

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 articulated." 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.

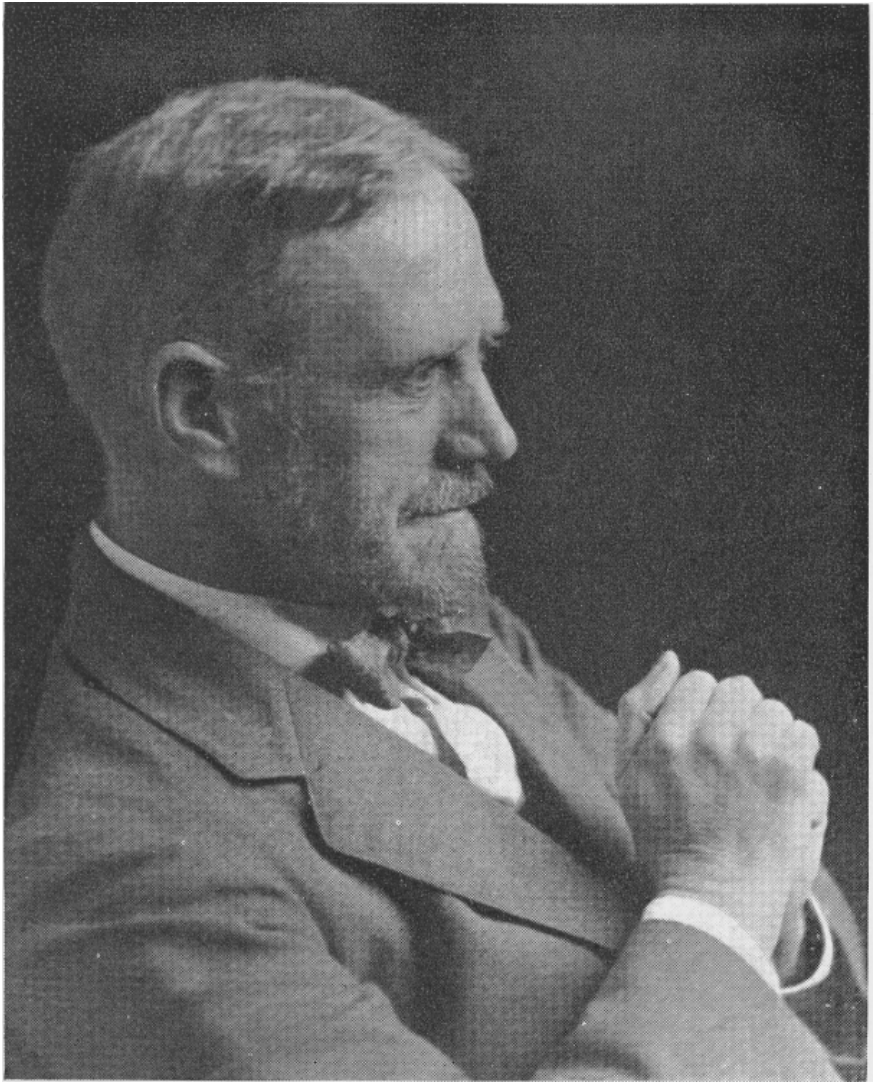
Miss Harris had begun school hockey ; Mr. Fawcett seems to have begun school football, Mr. Adams remembers his organising a team which played matches on West Park and challenged Heanor Technical School, among others. The match with Heanor was a disaster, largely because Long Eaton had a team of first 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

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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caretaker for the new school buildings and Wesleyan Sunday School premises on the understanding that he would have to care for 120 scholars.

The original estimate of eighteen months for the building of the school turned out to be too optimistic, but by January 1910 construction had advanced sufficiently to allow the Pupil Teachers' Centre the use of the wing nearest the Library ; completion of the rest was delayed until September of that year. So scholars and staff moved into the new building "revelling in the space, staircases, corridors and classrooms," as Miss Evans has said. In April Miss Evans had used her time so well that a performance of " Twelfth Night " was given in the nearly completed chemistry laboratory, the part of Malvolio being played by Mary Clegg. The night was cold and the room draughty with the unfortunate result that Mr. Clegg first caught cold and then developed a serious illness which kept him away from school from April 28th until the following September. Mr. Adams has recorded how Miss Taylor, who had taken over responsibility for the school, relied on him to call. at Mr. Clegg's house in Sawley, since he passed the house twice each day, and either read the bulletin issued or inquire how Mr. Clegg was. During the crisis of the illness Mr. Adams cycled down between lessons for the latest news and when Mr. Clegg was recovering he was allowed in to see the headmaster, with "untrimmed beard and thin, pale face" looking very ill indeed.

During Mr. Clegg's absence the Governors, having been assured by the Architect that the building would be completed in September, began to consider arrangements for the formal opening. Additional staff were appointed, Miss Bennett for Natural Science and Miss Ash for general form duties. Invitations to open the school were sent to Mr. Walter Runciman, then President of the Board of Education, to Colonel Seeley, M.P. and Mr. Fitzherbert Wright, J.P., C.C. Mr. Runciman, being unable to open the building suggested Professor Sadler and eventually the latter accepted the invitation. There could hardly have been a better choice, for the new school was to a very great extent his creation.

In the meantime the governing body of the school, now renamed the Long Eaton County School and Pupil Teachers' Centre, was reconstituted, the new managers being :

Councillor W. P. BENNETT	)	
"    G. SMITH	)	Representing the County Council
"    MRS. CHARLESWORTH)		

MR. G. DOWLES           Representing Breaston Parish Council

MR. R. DONCASTER       "           Sandiacre       "       "

MR. T. SAXTON       "           Sawley       "       "

To these were added the former Governors, MRS. CROWE, MR.

S. TRUMAN and MR. E WALLIS, who was appointed Chairman in

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 ;

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

## THE BEGINNINGS

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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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# WAR

The spirit of the school for the two years preceding and the two years following the outbreak of the 1914 War finds expression in the " Annuals ", as the first two were called; the equivalents of the modern School Magazine. These were produced in 1912, 1913, a third served the years 1914-1915, (an indication, perhaps, of some disorganisation caused by war) and 1916. Then there was a gap until 1919.

Although these Annuals are forerunners of the later Magazines they are curiously unlike them in many ways. There are no House Notes, no sports' and games' reports, except for a table of cricket matches in the 1914-15 issue and photographs of the Hockey and Cricket Teams in the 1913 Annual, no account of staff changes, no examination successes approaching the long lists published in modern magazines, for the school was small and candidates few. In 1913 when the first successes appear there were twelve passes in the London Matriculation Examination and the Oxford Senior Local Examination. No Old Scholars' Association Notes are published; there was no Old Scholars' Association. There are no Society reports, for Societies did not exist. Mrs. Sedden, (nee Winnie Feber) writing of 1914 says : " I can remember no Societies except the curious ones we formed among ourselves, but life was very full all the same." Mr. Attenborough taught dancing after school on Fridays ; dancing was allowed during break on wet days ; and there was at one period a dancing session on Saturday evening in the school ; but such activities were not formalized into a club with its annual report published in the magazine. As with dancing so with other activities. They probably existed but were not systematically organised and reported on. All these items, which tend to form the bulk, perhaps a not very interesting one, of a modern magazine, were entirely lacking

in the first Annual and only faintly present in the later ones. Mr. Clegg's conception of a magazine was clearly not of a formal record of school activities of this kind.

The Annuals differ physically from most modern magazines. They are almost twice the size of the present magazine, the Gossamer, and are backed with stout covers overlapping the pages of text. These covers are decorated with elaborate designs in colour which has now faded but which, fifty years ago, must have made them visually attractive. The pages inside these covers are of thick, quality paper, impossibly expensive today; the print is surrounded by lavish margins, so that on some pages the print occupies only half the space; and instead of the edges being guillotined even, they overlap each other. The print used is beautifully shaped and black, and the layout of each page was clearly carefully planned for greatest visual effect. Pen and ink drawings, colour washes, done by hand after being outlined on stencils, break up the flow of text, and the impression given is of a mind intent upon producing a beautiful object rather than a record of school events.

The Annuals contain contributions by scholars from Form III and above, in most cases unaided, in others under the direction of teachers. So Mr. Clegg tells us in his foreword to the 1912 Annual. There are some deft translations from French verse, one translation from Latin, one descriptive prose passage, but nothing else which can be regarded as imaginative writing. The greater part of these Annuals and Magazines is occupied with what have been called " projects ", work carried out by a small group of children to investigate some particular problem. So we read an account of the washing of the Roman mosaic fragment in a barn at Barton, its tracing, delineation in a colour print in the Annual, and a consideration of its historical significance. In such an exercise Art and History are brought together. A similar investigation of the Stapleford Cross is even more impressive. This was made by six pupils, Mr. Attenborough, and Mr. Clegg, who would assemble on several days at the cross at six o'clock in the morning to take tracings from the worn stone. " Has the poor fellow been there all night ?" asked an old lady one morning, as she looked out and saw Mr. Attenborough putting the paper in position for the rubbings. The Art Master, Mr. Riley, helped by photographing the Cross, and finally a report was drawn up, illustrated by sketches of the figures revealed by the rubbings, and a learned comparison made of the figures with those on the Soroby, Dunfallandy, and Billingham Crosses. Similar investigations into historical records, the Patent and Close Rolls, are described ; two pupils examine the family name Plackett in the Breaston area and find that it is the French Huguenot name, Plaquet, brought over by a family fleeing from France after the Edict of Nantes was revoked in 1685. Mr. Clegg

in a lesson on ballad poetry sets off another piece of research into local folk lore, resulting in an article about the ancient " Peace Egg " play and the " Humming Bees Game " of Wilne.

Science is not neglected, for one article describes experiments to determine the relative hardness of the Stanton-by-Bridge water and the Derwent water, and proceeds to calculate that the addition of soft Derwent water to the Long Eaton supply results in a saving in the consumption of soap worth £1000 per year. Another article describes experiments to determine the relative density of pieces of the Hemlock Stone in Stapleford, while graphs are used elsewhere to assess the population, trade, and rateable value trends in Long Eaton. Sometimes the scientist and artist join hands ; so we find Harry Godwin now Professor of Botany at Cambridge and an F.R.S., designing the cover for the 1916 magazine and contributing an article on Querns ; and in one article the scientist and the sportsman almost meet, for we find a careful description of the various types of weed and grass growing on the land at the side of the school where tennis courts were later laid.

These articles reflect an enlightened teaching method, great enthusiasm on the part of the staff kindling eagerness on the part of the children, and a determination that the finished magazine shall be as attractive to the eye and the hand as to the mind. Their elaborateness demanded hard work from Mr. Alliot -who was in charge of cutting the blocks from which prints were made, and probably equally hard work from people now forgotten. Their concern is with values, truth, beauty ; contemporary events are ignored ; no Editorial comments on life inside or outside school ; no one reading them could know that the civilisation these magazines were based on was breaking up in war.

Old records are most interesting when we find in them the first mention of something still familiar. In the first Annual (1912) a School Song is printed. The initials S.C. beneath it suggest the Headmaster as its author. It is here that the School Rule or motto is stated and presumably from this publication that it dates. " I'll bear no base mind," is a quotation from Shakespeare's Henry IV Pt. 2. The words come, oddly enough, from a comic scene in which Falstaff recruits for his battalion. A recruit, Feeble by name, expresses his readiness to meet all dangers. " A man can die but once : we owe God a death, I'll ne'er bear a base mind," and shortly afterwards he repeats the idea in the familiar form : " I'll bear no base mind" Whether Mr. Clegg intended the words to have the meaning they have in the play or the more general meaning " I'll do nothing unworthy ", which most pupils think they have is for ever unknown. In the song Derwent,



Trent and Soar are also mentioned : " We come from Derwent, Trent and Soar," but the names are used in the geographical sense only for the School Houses so-named did not exist at this time.

But if the magazines give the impression of a school, detached from world events it is a false one. The Long Eaton lace trade declined sharply and, as wages fell and ceased, pupils left because fees could not be paid. Already in October 1914 the Governors recommend the granting of more free places in order that the staff may be fully employed. This staff, however, soon begins to drain away : Mr. Riley, the Art Master, dies in March 1915 and is not replaced till August ; Miss Bennett goes to Sheffield University ; Mr. Attenborough leaves for Emanuel College, Cambridge ; in November 1915 Mr. Mansfield joins Manchester University O.T.C. but is allowed to return until his call-up group is needed ; two junior staff go ; and Mr. Nicholls, the caretaker, and his wife, resign. Mr. Peach is appointed together with Miss Dedicoat ; six months later the Governors declare Mr. Peach indispensable asking that he should be reserved from military service ; but three months after this he joins Cambridge University Officers' Training Corps and is only replaced by an arrangement whereby Mr. Attenborough returns to the school during his university vacations. Mr. Mansfield goes in 1916 to be replaced by Mlle. Verachtert. The result of these changes was that by 1916 only two men remained, the Headmaster and Mr. Alliott.

Other strains were imposed on the school. The County Council press for a Cadet Force to be formed. Local opinion is against this and five hundred townspeople sign a petition against it. But the Governors eventually agree to the County Council's request and a rather ineffective force is formed. Standards in the elementary schools fall, and arithmetic and grammar, as always, deteriorate. In June 1916 the Governors are most dissatisfied with the entrance examination results, for only thirty nine candidates sit. Financial hardship prevents so many pupils otherwise acceptable from coming to the school that the Governors in desperation suggest an instalment system under which scholars would pay three shillings a week. This the County Council will not accept. Pupils are often withdrawn from school in breach of agreement and financial penalties are reluctantly enforced by the Governors to discourage this. In 1916 an inspection results in an adverse report. In 1917 school hours have to be altered to suit revised train schedules. School now begins at 9.30 a.m. and ends at 12.40 p.m., re-opens at 2 p.m. and ends at 4 p.m. Some pupils arrive at Sawley from Derby each morning at 9.29 a.m. ; others leave for Kegworth from Trent at 6.28 p.m. The school sports are spoilt by rain. No wonder that Mr. Clegg reports that the year has been a difficult one. But he notes that the results have, nevertheless, been

good. Mary Torrance has been awarded a Major Scholarship, and the Governors, happy to find a ray of sunshine somewhere, present Mary Torrance with a wrist watch.

These early war years were not entirely lost to the development of the school. In 1913 the Governors asked the County Council for permission to lease a strip of land from the Long Eaton Urban District Council in order to enlarge the playground area of the school. There was much correspondence about the terms of the lease but eventually the County Council gave its sanction to the proposal. The lease was for five years only and more delay occurred over the question how the ground should be levelled and by whom, but by the end of 1914 the land had in effect been added to the school grounds. Accordingly in 1915 two asphalt tennis courts and one grass court were provided for the school's use. These were the original courts, and the asphalt ones still remain beside the Canteen, facing Tamworth Road. Nor was the school alone in enjoying the use of the courts ; they afforded entertainment to the local population. Miss Turner recalls a game she played with a colleague, in the course of which she heard one idle youth, lounging along Tamworth Road, shout to an equally idle acquaintance on the other side of the road : " Cum over 'ere, an' look at these wimmin playin' tennis!" only to receive the superior reply : " Them's not wimmin, them's taychers!"

Another important event at this time was the provision of school dinners from 1916. The only catering before this was the warming up of food, chiefly pies, bought from home by the children, and the supply of tea and coffee at one penny a cup for morning and midday breaks. Now, because of travelling difficulties and shortage of food, Mrs. Frost, previously employed at the Siamese Embassy in London, was engaged to run a meals' service. Cooked meals were provided for scholars from a distance, the full cost, 4d, being paid by the diner. Vegetables were grown in the school grounds ; dried milk was used ; a ration of one ounce of butter a head was granted by the food authority. Soup was made from bones, and all vegetables were prepared by hand. These meals were prepared in the kitchen, now Room 15, and served through the serving hatch, now the film projection aperture, into the dining room, formerly a part of what is now Room 14. The chimney space of the old kitchen range can still be seen in Room 15. It is the alcove in which the shelves holding Junior Library books have been fixed. A cook's task in those days of food shortage was one of constant improvisation. One old pupil remembers how potatoes were roasted and boiled and how she preferred the roast potatoes until fats for roasting were no longer available. Then coconut butter was used instead and its exotic taste put her off them.

In one way these war years brought advantages to the pupils of the school. 1914 brought refugees from Belgium to the district, and two of them, Mlle. Verachtert, already mentioned, and Mlle. Vaerwyck, later Mme. Pauwaert, joined the staff. The latter mistress was a fine artist and with Miss Nowell she painted the murals which remained showpieces of the school until 1948. Room 5 was so decorated as to be known as the Milton Room ; Room 4 was the Tudor Room ; Room 3 was decorated with French landscape and was the French Room; while local trade was honoured in Room 7, which became the Lace Room. This mural decoration of classrooms was an expression of Mr. Clegg's ideas about presenting art to children incidentally, as part of their environment. In 1911 when a French artist, M. Bissiere had been on the staff for a short time as Art Master, Mr. Clegg had seized the opportunity to persuade him to paint a mural of the Canterbury Pilgrims in Room 6. It was from this painting that the room became known as the Chaucer Room ; and the murals of Mlle. Vaerwyck were an extension of this mural decoration. Some faint idea of these mural paintings can be gained from the photographs published with this account. Through these teachers, too, the children of the school were put into close contact with foreign culture, and this may be regarded as a development of the system of having French *assistantes* in the school.

At the end of 1917 Miss Silk was appointed to the staff and another long connection with the school began. 1918 saw an increase in the number of pupils to 274 and the Governors begin to be haunted by the spectre which is never to leave them alone for long during the next forty\_ years : more accommodation. Influenza breaks out towards the end of the year and the school has to be closed on four occasions because of heavy absence. But November 11th brings Armistice Day and wholesale rejoicing. Very few pupils attended school ; those who did had the rest of it as a holiday. The following day also saw such poor attendance that the Headmaster closed the school for the rest of the week as far as the juniors were concerned. The senior scholars were expected to attend on the Thursday and Friday, but at this the Army took a hand, presumably thinking the Governors were mean, and at the request of the officers of the 46th Division the whole school was granted Friday off.

Throughout the years of war the difficulties of a headmaster were obviously very great. They are clear enough when one considers the effect of constantly changing staff ; the disappearance of men ; falling standards in the elementary schools ; the administration of additional services. But these difficulties were hidden from the pupils in the school and it is from their lack of awareness of them that we form an impression of the skill with which difficulties were surmounted. From

the following memoir, written by Canon J. D. Hooley of Sheffield Cathedral, we can catch a great deal of the happy atmosphere which Mr. Clegg achieved in those hard days.

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TWENTY SIX

# FORTY                      YEARS                      BACK

According to Bernard Shaw the only good teacher, apart from torture, is fine art. And looking back on our years at school, 1914-1919, it seems to me that our education consisted largely in being allowed (but not compelled) to come into touch with things of beauty in the realm of art, and with right values in the realm of ideas.

I myself arrived in September 1914 a day late. There must have been an error in the instructions sent to me with my Minor Scholarship. So in a bewildering maze of corridors and strange faces, I was kindly taken in tow by one Hugh Morris, and with him, unheralded and unannounced, I took a seat in Form la classroom. within a few moments I became conscious (burningly conscious) of Miss Boyd's gaze upon me. It was an unforgettable experience, and I was drawn in an almost hypnotic state to her desk, to give an account of myself. However, things turned out very happily, and Form la proved to be my proper destination. In fact I believe it was reckoned to be one of the most remarkable collections of new entrants the school ever saw! I must confess here that Miss Boyd and Miss Bennett so over-awed me during that first term that had I ever heard of Miss Beale and Miss Buss, (whose story only came my way many years later) the four ladies would have been evermore inextricably confused in my mind. Yet as Miss Boyd moved up with us each year from the first to the fourth forms, we had the greatest affection for her, and were much grieved by her departure for Longton. I still possess a small gift from her, a tin whistle which she gave me one day while spring cleaning her desk, and upon which I played an Irish Jig (or a Scottish Reel) in the 5th form-room on November 11th, 1918, as the sirens announced the signing of the Armistice.

We were, of course, almost destitute of masters. Mr. Clegg, Mr. Attenborough, Mr. Riley, Mr. T. Alliott, and Mr. Mansfield (for a short time), were with us at the beginning. But very soon Sam and ...

Tommy (if the familiarity may be forgiven) were soon left alone of the male staff. Miss Taylor, Miss Evans, Miss Drake, and Miss Turner (together with Miss Boyd and Miss Bennett aforesaid) were wonderful teachers, and I am sure that our generation of scholars owed a great deal to their skill and understanding.

But if the first impact of war robbed us of our masters, its second effect was no doubt the arrival of Belgian refugees. And with them came that remarkable lady, Mlle. Rosa Vaerwyck, later known as Mme. Pauwaert. Under her guidance the art-room became a favourite place in the school, and as she moved so quietly and gently from one pupil to another she not only told us what to do, but showed us how it should be done. One of the first things we did together was a large poster of Santa Claus in all his scarlet splendour, appealing for help for the refugees : one of our first works to be " hung " - this time in Long Eaton market place! Her later contributions included the beautiful murals in the Milton Room and Tudor Room, now alas! obliterated.

Into the Modern Language department came Mlle. Verachtert. Had she foreseen the treatment she was to suffer, she might well have declined the appointment. Plagued unmercifully by a heartless middle school, and haunted by the school's cat, she was a very courageous young lady. And though her interminable tables of pluperfect subjunctives made little impression on our dull wits, she did help us to speak French as it ought to be spoken. Her classes were always exciting, and coupled with Miss Evans' patient study of Weekley's *Groundwork* and Daudet's *Lettres de Mon Moulin*, did more than anything else to prepare for us a way to Honours in French.

I have vivid memories of Miss Silk's geography lessons, especially the advanced course for the chosen few (A. B. Henderson and myself) in the quiet seclusion of the old dining-room. And, of course, Miss Dediccoat's lessons in Latin! I wonder if she recalls a cartoon of King Canute, his hairy legs dipped in the disobedient ocean, as we passed it surreptitiously around the 5th Form table ? We had some fun with those drawings: Miss Turner and Godwin returning from a botanical foraging expedition, and one of the whole Staff immobilised with " flu " during the great epidemic, and so on. Perhaps we wasted a lot of valuable time with these frivolities, and I personally earned a stern rebuke from time to time.

But the mention of Miss Turner and Botany brings back to mind a whole atmosphere of those happy days : the smell of autumn fruits (dehiscent and indehiscent) piled up on the table ; and of peas and beans that sprouted (and grew beards) in damp sawdust. And the wonderful walks we had to Dale Abbey, where we found a bed of *I Lathrea* behind the hermit's cave, and to the ox-bow lake by the Trent

## FORTY YEARS BACK

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at Sawley. We never dreamed in those days of school journeys as we have them today, but I am sure we all enjoyed a day out with a vasculum just as keenly as the pupils of the 1950's and 60's enjoy their visits to Rome and Norway. There was a day too when the whole school went skating--a whole day off without the Authority's permission ! And I heard afterwards that we met H.M.I, on his way to school from Trent station. But no one cared much about H.M.I's. We were a pioneer school, and had initiative.

Apart from Botany I believe we did very little science. There was only one small lab. anyway, for chemistry and physics together. No school today could hold its own without making proper provision for these subjects, and no doubt the humanities have had to make room for them. Nor was there, forty years ago, the sense of urgency there is today. There was certainly much less noise! There was no road-traffic to speak of: no bus services, no heavy lorries, and very few cars. Even the Headmaster came to school on his bicycle. Nor was there the restlessness that mars our present age. Even the members of the staff seemed content to stay. In fact (as I write this chapter) Mr. Crompton, who joined us at the end of the war (1919, not 1945) is still with us. It was as though we all belonged to the place, pupils and staff working and even learning together, and enjoying the fellowship.

In 1914 we possessed no sports field or tennis courts. The piece of ground which lay between us and the fire station was rough and boggy. There we used to play " duck-stone ", until the U Boat menace threatened the country with starvation, and we had to begin digging. I remember particularly one occasion, as we were setting potatoes. Mr. Alliott sent me into school to find a suitable stick to mark the end of a row. Failing to discover just the thing we wanted, my eye fell upon a nice piece of smooth wood that lay handily on a bench. Quickly I sawed it in two, and with a bright smile carried the two bits out to Tommy. His wrath descended upon me in a flood of exasperation, and he sent me (in so many words) to a place far, far away . For my nice stick had been a carefully measured, planed, and polished length of oak destined for a pantograph on which he himself was engaged at the time. I was never much good at woodwork.

However, the potatoes grew. School meals were first introduced in 1916, and with them came another great character in the school's history- Mrs. Frost. Her kitchen was to us just as holy ground as the Head's study (and probably pleasanter when recollected in tranquillity). Though it was in theory out of bounds, an occasional visit was always worth the risk. Food rationing was a very serious business and there were times when the rice pudding served in the dining

room bore a disquieting resemblance to the paste we used for colour-printing in the art-room. But we accepted it, unquestioning, for Mrs. Frost's baked potatoes made up for all deficiencies. What a hushed thrill came over the dining-room as Mr. Clegg announced : " The School Vine has been cut ", and we proceeded to pass the bowls of grapes along the table. For the past thirty years I have used at my own family table the same form of Grace before Meat which he used then :

" Grant, O Lord, that we may partake of these gifts with thankful hearts, and help us to have in mind the needs of others."

Another wartime feature was the Cadet Corps, if such it could be called, for I cannot remember any great enthusiasm for it, and many " cadets " were repeatedly in hot water for missing parade. What we then knew as " drill " was a very different affair from our modern Physical Education ; and while we marched back and forth across the school yard at the command of Serg. Tubbs (borrowed from Trent College) the Regular Army was at bayonet practice in West Park, jabbing at stuffed sacks that hung from goal-posts just beyond the Cut. I remember the announcement, one morning at Assembly, of the death of L. Keeley at the Front ; and again the news that Mr. Robson had been awarded the M.C. No doubt the Zeppelin raid in January 1916 shook us a little ; and one quiet evening as I cycled along the lanes near Sandiacre, I witnessed the great explosion at Chilwell. But all the same, looking back after the 1939-45 war, it seems to me that the first World War affected us, at the time, very remotely. There was consternation at the news of Kitchener's death at sea, but I cannot remember having any " pep -talks ", or, in school, studying any maps of the various theatres of war. And as I have already described, we celebrated the Armistice in our own particular Manner, and took the afternoon off for a mixed Hockey match.

Those hockey matches were very popular, and the girls (Barbara Clegg, Marjorie Wood, Margery D., K.D., and the rest) generally gave the boys a rough time. As for school games generally, there were the usual matches, but my athletics were no better than my carpentry, and I admired and envied the skill and prowess of the players. I still possess a photograph of the soccer team (1917-18) including A. S. Humpherys, H. Godwin, Lakin Taylor, W. Skinner, and E. Hilling all looking rather cold and miserable as they posed on the steps at the boys' main entrance. At one time there was much enthusiasm for boxing, and of course we held the annual school sports on the town's Recreation Ground. The provision of tennis courts brought a new interest in life. There was the customary English reverence for cricket, and for sports gear of all kinds. There ...



still comes floating down, on the wind of memory, the horrible smell of the senior boys' cloakroom : a mixture of leather, old plimsolls, linseed oil, brilliantine, and perspiration.

Another photograph which many Old Scholars may still retain is the group of the whole school and staff, taken in 1918. Compared with similar groups today, it is probably rather small. There must have been about two hundred and fifty of us. But it must be admitted that in those early years it was possible for a master or mistress to know, not only by name, but personally, every pupil in the school. And as I scan the faces, row by row, it is astonishing how many names I can remember. We came from " Derwent, Trent, and Soar . . ." to quote the old school song ; Long Eaton itself, Sawley, Breaston, Draycott, Borrowash, Spondon, Ockbrook, Risley, Castle Donington, Kegworth, Thrumpton, Toton, Stapleford, Sandiacre, Shardlow, all compact little villages, which today are almost merged in a maze of Subtopia.

But the photograph I have always valued most is one of Mr. Clegg, a smaller print of the one which now hangs in the assembly hall, and taken (I believe) by Mr. Attenborough. For while it is hard to say where the hub of our school life lay, in the Hall, or in the art room, or out of doors, it was undoubtedly in the person of the Headmaster that the school found its strength and inspiration. Whether we were singing "The Nightingale ", " Who is Sylvia ? ", " Van Tromp " to his accompaniment, or dabbling in Phonetics in one of his English classes, or helping him to restore the colours on the Chaucer Room mural, or examining one of his exhibits (a Japanese print, or a page of illuminated manuscript) in a display cabinet in the Hall, or coming into school on Saturday for a lesson with him in pastel drawing, or just sharing with him a bottle of Barsac at Rye Hill Close, there was always the same communication of enthusiasm which is the essence of teaching.

" A school which has always specialised in art ", he wrote in the testimonial he gave me on leaving school. It seems to me an act of desecration to have obliterated the mural paintings in the old French Room, the Chaucer Room, the Tudor Room, and the Milton Room, on the last two of which we watched Mme. Pauwaert working. Every classroom, and every corner of the Hall and corridors, had its own good reproduction of a good painting, and we became familiar with them almost without knowing it. Even the Hall today has lost its old perspective, and the panelling has been painted a ghastly white, like a seaside cafeteria! It is difficult to say exactly why these changes jar, but something of beauty and repose seems to have been lost. Miss Evans, writing to me recently about this present chapter, asks me to convey " something of the spirit of the school as it was in your

day-there was something for everybody, not only academically but in a real educative way ; unobtrusively we tried to give you a standard of values not to be obtained elsewhere."

I think " unobtrusively " is the operative word. There was something quiet, something one might describe as " of good taste " about it all, as though St. Paul's words had been taken for our text : " That ye may approve things that are excellent."

A part of each term's syllabus in English, at least in the lower school, was the learning by heart of two hundred and fifty lines of verse and the reading of four Classics in prose. Books like *Stalkey and Co.* were very popular, though I believe now that *Henry Esmond* and *Tristram Shandy* were rather heavy going for twelve-year-olds. In fact we did pass through a stage of revolt, preferring the *Magnet and Gem*, half concealed under the desk-lid, to any classic in prose or verse, and I personally remember more vividly the boys of *Greyfriars* than any character from *Thackeray*. Nevertheless, we could not fail to be influenced, in the long run, by creative work that was intrinsically good, and encouraged to go and do likewise, if the spirit moved us to do so. Versifying for the school magazine (original or translation from the French), wood-engraving, book-binding, embroidery and design, lettering and illuminating, whatever we had a mind to do, there was an opportunity to have a go.

In a more narrowly academic sense I think we were going through an experimental stage. It was in our fourth year (or fifth ?) that the school abandoned the Oxford Senior Local examination for the School Certificate (now known as G.C.E.), and we must have been among the first pupils to attempt exemption from Matric. by doing well in the School Certificate exam. There was hardly any recognisable Sixth Form, for very few parents in those days had the foresight or the good sense to allow their children to stay at school for an extra year. I believe *Harry Godwin* was one of the first ; his progress at Cambridge has been followed with keen interest by all his old associates at school, and his recent elevation to the Chair of Botany is a fitting climax to a career that began with our two small microscopes in the old school dining-room, where *Miss Turner* initiated us into the mysteries of *Protococcus*, and the fascinating sinuosities of *Spirogyra*. I still read *Amy Johnson* with pleasure, and take my *Watts School Flora* in my pocket when I set out for a walk over the hills, though no doubt these two books have been superseded long ago in school. Perhaps they have a sentimental, rather than a scientific, value for me.

Another book on my shelf that takes me back to school is a copy of " *William Drummond of Hawthornden : His Cypress Grove* ", published by the Hawthornden Press in 1919, and edited with

## FORTY YEARS BACK

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introduction and notes by Samuel Clegg. One thousand copies of this edition were printed, and mine is Number 284. Yet another is an Oxford edition of Shelley, awarded to me (though I believe I paid for it) with an intermediate scholarship in 1918. And finally (though I cannot remember how it came into my possession) I have a copy of the little, grey, paperbacked hymn-book we used at morning prayers, with the tunes pencilled in in tonic sol-fa :

" Now as we part and go our several ways . . . . "

Our ways certainly diverged, but it was some years before we really parted. With the end of the war, and the influx of a new team of masters, a new chapter began in school ; while the Old Students' Association, and its annual reunion in January (with Mrs. Frost's continued help) held us together, and forged closer links with those who for the past five years had been our juniors. " Carnival at Midnight," and " Carriages at 2 a.m." ran the legend. And those were real carriages, with horses!

It must have been about this time that Mr. Clegg invited Mr. F. Mountney's string quartet to play for us at an evening conversation. The Hall was decorated in cherry and almond blossom, and the company was seated at small tables arranged here and there about the room. Mr. Anderson and R. Earp had played the piano for us on various occasions, but this was my first taste of chamber music. In the intervening years I have attended innumerable concerts, and listened to the world's greatest pianists and violinists ; but this was what one might call the " rite of initiation ", and I shall never forget the echoing strings, or the lovely setting. Here again, then, was another instance of what I mean by the communication of enthusiasm ; so that in after-life, whether in music, poetry, or painting, nothing but the best is good enough.

But the formation of the Old Students' Association brings us into the nineteen-twenties, outside my terms of reference. What I was asked to do, and what I have tried to do (though inadequately) has been to express in a few words the love we had, and still have, for the old school, and to evoke something of the spirit of the time, and the spirit of the place, in the days of World War No. 1.

J. DAWSON HOOLEY (1914-1919)

# THE EXPANDING SECONDARY SCHOOL

After the excitement of the armistice peace brought changes and problems as troublesome as those of war. At first changes were for the better. Mr. Mansfield and Mr. Peach were back in the 1919 autumn term and were joined by Mr. Crompton fresh from war service in the Sudan after earlier graduation at Oxford. The Belgian evacuees, who had done so much for the school, went ; and the staff assumed a better balance as between men and women, and a more highly qualified appearance. The staple product of Long Eaton, lace, was in great demand ; so men returning from war found ready employment ; money flowed into the district. Parents were able to afford secondary school places and the Governors discovered that the scarcity of scholars which had been one depressing effect of war was now replaced by a demand for places which they could not satisfy.

In June 1919 the Governors accordingly passed a resolution urging the County Council to build the extensions to the school which had been contemplated in the original design ; and they pointed out, as evidence justifying their request, that the school, built for 200, had already 265 scholars. Since the extension could clearly not be provided at once the Governors proposed that huts should be erected as temporary accommodation until the building could be done. Alternatives to this course, which had been suggested but rejected as inadequate by Mr. Clegg, were the buying of Dr. Johnson's house in the Market Place and the Baptist Schools in Clumber Street. So the school first hears of the huts, as temporary accommodation, which in 1960 are still an essential, if squalid, part of the classroom space. In September the urgency of the need for accommodation is emphasised by the refusal of admission to twenty five candidates qualified for entry, because there is no room. Their parents are assured by the

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Governors that the children will be admitted when places are available, and renewed inquiries are made of the Disposal Board for suitable Army huts. Towards the end of the year the County Council agree to their erection, and, after further representations by the Governors, Mr. Widdows, the County Architect, replies that plans are being prepared for the originally contemplated extension to the school. In December Mr. Widdows attends a Governors' meeting to discuss these plans and Messrs. Perks, the Long Eaton Builders, are commissioned to erect the large hut which has been obtained from the Disposal Board.

But Mr. Clegg's thoughts had not been concerned only with administrative problems in an overcrowded school. His interest in books—still witnessed to by the 15th century Plutarch displayed in the Long Eaton Public library—led him in this year to publish an edition of the "Cypress Grove" by the 17th century poet, William Drummond of Hawthornden. This is a meditation on life in the manner of the better known Sir Thomas Browne, and likely to appeal only to those with an appreciative ear for 17th century prose. Mr. Clegg's introduction shows he had this; his own style reveals the influence of the studied, aphoristic manner of that period, as when, after tracing with scholarly pleasure certain phrases through various writers, he sums up with the Baconian "There is no patent in a trope." Characteristically, the book was handsomely printed on fine paper, and is not merely a text but a beautiful object.

Prosperity in Long Eaton had given the Governors an accommodation problem; it gave them also another, rather contradictory, one. This arose from the desire of parents who had children at the school to take them away before the course was completed so that the high wages being paid on a restricted labour market might be brought into the household. So the Governors meet the problem of the so-called "early leavers" for the first time. It is a problem which is to haunt practically every Governors' meeting in the future. In 1919 it was dealt with by re-drafting the agreement under which a child is admitted to the school. A clause requiring any parent failing to keep his child at the secondary school for four years to pay £5 as liquidated damages is embodied in the new agreement.

January 1920 sees 315 pupils in the school, which has to manage as best it can until the hut can be erected. An additional complication is that the lease of part of the grounds is about to expire and the landlord, the Long Eaton Urban District Council, wishes to sell the land, but whereas the U.D.C. want 3/- a yard the Governors cannot bring themselves to offer more than 2/6. Pleasanter incidents are the invitation received by Mr. Clegg to give a course of lectures in

the East Riding of Yorkshire upon art, on which the Governors officially compliment him, and the very favourable report which the School Inspectors make on the art teaching in the school. They are impressed by the murals, as well they might be, for few schools had such decoration, and the inspectors agree with Mr. Clegg's views on the unconscious absorption of beauty by the child from its environment. They are impressed also by the way in which other subjects are hand-maidens to art : woodwork, they find, is chiefly concerned with the carving of blocks for printing ; needlework is mainly decorative, the creation of patterns in embroidery. But even in art the accommodation difficulties arise, for the inspectors say the Art Room is inadequate and urge that better provision should be made.

It would have been strange had the inspectors found art holding any other position than it did, for Mr. Clegg's book " Drawing And Design ", a four year course in art teaching for secondary schools, stated firmly its author's opinion that art was a subject of major educational value. " Art should take a place in the school curriculum second to no other subject, and the time allotted to it should at least equal the time given to a language or science in the years 12-15." The reason for this belief is that Art is a subject in which the joy of achievement may most easily be experienced by the maturing mind, and this association of joy and success once established may be transferred to more abstract subjects. Mr. Clegg holds a view like that of Sanderson of Oundle the difference being that whereas Mr. Clegg sees the manual dexterity of art as a source of joy and therefore a powerful educational means, Sanderson saw the same value in engineering and practical construction. Sir William Rothenstein in his preface to the second edition of " Drawing And Design " comments on this belief. " Education means, before all things, sincerity and respect for the finer things of life. Unless a man has these, he is not educated, however much knowledge of facts he may have acquired. Mr. Clegg believes that sincerity and reverence, in addition to manual skill, may be developed by the intelligent practice of drawing and of handicrafts." Mr. Clegg also saw in the beauty of objects by which an art student is necessarily surrounded an influence which affects unconsciously the developing mind. " The future citizen should be encompassed about with all beautiful and ennobling influences-two or three first-rate pictures, perhaps a single fine object-these are ample decoration." These general principles come from the introduction ; the body of the book is a series of carefully contrived lessons arranged in a manner justified by the practice of years in the classroom ; everything in the book had been proved in school. As if to underline this, two of the illustrative plates were executed in school under the supervision of Miss Rigby, the art mistress, three

thousand copies of each plate being made. And the inspectors appreciated the practical basis of the book when they commented that it should prove of great value to young teachers.

In accordance with Mr. Clegg's views art was not confined to the Art Room. He was an admirer of Italian and Flemish painting and some of the reproductions which he hung on the walls of class rooms and corridors are still about the school : the Raphael Madonna in the Art Room is one. On one occasion one form was shown by the Headmaster a pen and ink drawing by Railton and asked whether its members would each pay 1d. a week to buy the drawing for the form room. They did; Mr. Clegg's enthusiasms were infectious; and so he began what he referred to as his " black and white room." But his enthusiasm and sympathies were not limited to painting and visual beauty. Mr. Mansfield recalls how a bright frosty day and the news that the ice was holding would cause the Headmaster to dismiss the school to the Trent Rifle Range Pond, skates being mysteriously made available for everyone, and off rejoicing pupils would stream, the Headmaster, on his bicycle, skates dangling from the handlebars, among the earliest arrivals. Such cavalier treatment of the timetable seems to have caused some comment among the townspeople, but for Mr. Clegg this was easily offset by the enchantment of a morning on the ice. And if he sought the best in painting and in circumstance he looked for the best in people too. Mr. Mansfield has described him as sometimes wilfully blind to the shortcomings of pupils. Faced with a demand for action against a boy who was uninterested in school work and extremely idle, he scrutinized the wretched scrawls in the boy's book looked up with a twinkling eye, and said, " I'm sure his mother thinks he's wonderful."

This geniality was characteristic. A small boy on the corridor would be greeted with " Good morning. Isn't it a lovely morning ?" On another occasion Mr. Mansfield remembers seeing him deeply moved when a boy who had been asked for his impressions of the school replied. " Well, sir, it's such a happy place." " No answer," says Mr. Mansfield, " could have given him greater pleasure." He never seems to have raised his voice or his hand ; he does seem to have raised the standards of those around him, largely by the conviction with which he sought the best in things and people.

If his views on art as a means of education and his attitude to pupils were unusual, so were his views on school organisation. He accepted the incentive value of trophies of various kinds but disliked cups, the form they usually take in schools. He tolerated a cup as the trophy for success in school studies, but for the trophy for sports he ..

had the wooden triptych, still to be seen in Room 8, carved by Mr. Alliot. These trophies were awarded to the winning forms, for Mr. Clegg had no school Houses.

In the same way when the subject of a War Memorial for the school was raised, he was not in favour of any conventional memorial. He did provide the inscription for the Town Memorial in the Market Place, and Mr. Alliot carved it in the stone, but for the school he wanted something different : a large piece of Charnwood granite brought from the Forest and embedded in the school grounds. This was never done, but for a short time after the war four Houses were created, but only for the boys of the school, and these were given the names, two in each case, of former pupils who died in the war. These Houses of Doncaster-Stone, Keeley-Webb, Hooper-Lewis and Racklyeft-Maltby were the first school Houses and seem to have replaced the granite block scheme as a memorial to the dead.

The introduction of a House system, although only a temporary one, indicates the increasing size of the school and consequent tendency to more complex organisation, and another development at this time reflects the increasing age of the school. This was the formation in 1920 of the Old Scholars' Association. Gatherings of former pupils had been arranged by Mr. Clegg at an earlier date but such association was now formalized in a permanent body. Mr Clegg took great interest in it and Mr. Mansfield has described the success of the Old Scholars' Re-unions during the 1920's as due to " his vital presence ". " I shall never forget ", he writes, " the dismay and silence at the Re-union at Xmas 1929 when it was learned that he had been suddenly taken ill and, for the first time, would not be present ".

In 1920 Mr Clegg persuaded the Governors to suggest to the County Council the purchase of a house on Broad Street for use by the staff. The County Council rejected the idea on the ground that the Board of Education would not sanction it. Had this house been obtained not only would the school's accommodation have been increased but an access might have been developed from Broad St., an entrance which would have been invaluable today as an alternative to the dangerous entrances from an increasingly busy Tamworth Road. Another suggestion to the Governors at this time had more success. This was a request for an annual sum of money for the buying of bulbs to beautify the grounds. As a result of this the borders have gradually been filled with daffodils and other plants. This action, like the display of pictures, illustrates the Headmaster's belief in the value of unconsciously contemplated beauty. " Buying hyacinths to feed the soul," was his own account of it.



## THE EXPANDING SECONDARY SCHOOL

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In July 1920 Mr. Peach resigned to become headmaster of Bilston Central School and Mr. Mansfield became senior form master. No appointment to replace Mr. Peach was made for the first part of the autumn term and the senior pupil, and now very distinguished Old Boy, Harry Godwin, helped the staff. In 1921 Mr. Aucken was appointed to teach chemistry, and the staffing position seems to have become more stable.

By this time the rise in prices caused by war had become so great that the Government in full cry for economy reduced the Exchequer Grant to force thrifty administration on local government. The County Council found that an increased amount of education costs had to be paid out of rate revenue, and in order to keep this as low as possible decided to increase secondary school fees. In Long Eaton they were to be raised to £10 a year. The Governors protested strongly though unsuccessfully against this, but, inconsistently, supported a request from Mr. Clegg for an ex-pupil to be employed as a laboratory steward at a salary of £10 a Year, and for the appointment of a school secretary. They also asked for more expenditure when they urged the County Council to buy the site of the present fire station to extend the school grounds. By asking for much perhaps they succeeded in getting a little, for although the County Council rejected the fire station purchase, on grounds of economy, it agreed to the appointment of a secretary and a lab. assistant. Accordingly Mrs. Bingham became the first school secretary in 1923, but the post of lab. assistant was not filled because no ex-pupil applied. Other staff appointments during this period were those of Mr. Beer, later Mr. Bowman-Beer, to teach Maths. and Physics, Miss Dedicoat, and Mr. Anderson for woodwork. Miss Dedicoat had taught at the school during the war but had left to take a degree and now returned as a graduate teacher.

For one week in the autumn term of 1922 the school was closed because of an outbreak of measles. This and other records of the absence of teachers because of " diphtheria " in the house provide a forceful reminder of the additional hazards of life forty years ago. In January 1924, despite a slight drop in numbers to 280 pupils, the Governors send a deputation to the County Council to press for the long-promised extensions. The County Council state flatly that any building is impossible ; there is no money ; and suggest an arrangement whereby the cookery class is held in Sawley Road School. Shortly after this had been accepted by the Governors the cookery mistress left and no new one was appointed ; so the accommodation problem was partly disposed of by dropping one subject.

For the pupils the great event of 1924 was the visit to Wembley, organised in two parties, one staying for two days, the other for one.

The sixth school magazine, published in this year, has a long account of this by Miss Dora Bastable, now headmistress of a Nottingham primary school. Mr. Clegg allowed his pupils to walk round London in normal fashion as individuals (" no crocodiles for us "), joined them on the Great Racer, and when asked by a worried waiter : " Sir, a boy has ordered a Peach Melba, is it allowed ?" replied : " Can he pay for it ?" He also took the party round the National Gallery and, while they were gazing at Whistler's Nocturne, was asked by one puzzled boy : " Please, sir, where's the picture ?"

By this time the economic difficulties which had caused the Government's restrictions on spending were affecting Long Eaton. The trade in lace fell sharply and Governors' meetings in 1924 are mainly concerned with early leavers, both fee-paying pupils and holders of free places being affected by the new poverty. The Governors suggest that free places should be increased to 40% but find no support from the County. The September meeting brightens up, however, at the examination results which include twenty four passes in the London General Schools Examination, three Open Scholarships at Nottingham University College, two Derbyshire Major Scholarships and one State Scholarship, the outstanding scholar being Audrey Butler. For this the school is given a half holiday.

But the general situation worsens ; trade shrinks more ; early leavers increase in numbers (Mr. Clegg in an effort to counter this tendency suggests the introduction of a commercial course) and in July 1925 a County Council letter demands a reduction of one in the staff in order to maintain the staff-pupil ratio of 1 : 20. The Governors ask the County to receive a deputation to discuss this and the reduction of fees where two children are from one family, and so general is the depression that the proposed deputation is to be made up from the Governors of Clay Cross, Ilkeston and Heanor as well as Long Eaton. The County Council refused to meet the deputation and repeated its demand for the dismissal of one teacher, but accepted for a year a compromise by which the Art mistress was to be part time, and the P.T. Instructor, already a part time teacher, who now resigned, was not to be replaced ; but insisted that its original demand must be met by July 1926. Mr. Ward was accordingly given notice in June 1926, but was saved by Miss Dediccoat's leaving to become Senior Mathematics Mistress at Salt Girls' High School, Shipley. The end of the year again saw the school enjoying a half holiday for a pupil's success. This time it was for Harry Godwin's election as a fellow of Clare College, Cambridge.

But although the school's academic successes were pleasing, its main concern during these years of depression was to find some means of lowering the number of early leavers. Mr. Clegg's suggestion

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of a commercial course for this purpose was approved by the County, subject to the Board of Education's inspectors being consulted. At the same time the Governors were assured that the question of accommodation for domestic science teaching would be borne in mind when the County Council drew up its next three year programme for the Board's consideration. This it would do in the following year.

The General Strike of 1926 does not seem to have affected the school. Mrs. Sedden (Winnie Feber) remembers it as " an exciting break in ordinary routine," and says: " life seemed dull when the trains ran to school once more." But since it creates no ripple on the records any disorganisation must have been slight. Another sharp reminder of the past is given by Mrs. Sedden's recollection of her distress at the frequent sight of beggars and hawkers in the streets. More important than strikes to the pupils were " Sports Days with hero-worship for the Victor Ludorum, matches with neighbouring schools and mixed expeditions to Swanwick by train ; hockey and football in winter, tennis and cricket in summer." -

Sports Days were held then, as now, at the end of the summer term. Owing to the lack of field space at school they were usually held on the Recreation Ground. The programme for the Annual Sports held on July 30th, 1919, states that the " starters (Blue and White Rosettes) are Mr. Crompton Mr. Mansfield and Miss Drake." Mr. Mansfield and Mr. Crompton were probably feeling tired by the time of the first race, for they usually began Sports Day early. There seem to have been difficulties preventing the marking out of tracks before the day arrived and Mr. Crompton recalls making his way, together with Mr. Mansfield, through the echoing streets of a deserted Long Eaton, at 4 a.m. to begin measuring and marking out for the day's delights. These early Sports were organised on a class basis, and the 1919 programme shows a Class Relay and a very intriguing Tug of War Final in which the boys of the Sixth form took on those of IA. This was perhaps not so one-sided as it appears, for in 1917 there were only two boys in the top form and in 1924 only six. From 1924 till 1927 there was an annual triangular sports match with Ilkeston and Heanor schools held at Easter, but this was abandoned in 1928 because it discouraged entries for the school sports.

At Xmas there were two school parties: a Junior and a Senior. Mrs. Sedden says : The Junior Party started with boys and girls sharply divided between dances on either side of the hall. You were urged to dance and when the music stopped you hastened back to cover with your own sex. Suppertime, however, brought something of a thaw. We wore pink, blue, or yellow, silk party frocks, white socks, dancing slippers with elastic, and long hair. By the time we advanced to the Senior Party most of us were bobbed or shingled,

supper partners were arranged in advance, and all the latest dances : Charleston, Blues, and Black Bottom, were performed ; and it was a great thrill to be asked to dance by one of the staff ". It seems worth adding that the staff on these occasions wore evening dress.

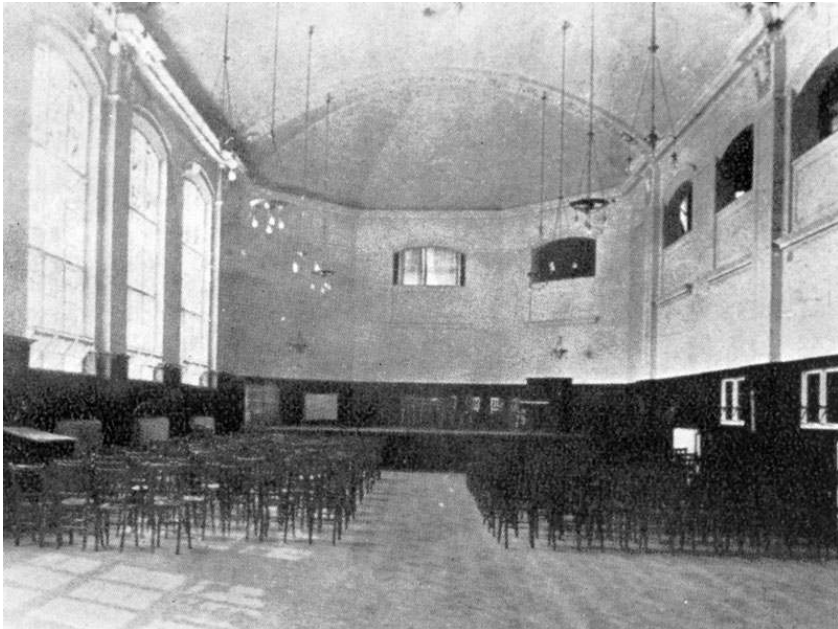
The staff, getting up to mark out tracks at 4 a.m., presiding over parties, shepherding pupils to Wembley, the Theatre Royal in Nottingham, and the baths at Derby Road, have their memorial in the recollection of their pupils. Mrs. Sedden remembers Miss Taylor officiating as Senior Mistress from her tiny room by the main entrance (it is now the switch board room) tying up cuts, and, in class, insisting on meticulous neatness. Mr. Crompton was teaching Latin and there came a glorious day when an urgent message came to him in class : " Your bees have swarmed," and the Latin text was dropped for a veil and gloves as the bee keeper hastily left. Miss Silk was admired for her " wonderful serve at tennis which we all tried vainly to emulate," (no wonder, Miss Silk was a County player). 'Mr. 'Mansfield seems to have been characterised by professional keenness for he was " always bewailing the persistence of our English accent in his French lessons and the too frequent hockey and tennis matches which took some of us away from him just before School Certificate." Mr. Fletcher, in those days fresh from a distinguished career at Cambridge, now Dr. Fletcher of Liverpool University, was in charge of mathematics and " miraculously brought Brenda Clarke and myself up to Cambridge Entrance standard on a diet of highly indigestible advanced mathematical text books." It was not quite such a miracle as Mrs. Sedden says, for she achieved a standard equal to that of Wrangler.

The eclipse of the sun in 1927 saw Mr. Mansfield, Mr. Crompton and Mr. Bowman Beer standing in the eerie light of the pre-eclipse outside the gates of Giggleswick School. Mr. Clegg had given permission to any of his staff to absent themselves in order to watch the eclipse ; he himself, he said, would " hold the fort " at school ; and Mr. Mansfield, keen on obtaining memorable photographs, and Mr. Bowman Beer had persuaded a reluctant Mr. Crompton to go speeding north through the night. At Giggleswick Mr. Mansfield set up his camera and they waited, Mr. Crompton afflicted with raging toothache. So impressive was the sight of the total eclipse of the sun that when it was over Mr. Crompton had lost his toothache ; and, what is more remarkable, Mr. Mansfield had forgotten to take any photographs.

In July 1928 only twenty three candidates sat the school entrance examination and only fourteen passed. There were 262 pupils in the school, however, and the Governors pressed the County Council again for the new building. They were told that, if money was available, the originally contemplated extensions would be completed in the ...



THE SCHOOL BEFORE 1914



THE HALL AS IT WAS BEFORE 1930



THE STAFF IN THE EARLY TWENTIES

*From left to right:* Back row : MR. ALLIOTT, MR. CROMPTON, MISS EDMONDS, MISS SILK, MISS DEVEY (MRS. HARTSHORNE), MR. ANDERSON, MR. MANSFIELD. Front row : MISS DEDICOAT, MISS LOWIS (MRS. JARRETT), MISS EVANS, MR. CLEGG, MISS TURNER, MISS DRAKE..



A CLASS AT WORK IN THE FRENCH ROOM (Room 3)

year 1920-30 By January 1929 numbers had fallen to 247 and the Headmaster is again urging the introduction of the commercial course, already approved in principle, to counteract the decline. In July 1929 the estimated numbers for the following year justify the Governors in increasing the staff and Mr. Pritchard is appointed for Science, Maths. and Games. By September there are no signs of the promised building and the Governors protest to the County. An assurance is oven them in January that building will begin in the spring of 1930; so Mr. Clegg sees the school which he has guided for twenty years about to increase its size, as he and Mr. Widdows had planned it should, when the original plans were drawn. He also receives what is to he his last Inspectors' Report on his school, for there has been an art inspection in December 1929. This report is a tribute to Mr. Clegg's enthusiasm and judgement. Its only criticism is its condemnation of the Art Room as inadequate, and this will be met by the rebuilding for which a firm promise has now been given.

Mr. Clegg's health had not been good for many years. The severe pneumonia described earlier by Mr. Adams, which had kept him bedridden for months in 1910, had left an aftermath against Which he constantly fought. In 1920 he had to ask for leave to take a holiday in Italy, after which he Seemed to regain his normal vigour ; but the end of 1929 brought fresh signs of trouble, " However," says Mr. Mansfield, " he was determined to die in harness and he was at school t \\o days before his death in March 1930!"

Miss Bastable gives a good picture of Mr. Clegg. " I remember so vividly seeing 'Mr. Clegg come out of his study, papers in one hand, his light walk, tweed suit, stroking beard, twinkle in his eye," and the description indicates the kindly leadership which seems to have been his great quality. " More than anyone I have ever known," writes Mr. Mansfield, " he believed in example rather than precept. He made very few rules, but he was more punctilious than anyone else in observing them. Because of increasing traffic on the road outside he made a rule that all scholars must dismount from their bicycles before entering or leaving the school grounds. Although we on the staff mainly ignored this rule, lie always observed it." When the school acquired the strip of land between the canal and the original school boundary the strip was littered with stones. Mr. Clegg and some of his staff stood one dinner break watching the boys at play and reflecting how desirable it was that the stones should he collected in one spot for disposal. Suddenly Mr. Clegg walked out to the ground and set up a large stone at one end. At this he began to throw stones. The boys stared ; then the attraction of example was too strong ; they joined in. In half an hour the scattered stones were collected in a small area.

Mr. Sharman recalls facing Mr. Clegg at the beginning of one term, having been absent for the first day, because he had been unable to resist the lure of the Welsh mountains, blue in the west, at the extremity of his last day's cycle trip of the holidays ; and had cycled on, fascinated, though the Vale of Llangollen to Bala and beyond. " What punishment would the run-of-the-mill headmaster of that day or of this have devised for such an avoidable transgression?" he asks, and continues : " My punishment was : ` Well done!' Need I say I left the Head's study in a state of astonished relief ? Could Sam have foreseen then that six years later the Civil Service Commissioners would award vital extra marks to a youth on his 'viva voce ' appearance whose cycle had crossed a dozen European frontiers, for qualities his wanderings were supposed to have developed ? I prefer to believe he did so foresee."

But behind the kindliness were shrewdness and determination. His shrewdness is well illustrated by Mr. Mansfield's account of how Mr. Clegg once visited an antique shop which contained a piece of Georgian silver he had long looked for to complete a silver tea set he had been collecting for years. He showed interest in and enquired about several pieces, but not the one he wanted. " As he was saying goodbye to the disappointed dealer, he looked at it nonchalantly, and casually asked the price. He got it very cheaply." Kindliness normally served this shrewdness but when it could not he could be severe. As Headmaster he used his powers of suspension and dismissal whenever he thought necessary, and as the head of a school of fee-payers and scholarship holders exercised such powers more frequently than is possible in the circumstances of today.

His death coincides with the end of an era. In the outside world the postwar period is over. In the school the building is overfull; the secondary school established ; expansion is the expectation.



# INNOVATIONS

At their meeting in March 1930 the Governors expressed their regrets at the death of Mr. Clegg, decided that some permanent memorial to him should be created, and that this should be discussed by a committee. The outcome of this discussion was the Clegg Memorial Fund, from which Clegg prizes are awarded each year to scholars achieving high marks in the senior public examinations i.e. the A level of the G.C.E. A permanent reminder of the late Headmaster was secured in July when Mrs. Attenborough offered to the Governors the large photograph of her father which now hangs on the right hand side of the Hall. At the same meeting, the Governors confirmed Miss Taylor as acting Headmistress for the remainder of the school year and authorised an advertisement for a new Headmaster.

One hundred and forty one applications were received replying to this advertisement and at a Special Governors' Meeting in May Mr. F. E. Roberts was appointed. The new Headmaster was a pupil of King Edward VI School, Birmingham, and a graduate in English of S. Edmund Hall, Oxford, at which university he had trained as a teacher. His first appointment had been at Batley Grammar School from 1913-20, but for some time during this period he had been away on war service with the Royal Fusiliers and the Tank Corps. In 1920 he had gone to the Central Secondary school, now High Storrs Grammar School, Sheffield, as Head of the English department, and had left there in 1927 to become Headmaster of Malmesbury Grammar School. Mr. Roberts had thus had seventeen years experience of English Secondary schools and brought to Long Eaton the ideas worked out in them.

But before he began his career in Long Eaton the builders, Simms Cooke Ltd., of Nottingham, began the long awaited extensions to the School. The ceilings of the ground floor rooms had been made

of concrete when the school was built, so that when extensions were being made to the first floor, as was always contemplated, the roof might be removed and the ground floor classrooms still remain water-tight, while the first floor extensions were completed. In June and July, 1930, however, a period of abnormally wet weather set in and the concrete was inadequate for the volume of water falling on it. Down through the cracks the rainwater spouted and Mr. Mansfield writes : " We spent a great deal of our time salvaging books and materials from the flooded rooms." Mr. Roberts thus arrived to be faced with the problem of " carrying on in a wilderness of rubble and amid a pandemonium of cement mixers and pneumatic drills." On September 17th the Governors discussed the date on which the school should re-open and decided on September 29th. They also complained to the County Council about the delay and interference with school routine. In this they do not seem to have had any success, for building went on until the following Spring ; but when it was completed the school had gained a considerable addition to its accommodation and changed greatly in appearance.

The Hall now had the balcony over the main entrance with its entrance doors from the corridor leading to the Mistresses' Staff Room, whilst, at the other end a proscenium arch had been added, the space behind this being Occupied by the Balance Room. Along the south wing there was the lecture room ; a library, later turned into a Sixth Form Room and in 1959 turned into a classroom for Lower Sixth use ; a senior physics laboratory, converted in 1959 into the Upper Sixth Form room. On the north wing the small dining room was enlarged and the resulting room later divided by a wood and glass sliding partition into Rooms 13 and 14 ; an additional classroom, now Room 10, was built in the corner ; and opposite it was a new Art Room ; a Senior Mistress's room together with at small class room, now the School Secretary's office, completed the additions on this wing, while the old Art Room over the Headmaster's room was converted into a Biology laboratory, In 1959 this Biology laboratory was re-converted into an Art Room. In this way the school acquired accommodation for sixth form pupils, the long awaited Art and Science rooms, and three additional class rooms. Miss Taylor was at last able to leave her cramped room by the main entrance and exist in dignity upstairs.

Mr. Roberts' first suggestion to the Governors seems to have been that a Preparatory class should be developed in the school. This was discussed at two meetings and eventually agreed to by the County Council on condition that it was self-supporting i.e. had at least fifteen pupils. But when the class was advertised in 1932 only eleven parents applied, and as the County Council's condition could, therefore, not be met, the project was dropped. He also at this time

raised again the question of a fifth year commercial course, first urged by Mr. Clegg in 1925. Like Mr. Clegg he saw this as a partial answer to the problem of early leavers, a problem constantly raised at the Governors' meetings. In his report for 1931 he says : " This option in the fifth year will I believe do much to encourage a longer school life for our pupils." The way in which pupils were taken away from the secondary school at the first opportunity seems to have struck him at once as the great evil of the district, an evil which must be eradicated, for he clearly saw that it prevented the development of the advanced work which, as a scholar, he was keen upon fostering. So in his first Speech Day Report : " Another disturbing factor is the way in which the secondary school agreements are broken. No boy or girl should be sent to the Secondary School, unless it is the considered intention of the parents to allow him or her to complete the course. And that course is at least a five year course," and again : "This unreasonable and unfair attitude towards the secondary school is filling the school at the bottom and leaving it half empty in the 4th, 5th and 6th years ; where the most valuable part of the secondary school training comes."

Against this attitude Mr. Roberts fought always and with some success. In 1934 he backs his remarks with some figures. " The average age of the boys who left during the last school year was 16.6 ; throughout the country it is 16.7. The average of girls was 15.10 ; throughout the country 16.8 - almost the drop of a year ; a sad contrast." But by comparison with earlier years he is able to note a slow but steady increase in the length of the school life." By 1935 Mr. Roberts seems to have felt that he had made his ideas clear enough, for he does not mention the problem in his Reports again. But the problem continued, for in 1936 the Governors had a meeting with the Assistant Director solely to discuss the enforcement of the liquidated damages clause in the parents' agreements. As these were the years of depression when a child's self support was often an urgent necessity one may sympathize with the Governors who, perhaps, feared that the enforcement of the clause would lead often to hardship.

By June 1931 Mr. Roberts had secured the approval of the Inspectorate for the commercial course, and the resignation of Mr. Ward, the English master, to go to Liverpool University as Librarian, gave him the opportunity to start it by appointing a graduate qualified for English and Commercial teaching. Mr. J. Parsons was accordingly appointed for this purpose. Mr. Fletcher had also left in this school year and was replaced by Mr. MacDonald, while the re-equipment of the Domestic Science Room had revived the Domestic Science course for the girls and necessitated the appointment of a mistress for three days each week. The school numbers, 300 in September, 1931, had justified the appointment of an additional member of staff

and Mr. Roberts had seized the chance to appoint Mr. Parmenter for music and history. He hoped by this appointment of a music specialist to do for music in the school what Mr. Clegg had done for Art.

The equipping of the Domestic Science room at this time illustrates another of Mr. Roberts' educational principles. Just as he had found at Long Eaton an undesirable readiness on the part of parents to remove boys before the Secondary course was completed, so he had also found a certain reluctance to send girls to the school at all. In his first Speech Day Report (1931) he commented on the disparity in numbers between boys and girls. Whereas there were 185 boys there were 116 girls, and the significant fact was that the numbers of scholarship boys and scholarship girls were about the same ; the disparity arose among the fee payers where there were twice as many boys as girls. This to him was wrong. "Education," he stated, "is not merely a paying proposition in the sense that it helps one to get a better and more' highly paid job ; it is a preparation for life as well as a preparation for living. The most important influence in the home is, not the man, but the woman ; the most important years in the life of a child are the first five or six years. During these early years it is the mother's influence that is moulding the character and outlook of the child. And that is why I think it a most deplorable thing from the point of view of the community that whereas the boy is often kept at school until he is 16 or 17 the girl is often sent out into employment at 14."

The new additions had given the school a Library for the first time. Previously books had been gathered together for lending and kept in a cupboard at the foot of the staircase but now proper accommodation, if rather restricted by our standards, was available. And this was something about which Mr. Roberts felt there was much to do. In the financial estimates for the year 1931-32 there was £100 allocated to the Library. Since these estimates had resulted in a large deficit, each item had to be justified and Mr. Roberts said firmly that the Library allocation was essential. In addition to assigning whatever money he could to the increasing of book stocks he constantly appealed to pupils leaving to give, if they wished to make some return for the benefit they had gained from the school, books to the Library. The records of gifts published in the magazine down the years show that these appeals were often fruitful..

But if the new Headmaster, keen on developing the upper school, was forthright in his views on libraries, the tools of the academic, he was no less interested in and convinced of the importance of physical education. One of his first actions in the school was to introduce the systematic playing of games : " I have arranged," he states in the first Report, " for games to become part of the actual timetable - an

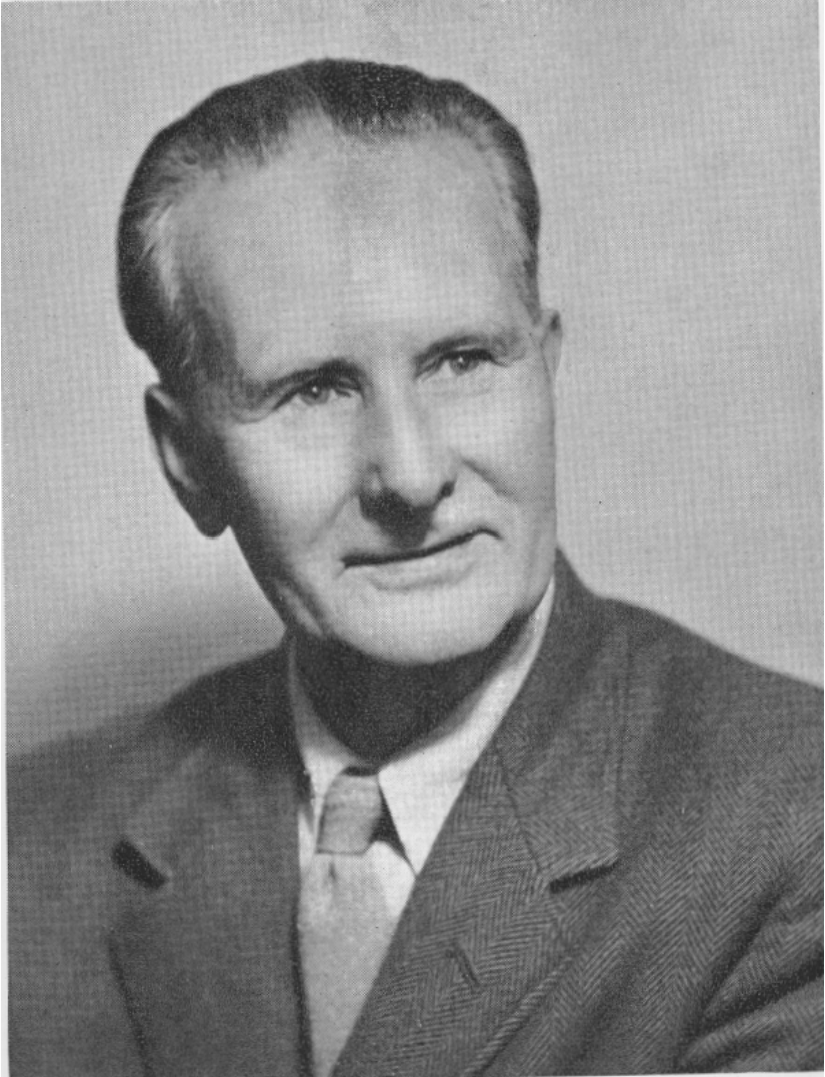
hour a fortnight of organised football, hockey or cricket, this taking the place of the second gymnastic period." And it seemed to him that for games to be a satisfactory means of education something more than the result of individual matches was needed. So he introduced the House system, the House names suggesting themselves from Mr. Clegg's old school song : Trent, Soar, Derwent ; and the Shields now resting on the Hall platform contain the record of the ups and downs of these Houses since 1931. As soon as the new Headmaster thought of physical education he was brought up against the inadequacies of equipment and accommodation. "We are not equipped at all adequately for the physical side. Our playing field is ridiculously small--it would scarcely serve the purpose of a Preparatory School of 25 pupils, and the pitches we are obliged to hire are remote. And we are still (after 24 years) without a gymnasium." So he wrote in 1934. It was perhaps on this side of education that Mr. Roberts felt most frustrated by circumstance : it is clear that he was certain of its importance. " For at least 50% of this school population," (he is referring to the increasing numbers entering secondary schools) " we do not want to aim at the result of a matriculation school certificate, which may be most desirable for the other 50% For these we are increasingly stressing the importance of physical education, of the training of hand and eye in arts and crafts, and of music. For the majority of pupils this side of our work ought to be as important as the rest. We are trying to make it so. But radical changes must be slow ; though I may say they have hardly been helped on by the economy proposals enforced during the past few years by the Board of Education. A forceful leading article in a daily paper the other day wrote that it ' was left wondering which was the more wrongheaded, the Board's idea of economy or the Board's idea of education.' That may be the overstatement of a leading article, but there most certainly is economising which is not economy."

With these views before us we can easily understand the persistent references in Governors' meetings to the need for land and a gym. The Inspectors' Report for 1932 also comments on the lack of these facilities, and the lack of proper physical education instruction for the girls. In the meantime the school uses the hired pitches on the Park for its games and in 1934 acquired Miss Campbell from Keswick as P.E. mistress.

In 1933 Mr. Enoch Wallis retired from his twenty one years of office as chairman of the Governors and was succeeded by Mr. Syson. Under the new chairman a fresh approach is made to the County Council for playing fields and gymnasium and in October 1934 a meeting is held between the Governors of the Secondary School, the C. of E. school managers, and the Higher Education County Committee to discuss this lack of facilities for gymnastic training

and games in the Schools of the town . The result as far as the Secondary School is concerned is that the County Council is Willing to allow the Governors to capitalise the rents paid for hiring pitches, and use the sum for the purchase of a field. A first approach to the trustees of Lord Harrington's Estate for land across the canal is met with the reply that the land is to be built on. A sub-committee then approves the purchase of three fields off Charles St. As a token of approaching success the cloakrooms in the school are at this time fitted with showers, and £1000 is set aside in the financial estimates for re-conditioning the new field. In February 1936 the gymnasium takes a less indefinite shape for it is decided to raise this in the estimates for 1936/7. But as one foot went forward the other went back, for the Assistant Director of Education informed the Governors at this time that the County Council disapproved the Charles St. plan and recommended land between Oakleys St. and Manchester St. The Governors, found that this land was being levelled by the Long Eaton U.D.C., which was tipping refuse on the land at a rate which would require three years to complete the levelling. Since the site would then need turfing they objected to the plan, and recommended the buying of another piece of land across the canal, and in 1937 this was done. In 1938 the Headmaster is assured by the Assistant Director that the County Architect is preparing plans for the pitches and a necessary pavilion, but, nothing having been done by October, inquiries are made to which the answer is that tenders are being sought for the work. Mr. Roberts feels that things have progressed so far that he writes to remind the County of the need for a shed to house the roller, and to inquire what lighting and sanitation are intended. But this is in March, 1939 and the pavilion is lost to the school in the events of the summer. As for the gym, the County Council's reply to requests for this and further accommodation made in 1937 is that there has not yet been time to consider increased secondary school accommodation in the county and the matter cannot therefore be discussed. When the matter is raised again in 1938 the reply is that the Board of Education has now stopped all building. The Board has not stopped the intake of children, however, and the school now has 380.

Mr. Roberts introduced other institutions as well as Houses, seeing that as a community grows its institutions and ceremonies must grow with it if it is to retain its Unity. Prefects date from 1931, and are a very typical expression of Mr. Roberts' belief that the upper secondary school, in particular, its Sixth form, afforded an opportunity for a child to learn responsibility by the exercise of it towards the junior members of the school. Mr. Clegg, as noticed earlier, used the senior pupils to control the juniors, but only to a limited and informal extent. Now class of leaders was appointed, given defined authority and held responsible for its duties. The opportunity to



MR. F. E. ROBERTS, M.A. (Headmaster 1930-1957)



MISS FEWINGS, MISS TURNER, MR. MANSFIELD, MISS SILK, MR. PRITCHARD, MR. CROMPTON watching Swimming Sports



MRS. FROST IN THE KITCHEN (Room 15)



shine in studies and on the sports field already existed ; to this was now added an opportunity for leadership.

Another innovation of similar nature was the Speech Day, the first being held in 1931, and this was followed by annual ceremonies until the last in 1937. An old pupil, Joan Knott, at the school when Mr. Roberts took over, writes : " Till then there had been no prize-givings, nor all the panoply that goes with such things ; and this innovation brought a very valuable element of incentive, of corporate, and individual achievement." Academic achievement assumed concrete form when prize winners ascended the platform for their books, and in the programme, printed together for all to see, were the examination successes of the year. The Report given by the Headmaster on these occasions was an instrument of communication with the outside world which has already been noticed as the means by which the Headmaster drew the attention of the public to what he considered defective in school attendance and school equipment. Mr. Clegg had worked tirelessly for the spread of appreciation of art and literature ; Mr. Roberts followed in that tradition expressing his views forcibly in 1935 : "Those subjects that appear to have no use are really of the greatest importance to boy and girl as future citizens and as men and women of increasing leisure. Leisure time is tedious to those who have no intelligent interests and activities-activities ; not inactive watching of football matches or the more vacuous films ; but the mental enjoyment that comes from ability in one direction or another ; a knowledge of the drama and interest in its best forms ; ability in some craft or form of craft ; the continued study for its own sake of literature or science. These things make men humane and give them interests other than the ill-treatment of their neighbours." But this cultural enrichment is the result of effort. " The discipline of study " is a phrase which Mr. Roberts did not use in his Reports, but it was always part of his conception of education. So when there had been criticism of homework he gave his views : " The homework syllabus demands a bare minimum of time ; below the age of 15 the maximum time called for is 4 nights of two hours each and 1 of one hour ; and in the first year the time is as little as 4 hours in the week. I believe that this will prove sufficient, and yet not exacting to the pupils. And I hope that parents will do their part in co-operation with the school, and see that every opportunity can allow for quiet study during the time asked for is granted ;'so helping us in our efforts to inculcate in our pupils that willingness to take a fair share of necessary work, and that essential power of application, that do not come to children by the light of nature, but only through authority."

1934 saw the introduction of an institution which lasted longer than the Annual Speech Days' for in that year appeared Gossamer No. 1. The name was derived from a form 3b magazine of 1920,

The Gozzams' Gazette, discovered in the library, which justified its title from the name 'Gorse Holmes,' locally corrupted to 'Gozzams,' the name of the land on which the school had been built. The new magazine had none of the artistic distinction of Mr. Clegg's magazines ; it was a business-like record of a busy school, very much concerned with current events, opening with *Obiter Scripta*, or comments on recent school incidents, and continuing with reports of Speech Days, Games, results of all kinds, lists of books added to the Library, Old Scholars' Notes, Examination Results, accounts of plays and the activities of Societies. From time to time poems, stories, translations are added to this basic framework and occasionally there occurs an article like those making up the earlier magazine : an account of the Rope Walk at Shardlow, for instance, or a careful description, illustrated by sketches, of Sawley Church. Colour has gone : the photograph and sketch are the only illustrations. And the magazine has plenty to do in describing the activities of the school. Plays were produced annually : " The Ivory Door " in 1934 ; " Androcles and the Lion " and " The Princess and the Woodcutter " in 1935 Abraham Lincoln " in 1936 ; " Le Malade Imaginaire " in 1937 ; " Caesar and Cleopatra " in 1938 ; in 1936 an orchestra. was formed by Mr. Noble, the music master, and together with a school choir provided concerts in the years '36, '37, and '38 : indeed, in 1938 the orchestra gave seven concerts, including one at Derby Training College. The great instigator of the plays was Miss Evans, a veteran producer in the school by this time, who was, Mrs. Reggie Alton (nee Jeannine Gentis) writes: " always in the back row of the gallery to make sure we could be heard, always encouraging with a deep chuckle our bits of ' business,' applauding a well-timed line even at the hundredth hearing." Mr. Mansfield was meanwhile " busy with lighting systems ", contriving moonlight scenes ; Misses Taylor, Turner and Drake handled the costumes ; Misses Rigby and Savage saw to the scenery ; Miss Silk looked after the box office ; and Mr. Bowman-Bier helped with make-up. The Societies included the Literature and Debating Society, the Photographic Society and the Music Society. And these Societies arranged constant visits to Derby and Nottingham to see plays and hear concerts provided by such orchestras as the London Symphony, the Prague Philharmonic, the Northern Symphony, the Vienna Symphony, the London Philharmonic, at which such artists as Solomon, Rachmaninov, Leon Goossens, Gigly, Egon Petri performed. Mr. Roberts' hope when he appointed Mr. Parmenter in 1931 seems to have been realised by the end of the decade : music has come to mean in the school something of what art had meant under Mr. Clegg.

School visits continued " instilling in an enjoyable manner useful knowledge and cultivating artistic interests " and ranged from trips to Long Eaton Gas Works and the Stanton Iron Works to trips

to Stratford, Cadbury's Works at Bournville, and the Royal Air Force display at Hendon. The school trip abroad, a commonplace in most schools today, began at this time. The first trip was at Easter, 1931, when about fifteen scholars from Long Eaton joined others from Derbyshire secondary schools and toured the battlefields in northern France. Easter 1932 witnessed a more adventurous expedition when twenty pupils and old scholars went with Miss Taylor to North Africa by liner. The Headmaster in mentioning this says that the White Star Line was arranging another cruise for Easter 1933, to Madeira and Tangiers, the cost of which would be £11 per pupil. An eight-day visit to Paris at Easter 1935, was the next Continental excursion, and the third, and last before the Second World War, was in 1938. Mansfield was the inspirer and organiser of these visits.

But the primary purpose of the school was academic and Mr. Roberts pursued fixedly the building up of the upper school and development of sixth form work. "The systematic and graded 5 year course to the first examination lays the foundations of a good general education ; the pupil has found out the subjects in which he excels ; the Sixth Form can encourage and develop these few subjects in all possible ways, and can give an additional training in responsibility at the same time, which can hardly be given during the earlier part of school life." So he wrote in 1933 and sustained by this view the Sixth Form expanded and raised its standards during the thirties. In 1925 Audrey Butler had won the school's first State Scholarship. In 1926 W. L. Patrick gained the second, and in 1930 'I'. C. Sharman added the third. After 1930 these highly prized scholarships became more frequent, occurring every year except for 1932, and in 1937 Constance Summers and Joan Hurley were both successful. With their achievement, as Mr. Roberts points out, the School State Scholarship total becomes eleven "nine of them won since 1930." In this same year, 1937, the Headmaster's son won an Open Scholarship to Corpus Christi College, Oxford. Joan Knott, an old scholar and graduate of Oxford, was the first woman in the country in the Civil Service Administrative Branch Examination, Joan Godfrey, another old scholar, was the first woman in the Assistant Tax Inspectors' Examination, and Kate Boyes, graduating in economics at Cambridge, was the first woman for seven years to be awarded First Class Honours. " Surely Long Eaton County Secondary School is now more than a geographical expression," comments the Gossamer.

Mr. Roberts' work for the Sixth Form consisted in more than encouragement from his organisation of the school. He taught the Sixth Form and suggested to his pupils his own values. Mrs. R. Alton (Jeannine Gentis) writes : " The Headmaster, a terrifying figure to juniors, swirling round the school with his enormous stride and

billowing gown, or seated in Olympian solitude in his study where none dared enter until Mrs. Bingham, the Secretary, beckoned us to knock. But when one moved up the school and especially in the Sixth, what a wonderful teacher and guide he was. Sometimes he would read aloud, from Milton or Bacon, illuminating the text even without commentary, sometimes he would dictate short, brilliant notes on a particular aspect, but rarely, for he preferred discussion and the Socratic method of making us do our own thinking. I still have almost by heart many of the books I studied with him. He guided our reading, and though he often seemed sardonic in manner, his approach was always positive ; he loved the great authors and aimed at awakening the same response in us." And under Mr. Roberts, developing by their day-to-day teaching the academic standards for which he stood, was the staff. Mr. Reggie Alton, now an Oxford don says : " The school ; for me this was the staff. The faces of my friends have merged with the general face of humanity, but I still see clearly MacDonald capering, and because he capered, teaching ; Mr. Aucken leading the chant I can still hear : ' Matter can neither be created nor destroyed ' ; the figure of Mr. Parmenter who could have made a musician of me if anyone could ; phonetics and the bones of all I know of French from Miss Evans (and for that matter all I know of the theatre--what a first-rate producer she was, and how exciting were those first nights) ; those trips to France organised at heaven knows what cost of energy and care by -Mr. Mansfield. I think that on them, under his liberal and understanding eye, life and the world became real for the first time and what one learnt at school suddenly relevant."

Perhaps pupils remember the staff rather than fellow pupils because until 1939 staff changes were few, masters and mistresses stayed for years. Among the changes which did occur perhaps the most interesting today is the departure of Miss Irwin in 1937 and the appointment in her place of Miss Henley, now Senior Mistress, who came from Market Harborough Grammar School to take charge of Domestic Science.

As the staff was stable, so the events of the school year were regular and predictable. Speech Days and Sports Days were unvarying events. Speakers changed for the one and the weather might change for the other, but this latter change was rare. Gossamer records with hurt surprise : " For the first time, almost in living memory, Sports Day 1937, ended in a literal wash-out." Mr. Noble, the music master, came to the rescue with a concert in the Hall and the staff organised a taxi service with their cars to take home drenched visitors. Mrs. Alton in her recollection of the famous Slow Bicycle Race also refers to the good weather of Sports Days, " The quaint institution on Sports Day (always boiling hot in my recollection) of the Slow Bicycle Race was held on the hard tennis court. This was reserved

for girls, no doubt as consolation for the absence of a 440 yds. race, and was invariably won by one of the Boyes sisters -Kate, pale, lanky, emaciated, academic; or Maggie, her exact opposite, except in this uncanny sense of balance which kept them almost literally immobile on their cycles while everyone else wobbled and fell off."

But while some balanced on bicycles others goose-stepped on parade grounds, and September 3rd, 1939, swept Sports Days, Speech Days, the sports ground and its pavilion, into the past.

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# WAR AGAIN

Hitler's attack on Poland on September 1st, 1939, caused the final steps for the defence of the population from air attack to be taken in this country. Evacuation schemes emptied the large cities and meetings of people in large numbers were forbidden. Long Eaton schools were not affected by evacuation, for the area was classed as a safe one, but the ban on crowds caused the Secondary School's holiday to be extended into October, until trenches had been dug to give protection from air attack. From October small groups of children came to school for short periods in order to receive work which they took away to do at home. "Homework," says the Gossamer, "had a new significance for most of the school." Members of the Sixth Form had more extended tuition in the homes of various members of the staff.

In December, since the expected heavy air bombardment had not occurred, use of the school premises in more normal fashion was thought safe, but, as the Army had taken over the Tamworth Road school, the seniors from that school had to have accommodation in the Secondary School buildings. So the Secondary School was shared, its own pupils using it each day, including Saturday, 9 a.m. to 1 p.m., and Tamworth Road school from 1.30 p.m. Most circumstances have consolations and the afternoons spent in games compensated many pupils for the loss of the school. Occasionally the war broke in, too. "Plane spotting then was as keen as train spotting now," writes Mr. Bagshaw, "and in vain did old `Nick ' blow his whistle, when, one lunch time, the 3.7's on Petersham Road tried to bring down a lone Junkers 88, while, excitedly, the school looked on"

In May 1940 Tamworth Road school stopped using the Secondary School and work began as it was to continue for the war. Holidays

were reduced, the summer holiday in 1940 being cut to a fortnight, but with country after country in Europe collapsing into the arms of Germany, our own shattered Army frantically re-organising to meet expected invasion, not even the perfect weather could make holidays seem relevant. Against such an epic background it seems odd to find the Governors discussing the problem of early leavers and the enforcement of agreements to keep children at school till sixteen. But they were, at every meeting, and it seems probable the resurgence of this problem was due to the shortage of labour caused by war.

As in 1914 male staff began to move into the services. Mr. Mansfield became Captain Mansfield in August, 1939, and the P.T. master, Mr. Walsh, joined the Army at the same time. In 1940 Mr. Hewitt, Mr. Rogers, Mr. Davies, Mr. Allen, and Mr. Noble all left, being replaced by mistresses and by Mr. Townshend who had been discharged from the Army after eight months' service. Replacement of staff became so frequent that the Governors empowered the Headmaster to appoint staff instead of appointing new members of staff themselves by sub-committee. In 1941 the situation improved. Mr. Mansfield returned and so did Mr. Walsh in that year, but the latter had to retire because of ill health in 1942. By the end of 1941 the staff had become stable again, and this was desirable not simply for educational reasons, for in this year the added burden of fire-watching was to be borne.

After the burning of London on December 29th, 1940, posters went up on the hoardings declaring "Britain shall not burn", and fire-watching pickets were maintained every night on all buildings. At Long Eaton Secondary School the staff paired off for the duty, Mr. Roberts and Mr. Mansfield heading the list. So Mr. Pritchard remembers hearing over the wireless the exciting news of the Japanese attack on Pearl Harbour while he was on fire-watching duty with Mr. Crompton. But no incendiaries fell on the school and the patient vigil of weary schoolteachers never knew the stimulant of action. Bombs did fall one night on Reedman Road, and Mr. Bagshaw remembers the "moving morning assembly when we learnt that a member of the school had been killed." But this was as near as the fire-watchers were to being needed. The staff were called on for service in other ways, too. Mr. Parsons was Long Eaton's Chief Air Raid Warden, Mr. Aucken the Gas Officer. An A.T.C. unit commanded by the County P.T. Organiser was formed at school, and to this Mr. Pritchard was Equipment Officer. In this way during these critical years sleepless nights and extra duties in defence were added to the daily work of teaching. Yet results remained good. In 1940 S.S. Grimley and Kirk gained County Major Scholarships ; in 1941 T. B. Grimley won a County Major and Allen a State Scholarship ; in 1942 Roper and Seal were granted State Scholarships ; in

1943 Bagguley and Eugenie Chambers obtained County Majors; in 1944 Ella Gentis and H. B. Elliott were awarded County Majors ; and in 1945 Godfrey kept up the standard by winning a County Major and an Exhibition at Emmanuel College, Cambridge.

The most notable development in secondary schools during the war was the growth of the serving of school dinners into a major department of the education service. In 1939 the dinner service at Long Eaton was run by the school and intended only for pupils from a distance who were unable to go home for dinner. In September 1941 seventy dinners were served each day. But the County Council undertook, in May, 1941, to pay the full cost of the service, apart from the cost of food, pupils being charged not more than 6d. a day. The school was charging 8d. at this time, the full cost of the meal. This subsidised price of 6d. was effective from October, 1941, and in that month the number of dinners served rose to 150 a day. In February, 1942, 175 dinners are served daily and milk, coffee, cocoa are available at break. By October, 1944, 250 dinners are being served and the Governors point out to the County the burden which this throws on Miss Taylor, who supervises the catering. In 1945 the County Council sanction the appointment of a cook-housekeeper and four assistants. Since the number of pupils in school has only risen from 380 in 1939 to 423 in 1945 it is clear that the increase in school dinners is not due to any great extent to that increase in size. The increase is due to the success of government policy, which has tried throughout the war to stimulate communal feeding wherever possible, by canteens in factories and schools, by British Restaurants for isolated workers, in order to ease pressure on transport, to offset the deficiencies of rationing, and to keep down the price of prepared food.

When the responsibility for providing dinner for pupils was assumed by the County Council the Dining Fund administered by the school was closed and the balance transferred to the Clegg Memorial Fund; so today's winners of Clegg Prizes benefit by the social policy of the war-time government. The balance so transferred in 1942 was £186. At the same time another fund ended. This was the Games Fund. Before 1942 it had been customary for each pupil to pay 2/- a term into this fund, which was then used to provide each pupil with a school magazine and to pay expenses incurred in school games. The system is still found in some schools and is a blessing to magazine editors who are freed by it from the worry of selling their magazines. Derbyshire County Council in 1942 forbade such funds and took over responsibility for games' expenses. A balance of £180 remained in the fund and in 1943 Mr. Roberts thought this money should be spent on buying a telescope since many pupils were interested in astronomy and a suitable telescope could be bought for .....



£160 The Governors agreed and asked the County Council to sanction the purchase, but the County Council would not. Some of the money was spent in 1945 on the piano now in the Hall, and in 1948 the remainder provided the sink in the dark room and the kiln in the art room.

For some years before the Second World War it had been the policy of the Governors to increase wherever possible the number of free places in the secondary school. In 1941 of 71 pupils admitted 37 were non-fee-paying and this policy reflected the general belief that free secondary education should be available to all. War, which breeds radical thinking, encouraged the spread of this idea, and in 1942 the County Council decided (1) that by 1944 admission to secondary education should be by common entrance examination ; (2) that all places should be "special places", i.e. free; (3) that in 1943 90% of such places should be awarded. So in 1943 of the eighty new pupils at the secondary school sixty seven were non-fee-payers.

This change in admission policy coincided with a change in the chairman of the Governors, for in October 1942 Mr. Syson resigned after nine years as chairman, and was succeeded by Mr. Doncaster. He in turn was succeeded by Mr. Wholey by the time the new policy was confirmed and made nation-wide by the 1944 Education Act. This Act required County and County Borough Councils to provide free secondary education for all; and under its authority the school leaving age was raised to fifteen. Most education authorities interpreted the requirement of secondary education for all according to ability as requiring three types of school: a grammar school; a modern school; a technical school. Accordingly most of the existing secondary schools were classified as "grammar" schools, and in May 1945 the Long Eaton County Secondary School became the Long Eaton Grammar School. "The substitution of 'Grammar' for 'County Secondary' in no way implies a change of status or curriculum," cautiously commented the Gossamer.

But if government policies were changing during the war years, the pupils' lives went on much as before. Trips abroad ceased, but camps at home to help with harvests provided similar delights. In 1942 and 1943 there were farm camps at Branston in Lincolnshire and Breinton in Herefordshire. Agriculture gained by them, and the pupils, if one can judge from a Gossamer article, worked hard, enjoyed the new horizons of Herefordshire, and, in one case at least, found pleasure in sketching them in compressed poetic prose.

"In the cool evening light, the idea is crystallised. The upright, serried rows of stolid stocks cast long shadows. Dry and twisted are those flat; dewy bundles of the morning. The vertical has triumphed over the horizontal.

By nightfall the field is empty; the corn is dead; the barn is a sepulchre. The cycle is finished; the horizontal exults."

On the other hand less exalted souls rejoiced, according to Mr. Bagshaw, in feasts of raw mushrooms and in hanging a dead rabbit under the Camp Commandant's bed!

Inspired, perhaps, by memories of Sanderson, headmaster of Oundle School, who, in the First World War, used his school workshops to turn out munitions, the Governors in 1942 agreed that boys should make simple products in their craft lessons for the Concordia Electric Wire Co., for use in the war effort. The question of payment for this was referred to the Director of Education. He replied that such work could only be done as an out-of-school activity by boys over fourteen for a maximum of one hour a day. The Governors urged that doing such work out of school hours was impossible since the school was not blacked out. The Director rejoined that doing such work in school hours was illegal. So the proposal came to nothing. England, upholding the Rule of Law on a dozen battlefields, was not letting the principle go in Derbyshire.

In more legal ways the school did what it could - The girls assiduously knitted; and a collection which had for some time been made each term for some charitable cause was now devoted to causes linked to war. The amount raised varied between £5 and £10, but in the 1941 autumn term when Aid For Russia collections were being made throughout the country a special effort was made which resulted in £50 being collected. In the following year £20 was raised for the Aid To China Fund, and £5 for comforts for the crew of a warship adopted by the school, while in 1944 the school Savings Group as a contribution to the Salute The Soldier campaign saved £351. Under the supervision of Mr. Anderson the school grounds, where suitable, were dug up and planted with potatoes; and it is from this period that the custom of releasing Vth and Vth form pupils to help with postal deliveries at Christmas dates.

Pupils enjoyed these activities but as the war went on, more orthodox enjoyments returned. Theatre trips became possible again and visits were arranged to Nottingham and Derby to see "The Marriage of Figaro", "Iolanthe", "Macbeth", "The Devil's Disciple", "As You Like It"; and in December 1944 the Christmas Parties, which had ended on the outbreak of war, were revived in a modified form. An Upper School and a Lower School party were held with great success. Rationing caused serious difficulties but the scantiness of the food was forgotten in the laughter aroused by Mr. Bowman Beer impersonating Sir Thomas Beecham. His success .....

on this occasion was an example of what had been going on throughout the war : members of staff singly and as a group overcoming in various ways the difficulties which arose.

But this staff was now changing more fundamentally than ever before; its oldest members were nearing retirement age. In 1943 Miss Drake retired after thirty two years at the school and after making a great impact on the minds of pupils, by her work for school plays, as "Mistress, of the Wardrobe", and by her readings from books in English lessons. "In the old-fashioned' method of reading English literature aloud 'Duckie' stands out as superb," says Mr. Bagshaw. In the same year Miss Evans also retired after thirty six years' service; and Mr. Parsons, who had taught English for twelve years at the school, transferred his services to Nottingham High School. Mr. Parsons had been the moving force behind the publication of Gossamer since its first appearance in 1934. Mrs. Bingham, the secretary, also left at this time. "The most invidious of secretarial duties, the announcement of detentions, Mrs. Bingham performed with a gentleness and tact which must have softened the blow for many a defaulter," said the Gossamer of her. Unobtrusiveness certainly characterised her departure, for she requested no formal leavetaking, and, after twenty years' service, the school knew only that she had left as usual on Friday but did not return on Monday. It was in this year, too, that the one member of staff lost on active service died. This was Mr. Rogers "whom I can still see smoking an anxious cigarette before going into bat", says Mr. Bagshaw. He had joined the R.A.F. in 1940 and was now lost in a bombing raid on Berlin.

The re-introduction of Christmas parties in 1944 shows that the pressures of war were easing, and as the early months of 1945 went by thoughts were turning to the peace which was now obviously near. In May school accommodation was discussed, and the County Council announced that pre-fabricated huts had been approved by the Ministry to alleviate the shortage of space. At the same meeting at which this was announced the Governors resolved that the dining room and kitchen should be converted into three classrooms (13, 14, 15), and that a large hut should be erected as a dining canteen.

When the expected end to the war with Germany came on V.E. day celebrations seem to have been somewhat muted. V.E. day itself and the day after were both holidays, but on the Monday following there was a "hastily organised party. After a minor bun-fight, Miss Allen directed some lusty community singing, interspersed with entertaining solo items by Audrey Whatton, Jean Sanday, Betty Ponton, and K. D. Smith. The Upper School finished the evening appropriately with dancing." Thus the Gossamer reports, and adds: "Perhaps this sobriety in victory augurs well for the manner in which we shall meet our future responsibilities".

## FREE TO ALL

By the Education Act of 1944 secondary education was to be free to all; so the periodic visits of the Clerk to the Governors to collect fees due from fee-payers in the dining room came to an end. Some time passed before the administrative arrangements to give effect to the Act were completed and it was not until the Governors' Meeting of December 1949 that the Clerk outlined the new selection system for secondary education. He asked the Governors to help in gaining public support for the new system, and, while admitting that some parents would be disappointed that they could not have a grammar school education for their children, declared that the area in general would benefit, since more places in the grammar school would be provided.

Owing to the same inevitable delay the Governors appointed under the pre-1944 system held office until February 1948 when they met for the last time. The chairman, Mr. R. H. Wholey then announced that the new Governors would take over in April. Under the new system there was a Board of Governors for the Long Eaton secondary schools i.e. the Grammar School and the Grange School. This Board divided itself into two standing committees, one for each school, so that in future the administration of the Grammar School is in the hands of the Grammar School Standing Committee of the Governors of the Long Eaton Secondary Schools. Members of this committee in April 1948 were: Mr. J. R. Davis, chairman of the Governors; Mr. R. H. Wholey, vice-chairman of the Governors; Professor Owen of Nottingham University; Councillors L. Pattison and A. E. T. Wyatt; Miss E. Lumley; Mrs. N. Smith; Messrs. E. W. Banks; J. C. R. Burton, R. Hicklin; H. F. Makins and J. Syson. Although the constitution of the governing body had been changed, the new Governors were mainly the same individuals who had formerly served the school, and they were familiar with its problems.

They had pressed the accommodation difficulties on the notice of the authority, as soon as the end of war made such representations reasonable, recommending in 1945 the building of a canteen and the conversion of the dining room into classrooms. In March 1947 when the County Council sent them plans to put their representations into effect, they had approved them, for the situation had grown worse. In May 1947 there were 447 pupils in school and 320 dinners were served daily from the tiny kitchen, now Room 15. Conditions for the cooking staff were bad but it was impossible to ease conditions by engaging more staff, for there was no room for extra staff to work. By October 1947 school numbers had risen to 485 and the demand for dinners had risen proportionately. It was therefore decided that the staff staying for dinner should use the Mistresses' Common Room, and this continued until the new canteen was ready in September 1950. The former Governors had reluctantly acquiesced also in what they felt was a backward step. This was the ending of the regular medical inspections. There was no way of avoiding this, however, for medical staff were not available. They had had to deal with two serious floods; the first occurring in February, 1946, when delighted scholars returning to school on Monday 11th. February, found themselves sent home; the second being the disastrous flood of 1947, when, as Mr. Mansfield's camera has recorded; Tamworth Road lay under three feet of water, and the school was closed for a week. To these Governors, after the war, were handed the resignations of some of the longest-serving members of the staff.

Miss Taylor, the Deputy-Head, had resigned in the spring of 1945 but had been persuaded to stay on until the end of the year. She had been at the school for forty one years and was largely responsible for its smooth progress from a small pupil-teachers' centre to the busy grammar school it had become. Perhaps her most characteristic gesture was the postponement of her retirement for six months to help the school over the difficulties of 1945. The Governors showed the respect they had for her by offering to co-opt her as a member of the governing body, but Miss Taylor felt unable to accept. She was succeeded by Miss Turner, her colleague since 1913, and the Gossamer declared, "It would be impossible to find anyone more deserving of the appointment." Mr. Anderson retired at the same time after twenty three years as woodwork master, and Mr. Aucken surprised everyone by leaving, after twenty five years, to take a post at Haberdashers' Aske's School in his native London. He is the hero of anecdotes involving the dropping of unsatisfactory chemistry note books out of the lab. window; and Mr. Bagshaw remembers once asking him to come to school on a Saturday morning to umpire a cricket match. "He gave me a long interview on the place of games in education and regretted his own inexperience.

We didn't get our match but I always felt kindly to him after that." Appointments of new staff, which show the school assuming a look familiar to present pupils, were those of Miss Brooks, Mr. Cocking, and Mr. Calton.

A notable resignation in 1947 was that of Mr. Nicholls caretaker for thirty years. He was succeeded by Mr. Moody. Mr. Ash, Mr. Allton, and Mr. Parkinson were also appointed in this year. Mr. Parkinson was the school's first full-time Physical Education master, and before 1947 the school shared Physical Education instruction with Ilkeston. Mr. Sanders also joined the staff in 1947 and provided the Gossamer with a new cover, brighter and more attractive than the earlier austere drawing of the school's front door. In January 1948 Mr. Macdonald was seconded to an Emergency Training College. He had been at Long Eaton for seventeen years and made himself such a name that the Gossamer thought "our decorous tributes cannot do justice to so decided a character," and comforted the school by hoping he would return. Mr. Macdonald was the second master to leave for a Training College, Mr. Hewitt having gone in 1946.

Out-of-school activities had necessarily been reduced in the war years, but now revived with the ending of blackout. In 1946 the Literary and Debating Society, a successor to the Lecture Society of pre-war days, was formed. The inspirers of it were Mr. Macdonald, Mr. Townshend and Miss Brooks, and from the beginning the emphasis in the Society's activities was on play-reading and debate. It was hoped to revive the pre-war annual play by means of the play-readings, and Mr. Mansfield moved further in this direction when, in this year, he produced Musset's "La Nuit De Mai." In December, 1947, however, when the school produced "The Dark Lady of the Sonnets", and "Catherine Parr", and a Nativity Play before a school audience, the Gossamer was critical. "The angels might just as well have been saying their tables" was its comment on the diction of the Nativity Play, and it concluded: We should be wise to avoid public performances until the standard of private rehearsals has been considerably raised."

When the new Grammar School Standing Committee met on April 22nd, 1948, it approved the purchase of a cine-projector from the balance of the Games Fund. Mr. Bowman-Beer's application for leave, partly for health reasons and partly for further study of atomic physics, was considered and granted subject to Mr. Robinson's acceptance of his post. Mr. Robinson did accept and Mr. Bowman-Beer had his leave, but his health forced him to resign in the spring of 1949. He had been teaching physics at the school, a tall, bearded figure, since 1922, and his physics was frequently exciting. In 1936 his scientific ardour led him to discharge firearms in Tamworth ....

Road and West Park in the course of an experiment which he had worked out to determine the velocity of sound in air. He and his Sixth Form physicists decided, after a study of large-scale maps, that the stretch of road between the fire station and the Tamworth Road Canal bridge was suitable for their purpose. Mr. Bowman-Beer took position at the fire station and two assistants walked down to the bridge, accidentally firing the revolver provided for the experiment on the way thus attracting a large band of young children. The bridge reached, the pistol was fired and a handkerchief dropped simultaneously. With the help of a stop-watch the fire station party were then to establish the time between seeing the handkerchief drop and hearing the shot. Unfortunately when the firing party returned to the fire station they were told that a passing bus had made the shot inaudible. Undeterred, the physicists decided that West Park would be a quieter scene for the experiment and went there. The pistol party was stationed by the line of poplars and the observers by the canal. Again one shot was fired accidentally; whereupon a park-keeper descended pointing out that firing was illegal. But success was finally reached by firing the pistol at the top of the school field and timing the interval between the report and its echo on the school buildings. The result, though not quite the same as the text book figure, was thought satisfactory, Mr. Bowman-Beer remarking that "the method is not susceptible of a high degree of accuracy."

Another old member of staff to leave in 1948 was Mrs. Frost. Appointed in 1916 she had provided school dinners in ever-increasing numbers from a kitchen which for years had been inadequate. She had always had the keenest interest in the pupils and for many years Mrs. Frost in the kitchen was a figure without whom no Old Scholars' function was complete. Fittingly enough at the Governors' Meeting at which Mrs. Frost's retirement was discussed the Governors appealed to the County Council to begin work on the canteen in the summer holidays. They were told by the County Architect that it was unlikely to be ready for use before the autumn of 1949. The need for the new canteen was emphasized by Mr. Roberts' report at this meeting, for this revealed that pupils now numbered 520 and that the 340 dinners being served daily were the absolute limit to the capacity of the kitchen.

At the end of 1948 the question of re-introducing Speech Day, in abeyance since 1937, was discussed, and it was decided, since the school Hall was no longer large enough, that inquiries should be made with a view to hiring the Scala cinema. Nothing further is recorded of this, however, and Speech Day was not revived until 1957. At the same Governors' Meeting notice was given that the school was to be inspected. The last inspection had been in 1932 when the .....

school numbers were 304; for this inspection there were 507 pupils; yet no accommodation had been added.

Consequently the inspectors reported that space for teaching was quite inadequate, and they stressed the difficulties this caused in the organisation of work. They added that accommodation would be little better when the canteen was built and the old dining room and kitchen converted into classrooms. They noted again the need for a gymnasium, regretted the absence of a medical room, and thought the cloakroom space for the girls very poor. The only accommodation found reasonably good was the science accommodation. Stress was also laid on the need for putting the field across the canal in order and providing rooms for changing. The Governors were asked to press this with the County Council. Sixth Form work was thought good but hindered by lack of staff, and the inspectors hoped that the additional staff which the County Council had agreed to add to the school would enable the Sixth Form to be divided into first and second years. Apart from these criticisms the school was considered above average in its achievements and the inspectors were impressed by the manners of the children.

The Governors were pleased with this report, for it underlined the various requests they had made to the County Council; and they hastened to pass on to that Council the recommendations about accommodation and playing fields.

New members of staff in 1949 included Mr. Hunter, Mr. Prime, Mr. Dillingham, Mr. Wright and Mr. Morton. Mr. Parkinson, who had come in 1947 as the first full-time Physical Education master, retired. The new Physical Education master, Mr. Morton, had little hope of any better accommodation than his predecessor had had; for by July 1949 there was still nothing done about the canteen, so long requested, inquired about and looked for; and any hope of a gym was even more forlorn.

From time to time in these immediate post-war years Mr. Roberts raised with the Governors the subject of early leavers, and the Governors now found that the educational reforms of 1944 had increased their difficulties. Before the 1944 Act it had been possible to sue a parent withdrawing a child in breach of the agreement under which the child was admitted to the school, for the liquidated damages assessed in that agreement. In 1950 the Governors were told that the County Council's legal advisers held the view that the 1944 Act had destroyed the consideration which had formerly made these agreements enforceable, and that the only way to make such agreements actionable would be to have them made by deed at a cost of 10/- for each agreement. The expense of such a procedure ruled it out; so the Governors were left to do what they could with an agreement .....



which was merely morally binding. Mr. Roberts, who saw, as he always had seen, premature leaving as a great threat to the school, continued to make suggestions for dealing with the problem, however; and in 1953 the Director; in a long letter in which Mr. Roberts' latest suggestion was rejected, declared that Long Eaton should be proud of its record in this matter, for it had the lowest percentage of early leavers in the county, with the exception of one school, and that this reflected great credit on the Headmaster and the Governors.

But the problems of early leavers, accommodation, replacement of staff are incidental to the main purpose of a grammar school. This is the attainment of some sort of academic standard by as many of its pupils as possible and this standard is tested by performance in examinations. The twentieth century is full of examinations. In its first two decades examinations proliferated. Schools issued leaving certificates, based on school examinations-the first prospectus of the Long Eaton Secondary School declared that its leaving certificate was accepted by the first business houses in Long Eaton in lieu of a year's apprenticeship-; various professions had their own entrance examinations; universities had theirs; government and local government departments had theirs. By 1917 there were so many examinations that the Board of Education evolved the School Certificate, a leaving examination to be taken by all schools in receipt of State grants. It was hoped that this would be accepted by many examination-setting bodies instead of their own entrance examination, and as a result would bring simplicity into the examination system. A more advanced examination, the Higher School Certificate, was also approved for pupils staying at school for the Sixth Form course. Success in the School Certificate examination could only be attained by the candidate's passing in a group of subjects, a requirement supposed to ensure a general education for all entrants. A candidate gaining a mark substantially above the pass mark in these subjects was eligible for university education. This minimum requirement for university entrance was known as Matriculation.

This examination was the examination in the secondary schools. A good school would try to enter its best pupils as early as possible for the School Certificate, in order that time might be gained for work at Sixth Form level for the prizes of the grammar school world: State and University Open Scholarships. Consequently pupils were entered at 15 and sometimes 14 for the first examination.

During the thirties and forties the School Certificate was fiercely criticised, for the prevailing school of thought in educational circles considered examinations as bad. They were said to distort the curriculum, to encourage malicious rivalry, to burden a child unduly. They might be necessary evils in some circumstances but they should

he kept to a minimum. Since the School Certificate was a leaving examination every secondary pupil was expected to take, it clearly maximised examinations, and was undesirable.

The Minister of Education, influenced by these arguments, after the war approved a remodelling of the examination system. This new system was that of the General Certificate of Education at two levels 'O' and 'A', and this came into force in 1951. Two assumptions underlay the new examination. The first was that grammar school education should normally last for seven years, five years of general education being followed by two years' Sixth Form specialisation. Mr. Roberts had put this view to the Governors in March 1949 and they had resolved to support it and to build up public opinion to this end. The second assumption was that the new examination would only be taken by pupils who needed it for entrance to specific professions and for the universities. There was to be less examining than under the old School Certificate system. In order to prevent pupils being entered for the 'O' level at an early age there was a regulation forbidding any candidate to enter below the age of 16. Regulations also provided that no grades of pass should be published and that candidates should only be entered where the school thought they were likely to reach the pass mark. This mark was to be higher than under the School Certificate.

So in 1950 the great problem for grammar school headmasters was how to re-organise their schools in order to meet these new conditions. Mr. Roberts' proposals were before the Governors in December, 1949. He proposed that all pupils should follow a five year course of general education from 11 to 16. Those wishing to study Arts subjects would then study these for a further two years, taking the 'A' level examination in them at the end of this course. If these pupils wished to take science subjects at 'O' level as well, they would take these at the end of the first year of the two year Arts course. Pupils specialising in Science would follow a similar course, taking 'A' level Science subjects at the end of two years and 'O' level Arts subjects at the end of the first year of the Sixth Form course. Those pupils who did not require 'A' level certificates would take 'O' level subjects at the end of one year after the five year general course. Under this scheme the Sixth Form had three divisions: the Arts Sixth ; the Science Sixth ; the General Sixth or 6G.

This arrangement meant that a pupil leaving school before completing one year in the Sixth Form would not have any record of his school achievements, whereas formerly he would have had his School Certificate, taken at the end of his fourth or fifth year. To meet this situation Mr. Roberts produced a school leaving certificate

to be given to pupils leaving without taking G.C.E.; and this certificate was approved by the Governors in 1952.

The General Certificate Examination in its first form was bitterly attacked by grammar school staffs, on the grounds that to force able children to wait till 16 or 17 to take an examination which they could pass at 15 was a waste of time and a savage blow at the standards of Sixth Form work. Another feature resented was the simple pass mark: no candidate knew more than that he had passed or failed, and performances could not be compared. The theory which had prevailed saw such comparisons as harmful, but grammar school staffs thought them valuable incentives. Accordingly the Minister was under constant pressure to (1) abandon the age limit, (2) make known details of candidates' performances; and this pressure was eventually effective, for in 1952 the Minister relaxed the regulations for the 1953 examination.

As a result Mr. Roberts entered the top stream of the fifth year in 1954 and by 1956 the scheme drawn up in 1949 had been abandoned. In March of that year it was announced at the Governors' Meeting that the general policy was for 'O' level subjects to be taken at the end of the fifth year.

During 1950, the last year of the School Certificate, there were several staff changes. Mr. Atkinson was appointed to take charge of Mathematics; Mr. Saville, Miss McGowan, a former pupil, Miss Ballantine, Miss Fewings, Mr. Johnson were other new teachers; and Mrs. Wesson became canteen supervisor, succeeding Miss Hardy who went to Trent College. In July Miss Turner retired after thirty seven years at the school, and another link with the small school of pre-1914 was gone. During this time Miss Turner had developed the Biology Department, organised the library, fostered excursions to various places of interest, and been chiefly responsible for girls' games. As Deputy-Head in the post-war period she had helped in the re-adjustment to peace conditions. Her interest in pupils and concern for their welfare is illustrated by Enid Robotham's recollection that it was Miss Turner who occupied the non-dancers at Christmas parties by games of whist. She was succeeded by Mrs. Noble, the tradition that the Deputy-Head should be a mistress thus being observed.

In 1950, too, the new canteen opened, but nothing had yet been done about the conversion of the old dining room into classroom space. The Governors appealed to the County Council to expedite this work. Nor had anything been done about the playing field. In reply to enquiries the County Council said that it was hoped to lay out grounds, in 1951, for the grammar school, as part of the

development of a sports field site intended for the joint use of the school and a College of Further Education. The old field across the canal, nearer the Tamworth Road canal bridge than West Park, seems to have been abandoned; but, in July, 1951, the Governors, having enquired about the site being developed, and having been told that nothing could be done about the site until later in 1951 or perhaps 1952, asked for this field to be put into temporary playing condition. By October this had been done, though cattle still grazed over it, and the Governors were told that if agreement could be reached over rights of way and grazing rights it was hoped to obtain a more convenient field. A year later agreement had been reached on these points and the school gained its present field, an access being provided by a gate in the West Park railings and a path along the canal bank. In January 1953 the Governors asked for cricket pitches to be provided on the field and requested the police for more protection since the fencing provided had been demolished by trespassers. From this time, however, the field is used regularly by the school and the full reconstruction of the school fields promised in 1939 is undertaken in 1959. Since the journey to the field takes anything from ten to fifteen minutes, access has always been a problem, and in 1956 the suggestion of a footbridge over the canal is made to the Council, but nothing has yet come of this.

At the September Governors' Meeting in 1950 the Clegg Memorial Fund was discussed. The original objects of this Fund had been the making of grants to help pupils to the university, but the increased number of State and local authority grants provided since the Second World War had made such objects out of date. The Governors thought, therefore, that the annual interest should be spent on prizes for pupils distinguishing themselves in the 'A' level examinations. A meeting of the trustees was eventually called at which this alteration in the objects of the trust was approved, and Clegg Prizes are now given annually at the discretion of the trustees.

Another old institution discussed at this time was the Saturday morning detention. Mr. Roberts had no belief in corporal punishment. In his Speech Day Report for 1933 he said: "We do not believe in what has been referred to as knocking in knowledge at the wrong end." For discipline he relied upon the Saturday detention and his formidable personality. As a result of representations from the Education Authority he prepared a report on the system, which the Governors approved, and they informed the Divisional Executive accordingly that they found the system effective and reasonable. The Saturday detention continued.

In December 1951 Mr. Mansfield retired. He was the last link with the pre-1914 school and had been on the staff for thirty seven years, being Senior Master and Head of the French Department

since 1919. He had been active in every kind of school activity: excursions abroad; school societies like the Literary and Debating Society, the Photographic and Film Societies; his photography had recorded a host of exciting and pleasant episodes in the history of the school; his ingenuity in mounting photographs had given the Gossamer many a page of composite photography; his lighting and stage management had been indispensable at play productions; as the Gossamer declared: " He was one of a small and select group of teachers whose abilities and devotion to their work combine with length of service to shape and ensure the continuance of a school's traditions." He was succeeded as Senior Master by Mr. Crompton and as Head of the French Department by Mr. Wright.

The conversion of the old dining room was now completed and advantage was taken of this to adapt Room 13 and 14 for the showing of films. The Film Society, which had grown out of the Photographic Society when that Society was reintroduced by Mr. Mansfield in 1947 after being in abeyance 'during the war, moved from Hut A where its members had risked suffocation to the airier region of the new classrooms. The upper school had shown great interest in this society and had been given exceptional opportunities by it for seeing films which were landmarks in film development: "The Great train Robbery", "Birth of A Nation", "The Battleship Potemkin." Good modern films like "Red Shoes", "Scott of the Antarctic Quartet", were also shown.

For pupils with less sophisticated tastes there was the Natural History Society which originated in 1951, largely because of the keenness of Mr. Sanders and Mr. Morton, who arranged weekend excursions and linked its activities with the scientific work of the school. "Owl pellets which were collected and afterwards disintegrated in the laboratory have revealed the almost exclusively rodent diet of these birds."

An extension of this interest in the open air and wild life came when the school began to visit the Open Country Pursuits Centre at White Hall in the same year. Mr. Sanders, Mr. Robinson and Mr. Wright went first and spent a week-end on the bleak North Derbyshire moors in flurries of snow, learning to tie themselves to climbing ropes and scramble up rock outcrops, getting accustomed to the blown snow caked on the windward side of their faces, eating sandwiches in the Cat and Fiddle Inn in the late afternoon, and struggling back to White Hall over high stone walls and through deep snow. When they returned to school arrangements were made for a school party. "From that time visits both in school time and at weekends became frequent, and scholars and staff from Long Eaton Grammar School ....

must have been some of the most familiar figures on the White Hall scene." So writes Mr. Sanders, who thus describes these trips: "Some went only once but many returned again and again; many discovered that climbing was an absorbing outdoor activity, and for some it replaced all others. Here was a sport which required no opponents but the elements and yet required team work as disciplined as any of the more regular team games. Most learned to enjoy climbing the hard way. I have vivid recollections of the sad ones trailing far behind because of unsuitable footwear, and I remember one boy in his stocking feet with boots slung around his neck.

Some; students camped in snow on Kinder Scout; some spent hours underground and called themselves speleologists; some learned to read maps and compasses in daylight and darkness. Some boys sailed a canoe on Todbrook reservoir. Lucky ones learned the rudiments of skiing."

Pupils interested in music had the Music Society which met in Hut A and was guided in its record playing by Mr. Allton, who had tried in various ways - dinner hour piano recitals, duets with other pianists, visits by the Beeston choristers - to spread interest in music. In the attempt to revive the school orchestra, however, he met the post-war lack of interest in instrument playing. "There is no child in the lower school who is taking string lessons," says the Gossamer. But there was great interest in recorded music.

Practical activities were the concern of the Hobbies Club which consisted of various groups: for photography, stamp collecting, radio making, aeroplane modelling, puppetry. In 1953 the more specifically scientific interests of the Hobbies Club were more fully satisfied by the Scientific Society. This has become, with the Literary and Debating Society, a major out-of-school interest and has provided its members with excursions to Cadbury's, Boots, Ericsson's, the archaeological museum of Nottingham University, Ley's Malleable Castings, British Celanese; and with lectures ranging from the subject of "Thermionic Valves" to that of "The Science of Musical Instruments"; and, once, with a glass-blowing demonstration. In 1957 the Science Society and the Natural History Society amalgamated and the later meetings of the Scientific Society reflected the union of the two interests.

Some members of the staff felt that something should be done to foster social graces. Miss Ballantine accordingly ran Monday night dancing lessons after school and the Headmaster sanctioned dances each Saturday night. The classes were well attended but the Saturday dances were eventually so ill attended that they were discontinued.

Serving the interests developed in these ways were the school libraries. There was no library accommodation as such, so the Senior Library was kept in the Sixth Form room, now Room 12, and the Junior Library, which was revived in 1950, was in Room 15, as it still is. Neither library was large, but both were added to annually and Mr. Roberts impressed on pupils leaving that, if they wanted to make some return for what they had received, a very acceptable way of doing so was to present books to the library. In 1950-51 the Senior Library was completely reorganised by the adoption of the Dewey Decimal System, most of the work being done by Joan Allen, 'I. Hemming and Dorothy Ross, working under Mr. Spence. Stocks in the Junior Library were fortified, as they still are, by supplies of fiction lent by the County Library. Periodicals of various kinds: The New Statesman, Spectator, Science et Vie, Sight and Sound, Punch, Réalités, the Listener, were available to pupils, but because there was nowhere else to put them, had to be kept, incongruously, in the Junior Library in Room 15.

Play-reading in the Literary and Debating Society led in 1948 to a semi-public performance, in which the school, helped by the Old Scholars' Dramatic Society, produced two plays, "Elizabeth Refuses" and "One Night At Nero's", before an invited audience. Encouraged by success the school gave "Arms And The Man" in 1952, so returning for the first time since 1939 to the annual school play. April 1951 continued the tradition with the production by Mr. Allton and Mr. Saville of "Let's Make an Opera." This is the only production on record in which a member of the staff played, for Mr. Calton took a leading part and his "resonant bass notes" are favourably mentioned by the Gossamer. "She Stoops To Conquer" followed in 1952, produced by Mr. Saville, while the 1953 production was "Dido and Aeneas", produced by Mr. Allton and Mr. Townshend, which, "in spite of all the difficulties was quite a success."

Interest in plays was stimulated by trips to various productions at Stratford and elsewhere. "Henry IV Part I", "Tamberlane The Great", "The Merchant of Venice" were seen there. Birmingham afforded "Twelfth Night" and "The Taming of the Shrew", while the Nottingham Playhouse, as in earlier years, provided a staple diet of drama. Visits were not limited to plays. In 1948 the Van Gogh Exhibition at Nottingham Castle was seen by the school, and excursions to London and to local industries, gas works and marshalling yards, helped to enlarge geographical and industrial knowledge. A memorable excursion was the one to Portsmouth in 1947 when a group of boys, led by Mr. Mansfield, spent two days on board H.M.S. Royalist and visited H.M.S. Vanguard, then the pride of the Fleet, .....

Visits to Switzerland were arranged by Miss Skelton in 1948 and Mrs. Noble in 1953; and in 1947 the school began to form a close link with the Lycée at Montmorency. The wife of a member of the Lycée staff, Madame Doléans wrote to an old scholar of the Grammar school, Miss Nora Knight, asking her to find correspondents in Long Eaton for pupils at Montmorency. The request was passed on to Miss Skelton and Mr. Mansfield and since then, says Mr. Wright : "with Monsieur Doléans still at the helm in France, and despite some changes in staff at Long Eaton, exchanges of correspondence and visits have taken place regularly. Group exchanges have generally not been necessary to maintain the friendship though parties from Long Eaton went over to Paris in 1955 and 1958. In 1952 the link was made official by being registered with the Central Bureau For Educational Exchanges And Visits." The Long Eaton Modern Languages Department has always thought that set-piece visits, with lines of children shepherded around the sights of Paris and other Continental cities are less valuable than individual holidays in the houses of pen-friends; and it has worked accordingly.

New members of staff in 1951 and 1952 who give the school an increasingly familiar appearance were Miss Deacon (later Mrs. Wright), replacing Miss McGowan in the Biology Department; Mr. Greenhalgh replacing Mrs. Whiteford in Geography; Mr. Askew; Miss Ellis; Miss Adams, replacing Mrs. White as secretary; and Miss Lockwood. Two new Governors, Councillors L. H. Hazzledine and E. W. Roper were also appointed, and the latter is now chairman of the Governors. In 1953 Mr. Knighton and Miss Holt came, and in May 1954 Mr. Hough replaced Mr. Townshend in the English Department. Some of the staff appointments, that of Mr. Askew, for instance, were new, to increase the staff's size in order to cope with the growing school, for it was in September 1952 that the school had its first four-form entry.

In March 1952 the County Council told the Governors that classrooms for the proposed larger intake of pupils would be built, one wooden hut being erected during each of the next four years. The first of these post-Second World War huts was to be added to the existing two post-First World War' huts in August, 1952. But when the children arrived the hut was not ready; so the mistresses had to leave their room and dwell for a term in Room 15. When the hut was completed it became Hut C. "The building," says the Gossamer "is not unpleasing, though its steps should not be negotiated in a hurry." After discussion of the second hut in January 1953 the Governors asked the architect to equip it as a special Geography room, and when this was done the school had its new Geography room, Hut D. Here Mr. Greenhalgh had his equipment, and here, before the hut had long been finished, he delighted the .....



school by breaking one of the windows. The appearance of the playground was further altered by the building of Hut E and the conversion, in 1954, of the greenhouse, which had provided the school with grapes, into lavatories for the girls. Such increased accommodation was needed, for the number of pupils had increased by a hundred since the inspectors of 1949 had criticised the existing cloakrooms. As some compensation for the changes in appearance there was planted in the autumn of 1953 a line of trees from the playground to the canteen, to commemorate the Coronation. "Doubtless," facetiously remarked the Gossamer, "future generations will be able to enjoy the fruits of our labours."

The need for permanent extensions to the school was now recognised, and constant complaints of the inadequacy of the old boilers providing heat to the building made the need more urgent. So in 1956 the new buildings proposed to the Ministry included a new boilerhouse. The outdated electrical wiring of the school was renovated in 1955; and in that and the next year decorators descended and sandpapered and painted away. When they left the building had been transformed: the dark wainscot of classroom and corridor was light grey, and brighter colours heightened ceilings and walls. The colourist who had advised a blinding yellow door for the masters' room, however, roused such indignation that the colour was hastily changed to blue.

In July 1955 Miss Silk, who had been in poor health for some time and had spent a long time in hospital in 1954, retired ; and the school lost another link with the early days. Mr. Greenhalgh succeeded her as Head of the Geography Department. Mr. Hunter and Miss Fewings also left at this time. To replace the leavers and to meet expansion Miss Condliffe (later Mrs. Thomis), Mr. Dudley, Miss Grieveson, Miss Forster, and Miss Walker arrived in September 1955. Mr. Robinson left in July 1956 and was succeeded as Head of the Physics Department by Mr. Askew. Such changes are part of school routine, but in April 1957 an epoch ended when Mr. Roberts retired.

On behalf of the pupils Adkin, the head prefect, presented him with a wireless set. The Old Scholars' Association gave a record player and records, and the staff a television set. These gifts expressed appreciation of Mr. Roberts' services to the school during the twenty seven years he had been Headmaster.

During this time the number of pupils in school had doubled. He had created the modern Sixth Form, introduced the House and Prefect systems, fostered the library and the Gossamer. As well as rigorously upholding intellectual standards he had insisted on the importance of physical education, brought games into the curriculum,

procured full-time Physical Education staff, and pertinaciously, if vainly, reminded the County Council of the need for a gymnasium. He had never forgotten that a number of pupils were unsuited for high academic attainment, and had emphasized in his pre-war Speech Day Reports the importance of developing skills and cultural interests far them. For them, too, he had introduced his leaving Certificate when the new General Certificate Examination set standards they appeared unlikely to reach.

The Old Scholars' Association had developed throughout Mr. Roberts' period as its President. It had re-organised itself in 1936, Mr. Marshall then retiring from the Secretaryship and being succeeded by Mr. E. Plackett. In 1937 Mr. H. E. Horner became Secretary and he made the Association's presentation to Mr. Roberts in 1957, thanking him for the support he had given the Association over the years.

To the staff Mr. Roberts was "F.E.R." His tall, spare figure striding down a corridor, wearing his green-grey sports coat, grey flannels and black gown, expressed his intent, yet unpretentious, approach to his work. As the pupils arrived in the morning, Mr. Roberts would sit at his desk scanning the day's letters, El Greco's Christ driving the money-changers from the Temple on the wall behind him. As the school closed in the evening he would be completing his arrangements for the next day, or the next term, even the next year. He had, as Miss Turner wrote in the Gossamer when he retired, a "clear judgment." He soon saw the essentials of any problem, and his solution was always terse and authoritative, for he had a scholar's liking of economy in words. Miss Turner also mentioned his wit, which caused not only a smile but also a wry reflection on the situation, quoting his reply to the inspector in charge of the inspection of the school in 1949, whose name happened to be the same as his own. The inspector entered the Head's room and announced: "Good afternoon. My name is Roberts. "With a quizzical glance the Headmaster replied: "Good afternoon. So is mine." When Mr. Allton suggested the production of an opera, Mr. Roberts replied, after a meditative pause, "I can think of easier ways of getting yourself six months' hard labour." By such comments the Headmaster revealed the humanity which underlay his somewhat austere manner, and refreshed and inspirited his staff.

# THE THIRD HEADMASTER

Mr. G. D. B. Gray, M. A. became the third Headmaster at the beginning of the summer term 1957. Mr. Gray is a graduate of London University with First Class Honours in Geography. After graduation he spent the early years of his career as a lecturer at King's College, and there he met and worked with Professor Fawcett, formerly on the Long Eaton Secondary School staff. In 1938 Mr. Gray became a member of the staff of Acton Grammar School in London, and taught there until 1946 when he was appointed to the Leavesden Green Training College. He left this college in 1949 to become Chief Inspector of Schools at Coventry and came to Long Eaton from there. Long Eaton Grammar School's third Headmaster is thus experienced in several branches of education: university and Training College lecturing, grammar school teaching, educational administration.

Like Mr. Roberts twenty seven years before, he spent his first months as Headmaster in the dust, noise, and general dislocation caused by building. For agreement had now been reached on the building of new laboratories. The County Council had proposed a three storey science block providing five laboratories and a lecture room, to which were to be added cloakrooms and the boiler house; but were only ready to build this in two stages. The first stage, proposed for 1958-59, was the building of two storeys i.e. the science block as it is in 1960. Mr. Gray reported verbally to the Governors in October 1957 that this accommodation would be inadequate, and a plea was made to the County Council for the whole building to be completed in 1958-59. The County Council was not able to do this,

So in the early summer of 1958 members of the school were fascinated by the pile-driving operations; for the new building was to rest on concrete piles sunk into the waterlogged sand, gravel and clay, instead of on the more familiar type of foundation; and few things seemed more satisfying to many a pupil than to drop a mass of iron down the hollow tube into the earth and watch the gush of muddy water which followed. Interesting, too, was the empirical method of deciding whether the piles were strong enough: piling tons of cement in bags on a platform resting on the test pile, and noting the result. Such activities gave photographers a happy time, and Mr. Pritchard provided some excellent pictures for the 1958 Gossamer.

But these preparations meant the end of the school field as a place for games; and the bulldozers were soon heaping earth on the long-preserved cricket square. The last Staff v. School match on the old site was in July 1957 when Mr. Gray captained the staff team. Such matches have since been played on West Park, as have school matches; and the former pleasant sight of white-flannelled figures outlined against the canal bank and the trees is no longer the background to lessons in certain rooms on sleepy summer afternoons. The building operations also nearly stopped teaching in Huts A, B and E. In earlier years the rattle of the mowing machine and cries of games' players had interrupted lessons in these huts, but now the roar of tractors, bulldozers, and cement mixers placed a veto on speech. The staff managed somehow, however, to keep lessons going, as the new block, vaguely suggestive of a greenhouse crossed with a ship, took shape, gleaming with glass, colourful floors, and the equipment of the laboratories. It was ready for occupation in July 1958 and the science departments then began to remove their equipment from the old science rooms.

For as soon as the builders had finished outside the main building, they moved inside to make the conversions which were part of the scheme to increase the accommodation. The old Senior Physics Laboratory was refitted as a classroom and became the Upper Sixth form room. The Junior Physics Laboratory was turned into a new Library, which, with its ordered shelves, its white paint illuminating the red wood of the counters, and its gay curtains, is the pleasantest place in the school. A substantial allowance was granted to the school by the Education Committee for buying new books, and the ordering of these kept Heads of departments and Miss Brooks, the mistress in charge of the Library busy for several weeks. A member of the County Library staff was lent to the school for some weeks to help in cataloguing the new stock and reorganising the old. As a result of the provision of the room and the financial grant, present pupils have a privilege unknown to their predecessors, in being able to

consult in pleasant surroundings a large number of books formerly not available in school. Sixth and Fifth formers, whose timetables allow them time for private study under staff supervision, now have a place to work and no longer sit on the balcony of the Hall, while a Physical Education or Music lesson goes on below, or crowd into Room 15 or the corridors. It is unfortunate that it has not been possible to put all the Junior Library stock into the new room, but it is hoped, with the provision of more shelving, to do this in time. Nothing in school life expands without making increased demands on the staff and the new Library has meant much work for Miss Brooks. As the use of the Library enters into the work of the school, it seems clear that staff will be needed primarily to run it. It can no longer function with full efficiency if treated as an extra-curricular activity.

The old Library and Sixth Form room was converted into a classroom and is now the Lower Sixth Form room; and the former Biology laboratory over the Head's room reverted to its original use as an art room and is now known as the Studio. In 1959 the old Lower Sixth Form room, Room 12, was turned into an office for Miss Adams, the secretary, and in 1960 the former girl prefects' cloakroom was converted into a room for the Deputy-Head. As a result of these conversions the science departments keep a foothold in the old building in the Advanced Chemistry Laboratory and Lecture Room, but apart from this, the new knowledge is in the new building.

Since the school field was made useless for cricket and football by the reduction in size caused by the building of the science block Mr. Gray thought it reasonable to use some of the space left for tennis courts and cricket nets. Accordingly three new tennis courts have been in use since September 1959 and members of the staff have become such an everyday sight there that the query in the 1957 Gossamer whether certain male members of staff find it draughty about the legs has an old-fashioned look. The remaining space was levelled and seeded and was used for the first time on Gala Day, July 16th, 1960. Six practice wickets have been laid out and will be used in 1961. As the building operations threatened the Coronation line of trees, running from the playground to the canteen, the trees were lifted and replanted so that they now run from the canteen to the new tennis courts.

While these changes were being made in the school field and buildings, work was begun on the playing field. In the autumn of 1958 the field was levelled and fenced off, and in spring 1959 it was seeded, but the dry summer of that year made re-seeding necessary in the autumn. Since September 1960 some limited use of the field has been possible but most school games are still played in West Park. Sports Days in 1958 and 1959 were held in West Park and during these

years it has only been the co-operation of the Long Eaton Urban District Council that has kept the athletics and games of the school going. When the field is in full use it is hoped that some changing accommodation will be provided. This is extremely desirable because of the remoteness of the field from the school, and, in spite of suggestions that a footbridge or a Bailey Bridge or a pontoon should be put across the canal, it seems likely to stay remote. In 1939 the County Council was about to build a pavilion on the former field but the war deprived the school of it. Mr Gray, hoping to induce the County Council to revive this project, has started a Pavilion Fund, which he may eventually offer to the Council as a contribution; and raising money for this Fund has been the object of several school functions and the recent Jubilee celebrations.

Though the mist of changes the present face of the staff has materialised. Miss Pinfold and Mr. Hopkin came in September 1956, and in July 1957 Mrs. Smith (formerly Miss Ballantine), Mrs. Wright Mr. Dillingham, Mr. Dudley, and Miss Walker left. In September of that year Dr. Burrow, now Head of the Biology Department, arrived and he was followed in May 1958 by Mr. Cox and Mr. Alldridge, replacing Mr. Morton and Mr. Knighton. Mr. Morton had added to Soccer and Cricket, the traditional games for the boys, Hockey; and Mr. Cox, a keen player himself, encouraged this. Mr. Alldridge has brought about, by his personal enthusiasm for the game, the present interest in Rugby football. In July 1958 Miss Lockwood, Miss Grieveson, and Mr. Sanders left. Mr. Sanders had been a leader in the Natural History Society's activities and in the White Hall outings; and has left the school a permanent reminder of his work in the present cover of the Gossamer, which he designed in 1956 to replace his own earlier design. Miss Holt became Head of the Art Department in succession to him and the department's staff was brought to strength by the appointment of Mr. Forster. At Christmas 1958 Miss Forster and Mr. Prime, perhaps the most efficient housemaster ever, left, and were followed in July 1959 by Mrs. Thomis (formerly Miss Condliffe, whose skill as a stage manager was appreciated by producers); and Mr. Greenhalgh. As Head of the Geography Department, Mr. Greenhalgh had arranged many an excursion into Derbyshire and Charnwood Forest. But daylight walking he considered tame and had for some time cherished the idea of all-night rambles. In 1958 he found enough members of staff to support him and a walk through Dovedale on the night of a full moon followed. Impressed by his map reading when he scorned the road and plunged across fields near Alstonefield and also, perhaps, by his skill at frying sausages, a similar number of staff joined him again in 1959. He was succeeded as Head of the Geography Department by Miss Jameson and Mr. Hutchinson replaced Mrs. Thomis. Mr.

### THE THIRD HEADMASTER

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and Mrs. Willey, Miss Woodward, Mrs. Bassett, Mr. Pont, and Mr. Barlow were other new members of staff during; this year.

At Easter 1960 Mr. Noble left to become Headmistress of the Beverley Girls' High School. She had taken great interest in pupils' welfare, in youth work in the district, and in the Old Scholars' Association, to the Hockey Club section of which she had presented the Mrs. Noble Trophy. Her successor as Deputy-Head was Mr. Atkinson; and Miss Henley became Senior Mistress. Mr. Ash retired at this time and was succeeded by Mr. J. Gray, and another new arrival was Mr. Driver, a former pupil at the school. The latest departures from the staff were those of Mr. Andrews, Miss Pinfold and Mr. Cox in July 1960.

But the outstanding event of 1960 was the retirement of Mr. Crompton. He had taught various subjects, Latin, History, Religious Instruction, at the school for forty one years and was the last of the old staff appointed by Mr. Clegg immediately after the First World War, and, therefore, the last teacher to be able to carry his colleagues back, in staff room reminiscence, to the early twenties. He had taught generations of pupils and was able to explain the traits of a present member of the school by reference to those of his father, or his mother, and sometimes both. Games had been a responsibility of his for some years, and he always kept an interest in them when permanent Physical Education masters had taken over their organisation; for he himself had been a keen hockey player until an accident ended his days on the playing field. Accordingly until July 1960 he had arranged House Competitions and presided, behind a sometimes unreliable microphone, at Swimming and Athletic Sports. He had been Senior Master since Mr. Mansfield's retirement and in that office had been most popular with his colleagues. He was an erudite naturalist, but was always ready to make his knowledge available to anyone who shared his interest, and often was Mr. Crompton seen in discussion with some pupil on the corridor, the latter recounting some ornithological observation and Mr. Crompton nodding agreement or gazing in surprise. The great event in the Natural History Society's Notes in 1954 is that two starlings, ringed by him at Breaston, had been reported at Novgorod and Kashim in Russia. Courtesy and unobtrusive consideration were his characteristics. A new member of staff on duty in the canteen when the windows streamed with rain, in earlier days when dinner pupils stayed there until the afternoon school bell, would see other members of staff disappearing through the door after dinner, and Mr. Crompton remaining unpretentiously behind to give moral support in the guise of conversation. His bent form, moving slowly down a corridor, dismounting deliberately from his bicycle, or sitting placidly on a shooting stick at some cricket

match, made him perhaps the best known figure in the school; and always there was his kindly smile.

A presentation by school and staff, taking, among other things, the very characteristic form of a greenhouse, showed the respect the school had for him, and it is pleasant to record that, though retired, he still joins us for some time each week to keep his hand in at his old craft.

In 1958 the Lower Sixth form produced "The Importance of Being Earnest", a successful production, which drew attention to the poor condition of the stage equipment. Temporary alterations were made to deal with this and in 1959 the switchboard was rewired, new footlights fitted and two spotlights, now fixed in the Hall walls and controlled from the the switchboard, bought. A school concert was given in March, 1959, its most striking features being the compering of Watkins and an extraordinarily effective gymnastic display, contrived most miraculously on so small a stage by Mr. Cox. Later in the year "Arms And The Man" was played with the advantage of the new lighting. It was produced by Miss Ellis, and for this and "The Importance of Being Earnest" Mrs. Thomis was stage manager. Visits to Nottingham Playhouse have continued during these years, and the Memorial Theatre, Stratford, has delighted, and sometimes puzzled, the school by its production of "Cymbeline", "Hamlet", "All's Well That Ends Well", and "The Winter's Tale." Several pupils have shown their interest in drama by joining the Derby Playhouse's Junior Playgoers' Club.

Visits abroad have increased in number and range as post-war currency restrictions and transport difficulties have been eased. In 1956 Mr. Greenhalgh, Mr. Sanders, and Miss Lockwood took a party to Norway; in 1957 Mr. Knighton, Miss Forster and Miss Lockwood visited Germany with a party of pupils: and in the same year Mr. Sanders and Mrs. Wright organised a memorable Italian tour. As German has grown as a subject of study in the school, links with Germany have been made. The first link with a German school was that with the Oberschule at Rahlstadt, Hamburg. This was followed by a link with a school at Darmstadt, which is Derbyshire's own "twin" area; and the present link is with the Einhardeschule in Selgenstadt near Frankfurt on Main. As a result of these links there have been several visits, by our children to Germany, and by German children to Long Eaton.

The two main societies of the school, the Literary and Debating Society and the Scientific Society, are an interest for many pupils. Perhaps the most memorable meeting of the former was that at which there was a crowded and sometimes ferocious discussion, at the time of the Suez- Crisis, of government policy. Mr. Andrews and Miss





THE SCHOOL FROM THE FIELD 1950



THE SCHOOL FROM THE NEW TENNIS COURTS 1960



MR. G. D. B. GRAY, M.A.

## THE THIRD HEADMASTER

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Pinfold during their stay at the school had fostered chess and the Chess Club is well supported. Dr. Burrow has given much time to encouraging music, and on any Monday afternoon at 4.15 p.m. a meditative audience may be found in the Hall listening to the Hi-Fi, and Hi-Power, record player. Mr. Forster has communicated his interest in film making to others and in 1960 the Film Club made its first film: "The Tasks of Fred Hercules."

Mr. Gray introduced various changes in the curriculum. German is available to more pupils than it was three years ago, and some pupils now study three languages: Latin, French, German. Biology and Physics are no longer necessarily alternatives for everyone, but can be taken with Chemistry by some pupils. More: Applied Mathematics and Geometrical and Machine Drawing are taught. The number of subjects studied by any individual is limited by ability, but the school now enters pupils for twenty subjects at the 'O' level of the General Certificate Examination. Pupils in each school year are divided into three or four groups, in accordance with numbers, classification being by ability, as has always been done, but this division is now fully effective in the lower school only. In the fourth and fifth years setting by subjects enables pupils of similar aptitude to be taught together, irrespective of the stream their general ability has led them to be placed in. So, a fourth stream pupil may work with first stream pupils in some particular subject, whereas in other subjects he will work with third stream and fourth stream pupils. By this means tuition can be suited more exactly to the ability of the class, for the class has been more finely selected than is possible when the teaching groups are simply the four divisions of the pupils in each school year.

During the last three years there has been an increase in the size of the Sixth Form, as is shown by the following table:

School Roll	VIth Form			Maths. and Science		
	Boys	Girls		Boys	Girls	
1960 632	50	31	- 81	39	7	- 46
1959 598	50	33	- 83	38	9	- 47
1958 578	26	24	- 50	20	8	- 28

The Sixth Form numbers also show that today, as in the past, parents are more willing to encourage boys to stay on after sixteen than they are to encourage girls. Mr. Roberts' remarks on this (Page 48) are still valid. It is clear, too, that the conception of grammar school education as lasting till eighteen is far from realisation. In 1960 thirteen per cent of the school stayed on into the Sixth form 'A' level courses, and this is above the national average. The demand for Mathematics and Science courses reflects the technical nature of our civilisation, and the above figures show that among boys science has

become the chief interest. In the popular imagination grammar schools are still too often thought of as turning out linguists and historians, who may be decorative but are not particularly useful. In fact these schools are the chief source of supply for our technicians of every kind, from the university trained engineer to the senior apprentice.

To remove such misunderstandings and make parents more aware of the nature of grammar school education and its examinations Mr. Gray has held meetings with parents each year. At these meetings parents of Fifth and Sixth Form Pupils meet the staff and can ask any questions. The staff, conversely, can suggest ways in which parents can help. These discussions have given parents a clearer understanding of the purposes of the school, and staff a more intimate awareness of individual difficulties.

Another development in the Sixth Form has been the admission of pupils from modern schools who have proved their capacity to profit from a Sixth Form course. Thus in each of the past two years transfers have been made of pupils from Wilsthorpe School, and in 1960, six such pupils entered the Grammar School. These transfers are in addition to those of pupils aged thirteen, who, though not selected for grammar school education by the 11+ selection procedure, have shown academic ability in the Modern School. Both forms of transfer are due to the concern of the Education Authority to provide suitable opportunities for all children.

As the school has grown in size academic standards have been sustained. The number of pupils taking 'O' level has risen. In 1960 more than 180 candidates sat this examination. This increase in numbers has been due partly to the decision to add to the normal entry of fifth form pupils for 'O' level subjects, fourth form pupils where the staff concerned think there is a good chance of success; and many fourth form pupils now take the examination in French and Mathematics. In this way, and in some others, the new General Certificate Examination seems to be resembling more and more the School Certificate it replaced.

Success in examinations is now publicly recognised by the presentation of certificates at Speech Day; for this institution was revived by Mr. Gray in February, 1958. The problem of accommodation has been solved by using the School Hall and giving a holiday to those members of the school who cannot be found room. Professor Dobinson of Reading University was the first guest speaker in 1958, and he was followed in 1959 by Mr. Chinn, Director of Education for Coventry. Since 1960 was the Jubilee Year of the school, it was decided that Mr. Clegg, Director of Education for the West Riding, son of the first Headmaster, and himself a former pupil, should be invited. He was able to accept this invitation and his audience

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heard an entertaining account of Sawley as it was during Samuel Clegg's Headmastership of the school, an account liberally illustrated with memorable stories.

After Speech Day former pupils, clutching certificates and prizes, depart to their various occupations. In 1959 ten boys and seven girls went to universities. Their degree courses were in Chemistry, Engineering, Mathematics, English, Economics, Zoology, Fine Arts, Medicine, and Dentistry. Six girls and one boy went to Training College. From the Sixth Form others leave for training in Estate Management, Architecture, Physiotherapy, Speech Therapy, Nursing and an increasing number of boys enter the new "Sandwich Courses" based on local industrial establishments. From the Fifth Form go recruits for every variety of local industry: engineering, insurance and commerce generally, the lace firms, public services, agriculture, and scientific laboratories.

These facts show that not only has Professor Sadler's wish to found a school closely linked to local industrial society been granted, but that the developments since 1910 have enabled it to contribute to the professions, learning, and the highest branches of industrial management.

# THE JUBILEE CELEBRATIONS

As 1960 would be the fiftieth year of the school's existence in the Tamworth Road buildings, Mr. Gray suggested that the year should be celebrated as the school's Jubilee Accordingly a meeting was held on June 26th, 1959, of various Governors and members of staff. The Chairman of the Governors, Mr. E. W. Roper, presided and the late Mr. Banks, Mr. Smith, Mr. Gray, Mr. Crompton, Mr. Wright, Mr. Pritchard, Mrs. Goodwin, Mrs. Noble, Miss Brooks, Miss Henley, Miss Adams (secretary), Edmond (Head Boy), Patricia Smith (Head Girl) were present. This Jubilee Committee decided that events to celebrate the Jubilee should be concentrated in the week 14th-21st July 1960. Sports Day would by tradition fall in this week and it was felt that the Old Scholars' Dance, usually held on the evening of Sports Day, could be turned into a Jubilee Dance. It was agreed that events should be so organised during this week as to raise funds for the Sports Pavilion, which might thus be a permanent memorial to Jubilee Year, and an approach to local business firms for subscriptions to such a memorial was agreed upon. A sub-committee was appointed to consider the possibility of producing a book which would be an account of the school's achievements and the Jubilee events. Saturday, 16th July, was decided upon as Gala Day and another sub-committee was appointed to make arrangements for a Dedication Service on 14th July. It was also decided that, although Speech Day would be outside the Jubilee Celebrations, it should be linked to them, and Mr. Gray suggested this could be done by inviting Mr. Clegg, the son of the first Headmaster, to present the prizes.

At this meeting the outline of the events of the Jubilee Year was thus settled; and the Committee organising these events remained

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substantially unchanged, Councillor Fletcher joining it as Treasurer, and Miss Turner, former Deputy-Head of the school and Mr. Mansfield, former Senior Master, being co-opted as members, and Graham and Evelyn Ellis replacing Edmond and Patricia Smith from September, 1959. At a later meeting on 1st October a proposal by Mr. Allton that H.M.S. Pinafore should be performed as part of the celebrations was welcomed by the Committee. Mr. Gray also outlined the "Buy A Brick" scheme and received approval for it. A firm calendar of events for the Jubilee Week was then agreed by the Committee.

The first public mention of the Jubilee was in an editorial in the Long Eaton Advertiser in September, 1959, and this was followed at Speech Day in February 1960 by Mr. Clegg's address describing life in Sawley and at the school in the first two decades of the century.

During June posters appeared about the district announcing tile events of the coming Jubilee Week, and on the morning of July 14th the shoppers in Long Eaton market place were surprised to see gowns and hoods flapping in the breeze as staff conducted pupils to the Mount Tabor Chapel. The address at the Commemoration Service, at which the Rev. R. Jowett presided, was given by the late Mr. Whitfield Scorer, M.A., for sixteen years Divisional Education Officer, and Clerk to the Governors of the Long Eaton Secondary Schools. It was a moving reflection upon the text from Joshua: "What mean ye by these stones?" and led Mr. Scorer to point out to the school that the stones making up the building of the Grammar School represented the ideals and hopes of the earnest fathers of the town who had seen in education a means of cultural as well as material enrichment. From showing how the material fabric corresponded to a spiritual reality Mr. Scorer emphasised that the school in the same way was a spiritual influence on those brought up in it. This led him to stress that from the earliest days its teachers had been concerned not solely with intellectual achievement but also with moral development. Thus the school, he ended by saying, was not only a spiritual instrument but also a constantly growing body of personalities, "a colony of souls." This address has now been made all the more poignant by Mr. Scorer's recent death; for it was the last public declaration by an experienced educationist of what he thought education should be.

After the Commemoration Service the school was busy preparing for the Gala on the following Saturday. Various pieces of equipment arrived; showmen's catalogues lay about the staff desks. On the preceding Friday the school was closed for lessons but pupils in jeans and every variety of overalls swarmed over the field and thronged the corridors. The mowing machine hastily cut the fresh grass and boys armed with tools from Mr. Gray's craft room began to erect stalls of many, kinds round the field.

## THE JUBILEE BOOK

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Saturday the 16th July Gala Day, rejoiced in bright weather. The Rolls Royce Works' Band blew lustily in the field. After the Opening Ceremony, performed by Mrs. F. Attenborough, daughter of Samuel Clegg, the first Headmaster, the various side shows looked for their customers and the people of the district did not disappoint them. The attendance was estimated at 1,500 and coconuts were soon falling, footballs flying, vegetables being sold, and toy trains racing round in a popular lottery. Gas-filled balloons were another attraction and, from the clouds released, the winner travelled about 90 miles and was found near Scarborough by a shepherd. Inside the old building the Art Department displayed specimens of pupils' work; the French Department illustrated French life and food, with models, photographs and bottles; and in Room 10 Mr. Driver had arranged an interesting display of photographs taken at various times in the history of the school; while in Rooms 13 and 14 the Film Club showed, at half-hour intervals, its film "The Tasks of Fred Hercules." Inside the new science block the Chemistry, Physics, and Biology Departments demonstrated the scope of their activities. Outside on the newly-grown grass at 4.30 p.m. there was a display of gymnastics and Scandinavian dancing by the Physical Education Department; and from 3.45 p.m. till 5 p.m. tea was served in the canteen. At 6 p.m. when the Gala ended, Mr. Atkinson the cashier, busy counting the takings, Mr. Cray, the handicraft master, rejoicing at having disposed of all his coconuts, and most of the rest of the staff, weary with standing, felt that a pleasant, even exhilarating, day had gone very well.

But for some staff and pupils the day was far from over for the first performance of "H.M.S. Pinafore" was given after the Gala. Mr. Allton and Miss Ellis, assisted by Miss Henley, Miss Holt, Miss Brooks, and Mr. Driver had spent the previous days putting finishing touches to dresses, to scenery, to action. Their efforts over the long period of preparation were repaid by a successful first night on the evening of Gala Day and by equal success on the following Monday and Tuesday.

Sports Day, traditionally the day when old pupils visit the school, ended the Jubilee. Because the school field was out of use West Park was the site, and turned out to be rather a wet one. For the weather which had favoured the school till now, broke in the middle of the afternoon, and announcer, recorder, and some judges were at one time sheltering under the recorder's table. In the evening there was the Jubilee Dance in the Hall, at which a presentation was made to Mr. Crompton. This Dance was well attended and had a certain exuberance about it lacking on such occasions in other years.



## THE JUBILEE CELEBRATIONS

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So the Jubilee ended, The celebrations had brought together members of the school from separated generations. Many old scholars and staff returned for the Gala and the Jubilee Dance; many who could not be present wrote, recalling with pleasure the years spent under the school's roof. Both Gala and Dance illustrated Mr. Scorer's remarks on the opening day of the celebrations, when he described the school as "a colony of souls."



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# CONCLUSION

Since the Grammar School was built about 4,500 pupils have passed along its corridors. They have come from a wide area around Long Eaton: from the boundaries of Derby, Nottingham and Loughborough. While in the school these pupils have been in close contact with relatively few teachers, and some of these teachers, Mr Clegg, Mr. Roberts, Miss Taylor, Miss Turner, Miss Evans, Miss Drake, Miss Silk, Mr. Mansfield, Mr. Crompton, Mr. Pritchard, have made the teaching of these children their life work. The interaction of these minds and those of the pupils has created the school tradition; and this in many ways, perhaps not clearly definable, has influenced the life of the district.

Many of the school's pupils on leaving school have, either immediately or after some years in the neighbourhood, moved elsewhere, and with them has gone the school's outlook. Miss Taylor has recalled an extreme example of this. An old scholar, Mr. Arthur Turner, migrated to Canada and was there disgusted by the mean school in the township where his work took him. Remembering how his old school had been regarded by him and the town as a splendid building he made it his business to campaign for a better school in his new town, and did not rest until a committee was set up and funds made available for rebuilding. The shadow of Long Eaton Grammar School stretched far in this instance.

Something of this influence in the wider sphere of national life can be measured by looking at the achievements of old pupils. These are some of the most eminent :

Professor H. Godwin	F.R.S. Professor of Botany, Cambridge.
Dr. D. Bagguley	Fellow of Brasenose College, Oxford.
Mr. R. Alton	Fellow and Bursar of S. Edmund Hall, Oxford.

## CONCLUSION

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Mr. A. B. Clegg	Director of Education, The West Riding of Yorkshire.
Miss A. Butler	Headmistress, Stourbridge County High School For Girls.
M r. F. L.	
Attenborough	Formerly Principal of University College, Leicester.
Mr. B. Grimley	Lecturer Liverpool University.

To these influential figures in learning and education must be added a host of teachers of various subjects, university and college trained, who have helped to staff the schools of England. Then there are those who have become powerful in modern industry, some of whom are :

Dr. W. L. Patrick	Managing Director, Pilkingtons Ltd., Doncaster.
Mr K. W. Palmer	Managing Director, I.C.I. Heavy Industrial Section.
Dr. S. Slater Grimley	Research Manager, Canadian Industries Ltd.
Dr. G. I. Hobday	Director of Boots Cash Chemists Ltd.
Mr. J. W. Leivers	Director of Boots Cash Chemists Ltd.

And in other fields there are Dr. W. E. Gye, F.R.S., formerly Head of Cancer Research, and Mr. T. C. Sharman, O.B.E. a distinguished Foreign Office official.

A school with such names in its records has done the state some service. Yet the school has done so much with one hand tied behind its back; for classroom accommodation has been adequate for only a few years of its history: from 1910-1918 and from 1930-1938. During the other years the staff have had to devise countless makeshifts. Fifty years after its building there is no gymnasium; and the school has only now acquired suitable playing fields. Even after the completion of the new science block and the alterations inside the old building there are deficiencies in accommodation amounting to about 11,000 sq. ft. There are plans to remedy this by providing two gymnasia, two house-craft rooms, two boys' heavy-craft rooms, a drawing office, two art and light-craft rooms, but these are as yet only on paper and prospects of fixing dates for the building of these various additions, and for the finishing of the new science block, are distant. Indeed when the time needed to build the present canteen, four years, and that needed to make the additions contemplated in the original 1910 plans, ten years, are considered, these plans seem very visionary.

On three occasions in the school's history there have been missed opportunities. The land on which the Fire Station stands could have

been bought for the school; the school could have acquired a new access by buying a house in Broad Street; playing fields and pavilion would have been provided in 1939, if only the Education Committee had moved a little faster. All these opportunities were missed because at the right moment there was either no money or permission to use available money could not be gained.

But the Education Authority has its own budget to work to and desirable activities sometimes cannot be financed. When schools exist such as some of the junior schools which can be seen up and down the country, which are a mockery of everything Professor Sadler, nearly sixty years ago, thought essential to junior schools, Long Eaton Grammar School may be content with what it has. Critics of educational expenditure must, fundamentally, look further than the Education Authority.

Schools succeed because their staffs make the most of what is available; and ask for more. A stable, conscientious staff is the greatest advantage any school can have. This, Long Eaton Grammar School has had. When there are only two Headmasters in nearly fifty years, everyone, teacher or pupil, knows how affairs are run; and the personality of each Head is of greatest effect.

The world changes and today traditional ideas about the form of secondary education, the curriculum, the place of examinations, are being questioned, as society makes changing demands on its schools.

The Grammar School meets this situation with confidence, a confidence derived from its traditions, and its faith in the leadership of the present Headmaster, supported by an able staff and a hard-working body of Governors.