

LONG EATON GRAMMAR SCHOOL

JUBILEE BOOK

1960

An Account of the Origin of the School and its First fifty Years
in the Tamworth Road Buildings

FOREWORD

" Derby, Leicester and Notts are we,
Boys and girls of counties three,
Here as scholars of the school,
We're one folk and obey the rule."

So wrote the first Headmaster of Long Eaton Grammar School in 1912 in the first School Magazine, then called the Annual. Since those early days many hundreds of pupils, coming from homes in the valleys of " Derwent, Trent and Soar," have studied together, and in their individual ways built up the traditions we inherit.

We who follow feel it a privilege to review past days in this jubilee Year. We are, therefore, indebted to Mr. R. Hough for his writing this short history of the first fifty years. I wish to place on record the School's thanks, and also to express our appreciation of the work done by Miss Brooks.

Our official sources of information have been the Sadler Report 1905, the County and Divisional Executive Records, the Minutes of Governors' Meetings, and the School Log-book kept by Mr. Clegg. Facts so recorded have been enlivened by reports in the Gossamer and the recollections of many past and present members of staff and former pupils. We must especially thank Canon J. D. Hooley for the lively account, incorporated in the text, of the 1914-18 period. Mr. Roberts, Mr. Pritchard, Mr. Wright, Miss Taylor and Mr. Calton have kindly read the proofs and made valuable suggestions, while Mr. Driver has prepared the photographs.

In this task we who now serve the school have felt at a disadvantage, conscious of our limitations, especially in time. If we have forgotten the vital " slice of life " which occurred in Room 5 in 1924, please pardon us. I trust that what has been recorded is substantially true, will cause no offence, may remind you of happy associations, and, perhaps, cement old friendships.

I hope these pages will give lasting pleasure, and on behalf of the Authority, my Governors and myself, wish you continued success in your careers. If this book prompts you to let me know what has happened to you since leaving school, the task of the writers of the next fifty years will be all the easier.

Finally, we cannot fail to find here a source of inspiration spurring us to high endeavour, and whilst holding fast to that which is good, each and every one must try to emulate our predecessors, and say with equal sincerity :

" I'll bear no base mind."

G. D. B. GRAY.

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In 1904 two very different men met in Long Eaton with a common purpose : to consider the best ways of re-organising the local educational system to fit in with the reforms flowing from the Education Act 1902. One man was Samuel Clegg, son of a schoolmaster, himself trained as a teacher in the pupil-teacher training system of the 19th century, followed by two years at the Owen Training College at Manchester, the parent college of Manchester University. The other was Professor Michael Sadler, later Sir Michael Sadler, Professor of Educational Administration and History in the Victoria University, educated at Rugby School and Oxford and, until forced to resign by the economies of the Government, director of the Special Inquiries and Reports Section of the then Department of Education, the parent of the Board of Education and forerunner of the present Ministry. In spite of the great difference in background of these two men they had two things in common : an intense interest in education and an equal interest in art. Clegg saw his two interests as one, for he believed firmly in art as the means of providing a first class education for the child, a means which blends enjoyment and profit as no other can do, and this doctrine he expounded in his book " Drawing and Design " which was used as the basis of art teaching in the school and a second edition of which was published towards the end of his career. For Sadler art was not perhaps so closely identified with education, but his delight in art, witnessed by his extensive collection, must have made him very susceptible to any such doctrine. It is clear that Samuel Clegg impressed him greatly, for it is Clegg alone whom he singles out for special mention in his report of his visit to Long Eaton, and it is Clegg whom he recommends to take charge of the educational advance which he considers due in Long Eaton.

For Professor Sadler was in Long Eaton at the request of the Derbyshire County Council which found itself, as a result of the Education Act 1902, the Educational Authority for the Area. The

Education Act had been passed primarily to deal with the problem of secondary education and the educational problem with which each Education Authority found itself after the Act was how to add to an existing system of State Education up to the age of 12, a superstructure of more advanced instruction. The School Boards created by the 1870 Act had, sometimes with the help of, sometimes under the threat of, several Acts of Parliament, by 1899 and the Act of that year created a system of practically free, and compulsory, education to the age of 12. But the rising standards of the country led to a demand for education to a more advanced age than this. Parents, as Sadler reports, were eager to keep children at school longer, and were complaining that the existing curricula and staff in the schools were unable to provide their children with suitable education beyond this age. To meet this demand higher classes were added to the existing schools and in some places, usually in large cities where transport problems were easier, children from several such classes would be collected in one school. These schools providing more advanced education were called Higher Grade Schools. They were not 'secondary' schools, for 'secondary' education was conceived as education up to and beyond the age of 16, leading to the Universities and the learned professions, and characterised by a study of at least one classical language. Secondary education in this sense was not provided by the State schools at the time of Sadler's report. But even this modification of our present State Secondary School was held to be an unlawful expenditure of public money by the famous Cockerton judgment of 1901, and it was the realisation that some form of advanced education was imperatively demanded by public opinion, and the equally clear realisation that the existing legislation did not allow any money to be spent on education beyond the compulsory age, that provoked the passage of the Education Act 1902 with its clauses enabling the County Councils to maintain a system of secondary education; and this in turn accounted for the interview between Samuel Clegg and Professor Sadler.

The County Council had asked Professor Sadler to report on available education in the area and to recommend improved opportunities where necessary. Sadler interpreted this to mean that education must be closely matched with the society it was to serve, and accordingly he considered the nature of Long Eaton closely, and apparently found what he saw interesting and exciting. It was, he says, a 'collectivist' and 'co-operative' community. Long Eaton was a mushroom town of industry. In 1801 the population of Long Eaton was 504 and of Sawley 1,224. By 1901 Long Eaton had reached 13,045 and Sawley 14,796. Sawley, originally the larger and more important of the two settlements, with its great mother-church of the chapels-of-ease of Long Eaton, Risley and Breaston, had been subordinated by industrial development in Long Eaton and in 1894

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absorbed by its neighbour when the Long Eaton U.D.C. was created. The factory chimney and the railway dominated this expansion. Lace manufacturers began to move out to Long Eaton from Nottingham in the 1840's and the Nottingham-Derby line was opened in 1839. Labour attracted by these developments settled down into the amorphous society of Long Eaton in which the most important influences were the chapel and the Co-op. A sense of community began to express itself through local government and, as the population and necessary services grew, more public-spirited individuals became interested in making a worthy town.

Professor Sadler found Samuel Clegg here too. He had been the Honorary Secretary of the Committee which raised £1,150 for buying the Gorse Holmes the land, as all readers of the Gossamer will know, on which the library and Grammar School now stand, and presenting it to the town, thus enabling the town to apply for a grant to the liberal millionaire Mr. Carnegie, for the building of the Town Library. "His great-hearted vision, intense enthusiasm, and genial personality overcame what to others might have been insuperable." So writes, Mr. Hooper, the late town Librarian. Impressed by Mr. Clegg's educational vision, Sadler was perhaps even more impressed by finding him a leader in the emerging cultural life of this industrial community. So impressed was he by Samuel Clegg's devotion to education and culture that he described him later as a " high voltage cable " electrifying and vivifying the society with which he was in contact.

But the provision of education for the over twelves was not the only educational problem which Professor Sadler had to consider. There was also the question of providing teachers for the schools. To this end the pupil-teacher system had been evolved during the 19th century and Sadler found this functioning in Long Eaton. His problem was how to provide for this in his reorganisation scheme.

This system was based on the apprenticeship system of training, familiar not only as the means whereby tradesmen learnt their trade, but also as a means of training for the legal profession, in which, and in similar professions, the system was referred to not as apprenticeship but as " being articled." The idea was to combine practical experience with theoretical instruction by setting the learner to work each day alongside a master tradesman who would not only show him how the various problems of the occupation were dealt with, but would also explain the principles behind the practice. In the last century, therefore, the teacher's training consisted, at first, of a five years' apprenticeship beginning at thirteen, during which he taught under supervision in the school to which he was attached and received one and a half hour's instruction, in fact, further education, from the headmaster. When this training period ended, the so-called

Pupil Teacher, on passing a qualifying examination known as The Queen's Scholarship, was admitted to a Training College for a three year course. In 1856 the College course was reduced to two years because of the widespread failure of intending teachers to stay for the three years, and has stayed at two years until the recent decision to extend it. At the same time students who had not been pupil teachers but who were able to pass the examination were allowed to enter the Training Colleges. In 1881 it was recognised that the pupil teacher system was a failure ; headmasters were treating pupil teachers as unqualified teachers and failing in their duty to instruct them ; and Pupil Teachers' Centres came into existence. The pupil teacher now taught in school by day and attended evening classes at the Centre at night. A further improvement came when the pupil teacher was allowed to attend the Centre for a limited period during the day. So, gradually, the Pupil Teachers' Centre became a secondary school providing pre-Training-College education, and the professional education of the future teacher steadily receded into the College course. In 1902 the age at which the intending teacher could become a pupil teacher was raised to sixteen.

The Long Eaton School Board had arranged a Pupil Teachers' Centre Class in November 1894. The class met on Mondays, Wednesdays and Fridays in the Derby Road Schools from 6.30 p.m. to 8.30 p.m. Mr. Chambers took Geography and Grammar, Mr. Prust Mathematics and Drawing, Mr. Adkin School Method, Music and History, while Recitation, Reading and Sewing were to be taken as usual by the Head Teachers of the schools to which Pupil Teachers were attached, during the day. Attendance seems to have been "never quite satisfactory," a phenomenon with which teachers of evening school classes today will be quite familiar. The Department of Education at this time was interested in liberalising the education of pupil-teachers and stressed the desirability of excursions to museums, art galleries and industrial plants for this purpose. So the Long Eaton Pupil Teachers' Centre Class arranged a "very enjoyable and interesting" visit to the China Works at Derby. A further visit to the Locomotive Works at Derby was marred by the firm refusal of the Midland Railway to allow female teachers on its premises "on account of the danger from machinery in motion."

In November 1896 the Centre was re-organised. A permanent instructor was appointed "in sole charge of these classes", the instructor being Samuel Clegg, and pupil-teachers were allowed to attend during the day. Classes were held in the Board Room, next door to the present Co-operative Society buildings, a fortunate arrangement for the pupil-teachers, who had a day off whenever the auditor or other officials of the School Board required the room for meetings.

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With Samuel Clegg in charge, regular classes in the various subjects were held, first in the Board Room and sometimes in the High Street and Sawley Schools and, from 1901, in the Derby Road Schools. As early as 1897 the visiting inspector, after noting that "the ventilation of the room appears to need improvement" and that "a library of general literature is a great desideratum", suggested that Mr. Clegg should be given an assistant, but, as happens frequently with such suggestions, Mr. Clegg had to wait for that. Examinations and the regular round of term and holiday were interrupted by excursions to the Art Gallery in Nottingham and to Dale Abbey. A class on Physiography was cancelled to allow a talk on "Julius Caesar" which pupil-teachers were to see the following day and one on Arithmetic was cancelled to make room for a lecture on "The Struggle for Existence." Private Study was the order of the day when the Instructor was late in arriving and the unusual hazards to which pupils were exposed are illustrated by the case of the girl who failed to arrive because she had been knocked down-by a train! In January 1905 Miss Taylor is appointed assistant mistress, the Centre is firmly established, students being admitted from the Leicestershire schools and proceeds to expand steadily.

This Centre, the creation of Samuel Clegg, impressed Professor Sadler so much that when he made his report to the County Council he recommended its Instructor as a man obviously suitable to take charge of the improved post-primary and pupil-teacher instruction which he regarded as necessary for the district.

To anyone looking back at the situation in Long Eaton in 1905 the obvious educational reform would seem to be the provision of a secondary school. Sadler begins his report by comparing the rates of children per thousand having secondary education in Liverpool and Birkenhead with the rate for Derbyshire, and points out that where Liverpool had 7.8 children per thousand and Birkenhead 15.3, Derbyshire had only 5.07. In S.E. Derbyshire he lists Repton, Trent, Risley Grammar School (16 pupils), the Derby Borough schools and the Heanor Technical School as the only sources of secondary education apart from Nottingham High School and the Grammar School at Ashby, showing clearly that to gain secondary education in the area a child must either go to the boarding schools at Repton and Trent or else go outside the county boundary. But he did not regard a proliferation of secondary schools as desirable. "I have endeavoured," he writes, "to bear constantly in mind the importance of bringing education into close touch with the real needs of life." These "real needs" seemed to him not to require the production of students trained by a secondary course for university entrance and the professions, but rather the production of students who would fit harmoniously into the industrial society in which they lived. Looking at this society

he found that school leavers went to the Midland Railway and wagon works, the lace factories, and as clerks to the industries of Derby and Nottingham. He accordingly recommended a Higher Grade School for Long Eaton to which pupils would be transferred at 11 and where they would follow a two years' course in English, History, Geography, Mathematics, Drawing, Handicraft, Class Singing and P.T. After the two years there would be a General Course, for the Pupil-Teachers ; an industrial course for boys, of Practical Arithmetic, Geometry, Mechanics and Woodwork; a commercial course of Book-keeping, Commercial Documents, Arithmetic, French, Geography; and, for girls, a course in Household Management, of Housework, Care of infants, Marketing and Household Accounts. The Higher Grade Course was to end at fifteen but a Pupil-Teachers' preparatory class would bridge the gap to 16 when the Pupil-Teachers' examination was taken. Since the Pupil-Teacher class was considered by Sadler as likely to consist of five girls to every one boy, he recommended that the Deputy Head of the Higher Grade School and Pupil Teachers' Centre should be a woman. This recommendation was accepted by the Education Authority and the tradition thus begun continued throughout the successive appointments of Miss Taylor, Miss Turner and Mrs. Noble. Sadler had no doubt that the proper site for the new school was Long Eaton, for he regarded Long Eaton as the centre of the area and considered the school could take in pupils from Sandiacre in the north to Kingston-on-Soar in the south, from Sawley in the west to Thrumpton in the east. He was aided in arriving at this conclusion by a scrutiny of rail communications, which he found convenient and economical (the fare from Breaston was Id., from Castle Donington 4d.).

Since the staple trade of the area was lace, Sadler recommended that drawing, for the benefit of future lace designers, should be emphasised in the education provided, thus beginning a tradition which, strongly reinforced by the educational views of Samuel Clegg, has resulted in more attention being given to Art at Long Eaton Grammar School than is given in most comparable Grammar Schools. He also stressed the importance of small classes and highly qualified teachers and a good field for outdoor activities, and gave his opinion that Mr. Clegg was the right man to take charge of the new school. Professor Sadler thought that for secondary education Nottingham High School, Ashby Grammar School and the Derby schools were adequate, but added that the Pupil Teachers' Class at the Long Eaton Higher Grade School should not be confined to Pupil-Teachers but could be developed as a means of secondary education when demand should justify it.

This report with its workmanlike conception of the nature of educational development in Long Eaton was eventually accepted by

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the County Council, and a body of Governors was appointed for the new Pupil Teachers' Centre and Higher Elementary School. Mr. Clegg was confirmed in his appointment as the Pupil Teachers' Instructor and designated head of the new school ; and from July 1907 the Governors met, usually in the Town Library, since they had as yet no school building suitable.

Until the report had been accepted by the County Council the Pupil Teachers' Centre continued as usual, moving from Derby Road Schools to the Wesleyan Central Sunday School, now behind Boots' shop in High Street, in 1905. In January 1905 Miss Taylor had " commenced work as assistant mistress " so beginning a career at the school which was to last for 41 years, and in September Miss Harris brought the staff up to three. Miss Harris was to teach French and Latin chiefly, but is perhaps best remembered as the founder of school hockey, for her enthusiasm started the first hockey team, although she herself suffered from it, for Miss Taylor has recorded that she was struck in the eye by the ball in the first mixed hockey match ever played in the school, In September 1906 Mr. C. B. Fawcett joined the staff, teaching mainly Geography and Mathematics. He continued his studies while on the staff of the Centre, eventually graduating and, after leaving the Centre in 1911, joining the staff of London University and becoming Professor of Geography. He taught at London until 1949 and in the 1930's was, by an odd coincidence, the adviser of Mr. Gray, the present headmaster, who was then engaged on a regional study of South Yorkshire. Professor Fawcett's work was mainly geo-political: his first influential book being concerned with the reform of Local Government areas, with the ideas, in fact, culminating in the Regional Organisation of Civil Defence in the Second World War; and his second " The Bases of Western Civilisation " foreshadows the present N.A.T.O. Alliance. He died in 1952. In January 1907 Miss Evans succeeded Miss Harris, beginning an association with the school which was to last for 36 years. During these years, in which staff were increasing in number, several visits to outside exhibitions were made. A trip to London was arranged for senior students, and the Royal Show was visited at Derby, no doubt much in the same way, though the smaller numbers must have made organisation easier, that the Royal Show was visited at Nottingham in 1954. Mr. Clegg was widening his experience also, for in October 1906 he left Long Eaton to visit America, returning in January 1907. In his absence Miss Taylor acted as Head of the Centre.

Accommodation at the Wesleyan Sunday School was severely limited: a large room on the upper floor and a small room on the ground floor. The latter was used for some General Science teaching, equipment consisting of trestle tables, a few balances and some other simple apparatus. This science instruction was given in the afternoon

after the room had been used for dinners. If a room was out of action for any reason some pupils had to be sent home for there was no other accommodation. Mr. Adams of Castle Donington, the father of the present School Secretary, who was at the Centre at this time remembers such an occurrence : someone had left phosphorus high and dry in the science room and the resulting fumes made it impossible to use the room for the rest of the afternoon. The students who benefited from such occurrences were about thirty in number, attending for two and a half days a week, and spending the rest of the week at elementary schools in the town gaining experience in teaching. But although the class was in theory for pupil-teachers only, it is clear that many attending it did not persevere to the end of the course and were, in fact, using the class as a means of secondary education : a fact of some interest in connection with later developments.

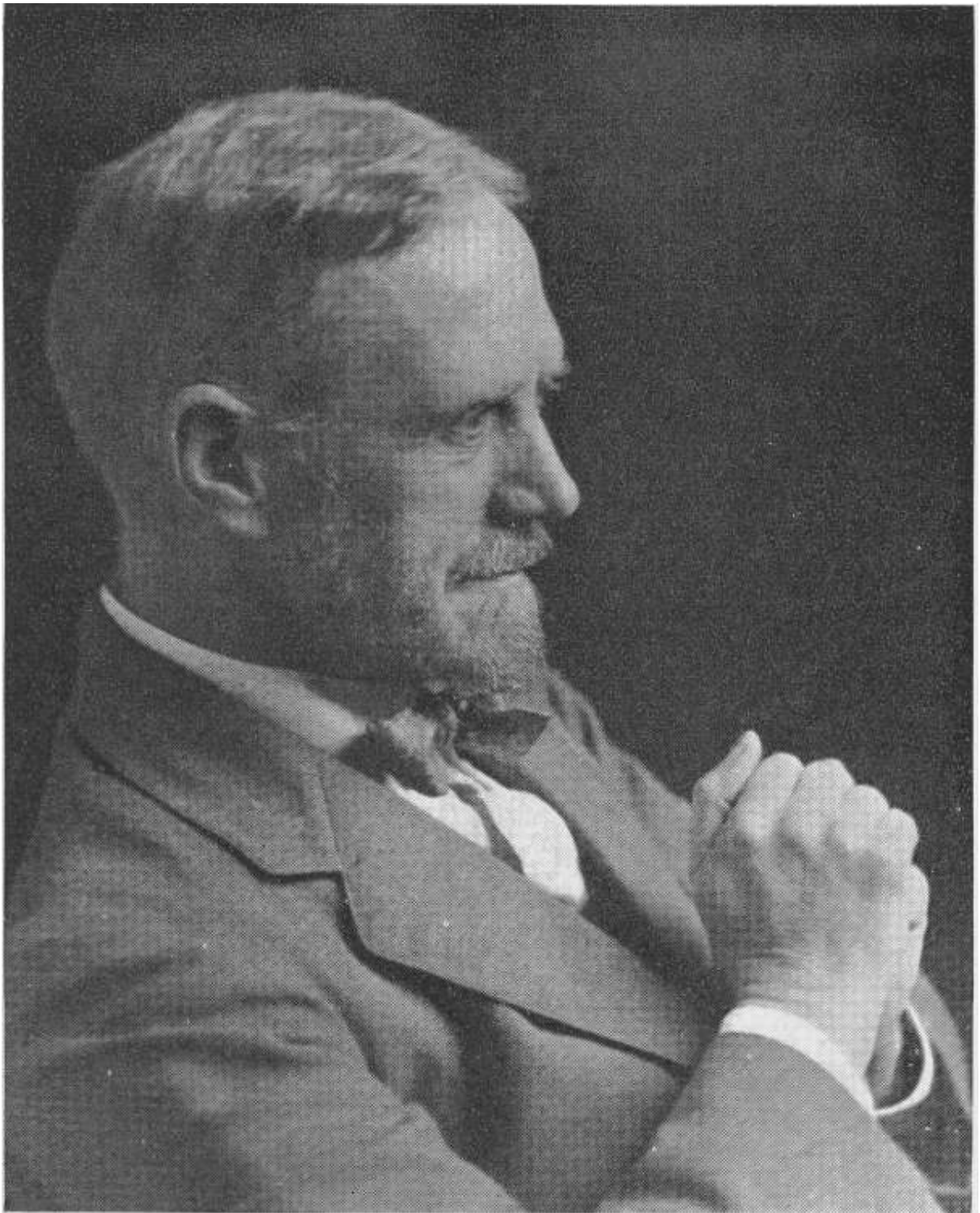
Miss Harris had begun school hockey ; Mr. Fawcett seems to have begun school football, Mr. Adams remembers his organising a team which played matches on West Park and challenged Heanor Technical School, among others. The match with Heanor was a disaster, largely because Long Eaton had a team of first formers, while Heanor had sixth formers, and perhaps partly because the weather as often in these cases, was very bad. The game provoked a parody by one Leslie Pulpher on " The Loss of The Royal George", including such apt lines as :

" Brave Birkbeck he has gone,
His victories are o'er ",
and such weak ones as :
" But when he starts next season
He hopes to gain some more."

The same Pulpher, now headmaster of a Nottingham school, when in the senior form, began a series of essays which were to be prepared and read by the form, with one on Parody, a choice which shows his interest in the theoretical as well as practical side of the art. The incident seems to show that Mr. Clegg's scholars had acquired a sharp appreciation of the relationship between literature and life.

On July 18th, 1907, the first meeting of the Governors of the Pupil Teachers' Centre and Higher Elementary School was held in the Free Library. Those present were :

Chairman: MR. J. WINFIELD C.C.	
MR. G. STEVENSON	Long Eaton
MR. S. TRUMAN	Long Eaton
MRS. CROWE	Long Eaton
MR. R. DONCASTER	Sandiacre
MR. W. P. BENNETT	Sawley
MR. G. DOWLES	Breaston



MR. S. CLEGG

(Pupil Teachers' Instructor and Headmaster 1896-1930)



A CLASS IN CHEMISTRY c. 1912

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MR. W. MALLALIEU	}	Representatives of Derbyshire
MRS. CHARLESWORTH	}	Education Committee
Mr. S. CLEGG, Pupil Teachers' Instructor)	
Mr. W. SMALL, Director of Education	}	In attendance
MR. G. H. WIDDOWS, Surveyor of Schools)	
MR. JOSEPH WILSON, Clerk		

Two decisions were made : to admit the Press to Governors' Meetings ; to approve the plans submitted for the building of the Pupil Teachers' Centre and Higher Elementary School.

On October 8th at a meeting in the Free Library the Governors approved fees of £1 per year for pupils in the district and of £1 10s. 0d. per year for out-district pupils. They also decided to ask the County Education Committee to provide crockery for school dinners and to pay 1/6d. per day to the wife of the caretaker for cooking and serving. Since these amounts indicate the change in the value of money since 1907, it is perhaps not too depressing to find at the same meeting Mr. Fawcett's salary was raised from £110 per year to £120! On January 24th, 1908, the Governors accepted Mr. Clegg's suggestion that the Elementary Schools of the area should be given notice of the minor scholarships (free places) available at the school, and the minute reveals that an intake of sixty, including feepayers and minor scholarship holders was intended. This, it was agreed, would necessitate the appointment of two new staff : a Drill Instructor and an Art Mistress. Miss Taylor and Miss Evans, following Mr. Fawcett's example applied for and were granted an increase in salary. The Governors then agreed that tenders should be invited for the new building. On May 14th, 1908, it was reported to the Governors that building was beginning that week and that the school should be finished in eighteen months.

In this year 1908 an important development in the school's studies occurred when the first native French teacher was appointed. This was Mlle. Marie Martin. Mr. Clegg had a day's leave of absence to meet the new member of the staff and this seems to indicate the Governors' opinion of the importance of the occasion. Mlle. Martin stayed only one year, being followed by M. Georges Michellet, later in charge of the broadcasting station at Bordeaux, who stayed for three years, but she begins the long line of French Assistantes and reflects the concern of Mr. Clegg that language teaching must mean contact with another country, a concern which has led to the present linking of the school to the Lycée at Montmorency.

On November 30th, 1908, the Governors agreed that the laying of The Foundation Stone should be performed without any special ceremony on February 22nd, 1909, by Mr. Widdows, the School Surveyor, and, Perhaps to mark the occasion, perhaps to ensure that

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the Head kept up with his assistants in view of the salary increases granted at earlier meetings, but ostensibly because of his increased responsibility, raised Mr. Clegg's salary from £225 to £260 per year. The County Education Committee, however, felt that this was being too impulsive and would only approve an increase to £240.

Meanwhile the building of the school proceeded, though the contractors, according to Mr. Mansfield, were understood " to have got bogged down in more senses than one through underestimating the amount of material necessary to establish foundations in the marshy ground." The plan of the building was the work of Mr. Widdows, the School Surveyor, and embodied suggestions made by Mr. Clegg. It was designed to be both a worthy architectural achievement as first finished and also to admit of harmonious expansion as might be necessary, for it is clear that expansion was envisaged, although of a very much more limited nature than that which has occurred. In its original form the School was largely ground floor only. In order to even up the frontal height to that of the Hall, two staff rooms were built on the first floor, an Art Room, with an intriguing staircase to the roof, over the Headmaster's study, and a short extension on each side provided a small kitchen and dining room to the north (Room 15) and a small laboratory (still the Chemistry laboratory) on the south. The Hall contained no balcony and no stage. There was a platform where the stage now is but where is now the proscenium arch of the stage, and the balance room, was only the sweep of the Hall's roof. Such an open hall produced an effect of loftiness and freedom which seems to have been much admired. Unfortunately then, as now, the acoustics were bad. The building as a whole was thought fine educational architecture and in part imitated in the later development at Heanor. It was completed for £14,900.

While the school was being built the Pupil Teachers' Centre and Higher Elementary School functioned as before. A qualifying examination produced sixty candidates, of whom fifty were considered to have qualified, and the top four were awarded free places. Miss Radford joined the staff and M. Michellet replaced Mlle. Martin, and in December 1908 a scheme of work devised in conjunction with Mr. Small, the County Director of Education, was approved. This scheme provided for the teaching of French but no Latin and this seems curious in view of the fact that Latin was already being taught. Later events show that Latin continued to be taught, however, and perhaps its official non-recognition was due to the Regulations of the Board only permitting Latin in schools recognised as secondary schools. This the Pupil Teachers' Centre was not. This continuation of Latin teaching provides an indication of Mr. Clegg's attitude to regulations and officialdom. In February Mr. Nicholls was appointed

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succession to MR. J. WINFIELD who ceased to be Chairman on ceasing to be a County Councillor. At the first meeting of the new governors on April 23rd, 1910, final arrangements for Opening Day for the new school were fixed, the date chosen being 29th October, a Saturday. These arrangements were reviewed at an October meeting and the opening took place as arranged on the 29th.

On that autumn afternoon the proceedings began with the hoisting of a white ensign eighteen feet long, presented by County Councillor G. Smith, J.P., on the school flagstaff in the presence of the officials and guests. Mr. Widdows the architect of the school, then presented Alderman Oakes, Chairman of Derbyshire County Council Education Committee, with a "chastely designed key" with which the County Councillor opened the front door of the school. The platform party then entered and took up its position. It was a large and distinguished group including among others County Councillors, School Governors, the local clergy, the Headmaster of Trent College, Mr. S. Clegg, the Director of Education for Nottingham and Mr. W. Newsum, the only survivor of the original Long Eaton School Board of 1873. After a hymn and a lesson read by the Rev. Pape, apologies for absence were read from the Duke of Devonshire, the Earl of Kerry, Messrs. Hancock, Partington and Haslam, Members of Parliament, and from Mr. Grindrod, formerly Her Majesty's Inspector for the district, who said in his letter of apology that there was more zeal for education in Long Eaton than in any other part of Derbyshire. Mr. Wallis, chairman of the Governors, then introduced Alderman Oakes and the visitors, and Alderman Oakes in turn introduced Professor Sadler who spoke on "The Realisation of A Dream." It was a fitting title, for the new school was certainly that for a number of people there : for Sadler himself who saw in the spacious hall around him the physical embodiment of his recommendation for educational advance in the county ; for Samuel Clegg, whose small group of pupils flitting from school to school, having holidays when the auditors required their accommodation, was now to find an adequate permanent home ; and for all those parents who had complained that their children were denied the educational benefits they were willing to keep them on at school for. Something of this feeling perhaps came out in the Votes of Thanks proposed by Col. Seeley to Professor Sadler and by County Councillor G. Smith to Alderman Oakes. Certainly Professor Sadler's conception of education as fitting into local life, meeting local requirements, was echoed in the speeches which stressed the important contribution which art teaching in the school could make to the staple lace trade.

The National Anthem closed the ceremony and the platform party retired for tea, after which an inspection of the school was made. After 6 p.m., the ceremony being over, the school was opened to

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public inspection. Something of the interest this Opening Day had caused is indicated by the complaints later received by the Governors that the time allowed for the public to view the buildings had been too short to allow all those interested to do so. These complaints were met by the Governors resolving that the school should be opened on a Saturday afternoon from 3.30 to 5.30 to permit anyone interested to see the buildings. But if the public found the arrangements for the opening unsatisfactory in this respect, the pupils had no complaints, for the Monday after Opening Day was a holiday for them. It was necessary for the caretaker to clean up the school.

Caretakers, however, are quite pleased when left alone with their work. Their usual difficulties are caused by staff and pupils, from the caretaker's point of view, getting in the way, and great tact and restraint are often required on such occasions. Mr. Nicholls, caretaker at this time, seems to have had original, perhaps rather arbitrary, notions. On one occasion he grew tired, as many a caretaker has done since, of waiting in the corridor for the girls to leave the cloakroom, so locked the door and departed to his duties elsewhere. Returning later he found no one in the locked cloakroom ; they had left by the window. On another occasion his victims were not so fortunate. While the building was unfinished some boys seeking adventure found it in the shape of a ladder left in position by the workmen, leading to the roof. The boys quickly climbed it and set off to explore the upper storey. Mr. Nicholls hearing of this promptly removed the ladder, and then, his victims safely imprisoned on the roof, returned with Miss Taylor to deal with the situation. But Miss Taylor did not always appear in grim, disciplinarian disguise ; sometimes she entered into the spirit of things. One morning three girls complained to her that some boys were holding the classroom door shut against them to prevent the girls from going in to collect their lunches. Miss Taylor promptly lent the complainants her key ; they hurried away and quietly locked the door, and the crestfallen biters found that they were bitten and had to beg for their release.

Indeed discipline in this small community seems to have been free. Mr. Adams recollects that when Mr. Clegg was appealed to by the pupils as to what they should do, he often replied : " It's a free country, isn't it ?" He even considered their wishes when arranging his timetable, for on one occasion when he had decided that Miss Taylor should cease taking Mr. Adams' form for mathematics, he changed his mind and arranged that she should continue to do so, when the form pointed out that Miss Taylor had taught them for a long time and should continue teaching them until they completed the course, in order that she might receive any credit brought by their coming examinations. There was no prefect system as such at this time but some reliance seems to have been put on the seniors ;

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for Mr. Clegg on receiving a complaint from the second form girls on one occasion that they were being annoyed by the boys of the form " ordered an enquiry by the senior boys, who found that Terry Smith and Clifford Benson had misbehaved, and censured them." On another occasion Mr. Nicholls, who was proud of the garden, found that his bulbs had been trampled on by boys running after tennis balls. He complained to Mr. Adams, then a senior boy, who naturally asked why he was receiving the complaint, only to be told : " Well, you are the foreman, an't you ?" Such incidents indicate a certain devolution of some authority to the senior boys, and the affair of the second form girls is almost reminiscent of the public school Housemaster, who on being informed that the building was in flames, replied, " Tell the House Captain."

On the 5th December, 1910, the school was surrounded by water during the great flood of that month and pupils had three days' holiday until the water went down. The foundations and boiler house of the school were flooded and the Governors at a meeting convened at the High Street Schools resolved to engage three men to clean and disinfect the flooded parts of the building. After this dramatic close to an eventful year for the school, months of quiet routine followed. In January, 1911 Miss Boyd replaced Miss Ash; in April Mr. Fawcett left ; and in the following months there were a number of staff changes. What is normal for most schools now was most unusual in those quiet pre-1914 days and the Governors, alarmed at such comings and goings, held a special inquiry which recommended that Mr. Clegg should make reports on the staff situation at the end of each term. Articles of Government for the school were settled this year and in March, fifteen free places were allotted because of the Board of Education's insistence that 25% places must be free. In July a new intake of eighty-two pupils was agreed to, provided the County Council sanctioned the appointment of two more staff. Out of this came the appointment of Miss Drake and Mr. Smith. Earlier in this year the school's first Manual Instructor was appointed. This was Mr. T. Alliott, a shoemaker by trade and a gifted craftsman in wood, silver and enamel work. He was appointed as a part-time teacher and at first taught for only one day each week. His interest in wood carving was of great importance when the school began to produce its elaborate Annuals, for it was under his supervision that the wood blocks for the prints were made. Room 8 still contains a school shield elaborately carved by him. But his interests went further than wood carving and Miss Taylor has recorded that many scholars gained from him a love for the making of silver and enamel jewellery.

In October 1911 only a year after the opening, the Governors found themselves made aware of a strange oversight which characterised the planning of so many schools at this time. Space for games

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was quite inadequate. The school had only the yard before the front entrance, the ground now occupied by the canteen and a strip of ground behind the school which ended approximately half way across the present field behind the school. Between this strip and the canal was a piece of land apparently waste, covered with stones, later to be added to the school grounds. It is clear that the provision of pitches for games was impossible with the land available. Building schools without facilities which today are regarded as essential, playing fields and gymnasias (for Long Eaton County School was built without, and is still without, a gymnasium), was common because physical education through games was hardly considered necessary. Education was regarded primarily as a training of the mind in classrooms and for many years after 1911 the forms at Long Eaton and elsewhere had no regular games. There were educationists advocating more games as part of the curriculum, and Sadler in his report to the County Council had stressed the need of a good field for the new school, but such voices were largely ignored, and anything beyond a playground was generally considered unnecessary. Pressure for games, however, caused the Governors in 1911, to agree to the hiring of pitches in West Park and off Sawley Road. Rising numbers also led to an increase in Mr. Clegg's salary, for January 1912 saw 201 pupils in the school, and the Governors recommended a Headmaster's salary of £300. The County refused to pay more than £275. That the school was realising the hopes of Professor Sadler and meeting a need in the area is shown by the unexpectedly large number of pupils at this early stage in its history, and in April 1912 the Governors considered that it was necessary to consider extensions to the building. They were first convinced of the need for more accommodation for Art teaching, but soon afterwards became concerned about the inadequate science rooms. Before this matter was taken further, however, the school was inspected by the Board of Education's Inspectors and their remarks gave the Governors an unpleasant problem to solve.

The inspectors reported that : the curriculum of the school had not been approved by the Board ; some pupils under the age of eleven were in the school against the regulations for Higher Elementary Schools ; some pupils in the school had not completed the necessary two years' course in an elementary school ; Latin was being taught, a subject not permissible in a non-secondary school To this the Governors replied that these irregularities had occurred because the County Council was considering turning the school over to a secondary course, and in June a conference on the subject was held with the County Education Committee.

It seems clear that the Long Eaton Governors, possibly driven by Mr. Clegg, certainly aided by him, wanted the school to become a secondary school. The continuance of Latin teaching from the earliest

days, in spite of regulations which must have been known to Mr. Clegg, if not to the Governors, in spite also of a syllabus drawn up in consultation with the Director of Education in 1909, is evidence for this. But the Governors seem to have regarded the price for this, charging secondary school fees, as too high. Accordingly the upshot of the conference was that the Governors decided to stay as a Higher Elementary School for a further year but to seek approval from the Board for the running of a special Preparatory Class for pupils over 16. This permission was given by the Board subject to the future status of the school being settled at the end of the year. The fees chargeable for secondary schools in this area were : pupils aged 7-10, £6 per year ; pupils over 10, £7 10s 0d per year ; such fees covering books. Twenty five per cent of the places were to be free as a condition of the Government grant. Some idea of the impact which such fees would have upon the parents of pupils in the school and paying the very much lower fees charged for Higher Grade education, may be gained from the fact that coal at this time was 14/6d. a ton. The Governors probably thought that a sevenfold increase in the fees, which secondary status would mean, could only cause a disastrous fall in numbers. For the probationary year they haggled with the County Council, seeking to gain some concession over fees, but eventually decided to apply for secondary status in June 1913.

In this year two old Scholars joined the staff : Mr. F. L. Attenborough, who was to stay for two years before going to Cambridge, and who after marrying Mary Clegg, Mr. Clegg's daughter, was to become the Principal of Leicester University College, and be, perhaps, more widely known as the father of Richard and David Attenborough ; and Miss Turner, who was to spend the rest of her teaching career at the school. In the winter term in which Miss Turner joined the staff the School opened for the first time as a Secondary School. Its contraband Latin was now lawful ; its justification would be the success with which it trained pupils for the professions and the universities ; scholarship was demanded of it, and this depended on the staff. In this connection Mr. Clegg's success in bringing his school to this stage in its career, caused a crisis in his own. For the Board indicated that unless some special grounds could be given it would require the Headmaster of the new school to be a graduate ; and this Mr. Clegg was not. The Governors unanimously decided that Mr. Clegg was the man to continue the school's work and this recommendation was eventually approved by the Board and Mr. Clegg remained in charge of his creation.

This was a wise decision on two grounds. Mr Clegg had an enthusiasm for literature, art and knowledge in general, which could not have been bettered by any formal academic qualification ; he had an eye for promising young men, a quality well illustrated by his

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appointment of C. B. Fawcett and F. L. Attenborough and he had " the gift of leading and controlling amicably a team of much higher academic qualifications." He was also a tried administrator who had an unequalled knowledge of the school, and within two years, war and its effects were to strain the organisation of every school in the country. Because of the Governors' decision at this time Long Eaton County Secondary School was to face this strain in the hands of an experienced schoolmaster.

In July 1914 Mr. Mansfield was appointed to the staff and began an association with the school which was to last for thirty eight years. His first acquaintance with the school was short, for in 1916 he was called up for military service, after having been temporarily in service with Manchester University O.T.C. in 1915. The school records show that the war came gently to Long Eaton. In 1914 life proceeded quietly. Mr. Clegg discovered that one girl's father objected to her wearing a school cap and had hidden it ; two pupils were suspended for "walking out together on Monday afternoon"; Miss Turner had two days away from school to take an examination. August may have brought the war, but September simply brought " resumption of work after Midsummer."

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