restrictions. The view taken by the Committee was that if preparations had been sufficiently advanced the projects could have been under way before the publication of the Circular and that what they were doing was therefore perfectly reasonable and in the best interests of the Borough. By this means it was possible to complete a good number of essential projects which might otherwise have been lost. This small instance is clearly an answer to those who maintain that the administration of the Expected District is cumbersome and expensive. A small office, dealing with private architects, is able to concentrate on one aspect of its work if the need arises, as was the case here, for the benefit of its area, and the benefit to the Borough is obvious in that several projects which might have been lost were rushed through before the deadline.

1. Derbyshire Times 22.11.57.



1. Highfield Hall Primary School.



2. Newbold Green School.

Other examples will be given later in this chapter.

The restrictions of Circular 331 were felt in 1958/9 when only £5,000 was available for Minor Works, compared with £30,000 in the previous year. The first of the lavatory improvement projects was started in the year, together with other minor improvements. In the Major Works Programme two projects were included, the first instalment of the replacement project for Chesterfield School, which in the Development Plan had been scheduled for Year One, and the replacement of the Newbold C.E. Voluntary Aided School, which had not been included in the Development Plan replacement proposals.

In response to the Government White Paper "Secondary Education For All - A New Drive" the Borough Education Committee submitted its proposals for the first two years of a five year building programme. They requested a further instalment or the completion of the Chesterfield School, additional classroom and practical accommodation at the Violet Markham Secondary School, the replacement of Christ Church C.E. Voluntary Controlled School, a new Infants School at Hady and a new Roman Catholic Primary School. These were bold bids, but several of them had been included in the original Development Plan and had not yet been completed, although by this time the original twelve years of the Plan had been exceeded. The remaining projects were the result of changes in the density of population in various areas of the Borough with the resulting pressure on already substandard accommodation.

In April 1959 the Ashgate Croft School for 165 Educationally Subnormal pupils was opened. The school, built by the County Council within the Borough boundary, would offer places to both Borough and County children and its Managing Body consisted of Borough and County representatives. For all other activities, with the exception of the submission of estimates and future additional building work, the school was to come under the auspices of the Borough.



3. Abercrombie Primary School.



4. Brockwell Junior School.

1962/3 was a very good year for building in Chesterfield. Five Primary Schools benefited from Lavatory improvements, but in some cases they had been obliged to wait twenty years. The Committee had also hoped to make a start on the Christ Church replacement project and complete it in the Minor Works Programme over two or three years. A sum of £13,000, later increased to £17,000, had been earmarked for the first instalment. When the site was investigated however, there was grave doubt as to its suitability. Chesterfield is a mining area and there had been illicit drift mining on the site during the General Strike of 1926. The foundation work could have been very costly and further investigation was necessary, so that the work could not have been started in any case before the end of the financial year. Meanwhile the Accountant General's Department of the G.P.O. had moved to Chesterfield under the decentralisation scheme and a large housing estate was built in the Loundsley Green area of the Borough to house the newcomers who came mostly from the South of England and the Harrogate area. This estate surrounded the Brockwell Infants School, whose partner Junior School had not yet been included in a building programme, despite strong bids from the Committee. Pressure on the Infants School was building up rapidly, and it was therefore decided to devote the money set aside for Christ Church to increase the Brockwell Infants School to 2 F.E. In the Major Building Programme approval had been received for extensions to the Violet Markham School. The work, which was to cost £94,570, included considerable additions to classroom and specialist facilities and remodelling of existing accommodation. Further good news, awaited since 1947, was the inclusion in the 1964/5 Major Building Programme of the completion of Chesterfield School at a cost of £220,423. In the same programme a 1 F.E. instalment of the 2 F.E. Brockwell Junior School was approved which was to match the



5. The Old Chesterfield School.



6. The New Chesterfield School.

now 2 F.E. Infants School and serve the new estate. This year can safely be said to have been a landmark in the Borough building programme and was remarkable for the generous allocation of capital for new school building.

Meanwhile the Medway Hut, which for many years had been the only economical means of providing teaching accommodation quickly, had given way to the Terrapin demountable buildings whose erection was even speedier and whose appearance both inside and out was vastly superior. A number of these were erected in the Minor Works Programmes of the following years to alleviate overcrowding in various schools and in some cases specialist accommodation such as science laboratories was provided by this means. Work on lavatory improvements continued in a number of schools.

A replacement building for the Hipper Primary School was included in the 1966/7 Major Building Programme since it was to lose much of its hard play area in a major road improvement scheme and its position would constitute a danger to the children. A new Youth Centre was to be built in the grounds of the Hasland Hall School to complement the Youth Centre built in 1961 in the town centre. Both buildings were completed in the L.E.A.'s Youth Service Minor Works Programme.

In 1967 the Chesterfield School replacement was completed and taken into use in September. The old premises reverted to the County Council who are the owners of all school property except that of the Voluntary Aided Schools under the Scheme of Delegation. It was to be used temporarily to house some classes from the Technical College. Ultimately the site will be cleared to make room for a large Further Education campus for the College of Art and the Technical College. The new building had the distinction of being probably the last traditionally built school in the Borough. The two earlier new Secondary Schools were in "Hills" prefabricated



7. The Old Hipper Primary School.



8. The New Hady Primary School.

construction and school building projects after the Chesterfield School replacement will be in C.L.A.S.P. construction, since Derbyshire is a member of the consortium. Work was begun of necessity on the Hipper Primary School replacement, since plans for the road improvement scheme had reached the final stage. This was to be the first C.L.A.S.P. building in the Borough and was to be fully equipped with C.L.A.S.P. furniture supplied by the Ministry of Public Buildings and Works and was scheduled to open in the summer term 1968. The Christ Church replacement project was included in the 1968/69 Major Building Programme as a five class instalment of a one form entry Junior and Infant School whose total cost was to be just over £70,000. The project was brought forward into the 1967/68 programme because the preparations were likely to be complete for an early start. It has been shown from time to time that the Borough, by having private architects, and having only a few projects to deal with at any one time, was able to push on with its building projects when approval was received and was able to devote all its energies to that particular project, as for example in the case of Chesterfield School and Brockwell Junior School. It was this which enabled the Borough to include the Christ Church project in the 1968/69 Programme yet to assure the Local Education Authority that work could be started in 1967/68 and speed of preparation may have been the cause of the approval of the project at all in view of later developments.

Tenders for the project had already been invited when the Government announced cuts following devaluation. Authorities were asked to review their submissions for the Building Programmes. The Christ Church project was not a roofs over heads project and in the then financial situation it seemed unlikely that projects



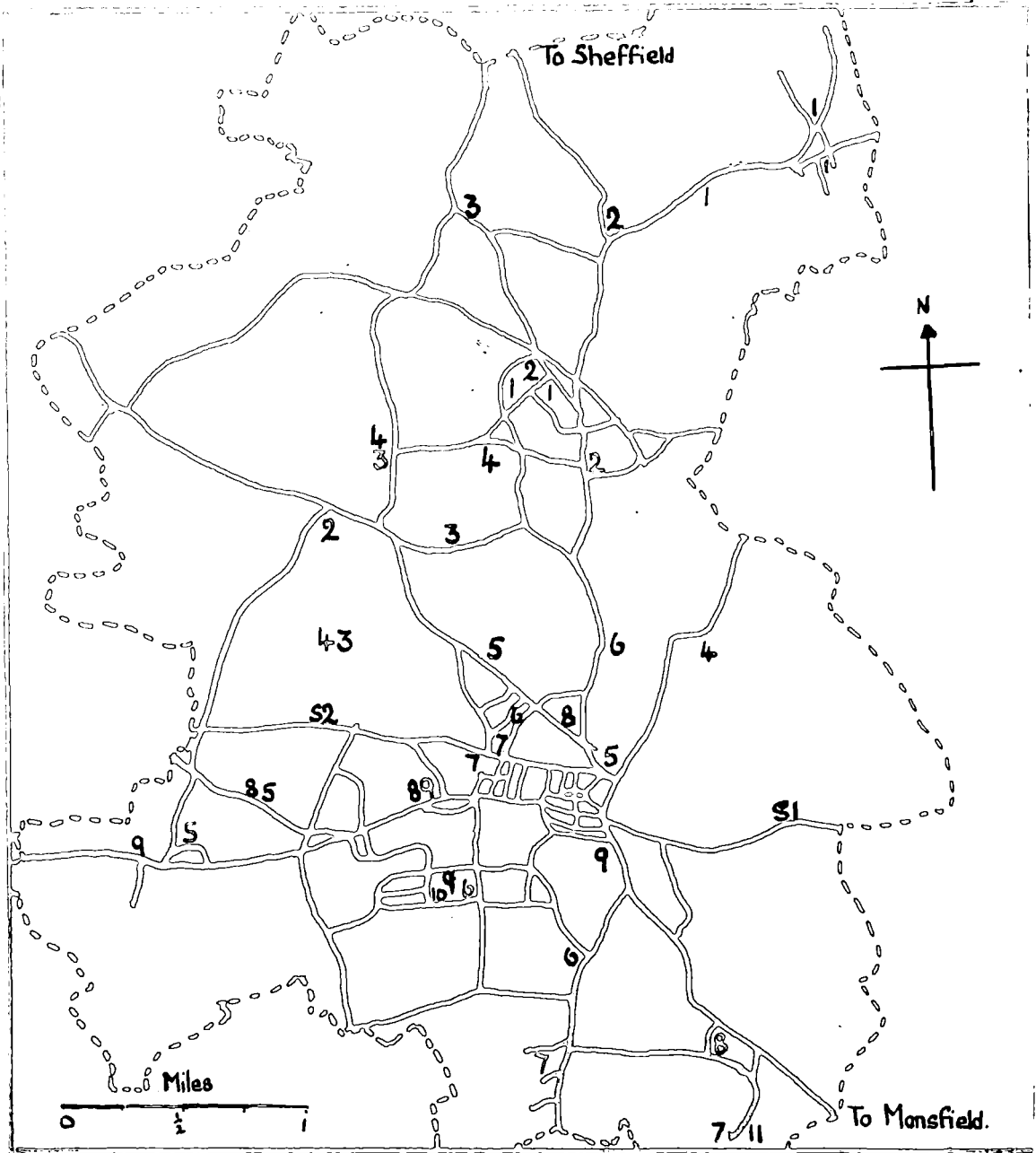
9. Hasland Youth Club.

not coming under that category would receive approval. In fact, approval for the Christ Church project was received for the 1967/68 programme and it is likely that the prime reason for this was that tenders had been invited and work could start within weeks. The small size of the Borough, and its small office, had on this occasion proved an advantage and a much needed project was under way when elsewhere in the country projects were being deferred. It is perhaps significant to point out that the Development Plan envisaged a replacement of this school in 1947 at a cost of £19,500. It can safely be said that this school, and Chesterfield School, are grim reminders of the difficult years that the national economy has undergone since 1944. Both schools had the strongest claim for replacement in the Borough, yet they have taken the longest to replace. New schools had been built in the Borough to provide places for children in areas where places were insufficient for the demand and other schools, working in terrible conditions, had had to soldier on and wait their turn. For twenty years children had had to be educated in these conditions and it is a tribute to the staffs of schools like these that they have been able to compensate for the buildings in which the children have been housed by their enthusiasm and skill.

This then is a brief record of the reconstruction which has taken place since 1944. There was no war damage to make good in the Borough, but as can be seen by what has been achieved, much needed to be improved, and whilst much remains to be done, and always will as population shifts and pressure eases on one school only to descend on another, the Borough Education Committee has done its best to keep abreast of demand with the limited resources at its disposal, and this with a great measure of success. There are now no schools in the Borough with lavatories open to the elements,

SCHOOLS IN THE BOROUGH OF CHESTERFIELD

1967



SCHOOLS IN THE BOROUGH OF CHESTERFIELD

1967

KEY TO MAP FACING

SECONDARY SCHOOLS

- | | |
|-----------------------|---------------------------------|
| 1.....Edwin Swale. | 7.....Manor (Central Building) |
| 2.....Newbold Green. | 8.....Manor (Old Road Building) |
| 3.....Violet Markham. | 9.....Chesterfield School. |
| 4.....Tapton House. | 10.....William Rhodes. |
| 5.....St. Helena. | 11.....Hasland Hall. |
| 6.....St. Mary's R.C. | |

PRIMARY SCHOOLS

(a) Junior and Infant Schools

- | | |
|------------------------|-----------------------|
| 1.....New Whittington. | 5.....Highfield Hall. |
| 2.....Mary Swanwick. | 6.....Christ Church. |
| 3.....Brushes. | 7.....St. Mary's R.C. |
| 4.....Newbold C.E. | 8.....Abercrombie. |
| | 9.....Hipper. |

(b) Junior Schools

- | | |
|--------------------------|-----------------------|
| 1.....Gilbert Heathcote. | 6.....Rother. |
| 2.....Cavendish. | 7.....Hasland. |
| 3.....Brockwell. | 8.....Brampton. |
| 4.....Dunston. | 9.....William Rhodes. |
| 5.....Old Hall. | |

(c) Infant Schools

- | | |
|-------------------------|-------------------------------|
| 1.....Cavendish. | 5.....Westfield. |
| 2.....Whittington Moor. | 6.....William Rhodes. |
| 3.....Windermere. | *6.....William Rhodes Annexe. |
| 4.....Brockwell. | 7.....Birdholme. |
| 8.....Hasland. | |
| 9.....Brampton. | |

SPECIAL SCHOOLS

- S1.....Frank Merifield.
S2.....Ashgate Croft.

hot water is available in all lavatory blocks and overlarge classes caused by lack of accommodation are not the problem that they are elsewhere in the country. Any overlarge classes in the Borough are caused by the effects of the staffing quota rather than by lack of accommodation except for isolated instances where schools are temporarily affected by new housing development.

It will be of interest now to return to the Development Plan and to examine which projects remain outstanding in 1967/68. As has already been indicated, the timetable of building as envisaged in the Plan was impossible to maintain and the shift of population, allied to a large and incorrectly estimated increase in the birth-rate after the war, caused some projects to be less pressing than had been estimated.

In the field of new school building, or replacement of existing schools as envisaged in the Plan, the following projects have been completed:- Chesterfield School, Newbold Green School, Edwin Swale Secondary School, Brockwell Infants School, Westfield Infants School, Windermere Infants School, Dunston Junior School and, in the course of construction, Christ Church Primary School. Schools not planned but shown later to be necessary and subsequently completed were Brockwell Junior School, Newbold C.E. Primary School and Hipper Primary School replacement. One should also include the large extensions to the Violet Markham School in this category. In twenty years therefore eleven new schools have been built in the Borough, if one includes the Christ Church project due for completion in early 1969, but started within the compass of this work, and large extensions have been added to one Secondary School. New schools which were anticipated in the Plan but which have not yet been included in a programme are the Infants School at Boythorpe, the Hasland Junior School replacement and the Secondary Grammar

replacement for Tapton House. The Roman Catholic Primary School proposed in the amended plan is outstanding and the bids for the replacement of the St. Mary's Secondary School have to date been fruitless. Discussion in a later Chapter¹ on the reorganisation of Secondary Education in the Borough will show that the Tapton House replacement at Newbold is no longer required in its suggested position, but the accommodation is still badly needed. It is fair to say that the Borough has had a reasonable share of the capital made available by the various governments of the day to the Local Education Authority for school building, and whilst many Cestrefeldians would admit their disappointment at what remains undone, they cannot deny that much has been achieved.

In the Minor Works field the war-time nurseries have not been replaced as had been planned. Only one replacement nursery has been constructed since 1944 but regrettably this section of educational activity in the Borough has of necessity been neglected, and will continue to be neglected, until the pressing needs of schools catering for children of statutory school age have been met. Only in cases of dire emergency can money be devoted to this section and emergencies of this nature appear to have been defined as the imminent collapse of a building. Whilst everyone connected with education in Chesterfield would support the concept of nursery education they would certainly also support the attitude taken by the Borough Education Committee in respect of the replacement of nursery classes. Brampton Infants School still requires a Hall, as does Gilbert Heathcote Junior Boys School. The large additional practical accommodation at the Hunloke School was provided in part but was not entirely necessary as numbers began to drop at the school. St. Helena School has had much additional temporary accommodation, but still remains substandard as Sixth Form numbers

1. Vide Chapter 10.

increase and the only solution to the problem, in view of the cramped site, is a new building. Whilst much has been added at Hasland Hall, there are still deficiencies in practical accommodation and the school still lacks a Hall. Here again, replacement is the only real solution. Manor School, once it had amalgamated with the Harry Cropper School, did not need all the accommodation planned in 1945, but the school is still deficient in many respects and with a restricted site, replacement must be the ultimate solution to the problem. Peter Webster School was built up only to find its numbers dropping and was finally closed in 1967. William Rhodes Secondary School still requires a Hall and its site is so cramped that again replacement is the only solution.

All the schools mentioned above as requiring replacement are dealt with in the plans for secondary reorganisation and discussion of this can be left until later¹. These schools have coped, but their conditions are far from satisfactory, the more so inevitably when they are compared to their modern counterparts, and in a small town like Chesterfield where schools are close together, the contrast is much more obvious and a constant reminder of what still needs to be done to bring the Secondary Schools up to acceptable modern standards. The Primary Schools are, on the whole, in good condition and everything is done to make the older buildings as attractive as possible, within the limitations set by the available money. Many schools have their own kitchen although a number still receive their meals from the Central Kitchen. No school can be said to be primitive and facilities are being improved constantly. Whilst there is no cause for complacency, much has been achieved in the field of Primary School building and this very achievement will make the improvement of schools needing extra facilities so much more possible in the future.

1. Vide Chapter 10.

Of the schools which the Development Plan aimed to close, only two, Hasland Infants School and Tapton House still remain and plans for the use of the Tapton House School have changed so often since the publication of the Plan owing to the pressure on school accommodation since 1944 that its retention has been justified many times over.

Not all the nursery classes planned have materialised but the restrictions by the Ministry of Education on the creation of Nursery places, imposed in 1959, partly explain this omission.

The Brushes Primary School remained a Junior and Infant School instead of becoming an Infants School. The Mary Swanwick and New Whittington Primary Schools did not separate into Junior Schools and Infant Schools, even though the New Whittington Infants are housed in a building some six hundred yards from the Junior building and both have one headteacher for the two departments. No more has been heard of the proposals for a County College, nor for the Boarding School and this can be ascribed to the changing conditions in the Borough after the publication of the Plan.

The Development Plan was a fairly accurate assessment of the needs of the Borough after 1944. That it is now in need of complete revision is by no means an indication that it was a failure, but merely that modern educational thought is inconsistent with the approach of twenty years ago.

In the twenty years since the publication of the Development Plan for the Borough of Chesterfield 2,250 new Secondary School places and 1,480 new Primary School places have been provided in Major Building Programmes. It is difficult to draw comparisons with other areas because one does not always know well enough the conditions which prevailed before 1944 but it is nevertheless

interesting to examine the extent of Major Building Works in areas of a similar size to the Borough of Chesterfield in order to ascertain whether the committee has fared better or worse than they.

In my survey¹ of County Boroughs and Excepted Districts of a similar size to Chesterfield, which were in some cases, such as Cheltenham, Poole and Hove, non industrial areas, and other cases highly industrial, such as Dewsbury, Wakefield, Widnes and Keighley, I asked how many places had been built in Major Works Programmes from 1947 - 1967 for Primary, Secondary and Special Schools, and also Nurseries, although the latter would almost certainly have been provided in the Minor Works Programmes. For County Boroughs the average number of places provided (10 out of 17 replied) was as follows:- Secondary 2,257, Primary 2,730, Special 108, Nursery 47. For Excepted Districts (14 out of 17 replied) the figures were:- Secondary 1,955, Primary 2,481, Special 81 and Nursery 17. Whilst no great significance can be attached to the obvious conclusion to be drawn from these figures, namely that the Excepted Districts have fared worse than the County Boroughs, for the reason stated above, it is interesting to note that Chesterfield has received many more Secondary places than is average in the Excepted Districts included in the survey and many less Primary and Special places. Newcastle Excepted District has fared best of all areas, both Excepted Districts and County Borough with 3,250 Secondary, 5,250 Primary and 230 Special places. More significant perhaps were the answers to my question as to whether the Authority had barely started, made fair progress, made good progress or completed its building and improvement proposals. No Authority claimed to have barely started,

1. Vide page 77, Note 1.

nor to have completed its programme. Two County Boroughs felt they had made fair progress and eight that they had made good progress whereas the Excepted Districts were equally divided between the two categories. These answers would tend to support the conclusion of the building figures that the County Boroughs have received a greater share of the Major Works money than have the Excepted Districts. Since the average size of the various authorities was around 75,000 population, the County Boroughs have been able to complete their projects and meet the loan charges from the rates. It is therefore reasonable to assume that the Excepted Districts, had they been County Boroughs, could have done the same and may, had they been County Boroughs have received more projects in the Major Building Programmes. Chesterfield Borough has made good progress in its programme and appears to have fared much better than some Excepted Districts, particularly Colchester, Crosby, Epsom and Ewell, Wallsend and Widnes. Greater progress has been made in the provision of Secondary places than the following County Boroughs:- Barrow, Carlisle, Great Yarmouth and Hastings but every County Borough has provided more Primary places than Chesterfield.

Five Excepted Districts have no control over Major Building projects for their areas, the remaining nine operate in the same way as Chesterfield. One Excepted District, Widnes, has no control over Minor Works projects. Excepted Districts were asked if their Minor Works allocation was based on the percentage of county residents living within the boundaries of the Excepted District as is the case in Chesterfield. Seven replied 'no' and six 'yes', one, Widnes, does not know!

From the above it is fair to say that Chesterfield has received through its Scheme of Delegation and as a result of the good relationship which has developed between the Borough and the County,

very fair treatment in the field of Major and Minor building since 1947. The same can not always be said of other Excepted Districts. One significant factor which emerged from the survey was that very little progress seems to have been made in both Excepted Districts and County Boroughs in the Fields of Nursery and Special School building with the exception of Dewsbury where 300 new nursery places have been built. Clearly all other areas have concentrated on Primary and Secondary building with the result that of the twenty-four authorities under review fifteen have built no new nursery places and nine have built no Special School places.

The majority of the authorities under review feel they have made good progress towards the completion of their rebuilding and improvement programmes and if this small sample of less populous areas is any guide to the national situation then three factors emerge about the requirement of the 1944 Education Act that L.E.A.s should produce a Development Plan for their area. The exercise enabled the L.E.A.s and the Government to survey the immediate post war situation with regard to educational buildings and set a target for both parties. The needs of the various areas were greater than could be dealt with within the timetable set by the Authorities, causing considerable difficulties in many schools where modern educational method was introduced in buildings sometimes built pre Hadow and at best built to meet the requirements of Hadow. Despite the economic difficulties of the nation since the second world war, a great deal of educational reconstruction has been achieved. Unfortunately the building programme has been unable to keep pace with the development of educational thought and with Authorities now looking towards a reorganisation of Secondary Education on Comprehensive lines, either willingly or unwillingly, they now find themselves confronted with similar problems to those they faced twenty years ago.

CHAPTER FIVE

With the publication in 1947 of the Development Plan for the Borough of Chesterfield, plans were laid for a system of Secondary Education which was, in later years, to draw a considerable amount of attention to the Borough. Fundamentally it was envisaged that the Secondary Schools would provide academic places for nine forms of entry, four for boys at Chesterfield School, three for girls at St. Helena School and two for boys and girls at Tapton House School. The latter was temporary provision until new premises could be constructed. These schools were not given the title of Grammar School, but were nevertheless regarded as academic schools. The remaining schools were not to be called Secondary Modern Schools but were designated Secondary Technical and Modern Schools with practical bias. More will be said later about the development of these latter schools, suffice it to say that at this point that children in the Borough and from areas surrounding the Borough would of necessity have to be assigned to one or other of the two types of school by some method.

The history of the transfer scheme in the Borough is one of constant striving after a means of allocating children to the school best suited to them, without at the same time making it obvious that the child had 'failed, or passed the 11 plus'. The Borough Education Officer, Mr. A. G. Greenough, was a vigorous opponent of any system which sought to divide children into sheep and goats, and once the Borough had taken over the academic secondary schools after 1944, he immediately set about attempting to resolve this very difficult problem. The early years were years of constant change as his efforts to produce a satisfactory scheme developed.

Let us then first examine the scheme in operation before the 1944 Education Act by which Borough children obtained the much sought-after scholarship to the Boys' Grammar School or the Girls'

High School.

In the words of the report to the Education Committee for 1942/43, the Borough transfer examination was designed "to assess intelligence and proficiency in the 3R's as the tools of further education". The examination consisted of an intelligence test and an attainment test, the attainment test was limited to English (reading, comprehension, sentence construction, spelling and punctuation) and Arithmetic (number, simple rules and tables). As a check against the results of this performance test, school records were taken into account. A later development in 1943 was an attempt to assess character and aptitude with the help of the headteachers of the elementary schools. In 1943, of 1,418 children who took the tests, 104 were transferred to Secondary Schools¹.

By 1945/46 the transfer procedure had taken on a new face. Now, of course, all children were to be allocated to either an academic secondary school or to a practical secondary school on reaching secondary age. All schools in the Borough were administered by the Borough and the scholarship was a thing of the past. An attempt had to be made to distinguish between those children who could best benefit from an academic education and those who would be more suited to a practical or technical course. The Primary Schools continued to assess their transfer pupils. The assessment was based on the school record and was designed to indicate the strengths and weaknesses, ability, aptitude and special difficulties of the child. It was intended that the assessment should show the potential of the child rather than be a record of past successes and failures. In his report to the Education Committee Mr. Greenough stated that this was the major factor to be taken into account in deciding which form of secondary education was best suited to a child². It was admitted that such an assessment was essentially a subjective judgement and should therefore be subject to a check.

1. Annual Report 1943/44.
2. Annual Report 1945/46.

The transfer examination provided such a check since it could be objective. Standardised group intelligence tests were used. Formerly the attainment test had been produced in the Borough but in 1946 Moray House English and Arithmetic tests were used. Two trial tests were also worked. Mr. Greenough's comments on the trial tests are of interest. "A criticism of our present tests is that they are overweighted with the verbal factor. The tests used as tryouts this year have the practical factor predominant. It is important in view of our 'set-up' of Secondary Schools in the Borough that we should not select only those children with verbal ability, assuming that those rejected have, ipso facto, a practical ability. The children with the aptitude for the practical need as careful selection as the children possessing an aptitude for the academic. Children with a high degree of ability may well be found in the group with the practical factor predominant and children with a low degree of ability may well be found to have their strength in the lower levels of academic studies".¹

When places were allocated, parents' wishes were taken into account. Mr. Greenough believed that with careful consultation between parents and headteacher, parents would choose wisely when faced with a problem of which school they would like their child to attend when it moved into the secondary sector. In many cases this has proved true but an unwelcome side effect emerged which will be discussed later in this chapter. Finally a panel of headteachers of Primary and Secondary Schools would allocate places on the basis of (a) Primary School assessment, (b) Performance in the transfer examination and (c) parents' wishes. By this time almost three hundred children were allocated to academic places as a result of the transfer examination. 1946/47 saw the introduction of the new scheme with one or two

1. Annual Report 1945/46.

refinements. It was proved that the correlation between the school assessment and the results of the transfer test was more than 90%. Where a discrepancy occurred, the case was investigated and in difficult cases a panel of headteachers was asked to consider the case and make a decision. Children were then classified either as being more suited to the practical or to the academic approach. The parents were then informed of the classification and were asked to choose a school within the group which provided the particular approach to which their child had been allocated. Places in the schools were then allocated by a representative panel of headteachers. In 1946/47 the age of transfer was raised from 10.9 years on August 1st to 11.0 years. The earlier practice of allowing a small number of children in the age range 9.9 - 10.9 to take the test was discontinued. It was felt that a child would benefit more from the extra year in the Primary School and that the risk of his being pushed too far academically to the detriment of the full development of his personality would thereby be avoided. Further research was being carried out by the Education Psychologist with a view to introducing a supplementary intelligence test with the practical factor predominant. It was still felt that the tests being used had the verbal factor predominant and that this was not satisfactory in view of the intention of the selection procedure.¹

In 1950/51 there were further changes in the procedure. Previously a quota of transfers to academic secondary schools had existed for each primary school. The quota was determined by taking the average of the number of transfers to academic schools during the previous three years. It was realised that this system produced a static situation and discussions therefore took place with the Local Education Authority, which sent a number of pupils to Borough academic secondary schools, to determine a revised quota system. It was agreed that the quota should be determined by

1. Annual Report 1946/47.

the number of pupils in each school who came above the limiting line in the group intelligence test which formed part of the transfer procedure. Such a system was obviously fairer since it catered for an increase in any particular school in any one year of children best suited to an academic place. The superseded system had not allowed for such an increase, since the number of places was determined by the average number obtained in the previous three years. In 1950/51 there were 983 Borough children and 573 County children in the age group and of these 213 Borough pupils and 55 County pupils were allocated academic places.

To provide for the child who had been misplaced a late transfer scheme had been established. Children were considered at the end of their second year in the Secondary School for a transfer from a practical course to an academic course or vice versa in accordance with the wishes of their parents. These request were considered by a representative panel of headteachers who had before them the recommendations of the child's present headteacher and reports on the child's progress during his years at the Secondary School. In 1950 fifty-seven cases were considered. Of these, thirty-three were granted a transfer from a practical course to an academic course, two were granted the reverse and eight requested, and were granted, transfers between schools offering practical courses. Eight requests were refused¹. In 1951/52 there was some satisfaction and some dissatisfaction with the scheme as it was then operating. It was reported with pleasure² that the number of parents complaining to the Education Office about the allocation to secondary education of their child had dwindled from forty in 1946 to less than a dozen in 1956. Parents were believed to be growing to know and accept the system. Mr. Greenough was not altogether happy with the quota system and the parents, who were asked to make a choice of school, were not

1. Annual Report 1950/51.

2. Annual Report 1951/52.

necessarily well informed about the schools they were choosing. Plans were therefore laid, after consultation with the headteachers, H.M.I.s and specialist officers of the Ministry, for a revision of the scheme which was to take effect in 1952. The scheme as it operated in that year and subsequently up to the present time, was admirably described in the Times Educational Supplement¹ and the article is worth reproducing in its entirety.

"A procedure for the transfer of children from primary to secondary schools was adopted in Chesterfield in 1952 which departed from the usual practice of dividing schools into 'grammar' and 'modern' and which placed considerable emphasis upon parents' choice. The background is that the Borough Education Committee has steadfastly refused to call its secondary schools anything but 'secondary' and that those secondary schools which came into existence with the 1944 Act have been encouraged to develop on their own individual lines and to introduce wherever possible attractive and worthwhile courses with a broadly vocational aim. Thus a large boys' school, fortunately placed for equipment, has developed an engineering course to the age of sixteen, which is now being extended to seventeen, a girls' school has well-established nursery training and pre-nursing courses and two mixed schools have commercial courses from which girls in particular are proceeding at the age of sixteen to good clerical posts.

With this basis to work on it was decided in 1951, that for the transfer to be made in 1952, parents should be taken into confidence about the transfer procedure to a much greater degree than in the past. A letter which avoided official language as much as possible, was sent to every parent whose child was due to transfer in September 1952, explaining the procedure and their cooperation was invited. Attached to the letter was a list of the

1. Times Educational Supplement 23.1.53.

town's thirteen secondary schools with a descriptive note about each one, giving the name of the Head, the number on the roll and the number of staff, and information about any special or advanced course. The list was alphabetical and included three 'grammar' schools of the Borough. Parents were asked to consider this list carefully, to consult the primary school head and then to state on the simple form their first five choices, in order of preference, from the thirteen schools. (Incidentally, an analysis of these preference forms revealed that a fraction less than fifty per cent of parents wanted a grammar school place for their child, and that many of this fifty per cent did not put another grammar school as their second choice.)

This method could only work in the unlikely event of the number of parents giving a particular school as their first choice equalling the number of places available in that school. Since this could only happen by a mathematical accident of football pool magnitude, some method of elimination has to be used. The method chosen here, and explained to the parents, has been to take a total score, arrived at by combining the transfer examination score (intelligence and attainment tests) with a school assessment score, and to draw up a list of children in order of this total score. The parents' choice form is then applied to the total score list and first choices are given as long as there are vacancies in the school concerned. When all the places at school X, for example, are filled, anyone further down the list choosing school X then goes to the second choice, unless that school is also filled, when the third choice applies, and so on. As a result of this method, in 1952 approximately 70% of parents were given either their first or second choice, and over 90% had one of their first three choices. The number of parents besieging the primary school or the Borough Education Office to complain about the transfer fell to a negligible figure and, for the first time, not one parent visited the Education Office to complain about not getting 'a grammar school place'.

In the main, and as expected in this first year, the majority of the children at the top of the list went to one of the three 'grammar schools', but there was a significant minority, particularly in the boys' list, of children in the top section, whose parents opted for one of the other schools. Although sometimes this would undoubtedly be so that the child could leave at fifteen without any fuss, in every case the school chosen had an advanced course in which a child of high ability could extend himself, and there was no reason to query the parents' decision. It is probable that this minority will grow with the reputation of the schools concerned.

This method is at present being used only for the second time, and it is obviously too early to draw any firm conclusions or to make any claims for it. So far, however, it seems to have these advantages:

It gives parents the chance, whether they take it or not, to consider carefully the opportunities open at various schools in relation to the aptitudes and abilities of their children.

It gives all types of secondary schools equal treatment and the incentive to develop in such a way as to attract the enlightened parent.

If children from the top of the list go away from the grammar schools, there is an opportunity for children a little further down the list whose parents genuinely desire grammar school education for them to obtain a grammar school place. These children would, anyway, be in the borderland of a conventional selection procedure.

All secondary schools are receiving children from primary schools and from different parts of the town, and the neighbourhood basis for secondary school recruitment is modified.

On the negative evidence of lack of complaints, parents appear to be largely satisfied.

It should be added that there exists in Chesterfield a most flexible scheme of late transfer between secondary schools which can rectify any wrong placing at 11 plus and meet subsequent changes in children's development."

This then was how the Times Educational Supplement saw the transfer procedure introduced by the Borough Education Committee in 1952. The scheme is operated in much the same way today, though some of the points made by the correspondent may not be so valid at the time of writing as they were in 1952.

Of particular interest is the comment that, if parents of children who would have been offered a place at an academic school had they requested it did not so opt, then children a little lower down the list could be offered an academic place. It has always been a matter of concern to the writer that the definition of academic in any given Local Education Authority is the number of children who can fill the number of places in the academic schools in any given year. It is accepted that there can be no limiting line in the scale of IQ. scores above which a child can be termed academic and likely to benefit from a grammar school course and that the borderline cases are always a matter of concern. One must however examine the attitude of the academic schools themselves. If they assume that their intake is capable of following a course leading initially to G.C.E. Ordinary Level and thereafter in many cases to Advanced Level, then it follows that their approach to the work will be geared to meet these objectives. Pupils at the lower end of the ability range in the Grammar School intake frequently find difficulty in meeting the objectives of their course, as the writer knows from his experience in two Grammar Schools. Intellectually such pupils are capable of reaching the standard required, but if the teaching assumes an ability higher than that of the norm in the bottom stream of the academic school, then the attitude of the pupils may prove a greater barrier to success than their relatively lower level of academic ability. The number of Grammar School pupils leaving school at the age of

fifteen, allied to the number of pupils in such schools who fail to achieve more than two or three G.C.E. Ordinary Level passes substantiates this claim. Furthermore, the intake at some Academic Schools can be of a higher average of I.Q. than at others, and again from the writer's experience, it is not the average I.Q. of the bottom stream which determines the lack of success among the group, but the fact that it is the bottom stream. The success at G.C.E. Ordinary Level of pupils from the Secondary Modern Schools proves the point. Teaching geared to the needs of a group who at eleven were unsuitable for a Grammar School place produces in many cases better results than the teaching in the bottom streams of the Grammar Schools.

This being so, one must examine briefly the academic provision in the Borough. Out of 39 Forms of Entry, ten are academic. Some Two and a half forms of entry in the academic schools are filled by out Borough children and one form of entry in the non academic schools are not Borough residents. Overall therefore there are seven and a half forms of entry for academic pupils out of thirty-six for Borough pupils. This represents some 21%. For boys the percentage is 25 and for girls 16.5. Whilst therefore there is the strongest possible case for a system allowing girls from a little lower down the list to obtain an academic place, there is in the case of boys a grave danger that such children, having once been admitted, could find themselves unable to meet the demands of the Grammar School, whereas, had they been admitted to the Secondary Modern school, they may have achieved much greater success. It is interesting that with the introduction of the Certificate of Secondary Education, the examination was taken in all Borough Academic Schools, even though the intention of the examination was that it should be designed for the twenty per cent of pupils immediately below the top twenty per cent of the

I.Q. range who were normally expected to take the G.C.E.

It is acknowledged that the above constitutes a small part of the argument in favour of the Comprehensive School and this argument applies particularly to the Borough. If one supports the separatist approach then the only solution in Chesterfield was, in 1944, firstly to equalise the forms of entry for boys and girls, and then to reduce the total number of forms of entry at the academic schools by perhaps two. This would have given the non academic schools a greater proportion of G.C.E. potential and would have avoided many of the problems discussed later in the chapter. At the time of writing however the only solution can be the introduction of some form of comprehensive education.

The correspondent of the Times Educational Supplement also touches on the fact that by being offered a choice of schools, pupils in Chesterfield travel across the Borough to school in many cases and that this modifies the neighbourhood basis for secondary school recruitment. The neighbourhood school in the large cities can create enormous differences between schools serving clearly definable and socially different areas. It is a cause of concern to many that the introduction of the comprehensive school can perpetuate the situation where the intake is predominantly of one social class. In the case of Chesterfield however, this problem is hard to visualise, particularly in recent years when much private building has taken place. It is impossible to point to any area of a size sufficient to provide a complete intake for any Chesterfield secondary school which is populated wholly by any one social group. It is therefore submitted that the problems of the neighbourhood school do not exist in Chesterfield and that there was little justification for the inclusion of this comment in the article.

Since there has been frequent reference to the Borough scheme of secondary education it would be of value to discuss its développement over the years between the 1944 Act and the first examination of the viability of the introduction of a comprehensive scheme of secondary education which began in 1962 and which will be discussed in a later chapter¹.

As we have already seen. Mr. Greenough and his committee had evolved a system of secondary education which offered academic courses, both single sex and coeducational, and single sex and coeducational technical and practical education for children wishing to leave school at the age of fifteen, whilst at the same time encouraging the schools offering the latter courses to develop courses to sixteen years of age for those pupils who wished to avail themselves of them. In this they succeeded admirably, as the present situation will show, but they cannot have foreseen the dangers of a scheme incorporating parents' choice in which for a variety of reasons, many of them quite illogical, schools became arranged in a league table in the minds of the parents and over the years some did not receive the calibre of pupil necessary for the healthy development of the kind of courses they wished to encourage. The result of this is that some schools have benefited to the disadvantage of others.

The academic schools were the Chesterfield School for boys, St. Helena School for girls and Tapton House School which was coeducational. These three schools offered places for nine forms of entry, though this has grown to ten forms of entry by the addition of an extra form of entry at the Tapton House School. The Secondary Technical and Modern Schools with practical bias offering single sex education were the Violet Markham and Hunloke Schools for girls and the Peter Webster and William Rhodes Schools for boys. The remainder, Hasland Hall, New Whittington, Mary Swanwick, Manor and St. Mary's R.C. were all coeducational.

1. Vide Chapter 10.

Between 1947 and 1950 the secondary population of the Borough had risen from 2,267 to 3,142. Much of the rise could be attributed to the raising of the school leaving age, but the additional pupils had nevertheless to be accommodated and in 1950 the Committee were obliged to seek additional accommodation. The obvious choice was the old Central School building in the town centre which had been requisitioned during the war for military use. Since the war it had been used as a base for advanced practical instruction classes. It was in a good state of repair and well equipped, it even boasted a swimming pool which was the sole facility for indoor swimming for the whole of the Borough. With the approval of the Ministry, the Committee intended to reopen this school as the tenth Technical and Modern School and the thirteenth Secondary School in the Borough. It was felt that the pressure on school accommodation would be relieved within ten years and that the premises could then cease to be used for a school and the Committee would be able to revert to their original intention of providing day release classes and adult education there. Initially the school was to admit 80 first year pupils in September 1951 and by 1954 it would be catering for 320 boys and girls.

As early as 1946 Mr. Greenough had been stressing the need for the schools to develop their own personality. He was reported as saying¹ in a meeting of the Education Committee in reply to fears for the future of the academic schools that, "Some fears and doubts have been expressed about the future of these schools. There is a fear that their individuality stands in jeopardy and doubts about their educational freedom. These anxieties are groundless. For the past twenty years this committee has been at pains to encourage schools to develop each in its own way, and it our pride today that no two schools in the Borough are alike. All schools, whether of old or new foundation, whether ex-elementary or ex-secondary,

1. Derbyshire Times. 3.5.46.

have need to re-establish themselves in a new setting and to readjust themselves to the new conditions. They were required to think of the Borough schools not as isolated and independent units, but as constituent parts of a comprehensive plan. It does not mean that they should have uniformity in their schools, nor that schools should lose their individuality in an 'ironed-out' system. It demands the provision of a variety of schools, each one having a life of its own, but in their diversity presenting a coherent and unified pattern for the area." In this statement can be seen Mr. Greenough's firm belief in the value of individuality in the schools, each providing one facet of a comprehensive unit of secondary education in the Borough. For the Borough such a scheme was theoretically possible, since the pupils in the schools were housed in a tight area not much more than five miles in diameter. Travelling from one end of the town to the other presented few difficulties for the pupils. After the Act therefore, Mr. Greenough could see no need to change his philosophy and the addition of the two academic schools which had previously not been controlled by the Borough only served to produce in his view an even more balanced system of secondary education.

The full effect of the raising of the school leaving age to fifteen, which would be felt in April 1948, did not raise any undue worries in the Borough. The Derbyshire Times reported¹ that Mr. Greenough had stated in committee that the Borough knew where it was going after the age was raised. It would not just be a question of the pupils marking time. The extra year would be a part of the course, during which practical work would be done. A considerable proportion of pupils were already continuing their education to fifteen so that the change would not be so marked in the Borough as it would in other areas.

It was at this time that the Central Building, now relinquished by the military, was re-equipped to cater for advanced practical work, including engineering and domestic science, for pupils over

1. Derbyshire Times 21.2.47.

the age of fourteen. An editorial in the Derbyshire Times echoed Mr. Greenough's optimistic view when it stated, "The school leaving age was raised to fifteen as from April 1st. This was by Act of Parliament. In 1933, by a local bye-law, the school leaving age was raised to fifteen in Chesterfield. There were exemptions for beneficial employment then, and this bye-law has not been operative during the last two years. There can be no conditional exemption under the Act, and the school authorities hope that parents will co-operate with them in making this additional year beneficial and worthwhile. The Chesterfield authority has behind it some years of experience in the education of the 14 - 15 age group. There is sufficient accommodation in the schools, and the necessary equipment. This new step has been well planned in Chesterfield and, during the final year, the authority hopes to add other provisions for practical work."¹

Pride in the specialised subjects offered in their schools was often voiced by the Headteachers of the Secondary Schools at this time. Hunloke School was specialising in housecraft and mention was made of this by the Headteacher at a Speech Day Ceremony². The Headmaster of the Mary Swanwick Secondary School, at his 1947 Speech Day, referred to the special subjects offered in the school. "Whilst academic work receives due care and attention, there is a definite bias towards practical and commercial subjects."³ William Rhodes Secondary School was specialising in engineering and its pupils, who had formerly attended the practical instruction centre at the Central Building could, by 1950, be housed in new accommodation in the school grounds, so that all their activities were carried on in the school premises⁴. Domestic science was introduced at the Hasland Hall Secondary School⁵. The Violet Markham School had established pre-nursing and nursery nursing course. Its pre-

1. Derbyshire Times. 4.4.47.
2. Derbyshire Times. 25.7.47.
3. Derbyshire Times. 1.8.47.
4. Derbyshire Times. 8.12.50.
5. Derbyshire Times. 19.7.46.

nursing course was the first to be organised in that type of school in the country and was recognised by the Ministry and the nursing authorities¹. The opening of the Central Building, renamed the Harry Cropper School in honour of Alderman H. Cropper, Chairman of the Education Committee for many years and Freeman of the Borough, gave the new headmaster the opportunity to stress the aims of his school in the future. "We hope to provide the right atmosphere which will allow the qualities we look for to develop along individual lines". The headmaster of the Manor School at his 1952 Speech Day commented on the American system of electives, having just returned from a study tour of the United States. He preferred the English system, as it operated in his school, of a general course for the first three years followed by a fourth year of work in a special subject at the same time as the general subjects. In his school the more able pupils, aiming at a career in commerce, could specialise in commercial subjects with less chance of their dropping out, since they were working towards a career².

By 1955 Mr. Greenough was able to sum up the first ten years under the Act in his 1955 Annual Report to the Borough Education Committee. He described how the Committee in 1945 approached the establishment of Secondary Education in Chesterfield, having had little experience in the field. It had been decided that no predetermined pattern should be adopted and that the Borough scheme should be as flexible as possible to allow for experiment and development.

Schools were therefore merely called secondary schools, without any other labels. Given broad lines of development, the schools were free to develop to meet the varying needs of pupils

1. Derbyshire Times 6.7.51.
2. Derbyshire Times 5.12.52.

and wherever possible the facilities had been provided. It was hoped by this means to learn by experience and ultimately to establish a unified and comprehensive system which would meet all the needs of the pupils and the wishes of their parents. Although the plan was still incomplete, Mr. Greenough was able to write that the thirteen schools were each now "providing a sound general education varied in approach according to the needs of the pupils with a variety of special courses - one or more at each school - in applied or academic subjects."

Two conclusions were drawn from the experience of the previous ten years. Firstly that the labelling of schools was convenient administratively but had no other merit since pupils could not be classified into tidy groups, and secondly that the schools, freed from the cramping influence of labels, would be able to develop each in its own way.

There is no doubt that Mr. Greenough firmly believed in what he wrote but it is difficult to understand the point of his argument. Whether the schools were labelled or not, every teacher, every member of council, every parent and every child knew which schools were the Grammar Schools and which were not. Whether Mr. Greenough realised it or not, the children at age eleven were classified on the basis of a form of selection based primarily on an examination and parental wish only applied where the child's score fitted the system. If parental choice were removed from the scheme, then the number of children whose allocation to academic schools would vary would be very small indeed. At non academic level, parental choice certainly applied, so long as vacancies existed in the school when the parents choice was considered. If not then that choice was nullified, and it frequently came about that a child of low ability wanting a place at the nearest non academic school would be denied

it because other children living nearer to other schools had particularly requested a place at that school. Such a child would then be obliged to join the other children who had to travel around the Borough to school, often passing the school he wanted to attend on the way. In the writer's view this was much more deplorable than the odd case in a straight allocation system where a borderline child fails to obtain an academic place for which it may in any case not be suited.

In the vast majority of cases therefore, academic pupils were allocated to academic schools and these schools continued in the approaches they had developed before 1944 and nothing in the Borough system affected the situation, except that the fee-paying place had disappeared and admission, within the limitations of the Borough scheme of allocation, was on merit.

The non academic schools, if one excludes Violet Markham School and William Rhodes School, about which more will be said later, were, like every other Secondary Modern School in the country, attempting to develop a character of their own. It is hard to believe that the Borough system did any more to help them in this task than any other system, except that the vocational aspect was perhaps more heavily stressed. It is in any case debatable whether it is the duty of the schools to provide vocational training, when there exists a perfectly acceptable system of vocational Further Education and a widespread system of day release and apprentice training. It is surely the duty of the non academic school to provide its pupils with as broad an education as possible academically with perhaps practical courses on a short term basis, linked to works visits and works experience so that pupils are given as broad a range of acquaintanceship with the possibilities for future employment without tying them to one particular field.

Mr. Greenough also outlined the development of the selection procedure over the period. He went on to discuss the attitude of the parents and possible future development. "Some parents, it is true, confuse placing the schools in order of preference for their own child with placing the schools in order of popularity, failing to appreciate that the right school for their own child is the best school".

By 'order of popularity' Mr. Greenough surely meant placing the academic schools before the non academic, and then the placing of the non academic schools in some form of arbitrary order, based on the rumour and quasi educational gossip that one still encounters in Chesterfield today. No matter how much he would have preferred it otherwise, human nature is such that parents, imbued with the belief that the G.C.E. is the stepping stone to success, have frequently decided that the academic schools produce the best results at G.C.E. level and that a place in such a school for their child, irrespective of his ability, will tend to assure him of success. By his own admission, Mr. Greenough had shown that there was chance of a child who was not likely to obtain an academic place on the evidence of his primary school work nevertheless obtaining a place in a Grammar School if the parents of a clearly academic child did not choose an academic place. He had therefore unwittingly encouraged parents to put at least one academic school first in their list of choices on the off chance that this could happen to them, despite the advice of the Head of the Primary School. The evidence of the Report in the Times Educational Supplement confirms this. Fifty per cent of parents put a grammar school as first choice but many did not put a second grammar school as second choice. Mr. Greenough could surely not complain at the workings of human nature in wanting the best for children,

particularly as the system he evolved encouraged parents to do what he was complaining of.

Mr. Greenough continued, "We shall have reached perfection when the numbers of first choices correspond with the numbers of places available in each school". It is a paradox that a man of Mr. Greenough's administrative experience can have taken so naive a view and one is tempted to ask whether he was not, albeit unwittingly, the perpetrator of an outstandingly unconvincing confidence trick. The frequent mention of negative evidence in respect of parental objection to allocation being an indication of their general acceptance of the scheme has to the writer always been suspect. It may be that parents are so confused by the administrative complexities of what is basically a very simple system that they do not understand what has happened. Mr. Greenough quotes that in 1954 95% of parents obtained their first, second or third choice. Surely many of those who obtained their third choice will have been unhappy about it, but perhaps they felt that had parental choice not existed they would have done even worse.

Mr. Greenough concluded his report with a résumé of the late transfer scheme, which in Chesterfield has been in every way excellent. That a need existed for a second chance however is an indication that the Borough Scheme was not operating as well as the Committee believed. The transfers are mostly from the non academic schools to the academic and seldom between non academic schools, so that much as Mr. Greenough may have wished to deny it, the belief in passing or failing the 11 plus was still very prevalent in the minds of parents, even after two years of their children's secondary education.

Mr. Greenough clearly intended, with the support of his committee to continue along the same lines for some years to come and indeed the system is essentially the same at the time of writing.

That it no longer meets the needs of mid-sixties' educational thought is evidenced by the proposals made by the Borough Council for the reorganisation of Secondary Education in the Borough, both before the publication of Circular 10/65 and after, which are to be discussed in a later chapter¹, but to date this form of Secondary Education has functioned for twenty years and has served the Borough reasonably well.

Mr. Greenough contributed an article in May 1956 to 'Education', the journal of the Association of Education Committees in which he described the Borough scheme of Secondary Education. His article aroused an attack² by a Rochdale Schools Organiser, Mr. H. S. Brown, particularly against the system of parents choice. Mr. Brown felt that parents might make a choice of school for reasons other than educational. He also attacked the reasoning behind the mark order list as described by Mr. Greenough in his article, which bore many similarities to the section from the 1955 Annual Report quoted above. Mr. Greenough was able to reply³ to Mr. Brown, pointing out that allocation to academic courses of children in other areas, whose parents under the Chesterfield scheme would have opted for practical courses, even if their motive was materialistic, was for the child a dangerous practice. If the parent continually badgered the child during his academic course he would be subjected to emotional strain. Allowed to attend a school offering practical courses, the child could move on from school to day release courses or part-time courses and end up more successful than the Grammar School drop-out. Mr. Greenough agreed that the mark order list could be superseded, but to do so would entail finding a method of allocating places which was 100% acceptable to parents. No doubt Mr. Brown questioned Mr. Greenough's optimism that the day would come when such a list would be unnecessary because parents would select choices fitting the number of places available in the various schools. This optimism has been questioned by many over the years and results have shown it to be unfounded, since the mark order list still exists and the need

1. Vide Chapter 10.

2. Education, 25.5.56.

3. Education, 1.6.56

for it has never diminished. In the face of the 'bulge' and the disparity of academic provision for boys and girls in the Borough, together with basic human nature, it is difficult to understand Mr. Greenough's naive idealism and there is no doubt that Mr. Brown was speaking for many in his letter to 'Education'.

Whilst there was criticism of the scheme, there was also acknowledgement of its efficacy. In the House of Commons the then Minister of Education, Sir David Eccles, was challenged by Mr. Simon Mahon (Bootle) that there was no evidence to suggest that parents were less worried about their children not obtaining grammar school places as the Minister had suggested. Sir David replied, "The hon. Gentleman says that there is no evidence of that at all, but if the hon. Members care to go, I can tell them which Authorities they should visit to find that the 11 plus exam. is no longer a matter of anxiety". In response to cries of "Tell us!", Sir David replied, "Well, Chesterfield and plenty of others"¹. Such ministerial support and acknowledgement must have gladdened the hearts of those who upheld the Borough system, as indeed did the acceptance of an invitation to be chief guest at the Tapton House Speech Day in November 1956 by the leader of the Opposition, Mr. Hugh Gaitskell, who, in accepting, expressed his interest in the school and the educational system of Chesterfield². Owing to the Suez Crisis, Mr. Gaitskell was unable to attend in November, but at the rearranged date in March 1957 he was able to be present. In his speech he paid tribute to "the way in which Chesterfield is managing its educational business. I think the way they are handling secondary education is extremely interesting and might well be imitated to some advantage by other authorities"³.

The opening of the Newbold Green School on May 31st, 1957 saw the presence in Chesterfield of yet another nationally known figure,

1. Hansard. 25.7.56.
2. Derbyshire Times. 12.9.56.
3. Sheffield Telegraph. 2.3.57.

Earl Attlee. At the opening Mr. Greenough gave some hint of the special courses which would be offered at the school. "Other secondary schools in Chesterfield have what is called a bias towards certain vocational subjects, engineering at William Rhodes, nursing at Violet Markham School." He said that the Governors of the Newbold Green School were keeping an eye on the possibility of introducing vocational training during pupils' last two years at school in certain subjects for which facilities were not often available. These included training for boys in building, transport and certain types of engineering and for girls commercial and industrial machine operating¹. In fact, amongst other subjects, motor mechanics has become a special course for boys at the school and it has now a fully operational landrover, together with other vehicles. At the opening, the Chairman of the Borough Education Committee, Councillor and later Alderman Edwin Swale, D.F.C., J.P., took the opportunity to refer to the transfer procedure. "...I would like to say this in fairness to all concerned: Some 1100 children this year in Chesterfield are being transferred. Of those 1100 we have had only 32 parents who have come back with queries requesting that their children should not go to a particular school. And some of these requests are perfectly natural ones where parents have moved to new estates and want a school nearer home. I would not claim that we are perfect. We are only human, but I do claim on that record that we are working on the right lines."²

The late Miss Violet Markham³, former Vice-Chairman of the Education Committee when Alderman Harry Cropper was Chairman in the thirties, initiated in 1955 the Pegasus projects for all Secondary Schools in the Borough. By endowing a trust fund she made available to the Borough Education Committee a small sum of money which could be used for rewarding the participants in the project. She conveyed her intention to the Chairman of the Education Committee

1. Derbyshire Times. 7.6.57.
2. Derbyshire Times. 7.6.57.
3. Died 2.2.59.

in a letter dated June 14th, 1955, an extract of which is reproduced below. "It was in February 1897 - 58 years ago - that I took my first steps in public life as a Manager under the old School Board. It may be of interest to your committee if I recall that in 1898 the total expenditure of the School Board for the education of the 5,327 children in the five schools of the then Borough was £6,130 2s. 3d.

Education was my first great interest and for more than half a century I have never swerved from the belief that it is the master key of the Social Services.....In the reiterated call for technicians and efficient workers in commerce and industry, there is, I feel, a danger of forgetting that the real aim of education is not the creation of human instruments for the smooth working of a mechanised society, but of men and women with hearts, minds and consciences alive not only to the practical but to the moral and spiritual needs of the world in which they dwell.

I have viewed of late with growing apprehension the pressure on the minds of children of the many subtle influences abroad today resulting in an inevitable tendency to accept and acquiesce in the mass produced views thrust upon them by the cinema, radio and television. Yet nothing could in the end be worse for the community than any loss among our young people of the precious powers of independent thought and personal initiative.

The project I have in mind is a modest effort to counteract in a small measure the acquiescence in such mass thinking in our small town. It would also give me much pleasure in my old age to make a gesture of affection and goodwill to the schools with whose work I was once intimately connected - or rather I should say their up-to-date and highly efficient successors who have won for Chesterfield so high a place in the educational world. I should therefore like to start what I have called an exercise in intelligence and imagination which, without adding to the burdens of the school, either of teachers or pupils, would nevertheless give an individual schoolchild an opportunity to stretch his or her mind outside the examination curriculum.

I have called this exercise in intelligence and imagination 'Exercise Pegasus'....."

These then were the reasons for Miss Markham's generous endowment and the Borough Education Committee accepted her offer willingly. The first year the theme was 'Homes' and the exhibition of work was duly held and opened by Miss Markham herself. The following year the theme was 'Communications' and the exhibition was opened by the then Parliamentary Secretary to the Ministry of Education, Sir Edward Boyle. He spoke of Miss Markham's record of service to her fellow men in the educational sphere and continued, "I believe one of the most valuable aspects of education is to make children take an interest in the world."¹ Successive themes have been 'Leisure', 'Derbyshire', 'Art and Living', 'Sports and Pastimes', 'Adventure', 'Safety', '2000 A.D.', 'Holidays', 'Power', and 'Town Planning'. This wide range of topics has given Chesterfield school-children the opportunity to work in a variety of media and in the early years the exhibitions were very successful. Of late, the central exhibition has been discontinued and the schools have held their own exhibitions. The quality of the work has been consistently good and the project has been a worthwhile addition to the educational activities of the Borough. It has now been running for thirteen years however and there is some evidence that the projects are becoming less popular than they were in the early years. Choice of theme becomes more difficult and other activities in the schools take up more time. Newsom activities, community and social work, either on a school basis or in collaboration with Task Force since mid 1967, and increasing academic pressures have all contributed to an inevitable decline in interest. It is not inconceivable that in the not too distant future Exercise Pegasus will be phased out. The part it has played in the educational life of the Borough has been great

1. Sheffield Telegraph. 13.4.57.

and the reasoning behind it was, at its inception, sound. Children respond less to this type of activity in the mid sixties and the schools are providing challenges and opportunities for their pupils in an enormous variety of fields. The increase in non-academic and out of school activities since the introduction of Pegasus has been unprecedented and we have seen in the last ten years the emergence of secondary school generations who seem increasingly capable both of original thought and involvement with the community in which they live. Moreover, this generation respond more to stimuli provided by their own peers. Exercise Pegasus was introduced to the Borough perhaps ten years too late and it would have been better had it been limited to an agreed number of years, so that the unfortunate situation would not have arisen, as it now surely will, where the schools will take part reluctantly in the project, knowing that there are other activities on which they could more usefully expend their energies.

In the 1957/58 Annual Report Mr. Greenough made a further report on the progress of secondary education in the Borough to his committee. "From the introduction of the 1944 Act we have attached great importance to the development of the Borough secondary schools with the intention of establishing in the Borough a comprehensive service at the secondary stage, affording for all pupils, in the words of the Act, 'Opportunities for education offering such variety of instruction and training as may be desirable, in view of their different ages, abilities and aptitudes, and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs.' In pursuance of this aim schools have been encouraged to plan courses linking up with the professions (mainly the pre 1944 Secondary Schools) trade, industry and commerce (mainly the post 1944 Secondary Schools). We can now estimate the success of the Borough scheme. In the Borough as a whole at the beginning of the educational

year commencing September 1957 the percentage of pupils in the respective age groups voluntarily staying at school after school leaving age was as follows:- 15 - 16: 45%. 16 - 17: 33%. 17 - 18: 12%. These figures include for the pre 1944 Secondary Schools 15 - 16: 97%. 16 - 17: 50%. 17 - 18: 33%.

We suggest that the result indicated by these figures fully justifies the Borough scheme and reflects great credit upon the efforts of the teaching staffs who are achieving these results in the face of difficulties of accommodation and staffing." For 1957 the figures for children staying at school beyond the compulsory age are indeed impressive and the Borough Education Committee can have felt some satisfaction with the scheme as it had operated since 1944.

On May 2nd, 1958 the new Secondary School at New Whittington opened. In the development plan this school was to take the pupils from the Mary Swanwick and New Whittington Secondary Schools, which would then close, leaving the premises for the use of the Primary Schools. The school was, like Newbold Green, purpose built to fit the Borough scheme. Elaborate provision was made for the teaching of rural science and parts of a derelict farm existed on the site. These were adapted to provide a smallholding, and besides animal husbandry, pupils can also study horticulture in the large garden area with its greenhouses. The school was opened by Sir John Wolfendon, and was named after the Chairman of the Education Committee, Edwin Swale. Thus, with the opening of two new schools and the closure of two others, the number of Secondary Schools in the Borough remained at thirteen.

December 1958 saw the Education Committee reviewing the system of secondary education. In the Annual Report of 1958/59 it was stated, "...The committee reviewed the existing position and, taking into account current thought on secondary education and relevant local factors, re-affirmed the principles of the Borough scheme. Changing circumstances will require some modification of the plan drawn up in 1944 and may require some detailed changes

in present procedure. Such changes, it was decided, shall be in conformity with the principles of the existing scheme. Thus, against a background of stability in the next phase we shall press on in our aim to provide a comprehensive service at the secondary school stage to meet the needs of all pupils." This report prompted an editorial comment from the Times Educational Supplement which is of interest. "Chesterfield Education Committee have just reviewed the secondary school organisation they have built up since 1946 and found it very good. They are indeed among the pioneers to whom the Government's new White Paper owes its inspiration. Chesterfield has thirteen secondary schools, three of which are predominantly, but not exclusively academic, and ten of which are predominantly, but not exclusively practical. G.C.E. at 'O' level is open to all children at almost all the schools, which each offer various courses leading to the various professions and crafts. There is ease of movement, a child with a flair for a particular course can transfer to a school providing it and a good G.C.E. at 'O' Level at a less academic school can be followed up in a more academic school's Sixth Form. The whole business seems comprehensive enough in principle to satisfy the Labour Party. It is attractively homegrown. This is how we ought to like our system to be developed, by pragmatically minded people mulling over what suits their community best. It must be a fine thing for Chesterfield to realise that they, with a few others, have done a lot to establish a future national pattern."¹ The editorial was entitled 'Pathfinders'.

Local newspapers carried stories in February 1959 which further reveal the extent to which the specialist practical subjects were being carried at Borough Secondary Schools. The Edwin Swale School and its rural science course was featured by the Sheffield Star². The readers were told that the third year pupils were studying the habits of livestock as part of the course. Pigs were being bred and sold to finance the smallholding, and a pony was to be bought. The

1. Times Educational Supplement. 2.1.59.
2. Sheffield Star. 4.2.59.

school had a Young Farmers Club with 35 members. They visited farms and farmers visited the school to give talks. The small-holding is today an impressive sight. The pig house has breeding sows and piglets being reared for sale, there are extensive poultry houses and rabbits are bred. Large greenhouses are available for horticultural work, together with a large garden area. In addition to this there are a good number of courses for boys and girls leading to G.C.E. and C.S.E., besides other specialist practical subjects such as commerce, metalwork and woodwork.

Newbold Green School was also featured¹ in connection with its motor mechanics course. The transport group were presented with 'Pollyanna' a land rover in which Miss Barbara Troy, the authoress and explorer, had travelled many thousands of miles in South America, Arabia and the Middle and Far East. The vehicle was to be loaned for an indefinite period and the boys were to strip it down and rebuild it. Old cars are made roadworthy and the boys learn to drive in the school grounds, and practical work is carried out on the bench in the workshop. Besides this specialist subject there is a wide range of other subjects offered, girls for example may specialise in commercial subjects and there is a wide variety of courses leading to G.C.E. and C.S.E.

Chesterfield Schools received favourable mention in an article in the Daily Telegraph by Nicholas Bagnall entitled, "Time to tear the labels off State Education".² In his article Mr. Bagnall was at pains to stress that the key to a successful school is a sense of purpose for every child in the school. In the better schools the name "Secondary Modern" mattered less and less. What was important was that the courses offered, and the approach to the pupils, enabled them to develop their talents to the full in the widest range of activities. The establishment in the school of interest in all that went on in it led in many instances to an increased

1. Derbyshire Times. 13.2.59.
2. Daily Telegraph. 18.2.59.

number of pupils wishing to enter public examinations, and the fresh approach to teaching and learning led to results from non-academic pupils which would not have been thought possible in earlier years. The validity of this argument had been proved in Chesterfield and in many other parts of the country. He developed his theme by stating that nobody should presume to set limits on what a child can do, or the amount of sheer concentration of which, given the right stimuli, he is capable.

Mr. Bagnall quoted as examples of these stimuli a project at the William Rhodes Secondary School where boys had built models of bungalows which were designed for specific purposes. From data supplied by the teacher on terrain and soil, the tastes and hobbies of the occupants and so on, the boys did the rest, starting with a proper plan and elevation to scale. In so doing they were learning mathematics, architecture and some carpentry.

Mr. Bagnall also mentioned the Edwin Swale School where sets were so arranged that each pupil was in the subject form that best suited his ability in that subject.

Further praise for the Borough scheme came in September 1959 from Mr. G. L. Bantack, Reader in Education at the University of Leicester, speaking at a British Association meeting in York. Chesterfield offered a wide range of opportunities since it created the secondary education in the Borough as a unit. Southampton, he said, offered "grammar courses" in all schools and in Chesterfield most of the non-academic schools offered similar facilities. In both places biased courses to cover a wide variety of interests were provided, including farming, gardening, domestic science, needlework and arts and crafts¹.

From 1956 to 1959 Mr. Greenough conducted a survey into the less able pupil and his successes in public examinations. During this time 315 pupils who at age eleven were unsuitable for Grammar School education had passed G.C.E. subjects at Ordinary and Advanced

1. Sheffield Star. 8.9.59.

Levels. The survey was an attempt to find reasons for this. In his report Mr. Greenough defined a less able pupil as one who, in the transfer test, had a verbal reasoning score of less than 110. Many Local Education Authorities, he pointed out, put the limiting line at 115. If one assumed that intelligence tests gave a fairly accurate measure of a child's potentialities, and there was no reason to believe otherwise, then the success of the 315 pupils must be attributable to other reasons. The survey seemed to indicate that these reasons might be an innate quality not revealed by the intelligence test or a new incentive such as preparation for examinations or the urge to qualify for a particular career. It might also have been attributable to the personal influence of a teacher, a change of environment at home or school, a hobby or a feeling of success because the pupil excelled in some particular activity. The survey indicated that, contrary to a commonly expressed view, the background of social and economic conditions in the home had little bearing on the success of the pupils. What Mr. Greenough did not say, as this was probably out of modesty, was that the opportunity to study the subjects was available in a variety of combinations at the various Secondary Schools in the Borough and this, the result of his philosophy, together with an enlightened approach by the Headteachers and staffs of the schools who grasped the opportunity afforded them to develop a wide range of courses in the schools, might be said to have been largely responsible for the successes of the pupils concerned. The figures quoted by Mr. Greenough are a strong indication of the efficacy of the provision of academic courses in the so-called non-academic schools. The trend shown in this period has continued so that today candidates are entered for G.C.E. Ordinary Level in all Secondary Schools in the Borough in increasing numbers each year and in three non-academic schools candidates are entered for G.C.E. Advanced

Level. Mr. Greenough's survey was discussed in the press and elicited an editorial in the Times Educational Supplement¹.

This survey was followed early in 1960 by one into why the more able pupil did not achieve success at Advanced Level of the G.C.E. Sixty-seven Advanced Level failures were examined. It was found that the greatest single factor affecting their failure was a lack of essential character qualities - such as perseverance, curiosity and interest - for continued study. It was noted with interest that these same qualities were responsible for the success of the less able pupils in the previous survey. Out-of-school distractions were found to have had little effect on the failures. Material considerations often led to a boy leaving school prematurely (i.e. after Ordinary Level) whereas with girls this seldom appeared to be the case. Surprise was expressed at the number of parents who were still not convinced of the advantages to their children of continuing their education at school as long as possible².

In October 1960 Mr. Greenough made a report to the Borough Education Committee which must have been a source of pride to the members. He was able to report that the percentage of pupils remaining at school after the age of fifteen was higher in the Borough than in any town or county in the country. In 1960 the figure for the Borough was 45.4% compared with 27.2% for other Boroughs in England and 32.6% for counties in 1958. The 1958 Chesterfield figure was 45.8%. The 1958 figures for over sixteens showed the same trend. The figure for the Borough was 22.1% compared with 12.8% for Boroughs and 16.7% for counties. The figure for Chesterfield for 1960 had risen to 26.5%³. This report must have given great pleasure to Mr. Greenough since it marked in many respects the great success of the scheme he had fathered and tended over some sixteen years. Unfortunately it was also his swansong for he was to retire at the end of January 1961.

1. Times Educational Supplement. 1.1.60.
2. Derbyshire Times. 15.4.60.
3. Sheffield Telegraph. 18.10.60.

Mr. Greenough had given thirty-five years of service to Education in Chesterfield, seven as Headmaster of the William Rhodes School, five as Head of the old Brampton Senior Boys' School, four as Deputy Education Officer under Dr. Stead and nineteen as first Chief, then Borough Education Officer. His work for the Borough was best summed up in the words of his successor, Mr. Ewart Taylor, in the Annual Report of 1960/61. "Mr. Greenough's personal contribution to the success of the Borough in meeting the demands of the 1944 Act, particularly in the sphere of secondary education, cannot but be the subject of the highest tribute. He was the architect of a scheme which has not only earned for itself the confidence of the people of Chesterfield but also attracted the attention and commendation of educationalists throughout the country. Whilst the Borough's secondary provision as a whole has come to constitute a unified and comprehensive system, each individual school within it has eagerly accepted the freedom to make its own distinctive contribution to the pool of educational practice, The committee was delighted to share Mr. Greenough's satisfaction with the report, which he presented in September last, indicating that in Chesterfield the number of children voluntarily staying on at school beyond the age of fifteen could not be bettered anywhere in the country. This in itself was evidence enough of the extraordinary success of the scheme he did so much to devise and foster. What was started as a challenge, then, has become, for Chesterfield, an accurate forecast of achievement."

The overall picture of secondary education in Chesterfield should at this point be examined in order to summarise what had emerged from the plans of the Borough Education Committee since 1944. The three academic schools were now offering ten forms of entry, of which 2½ approximately were for pupils living in the county. These were progressing satisfactorily with growing sixth forms. Of the

ten forms of entry for these schools however there was still one more form of entry for boys compared with the provision for girls so that it was rather more difficult to obtain a girls' academic place than it was for a boys' place within the transfer procedure and, inevitably, the entry to academic schools for boys went further down the mark order list than it did for girls, a situation which has always obtained and has always been an essential weakness of the system. Two of the original Secondary Technical and Modern Schools had developed sixth forms of their own in which courses were offered to Advanced Level of the G.C.E. and each was now classed as an 'other' secondary school. The two schools were single sex, William Rhodes for boys and Violet Markham for girls. Since the Violet Markham School was classed as an 'other' secondary school, it is clear that parents were likely to include it for their daughters after, or in some cases before, the academic schools when making their choices at the time of transfer. Since there were fewer girls' academic places available it follows that the intake to this school ranks to some extent as high as the intake at the lower end of the boys' academic intake, at least for a large proportion of one of its three forms of entry. The development of a sixth form in the school was therefore a natural growth from the needs of the pupils in the school. The development also of courses for the training of nursery nurses under the auspices of the National Nursery Examination Board, one of the few courses offered in a school in the country, and the pre-nursing course has attracted pupils interested in these careers so that the upgrading to 'other' secondary school status became inevitable. In the case of the William Rhodes Secondary School, which is also a three form entry school, it is without doubt the advanced engineering courses which have been instrumental in its development to an 'other' secondary school. One form of entry each year is of county pupils and demand for places is high. The school has become therefore, as far as

the county parents are concerned, a selective school and competition to obtain places at the school is great so that the intake from the county is of above average ability. The engineering courses have also attracted over the years an intake from the Borough of pupils who wish to follow the courses offered in the school, which, because of the intake, the enthusiasm of the Head and staff and the equipment installed in the fifties in response to the county comments on the Development Plan, have been extended to Advanced Level of the G.C.E. The establishment of science and engineering courses to this level has encouraged the other, non technical subject teachers so that today subjects in both Arts and Sciences are offered to Advanced Level. In 1967 the sixth form at William Rhodes School numbered approximately seventy and at the Violet Markham School fifty.

The Secondary Technical and Modern Schools continue to offer a great variety of special subjects, together with general subjects, and they all have a fifth year group working either for G.C.E. at Ordinary Level or C.S.E. and there has grown a tendency for pupils who do not wish to sit for public examinations to remain for a fifth year also.

Three major changes took place after 1963. In September of that year the Harry Cropper School was amalgamated with the Manor School. It has been mentioned earlier that the Harry Cropper School was established for a period of ten years only to cope with increased numbers in the Borough, but its retention has so far proved necessary. The amalgamation created a larger unit with a greater number of facilities for the pupils. It also gave the Borough some experience of a school in split premises. The two buildings are approximately a mile from each other. Skilful use of staff and timetable by the Headmaster have produced a workable situation but nobody would pretend that such an arrangement is ideal. At the time of the merger it was felt that it was more economic to create one large unit instead of

two small ones and by merging the schools facilities became available for the pupils of both schools at both buildings, which previously could not have been shared by so many children. The advantages of the merger certainly outweigh the disadvantages at the present time and proposals for the future will, it is hoped, produce an end to the situation¹.

In 1967 it became necessary to close two schools, the Peter Webster School for boys and the Hunloke School for girls. Numbers had fallen at both schools and they had become uneconomical units. More will be said about this situation later in the chapter.

The third, and most fundamental change, occurred in 1964/65. It was decided to alter the form of the transfer procedure. For some time it had been felt that the tests in Arithmetic and English exerted a stifling effect on the teaching in the Primary Schools. It was therefore decided to abandon these two tests. The future pattern of testing would rest on the verbal reasoning test alone. Two tests would be taken during the year and the higher of the two test scores obtained would be included for allocation purposes. The school assessment, when converted to a score, would continue to count for half the total mark and the child was to be assessed on four points; Arithmetic, English, Perseverance and Creative Ability. It was felt that these four points, together with the verbal reasoning score, would give a clear indication of the potential of the child at the age of eleven. As had been the practice for some years, the parents would continue to give four choices of school in order of preference and the mark order list would be retained. The new system would leave the Primary Schools free to other subjects, without being unduly tied to the transfer test. There would be less strain on the pupils and the step taken at this stage was progress towards the total abolition of the eleven plus examination. The revised scheme was introduced after full consultation.

1. Vide Chapter 10.

with teachers and was recommended to the Borough Education Committee by the Joint Advisory Committee, a committee consisting of teachers and elected representatives meeting twice a year.

This then is the transfer scheme and the overall picture of secondary education in the Borough at the present time. For some time a sub-committee of the Borough Education Committee had been examining the question of reorganisation of secondary education in Chesterfield, even before the publication of Circular 10/65, and it would be advisable to discuss here what weaknesses in the scheme had become apparent over the years, and where possible, to explain why.

This question had obviously occupied the mind of the new Borough Education Officer from the time he had taken up his post. He had experience of the Borough scheme for he had been Deputy Borough Education Officer for some years before moving to another Authority, from which he returned to take up the post of Borough Education Officer. In October 1962, after considerable research into the pattern of secondary education in the Borough, he presented a report to the Education Committee¹. He summarised the situation as it then was and went on to suggest alternative means of reorganising secondary education in the Borough. The question of reorganisation is to be discussed in a later chapter² and an examination of the findings of the report will be confined here to Mr. Taylor's statement on the existing situation.

In March 1960 there had been a review of the Development Plan. There had been a gradual decrease in the number of children in each age group per thousand head of population and it was felt that the total form of entry for the Borough could safely be reduced to 39, of which 5 forms of entry were county pupils, from 44 forms of entry. This decision was based on the total estimated population for the town map area, taking into account the normal county intake to the

1. Secondary Education in Chesterfield - A Review. October 1962.
2. Vide Chapter 10.

Borough Secondary Schools and the Roman Catholic pupils attending the St. Mary's Secondary School. The amended version of the Development Plan was as follows:- Chesterfield School was to remain at four forms of entry but was to be rebuilt on the Brookside site at Storrs Road. St. Helena was to remain at three forms of entry on its present site. Tapton House was to be rebuilt as a four form entry school on a new site. This would give eleven forms of entry for academic pupils. William Rhodes and Violet Markham Schools were to remain at three forms of entry on their existing sites, giving six forms of entry, three each for boys and girls of 'other' secondary school places. The Secondary Technical and Modern Schools were to be Peter Webster School, rebuilt at Dunston as a three form entry school, Edwin Swale was to remain on its site at four forms of entry, Newbold Green School was to remain at three forms of entry on its existing site, (the last two schools were of course new buildings), Manor was to remain at three forms of entry on its existing site and Hasland Hall would also remain at three forms of entry on its existing site. St. Mary's Secondary School would increase from two to three forms of entry on its existing site and Harry Cropper School would close. These schools would provide twenty-two forms of entry giving a grand total for the Borough of thirty-nine forms of entry.

A further policy change had occurred in 1960 when the Borough Education Officer had reported to the Joint Advisory Committee on the falling intake at some Secondary Schools. It was then decided that in 1961 and in subsequent years each form of entry to the Secondary Schools should in no circumstances be greater than thirty, nor less than twenty. Schools should be limited to a given number of forms of entry. By this means it was expected that when allocations were being considered, a school was deemed to be full when a number of pupils amounting to its form of entry multiplied by the maximum figure allowed for a form of entry had been allocated to it. Whilst

the capacity of some schools remained above the number allocated, this procedure had the effect of channelling pupils to the remaining schools, thus countering the effect of parental choice on a system which provided more places than there were children to fill them as the effects of a falling birthrate were felt. In other words, some schools were receiving less parental support than others and with fewer children competing for the places available the least popular were getting smaller whilst the more popular retained their numbers at their expense. The birthrate figures for the Borough per thousand head of population from 1933 to 1960 were as follows:-

1933	15.5	1942	17.5	1952	14.17
1934	15.3	1943	19.16	1953	13.9
1935	15.7	1944	21.85	1954	12.8
1936	16.3	1945	18.66	1955	12.69
1937	15.4	1946	20.9	1956	13.03
1938	16.7	1947	20.61	1957	13.58
1939	15.5	1948	18.12	1958	14.13
1940	16.82	1949	16.6	1959	14.07
1941	15.5	1950	15.5	1960	14.57
		1951	13.88		

Between 1947, when the birthrate was at its highest post-war level, and 1960, the number of pupils in the age group born in those years in the Borough fell by over 250 and such a reduction in a small Borough was bound to be felt. The post-war bulge had been accommodated and now places were available with no pupils to fill them. The proportion of children remaining to be allocated after the first choices had been granted had gradually decreased and the schools receiving a high proportion of third and fourth choices inevitably found their numbers shrinking. The birthrate figures indicated that the situation would reach its peak in 1966 and the decision of the

Joint Advisory Committee was, in the circumstances, understandable. It was, however, also against the spirit of a system built up by Mr. Greenough to enable children to be admitted to schools offering courses which were most suited to their individual capabilities. By limiting the places available at the more popular schools they were forcing children into the less popular schools, but this would only perpetuate the basic problem. The children who obtained their fourth choices were the children lowest on the mark order list and the new decision did nothing to prevent some schools from receiving a higher proportion of such pupils than others, although it did promise a slight increase in numbers. The weakness of any system of selection lies in the fact that the definition of academic in any area depends on the number of academic places available, and not on any preconceived idea of what constitutes an academic pupil. If therefore, in the Borough, the number of available academic places were reduced, then the schools who would benefit would not be those at the bottom of the popularity list, but those who lay directly below the academic schools in the same popularity list. This would not have been the case 15 years before when there were more children in the schools. Whilst the Joint Advisory decision was made with good intentions, it merely put off the day when the real cause of the malaise in the Borough scheme became apparent to those who had not yet recognised it.

An examination of the accommodation in Secondary Schools revealed that only 15% of Borough children were accommodated in post-war buildings. 35% were accommodated in buildings dating back to before 1902 and most of these were pre 1875. 36% of children were in buildings constructed between the wars, but in many respects these were substandard. Two schools, Tapton House and Hasland Hall were not originally designed as schools but had been converted from houses. The standards of teaching accommodation showed a deficiency in all schools except Harry Cropper School and the two new buildings of the Newbold Green and Edwin Swale Schools. The total deficiency

at the time of the report was some 62,000 square feet of teaching area. Projects envisaged in the few years immediately after the report would reduce this figure to 40,000 square feet. The addition of extra classrooms, it was reported, was not the solution, since much of the deficiency was made up of undersize classrooms. Remodelling, as well as additions, would be needed. Only two of the pre 1944 schools had both a Hall and a gymnasium. There were 94 teaching spaces which were below the minimum regulation 500 square feet. Specialist rooms such as laboratories were often inadequate. Toilet facilities, changing accommodation, medical inspection facilities and staffroom accommodation were not always satisfactory. Only eight schools had dining rooms, three used the Assembly Hall, one a classroom and one the dining /circulation area. Not all the dining rooms were satisfactory in size. Six of the schools had their own kitchens and the remaining seven received container meals. It was reported that a great deal of capital investment was required in both Major and Minor Works projects. It was estimated that some £700,000 would be needed to remodel and extend schools to meet the standards laid down by the Ministry of Education. The committee was therefore asked to consider whether, before it decided to start such a programme, it would not be wise to consider the Development Plan again. If it was felt that the Plan reflected the needs of the Borough for the next fifty years then there was no need to alter the proposals greatly, but if it did not, or if an alternative form of secondary education was to be considered, then plans should be made so that the future building programme would meet future needs.

The report then dealt with the academic record of the Borough system as it was then operating. The attention of the committee was drawn to the fact, already mentioned earlier, that the number of children staying on at school beyond the statutory school age in Chesterfield was higher than anywhere else in the country. At Advanced Level of the G.C.E. 253 pupils, some 20% of their age group

were entered in 1962 and of these 173 were entered for three or more subjects. Twenty-six subjects could be studied for G.C.E. These facts indicated that in many respects the merits of the existing scheme were as strong as ever and the report was at pains to make this clear to the committee, but, and this was the crucial part, their attention was also drawn to the indications marked by the Joint Advisory Committee in its 1960 decision. The governors of certain schools whose numbers were falling off expressed concern, not only on this count, but also more significantly on the lack of promising potential in the intake. Such a situation was inevitable when falling numbers of pupils of transfer age were competing for the same number of places in the Secondary Schools which had coped with the bulge, and the allocation was based on a mark order list combined with a parents' choice system. The schools which were least popular received, by a process of elimination higher up the list, pupils of lower intelligence quotients and more significantly, poorer Primary School assessments, so that the range of courses they were able to offer to the lowering standard became academically more limited, whilst others, which gained by the situation, were able to offer more advanced courses. The emergence of the two 'other' Secondary Schools was proof of this although as illustrated earlier in the chapter there were additional factors to explain the emergence of the 'other' Secondary Schools besides the vagaries of the parental choice system. For the schools benefiting from the system, popularity led to prestige which led to greater academic success, and therefore greater popularity. Whilst these schools benefited greatly, it was at the expense of others who could ill afford to lose their better material and the resulting situation constituted a growing threat to the comprehensiveness of the Borough scheme and could ultimately shake the confidence of the parents which had supposedly been built up in the years when the numbers of pupils more accurately matched the numbers of available places. Mr. Taylor was able to demonstrate this situation quite clearly

and it will be worthwhile to reproduce his statistics here. For obvious reasons he did not name the schools and since, at the time of writing the situation is only little changed, it has been considered advisable to retain the anonymity of the schools.

TABLE 1 - AVERAGE VERBAL REASONING INTAKE*

SCHOOL	1962	1961	1960
1	124.9	125.9	126.1
2	124.2	120.3	123.3
3	117.6	113.6	117.6
4	112.5	108.4	110.2
5	111.0	112.2	110.0
6	102.3	99.4	100.8
7	98.3	99.7	99.0
8	95.9	93.0	92.0
9	95.7	92.4	94.1
10	93.4	92.3	90.3
11	91.6	88.5	91.0
12	87.5	85.6	89.4

TABLE 2 - PARENTS' CHOICES*

(Schools in the same numerical order as above)

SCHOOL	1st CHOICE	2nd CHOICE	3rd CHOICE	4th CHOICE
1	<u>192</u>	33	15	21
2	<u>234</u>	16	15	20
3	98	<u>376</u>	51	29
4	89	88	<u>197</u>	31
5	57	86	<u>174</u>	33
6	29	67	115	<u>203</u>
7	44	77	78	<u>164</u>
8	59	39	50	86
9	20	46	98	114
10	24	11	17	21
11	32	33	31	48
12	20	31	29	39

The * at the heading of each table indicated that because of its special nature the St. Mary's Secondary School had been omitted from the tables. It can be seen from the tables that the verbal reasoning of the intake over three years to the schools varied little and that they were thus placed in an order, starting with the schools with the most able pupils and decreasing to the schools which received the least able pupils. At the same time the second table shows, by retaining the schools in the same order as in table 1, that parents choices exactly mirrored the verbal reasoning intake of the schools. Since its inception, the scheme, by inviting parents to choose between schools, had encouraged this situation to develop, and the longer the scheme ran, the more overt became the placing by the parents of the schools in a league table of popularity, and as explained earlier, the schools favoured by the parents were able to obtain success where those who were not so favoured were unable to maintain courses of the same calibre. As soon as this became apparent, the parents had something concrete to base their choices on and the result was the complete failure of the comprehensive scheme as Mr. Greenough had envisaged it. Those who had doubted Mr. Greenough's idealism now had the proof that the scheme could never hope to work as he had envisaged it. Human nature being what it is, the people of Chesterfield needed to be convinced that what they were choosing was the best, and in being asked to do this by choosing the best for their child, they had created (as indeed they could not avoid doing) 'better' schools, and therefore also 'worse' schools. It was the comprehensiveness of the scheme which was its first aim, and this had now become impossible. In short, the scheme had now failed. In its failure however there had emerged in the Borough some excellent schools which were obtaining first rate results with their pupils and this was no bad thing, but the falling birthrate, over which Mr. Greenough had no control, had defeated his intentions, certainly the scheme had appeared to work satisfactorily during the years of the

'bulge'.

The Joint Advisory Committee were not in full possession of the facts shown in the two tables though they must have suspected as much from talking to their colleagues. Their suggestion, implemented in 1960, was not felt by Mr. Taylor to be the solution. He gave the committee four reasons for this. The system recommended was not easy to implement because of the irregular distribution of parents' choices. The children at the bottom of the mark order list were inevitably penalised. Their first choice, often the school nearest to their home, was the most reasonable and the most educationally sound, yet it was often unattainable for them. The rationing of numbers to schools implemented in 1960, whilst it would affect the numerical problem slightly for the better, would have very little effect on the 'lack of promising material' mentioned by some Governing Bodies and this could only improve if the distribution of parental choices changed. Lastly it was felt that on the forecast of numbers for the coming years certain schools faced, for the indefinite future, a rate of intake too limited in numbers and variety of potential to produce a sound secondary unit. Mr. Taylor quoted a secondary Headmaster at his speechday, "Insofar as the placing of secondary school pupils according to the bias as suggested by these three A's and parental predilection has become assimilated to the general success-image, and there is a distinct tendency for the term 'good school' to be reserved for those with 'good', that is, intellectually well-endowed pupils and for schools to be dominated by this yardstick, so for several years the intake from Primary Schools has been inclined to stratify according to a well-established pattern reflecting mainly hierarchical principles of discrimination. If this solidifies, the Borough will become riddled with the familiar fallacies and inconsistencies of snobbish sectionalism."

Mr. Taylor reported that the statistics indicated clearly that the intake to secondary schools had become stratified, producing a tiered system of schools, in which, viewed from top to bottom, the

intake groups, with few exceptions, consisted of children occupying lower and lower places in the list of verbal reasoning scores. A meritocracy had been established. It was clear that parents were aware of the need for a qualification in a public examination and were therefore opting for the schools offering such courses. As has been shown, some schools were prevented from offering courses of this nature because of the diminishing standard of their intake. Parents thus became less likely to opt for such schools and the standard of the intake continued to drop. Mr. Taylor believed that this situation would continue and even be accentuated in the future. The introduction of the Certificate of Secondary Education would only increase the tendency already shown, since the schools already receiving the higher proportion of G.C.E. standard pupils would also offer C.S.E. for their weaker pupils, thus attracting parents even more. The introduction of C.S.E. would mean that a child had two bites at the cherry, so to speak, and a school offering strong entries in both examinations would in infinitely more attractive to parents than one offering only the one examination.

Whilst the system was fully satisfying the needs of the Borough academically, it had produced a stratified system of schools and its basic claim of being comprehensive was, in 1962, no longer substantiated. It had appeared to serve the Borough well for many years, but the evidence suggested that the time had come for a reappraisal of the system and some form of reorganisation which would remove its deficiencies. This clearly involved the abolition of the eleven plus examination and the Education Committee acknowledged this by forming a sub-committee to investigate the possible alternatives and the work of this committee will be discussed in a later chapter¹. It is worth noting that this decision was taken long before the publication of Circular 10/65. Much is owed to Mr. Taylor, who was able with his report to review the system he had inherited with a fresh and perceptive eye.

1. Vide Chapter 10.

Two basic premises adopted in 1945 could have avoided the difficulties experienced by a number of the non academic schools in the following twenty years.

If practical teaching, accommodation for which is exceedingly expensive, had not been geared to vocational objectives, then less sophisticated facilities could have been provided at all non academic schools in a wider range of practical subjects. Pupils could then have obtained a greater range of practical experience. This would have had the effect of removing the exclusive specialist objectives of each non academic school, and would have also removed the need for parents to choose between these schools. Parental choice could then have been limited to pupils who were, on the evidence of the transfer examination, to be offered a place in either the academic schools or the two non academic schools which had been singled out for specialist work by the L.E.A.'s comments on the Development Plan. Allocation to the coeducational non academic schools could have been made on a catchment basis, giving each school a more representative cross section of ability. A case can be argued for the conversion of the Peter Webster and Hunlike single sex schools to coeducational establishments to produce uniformity in the non academic schools. Alternatively, parental choice could have been retained for those parents who wanted single sex education for their non academic children.

The Borough would then have had virtually the same system as many other areas such as Middlesbrough or Manchester, with straight academic schools, semi-selective or 'other' secondary schools and then a range of Secondary Modern Schools operating on a catchment basis. Children attending the two other categories of school would not of course be allocated on a catchment basis and the element of parental choice could have been retained for these children.

Such a system would have produced academic and practical uniformity among the Secondary Modern Schools. It is also debatable whether a system of such schools based on the premise that a child and his parents can, at the transfer stage, choose a school on the basis of the vocational practical courses is educationally desirable. Few children ultimately take up the career they envisaged for themselves at the age of eleven. The small number of transfers between the various non academic schools leads one to wonder how strong an influence in the minds of the parents the various exclusive practical courses were.

The Chesterfield system has produced some very good schools and also doomed at least two to mediocrity and ultimate closure. Had the above suggestions been introduced in 1945 it is submitted that the good schools would have still developed but there would have existed less of a gulf between the popular and less popular schools.

Mr. Greenough's motives were of the best but he underrated the effects of parental choice. His philosophy had a strong element of wishful thinking and in his anxiety to do something different he produced a complex and administratively cumbersome system which appears to have convinced many people, some of them very influential in education, that it was something more than it in fact was. One's sympathy must be extended to Mr. Taylor who within two years of writing in praise of Mr. Greenough and the Borough system was obliged to place the true facts before the committee.

CHAPTER SIX

(i)

In March 1964 the Borough Education Officer, Mr. Taylor, called a meeting of teachers interested in the Initial Teaching Alphabet. He had for some months been receiving letters from Headteachers who were anxious to learn more about i.t.a. and to introduce it to their schools. Three days after Mr. Taylor called the meeting there took place in the House of Commons a debate on i.t.a. which featured principally Sir Edward Boyle, the Minister of Education, Sir James Pitman, M.P. for Bath and originator of i.t.a. and Mr. Mapp, M.P. for Oldham East, in whose constituency i.t.a. had been introduced experimentally at the instigation of the Director of Education, Maurice Harrison. Mr. Harrison had a long association with new methods of teaching reading and had cooperated closely with Sir James Pitman in his approach to the problems of simplifying the teaching of reading.

The debate took place on March 26th, 1964. During the course of the debate Sir Edward Boyle said, "This is an alphabet, and its consistency makes it easier to recognise and use than the traditional one. My hon. Friend explained to us the difficulties of the traditional orthography for many boys and girls, such as the variation in the printed and written characters - as between upper and lower case letters, for instance - the inadequacy of an alphabet of 26 letters for the representation of some 40 sounds occurring in English, and finally, and perhaps most important, the ambiguity with which letters are used to represent many different sounds.

There is no hint or sniff of what is sometimes called 'spelling reform' in the initial teaching alphabet. It is intended as a teaching medium for use until children are able to read traditional orthography. In this alphabet my hon. Friend has used 24 of the 26 letters of the ordinary alphabet and has devised 20 additional characters to secure that each sound has one symbol to represent it. The characters in i.t.a. each stand for one sound only. But the

alphabet is much less phonetic than other experimental alphabets, including experimental alphabets of the past, precisely because my hon. Friend is concerned to help children to read conventional spelling. I emphasize the point that the i.t.a. is devised specifically to minimise the difficulties about transferring to conventional spelling later.

We can surely see the a priori advantages of this for children coming to it fresh, without barriers created for us by previously established word patterns and associations. There is much evidence, though I will not attempt to summarise it in detail, that most children learn to read it more quickly and transfer to traditional orthography easily and drop the i.t.a. when the time comes as readily as they learnt it. I think there may be every reason for expecting, on the basis of what we know now, that the i.t.a. will be invaluable for many children who would otherwise find learning to read very difficult.

There are two comments to be made on that subject. First, there is some good reason to think that it will be slow starters and average children who will benefit most from the i.t.a. Secondly, I emphasize to the House that, on all the evidence we now have, the anxieties which were felt earlier about transferring from the i.t.a. to reading and writing in traditional orthography seem to have been unnecessary. Children in general seem to transfer easily to traditional orthography and quickly from the i.t.a. symbols when the time comes. i.t.a. is a ladder or scaffolding on which they climb, but which they can easily dispense with and throw away later¹."

The last paragraph of Sir Edward's speech summed up the general view of many teachers in Borough Primary Schools. Much had been written and much had been said about the advantages of i.t.a. over T.O. for teaching a child of average or below average ability to read and also how i.t.a. led to more fluent writing of English. Many Borough teachers were now anxious to see for themselves how effective

1. Hansard. 26.3.64.

i.t.a. was and in this they had the support of the Borough Education Officer.

Many bids were made by schools for an experimental introduction of i.t.a. in September 1964. Useful help was given by the Adviser for Infant Schools in Leicestershire who visited the Borough to speak to teachers about i.t.a. Arrangements were made for Borough teachers to visit schools in her area which were already using i.t.a. and places were offered to Borough teachers on a course she was organising in Leicestershire. The meeting, held on April 16th, 1964, saw twenty-two schools represented. There was unanimous approval for the introduction of i.t.a. in the Borough. It was estimated that the cost would be £40 per class. Mr. Raylor received committee approval to introduce i.t.a. to eight schools initially. The schools were selected from those which had been represented at the April meeting and visits were arranged for the staff to other schools which were using the alphabet. The Borough Librarian was approached with a request to make available books printed in i.t.a., and happily, as has been described in another chapter, he was able to comply with the request¹. A further meeting held on April 22nd, 1964 decided that the schools should have the freedom to choose their method of teaching reading; either by i.t.a. or by T.O. The decision should be left to the Headteacher concerned and cooperation was needed where Infants Schools fed separate Junior Schools. The parents were to be informed of what the school was intending to do. Tests were to be made to compare the effectiveness of i.t.a. with that of T.O. On the advice of Mr. Dowling of the i.t.a. Foundation a link was established with Stoke-on-Trent where the use of i.t.a. was widespread and visits were arranged. During a visit to Stoke the Borough representatives had the opportunity of meeting Dr. Downing² and assistance was promised by Stoke and Leicestershire with a course

1. Vide Chapter 9(i)
2. Dr. John Downing, Head of the Reading Research Unit, University of London Institute of Education, who has been connected with i.t.a. since its introduction.

which was to be held in the Borough for Chesterfield teachers. The Senior Educational Psychologist was sent on a master training course at the Institute of Education of London University in order that she would be able to direct courses on i.t.a. in the Borough.

A one day course was held in Chesterfield and each of the eight schools chosen to introduce i.t.a. sent three representatives. The course director was a member of the Education Department of the Stoke-on-Trent Corporation. In view of the fact that i.t.a. had been introduced nationally to only 104 schools by 1963 as part of the research into i.t.a. sponsored jointly by the University of London Institute of Education and the National Foundation for Educational Research, the Borough of Chesterfield was well to the fore in its aim to introduce i.t.a. in September 1964. The Derbyshire Education Committee was, in June 1964, asked to authorise the introduction of i.t.a. to eight schools in the county area. By this means the Borough and the county would have the opportunity of comparing and assessing the effectiveness of the alphabet.

By October 1964 the Borough Education Officer was able to inform H.M.I. that the method had been received enthusiastically by parents and children. It was too early to make any comment on the success of the method but other schools in the Borough were hoping to start in September 1965. In anticipation of this a further course for teachers was held in November 1964. Meanwhile visits to the eight schools using i.t.a. were arranged for other Borough teachers so that as many as possible had the opportunity of seeing the alphabet in use. In the following September a further three schools introduced i.t.a., making eleven in all. Only seven schools continued to teach T.O. and the situation at the time of writing is unchanged. The majority of the Primary Schools, both Infants and Junior and Infants Schools use i.t.a. That the majority of the schools use the method is evidence of the conviction shared by a majority of Borough teachers that i.t.a. is undoubtedly an improvement

on T.O. They speak enthusiastically of the speed at which the children learn to read, of their fluency and excellent and uninhibited use of written English. Transfer to T.O. has presented few problems and the majority of pupils transfer effortlessly and quickly and thereafter there is a marked improvement in written work over their predecessors who were taught by T.O. The use of i.t.a. in the Borough has so far only lasted three years at the time of writing and no full scale enquiry has yet been conducted into the comparative effectiveness of the two methods. This will be carried out when a number of children who have learnt to read by i.t.a. have moved well into the Junior Schools when a clearer picture will be obtained, especially when they are compared to classmates who have learnt by T.O. Meanwhile the Authority has not changed its policy of allowing Headteachers to choose their own method and it is not likely to change this policy. It is possible that in the future other schools will wish to change to i.t.a. and courses have been held each year for teachers who have not yet had the opportunity of seeing the alphabet in use, especially young teachers in their probationary year who have not been trained in its use during their course. The indications are that the introduction of i.t.a. to many Borough schools has been an unqualified success, but it will be some three or four more years before this can be stated with complete conviction, for only then will the evidence be readily available.

The views of the local press on the subject were cautious. Whilst the Sheffield newspapers confined themselves to reporting that i.t.a. was to be introduced to Borough Schools, the Derbyshire Times in two editorials¹ greeted the proposal with coolness. Whilst the newspaper agreed with the Education Committee that it was a useful experiment to introduce i.t.a. into a number of schools, it was stated that there were doubts in the minds of some committee members and some teachers that the startling results gained in

1. Derbyshire Times. 24.4.64. and 26.6.64.

early experiments elsewhere might not have given a true indication of the efficacy of the alphabet and that the long term effects might not be as welcome as the short term.

Despite this viewpoint there were also the members of committee and many teachers who felt that i.t.a. had already passed the experimental stage and was established as an effective and welcome innovation. That eleven out of eighteen schools have chosen to adopt i.t.a. and that no school to date, having once begun, has abandoned it is a clear indication that in the minds of a great many Borough teachers concerned with the teaching of reading, i.t.a. is an effective method and superior to T.O.

(ii)

The introduction of the teaching of French in Primary Schools was a development which showed, like the introduction of i.t.a., how demand from the schools, allied to support from the Education Committee, kept the schools abreast of national trends in Education. In the Borough the teaching of French in the Primary School began with an experiment in the Rother Junior School. The work of Mme. Kellermann in Leeds in this field was becoming known in the very early 1960's, but in 1962 the Rother School had already been experimenting for some years. The experiment stemmed from a problem which at that time was common to many Primary Schools. The transfer examination in the Borough is completed in early March and the schools keep their transfer age pupils until July. These pupils are keyed up for entry to the Secondary School and the Primary Staff, conscious of the changes their pupils will face, try to broaden the scope of the work to prepare the children for the Secondary School. Whilst it has been common practice in Chesterfield for the pupils to visit the Secondary School to which they have been allocated in the summer term before their admission, this can only give the children the barest idea of what lies before them.

At the Rother School it was decided that of all the changes faced by the children, the greatest would be in any new subjects offered in the Secondary School curriculum which were not offered in the Primary School. Science was already taught and in fact the only subject which would be completely new would be French. It was argued that by teaching the children some French they would be prepared for the work at the secondary level, and also the introduction of an entirely new, and at the time, exotic subject, would provide a new stimulus for the last term and a half, when there was an air of anticlimax in the transfer classes.

Having reached this conclusion the Headteacher of the school was fortunate in having on his staff a teacher who was willing and able to take over the experiment. In 1962 the work had already started. Initially the work was grammatical, but it is interesting, in the light of recent developments in the teaching of modern languages, that this was soon abandoned in favour of an oral approach. The aim of the work was to produce familiarity with the sound of the language and the ability to reproduce the sound through the medium of set phrase patterns and question and answer techniques.

In December 1962 the Borough Education Officer received a questionnaire from M. Lazaro of the School of English of the University of Leeds. He was informed that the University Departments of English and Education had, through their Director and Professor respectively, been asked by the Nuffield Foundation to prepare a report on schemes already in operation in the country for the teaching of French to Primary School children¹.

The Borough Education Officer was able to reply² that one school, the Rother School, had already had some experience in the field and that William Rhodes Junior School had recently begun French and that in addition the Hipper Primary School was soon to begin. Chesterfield did not have an Authority supported scheme such as existed in Leeds and, as Mr. Taylor said, the Borough was feeling its way in this work.

1. Letter dated 13.12.62.
2. Letter dated 4.1.63.

Already however, the early success of one school had encouraged two others to make an attempt at the work. Meanwhile a survey carried out by the Rother School on its former pupils showed that those who had received some French teaching at the school tended to be better placed after one term at the Secondary School in that subject than in other subjects, but that the gap between French and the other subjects narrowed progressively as the year went on¹. This was a full justification for the work in the school, since its primary intention was the removal of strangeness felt by the pupils when confronted with French in the first year at the Secondary School. That this was only the first step in the experiment is evidenced by the intention to introduce French to eight year olds at the school in 1963. In other words, the feasibility of the subject for the curriculum in the Primary School was now to be examined. The work of the Rother School cannot be praised too highly, primarily because it paved the way for other schools. The fact that in 1963 four schools were teaching French, for Mary Swanwick School introduced the subject in May 1963, must have had considerable influence on later developments.

In January 1963 the local press discovered the Rother experiment and presented a feature on the work. There was a tendency in the article to treat the matter rather as a novelty², but in later reports this element had disappeared. In March 1963 Mr. Taylor asked the schools already teaching French to cooperate and offered limited financial assistance. Three days later the local branch of the National Union of Teachers held a meeting addressed by the three teachers already teaching the subject and as a result study groups were set up. In April the Borough was invited to join with the county in applying for membership of the pilot scheme for the teaching of French in Primary Schools proposed by the Ministry of Education. This invitation was readily accepted. Mr. Taylor preferred to have full membership, since there would be much more expert advice, but he also appreciated that the size of the Borough made this unlikely.

1. Survey by Mr. D. T. Eyre, Headteacher and Mr. L. C. Henry, teacher of the Rother Junior School. 1962.

He was therefore happy to accept Associate Membership if Full Membership were not granted¹. The decision to include Chesterfield in the county application for membership of the Pilot Scheme was duly reported by the same newspaper which had featured the work at the Rother School.

Mr. Taylor was anxious that there should be the fullest cooperation between the Primary Schools and the Secondary Schools in this work. Continuity was essential for the successful operation of the scheme in the Borough and all Secondary Schools would have to teach French. In July 1963 therefore a working party was set up consisting of primary and secondary teachers of French under the chairmanship of a French specialist from the Chesterfield School. At about the same time it was learned that the Borough had not been made a full member of the Ministry Pilot Scheme. Whilst negotiations went on for the granting of associate membership, the working party was already active. Tutorial groups were set up to provide refresher courses for teachers in Primary Schools who wished to teach French and the tutors were drawn from the specialist linguists in the Secondary Schools. It is worthy of note that the cooperation between the primary and secondary teachers was of the highest order throughout these early stages and it has continued to be so up to the time of writing.

The Sheffield Star chose to refer to the Borough's failure to be granted full membership as a 'snub'², but this was not the attitude of responsible educationists in Chesterfield. Whilst it was acknowledged that full membership would bring the advantages of expert advisers, refresher courses for teachers and special equipment, it was realised that associate membership would also bring advantages in the shape of reports and advice about the scheme. It was towards this that the Borough was working with its tutorial refresher groups.

1. Letter dated 9.5.63.
2. Sheffield Star. 19.9.63.

In May 1964 representatives of schools met with H.M.I. Todd to discuss the implications of Associate Membership for the schools taking part. This meeting was followed in September 1964 with the news that the Borough had been granted Associated Member status. Five schools were to take part. At the same time three places were offered on one term courses either in France or in London under the auspices of the scheme for teachers from the schools chosen. It was expected that the teachers should be linguistically sound and fluent and that they should have attended refresher courses prior to attending the course. The schools involved were offered replacement staff for the term in which the course members were away. The costs of the courses were to be met by the Authority and were chargeable to the pool.

By this time nine schools in the Borough were teaching French to primary children. The county had not pursued its request for Associate Membership for any of its areas and Chesterfield was the sole Derbyshire representative within the scheme. Derbyshire was to set up its own training scheme but the Borough was now firmly committed to the Pilot Scheme. The number of places for Borough teachers on the one term courses was increased to six and six teachers from the five schools in the Pilot Scheme applied for places.

Within the scheme only ten teachers were required who had taken part in an approved course. A joint method course was offered in conjunction with Warwickshire and Birmingham. Plans for this one week course were made in December 1964. Ten Chesterfield teachers were chosen to attend the course which was to be held in Birmingham in September 1965. Meanwhile the tutorial groups continued under the direction of the Senior French Master of Chesterfield School, who, in January 1965, attended a course for organisers at Harrogate which had been organised by the Ministry of Education.

By this time therefore six teachers had attended one term courses, ten were to attend the methods course and the scheme was well under way. An offer of six further places on one term courses in 1965/66 was not taken up. All the schools in the Pilot Scheme had teachers who had already attended a course, other schools teaching French outside the Scheme had teachers who had attended other courses or regular tutorial groups and the need for attendance at one term courses was less urgent. The opportunity was offered to Borough teachers but there were no applicants. The experiences of teachers who attended the courses in Paris may well have acted as a discouragement to others. Whilst the courses were excellent, there were financial difficulties and accommodation was generally not as good as might have been expected and this may have been a factor in the reluctance of other teachers to accept the offer. In view of the fact that by October 1965 seventeen out of eighteen Junior Departments were offering French as part of the curriculum, it is regrettable that teachers were unable to take advantage of the courses offered in Paris and London. For young married teachers with families however it was asking a great deal to expect them to leave their family for a full term and to incur financial loss which many of those who attended the previous course undoubtedly did.

The teaching of French in Chesterfield was by this time in a much more advanced state than it had been in 1962. All Secondary Schools were offering the subject so that continuity was assured. Of the seventeen Junior Schools teaching French, three taught first year juniors, ten taught second year children, thirteen taught third year children and all seventeen schools taught the top juniors. French was healthily established in the Primary Schools. By 1967 all Junior Departments were teaching French with staff who had received further training of one kind or another. In four years the teaching of French to primary pupils had spread from one school to all the schools. The growth had not been haphazard, but had been

controlled and assisted by the staffs of Secondary Schools, H.M.I.'s, the Ministry of Education and the Borough Education Committee.

The schools were using one of three course, Bon Voyage, Tavor or Nuffield. One day method courses were held annually for new teachers and those interested in teaching French and with the addition of newly trained teachers who were trained to teach the subject at primary level it can be confidently expected that the subject will go from strength to strength in the Borough. The existence of one county school close to the Borough boundary which has been teaching German for some years might well inspire a school in the Borough to introduce that language, and a similar growth could be possible. The schools with five years experience of teaching French are certainly convinced of the value of the subject to their primary pupils and what was once an experiment is now as firmly entrenched as Maths. or English.

There has been a wide range of innovation and experiment in the Borough at both Primary and Secondary levels. In particular New Mathematics, Primary School Science, Nuffield Science and Newsom work spring to mind. These, and many other new approaches, have come about on the initiative of individual groups of headteachers or of single schools. The Borough does not employ its own subject organisers, indeed the number of schools under its control does not justify their employment. Theoretically, the services of the county subject organisers are available, but in practice it has become a tradition that county organisers only enter the Borough by invitation. The organisers for Physical Education and Music have been exceptions to this situation for many years but only recently has the Drama organiser been asked to visit certain schools. The Senior County Organiser makes frequent visits to schools, mostly to observe probationary teachers however, and the local H.M.I. makes regular visits. There is undoubtedly a case for more frequent visits to schools by subject organisers. It should not be assumed that the

schools are inefficient or out of date in their approach, but the situation as it exists encourages insularity. Fortunately the demand for places on courses of all kinds is very great and the Borough Education Committee is always ready to support such applications. Internal courses have been run in the past. Courses organised by the Institute of Education of the University of Sheffield are regularly held in the Borough and these, allied to the courses run by the Department of Education and Science which are attended by Borough teachers help to keep the Borough schools abreast of new developments in educational theory and practice.

CHAPTER SEVEN

(i)

In 1944 there existed already in Chesterfield a flourishing special services section of the Borough education service. The provision of milk and meals was well established and the Open Air School for maladjusted and delicate pupils with its associated Children's Centre had been functioning for five years. The Centre was staffed by a psychiatrist, a psychologist, a play therapist and other staff in 1944. The Centre had been established for psychological investigation and the treatment of nervous and problem children.

In July 1943 a Children's Hostel was established at Holly House, Old Whittington. The hostel served a dual purpose at the time. It provided a temporary home for children committed to the care of the Authority until suitable foster homes were found, and children needing residential psychological treatment were boarded there whilst they received treatment at the Centre, or were educated at the Open Air School. As will be seen later the function of Holly House has changed somewhat over the years but it still remains a hostel for children needing supervised accommodation away from the home environment.

Close liaison was maintained between the hostel and the Open Air School and children were admitted to the school on the recommendation of the staff of the Centre both from homes in the Borough and also from Holly House. Thus day and residential pupils could be accommodated, the latter living in Holly House and travelling to the school daily. All pupils were under the supervision of the Centre or, in the case of delicate pupils, of the School Medical Officer.

The Centre concentrated on intense psychological treatment, given either by the psychologist or the play therapist and psychiatric treatment was given by the psychiatrist. Children with specific educational disabilities were given remedial teaching by the

psychologist. Home visits were made to the parents and advice given where necessary and the Centre worked in close liaison with the Juvenile Courts, offering psychological treatment where required. In 1943 the number of cases referred was 66¹. The Centre, the Open Air School and Holly House combined to give a service which was a very necessary and exceedingly healthy facet of the Chesterfield Education Service, and it was fully developed before 1944. It was the Borough's ability to develop services such as this before the 1944 Act which formed part of the basis of the conviction expressed in the negotiations for Excepted District status that the Borough was well equipped to look after the interests of its schoolchildren. The power to maintain and administer the Centre, Holly House and the Open Air School remained with the Borough after reorganisation, but the school then admitted county pupils. The psychiatrist served both the Borough and the County and pupils put forward for admission from both sources were known to him. There was close liaison between the Borough and the County Psychological Services, which continues today, so that close cooperation was possible at all stages leading to admission.

Since 1944 there has been considerable expansion of special services so that at the time of writing there exists a comprehensive service, embodying the County and the Borough Education Departments, the Borough psychological service, the school health department and their equivalents in the county area.

Let us then examine this growth and the innovations that have appeared. It may safely be said that the innovations to the service have been sited in Chesterfield at the instigation of the County Education Committee and with the agreement of the Borough Education Committee because Chesterfield is an ideal centre for the North East of Derbyshire, and because there existed already a strong special

1. Unless otherwise stated the statistics in this Chapter are from the Annual Reports to the Borough Education Committee 1943 - 67.

services provision. Because of this the Borough has had the chance to be represented on the various Management Committees and in some cases control has remained almost completely with the Borough. These Management Committees have of course serving representatives from the County and in this respect the interests of the County Council are served.

In 1945 the Ministry of Education approved the appointment of a Speech Therapist for service within the Borough. This appointment was welcomed but since 1945 it has been a post which has from time to time been difficult to fill. In the following year an appointment was made. Classes for backward readers run by the Borough psychologist which had been held in the evenings for some years were discontinued because the youths concerned had either joined the Armed Services or left the district.

In 1951/2 there was a six month break in the speech therapy service but after the appointment of a replacement some seventeen children received treatment. The treatment was very time consuming, since each child was treated individually either at the Town Hall, or at a clinic and in exceptional cases at the child guidance centre. The steady increase in referrals to the psychological service during the early fifties had made the appointment of additional staff a matter of urgency and in 1952 an Assistant Educational Psychologist was appointed. In the following year the psychologists dealt with the many referrals from the schools besides making surveys in schools when requested by the Head, giving remedial help to backward children and carrying out their annual duties in connection with the transfer examination. The voluntary reading classes were reintroduced and supervised by the psychologists. In the full year the pressure on the speech therapist is clearly indicated by the 124 children treated. Twenty-four of these children were from the county area, a further indication of the cooperation which was developing between the Major and Minor Authority.

Holly House Hostel had, by this time, changed somewhat in the type of child it accommodated. As a result of the Children's Act 1948 and the setting up of a Children's Committee with its own Children's Officer within the County administration, the Borough Education Committee, which through its Care Sub-Committee had exercised supervision over children committed to its care, lost this function on January 1st, 1949. From that date therefore the Hostel had not been needed as a home for children needing temporary accommodation pending their being fostered out after being committed to care. This meant that the hostel could be used entirely to provide a home for children needing the special facilities available at the Open Air School, or Brambling House Special School as it had become known, and the Centre. Its maximum number had been limited to sixteen, boys being accommodated up to the age of eleven, after which they moved to another hostel outside the Borough, and girls up to the age of fifteen.

The pattern was now established. Children referred to the Centre could, if found suitable, be admitted to the Brambling House School if they were maladjusted and they could be offered residential accommodation at Holly House if their home background, or their particular case warranted it. Other Authorities could put forward children for admission to the special school and the hostel, or if the child required normal schooling but residence away from home then he could live at the hostel and attend one of the normal schools in the vicinity of the hostel. Physically delicate children could be put forward for admission to the special school by the School Medical Officer. Both Borough and County pupils were catered for and a Sub-Committee of the Education Committee managed the special school and the hostel. Members of the County Education Committee were nominated to this Sub-Committee so that both the Borough and the County were represented.

There had been one notable omission from the educational provision of the Special Services Section. It was to be a further five years before special provision could be made for slow learners, or as they were then known, educationally subnormal pupils. Until then the provision made for these pupils depended on the amount of time which the Educational Psychologists could devote to coaching and general remedial work, and much was left to the schools, which were ill-equipped to deal with such pupils. It can reasonably be argued that in the absence of provision for both maladjusted and E.S.N. pupils, when faced then with the option of providing for one or the other, but not both, an Authority would wherever possible opt for the provision of facilities for maladjusted pupils. The schools are more capable of dealing with the E.S.N. child than with the maladjusted child. It was fortunate for the Borough, and the County, that the Education Committee had the foresight to provide for the Open Air School in 1939. Had this not existed, the burden on the schools would have been intolerable and would have constituted an unenviable obstacle to their development after 1944. The disruptive effect of one maladjusted pupil on a class of children is very great and taxes the skill of the teacher to the limit. Whilst the provision for the E.S.N. children was far from satisfactory, the Educational Psychologists were able to help the schools to some extent and the later provision of a school for slow learners greatly eased the problems of the schools.

The addition to the service in 1954 of a social worker at the Children's Centre proved a great asset. Over 300 cases were referred to the psychological service during the year and the staff were fully occupied in testing, remedial work, play therapy, interviews with parents, work with adult reading classes and duties in connection with the transfer examination, so that the removal of home visits enabled them to devote more time to their other duties

and at the same time full attention could now be given to the social work which is such an essential part of the service.

In the same year an evening class for adults with speech defects was established by the speech therapist. After 1955 reference to the work of this department ceased in the Annual Reports. The service was essentially part of the School Health Service and the Speech Therapist was a member of the staff of the School Medical Officer. The work had progressed with only infrequent intervals between appointments from 1946 and has continued until the time of writing, again with occasional gaps, for Speech Therapists are exceedingly difficult to obtain. Of the many services provided, it is this one which shows the most impressive results and it has been a very welcome addition to the comprehensive range of services which are available for handicapped children in Chesterfield. So important is the service that in my survey referred to in an earlier chapter¹ it emerged that every County Borough and all but two of the Excepted Districts had the services of a speech therapist and the two exceptions in the Excepted Districts had access to the service provided by the L.E.A.

In 1954 there had been a vacancy for a psychiatrist. This appointment was made by the Hospital Management Board and the person appointed served part time at the Children's Centre where both Borough and County pupils were treated. Much of the additional work during the interval between appointments was carried out by the psychologists. A new appointment was made in 1955 and the psychologists were able to return to their normal duties on a full time basis and catch up with their long list of referrals. During the year the Assistant Psychologist was seconded to make a survey of Educationally Subnormal Children in Borough schools in preparation for the possible building of a school for E.S.N. pupils.

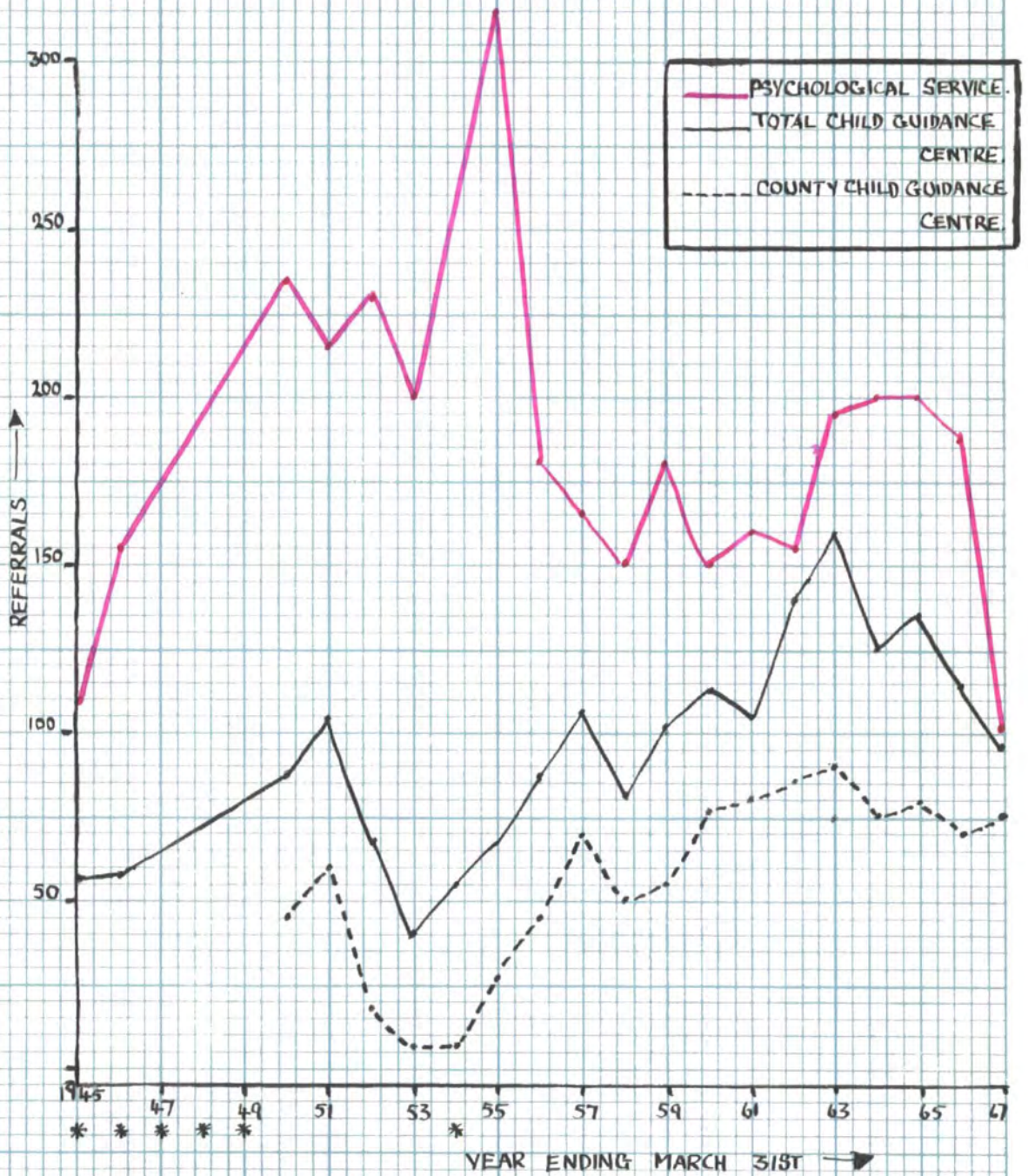
1. Vide page 77 note 1.

One interesting fact which emerges from the graph shown in this chapter of referrals to the Children's Centre is that during the mid and late fifties the number of County referrals was increasing steadily, whilst those from the Borough remained fairly constant. Referrals from both authorities increases steadily in the early and mid sixties. This illustrates the advantages to the L.E.A. of having the facilities for special services in Chesterfield at its disposal. It was able to use existing facilities in harmony with the Borough and able to devote its available finance to other special service projects from which both it and the Borough would eventually benefit. This interdependence and cooperation was a pleasing side effect of Chesterfield's new relationship with the Derbyshire County Council in the field of education after 1944. No conclusions will be drawn from the increase in referrals from both sources as to whether more children were developing psychological disorders in the sixties than in the fifties. It is submitted that as confidence in the service increased, schools and Medical Practitioners felt more confident about the ability of the service to deal with the problems they encountered and this may have been allied to a Parkinsonian element which is frequently observed when a new aspect of Special Services is introduced.

A slight change occurred in 1957 at the Holly House Hostel. Until this year girls had been able to remain at the hostel only until the age of fifteen. Special School pupils were required to remain at school until the age of sixteen however¹ and the necessity to transfer to other accommodation for only one year had been unsettling for some girls. In 1957 however the Ministry gave approval for girls to remain in the Hostel until the age of sixteen and the problem was solved. Boys continued to leave the Hostel at the age of eleven to go to alternative hostels.

1. Education Act 1944. Section II, Para. 38(i).

Chesterfield Borough
Graph to Show Referrals to Psychological Service and
Child Guidance Centre 1945 - 1967.



* FIGURES NOT AVAILABLE.

1958/59 was an important year for both the Borough and the County. In this year the Ashgate Croft Day Special School for educationally subnormal pupils was opened. The school was to accommodate 160 pupils between the ages of seven and sixteen. Pupils were drawn from Chesterfield Borough and North East Derbyshire, roughly in the proportion of 55 Borough children to 105 County Children. The school was to be managed by a Joint Committee of Borough and County representatives whose minutes were to be submitted not to the Borough Education Committee but to the Education Committee of the Local Education Authority. Administratively however the school was included in the Borough for all educational activities. Classes in the school were limited to twenty. In this year much additional work fell upon the psychological service as children were selected for places at the school. An admissions panel was set up to discuss candidates for places and a waiting list was maintained.

With a great need now satisfied the Borough was able to review the provision for handicapped pupils. Ashgate Croft School provided places for E.S.N. pupils and Brambling House School places for maladjusted and delicate pupils. Those pupils for whom provision could not be made in the Borough, including the blind, the deaf and the severely handicapped, were placed in special schools outside the Borough. In 1960 there were 27 such children and the fees paid at the schools averaged £410 per annum. It was generally felt that the value of such special schooling to these children was incalculable. Social adjustment was made easier for them if they were unable to cope with an ordinary school, but if they could cope then schools in the Borough were encouraged to admit them. The advice of all officers concerned was considered before a decision was made but the overriding factor in each case was the wellbeing of the child. The cooperation of the parents was an essential part of this and,

in the majority of cases, it was readily offered. One category of handicap which was ill provided for not only in Chesterfield but also in the country as a whole was special education for partially hearing children in establishments other than schools for the deaf, which were not suited to the particular needs of such children. The provision for these children will be discussed later in the chapter.

In the Annual Report for 1960 the Borough Education Committee was given clearer indication of the referral system. An informal discussion between the Headteacher and the psychologist would lead to a decision as to whether there should be a referral to either the School Psychological Service or to the Children's Centre. Broadly speaking, a child requiring testing for learning difficulties or behaviour problems which the psychologist felt could be treated by individual treatment would be dealt with within the psychological service. Where psychiatric help or play therapy were needed, or where the case presented deep-seated problems, then the case would be referred to the Centre. For referral to the Centre, parental consent was needed and the family doctor was informed.

The Committee was also informed of how the Brambling House Special School functioned. They were told that its pupils were essentially children who, for various reasons, found life in the ordinary schools too strenuous. About one half of the children were maladjusted and the other half were children suffering from heart and chest conditions, general debility and a variety of illnesses of psychosomatic origin. Children suffering from school phobia were typical candidates for the school.

1960 marked the twelfth year of the hospital teaching service and during this time some three hundred children had received tuition.

In February 1961 a partially hearing unit was established at the Infants Department of the New Whittington Primary School. The P.H.U. was designed for pupils of Infant School age and was set up at the school in a classroom which had been specially remodelled and equipped with the necessary electronic equipment. The children

were issued with hearing aids designed to pick up signals from a loop induction circuit as well as normal sound. The teacher could thus transmit via the loop to the children. The school hall was also fitted with a loop so that the children were able to take part in the usual school activities. The aim of the partially hearing units is to give partially hearing children instruction via electronic aids but also to integrate them into the school as much as possible, so that eventually they are able to live a normal life with the help of their hearing aids. Such children, if admitted to a school for the deaf, usually cease to use what hearing they have and become deaf, whereas in the unit they are encouraged to use their hearing to the full. Their speech is improved and ultimately they will be able to take their place in society freed to a large extent of their disability. The keynote of the P.H.U. is that the child grows up in a hearing environment. The Infant Unit was the first of three units planned for the Borough. Next was to be the Junior Unit which was to be attached to the Junior Department of the New Whittington Primary School and last would be the Secondary Unit attached to the Edwin Swale School. Children found suitable for the units could thus continue their education to fifteen or beyond in the same area of the Borough and they would be able to integrate in school activities and normal lessons whenever possible. The units were to be open to children from the Borough and the North East of Derbyshire. Trained teachers were difficult to find. The Department of Audiometry of the University of Manchester trains teachers for the work and this has been the source of staff for the Borough units. With the sparse provision of P.H.U.'s in the country the Department has been desperate for practice places for its students and the Borough units have been fully used for teaching practice. A spirit of cordial cooperation has grown up between the Department and the Borough which will be of

benefit not only to both but also to the country as a whole. The finance for the units was provided by the Local Education Authority and the teachers were not to be counted in the quota for the schools to which the units were attached.

In the year some 150 children were referred to the psychologists and in addition to this work and their work at the Centre, they also tested children who had been referred to the Out-Patients' Psychiatric Clinic of the Chesterfield Royal Hospital. In addition to this the clerical staff took over the clerical work for the Child Guidance Clinics in the North Derbyshire area. Ashgate Croft School was now well established and besides its basic work was offering gardening, woodwork, motor mechanics, art and craft, house-craft, puppetry and movement and mime to its pupils.

During 1962/63 160 children were interviewed or tested by the School Psychological Service in addition to the usual remedial teaching, educational and vocational guidance and visits from students. An innovation was the routine and regular testing of the children from the P.H.U. at New Whittington. A change in the type of pupils at the Brambling House School was becoming apparent at this time. The number of delicate pupils was decreasing whilst the number of disturbed and nervous children was increasing. Children with physical handicaps were being encouraged to enter ordinary schools wherever possible if they were able to cope with the school situation and there was therefore less demand for places at the school for such pupils. There was a wide range of activities offered at the school, as indeed there had to be. The Verbal Reasoning Quotients of pupils would range from 80 to possibly 140 plus and there were only 133 pupils on the roll in this year. To cater for such a wide spread of ability amongst both maladjusted and delicate pupils was a difficult and demanding problem. Activities

described in 1962 give a good indication of how the problem was being tackled. A weather station was maintained and a comprehensive collection of pets and livestock was cared for by the children. A film society, photographic and modelling clubs were run for those interested. Canoe camps, youth hostel trips and school journeys were made. Swimming to certificate level was a strong activity, as was work for the Duke of Edinburgh Award Scheme for older pupils. Children in their last year at the school made many visits to gain a picture of their industrial and social environment and they also received guidance in choosing their future employment or selecting a course of further education. This glimpse of the activities offered in the school will give a good idea of the hard work involved in providing the pupils with a range of activities exactly the same in most respects as in an ordinary school.

In 1962/63 the second of the three P.H.U.'s was opened at the Junior Department of the New Whittington Primary School. The units could now provide for children aged five to eleven. Diagnostic clinics were held weekly and the School Medical Officer attended.

In 1963/64 195 children were referred to the psychologists. The number of referrals was causing great pressure on the School Psychological Service and the Borough Education Committee agreed to the appointment of a full-time remedial teacher to supplement the activities of the psychologists in this field.

An innovation at the Ashgate Croft School was the establishment of an Infant Unit for children aged five to seven who could be admitted from an ordinary school for a period of observation. The unit had therefore a diagnostic purpose. Children could not be admitted to the main school until they reached the age of seven and any child who was clearly a candidate for admission to the main school after his period in the unit was expected to return to the ordinary school

until he was old enough to return to Ashgate Croft. Naturally the schools were unwilling to take back a pupil who was to be readmitted to a school for E.S.N. pupils and in practice therefore the children have tended to stay in the unit until reaching the age of seven, thus blocking places which are required for other pupils. One other category of children admitted to the unit are high grade mongols who are admitted to discover whether they are likely to be suitable for the school or whether they should be sent to a Junior Training Centre. Naturally the parents are anxious that the children should stay at the school rather than transfer to the Training Centre and here is another cause of blockage. Since the number of places in the unit is only twelve, this situation has constituted a grave threat to its effectiveness. Nevertheless, it has been a very useful addition to the service.

In 1964/65 the full benefit of the remedial teacher was felt. Following an enquiry in the schools it was found that some 200 children needed remedial help, especially in reading and arithmetic. With only one remedial teacher it was not possible to accommodate all these pupils and a waiting list was established. Three remedial centres were set up, at Brushes Primary School, Rother Junior School and Abercrombie Primary, and children were allotted to the nearest centre. They were transported to the centres for remedial work at specific times each week and then returned to their own schools. The psychologists continued with their usual work but by now they were relieved to some extent of their duties in remedial work on the large scale to which they had become accustomed. They were able to devote their attention to other activities. One item to which much time was given was the introduction of the initial teaching alphabet to Borough schools¹.

1. Vide Page 157 et seq.

A further innovation in this year was the establishment of a Special Services Case Conference which was held monthly. The conference was attended by a member of the Borough Education Officer's staff, the psychologists, the consultant psychiatrist, headteachers of special schools, a member of the School Medical Officer's staff, the warden of Holly House and any other persons who were invited. The purpose of the conference was to discuss cases for admissions to the special schools and to give everyone concerned with the case the opportunity to make his opinion known to his colleagues. Children already in attendance at special schools were also discussed where necessary and problem children or children hoping to seek employment would be discussed if referred to the conference by any member. A not too formal atmosphere encouraged the lively exchange of views and findings and was of help not only to those taking part but also and especially to the children who were discussed. During this year the name of the Brambling House School was changed to the Frank Merifield School in memory of the previous Headmaster who had died in 1964.

This year also saw the demise of the hospital teaching service which had been conducted in a ward at the Hospital Annexe. It was no longer felt necessary to maintain the service, and despite the closure, the number of children receiving home teaching did not show any dramatic increase.

The remedial teaching centres continued to flourish. In view of the large number of children needing assistance, it was decided to concentrate at the centres on the age range seven to nine. During the year thirty-three children were discharged, eleven of whom, after discharge, had a reading age in advance of their chronological age, the remainder being on a par with it. It was felt that on this record the first year of centre activities had been a success. Children above the age of nine continued to receive

help from the psychologists. In this year it was possible to analyse the job-holding capacity of school leavers from the Ashgate Croft School for the first time. 95% of school leavers found employment and of these 38% had kept their first job. 23% had had two jobs and 16% three. It was reported that these early figures compared very favourably with similar schools around the country and the reason for this was felt to be the programme planned for leavers at the school and the good work of the Youth Employment Officers.

In 1966/67 a further remedial teacher was appointed to a growing service. 76 children had been accepted in centres since the service had begun and of these 61 had been discharged. There was still a waiting list from 1964/65 of 31 children and the additional teacher would not only enable this waiting list to be dealt with but also enable the scope of the service to be widened. The success of the remedial teaching service is obvious and at the time of writing discussion is taking place with the hope of appointing an additional teacher for children of secondary age to supplement the work done in the Secondary Schools. With the Ashgate Croft School, the school psychological service and the remedial teachers a comprehensive service for children with learning difficulties had been established which is having, and will continue to have, an increasingly beneficial effect in Chesterfield. The P.H.U. for secondary pupils was opened during the year at the Edwin Swale School and the pattern of these units was at last complete. After great difficulty it was possible to find sufficient trained teachers to staff the units, but for some time the secondary unit remained ready for use but closed, because a teacher had not been found. The greatest single problem in the field of the education of the partially hearing child at the present time is the dearth of qualified staff. It is hoped that

as more units are opened, teachers will be encouraged to embark on courses which will equip them for this very exacting, but extremely rewarding, work.

The years following the 1944 Education Act have, in the field of Special Education in Chesterfield, been years of gradual but persistent development. Children who cannot be dealt with within the services are found places at special schools or hospital schools up and down the country. The Education Department works in close cooperation with the School Medical Officer, who, since he is also the Medical Officer of Health, deals with admissions to the Junior and Adult Training Centres to which some children are admitted where appropriate. Certain categories of children are still not catered for within this structure. These are children who fall between categories and for whom placement in any one establishment is not necessarily the correct one. Children who are both E.S.N. and maladjusted, brain damaged children and high grade mongols present special problems for which at present no ideal solution exists. It is possible that within the next twenty years we shall see suitable provision made for them. The need is recognised but the problem is that these children never occur in sufficient numbers to warrant provision within the Borough service, and it is to the County or even the region that we must look for a future solution.

The Local Education Authority has looked to Chesterfield Borough for a centre for its special services activities for North East Derbyshire. Geographically the Borough is the main centre of the region and ideally situated to facilitate transport. The existence of a Child Guidance Centre and an Open Air School encouraged the Local Education Authority, with the ready cooperation of the Borough Education Committee, and sometimes in response to

persistent requests from the Borough Education Committee, to site new aspects of the service in Chesterfield. The result of this is a compact and comprehensive service which, compared with the provision in other areas of the country, is excellent. There are certain counties in England and Wales which do not have a service to equal that of Chesterfield Borough. The service offered by the Borough for its own pupils and those of North East Derbyshire is even now barely adequate to the needs of a school population produced by some 200,000 people, in view of the increasing demands, especially on the provision for maladjusted pupils and residential hostel places, and one can imagine the difficulties endured by schools and parents in areas where the provision is less adequate than that of the Borough. Local Education Authorities with less provision for a similar population include Cumberland, Suffolk (East), Oxfordshire, Rutland, Yorkshire (East Riding) and Southampton¹.

In my survey mentioned earlier², County Boroughs and Excepted Districts were asked if they had the services of a Consultant Child Psychiatrist, a Child Psychologist, a Psychiatric Social Worker and a Speech Therapist, all of which are available in Chesterfield. Among the Excepted Districts nine out of fourteen have the services of all four and in the County Boroughs seven out of ten have all four at their disposal. There is therefore little difference in percentage between the two. Despite this Chesterfield is better served than three County Boroughs of similar size and five Excepted Districts.

The survey also asked whether the Authority had in their service schools for slow learners, schools for maladjusted pupils, partially hearing units and hostel accommodation. Not one of the twenty-four authorities had all four types of provision. Ten of fourteen Excepted Districts had at least one school for slow learners compared with six

1. The Education Authorities Directory and Annual 1968.
2. Vide page 77 Note 1.

of the ten County Boroughs. Four of fourteen Excepted Districts had at least one school for maladjusted pupils compared with only two of ten County Boroughs. Four Excepted Districts had P.H.U.s compared with only one County Borough and only one County Borough and one Excepted District had hostel accommodation.

Several significant factors emerge from the replies received. Chesterfield has a better special services provision than any of the ten County Boroughs and fourteen Excepted Districts of a similar size under review. On balance, the Excepted Districts appear to be better provided for than the County Boroughs. The logical explanation for this would appear to be that the Excepted Districts for the most part conform to my criteria mentioned earlier¹ and are the urban centres of larger rural areas which has encouraged the L.E.A.s to site facilities to be shared by both Authorities in the Excepted District for geographical and sociological reasons. The larger financial resources of the L.E.A. have been placed at the disposal of the Excepted District to the mutual benefit of the two Authorities. In the case of the County Boroughs any provision in this field must come from the rates and financial problems arising from a limited ratable value in some cases have caused this section of the education service to be neglected. From the point of view of the handicapped child in an area of some 70,000 population, therefore, it is better to be born in an Excepted District than in a County Borough. Even more disturbing however is the fact that the special services facilities based in Chesterfield and serving the Borough and North East Derbyshire are barely adequate to the needs of the population. How much more serious therefore is the situation in the small County Boroughs who are, in every case under review, not able to provide facilities equal to those available in Chesterfield.

1. Vide page 60.

(ii)

The rapid increase in the school meals service since 1944 can best be illustrated by the following facts. In 1946 there were 8,250 children on the roll in Borough schools. In that year 660,000 meals were served. Taking the year as 200 school days the average number of meals served daily was 3,300. Approximately 39.5% of children took school lunch. In 1967 there were 12,459 children on roll and 1,590,585 meals were served. This represents a daily average of 7,953 meals. Some 63.8% of children took school lunch.

It is difficult to find an answer to why this huge increase has occurred. There are perhaps a number of contributory factors including working mothers who are unable to be at home at lunch time, families for whom a well balanced meal at school can be produced at a cost less than that of a home cooked meal and the free meals scheme for needy families. Perhaps the biggest single factor is convenience and habit. Parents have become used to the idea that their children should remain at school all day and schools have become used to having their pupils at school during the midday break so that many extra curricular activities are carried on during the midday break so that many extra curricular activities are carried on during that time. Whatever the reasons for the increase it is clear that the school lunch is firmly established as part of school life and that further increases in the percentage of pupils taking the school lunch will continue. A glance at the accompanying graph will show that the number of meals served annually in the Borough has almost trebled in twenty-three years. In the Annual Report of 1953 the Borough Education Officer reported to his committee that, "The School Meals Service has long since passed the

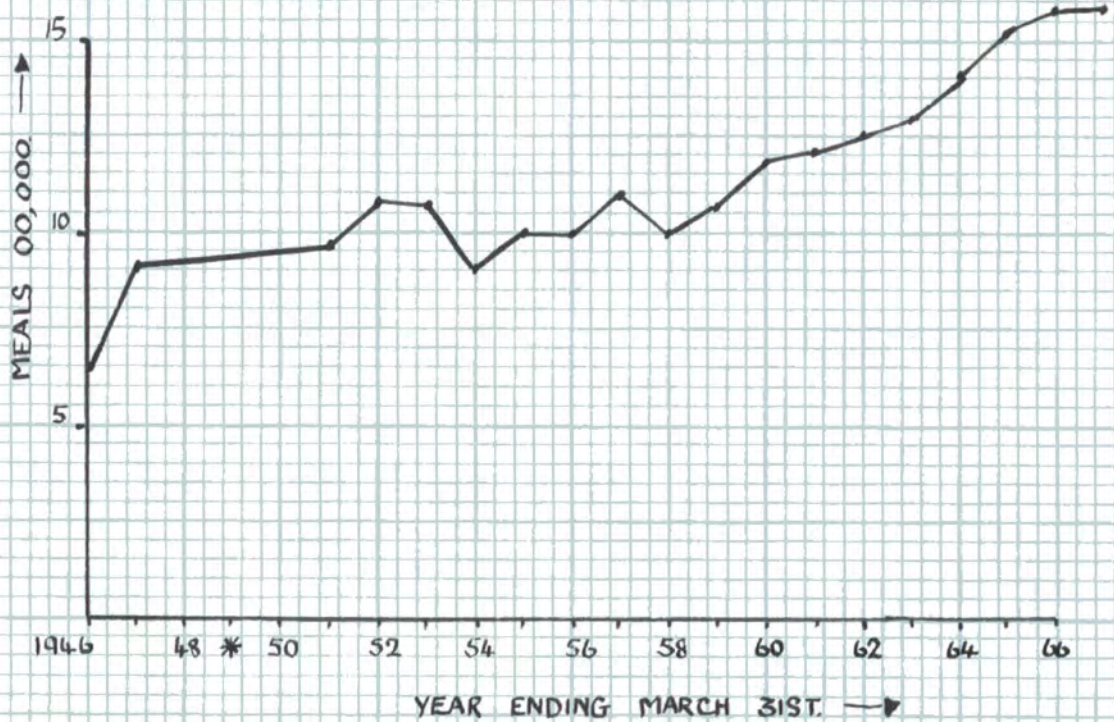
stage when it was regarded solely as a means of feeding children. It has become an integral part of the Education Service, providing an opportunity for social education. To this end, an increasing number of schools have adopted the family dining scheme and much has been done by the teachers, and the school meals staff, to serve the meals well in attractive settings."

An inspection by H.M. Inspectorate in 1957 of the School Meals Service resulted in a satisfactory report with few criticisms. Many of these were based on difficulties caused by the conditions, which for the most part have since been improved by rebuilding or modernisation, and there were many favourable remarks.

In its Minor Works Programmes the Borough Education Committee has been at pains, whenever the accommodation of additional pupils did not take precedence, to improve the facilities for school lunches. New kitchens have been built and serveries improved. At the time of writing there are 25 schools in the Borough with cooking kitchens. The remaining 14 schools receive their meals in containers, mostly from the Central Kitchen, but some also from other kitchens. As new schools are built the number of schools receiving meals from the Central Kitchen decreases and it is hoped that the time will come when all schools will have a kitchen of their own and the Central Kitchen can be discontinued. It is generally agreed that a meal cooked on the premises is more attractive and palatable than one produced from containers.

The present School Meals Organiser, who has served the Borough since 1949, and on whose shoulders much of the additional work has fallen as the number of pupils taking meals has increased, has made a consistent effort to improve the service. She has introduced stainless steel cutlery to schools and improved the tableware, convinced that if family dining is to succeed the equipment must be of a high enough standard to aid the teachers and the meals supervisors who use family dining as a means of social education.

Chesterfield Borough
Graph to Show Number of School Meals Served.
1946-1967.



* FIGURES NOT AVAILABLE.

This is important for all children, whether they come from good or bad homes. Whilst dining off desks in the classroom was common in the early fifties, it is rare today. Some schools still do not have the advantage of a dining room and others do not even have a hall which can be used for dining, but dining in the classrooms is fast disappearing it is only shortage of money which prevents its disappearance altogether.

(iii)

In the field of Special Services the Borough has fulfilled its functions as permitted in the Scheme of Delegation better than most areas of a similar size. Those who sought to retain as many powers for the Borough as was possible in the Scheme were right to do so. The Borough is a small community and compact geographically. The Officers of the Education Committee and the committee members are intimately aware of the needs of the Borough and they are better able to assess these needs than the Officers of the Local Education Authority, since it is they who are constantly in the Borough schools and it is they who can be approached at all times by those interested in or concerned for the schools and their pupils. As Clerk to the Managers and Governors the Borough Education Officer is available at all times when complaints or suggestions about a particular school are most likely to be made by people concerned most with that school. It is from him that the guidance to the Education Committee comes and there is therefore less delay in matters reaching the person most concerned with them. It is the speed of consultation and the awareness of the problems, together with a communal concern for the welfare of the Borough Education Service that has contributed so effectively to the growth of the service as a whole and of Special Services in particular.

CHAPTER EIGHT

(i)

The Scheme of Delegation relating to Further Education and the Youth Service¹ gave the Borough Council the power to provide adult education in Evening Institutes and to maintain and grant aid the Youth Service. These two services were the responsibility of the Borough Education Committee which appointed two Sub-Committees for the purpose, the Further Education Sub-Committee and the Service of Youth Sub-Committee. The growth in both fields since the 1944 Act has been very great. Administrative matters in connection with the two services were dealt with by the Borough Education Officer and his Deputy for many years, when their time had to be shared between all other duties and these fields, and during this time the expansion of the services was not very great. After the appointment of first a Further Education and Youth Officer and later a Principal, Adult Education Centres, the increase was remarkable.

The accompanying graph shows the variation in student numbers at the Evening Institutes from 1950 to 1967. It will be seen that a reduction occurred in 1951 when three Institutes were closed and student numbers dropped to the lowest figure since the end of the war. There had been an increase in fees in the year which, as later evidence will show, has always had the effect of reducing numbers for a year or two, after which the numbers would begin to rise again.

In 1954 an increase in the service occurred, as the graph will show. Women's crafts, technical and commercial classes, drama, music, dancing, lip reading horticulture made up the remainder. Less interest was being shown in technical and commercial courses owing to the increase in day release courses offered by industrial

1. The statistics quoted in this chapter, unless otherwise stated, are drawn from the Annual Reports to the Borough Education Committee, 1945 - 1967.

and commercial concerns, and National Service commitments caused the loss of the eighteen to twenty age group.

By 1962 it was possible to review the Further Education Service and to assess how it had developed. The main and most obvious point was that the emphasis had changed from vocational to non-vocational with the increase in the scope of subjects offered at other Further Education establishments, and leisure time activities were now taking precedence in the Evening Institutes. The percentage of the adult population of the Borough attending Evening Institutes rose in the three years 1960 - 62 from 2.27% to 2.96%.

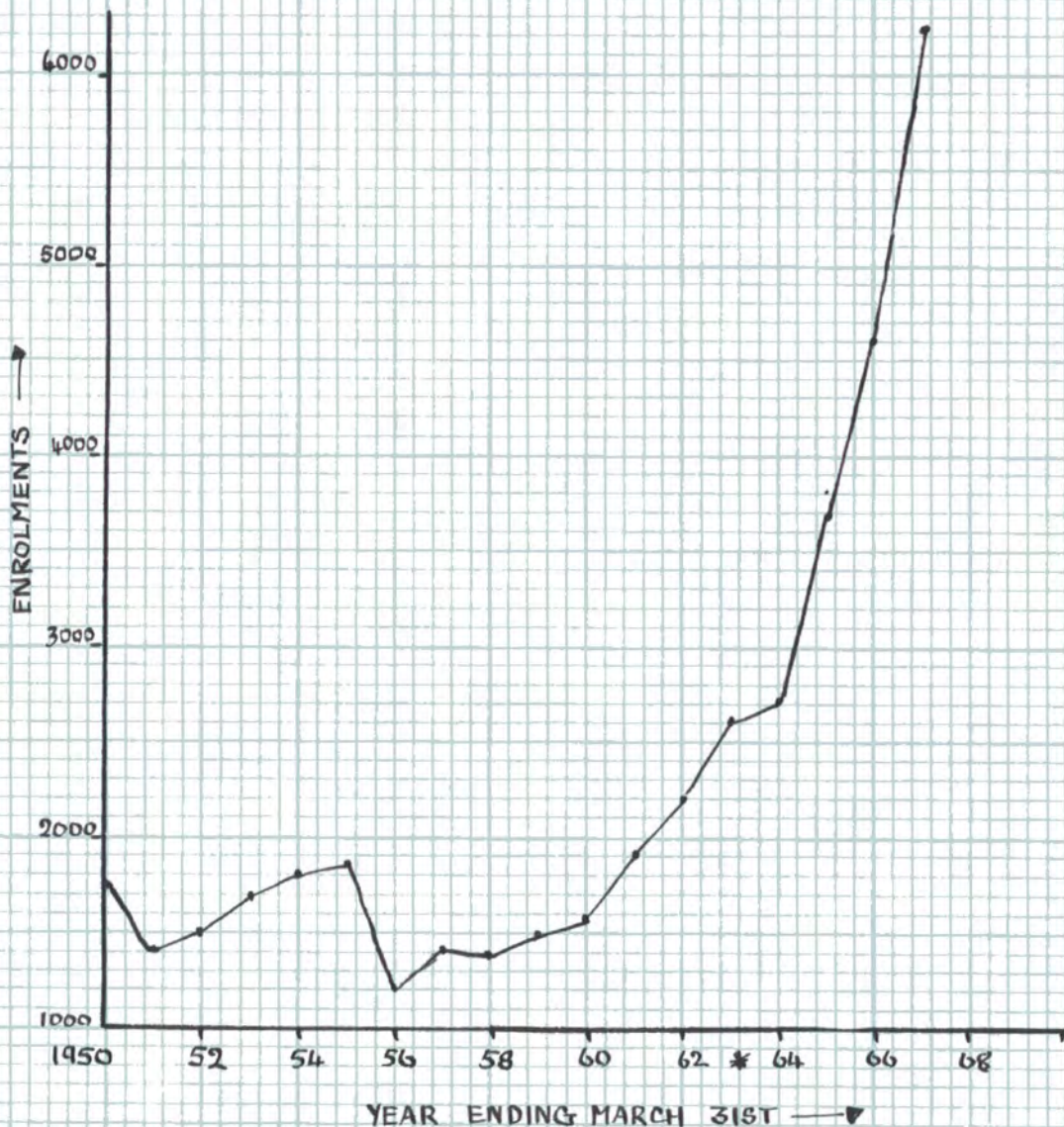
1963 marked an important year for Adult Education in the Borough for in this year the first Organiser for Further Education and the Youth Service was appointed. With full time attention it was expected that great improvements would be made in the service. Student numbers in the year rose to 2,263, the first time since 1947 when numbers had been over 2,000. Undoubtably the difficult post war years allied to the fee increases in 1951 and 1955 had been the prime cause of the lack of interest, allied perhaps to the growing effect of television on the leisure time activities of the average family, but the most important administrative reason for the lack of continued growth was undoubtably the fact that there had not been on the establishment of the Borough Education Office one full time officer whose responsibility lay in this field.

The effect of the new appointment was immediately obvious in 1964. Innovations included mid evening coffee breaks, afternoon classes at the Youth Centre for ladies, including amongst other subjects, dressmaking, embroidery, beauty culture and flower arrangement, a central exhibition of students' work and a series of evening talks on education in Chesterfield for parents. The percentage of the population attending classes rose to 3.8%.

Chesterfield Borough

Graph to Show Evening Institute Enrolments.

1950- 1967.



* Appointment of Further Education + Youth Officer.

Further innovations in the following year included ski training and a much more ambitious central exhibition. The W.E.A. and the Sheffield University Extra-Mural classes found a permanent home at Hurst House in the centre of the town.

Growth of the service continued at an unprecedented rate. In 1965 there had been a 30% increase in the number of enrolments. Two years later 6.55% of the population of the Borough were attending classes in what had now been renamed Adult Education Centres. The range of subjects offered in 1967 will give a good indication of the expansion which had taken place:- Art, Beauty Culture, Car Maintenance, Dancing, Drama, Dressmaking, Domestic Subjects, Embroidery, Crafts, Soft Furnishing, Floral Arrangement, Gardening, Languages, Metalwork, Music, P.E., Pottery, Reading for Pleasure, Remedial, Radio Construction, Swimming, Typewriting, Woodwork, Fencing, Karate, Judo and Rod Making and Fly Tying for Anglers.

It is obvious from this list that the mainstay of the programme is the leisure time activity. The compilation of the programme is helped by surveys amongst students to discover what activities they would like to see added to the list. Considerable ingenuity is often needed to find suitably qualified instructors and teachers for the subjects, but in most cases someone is found who is suitable.

The rise and fall of student numbers has closely followed the national trend. The rise in students in the period 1953 to 1956 in the Borough was comparable with the national figures. (1952 - 1,035,643; 1956 - 1,047,495)¹ and although 1961/62 saw a rise in the Borough and a low national figure - 962,574¹ - the great increase from 1962 onwards is also revealed in the national figures (1962 - 1,039,132; 1964 - 1,252,578; 1965 - 1,374,112)¹. The Borough figures have shown a more rapid increase but this was to be expected in view of the effect of the appointment of an Organiser for the work.

1. Education in England and Wales. H.M.S.O.
Students enrolled at Evening Institutes 1952, 1956, 1961,
1962, 1964, 1965.

With the appointment in May, 1967 of a Principal, Adult Education Centres, it was hoped that much of the field work which had fallen on the shoulders of the Further Education and Youth Officer would be carried out by the new Officer, leaving the Organiser more time for the Youth Service and administrative duties connected with the Adult Education Centres. With two Officers responsible for the work, the service can be expected to grow even more. The shorter working week, interest in do-it-yourself and disenchantment with mass media entertainment have all contributed to the renewed interest, and the Officers now exist to satisfy the demands of the public.

(ii)

The Youth Service in Chesterfield has moved in three stages since 1944. Immediately after the Second World War there was no shortage of men and women who were willing to offer their services to the young people of the Borough and Youth Clubs flourished. There then followed a period when enthusiasm waned and National Service reduced the membership. With the appointment of a Borough Youth Leader, and later the Organiser for Further Education and the Youth Service there was a steady increase in the service.

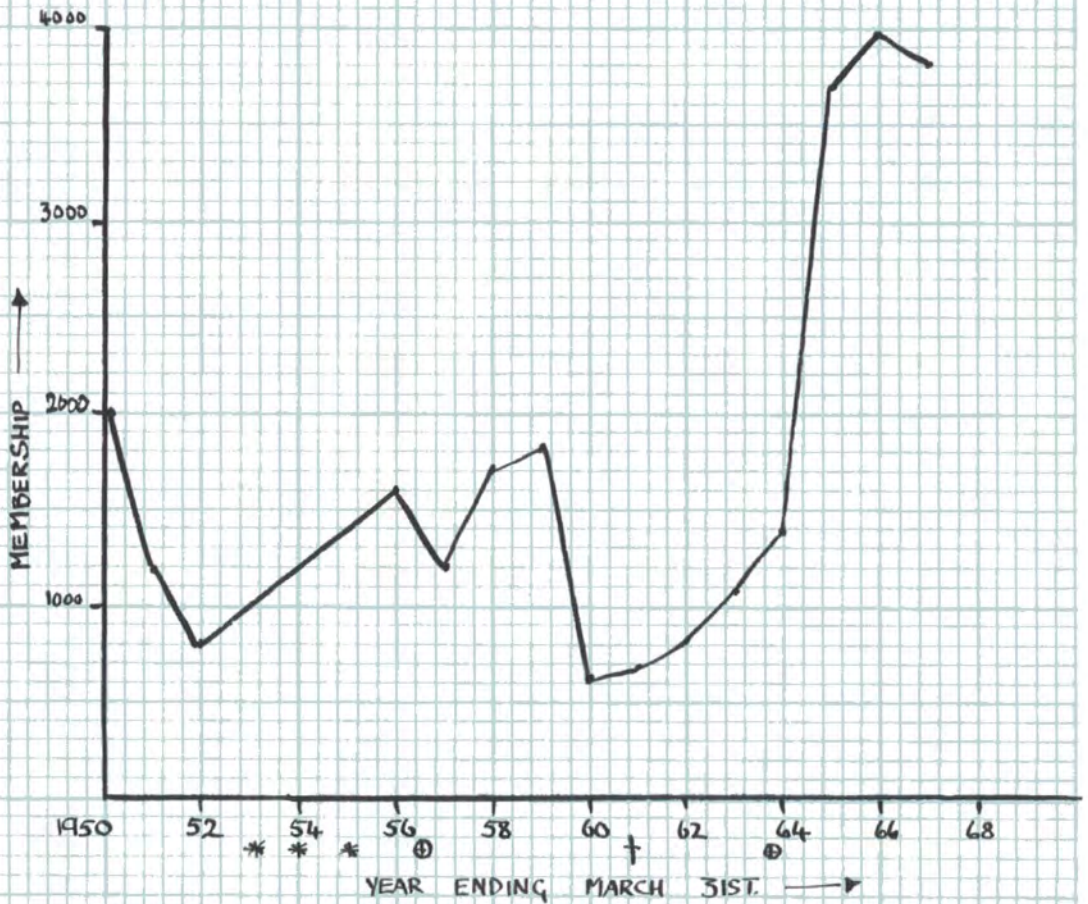
In 1946 there were fifty registered Youth Clubs with a total membership of 4,081. The clubs were assisted by grants,

priority certificates and canteen licences, so that they were well able to carry on with their activities. A Council of Youth was active in stimulating inter-club activities, competitions, sporting event, dances, quizzes, lectures and educational visits. During 1948 the Service of Youth Sub-Committee was formed and the register of Youth Organisations was revised. Applications from clubs were carefully scrutinised and the number of clubs admitted to the register was 28. Seven other clubs were admitted on a six months trial, to give them an opportunity to establish themselves more effectively and to extend the range of their activities. A Youth Leaders Association, which had been founded in 1948, had been offered four seats on the Sub-Committee. The Association met quarterly and organised weekend courses for its members on various aspects of youth work. The frequent change in officers caused the Council of Youth to abandon its activities indefinitely, but the annual exhibition it had organised in the past three years was again held and was an unqualified success.

In the 1954 Annual Report it was stated that whilst a satisfactory standard of activities had been maintained during the year, it had been found, in common with general experience, that the numbers and the enthusiasm of the war years and the immediate post war period were languishing, as can be seen from the accompanying graph. The numbers in the age groups were lower, National Service was taking its toll of the members and the vocational evening classes were making more demands on the time of the youngsters. As more children remained at school beyond the statutory school leaving age, they found their leisure time activities in school based societies. All these factors, it was felt, had contributed to the steady decline in the service. Furthermore, there was now less willingness on the part of adults to give up their time

Chesterfield Borough

Graph to Show Youth Club Membership 1950-1967.



* FIGURES NOT AVAILABLE.
⊕ EXCLUDING UNIFORMED.
† APPOINTMENT OF FURTHER
EDUCATION + YOUTH OFFICER.

voluntarily and fewer leaders were available. There had been a breakdown in the voluntary aspect of youth work and clearly the appointment of a paid youth leader had to be considered. There was an atmosphere of disappointment among the members of the Service of Youth Committee that, despite its good intentions and its willingness to grant aid to those clubs who needed help, the service was on a steady decline. The appointment of a full time youth leader might help to improve matters, for a fully trained man would have the knowledge, ability and time to stimulate the clubs towards the right kind of programme, without which the clubs could not hope to attract new members.

The appointment of a full time leader was made in 1955. Three clubs were opened, each for two nights per week and two part time leaders were appointed to assist the full time leader.

The Youth Service Minor Works building project for a Central Youth Centre was approved in 1960, which was also the year of the publication of the Albemarle Report "The Youth Service in England and Wales". It was hoped that 1960 would represent the turning point for the Borough Youth Service and that great improvements in membership could be expected, especially after the opening of the Youth Centre, which would provide a focal point for all other clubs in the Borough as the first purpose built club premises in Chesterfield.

Membership began to rise steadily and by 1964 Borough Clubs, both statutory and voluntary had become large enough to provide teams for local and county activities. Chesterfield was at last represented by its own teams at the County Youth Sports and Public Speaking Competition. The Bessey Report on the training of leaders was published in this year and a County Training

Committee was formed to discuss the implementation of the recommendations of the report. The Chairman and Secretary of this committee were Borough youth leaders. In this year also the Youth Council was reformed with two senior members from each club.

By 1965 the number of registered clubs had risen to 38. The clubs were realising the advantages of registration. If the activities offered in the club were satisfactory to the Sub-Committee, the club could receive grant aid towards the running costs of the premises and the cost of equipment. With the Borough Youth Leader replaced by the Further Education and Youth Officer, together with two full time leaders and twelve part time leaders the service was better staffed than it had ever been. An affiliation scheme for the Youth Centre had been created which opened the facilities at the Centre to other clubs.

Two years later one further full time leader and three part time leaders had been added to the staff. A Duke of Edinburgh Awards Committee had also been formed to encourage and coordinate work in this field. The second purpose built Youth Club premises were completed in the grounds of Hasland Hall School, providing excellent facilities for the members in delightful surroundings.

This brief record of the Youth Service in Chesterfield indicates that provision for the young people is getting better every year. The service has grown greatly, particularly since the appointment of the Further Education and Youth Officer and there is every reason to believe that it will continue to increase each year. The improved facilities have attracted the membership. It is interesting to note that it needed professionally trained and paid leaders to attract the members back and that the voluntary members, devoted to the service as they may have been, were unable to improve the

membership unaided. Discussions are in progress at the time of writing about the possibility of forming youth clubs within Secondary Schools with staff from the schools as part time leaders. This is a development for the future, but it is an indication that the service still has room for expansion.

An innovation of 1967, which was a joint effort of the Further Education Sub-Committee and the Service of Youth Sub-Committee was the publication of 'After School', a handbook for school leavers and the Youth Service. Besides publicity on the Youth Clubs in the Borough and Further Education opportunities, there were sections on finding the right job, National Insurance, Unemployment Benefit, Lodging Allowances, Apprenticeships, Grants, Managing Money and other information which would be of use to a young boy or girl who was about to leave school. This booklet was so successful that it was published again in 1967 and will, in all likelihood become an annual publication.

One other aspect of the Further Education Committee's work deserves a brief mention at this stage, namely the Community Associations. For many years there have been eight Associations registered with the Committee, although this number has recently fallen to seven. The Associations, in addition to offering the usual facilities, have also been encouraged to provide educational facilities. This many of them have done. Classes for old people, ladies' sewing circles and discussion groups exist and when it is able, the Committee has grant aided these Associations.

Within the terms of the Scheme of Delegation for Further Education the Borough Education Committee has done a great deal to further the services it was delegated and all age groups, and interest groups within the community have been catered for. The lateness of the provision of Specialist Officers has been the result of the unwillingness of the Local Education Authority to agree to an

increase in establishment, rather than lack of foresight on the part of the Committee, for requests for the Specialist Officers have been made at frequent intervals over a number of years before approval was finally received for the appointments. Naturally the Local Education Authority has had to have regard to its overall establishment, but the delay has often been bitterly disappointing to the Borough and has meant that the service for which the Officer was required had to struggle on without expert help until the appointment was approved. The rapid increase in the Further Education and the Youth Services after the appointments of specialists is clear proof that the Borough Committees have known where the solution to their problems lay. It is only conjecture, but if the Organiser for Further Education and Youth had been appointed some years earlier, it is quite possible that the increases shown in this chapter might have also occurred earlier and that the services might now be on an even stronger basis than they are at the time of writing. It is clear however that the future for these two services in the Borough is very cheering and that the two Committees can look forward to an even greater expansion of activities in the years to come, if finance of the order received over recent years continues to be forthcoming from the hard pressed purse of the Local Education Authority.

CHAPTER NINE

(i)

In addition to the Special Services discussed in Chapter Eight, there is a number of other services to the schools offered by the Borough Education Committee, other committees of the Corporation and outside bodies, without which this survey of education in Chesterfield would be incomplete.

A service which has proved invaluable to the schools since its inauguration has been the school library service. In 1952 branch libraries were established in four schools and a special loan section was established at the Central Library for the use of the Secondary Schools. Parties of schoolchildren were taken round the Central Library so that the facilities could be explained to them. In 1953 branch libraries were set up in seven further schools. Special selections of books were supplied to eight other schools. In this year the issue of school library books was 55,011. In 1954 three further schools were provided with branch libraries and the number of schools using the special loan facilities rose to twelve. Seven further branch libraries in 1955 brought the total in Borough schools to twenty-one. A reserve pool of some 2,000 volumes was by now available to facilitate exchanges and over 1,000 volumes were distributed to schools on the special loan service. The total issue reached 74,335 in this year. With the addition of one branch library at the Newbold Green School after it opened the provision of school libraries as planned was complete. Schools near to the Central Library did not qualify for a branch since the pupils could easily reach the building. The total stock of volumes in the school libraries was 12,000. Fifteen schools took advantage of the exchange scheme and 87,411 volumes were issued throughout the year. In 1957

an innovation was the purchase for the school libraries of 150 books for backward readers and issues of all books reached 100,798. In 1960 there were twenty-four school libraries supplied by the service and 104,156 volumes were issued. Card catalogues were issued to sixteen of the schools and it was hoped to complete the issue in the following year. In 1964 the Ashgate Croft School was provided with a library collection as an experiment. The books were chosen by the staff for their E.S.N. pupils. In 1965 agreement was reached with the Local Education Authority to set up libraries in all Borough schools. This resulted in a reorganisation of the School Library Section of the Central Library and a change of premises. During the year an extra 12,314 volumes were added to the school library stock with the aid of a grant. Priority was to be given to providing libraries in Infant Schools. A small supply of books in the initial teaching alphabet was introduced to complement the introduction of i.t.a. in the schools and this supply was to be increased during the following year. By 1966 only two schools in the Borough did not have a library established by the school library service. These were Chesterfield School and St. Helena School. The total number of school libraries had reached forty-three and 122,542 volumes were issued during the year. In 1967 the total number of volumes available to the schools had reached 44,999 and issues amounted to 146,620. Together with issues from the children's section of the Central Library the number of issues to children was 258,389. This figure represents an average of twenty books per child per year and does not include issues to schoolchildren from the main library. The Borough Education Service has reason to be grateful to the library service for the fine work done in the schools since 1951. The steady establishment of branch libraries in the schools and the tours of the main children's library have created in Borough schoolchildren an awareness of and love for reading which more than justifies the interest shown by the Borough Librarian and his staff.

That the scheme was ever begun is a tribute to the persistence of the Borough Education Officer, the Town Clerk and the Borough Librarian and the cooperation of the Local Education Authority. In 1950 the Borough claimed for itself the same system of school library service as had been established in the County. In effect the County Education Committee made available from its resources some £12,000 for the provision of a school library service, the sum being used for the purchase of books and administration by the County Library Service. The sum involved annually was the equivalent of the product of six sevenths of a penny rate. The Borough, as an Excepted District with an independent library service, claimed that it should have a similarly calculated sum for the provision of a service appropriate to the needs of the Borough and with the approval of the Ministry of Education, after much consultation between officials, the service described above came into being. From 1951 to 1964 the service remained much the same. Schools within one mile of the Central Library were excluded as were Infant Schools. The service could not be expanded because of a shortage of money. Although schools received library allowance within their revenue allowances each year, this sum was barely sufficient to provide the reference books needed and the school library scheme was confined to non-reference books for home borrowing.

With the appointment of Mr. E. Taylor as Borough Education Officer negotiations began again. The sums made available by the Local Education Authority for the Borough service had remained unchanged for the purpose of purchasing books. The administration costs, which had risen since 1951, had been met. Mr. Taylor found that the Borough school library service was lagging behind the County service, which was receiving proportionally more money for book purchase. Further negotiations between the Borough and the County took place and the amount of money made available for book purchase was finally increased substantially. This enabled the Borough Librarian to increase the service in 1964. The insistence

of the Borough on independence from the County scheme in 1950 and the agreement of the Local Education Authority to their request has produced a service which serves the needs of the Borough and is controlled by Borough officials and an advisory committee of Borough representatives and teachers. The service is highly praised by the schools and is invaluable to their work and is a fine feature of the Borough education service.

(ii)

The Youth Employment Service, supervised by the Youth Employment Committee, has done effective work during the years under review, despite great difficulties. The employment position in Chesterfield has fluctuated and in many years the opportunities for school leavers have not been as good as might have been hoped. With an increasingly efficient careers provision in the Secondary Schools, the Youth Employment Officers have received additional help in their work. Interviews are carried out in the schools and parents are able to visit the bureau to discuss the future employment of their children. Industrial visits are planned for children, although the schools lately have contributed to this provision increasingly, especially since the recommendations of the Newsom Report have made themselves felt in the curriculum of the non academic schools. The area which was originally allocated by the Local Authority to the Chesterfield Youth Employment Office was extended in 1953 so that it included not only the Borough but also Unstone, Dronfield, Brimington, Calow, Temple Normanton, Grassmoor, Wingerworth, Holymoorside, Barlow, Arkwright Town, Duckmanton, Shuttlewood and Bolsover. This comprised a large area which constituted the employment catchment area for Chesterfield, which has the largest range of employment in the area and is naturally the focal point of the area for young people seeking their first

posts. Besides the Chesterfield office the Committee became responsible also for the office at Bolsover.

The Bureau has been consistently used by employers seeking staff throughout the years. The number of registrations has been as high as 1,856 in 1964¹ and placings into employment reached 1,746 in 1954². Over a period of more than twenty years there has been a yearly average of some fourteen to fifteen hundred school leavers seeking employment from the area of the Chesterfield and Bolsover bureaux, most of whom will have been found employment in and around the Borough. The registrations constitute therefore almost the sole source of new employees of school leaving age for the factories, mines, shops and offices in Chesterfield and District. There has grown up a strong link between the Youth Employment Officers, the schools and the employers which is of mutual benefit.

In addition to finding employment for school leavers, the Bureau has offered other services. In the field of after care there are open evenings when young people already in employment can obtain advice on employment matters. Disabled school leavers are either placed in employment or found places in training establishments where they can receive instruction for suitable work. During the period when compulsory National Service existed meetings were held for prospective entrants where representatives of the Armed Services gave talks on their own particular branch of the Service and answered questions. These meetings were well attended and offered a worthwhile chance for youngsters to decide on what they wished to do during their two years National Service. In 1955, in collaboration with the Chesterfield Rotary Club, a careers exhibition was organised. Coordination of effort continued to be a vital aspect of the service and in 1956 the Chesterfield Chamber of Trade, Headteachers, Careers Teachers and Youth Employment Officers met to discuss their difficulties and a one day conference of employers and teachers was held³. In 1957 the Youth

1. Annual Report 1965.
2. Annual Report 1955.
3. Annual Report 1956.

Employment Officer compiled a careers literature exhibition with emphasis on scientific and technical careers which was exhibited in the schools and later at Nottingham University¹.

The effect of the 'bulge' on employment prospects and the publication of the Carr Report led to the establishment of a Sub-Committee of the Youth Employment Committee to investigate the problem as it affected the Committee's area. In 1960 the Youth Employment Officer, in his annual report, was able to describe the activities of the Sub-Committee. Consultation had taken place with employer and employee organisations. It was found that there was considerable sympathy for the problems facing the school leaver but little indication that there would be any substantial increase in labour requirements. Everything possible was being done to encourage industry to absorb and train as many young people as possible. The problem became more acute in 1960 when apprenticeships in engineering, motor engineering, electrical engineering and building were in short supply. There were delays of some weeks in finding employment for many boys, but girls appeared to have little difficulty in being placed. The Carr Report Sub-Committee met a similar response in this year to that of the previous year. There was little prospect of increases in the requirements of local industry for school leavers, but the employers were aware of the problem and would be sympathetic to their needs when recruitment was possible.

The situation remained unchanged in 1961. Girls were still finding it easier to find employment than were boys. Commonwealth Technical Training Week in June 1961 saw a number of activities taking place locally, exhibitions were mounted, film shows arranged and visits to industry were organised. In this year the careers teachers formed their own association and were meeting regularly to discuss relevant and common problems².

1. Annual Report 1957.
2. Annual Report 1962.

There was little change in the employment position in the following year but the problems of finding employment for pupils was not as acute as had been anticipated. The number of children remaining at school for further study had increased steadily and to a certain extent this had temporarily offset the number of children seeking employment. 1962 Autumn leavers were difficult to place because of the effects of a bad winter on certain industries. The prospects for girls continued to be good however. The arrival of the Accountant General's Department in the Borough would, it was hoped, help to alleviate the position, and for children who required clerical posts this proved to be the case for two or three years. In anticipation of the change in leaving dates to only two dates in the year, the whole timetable of activities had to be reorganised in this year¹.

In 1964 the change in the leaving dates to Easter and July meant that the number of posts available to young people was concentrated into two periods instead of three and both were at times of high employment. With no children coming on to the employment market at Christmas, when prospects were at their worst, owing to seasonal factors, the chances of children having to wait considerable periods before finding employment were reduced considerably and the change was generally welcomed.

In November 1963, during National Education Week, careers conventions were held at five Borough Secondary Schools, all of which were well attended by children and parents².

By this time the new Certificate of Secondary Education was being taken in Borough schools and in order that employers might fully understand its purpose, the Youth Employment Service published a leaflet in May 1965 which was distributed to employers. The text of the leaflets, which gave a full description of the C.S.E., was

1. Annual Report 1963.
2. Annual Report 1964.

composed on the advice of the Chesterfield and District Association of Careers Masters and Mistresses, which was by now a flourishing organisation. The careers conventions had by now become a popular annual event and continued to be well patronised.

The last twenty years have shown the Youth Employment Service to be a vital adjunct to the Borough Education Service. It has increased in scope over the years and has maintained a close relationship with the schools. Its officers are welcomed into the schools and the work they do, together with that of the careers staff, is of inestimable value. Besides placing children in suitable employment and establishing and maintaining good relations with employers, they have made enormous efforts to ensure that children are fully informed about career prospects from an early age, arranging visits to firms, lectures and talks by employers and members of the Armed Services, together with careers conventions where members of the professions and public service organisations can give first hand advice. Efforts are constantly made to find means of improving the service. Chesterfield and District owes the service a debt of gratitude for the work it has done with the young people going on from school to work and for the effective public relations aspect of its work with employers in the district.

CHAPTER TEN

In his review of Secondary Education for the Borough Education Committee in 1962, the introduction to which has been discussed in an earlier chapter¹, the then Borough Education Officer, Mr. E. Taylor, asked if the Committee believed in perpetuating the state of affairs he had described. He asked the Committee to consider alternative schemes for secondary education, but he made it clear that there was little point in amending the existing scheme if the Committee considered the alternatives to be impracticable or educationally undesirable. He asked the Committee to bear in mind the need for economic use of the teaching force as recommended by the Seventh Report of the National Advisory Council on the Training and Supply of Teachers. He also referred to Paragraph 151 of the Crowther Report in which it was stated that in order to run extended courses, a reasonably large school was necessary if the courses were to be run both economically and efficiently.

Having said this, Mr. Taylor then outlined the various alternatives. His first was to amend the existing scheme so that schools were designated academic or practical. After allocation of places to the academic schools, the remaining children would be admitted to the nearest practical school, thus removing the league table of schools mentioned in his introduction. He recommended that the Committee reject this alternative as being wholly retrograde. It would produce a clear bi-partite system which would retain none of the benefits of the existing scheme.

The second alternative was the creation of orthodox comprehensive schools. Four schools would be needed, each one being nine forms of entry and new buildings already in existence or planned for the near future would serve as a nucleus for additional building. They would form ultimately comprehensive schools serving North, South, West and Central Chesterfield. A glance at the Town Map will show

1. Vide Chapter 5, Page 145 et seq.

that there is insufficient housing in the East of the Borough to justify a school and indeed the existing school in that area, Tapton House, draws most of its pupils from either outside the Borough or from all over the Borough. There are no Primary Schools in the area. The comprehensive schools could be either single sex units or coeducational. It was indicated that the problem facing the Borough if the Committee accepted this alternative was the probable slow rate of replacement projects granted by the Ministry of Education. To implement the scheme would mean the replacement of six secondary units on four sites and that this could be achieved in a short period was highly unlikely in the light of the time taken for the Chesterfield School replacement. In anticipation of an obvious question, Mr. Taylor quoted the example of West Bromwich, where the tripartite system existed alongside comprehensive schools. This problem had been solved in that Borough by allowing parents to decide whether their children would take a selection examination for the tripartite schools or enter the comprehensive school without examination.

The weakness in this system was partly solved in West Bromwich because of its size, but the prospect of one comprehensive school in Chesterfield with the rest of the system remaining as it had always been until further replacement projects were approved was not welcomed by Mr. Taylor. To create one comprehensive school would necessitate the amalgamation of one academic school with one or more non academic schools and the remaining non academic schools would obviously be considered third choice schools by themselves and the parents, since the pattern would then be first the academic schools, then the comprehensive school and/or the 'other' secondary schools and lastly the secondary technical and practical schools. Mr. Taylor also quoted a statement by Sir Edward Boyle, the then Minister, to the Guardian¹ in which he supported the Grammar School. "The truth is

1. The Guardian. 6.9.62.

that the Grammar Schools are still the strongest and most valued element in the whole of our system of State Education.... We should not destroy our old schools". In the light of these remarks the Borough Education Officer suggested that the prospects of Ministry approval for a comprehensive school in Chesterfield which would entail the demise of an academic school were remote.

Mr. Taylor's third alternative was the Leicestershire Plan. In this plan the grammar school was associated with a number of secondary schools to form a single educational unit. The first three years of the course would be in the secondary schools and at the age of fourteen or in exceptional cases thirteen, those who wished to pursue an extended course to age sixteen or eighteen would transfer to the grammar school and those who preferred to remain at school only until the age of fifteen would stay where they were. Mr. Taylor showed the need for the secondary schools, under this scheme, to be able to provide courses for the whole ability range and for the grammar schools to be able to provide courses for non academic pupils. He described how the chain of progress was from Primary School to High School or Grammar School. There would be no selection at age eleven. The statement in 'The Leicestershire Plan and Experiment' by Mr. S. Mason, Director of Education for Leicestershire that his committee only intended to introduce the plan when the secondary modern schools were physically equipped to deal with the full ability range was underlined for the Borough Education Committee. Whilst the introduction of the plan would hasten the abolition of the 11 plus examination, it would be necessary first of all to improve the physical provision at many Borough schools. If the plan were introduced Mr. Taylor envisaged six Junior High Schools feeding two, or possibly three Senior High Schools.

The fourth alternative was the Croydon Plan. Mr. Taylor outlined for the Committee the idea of all secondary schools providing courses for all ability ranges up to the age of sixteen and pupils then wishing

to follow a course beyond that age moving on to a Sixth Form College or Junior College. This alternative would also entail the improvement of the facilities at most Borough secondary schools before it could be implemented. It was suggested that six secondary schools should feed one Junior College.

Mr. Taylor's fifth and last alternative was to retain the existing scheme but to reduce the number of places in the league table by reducing the number of secondary schools. He suggested that this move could either be an amendment for its own sake or a step towards a new system. In effect he was requesting an alteration in the current development plan which had constituted a reaffirmation of the Committee's faith in the system as it was operating in 1958. The closure of certain schools would strengthen the system for an interim period whilst the Committee prepared for a reorganised system.

Without wishing to prejudice the Committee's deliberations, Mr. Taylor felt nevertheless that certain factors had to be mentioned. The future of the St. Helena School was a difficult problem. Its intake did not match that of Chesterfield School and it was worth considering whether a new site should be reserved, or whether the new Chesterfield School site could accommodate a new St. Helena building, and would such a development lend itself to the implementation of the Leicestershire Plan?

The Committee should also consider the future of the Roman Catholic Secondary School. It ought to be rebuilt and might conceivably form part of a campus with other schools.

The plan for the rebuilding of Hasland Hall, Hunloke and William Rhodes Schools on the South side of the Borough, each school to take three forms of entry, might merit revision in the form of an amalgamation on one site. Despite the plan to close Harry Cropper School, ought it not to be amalgamated with the Manor School in order to create a bigger unit? Should not the Violet Markham and Newbold Green Schools be increased in size and in view of their proximity

should they not coordinate much of their work? Ought not the plan to rebuild the Tapton House School on another site be amended to rebuild on the site of the Edwin Swale School? This would provide the means of introducing a comprehensive unit. Finally the rebuilding of the Peter Webster School as a separate unit was questioned.

By making these points about the development plan Mr. Taylor was asking the Committee to reconsider their earlier decisions in the light of his report. Whatever form of reorganisation was introduced, or indeed if the present system in its existing form, or a slightly altered form were retained, could not the questions he had posed help rationalise the Borough school buildings and sites to ease any future development of secondary education? Mr. Taylor asked for the views of the Committee and indicated that if the Committee accepted the need for a reconsideration of the development plan then much more detailed work would be necessary on the various alternatives. Schools and governing bodies would need to be consulted and visits made to other Authorities. He further suggested that a sub-committee might be formed to look into the question.

The report was presented to the Appointments and General Sub-Committee on December 7th, 1962 and the minutes of that Sub-Committee were passed by the full Education Committee three days later. The Chairman and Vice-Chairman of the Education Committee had agreed that copies of the report should be sent to the Headteachers of all Borough Secondary Schools and they had been asked for their observations. The Committee accepted the report and noted the observations of the Headteachers and further resolved that copies of the report be circulated to Headteachers of all Borough Primary Schools. It was also resolved that a Special Sub-Committee should be set up, comprising five members of the Education Committee, one of whom was a cooptative member, and three Headteachers, two Secondary and one Primary, to review the pattern of secondary organisation in the Borough¹. Mr. Taylor had therefore got his wish, namely that a

1. Minutes of Borough Education Committee 10.12.62.

special sub-committee should be set up to review secondary organisation in the Borough and that there should be reasonable teacher representation on this sub-committee. The confidential report was circulated to all Headteachers so that they were fully informed. Even at this early stage a pattern of joint consultation was established in the Borough which has continued throughout most of the discussions on reorganisation. It has frequently been noted that such consultation has been lacking in other areas and the Borough Education Committee is to be congratulated on its decision to have full consultation with teaching staffs.

After the setting up of the Special Sub-Committee much work and activity followed. The members visited Holland Park Comprehensive School in London, Hinckley, where they saw the Leicestershire Plan in operation and Westfield Comprehensive School near Sheffield. They also visited Croydon and had discussions with officials of the Authority about the Croydon Plan. Each member had had the opportunity of reading Mr. Mason's book on the Leicestershire Plan¹ and Mr. Pedley's book on Comprehensive Schools². The Chairman and Vice-Chairman of the Sub-Committee had met the Primary and Secondary Headteachers and statements had been received on the report from the local branch of the National Association of Headteachers and the Headteachers of Chesterfield Secondary Schools. Both these statements supported the review of the 11 plus examination and one statement supported its complete abolition.

At a further meeting of the Sub-Committee on December 12th, 1963 the members were asked if a change in the secondary provision for the Borough was needed and if so what was to be the principle on which the change was to be based. It was felt that the members had now had full opportunity to study available information and that they would be able to reach a decision on the two questions posed. The Sub-Committee, as had been expected, asked for a further report from the Borough Education Officer which was to follow the principles set

1. The Leicestershire Experiment and Plan. Stuart C. Mason.
2. The Comprehensive School. Robin Pedley.

out below:-

1. To illustrate as accurately as possible the effect of any change suggested on the existing schools in the Borough.
2. To have regard for the obvious need to continue use of much existing school building, especially that provided or brought up to date in the post war years.
3. To disturb as little as possible those elements in the existing provision which, by general accord among members of the Sub-Committee, are held in high regard by teachers and public alike.
4. To have regard to factors likely to affect the educational scene in the years ahead, e.g.
 - (a) Teacher supply.
 - (b) The raising of the school leaving age.
 - (c) The recommendations of the Crowther and Newsom Reports.
 - (d) The possibility of a rephrasing of the traditional age-groupings in the primary and secondary spheres.

It is clear from these terms of reference that the Sub-Committee had decided that some form of reorganisation might be desirable and they were now requesting further information in more concrete terms before reaching a firm decision.

It would meanwhile be of interest to trace the attitude of the local press to these deliberations. There is little reported up to March 1963, for no minutes of the Special Sub-Committee were presented to the full education committee until September 1964, when a decision was reached. The Derbyshire Times did not pick up the resolution of December 7th, 1962 to set up a Sub-Committee and it was not until March 15th, 1963 that the Sub-Committee was mentioned. Some of the content of Mr. Taylor's confidential first report was revealed in the Derbyshire Times for that date. The paper, usually so ready to make editorial comment on anything remotely concerned with education in the Borough, was strangely silent and its report merely echoed much of what had been written in Mr. Taylor's report to the Committee.

When the Borough Education Committee reaffirmed its confidence in the existing scheme in December 1958, the Editorial in the Derbyshire Times was full of eulogies¹. "It is comforting to know that Chesterfield is firm in its attitude towards Grammar School education", which was of course not what the Committee had meant at all by its resolution. Nothing in Borough educational circles was likely to receive less sympathetic consideration than the suggestion that the Borough scheme of Secondary Education was directed towards "Grammar School education". Indeed this was totally out of keeping with the whole philosophy behind the Borough scheme of secondary education, but the Derbyshire Times, like many other newspapers, is not beyond forgetting important aspects of a situation when writing up a discussion with any spokesman or member of a committee. The setting up of a Sub-Committee to examine the possibility of changing the structure of secondary education only five years later would, one might expect, have elicited the views of the leader writer of the Derbyshire Times, which were given at frequent intervals on almost every aspect of education, but this did not happen. The silence is puzzling and can only be attributed to editorial discretion. Certainly the lack of reaction was most uncharacteristic of the newspaper.

Meanwhile Mr. Taylor and his Deputy were busy producing the second report requested by the Sub-Committee and this was duly presented to the Sub-Committee in July, 1964. In his report Mr. Taylor illustrated seven different alternatives for the reorganisation of secondary education in the Borough. They were each illustrated diagrammatically to show how existing facilities and schools could be integrated into the particular system and estimated costs for each were also given. Four Orthodox Comprehensive Schools would cost £638,000. In this plan existing buildings would be used in the short term so that apart from one of the comprehensive schools the remaining three would all be housed in split premises.

1. Derbyshire Times 19.12.58.

On these grounds the plan was not felt to be advisable.

The Leicestershire Plan, based on 40% transfer to the Senior High Schools at Chesterfield and St. Helena Schools, which would be single sex, was to cost £360,000. Two of the Junior High Schools were to be single sex, the remaining four would be coeducational. It is difficult to understand why an additional sum was not included for the conversion of at least the Junior High Schools to coeducation. Certainly there would have been great difficulties in providing boys' facilities at St. Helena School because of the restricted site and substandard accommodation.

The third alternative was a modified form of the Leicestershire Plan allowing complete transfer after the third year of the secondary course. The cost was to be £671,000. St. Helena and Chesterfield Schools were to be combined in this plan to form one school but two of the feeder schools were to be single sex.

The report stated that the Leicestershire Plan presented fewer difficulties than the Orthodox Comprehensive Plan. There remained however a need for considerable expansion of school places. The Committee was also asked if it was happy at the need for special provision in the orthodox Leicestershire Plan for the 'High Fliers' and the problem of catering for the children who remained in the Junior High Schools who constituted 60% of the age group. There would be no clearly definable objective for these children and there would be difficulties with staffing a school where no ordinary level G.C.E. work was to be carried out. In the wholesale transfer version at 14 plus the staffing problems would be even worse, since the Junior High Schools would then be wholly decapitated.

The fourth alternative, which was not costed, was not unlike what has become known as the Middle School Plan, except that the Middle School course was to last only three years instead of the four

years of the conventional Middle School of the late sixties. The fifth alternative, also not costed, was a combination of the previous plan, with transfer to the Middle School at 10 plus, with optional transfer at 13 plus to the Senior High as in the Doncaster Plan. Mr. Taylor's plan was based on 30% transfer.

The sixth alternative was the Croydon Plan. It was illustrated with three variations in the number of Junior High Schools feeding the Sixth Form College, or Junior College as it was called in the plans, which, in every case, was to be the Chesterfield School. The Committee were informed that the Croydon Plan would only work if the feeder schools were small enough in number, and therefore large enough numerically to be able to cater for the whole ability range. The three variations had therefore been drawn up to illustrate this factor and it was clear that of the three possibilities the last, showing four feeder schools, was by far the best in this respect. Nevertheless Mr. Taylor did add a cautionary note that staffing the Junior Comprehensive Schools might prove a difficult problem since they would not be offering Advanced Level work and as a result specialist teachers may not be attracted to them. Two of the variations were costed. Croydon with six feeders would cost £594,000 and with only four feeders £589,000.

The last alternative placed before the Committee was the Doncaster Plan with voluntary transfer at 13 plus. Two versions were illustrated, one involving 25% transfer and the other 30%. The first version would cost £342,000 and the second £270,000. Under this plan all children would transfer at 11 plus on a catchment basis to the Junior High School. At the age of 13 plus they would be offered the choice of a three year course in their present school or a five year course in a Senior High School. This plan was new to some of the members of the sub-committee and other

information was given to help them consider this scheme with the other alternatives, with which they were already conversant. Mr. Taylor felt that there was much to be said for delaying the allocation until the age of thirteen. The children would, by that age, be initiated into the demands of secondary education and their reaction to these demands could more effectively be assessed. Parents and teachers would be able more easily to discern special interests and vocational interests in the children. Mr. Taylor felt that the Doncaster Plan overcame the objections to the Leicestershire Plan which, in its provision for high fliers, retained an element of selection at the end of the primary stage and also that it removed the problem of the Leicestershire Plan of the group of pupils remaining at the Junior High School at age 14 plus who might often be the socially and educationally underprivileged pupils. With the prospect of the raising of the school leaving age to sixteen, all schools feeding the Senior High Schools had the opportunity with the pupils opting to remain in the Junior High Schools of working to G.C.E. Ordinary Level and C.S.E. and these would be incentives for the pupils and the staff. Finally Mr. Taylor indicated that of all the schemes outlined in the report, the Doncaster Plan offered least disturbance to the existing responsibilities of the various Secondary Schools and at thirteen plus transfer was effected by parental choice with the help of advice from the Headteacher.

In his conclusion Mr. Taylor asked the Sub-Committee to reach a decision and suggested that the Doncaster Plan was the most practicable of the alternatives open to the Sub-Committee.

The Sub-Committee, after considering the report, accepted Mr. Taylor's recommendation and at a special meeting of the Borough Education Committee its recommendations were accepted and the full Committee resolved that the Doncaster Plan be adopted and accepted and that three existing Borough schools would be absorbed into other units. It further resolved that the proposed reorganisation scheme should be brought to the attention of teacher organisations, governing

bodies, the local Roman Catholic Church Authorities and the Local Education Authority and that these bodies should be invited to express their views on the scheme at future meetings of the Subcommittee and the full Education Committee¹.

The decision received considerable coverage in the local press. The leader in the Derbyshire Times² following the meeting of the Education Committee generally welcomed the plan but had one major reservation which was shared by many people, including members of the Committee. There was concern that parents would consider Chesterfield and St. Helena Schools with their advanced studies to be superior to the other schools and that many more than the estimated 30% of pupils would opt for those schools, leaving the feeder schools depleted and the estimated use of buildings sadly miscalculated. Mr. Taylor had said at the Committee meeting that this would present few difficulties since additional units could be built that would house the extra pupils³.

Since the Committee were not conversant with the Doncaster Plan they had been given a great deal of additional information to help them reach their decision. It appealed to the committee for a variety of reasons. The Chesterfield and St. Helena Schools were retained as Senior High Schools and this would satisfy the many people in the Borough who did not wish to see the demise of what they considered to be the best schools in Chesterfield, for such is the view of many Cestrefeldians despite Mr. Greenough's years of preaching. There would be considerably less disturbance to the existing non academic schools since they would retain the range of intake they had become accustomed to over the years but would have for two years an academic intake from their catchment, some of whom might opt to remain in the Junior High rather than transfer to a five year course. There would be less

1. Minutes of the Borough Education Committee, Special Meeting 30.9.64
2. Derbyshire Times 2.10.64.
3. Derbyshire Times 2.10.64.

disturbance for existing teaching staff. Existing buildings would be well used and the plan was the cheapest of those outlined. On grounds of economy and educational desirability therefore the plan was the most acceptable to the committee and the writer would concur with the decision.

It is submitted that Mr. Taylor's comments as reported on the problem of optional transfer were not a satisfactory answer to the question, which was the most fundamental issue in the Doncaster Plan. If transfer to the Senior High Schools exceeded 30% for any number of years, then two problems would emerge. Firstly the additional pupils would need to be housed at the Senior High Schools, and on the St. Helena site this would hardly have been possible for the reasons stated earlier. The bigger problem however was that any transfer over 30% would deplete the Junior High Schools. The range of ability left would not be as great, the accommodation would be underused and the staff would have to be reduced, thus limiting the range of subjects which could be offered. This would constitute a serious threat to the comprehensiveness of the Junior High Schools. That more than 30% of pupils would want to transfer on the evidence of pupils staying on beyond the age of sixteen at this time in Chesterfield was however most unlikely. The question not asked, and by far the most difficult to answer, is what would happen if less than 20% of pupils were to opt for the Senior High School. Then staff would have to be reduced in the Senior High Schools which would seriously affect the range of Advanced Level work offered and the Junior High Schools would be faced with the task of providing a greater range of opportunity for the additional higher ability range pupils they were to receive.

There was an element of risk involved with the introduction of the Doncaster Plan but on the known evidence it was reasonable to assume that the number of Borough pupils opting for a five year course

at 13 plus was most likely to range between 25% and 30%.

There was some opposition to the proposal, particularly concerning the closure of the Tapton House School which was to close under the Plan. A campaign to save the school was started by former pupils and members of the school¹ and a letter from a former member of staff appeared in the Derbyshire Times². The basis of the campaign was that it was a retrograde step to close the only coeducational academic school in the Borough and replace it by a system of five year post thirteen education in two single sex schools. This was a valid criticism of the scheme but the committee had had to consider the economic aspect and it was cheaper and more practicable to retain the Senior High Schools as single sex schools initially. Ideally it was not a good solution, but economically it could not be faulted. The staff of the school produced an alternative plan retaining the school with Advanced Level work. The campaign reached its peak with an attack on the closure at the school speech day by the Headmaster and the Head Boy and Girl³.

Meanwhile consultation was continuing and Mr. Taylor was visiting schools to talk to members of staff about the proposed reorganisation. The various teacher organisations were meeting to draw up their observations on the Committee's recommendations.

The next meeting of the Sub-Committee was held on October 15th, 1965. It was intended to discuss the proposed plan for the reorganisation of secondary education in the Borough in the light of observations received by the Sub-Committee from the various teacher organisations and also in the light of Circular 10/65 which had been recently issued by the Department of Education and Science⁴. This meeting was followed by a further meeting, this time with members of

1. Sheffield Star 5.10.64.
2. Derbyshire Times 16.10.64.
3. Sheffield Telegraph 28.11.64.
4. Published 12.7.65.

the Local Education Authority. This second meeting resulted from the decision by the Sub-Committee at its meeting on October 15th that no further progress could be made without consultation with the Local Education Authority. The problem faced by the Sub-Committee was to relate change in the Borough to change in the surrounding County areas and to assess how quickly the Borough could move in its intentions, having regard to a possible decrease in the number of County admissions to the Borough as the effect of the establishment of Comprehensive Schools in the area surrounding the Borough was felt.

The Borough had received a severe setback with the publication of Circular 10/65 in that its proposals for reorganisation, namely the introduction of the Doncaster Plan, were clearly stated in the Circular to be considered only as an interim plan towards some other form of reorganisation which was acceptable to the Minister as an ultimate solution. The Committee had intended its proposals to be the ultimate solution for the Borough and there was therefore a need now to rethink the proposals. The work already done had not been in vain however, for much evidence had been gathered for and against the Doncaster proposal and much information had been disseminated about the other schemes so that the committee members were much more aware of the problems facing them than they had been in 1962. It was however a bitter disappointment to realise that three years had been spent in arriving at a decision which was now not acceptable as a long term proposal.

There were two main factors which affected the proposals already made. The Doncaster Plan was clearly described in the Circular in Paragraph III(iii). Paragraph IV stated that, "...an organisation of type (iii) or (iv) is not fully comprehensive in that it involves the separation of children of differing aims and aptitudes into different schools at the age of thirteen or fourteen. Given the limitations imposed by existing buildings such schemes are acceptable as interim solutions, since they secure many of the advantages of

comprehensive education and in some areas offer the most satisfactory method of bringing about reorganisation at an early date. But they should be regarded only as an interim stage in development towards a fully comprehensive secondary reorganisation." In the light of this statement the Borough Education Committee had no alternative but to abandon its proposal for the introduction of the Doncaster Plan to Borough Secondary Schools as a long term solution and to begin to examine alternatives which were acceptable to the Secretary of State for Education and Science. These were fully comprehensive schools, a two tier system with complete transfer at age 13 or 14 as in the Leicestershire Plan, the Croydon Plan and the Middle School Plan. The Committee could of course retain the Doncaster Plan as an interim measure leading to one of the acceptable permanent alternatives.

The second point of the Circular which was of vital importance to what followed later was that Local Education Authorities were requested to submit their plans to the Department of Education and Science not later than one year after the publication of the Circular¹. If the Borough was to produce an alternative, and acceptable scheme, it had only one year in which to do so. It had taken from October 1962 to September 1964 to evolve the first proposal and rapid, yet considered, decisions were now called for.

Before the meeting of the Sub-Committee on March 17th there was published a further Circular, Circular 10/66², which was to have an effect on the deliberations of the Sub-Committee. Although basically dealing with Major and Minor Works Building Programmes for the years 1967 and 1970, the Circular contained one paragraph which must have been more influential in persuading those Authorities who had decided to ignore the request in Circular 10/65 for an early submission of reorganisation schemes to think again about their attitude than any other statement made on the question of reorganisation. "... it would clearly be inconsistent with the Government's long term

1. Circular 10/65. Para. 44.

2. Published 10.3.66.

objective if future school building programmes were to include new projects exclusively fitted for a separatist system of secondary education. Accordingly the Secretary of State will not approve any new secondary projects (i.e. any projects not already included in an approved programme) which would be incompatible with the introduction of a non-selective system of secondary education."¹

The Borough Education Committee had of course accepted that some form of secondary reorganisation was necessary for the Borough but the Circular was quite explicit. Any building project at secondary level had of necessity to conform with some scheme of reorganisation which was acceptable to the Secretary of State, otherwise it would not be approved. The Committee was therefore obliged to decide on its proposals as soon as possible so that it could continue to press for secondary building projects to be included in building programmes. The need for haste was quite apparent and the Committee had only four months in which to make its decision after its meeting on March 17th.

At this meeting members were issued with a third statement on the reorganisation of secondary education in the Borough and were asked to reach a decision on the form which the reorganisation was to take. The hope was expressed that the decision would meet the requirements of Circular 10/65. Members were also informed that after consultation with the Roman Catholic Authorities it had been agreed in principle that provision should be made in the revised development plan for a 6 F.E. Comprehensive Roman Catholic Secondary School to cater for children in Chesterfield and North East Derbyshire.

Mr. Taylor's third statement was dated March 1966. The notice of the Committee was drawn to the requirements of Circular 10/65 and the statement by the Local Education Authority that the Doncaster proposal for reorganisation should now be examined against the background of the Circular. The statement had been drawn up therefore with the intention of illustrating the steps necessary to reach a fully

1. Circular 10/66. Para. 5.

comprehensive solution which would satisfy the terms of the Circular. The various steps were costed so that the Committee could compare the various alternatives open to them bearing in mind the need to avoid the waste of capital expenditure on projects which would not form part of the chosen scheme and the impossibility of forecasting the rate of capital investment in such schemes. The Committee was also asked to bear in mind the statement of the Secretary of State that, "During the next few years growing demands for new schools arising from the increase in the school population, new house building and the raising of the school leaving age are unlikely to permit any relaxation of the criteria for inclusion of projects in building programmes. It would not be realistic for authorities to plan on the basis that their individual programmes will be increased solely to take account of the need to adapt or remodel existing buildings on a scale which would not have been necessary but for reorganisation."¹

In view of this statement the schemes outlined in the report were phased on the basis of a practicable step by step move towards an ultimate overall plan. The alternatives now open to the Borough were listed as follows:-

1. Doncaster Plan (interim solution only) (£220,708).
2. Doncaster leading to three comprehensive units (£833,820).
3. Doncaster leading to four comprehensive units (£1,007,012).
4. Three comprehensive units (without interim scheme) (£917,221).
5. Four comprehensive units (without interim scheme) (£1,095,347).
6. Leicestershire Plan (£855,062).
7. Croydon Plan with six Junior High Schools and a Junior College (£810,868).
8. Croydon Plan with four Junior High Schools and a Junior College (£1,095,651).

Each of the alternative plans entailed the closure of the Peter Webster and Hunloke Schools.

Each scheme was described in detail, showing how the existing premises were to be deployed.

These then were the alternatives facing the Sub-Committee. After having discussed all the alternatives the members asked the Borough Education Officer for a further statement on the introduction of four comprehensive schools, after they had fully considered plan five of the third statement.

Mr. Taylor had meanwhile obtained another post and his Deputy, Mr. B. Matthews was appointed in his place. To Mr. Matthews, who had shared all the work on reorganisation since 1962, fell the task of producing this report for the consideration of the committee.

That the Sub-Committee was leaning towards the plan for four comprehensive schools was soon discovered by the press and whilst the reporters had misunderstood their sources when they stated that the original Doncaster proposals had been turned down by the Secretary of State, for the proposals had never been submitted to the Department of Education and Science, they were very accurate in their description of what the committee proposed to recommend. The Derbyshire Times, in an editorial, had much to say about Circulars 10/65 and 10/66, maintaining that the autonomy of the Local Authorities was being eroded, when ministerial edict prevented them from doing what they believed was right for their area. Whilst it supported the idea of comprehensive education, it feared for the bright child in such a system, but welcomed the abolition of the 11 plus examination¹.

Towards the end of April the Borough Education Officer was asked by the Director of Education for Derbyshire if the Borough proposals would be ready by June 7th since he hoped to include them with his proposals for the rest of Derbyshire in a report to his committee on that date. The Borough Education Officer therefore asked his Chairman if he would agree to a further meeting of the Sub-Committee, to consider the new report, a meeting with teacher representatives, a Special Meeting of the Borough Education Committee and a meeting of

1. Derbyshire Times 22.4.66.

the Borough Council as Divisional Executive to agree the proposals for the Borough by that date. A timetable was therefore drawn up. The Sub-Committee was to meet on May 10th, 1966, the meeting with teacher representatives was to take place on May 20th and the Special Meeting of the Borough Education Committee was to be held on May 25th. The next Council Meeting was on June 7th, the date quoted by the Director of Education for his meeting.

Mr. Matthews' further report was considered at the meeting of the Sub-Committee on May 10th. In it he outlined how the scheme would be implemented. The combination of schools would ultimately be Chesterfield School and Manor School, eventually in one building at Brookside, Tapton House School and Edwin Swale School, St. Helena School and William Rhodes School in one building at Whitecotes Lane and Violet Markham School and Newbold Green School in split premises. The method of implementation was described step by step as follows:-

1. Close Peter Webster School and divert pupils to Newbold Green School and other schools.
2. Close Hunloke School and divert pupils to Hasland Hall School and other schools.
3. Rebuild Tapton House School on the Edwin Swale site to give 745 places. The schools would continue to function as in the existing system but would combine ultimately to form the Whittington Comprehensive School with 1,345 places.
4. Provide 505 additional places at Violet Markham School and provide coeducational facilities. This school to continue under the existing scheme but ultimately to link with Newbold Green to form Highfields Comprehensive School for 1,565 pupils in two buildings.

At this point comprehensive education could be introduced to the northern half of the Borough and selection could continue in the remainder of the Borough. If the Committee wished to introduce comprehensive education throughout the Borough at the same time, Mr. Matthews offered a suggested form of organisation based on three

alternatives.

The first was to make the northern half of the town comprehensive as he had already illustrated and introduce a Leicestershire Plan for the southern half. All pupils would attend one of three schools, William Rhodes, Manor or Hasland Hall from age eleven to fourteen. Boys would then transfer to Chesterfield School and girls to St. Helena School.

The second suggestion was to modify Chesterfield School so that it could go coeducational and then link it to the Manor School to form the Brookside Comprehensive. For the South East of the Borough all girls would attend St. Helena School and all boys William Rhodes School for the first five years of the course. Hasland Hall School would close. A sixth form unit would be added at William Rhodes School for boys and girls. The rebuilding of first St. Helena and then William Rhodes at Whitecotes Lane would complete this comprehensive unit.

The third possibility was to postpone the introduction of comprehensive education to the Borough until St. Helena School had been replaced as a coeducational unit at Whitecotes Lane and coeducational facilities had been created at William Rhodes and Chesterfield Schools. Whitecotes and Brookside Comprehensive units could then operate without the need for the previous two alternatives. To avoid the possibility of the new accommodation at Violet Markham School (shown in paragraph 4 above) standing idle, Hasland Hall School could be closed earlier and the pupils accommodated at the Violet Markham School. The cost of alternative one was £25,000, of alternative two £176,552 and of alternative three £484,255. Mr. Matthews recommended that the second alternative was the best since it reduced the time factor for the introduction of comprehensive education by the time it would take to get a replacement for St. Helena School in a building programme. The total estimated cost for the whole scheme, including alternative two as an interim solution, was

£1,835,411. The Borough could however be organised on comprehensive lines without some of the purpose built premises required ultimately for £775,644. Mr. Matthews' final point was that in any case if all old Secondary Schools were to be replaced before the end of the century the cost would be in the region of £1,800,000.

Satisfied that the scheme could be implemented, the Sub-Committee accepted the report and decided to recommend to the Borough Education Committee the establishment of four orthodox comprehensive schools for the Borough. They resolved that the recommendation be forwarded to the Local Education Authority for inclusion in the Development Plan for Derbyshire which was to be submitted to the Department of Education and Science, and they also decided that they should hold further meetings to consider the implementation of the proposed scheme.

On May 20th the Sub-Committee met Headteachers, members of teaching staffs and representatives of teacher organisations to discuss with them their proposal. Whilst no minutes of this meeting are available it is understood that the scheme was outlined by the Chairman and discussion took place, but that some protest was made that the Sub-Committee did not intend to invite comments from teacher organisations on the proposal. In view of the short amount of time available it was felt by the Sub-Committee that it would not be possible for the teacher organisations to make their observations and further discussion was to be left until the Secretary of State had made known his views.

The recommendations of the Sub-Committee were accepted by the Borough Education Committee at its meeting on May 25th and the minutes of this meeting were passed at a Special Meeting of the Borough Council on May 26th. Thus the Borough Education Officer was able to comply with the wishes of the Director of Education and submit the Borough proposals for inclusion in the report to the County Education Committee on June 7th. It was in the form described earlier that the Borough proposals reached the Secretary of State.

The decision received good press publicity. It was reported¹ that at the Council Meeting the Conservative opposition had tried to have the minutes of the Education Committee referred back. The main Conservative spokesman had welcomed the abolition of the 11 plus examination and the breaking down of snobbery values but was worried about the neighbourhood aspect of the comprehensive schools. He feared that the type of housing development in the catchment area would play a big part in the numbers and background of the children attending each school. How the Conservatives would propose to do away with selection yet avoid neighbourhood schools he did not say, nor did he acknowledge that the Sub-Committee was not a one party Committee and that the decision had been supported by at least one member of his party. All in all the opposition was rather futile and not at all constructive. The amendment was defeated and the ruling Socialist Group's wishes were carried. There was a number of letters to the editor of the Derbyshire Times on the decision of the Council, mainly concerned with the disappearance of the two schools which have for so many years exerted so much influence on the life of the Chesterfield community, namely Chesterfield School and St. Helena School. In many ways these two schools form part of the Chesterfield 'establishment' and one suspects that objections to the scheme were based more on nostalgia for past schooldays than on educational philosophy.

Other objections were based on the cost of the scheme and here there were sounder grounds for objection. Any scheme of this nature is bound to cost a great deal of money, but if the Borough Council was firmly convinced of the need for a radical reorganisation of secondary education in the Borough, then the scheme it chose was hardly the best one. The implementation of the scheme in its barest form, without purpose built premises, was to cost £800,000. Capital expenditure of this magnitude had not been approved for the Borough

1. Sheffield Star 27.5.66.

for secondary projects in the years since 1947 and it was therefore fair comment to suggest that it might take as long again to obtain approval for the expenditure of similar sums. If the Borough was to wait twenty years for the initial implementation of its reorganisation and then not in purpose built premises, then the need for reorganisation can not have been felt to be so very urgent. How long it would take for the next million pounds to be made available was a matter for wild conjecture. This view is one which was widely quoted, and one which required closer examination.

The opposition might be forgiven for saying that the Council had paid political lip service to Circular 10/65 and that they had no real wish to reorganise. If they had, then they would have suggested an interim solution of some kind which could be implemented almost immediately at little cost, which could ultimately be a step towards further long term reorganisation. Supporters of the scheme would no doubt answer that the Circular had forced them into a corner and that they had evolved a scheme which not only satisfied the dictates of the Circular but also represented the scheme which was best for the children of Chesterfield. They might also argue that the interim solutions considered by them which could be implemented almost immediately would be harmful to the children and hardly constitute an improvement on the present system. To the criticism that they ought to be examining the existing transfer procedure with a view to some form of change which would eradicate the dangers proved to exist they could argue that there was time enough for this after the Secretary of State had made known his views.

Two comments on the 1965/66 developments need to be made. Firstly there should have been greater consultation with the teacher organisations, despite the demands of Circular 10/65, after it became clear that the original Doncaster proposals were no longer practicable and the indecent haste of the final decision, particularly when it was such a radical departure from the earlier decisions, compared with

the careful preparation leading to the 1964 decision, was not in keeping with the usual harmonious relationships between the Council and the teachers. Almost six months of the year allowed by Circular 10/65 was wasted before the proposals were reexamined and this time could have been spent more profitably than it was. Secondly, the Council can not have believed that the Secretary of State would have approved a scheme for a town of 70,000 inhabitants costing £1,800,000 when the most frequently heard comment on the proposal from many quarters was 'not in my lifetime'. If reorganisation of secondary education in Chesterfield was needed, then a cheaper scheme should have been found. It would have been advisable to start with the Doncaster proposals already made as an interim solution, for it was clear that Circular 10/65 approved this plan for an interim solution, and then examine how it could be developed to produce a long term scheme which would have been satisfactory from the point of view of the Borough and acceptable to the Secretary of State.

The achievement of a concrete proposal to put to the Secretary of State has, in Chesterfield, been a long drawn out and, in the latter stage, a paradoxical affair. It will be of interest to see how other Authorities have fared in the move towards the reorganisation of Secondary Education. I shall return to my survey¹ from which it emerges that only two Excepted Districts and only two County Boroughs have achieved Secondary Reorganisation. Two County Boroughs have not yet submitted plans, nor have two Excepted Districts. Since all the towns surveyed are similar in size to the Borough, the form of reorganisation introduced or planned is of considerable interest. Nine of the Authorities proposed to introduce an orthodox comprehensive system, four proposed the Croydon Plan, one of which, Newcastle-under-Lyme, has been asked to reconsider its proposals by the Secretary of State, two propose the Middle School Plan and three propose a Middle School Plan topped by a Sixth Form College. The Orthodox Comprehensive

1. Vide Page 77 Note 1.

is therefore the most popular form of reorganisation among the Authorities who replied. It is significant that only four Authorities have achieved reorganisation since the publication of Circular 10/65 and at the present time the introduction of comprehensive reorganisation would appear to be far less advanced than the government of the day might have wished.

The final comment on this chapter, which falls outside the scope of this work, is that in 1968 the Secretary of State asked the Borough Council to reexamine its proposals on the grounds that the scheme included in the Development Plan for Derbyshire was too costly and would take too long to implement. Here the record of the struggle for a scheme of reorganisation must end, suffice it to say that the whole procedure of Sub-Committee meetings must begin yet again and all the old arguments will rage once more. It is felt by many that the only solution for the Borough is a Doncaster interim plan leading to four comprehensive schools ultimately, but we must wait to see the outcome of the renewed discussions.

CHAPTER ELEVEN

The preceding chapters have attempted to show the more important aspects of the development of the education service in the Borough of Chesterfield from 1944 to 1967. These twenty or so years have been eventful years and years of tremendous change, not only in education but also in the cultural and economic spheres. In the country as a whole we have seen the emergence of the teenager as an important section of the community and educationalists have constantly attempted to provide for him an education which met his needs in the context of the period. We have also seen the recurring economic setbacks suffered by the country, interspersed with infrequent and all too short periods of apparent prosperity. It is not the purpose of this work to attempt to find reasons for this but the two factors are closely bound up with the history of education in Chesterfield since the war, which is itself representative of the development of education in many other areas of the country. As a nation we have come to realise much more clearly in these days of mass communication that all progress which needs government financial control and support depends almost entirely on the ability of the government to release money for the purpose, and the ability to do this depends on the healthy economy of the nation. There are many sectors of public service which have demanded such assistance in the past twenty years, all of them with strong claims to whatever money is available and each service has had to present its priorities to a government faced with the unenviable task of itself creating priorities out of the various services. An unhealthy balance of payments leads inevitably to cuts in the estimates of every public service and in this respect education has been no exception. Despite this there is much to record in terms of progress, and whilst much remains to be done, a great deal has been achieved in all aspects of

the service and for this the much maligned governments since the war deserve some credit.

In education, as well as in many other spheres, Britain has pulled herself by her bootstraps into the twentieth century in twenty years. There are those who view this radical change with dismay, but whatever his attitude, the onlooker can not fail to acknowledge that under the educational system inaugurated since the war, many more young men and women have had the opportunity of following courses at Universities, Colleges of Technology and Colleges of Education and courses leading to entry to the professions and skilled trades who, before the second world war, would have had little chance of doing so. The wealth of talent so blatantly ignored for centuries has at last been recognised and encouraged, and the more talent of all kinds is recognised and utilised, the more is sought. The eruptive effect of the education service in this country stems from the lead given by the Education Act 1944 and the efforts of thousands of men and women, similar to those mentioned in this work, who have striven to attain for their community an education service which, in serving the community they serve, has contributed to the enormous release of talent which this country so badly needs in the technological age in which we live.

We have seen how in 1943 104 children received placement in secondary schools in the Borough. In 1967 this figure was 235 plus 200 entries to 'other' secondary schools with sixth forms. In the remaining schools the opportunity is there for any pupil to take G.C.E. or C.S.E. if he has the ability and wishes to do so. The number of children on roll has risen to 12,500 in 1967 from 10,000 in 1949 and there are now 250 more teachers in the Borough service than there were in 1946. Revenue expenditure has risen from just over £400,000 in 1949 to almost £1,600,000 in 1967. This growth is enormous and in the country as a whole the incredible expansion triggered off by the Education Act 1944 is on a similarly vast scale.

Has Chesterfield Borough, as an Excepted District, been able to lead a 'full life of its own', as was intended in the Act? In these days of increasing government control it is difficult to say whether any Local Education Authority leads a full life of its own. Strict oversight of expenditure and a tendency to limit without legislation the tenets of the 1944 Act have forced Authorities to compromise and extemporise, where, with less government control, they might have acted very differently. Perhaps the greatest single example of this trend is the effect of Circulars 10/65 and 10/66 on the secondary education pattern of almost every Local Education Authority.

Within these limitations however it is possible to assess whether an Authority has, in accordance with the Act, provided a service which caters for the needs of its children and uses wisely and effectively the monies allocated to it.

The Development Plan produced in 1947, whilst overoptimistic in its phasing, did state what was required and over the years much of what was originally planned has come to fruition. A system of Secondary Education has been evolved which, although it had weaknesses, has produced a good range of schools for the children of Chesterfield whose courses have been such as to attract more children to remain in them beyond the statutory school leaving age than in any other area of the country during the late fifties. This system is therefore a fine example of the efficient working of local interest and an indication of the independence which Chesterfield has enjoyed since 1944. A further example of this is the transfer procedure which was evolved in a highly individual form. Criticism may be levelled at any system of selection and the Borough system is no exception, it is nevertheless an honest attempt at an essentially undesirable obligation and one which has been carried out willingly with the best interests of the Borough children at heart.

The Committee has actively supported innovations in the curriculum such as i.t.a. and French in Primary Schools, Newsom activities and Nuffield projects in the Secondary Schools. A splendid library service and Youth Employment Service have been developed and the Committee has cooperated with the Health Committee to produce an effective school health service. The provision of Special Services is, with the support of the Local Education Authority, superior to that of many other Authorities.

The use of private architects in the school building work has produced interesting schools and the modernisation of old buildings is well advanced. Whilst there is a ready demand for furniture and equipment greater than that which can be provided, schools are fairly well equipped.

Appendices 4, 5 and 6 show that teacher provision has kept pace with the increase in the number of children on roll in Borough Schools. Fulfilling the quota is a most difficult task for some Authorities. In my survey mentioned earlier¹ three Authorities replied that they had constant difficulty in fulfilling the quota, two that they frequently had difficulty, seventeen admitted occasional difficulty and only two could claim that they never had any difficulty. The latter two were Bath and Poole. In Chesterfield difficulty is seldom experienced in filling vacancies and in many years there are more applications than posts. This is partially explained by the geographical position of the Borough, which is able to draw on a large area to fill a relatively small number of vacancies. There exists a mutual respect between the administration and the teaching strength which is often referred to by teachers. The active cooperation of teachers in various projects is encouraged and teacher representation on the various committees is meaningful. All these factors have contributed to the reputation enjoyed by the Borough that it is a good place to work in for members of the teaching profession.

1. Vide Page 77, Note 1.

Ancillary staff have been employed wherever possible so that schools have nursery assistants, non teaching assistants, meals supervisors in addition to the usual clerical assistance, groundstaff and caretakers.

The Borough Education Committee has therefore carried out its functions since 1944 to the best of its ability and this with a great measure of success. This success would not have been possible without the cooperation of the members and officers of the Local Education Authority. A good relationship has developed over the years between the major and minor authority. The transfer procedures, secondary education systems and many other facets of the services of the two differ considerably, yet relations have for the most part been harmonious. The Borough has been able to introduce regulations to its schools which vary from those operating in County schools, as for example those in connection with collections for charity and national competitions. The grass roots experience of the Borough's officers has led to many minor variations in procedure in all fields which have come about as a result of the particular needs of the Borough. From this it can be concluded that the Scheme of Delegation and its implementation has allowed the Borough to lead a full life of its own and this with the support of the Local Education Authority. It is significant that since 1944 there has not been one dispute between the Borough and the Derbyshire L.E.A. which has not been settled between the two. The Minister has never yet had to intervene. This has not been the case with other Excepted Districts as shown by S. Gupta in his paper on County Delegation in Education in the Durham Research Review of September 1964.

Chesterfield as an Excepted District is very different to what it would have been had it become a Divisional Executive in 1944. As an administrative unit it has functioned well and the actions of its committee have always been subject to the approval of the electorate. As such therefore the Chesterfield Excepted District is very much in accordance with the form of local administration and local educational pattern which Mr. Butler hoped would emerge as a result of his Education Act.

BIBLIOGRAPHY

1. Chesterfield Education. A record of four years' experiment and reconstruction. H. G. Stead. Bales and Wilde. Chesterfield. 1932
2. The School Teachers. The growth of the Teaching Profession in England and Wales from 1800 to the present day. A. Tropp. Heinemann. 1957.
3. The Development of Education in Chesterfield 1919 - 1944. R. M. Lewis.
4. The New Law of Education. Sixth Ed. G. Taylor and J. B. Saunders. Butterworths. London. 1965.
5. Annual Reports to the Chesterfield Borough Education Committee. 1942 - 1967.
6. Minutes of the Borough Education Committee. 1943 - 1967.
7. Minutes of the Chesterfield Borough Council. 1943 - 1967.
8. Minutes of other Committees of the Chesterfield Corporation. 1943 - 1967.
9. Minutes of Managing and Governing Bodies of Chesterfield Schools.
10. Instrument and Articles of Government of Secondary Schools in the Borough of Chesterfield.
11. Instrument and Rules of Management of Primary Schools in the Borough of Chesterfield.
12. Various reports to the Borough Education Committee.
13. Development Plan for the Borough of Chesterfield. 1947.
14. Scheme of Divisional Administration for the Borough of Chesterfield. 7.11.45. and 6.2.48.
15. Survey into pupils who had been taught French in the Primary School. D. T. Eyre and L. C. Henry. 1962.
16. Statistics of Education. H.M.S.O. Where appropriate.
17. Files from the Education Department and the Town Clerk's Department, Chesterfield. Where appropriate.

Cont./.....

BIBLIOGRAPHY (cont.)

18. Circulars and Administrative Memoranda of the Ministry of Education and the Department of Education and Science. Where appropriate.
19. The following newspapers, periodicals and publications, where appropriate:-
 - The Derbyshire Times.
 - The Sheffield Telegraph.
 - The Sheffield Star.
 - The Guardian.
 - The Daily Telegraph.
 - Education.
 - The Times Educational Supplement.
 - Hansard.
20. The Education Authorities Directory and Annual, 1968.
21. The Case for Divisional Administration in Education. L. F. White. Journal of Education. January, 1952.
22. The Excepted District. F. H. Pedley. Education, 13.9.63.
23. County Delegation in Education. Gupta. S. Durham. Research Review No. 15. September, 1964.
24. Divisional Administration of Education. J. Clarke. Liverpool, 1960.
25. The Administration of Education by the Divisional Executives of Excepted Districts. G. S. Bull. Liverpool, 1964.

APPENDIX 1

Suggestion for a draft scheme of Divisional Administration put forward at the meeting of Excepted District representatives at County Hall, Westminster, on October 11th, 1944.

- (a) The Council as Divisional Executive.
- (b) The Council to appoint an Education Committee.
- (c) Constitution of the Education Committee.
NOTE: (1) L.E.A. representation.
(11) Council's Standing Orders to apply.
(111) Sub-Committee, Managers and Governors.
- (d) Claim to exercise all the functions in respect of:-
(1) Nursery Schools and Nursery Classes.
(11) Primary Education.
(111) Special Schools etc.
(1V) Boarding accommodation.
(V) Further Education, subject to local conditions and considerations.
- (e) Claim such functions as may be deemed desirable, by inclusion of appropriate Clauses (and Headings) of the Act.
- (f) Appointment, dismissal and control of officers.
NOTE: (1) Head and Assistant Teachers.
(11) Chief Education Officer of Excepted District.
(111) Officers of the Council.
- (g) Development Plans.
(1) Scheme for Primary and Secondary Education.
(11) Scheme for Further Education, subject to local conditions and considerations.
(111) Local Education Orders.
- (h) Financial arrangements.
- (i) Communications with and representations to the Ministry.
- (j) Consultation and cooperation with the L.E.A.
- (k) Disputes.
- (l) Outside the Excepted District.

APPENDIX 2

COUNTY OF DERBYSHIRE

BOROUGH OF CHESTERFIELD

EDUCATION ACT, 1944, FIRST SCHEDULE, PART III

SCHEME OF DIVISIONAL ADMINISTRATION

made by the Chesterfield Borough Council on the 19th December, 1944, and approval (with modifications) by the Minister of Education on the 7th November, 1945.

PART I.

INTERPRETATION

1. In this Scheme, unless the context otherwise requires, the following expressions have the meanings hereby respectively assigned to them, that is to say:-

"The Act" means the Education Act, 1944;

"Authority" means the County Council of the Administrative County of Derby;

"Borough" means the Borough of Chesterfield (as from time to time constituted);

"Council" means the Council of the Borough of Chesterfield;

"Minister" means the Minister of Education;

"Officers" includes servants, but except where otherwise expressly provided does not include teachers.

2. Words and expressions to which meanings are assigned by the Act shall, unless the context otherwise requires, have the same respective meanings in this Scheme.

3. The Interpretation Act, 1889, shall apply to the interpretation of this Scheme as it applies to the interpretation of an Act of Parliament.

4. This Scheme shall have effect, subject to:-

- (a) the Act;
- (b) the functions of the Managers and Governors of County and Voluntary schools in the Borough, as conferred by the relevant Rules of Management or Articles of Government;
- (c) the relevant regulations or directions made or given by the Minister; and
- (d) the regulations made or to be made by the Authority as hereinafter provided.

PART II

DIVISIONAL EXECUTIVE - CONSTITUTION

The Council shall be the Divisional Executive for the Borough.

PART III

MEETINGS AND PROCEEDINGS

Meetings and proceedings of the Divisional Executive shall be conducted in accordance with the rules set out in the First Schedule to this Scheme.

PART IV

FUNCTIONS

1. The Council is hereby authorised to exercise, subject to and in accordance with the provisions of this Scheme, and it shall be their duty so to exercise on behalf of the Authority, the functions relating to primary and secondary education and supplementary and ancillary functions specified in this Scheme, including the Schedules hereto, for and in respect of the Borough.

2. The exercise by the Council of the functions under this Scheme (hereinafter referred to as "the educational functions of the Council") shall, without prejudice to the other conditions or provisions of this Scheme, be subject to the following conditions:-

- (1) In the exercise of their educational functions the Council shall in all respects comply with the provisions, conditions and requirements of the Act and of any regulations or directions made or given by the Minister thereunder.
- (2) The Authority may at any time require the Council to furnish such records of statistical and other information in connection with the administration of the educational functions of the Council as the Authority may require.

- (3) Except as expressly provided in paragraphs (15) and (30) of the Second Schedule hereto, the Council shall not be empowered to exercise any functions in respect of boarding schools or boarding accommodation or to make any arrangements with the Proprietors of Independent schools or of schools in receipt of grant from the Minister. Provided that the Council may make recommendations to the Authority that any such functions should be exercised, or arrangements made, by the Authority in respect of pupils in the Borough.
- (4) The Council shall from time to time consult the Authority in regard to the details of contracts for the central purchase of goods and materials, and if the Authority give notice to the Council that they have entered into a general contract for goods and materials to be supplied to schools in the Administrative County of Derby, the Council shall order supplies obtainable under such a contract where in the interests of economy such a course is appropriate.
- (5) (1) In so far as it may be necessary that regulations should be made by the Authority with respect to the exercise by the Council of their educational functions, such regulations shall be made only after consultation with the Council and if within one month after such consultation the Council notify the Authority that they are aggrieved by the provisions of any such regulations, they shall be entitled to refer the matter to the Minister for determination under Article 6 of Part VIII of this Scheme. Provided that the said consultation shall be effected by the Authority furnishing the regulations in draft form to the Council.
(ii) Until any such regulations are made by the Authority under the foregoing sub-paragraph, the Council shall in the exercise of their educational functions, conform generally unless otherwise agreed with the Authority, to the practice, so far as such practice is not inconsistent with the Act, in the Borough relating to such functions immediately prior to 1st April, 1945.
- (6) The Council shall consider any enquiry, representation or recommendation in relation to any educational service or function whether exercised by the Council or not, which may be addressed or made to them by the Authority.
- (7) The Council shall refer to the Authority any dispute, to which Section 67 of the Act applies, relating to, or arising out of, the educational functions of the Council.

3. (1) The Council shall prepare, after consultation with the Authority, and submit to the Authority that part of the Development Plan for the Administrative County of Derby which relates to the Borough for consideration by the Authority and for incorporation, with or without modifications, in the said Development Plan, and the Council may make representations to the Minister in regard to any modifications of the aforesaid part of the Development Plan as submitted to the Minister by the Authority.

(2) The Council shall at all times keep under review the educational needs of the Borough and shall for this purpose take such steps as they may consider appropriate to secure mutual co-operation between and co-ordination of the educational functions of the Council and the functions of the Housing and Planning Authorities for the Borough.

4. The Council may make representations to the Authority and to the Minister in regard to the contents, in so far as they relate to the Borough, of the local education order, made under Section 12 of the Act, for the Administrative County of Derby, and in regard to any proposals for the amendment of the said contents.

5. (1) The Council shall submit to the Authority any proposal under Section 13(1) of the Act in respect of a County or Voluntary school in the Borough for the consideration of the Authority and if the Authority do not submit the proposal to the Minister, or submit the proposal with modifications the Council may make representations to the Minister accordingly.

(2) The Council shall submit for the consideration of the Authority any proposal that application should be made to the Minister under Section 16(1) of the Act in respect of a County school in the Borough and if the Authority do not submit the proposal to the Minister, or submit the proposal with modifications, the Council may make representations to the Minister accordingly.

PART V

STAFFING

1. (1) The Town Clerk shall, unless the Council with the approval of the Authority otherwise decide, act as Clerk in connection with the educational functions of the Council.

(2) The Council shall be repaid an appropriate proportion, to be agreed with the Authority, of the salary of the Town Clerk.

(3) The utilisation in a part-time capacity of the services of any other full-time officers of the Council, in connection with the educational functions of the Council, shall be the subject of an agreement between the Council and the County Council and every such agreement shall provide in particular -

(a) that the approval of the Authority shall first be obtained to the officers whose services are to be utilised as aforesaid and to the duties which they are respectively to undertake, except in the case of officers, other than those engaged on professional duties, whose remuneration does not, and will not be increments on any scale on which the officers are appointed, exceed £500 per annum, exclusive of any war bonus;

(b) that the Authority may require that the services of any officer approved as aforesaid shall cease to be utilised for the said functions.

Provided that if the County Council do not approve the utilisation of any particular officer of the category referred to in

sub-paragraph (a) of this paragraph whom the Council propose to utilise, or if the County Council require that the service of any officer approved as aforesaid shall cease to be utilised, the Council shall be entitled to refer the matter to the Minister for determination under Article 6 of Part VIII of this Scheme.

(4) The Council shall be repaid by the Authority -

- (a) an appropriate proportion, to be agreed by the Authority, of the annual expenditure incurred by the Council in respect of the remuneration of, and the superannuation and national health contributions and insurance premiums in relation to, the Town Clerk and any other officers whose services are utilised as aforesaid;
- (b) an appropriate contribution, to be agreed by the Authority, towards the annual expenditure incurred by the Council in connection with the provision and the maintenance (including insurance premiums and general office expenses) of accommodation for the Town Clerk and any other officers of the Council whose services are utilised as aforesaid.

(5) The Authority and their officers shall be indemnified by the Council from and against all claims or actions whatsoever made or brought against the Authority or any of their officers, in so far as any such claims or actions are attributable to, or may arise out of, the utilisation of the services of any of the officers of the Council or of the use of any accommodation so provided by the Council. Provided that the Authority will inform the Council as soon as possible of any claim or action so made or brought against the Authority.

(6) Where under the foregoing provisions of this Article payment may be made by the Authority in respect of the use of accommodation provided by the Council, such provisions shall be regarded as being subject to any adjustment or agreement or to any Order of the Minister made or given under Section 96 of the Act.

2. (1) The Council shall have the services of a whole-time Education Officer, to be called the "Borough Education Officer", to be appointed by the Authority on the recommendation of a Joint Committee, one-half of the members of which shall be appointed by the Authority and one-half by the Council.

Provided that the Chairman of such Joint Committee shall be appointed by the Council.

(2) The terms and conditions of service of the Borough Education Officer shall be such as the Authority, after consultation with the Council, may determine.

(3) The power of dismissal of the Borough Education Officer shall rest with the Authority which before exercising such power shall consult the Council, and the Council may at any time make a recommendation to the Authority for such dismissal.

3. (1) The appointment to the service of the County Council of every professional officer to be employed in connection with the educational functions of the Council on a salary scale the maximum of

which exceeds £500 per annum (excluding bonus), calculated on the basis of full-time service, shall be made by the County Council on the recommendation of a Joint Committee, one-half of the members of which shall be appointed by the County Council and one-half by the Council, and the Chairman of such Joint Committee shall be appointed by the Council.

(2) The power of dismissing a professional officer in receipt of a salary within the scale aforesaid shall rest with the Authority which shall first consider a report from the Council, but the Council may at any time make a recommendation to the Authority for such dismissal.

(3) The promotion of a professional officer so as to entitle him to receive a salary within the scale aforesaid shall be made in the same manner as the appointment of such an officer.

Provided that any regrading, after the date on which this Scheme comes into operation, of posts or salary scales of professional officers in the service of the County Council, employed as aforesaid, shall not have the effect of reducing the powers of the Council with respect to those posts or grades which at the date of this Scheme are not subject to the foregoing provisions of this Article.

(4) For the purposes of this Article the expression "professional officer" means an officer, other than an officer whose services are utilised in accordance with Article 1 or a temporary officer, who as a condition of appointment or promotion, is required to hold a specified professional qualification.

4. In this Article the expression "Officer" includes a teacher in a school maintained by the Authority other than an Aided School -

- (1) Save as expressly provided by paragraph (6) of this Article in regard to the appointment of temporary staff, no appointment or promotion of an officer shall be made or approved under the provisions of this Scheme except in so far as the same falls within the establishment from time to time approved by the Authority.
- (2) The Council shall furnish the Authority as soon as practicable with all necessary particulars regarding the appointments, promotions, or dismissals which the Council are authorised to make or effect under the provisions of this Scheme.
- (3) The Council may, and if so required by the Authority shall suspend any officer from duty until consideration has been given to his dismissal in the manner provided by this Scheme.
- (4) The dismissal or consent to dismissal by the Council of any officer holding a post within the establishment of the County Council shall be subject to a right of appeal to the Authority.
- (5) The Council shall not, without the consent of the Authority, dismiss or consent to the dismissal of any officer, or alt

adversely the terms and conditions of his employment, if such an officer on the date on which the dismissal or alteration is proposed -

(i) would be entitled to compensation under the Act or under the Compensation of Displaced Officers (War Service) Act, 1945; or

(ii) is entitled to be employed by reason of an obligation attaching to the Authority under the Reinstatement in Civil Employment Act, 1944, or the Disabled Persons (Employment) Act, 1944.

- (6) The Council may, in case of absence through illness or other cause of any officer within the fixed establishment, or to meet any emergency, appoint other officers to carry out temporarily the duties required:
Provided that such appointments shall be terminated within three months unless the Authority otherwise agree, either generally or in any particular case.

5. (1) Except where the Rules of Management provide for appointments to be made by the Managers, the Council shall appoint Head Teachers and Assistant Teachers of County and Controlled primary schools subject in the case of Head Teachers of Controlled schools to the provisions of Section 27(3) of the Act: Provided that in exercising their functions under this paragraph the Council shall have due regard to any recommendations made to them by the Authority in relation to the appointment of new entrants to the teaching profession or the transfer of teachers in the service of the Authority from schools outside the Borough.

(2) Where the Articles of Government of a County, Controlled or Special Agreement secondary school provide that the consent or confirmation of the Authority shall be required to the appointment of Assistant Teachers by the Governors, the Council shall exercise such power of consent or confirmation on behalf of the Authority, but shall consult the Authority before withholding such consent or confirmation.

(3) Where the Articles of Government of a County, Controlled or Special Agreement secondary school wholly serving the Borough provide for the appointment of a Head Teacher on the nomination of a Joint Committee the Council shall be entitled to appoint the Authority's representatives on such Joint Committee. Provided that, where such a school also serves an area outside the Borough, the Council shall be entitled to appoint such a proportion of the Authority's representatives as may be agreed between the Council and the Authority.

(4) Where the Rules of Management or Articles of Government of an Aided school provide that the consent of the Authority shall be required to the appointment of teachers by the Managers or Governors, the Council shall exercise such power of consent on behalf of the Authority, but shall consult the Authority before withholding such consent.

PART VI

FINANCE

1. Separate accounts, in such form as may be required by the Authority in consultation with the Council and so as to furnish the information to be returned to the Minister, shall be kept by the Council of their financial transactions under the Scheme and these, together with all supporting books, vouchers, records and returns shall be open to inspection by the Chief Financial Officer of the Authority or his authorised representative. The said accounts shall be audited as part of, and shall be incorporated in, the accounts of the County Council as Local Education Authority.

2. (a) The Council shall prepare and submit to the Authority in such form as will meet the reasonable requirements of the Authority and at such times as may be convenient to facilitate the preparation of the estimates of the Authority, estimates of their income and expenditure on revenue account and of their receipts and payments on capital account for the next following financial year, together with revised annual estimates for the then current financial year.

(b) The Council shall also submit to the Authority from time to time:-

(i) Supplementary estimates of any expenditure in excess of £50 whether on revenue account or on capital account which the Council propose to incur for which provision has not been made in the annual estimates.

(ii) Such other forecasts and estimates as the Authority may reasonably require.

(c) All estimates shall be prepared under such general heads of account as may be necessary to provide the requisite information for the purpose of such returns as the Authority may from time to time prescribe.

3. The Authority shall consider such estimates and shall disapprove or approve with or without modification, the items therein contained and in respect of any item disapproved or approved with modification the Authority shall inform the Council of the reason therefor and consider any representations or further information submitted to them by the Council. Subject to any statutory restrictions from time to time applicable thereto, the Council may expend on behalf of the Authority sums up to the amount as so approved under each of the main heads of account as aforesaid.

3A. The Council shall pay all items of expenditure which they are authorised by the Authority to incur with the exception, unless otherwise agreed between the Council and the Authority, of:-

- (a) remuneration of officers in the service of the County Council
- (b) payments on capital account;
- (c) insurance premiums; and
- (d) any other item of expenditure agreed between the Council and the Authority.

4. The Authority shall make such advance payments to the Council on the first day of every month as will ensure that sufficient funds are in the hands of the Council to meet the approved commitments of the Council.

5. The Council shall submit to the Authority from time to time statements of their income and expenditure on revenue account and of their receipts and payments on capital account including:-

- (a) A provisional statement in such form as shall be agreed for the quarters ending on the last day of June, September and December in each year to be submitted to the Authority not later than the end of the month next following, and
- (b) A final statement for the financial year in such form as may be agreed to be submitted to the Authority as soon as may be after the close of the financial year.

Any balance shown by the statement referred to in sub-paragraph (b) of this paragraph to be payable to the Council shall be paid by the Authority as soon as may be reasonably practicable after the receipt of the statement by the Authority and any balance shown as aforesaid to have been overpaid by the Authority to the Council may be deducted from any advances to be made by the Authority under paragraph (4) of this clause.

PART VII

APPOINTMENT OF COMMITTEE

1. The Council shall establish a Committee consisting of 28 members, namely, one ex-officio member, 18 representative members, and 9 co-optative members.

2. (a) The ex-officio member shall be the Mayor for the time being of the Borough.

(b) The representative members shall be appointed by the Council from amongst its own members.

(c) The co-optative members shall include:-

- (1) Four members of the Authority nominated by the Authority.
- (2) One woman having experience of some form of education of girls.

Provided that amongst the members of the Committee there must always be persons acquainted with the needs of and experience in all types of education and schools in the Borough and at least two persons having experience in the management of the different kinds of Voluntary schools, not being Managers appointed by the Council.

3. Every appointment of a co-optative member shall be made by the Council in accordance with the regulations made by the Council for the purpose; provided that any co-optative member of the Committee who becomes a member of the Council shall thereupon cease to be a co-optative member of the Committee.

4. The term of office of all members of the Committee shall determine on the day of the Meeting of the Council (acting as Divisional Executive for the Borough) on the 9th November next following their appointment.

5. The first Committee shall be appointed by the Council (acting as Divisional Executive for the Borough) as soon as possible after the date on which this Scheme comes into operation.

6. A member of the Committee may resign on giving to the Town Clerk of the Borough notice in writing of his intention so to do and a casual vacancy on the Committee shall thereupon occur.

7. Any member of the Committee who being a member of the Council ceases to be a member of the Council or who becomes disqualified to act; or who communicates to the Town Clerk of the Borough his desire to resign, shall thereupon cease to be a member of the Committee and a casual vacancy on the Committee shall thereupon occur.

8. If a member of the Committee absents himself during six consecutive calendar months from all meetings of the Committee except from temporary illness or other cause to be approved by the Committee such person shall cease to be a member of the Committee and a casual vacancy on the Committee shall thereupon occur.

9. If any casual vacancy on the Committee shall occur by death, resignation, disqualification or otherwise, the Council shall appoint a person to fill the vacancy.

10. The Council may appoint and constitute such Sub-Committees, consisting either wholly or partly of members of the Committee, as the Council thinks fit.

11. All matters relating to the exercise by the Council of their powers under this Scheme shall stand referred to the Committee and the Council before exercising any such powers shall, unless in their opinion the matter is urgent, receive and consider the Report of the Committee with respect to the matter in question.

PART VIII

GENERAL

1. The Council shall be empowered to join with other Divisional Executives in a local or national organisation separately or in association with Local Education Authorities, to send representatives to educational meetings and conferences and to take up membership of educational societies and organisations and shall be entitled to incur reasonable expenditure in connection therewith.

2. The Council shall have the right to make representations and recommendations to the Authority with regard to any matter not delegated to the Council but affecting the education and welfare of pupils and other persons within or from the Borough.

3. Nothing in this Scheme shall -

- (a) confer any duties or impose any liability upon the Council in respect of the insurance of property belonging to or vested in the Authority, although the same may be used by the Council for the purpose of their educational functions, or in respect of damage to the property of officers, pupils and third parties, or in respect of personal injury to persons in the service of the Authority or to pupils or third parties;
- (b) authorise the Council to deal with any claims made by officers pupils and third parties in respect of personal injury or loss of, or damage to, their property, so far as such claims arise out of the educational functions of the Council, or to deal with any claims in respect of damage to any such property as aforesaid of the Authority or claims for other compensation or damages;

Provided that -

- (i) the Council shall furnish the Authority with such particulars as may be necessary for the purpose of enabling the Authority to effect such insurances as the Authority may consider expedient or for the purpose of dealing with or enforcing any such claims as aforesaid;
- (ii) if as regards any of the risks referred to in paragraph (a) of this Article, the Authority shall decide to cover the same by their own insurance funds or to carry the risk themselves or for any other reason shall not effect a policy of insurance, the Council shall not thereby be subjected to any liability which would not have attached to the Council had the Authority effected a policy of insurance against such risk with a tariff Insurance Company or with an Insurance Company specialising in Local Government Insurance business;
- (iii) the Council shall be informed of and shall observe such conditions as are embodied in policies of insurance against fire, workmen's compensation, third party risks and other accident policies of such Insurance Companies as aforesaid which have been taken out by or are otherwise vested in the Authority and relate to the educational functions of the Council, and if the Authority shall have decided either to cover any risk by their own insurance fund or to carry such risk in some other manner, the Council shall observe such conditions as are specified by the Authority;
- (iv) if any claim or action is brought against the Council in respect of the exercise by the Council of their educational functions, the Council shall be indemnified by the Authority against liability in respect thereof, subject to the Council having informed the Authority as soon as possible of such claim or action and having complied with the provisions of this Article. Provided that the Authority shall be entitled to deal with any such claim or to undertake the conduct of the defence of any such action

and the Council, on being notified by the Authority accordingly, shall give the Authority all the necessary information in connection with any such claim or action;

- (v) nothing contained in this Article shall impose any liability upon the Authority or relieve the Council from any liability arising out of the use of officers of the Council or of accommodation provided by the Council; and
 - (vi) nothing contained in this Article shall preclude the Council from dealing with any claims or actions brought against the Council, or officer thereof in respect of which the Council are required by Article 1 of Part V of this Scheme to indemnify the Authority of their officers.
- (c) authorise the Council to institute or defend any action or proceedings on behalf of the Authority in any Court, other than a Court of Summary Jurisdiction, or, in the case of the recovery of debt, a County Court, or to undertake any appeal from the decision of any such Court as aforesaid, unless the Authority otherwise agree.
4. Notwithstanding anything in this Scheme -
- (a) the Authority may exercise all the following rights to the extent that those rights are conferred upon the Local Education Authority by the Act -
 - (i) the inspection, after giving due notice to the Council, of schools and other premises, both as regards the educational services carried on therein and the condition of the property;
 - (ii) the perusal of minutes and other documents;
 - (iii) the obtaining of particulars of entries in the registers of births and deaths;
 - (iv) the institution of proceedings, or the taking or requiring to be taken of any action, in respect of any offences or matter disclosed as a result of the exercise of any of the rights referred to in the foregoing sub-paragraphs;
 - (b) the Authority may require the Council to dismiss any officer, including a teacher, from the service of the Authority, but if the Council shall within 10 days after receipt of any such requirement give notice to the Authority that they have referred the matter to the Minister, the Council shall not be obliged to serve a notice of dismissal unless the decision of the Minister shall so require;
 - (c) the Authority may, after giving due notice to the Council, require any officer (not being an officer in the service of the Council) engaged in carrying out any of the educational functions of the Council, to perform in the Borough duties relating to the functions of the Authority under the Act, and under any other Act conferring functions on the Authority as the Local Education Authority, and by agreement between the Authority and the Council to perform such duties elsewhere;

- (d) (i) the scales or rates of remuneration for the time being adopted by the Authority in regard to their officers, the regulations of the Authority from time to time in force as to the conditions of service of such officers, and the conditions under which any such officers may be promoted or dismissed shall be complied with by the Council and by any Joint Committee exercising functions under any of the provisions of this Scheme;
- (ii) the regulations of the Authority as in force at the date on which this Scheme comes into operation, in relation to any of the matters referred to in this paragraph, shall have effect and the Authority may from time to time in their discretion revoke or amend such regulations or may make new regulations in regard to any of such matters;
- (e) the Authority may, after consultation with the Council, allocate the services of any officer, including a teacher, having specialist qualifications, for part-time duty in connection with the discharge by the Council of their educational functions.

5. Nothing contained in this Scheme shall affect the functions of the Authority under the Local Government (Superannuation) Acts, 1937 and 1939, or shall impose upon the Authority any liability or obligation to reimburse or indemnify the Council in respect of -

- (a) any negligence of, or act or thing done, or expenditure incurred, by the Council in the exercise of, or arising out of, functions conferred upon the Council by any enactment; or
- (b) any act or negligence of an officer in the service of the Council.

6. Any dispute between the Council and the Authority with regard to any matter arising under this Scheme shall be determined by the Minister.

PART IX

OPERATIVE DATE

DATE OF OPERATION OF SCHEME

This Scheme shall come into operation on the First day of April, 1945, or on the date on which it is approved by Order of the Minister, whichever is the later.

FIRST SCHEDULE

1. The Council as Divisional Executive for the Borough shall hold its first meeting on the 4th December, 1945.

2. The Council for the purpose of carrying out its functions under this Scheme, shall hold an Annual Meeting and at least three other meetings which shall be as near as may be at regular intervals.

3. The proceedings and business of the Council as Divisional Executive and of any Committee or Sub-Committee thereof shall as near as may be in accordance with the Standing Orders of the Council and the General Instructions to Committee unless specifically stated otherwise in this Scheme.

4. Copies of Agendae of the meetings of the Council and of the Committee and of any Sub-Committees thereof shall be sent to the Chief Education Officer of the Authority prior to any such meetings and the Minutes of such meetings shall be sent as soon as may be thereafter to such Chief Education Officer.

5. The Chief Education Officer and other Principal Officers of the Authority or their respective representatives shall have the right to attend any meeting of the Committee or of any Sub-Committee.

6. The proceedings of the Council as Divisional Executive or of the Committee or any Sub-Committee thereof shall not be invalidated by any vacancy among their number or any defect in the appointment or qualifications of any member thereof.

7. The Minutes of the proceedings of the Council as Divisional Executive or of any Committee or Sub-Committee thereof shall be open to the inspection of any Local Government elector for the area of the Administrative County of Derby on payment of a fee not exceeding 1/- and any such Local Government elector may make a copy thereof or take an extract therefrom.

8. Representatives of the Press shall be admitted to the meeting of the Council as Divisional Executive or of any Committee thereof provided that a majority of members present at any meeting may by resolution exclude such representatives of the Press if in view of the special nature of the business then being dealt with or about to be dealt with such exclusion is advisable in the public interest.

SECOND SCHEDULE

The Council shall exercise the following functions for and in respect of the Borough:-

- (1) The management of day special schools and day nursery schools and classes wholly or mainly serving the Borough, being schools or classes maintained by the Authority.
- (2) The functions specified in the Third Schedule to this Scheme in connection with the Rules of Management and Articles of Government of County and Voluntary schools.
- (3) The carrying into effect, in consultation with the Authority, of the local education order so far as the same relates to the Borough and to the functions of the Council under this Scheme, but exclusive of the duty to maintain County and Voluntary schools as defined by Section 114(2) of the Act.
- (4) The consideration of Instruments of Management, Instruments of Government, Rules of Management and Articles of Government whether to be made by the Authority or by the Minister, and the power of making representations thereon.

- (5) (i) The appointment of three-quarters of such Managers of County primary schools, which wholly or mainly serve the Borough, as under the instruments of Management are to be appointed by the Authority.
- (ii) The appointment of one-half of such Managers of Controlled primary schools, which wholly or mainly serve the Borough, as under the Instruments of Management are to be appointed by the Authority.
- (iii) Where the Managers of a Voluntary primary school other than a Controlled school, which wholly or mainly serves the Borough, comprise more than six persons, the appointment of three-quarters of such Managers as under the Instrument of Management are to be appointed by the Authority:

Provided that where a County primary school or a Voluntary primary school having more than six Managers as aforesaid, partly, but not mainly, serves the Borough, the Council shall be entitled to appoint such a proportion of the said Managers as may be agreed between the Council and the Authority.

- (6) (i) The appointment of two-thirds of such Governors of County and Controlled secondary schools, which wholly or mainly serve the Borough, as under the appropriate Instruments of Government are to be appointed by the Authority.
- (ii) The appointment of one-half of such Governors of Aided and Special Agreement secondary schools, which wholly or mainly serve the Borough, as under the appropriate Instruments of Government are to be appointed by the Authority;

Provided that where a County or Voluntary secondary school, partly, but not mainly, serves the Borough, the Council shall be entitled to appoint such a proportion of the said Governors as may be agreed between the Council and the Authority.

- (7) The submission of proposals to the Authority as to the making and carrying into effect or termination of arrangements for the constitution of a single governing body for any two or more County schools or Voluntary schools, whether in relation to primary or secondary schools.

Provided that if the Authority do not approve any such proposal, or any revised proposal, the Council shall be entitled to refer the matter to the Minister as a dispute between the Council and the Authority within the meaning of Article 6 of Part VIII of this Scheme.

- (8) The removal from office of any Manager or Governor of a County school or of a Voluntary school who was appointed by the Council.
- (9) Subject to Section 22 of the Act the giving of directions to the Managers or Governors of Controlled schools and, subject to the Rules of Management or Articles of Government, to the Managers or Governors of County schools as to the use of the premises of such schools out of school hours.

Provided that if the Authority give notice to the Council that they desire the use of the premises of any such school as aforesaid out of school hours for a purpose connected with any of the educational functions of the Authority, the Council shall not unreasonably withhold their consent to the application.

- (10) Subject to Section 22 of the Act the giving of directions to the Managers or Governors of any Aided school or Special Agreement school to provide free of charge accommodation for any purpose connected with education or with the welfare of the young on the school premises, or any part thereof, on any week-day when not required for the purposes of the school.

Provided that if the Authority give notice to the Council that they desire the use of the premises of any such school as aforesaid out of school hours for any of the purposes aforesaid, the Council shall not unreasonably withhold their consent to the application.

- (11) The appointment to and dismissal from the service of the Authority of the persons employed for the purpose of the care and maintenance of the school premises of any Controlled school or Special Agreement school and, subject to the provisions of Article 4 of Part VIII of this Scheme, the giving of directions to the Managers or Governors of an Aided school as to the number within the establishment approved by the Authority and conditions of service of persons employed or to be employed at the school for such purposes.
- (12) The power of determining whether school premises of County schools are such as to make it practicable to assemble pupils for collective worship.
- (13) The power to deal with questions relating to the withdrawal from a County or Voluntary school of any pupil who has been wholly or partly excused from attendance at religious worship or instruction in any such school.
- (14) The exercise of any power, authority or discretion of the Authority under the Act in relation to religious education in County and Voluntary schools, except the preparation, adoption and reconsideration of an agreed syllabus of religious education and the appointment of a standing advisory council on religious education.
- (15) The duty ascertaining what children in the Borough require special educational treatment; the provision of such treatment; and the enforcement of the provisions of Section 34 of the Act and the duties and obligations thereunder.
- (16) The making of school attendance orders and the enforcement of the provisions of the Act relating to the compulsory attendance of pupils at schools, including the powers and duties conferred and imposed by Sections 37, 38, 39 and 40 of the Act.

- (17) The duty of carrying out, in accordance with the arrangements made by the Authority and approved by the Minister under Section 79 of the Act, the medical inspection of pupils in attendance at any school maintained by the Authority and the duty of securing that such pupils are enabled to receive free medical treatment in accordance with the arrangements made by the Authority and approved by the Minister and for the foregoing purposes to enforce the provisions of sub-sections (2), (4) and (5) of Section 48 of the Act.
- (18) The carrying out of the duties imposed on the Authority by the regulations made by the Minister under Section 49 of the Act in connection with the provision of milk, meals and other refreshment for pupils in attendance at schools maintained by the Authority.
- (19) The exercise in the Borough of the powers under Section 50 of the Act, relating to the provision of board and lodging, to enable pupils to attend particular County, Voluntary or Special schools
- (20) The exercise of the powers under Section 51 of the Act, relating to the provision of clothing for pupils except in so far as those powers relate to pupils who are provided with residential accommodation by the Authority.
- (21) The establishment, maintenance and management of camps, holiday classes, playing fields, play centres and other places (including playgrounds, gymnasiums and swimming baths not appropriated to any school or college) at which facilities for recreation and for social and physical training are available, for persons for whom primary or secondary education is provided; with the approval of the Authority to assist such establishment, maintenance and management; to organise games, expeditions and other activities for such persons; and with the like approval to defray or contribute towards the expenses thereof.
- (22) The provision of articles of clothing suitable for the physical training provided at schools maintained by the Authority.
- (23) The exercise of the powers and duties under, and the enforcement of the provisions of, Section 54 of the Act relating to the power to ensure cleanliness.
- (24) The provision, in consultation with the Authority, of transport for the purpose of facilitating the attendance of pupils at school; and the payment of the reasonable travelling expenses of any such pupil in attendance at any school for whose transport no arrangements are made.
- (25) The provision of primary and secondary education under Section 5 of the Act relating to the provision of such education otherwise than at school.
- (26) The powers and duties conferred and imposed by Section 57 of the Act relating to reports to local authorities under the Mental Deficiency Acts and the enforcement of the provisions of that Section.

- (27) The enforcement of the provisions of Section 59 of the Act relating to the employment of children.
- (28) The inspection of day schools maintained by the Authority and the prosecution of offenders under Section 77 of the Act.
- (29) The duty of carrying out in accordance with the arrangements made by the Authority and approved by the Minister under Section 79 of the Act, the medical inspection of pupils receiving primary or secondary education otherwise than at school, and the duty of securing that such pupils are enabled to receive free medical treatment in accordance with the arrangements made by the Authority and approved by the Minister.
- (30) Where an agreement has been made between the Authority and the Proprietor of an Independent School in the Borough, in accordance with the provision of Section 78 of the Act, the duty of -
 - (a) carrying out, in accordance with the arrangements made by the Authority and approved by the Minister, the medical inspection of pupils in attendance at the school;
 - (b) securing that the pupils in the school are enabled to receive free medical treatment in accordance with the arrangements made by the Authority and approved by the Minister; and
 - (c) supplying the pupils in the school with meals, milk, and other refreshment, and clothing;as the case may be.
- (31) The carrying out and enforcement of the provisions of Section 80 of the Act in regard to the registration of pupils at schools, so far as they fall within the functions of the Authority.
- (32) The exercise of the powers of giving assistance to pupils in attendance at day schools, or their parents, by means of scholarships and other awards in pursuance of the regulations made by the Minister under Section 81 of the Act.
- (33) The inspection of the minutes of proceedings of the Managers or Governors of any County school or Voluntary school.
- (34) The procuring of particulars of entries contained in any registers of births and deaths.
- (35) The assessment, collection and recovery of any sums payable by parents and others in respect of meals, milk, and other refreshments, clothing and board and lodging provided by the Council under this Scheme.
- (36) Subject to the provisions of, and for the purpose of exercising the functions delegated by, this Scheme, the appointment of officers, including teachers, to the service of the Authority and their dismissal from such service, and the general control of such officers in the discharge of the said functions.

Provided that the remuneration payable to every officer appointed under the provisions of this Scheme, or whose appointment the Council are authorised by the Scheme to approve or confirm, shall be in accordance with the scales of remuneration for the time being approved or adopted by the Authority for their officers and the conditions of service of every such officer shall conform to the regulations made or to be made by the Authority under Article 4 of Part VIII of this Scheme.

- (37) Subject to the prior approval of the Authority in each case and to such conditions as may be attached thereto, and to the subsequent approval of any necessary plans, the performance of the functions of the Authority in relation to the construction, adaptation, alteration, equipment and upkeep of such offices, schools, administrative centres and other buildings, including playing fields, as may be reasonably necessary for the performance of the functions of the Council under this Scheme.

THIRD SCHEDULE

The Council shall exercise the following functions in so far as any of the said functions may be conferred on the Authority by the Rules of Management or Articles of Government of County or Voluntary schools:-

- (a) The consideration of the annual estimates of Managers and Governors and the submission of such estimates, with the recommendations of the Council, to the Authority.
- (b) The power to give directions to the Managers or Governors of County schools as to the use of the premises of such schools out of school hours.

Provided that if the Authority give notice to the Council that they desire the use of the premises of any such school as aforesaid out of school hours for a purpose connected with any of the educational functions of the Authority, the Council shall not unreasonably withhold their consent to the application.

- (c) (i) The determination of the general educational character of County and Voluntary schools, other than Aided secondary schools, subject to the provisions of the local education order in respect of any such County or Voluntary school. Provided that where any such County or Voluntary school serves an area outside the Borough, the Council shall submit any proposal to alter the educational character of such a school to the Authority and if the Authority do not approve the proposal, or any revised proposal, the Council shall be entitled to refer the matter to the Minister as a dispute between the Council and the Authority within the meaning of Article 6 of Part VIII of this Scheme.
- (ii) The general control of the conduct of, and the secular instruction in, County and Voluntary primary schools.
- (d) The power to fix, after consultation with the Authority, the main school holidays of County and Voluntary schools other than Aided secondary schools.

- (e) Subject to the general regulations of the Authority, the power to make arrangements for the admission of pupils to County and Voluntary schools.
- (f) The power to require the Managers or Governors to submit returns and reports to the Council for consideration by them and transmission to the Authority.

THE COMMON SEAL of The
Mayor, Alderman and Burgesses of
the Borough of Chesterfield was
hereunto affixed (pursuant to a
resolution of the Town Council
passed on the Nineteenth day of
December One thousand nine hundred
and forty-four) in the presence of

L.S.

W. E. TAYLOR,

MAYOR

RICHARD CLEGG,

TOWN CLERK

Given under the Official Seal of the
Minister of Education this 7th day of
November, 1945.

L.S.

MERVYN LONGHURST,

Authorised under Section 3
of the Education Act, 1944.

APPENDIX 3

COUNTY OF DERBYSHIRE

BOROUGH OF CHESTERFIELD

EDUCATION ACTS, 1944 AND 1946

BOROUGH OF CHESTERFIELD (FURTHER EDUCATION)
(AMENDMENT) SCHEME OF DIVISIONAL
ADMINISTRATION, 1951

made by the Council of the said Borough on the 2nd October, 1951, varying the Borough of Chesterfield (Further Education) Scheme of Divisional Administration, 1947.

WHEREAS the Borough of Chesterfield is an Excepted District within the meaning of paragraph 4 of Part III of the First Schedule to the Education Act, 1944.

AND WHEREAS the Minister of Education in exercise of his powers under paragraph 11(1) of Part III of the First Schedule to the Education Act, 1944 (as amended by the Education Act, 1946) has consented to the making by the Council of the Borough of Chesterfield (hereinafter called "the Council") of a Scheme of Divisional Administration varying the Borough of Chesterfield (Further Education) Scheme of Divisional Administration dated 29th July, 1947 (hereinafter called "the Principal Scheme") in the following respect, that is to say, the insertion in paragraph 2 of the Schedule to the Principal Scheme the words "Home Advice Centre or Centres and" after the words "and management of".

AND WHEREAS the said Minister has directed under paragraph 11(2) of the said Part III of the First Schedule that the requirements imposed by Paragraph 8 of the said Part III of the First Schedule shall be dispensed with in relation to the present scheme.

AND WHEREAS the Minister has also further directed under the proviso to paragraph 7(1) of the said Part III of the First Schedule that the requirements of the said paragraph 7(1) may be dispensed with in relation to the present scheme.

NOW THEREFORE the Council hereby make the following Scheme of Divisional Administration:-

In paragraph 2 of the Schedule to the Principal Scheme the words "Home Advice Centre or Centres and" shall be inserted after the words "and management of".

THE COMMON SEAL of The
Mayor, Alderman and Burgesses
of the Borough of Chesterfield
was in pursuance of a resolution
of the Council in that behalf hereunto
affixed in the presence of:-

L.S.

GEO. W. HEATHCOTE

Mayor

RICHARD CLEGG

Town Clerk

The Minister of Education hereby
approves the foregoing Scheme.
Given under the Official Seal of the
Minister of Education this 12th day
of December, 1951.

L.S.

MERVYN LONGHURST,

Authorised under Section 3
of the Education Act, 1944.

COUNTY OF DERBYSHIRE

BOROUGH OF CHESTERFIELD

EDUCATION ACTS, 1944 AND 1946

BOROUGH OF CHESTERFIELD (FURTHER EDUCATION)
SCHEME OF DIVISIONAL ADMINISTRATION, 1947

made by the Council of the said Borough on the 29th July, 1947, under Part III of the First Schedule to the Education Act, 1944 as amended by Part I of the Second Schedule to the Education Act, 1946, and approved (with modifications) by the Minister of Education on the 6th February, 1948.

WHEREAS the Borough of Chesterfield is an Excepted District within the meaning paragraph 4 of Part III of the First Schedule to the Education Act, 1944.

AND WHEREAS the Minister in the exercise of his powers under paragraph 9 of Part III of the First Schedule to the Education Act, 1944, has directed that a Scheme of Divisional Administration may be made by the Council of the Borough of Chesterfield (hereinafter called "the Council"), to provide for the exercise by the Council on behalf of the Derbyshire County Council (hereinafter called "the Authority") of certain functions under the said Act relating to Further Education.

NOW therefore the Council hereby make the following Scheme of Divisional Administration.

INTERPRETATION

1. (1) In this Scheme unless the context otherwise requires, the following expressions have the meanings hereby respectively assigned to them, that is to say:-

"The Act" means the Education Act, 1944, as amended by the Education Act, 1946;

"The Principal Scheme" means the Scheme of Divisional Administration made by the Council on the Nineteenth day of December, 1944, and approved by the Minister of Education on the Seventh day of November, 1945;

"The Committee" means the Committee constituted by Article I of Part VII of the Principal Scheme;

"Evening Institute" is a course established and maintained by the Authority for the part-time education of persons over compulsory school age and conducted wholly or mainly in the evening and not forming part of the work of a Technical College of School of Art;

"Teachers" includes Instructors and Youth Leaders.

(2) This Scheme shall be construed as one with the Principal Scheme and subject to the provisions hereof shall be deemed to form part of the Principal Scheme and the functions which the Council are by this Scheme authorised to exercise on behalf of the Authority shall be deemed to form part of the educational functions of the Council within the meaning of the Principal Scheme. Provided that if there is any inconsistency between the provisions of this Scheme and those of the Principal Scheme, the provisions of this Scheme shall prevail in relation to the exercise by the Council of functions of Further Education under this Scheme.

CONDITIONS ATTACHING TO EXERCISE OF FUNCTIONS

2. The exercise by the Council of the functions under this Scheme shall, without prejudice to the other conditions or provisions of this Scheme, be subject to:-

- (i) the provisions, conditions and requirements of the Act and of any regulations or directions made or given by the Minister;
- (ii) the regulations made by the Authority from time to time and to the conditions contained therein; and
- (iii) the powers of Governors of Technical Colleges and Art Schools in the Borough as conferred by the relevant Schemes of Government.

DIVISIONAL EXECUTIVE

3. The Council shall, for the purpose of this Scheme, be the Divisional Executive for the Borough.

POWERS OF DIVISIONAL EXECUTIVE

4. The Council is hereby authorised to exercise, subject to and in accordance with the provisions of this Scheme, and it shall be their duty as to exercise on behalf of the Authority, the functions relating to Further Education and the supplementary and ancillary functions specified in this Scheme, including the Schedule hereto, for and in respect of the Borough.

GENERAL DUTIES OF DIVISIONAL EXECUTIVE WITH RESPECT
TO FURTHER EDUCATION

5. (1) The Council shall at all times keep under review the existing provision in the Borough for Further Education and the needs of the Borough with respect to Further Education, and shall be entitled to make representations and recommendations thereon to the Authority.

(2) The Council shall make recommendations to the Authority from time to time regarding the provision, extension or discontinuance of Technical Colleges and Schools, Art Schools and Evening Institutes and the establishment therein of full-time courses or of part-time day or evening classes.

(3) The Council shall furnish the Authority from time to time with such information as the Authority may require, in order to prepare, when the Minister shall so direct, a Scheme of Further Education for the Administrative County under Section 42 of the Act.

COMMITTEE

6. The Council shall refer to the Committee such matters relating to the functions under this Scheme as the Council shall think fit.

CITATION AND DATE OF OPERATION OF SCHEME

7. This Scheme shall be cited as the Borough of Chesterfield (Further Education) Scheme of Divisional Administration, 1947, and shall come into operation on the date of the Order of the Minister approving the Scheme.

THE SCHEDULE HEREINBEFORE REFERRED TO

The Council shall exercise the following functions for and in respect of the Borough:-

(1) The nomination of such proportion as may be agreed with the Authority in each case of the Members of the Governing Body of any Technical College or Art School serving the Borough.

(2) The administration, control and management of the Evening Institutes established and maintained in the Borough subject to such conditions as may be prescribed by the Authority for the purpose of securing the proper correlation of the work of such institutes with that of Technical Colleges or Art Schools.

(3) The establishment, maintenance and management, except in connection with a Technical College or Art School, of camps, holiday classes, playing fields, play centres and other places (including playgrounds, gymnasias and swimming baths not appropriated to any School or College) at which facilities for recreation or social and physical training are available solely or mainly for persons within the Borough for whom Further Education is provided; with the approval of the Authority assisting in the establishment, maintenance and management of such places as aforesaid; the organisation of games, expeditions and other activities for such persons and with the like approval the defraying of or contributing towards the expenses thereof.

(4) The securing, in accordance with arrangements approved by the Authority in consultation with the Council of the development and maintenance of the Youth Service in the Borough.

(5) The appointment to, and, subject to the approval of the Authority in each case, the dismissal from, the service of the Authority of all teachers employed by the Authority exclusively in connection with any educational establishment administered or managed by the Council in accordance with paragraphs (2), (3) and (4) of this Schedule and the general control of such teachers in the discharge of their duties.

Provided that the provisions of Article 4 of Part V of the Principal Scheme shall apply to the said teachers as if they were "officers" within the meaning of the said Article.

(6) The appointment to, and dismissal from the service of the Authority of persons employed for the purposes of the care and maintenance of any educational establishment administered or managed by the Council in accordance with paragraphs (2), (3) and (4) of this Schedule and the general control of such persons in the discharge of their duties.

(7) The making of arrangements for the management, use and upkeep of any buildings, playing fields or other premises used in connection with the educational functions exercised by the Council in accordance with paragraphs (2), (3) and (4) of this Schedule.

(8) The award of allowances within the scales laid down by the Authority to persons resident in the Borough to enable them to attend places of Further Education in the Borough for courses of a type approved by the Authority and the making of recommendations to the Authority in any case where it is considered that an allowance in excess of the approved scales should be awarded.

THE COMMON SEAL of The Mayor, Aldermen and Burgesses of the Borough of Chesterfield was hereunto affixed (pursuant to a resolution of the Town Council passed on the Twenty-ninth day of July, One thousand nine hundred and forty-seven) in the presence of:-

FLORENCE ROBINSON
Mayor

RICHARD CLEGG
Town Clerk

GIVEN under the OFFICIAL SEAL of the Minister of Education this Sixth day of February, One thousand nine hundred and forty-eight.

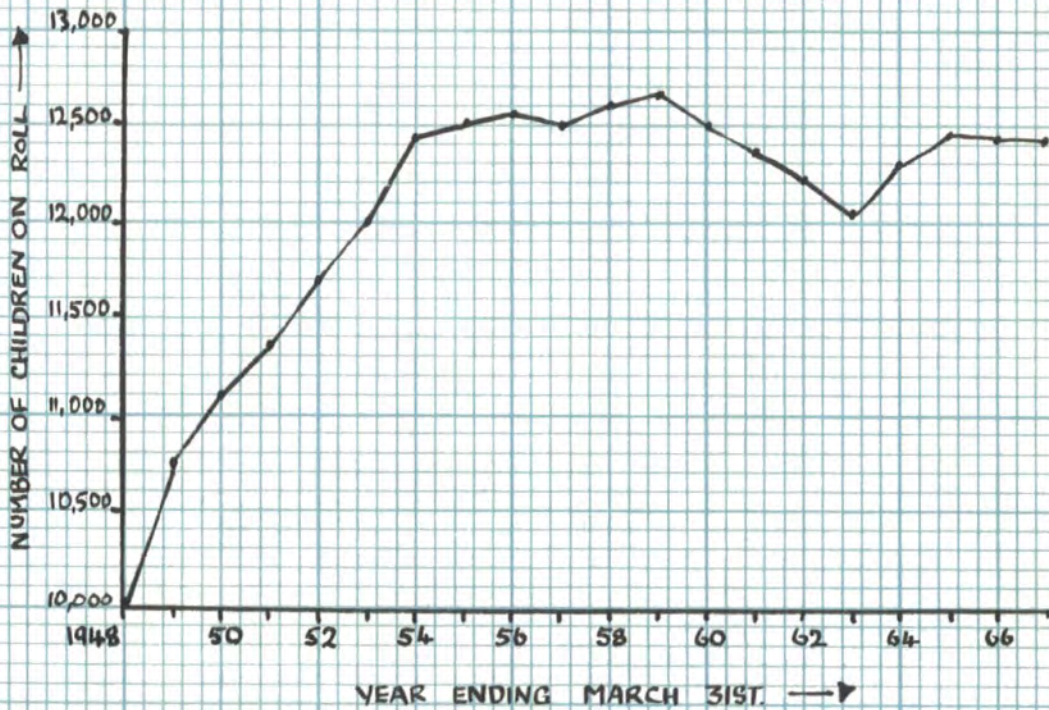
MERVYN LONGHURST
Authorised under Section 3 of the
Education Act, 1944

L.S.

L.S.

APPENDIX FOUR

Chesterfield Borough.
Graph to Show Number of Children on Roll.
1945-1967.



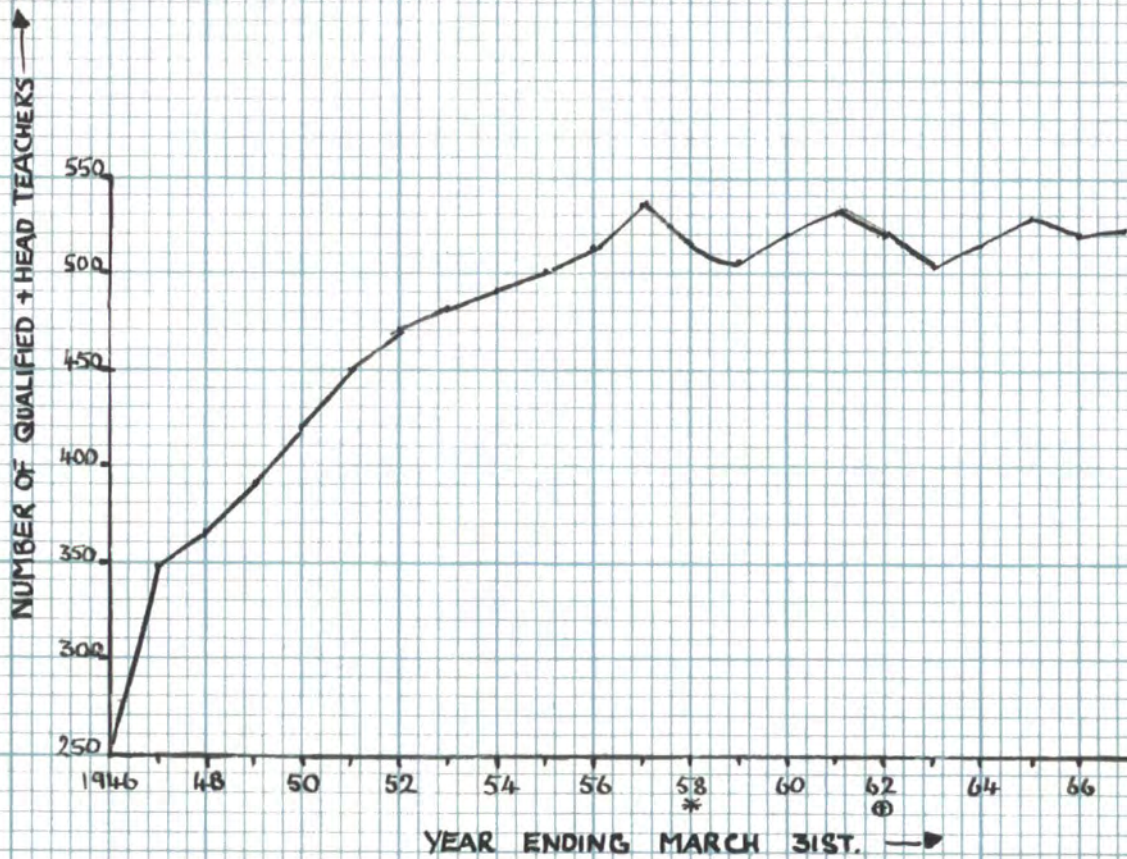
1945/46. 8442 } Records incomplete for two schools.
1946/47. 8420 }

APPENDIX FIVE.

Chesterfield Borough

Graph to Show Qualified and Head Teachers.

1946-1967.



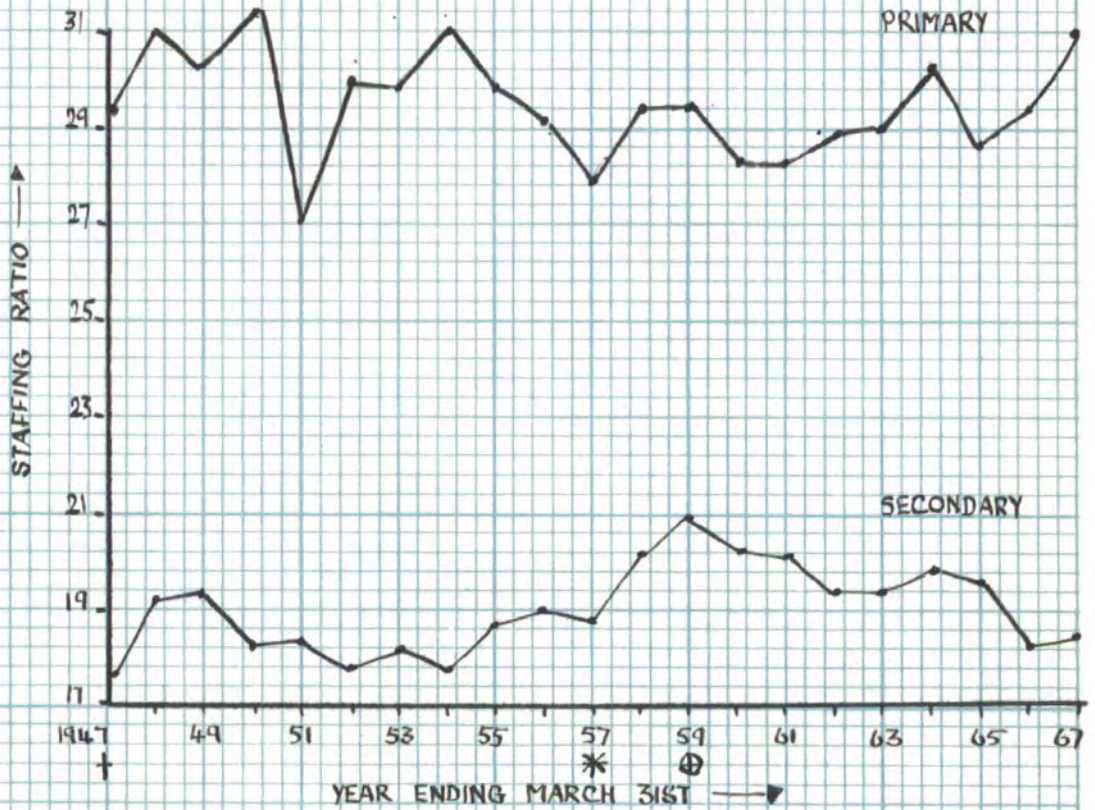
* Quota system introduced.

⊕ Excluding Ashgate Croft School.

Chesterfield Borough

Graph to Show Primary and Secondary Staffing Ratios.

1947-1967.



* Quota system introduced.
⊕ Excluding Ashgate Croft.
† Figures not available for two schools.

Results of Survey of Unemployed Dis

AUTHORITY	SPECIAL SERVICES					BUILDING WORK				DEV PL				
	PSYCHIATRIST.	PSYCHOLOGIST.	SOCIAL WORKER.	SPEECH THERAPIST.	E. S. N. SCHOOL.	MALADJUSTED SCHOOL.	P. H. U. HOSTEL.	DELEGATION OF MAJOR WORKS.	DELEGATION OF MINOR WORKS.		NO. OF SECONDARY PLACES BUILT.	NO. OF PRIMARY PLACES BUILT.	NO. OF SPECIAL PLACES BUILT.	NO OF NURSERY PLACES BUILT.
BARROW C.B.	✓	✓	✓	✓	✓					990	2164	100	0	
BATH C.B.	✓	✓	✓	✓	✓	✓				NOT AVAILABLE				0
BURTON C.B.	✓		✓	✓						3240	2240	120	20	
CARLISLE C.B.	✓	✓	✓	✓	✓					1900	3160	120	0	
DEWSBURY C.B.	✓	✓	✓							NOT AVAILABLE				80 300
EASTBOURNE C.B.	✓	✓	✓	✓	✓					NOT AVAILABLE				100 0
GT. YARMOUTH C.B.	✓	✓	✓	✓	✓		✓			2000	2470	0	120	
HASTINGS C.B.	✓	✓	✓	✓	✓					2100	3100	130	0	
WAKEFIELD C.B.	✓	✓	✓	✓	✓					2470	3360	0	30	
WARRINGTON C.B.	✓	✓	✓							3060	2680	0	0	
CHESTERFIELD	✓	✓	✓	✓	✓	✓	✓	✓	✓	2250	1480	0	0	
CHELTENHAM ED.	✓	✓	✓	✓	✓	NO	YES			2260	3160	240	0	
COLCHESTER ED.	✓	✓	✓	✓	✓	YES	YES			600	1800	20	0	
CROSBY ED.	✓	✓	✓	✓	✓	YES	YES			400	120	180	0	
EPSOM + EWELL. ED.	✓	✓	✓	✓	✓	NO	YES			430	1080	0	30	
BILLINGHAM ED.	✓	✓	✓	✓	✓	YES	YES			3030	4320	150	40	
HOVE ED.	✓	✓	✓	✓	✓	NO	YES			1250	1440	0	0	
KEIGHLEY ED.	✓	✓	✓	✓	✓	NO	YES			1500	1080	0	0	
NEWCASTLE ED.	✓	✓	✓	✓	✓	YES	YES			3250	5250	230	35	
NUNEATON ED.	✓	✓	✓	✓	✓	YES	YES			1000	2000	200	80	
PETERBOROUGH ED.	✓	✓	✓	✓	✓	YES	YES			1710	4320	120	60	
POOLE E.D.	✓	✓	✓	✓	✓	YES	YES			2000	4280	0	0	
WALLSEND ED.	✓	✓	✓	✓	✓	YES	YES			1800	1600	0	0	
WIDNES ED.	✓	✓	✓	✓	✓	NO	NO			2200	1800	0	0	
WORTHING ED.	✓	✓	✓	✓	✓	YES	YES			NOT AVAILABLE				0