

MINISTRY OF EDUCATION

Report by H. M. Inspectors
On

Red Hill School,
East Sutton, Kent

INSPECTION
14th, 15th, and 16th February, 1950

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NATURE AND SCOPE

H.M. Inspectors were informed that the School was started in March 1934 at Chislehurst by the present Principal after he had studied a number of works by psychologists and progressive educationalists. With two assistants and a Matron he undertook the task of providing therapy and education for ten maladjusted children. It is understood that these were unremunerative clinic cases and that the School was not run for profit. It was soon evident that a more isolated position would be preferred for a school of this type and in July 1935 Charlton Court, the present school building, was leased by the Principal for a period of twenty-one years. Here it was possible to accept a larger number of pupils and to build up a small teaching staff. In 1939 the Principal converted the ownership into a limited company which continued until March 1947, when, in order that the School should continue to receive pupils sent by Local Education Authorities it became necessary to conform with the regulations for Handicapped Pupils under the 1944 Education Act, a Governing Body was nominated to manage the School, the lease being assigned to three Trustees.

From the outset the School has catered for maladjusted children drawn from clinics widely scattered over the country. At first the number of applicants was not large enough to allow a choice of cases but, as the School became better known, the Principal concentrated on the needs of maladjusted children of high Intelligence Quotient sent by Local Education Authorities. From the beginning both boys and girls were admitted in the belief that a natural mixing of the sexes is necessary for the development of a healthy attitude to life. Girls have, however, always been a minority in the School, and Mistresses have not stayed long. After prolonged discussion with the Ministry of Education and a failure on the part of the School to secure suitable accommodation for girls, to establish a desirable balance between boys and girls, and to appoint a suitable proportion of women teachers, the School was closed to girls at the beginning of the Autumn Term, 1947. The School is now used solely for maladjusted boys between the ages of 11 and 18 years, sent to the Principal by Local Education Authorities and chosen by him as having a sufficiently high intelligence to benefit from the treatment and education and as being unlikely to upset the community life.

Since 1947 nine girls and forty-three boys have left the School. Their average ages at entry and leaving were 12 years 6 months (with a range from 8.0 years to 15 years, 10 months) and 16 years 2 months (with a range from 11 years, 9 months to 18 years, 6 months) respectively with an average stay in the School of 3 years, 8 months. The year 1947 was the last during which girls were allowed to stay in the school and some of those who left did so before their course was finished. For the boys alone the average age at entry and on leaving were 12 years, 4 months and 16 years, 4 months respectively with a stay of 4 years. The Principal regards a two years' stay in the School as desirable at the end of which period he hopes, in many cases, for a cure and return to a normal Grammar School. If a boy is entered at 11, he is often ready to leave at 13. Later age admissions often remain until 18 years old. Under such conditions the education given is regarded as secondary to the therapy and the aim is to give what is possible under admittedly difficult conditions. The average stay in the school and the ages of entry are such that many boys reach the First School Examination stage whilst still at School. Of the 43 boy leavers since 1947, 10 obtained the General Schools Certificate, 9 of them with matriculation exemption.

The Principal regards the suitable placing of leavers as an important part of his duty. Three of the girl leavers during the period under consideration took up nursing, two clerical work, one studied at a University and another at a Secondary School. The remaining two were still in need of care. Of the 45 boys, five returned to Primary or Secondary Schools and three continued their education at University level. Most of the remainder entered the Forces for National Service, three joined the Royal Navy. The range of civil occupations taken up is wide.

During the years 1934 - 1949 enquiries were made twice a year by the Principal upon the behaviour and adjustment of all pupils who had left the School.

The following figures and information were given by the Principal.

	Boys	Girls
Cured	98	20
Cured/improved	2	-
Improved	20	3
Improved/Failure	3	4
Withdrawn prematurely against advice of Principal or at his request before three months residence at the School	12	4

It is understood the classification "cured" implies a radical resolution of the child's maladjustment and an after history which shows him or her to be balanced, happy and contented. "Improved" means that the child now earns their living usefully, has not been in trouble with the law and is most unlikely to be involved in that trouble, but that the resolution of its conflicts is incomplete although superficially these cases appear well and orderly.

Four cases are not now traceable.

GOVERNING BODY

A Deed of Assignment by O. L. Shaw Esq. to S. Crowther Esq. and Others was completed on 3rd March 1947. Under this Deed the Settlor assigned to three trustees the residue of the lease of Charlton Court for use as a School for Special Educational Treatment to be conducted in accordance with the Rules set out in the Schedule to the Deed. This Schedule provides that the body of Managers shall, when complete, comprise not less than six persons nor more than ten persons, one or two of whom shall be appointed by the Kent County Council as Local Education Authority. Seven co-operative Managers were named in the Schedule, two of them are still members of the Board of Managers.

At the time of Inspection the Board of Managers consisted of eight members, two of them nominees of the Kent Education Committee. After the Inspection H.M. Inspectors met some of the Managers and Trustees and discussed with them, at their request, the duties and responsibilities of Managers, on which they were unusually uninformed, and certain of the points which had emerged from the Inspection. The Principal of the School also acts as Secretary to the Managers.

FINANCE

An anomalous position has arisen from the fact that this school, previously run as a purely private concern receiving only payment pupils from Local Education Authorities, has now to conform with the Handicapped Pupils and School Health Service Regulations, 1945, as a non-maintained Special School. These regulations presuppose that all such schools will have some voluntary resources. In this case the only voluntary resources are the residue of the 21 years lease of Charlton Court from July 1935 and the School furniture and equipment which, though not mentioned in the Deed of Assignment, is understood to have been transferred to the Trustees together with an inventory. It should be noted that the lease of Charlton Court involves an annual rent of £230 plus rates and taxes amounting to another £200 in 1948 - 1949, is understood to include a dilapidation clause and to have only six years to run from July 1950. The premises are not in a good state of repair and the lease may turn out to be a liability.

At present the whole cost of maintenance, including repairs and alterations to the premises and furniture is met from fees paid by Local Education Authorities and the Direct Grant which may be made by the Ministry of Education. So long as this arrangement continues it will be necessary for the fees to be fixed on the basis of an estimate of the expenditure necessary to maintain the School in a state of efficiency, but in view of the short lease, repair work should be restricted to the minimum necessary to keep the

School running and no substantial works, such as the rewiring recently undertaken, should be embarked upon without prior approval of the Ministry of Education unless it were dangerous not to do so.

Accounts are submitted annually to the Ministry of Education.

BUILDINGS AND EQUIPMENT

Charlton Court is an early seventeenth century house, situated in about 22 acres of ground, nine miles to the south-west of Maidstone. It is suitably isolated and yet easy of access to a small town which offers adequate amenities.

The general state of repair and maintenance of the building is poor, the building is not suitably adapted for school use, and is incapable of being so adapted except at considerable expense.

The house is planned on three floors, and has two internal, wooden staircases. There is no external fire escape. On the second floor the fire risks are considerable and from the room known as the East Attic there is only one escape by a narrow wooden staircase. The advice of the Fire Service should be sought without delay. Fire hazards are the greater in a school that holds the view that fire practice cannot take place for fear of the results of suggestion.

On the ground floor the dining-room is adequate in size for the numbers but has also to be used as a classroom. The kitchen, which is most conveniently sited in relation to the dining-room is adequate in size, light and airy. The facilities for washing up include two very chipped sinks in the scullery; these are unsatisfactory and urgently in need of attention.

There is no overcrowding in the dormitories in the main building and beds are correctly spaced. In no dormitory is ventilation good because the small area of casement type window that opens is too small, nor is good cross ventilation possible anywhere. One dormitory on the ground floor has a stone floor. The sick room which contains two beds, has floor space sufficient only for one. The harness room of the stables contains two beds and is used for two boys; the ventilation is poor. Outside are seven huts, each 57 sq. ft. in area; three contain single beds and four contain two tier bunks. From these there is no easy access to sanitary offices. Moreover, these seven huts are quite unsuitable for permanent use as sleeping quarters; the floor space is only just sufficient for one boy and ventilation is quite inadequate. Under no circumstances should two boys sleep in one of these huts.

The Library, two other rooms in the house, two huts, and the dining-room, provide, in all, six classroom spaces. They are adequate for the small numbers - always less than fifteen in each class - but are in a bad state of decoration. They are also used as day rooms. The only place for assembly of the whole school is the Dining Room.

During the Inspection the building was cold. It was understood that the central heating system is not used because boys interfere with the radiator taps. In general there is a marked lack of furniture and of comfort in the parts of the building used by the boys. It is of course realised that in a school such as this damage is frequent and more extensive than is usual. Nevertheless if better facilities cannot generally be made available for all the boys, it is suggested that it might at least be possible to provide one room in which higher standards were maintained, the use of which could be made a privilege for those who had learned to respect school property. The loft over the stables serves for crafts and hobbies, but the facilities are virtually non-existent. Sanitary accommodation is inadequate, the total number of W.C.s being 5, of slipper baths 3 and basins 6. There are no urinals.

During the Inspection a number of equipment deficiencies were discussed. Because the cost of remedying these deficiencies would fall indirectly on public funds it is suggested that the Managers should review their total needs, with a view to submitting, for consideration by the Ministry of Education, a programme for the future.

A considerable part of the grounds is under cultivation for food. The ground available for games is sufficient for the limited part they play in the existing curriculum.

H.M. Inspectors were informed that the National Fire Service surveyed the premises in May 1947 and that action had been taken on all the recommendations. It transpired that this action was taken quite recently. Even so, H.M. Inspectors were not satisfied that the building is sufficiently safe in the event of fire.

LIBRARY

The importance of the School Library is fully realised, and a large sum is spent annually on books. The collection is still small, but most departments of study have a suitable nucleus of reference books. The text-book collection is not yet very large, but books needed for only a short time are borrowed from the County Library in small sets. Besides a small permanent supply of boys' stories for spare-time reading, fiction is also obtained on loan from the County Library. The issue and return of books to the Library, and also the care of borrowed books, is in the hands of a committee of boys.

STAFF

The School is under the direct control of the Principal. Before his interests turned to the education of maladjusted children he was an analytical chemist. There has been some confusion as to his degree qualifications but it now appears that he is a non-graduate and has no teaching or psychology qualification other than his reading and experience. In addition to his general oversight of the School he carries out the therapy described in the medical section of this Report. To fit himself for this work he finds it essential to remain detached from the general discipline of the School and classroom and therefore delegates the "Headmastership" to his Senior Master, a trained Science graduate of Leeds University, who had experience of Elementary School teaching before joining this school when it opened at East Sutton. The five remaining members of the staff include two trained graduates of Oxford and Wales, appointed in 1944 and 1946 respectively, two teachers of continental origin, one with a degree of Paris University appointed in 1948, the other with London Matriculation and three Intermediate passes appointed in 1946. A young woman recently graduated from London University in Psychology and Sociology joined the staff a month before the Inspection.

As a whole the staff compares fairly well with the average small Independent Grammar School, but other and less usual qualities are required here. The Senior Master and one other take some part in psychotherapy whilst all teachers must play their own part in the general aim of the School, which is therapeutic.

The proportion of teaching staff to boys - two teachers to every 15 boys, is much more generous than is the staffing in the most expensive Public Schools. The Principal considers that the optimum size for a school of this type is 50 to 55. At this level - which is not possible in the existing premises - a small staffing economy might be effected but the present school could not afford to lose staff without endangering its Grammar School standards. Work in such a school as this makes unusual demands upon the staff both in and out of school. The School is never completely closed and staff are completely free from the School for only six weeks of the year despite the strain of maintaining a discipline which presents many unusual and difficult problems.

GENERAL MEDICAL ARRANGEMENTS

These can be considered satisfactory.

A State registered mental nurse attends to nursing and household duties. Another State registered nurse has been attending to nursing and linen room duties but has just retired, for domestic reasons. With only forty-five boys in the School, nearly all of whom are senior pupils, it cannot be said that a resident nurse is essential, but, as the Principal feels there is need for one, his wishes in this matter should be respected. A general practitioner, living at Sutton Valence, is on call when required. He pays no regular visits, nor is this necessary. Boys can be sent to his surgery. He carries out an annual routine medical inspection. Routine medical inspection is also carried out at the School by an assistant school medical officer on the Kent County Council staff. All boys are weighed and measured each term and the increments are reported as being satisfactory. The records are adequately kept. During the winter months all boys have cod liver oil and malt at the morning break. The inspecting Medical Officer was glad to note that no routine aperients were given, reliance being placed on diet, exercise and regular habits.

Dental Arrangements

A Kent County Council Dental Officer visits and does an annual inspection, any necessary treatment being given at the school clinic at Sutton Valence. Dental emergency work is dealt with by a dentist in Maidstone.

Hospital Arrangements

Emergency medical or surgical cases are admitted to the West Kent General Hospital, Maidstone. During the past five years there have been three cases of appendicectomy. For special conditions, aural, ophthalmic, orthopaedic, etc., use is made of the Kent County Ophthalmic and Aural Hospital, Maidstone, or of any appropriate London Hospital.

Infectious Diseases

During the past five years, there has been no undue prevalence of infectious disease, and no outbreak of gastro-enteritis or food poisoning. Two cases of scarlet fever occurred in 1946, and one member of the staff and two boys were suspected of having Rubella in 1947. There have been three influenza epidemics in winter months. Boys suffering from infectious diseases are admitted to the Isolation Hospital in Frant Road, Maidstone.

Diphtheria immunisation is carried out, but no planned scheme either for ascertainment of susceptibles, by routine Schick testing, or for the giving of booster doses with prophylactic material suitable to the age of the pupils is in force. The Principal will attend to these points.

SPECIAL MEDICAL ARRANGEMENTS

A consulting psychiatrist makes periodic visits, usually about once a month. He sees doubtful and difficult cases, and any showing evidence of psychosis. He gives both individual and group consultations. Both the psychiatrist and the Principal consider that this arrangement works satisfactorily.

The Principal carries out regular psychotherapy. Although having no academic qualification, he appears to have read extensively and to have profited from the practical experience of many years. There is much that is intuitive in his work, in addition to a strong Freudian bias. It should, however, be noted that the conditions for approval as a boarding Special School conveyed in a letter from the Ministry of Education dated 20th March 1947 laid down that "The Managers must ensure that psycho-analysis or other psychiatric treatment given by the present Principal - or by any other person - is given only after prescription by and under the direction of a psychiatrist, i.e. 'a medical practitioner possessing special experience of the particular disability from which the pupils suffer'".

The records are full, and are conscientiously and carefully kept. There is a good system of contact with the child's home, school and child guidance centre, so that any information that might be helpful in diagnosis and treatment is obtained. Follow up is stated to be very thorough, and the Principal claims that he has lost touch with only four boys who have passed through his hands since the School was opened. Many boys keep in touch by letter or by visits, of their own accord. This is very creditable and must entail a great amount of work.

Children are accepted for admission from all over the country. The type of boy admitted is now more carefully chosen than was the case some years ago. The boy and parent, when available, are always interviewed at the School prior to acceptance. This is with the object of protecting the community by refusing to admit any child who would be capable of upsetting it badly, or, to a lesser extent, of protecting the occasional boy who might himself be harmed by admission to the group. Those showing evidence of psychosis are not, as a rule, admitted, although at present four boys are near the borderline. Intelligent boys, with Intelligence Quotients of 120 and over, are preferred. On the whole, there is a tendency to exclude the most seriously maladjusted boys, whereas the policy in the School's early days was to accept anyone, however severe his maladjustment. However, the type of boy now admitted usually belongs to that group of seriously maladjusted boys for whom provision in the country is still seriously deficient.

It is surprising that nothing has been done to overcome the general drabness of the School, and to make use of colour, decent furnishings, fittings and equipment, as aids in the process of readjustment. More scope could be given to the women members of staff in making the dining and common rooms more attractive.

ORGANISATION, CURRICULUM AND STANDARD OF WORK

With so small a school of boys with so marked individual characteristics and needs, organisation presents a number of unusual difficulties. The boys are of high intelligence but of low educational attainment and small groups with a wider age range are almost unavoidable and reorganisation is necessary every term. Attendance at classes is encouraged rather than enforced, attendance being brought in largely by routine. With a small staff it is difficult to provide a full curriculum but consideration should be given to the question whether Physical Education, Music and the Arts and Crafts could make a larger contribution to both education and therapy. On entering the School the boys are often at least two to three years below the normal standard for their age and intelligence. In many cases this lost ground is recovered before they leave the School. The teaching week is considerably shorter than in other Grammar Schools and, subject to a continuous watch on the effect on boys' behaviour, a greater pride in standards of performance might be encouraged. It must be added that a spirit of steady industry pervaded the more Senior Forms and that these boys appeared to have learnt to work on their own. More detailed reports on work and achievement in the subjects of the curriculum follow.

A small number of boys is presented for external examinations which, quite rightly, are regarded as a secondary objective. The examination is taken at an unusually late age but these candidates would probably have missed the opportunity altogether in the normal primary - secondary system.

Attention has already been given to the changes which will follow from the change in the examination system. For the most senior boys teaching takes the form of individual coaching. At the time of the Inspection three boys were preparing for the London Intermediate Examination, one in Science, one in Arts and one in Law.

SUBJECTS OF INSTRUCTION

Religious Instruction

Two Forms only, the Seniors and Juniors, have a single weekly period of Religious Instruction in school-time. The Juniors are studying St. Luke's Gospel and the Seniors the early civilisations. The one lesson heard was lively, interesting and full. The boys were asked for and made a considerable contribution and they had remembered a good deal from previous lessons. It

seems a pity that more boys cannot have the benefit of this very good teaching.

English

The English, with the exception of a little of the work of the Junior form, which is taken by the Art specialist, is in the hands of one Master who, besides being well read, and capable of interesting even the younger boys in literature, can see in their written work the boys produce evidence throwing light on their psychological condition.

It is clear that many, perhaps the majority, of the boys enter the School in a very backward state, poor spellers, careless in handwriting, and confused in expression. This is not surprising. Some have had broken schooling, and most have had periods of acute anxiety and mental stress that have kept them from putting their minds to work in their previous schools. The normal problem of teaching clear written and spoken expression of thought is complicated, first, by the difficulty of initial backwardness, second, by the continuing though lessening mental disturbance which arises when creative work is called for and distracts the boys' attention from the mechanics of English, and third, by the practice of using some of the composition exercises as outlets for the boys' feelings which they might not care to express in speech. These three points are recognised by this Master. The English course is satisfactory in balance between literature and language. The lessons are presented in an interesting way and cause oral response which, though unsatisfactory in articulation - which is generally slovenly - shows that they go "home".

Reading difficulties seem to be successfully overcome, but problems of untidy and inaccurate written expression are more resistant because more closely linked with the boys' emotional state. It is particularly difficult to get them to take pride in their work; and it is felt that special attention should be given to this not only by the English specialist but by the Principal and other staff, for it is apparent in other directions. Emotional factors in spelling, and the very large amount of overt and concealed left-handedness may prevent a normal standard being achieved, but with those boys whose psychological progress is more marked, a greater improvement may be expected. The present low standard of neatness, of handwriting and spelling at the School Certificate stage may seriously imperil boys' chances of high scores in examinations however good their matter may be, and it is often very good. Too many of the compositions are marred by a smart, "clever" cynical attitude on the part of the writers which is somewhat disturbing if it is a true reflection of the tone of the school.

In studying literature, which is the expression of the thoughts and feelings of others, emotional obstacles are not so apparent. In general the boys' vocabulary is wide for their age, reflection of their high average intelligence; and they readily comprehend and appreciate what they read. They are incited to read widely, and the library is well used. Besides the books set for examinations, which seem to be thoroughly discussed, they show acquaintance with a considerable field of good literature, including books other than the English classics. A short course on the history of the drama has included the reading of a Greek play in translation, and medieval moralities in modernised form, with a discussion of the methods of production and staging.

Sixth Form work in English is in its infancy; only one boy at present has just begun a course above School Certificate level. The work consists of individual study and tutorial work with the Master; methods of directing, stimulating, and checking reading have yet to be devised. Fortunately self-criticism is apparent.

History and Geography

The Oxford graduate who teaches both these subjects wisely believes that in this school the creation of interest is of greater importance than the inculcation of knowledge. To this end he has drawn up a History syllabus which is mainly concerned with a wide range of social history but also provides for some study of local history, especially through visits to neighbouring places of interest: while the Geography syllabus contains, for the younger boys at least, work of a 'project' nature as well as opportunity for practical work out-of-doors. The Master's general classroom practice, however, seemed a little disappointing. Though some of the boys are doing good work in making systematic records of, for example, the weather, in their History lessons they were not asked to contribute beyond making a drawing of or writing a short composition about the information - invariably interesting - which had just been given to them. It is suggested that more responsibility for the work in hand should be laid upon the boys and greater demands made of them, for in this way added interest in the subject matter will probably be engendered and more knowledge acquired. An obvious and valuable method of combining the two subjects and of affording opportunities for responsible and constructive work by the boys, acting under the Master's skilled guidance, would be to undertake a series of local surveys in this neighbourhood which is admirable for the purpose. And such enterprises might well prove to be particularly suitable for these children. Another suggestion is an intensive study by individuals or syndicates of some aspect or aspects - interesting to them - of a limited period of History. For these and similar methods books and other materials are necessary, and here the County Library may be willing to help. But in any case the School needs a supply of appropriate History text-books, and, especially if local surveys are to be undertaken, Ordnance maps of the district. It would be of considerable help to the teacher, if he could have his own classroom for these subjects.

Latin

This subject is not usually included in the curriculum, but recently two boys who needed it for the School Certificate were successfully coached for this purpose by the Senior Master, achieving not only good marks but an interest in the language. No Latin was going on at the time of the Inspection, though one boy will be taking it for the intermediate examination, together with English and History. The staff cannot afford time during the regular lessons to teach him.

French

The French teaching is in the hands of a Master of Polish origin who has acquired confidence and fluency in spoken French through years of residence in France. He is teaching his pupils the spoken language and is at the same time arousing interest in French and the French people. Songs are introduced and an interesting use is made of the epidiascope for the teaching of vocabulary. All that is needed to make this Master a really effective teacher of French is a short training in modern language teaching technique. At the moment there is a tendency to confuse two methods; translation is introduced at too early a stage to allow the maximum benefit to be derived from the direct method. Alternative means of testing comprehension should be considered so that French can be, in the fullest possible measure, the language of the classroom.

Lessons are carefully prepared but the writing beforehand of a progressive syllabus would result in a greater clarity of aims and method.

The lively, visual representation of vocabulary is excellent at the beginners' stage and the knowledge thus acquired could very profitably be consolidated by exercises in free composition. The use of the comic strip, however, would be more valuable linguistically if it came at a later stage. It would probably provide very good introduction to the rapid reader but with beginners it is never wise to depart from a closely controlled vocabulary. They need to become fluent with a limited vocabulary which they can gradually extend and are apt to be discouraged by hearing too many unfamiliar words at once.

The grammar teaching is thorough but inclined to be taught in isolation. Perhaps the greatest scope for future progress lies in the development of reading. The present content is rather juvenile for the upper Forms, though it is recognised that continuity is not easily attainable in a school of this type.

The situation is quite promising; some of the older boys are reasonably fluent and the attention paid to idiomatic French is one of the strongest features of the course.

Mathematics

The boys differ considerably in their abilities, attainments, and powers of application. As a result the work in the two bottom Forms is entirely individual. In Form J there is much retardation, and assignments are given in arithmetic only. Algebra is started in Form I when the boys are ready for it. The Master in charge of these classes, though unqualified, has a natural gift for teaching.

Individual work in algebra and arithmetic continues in the top two Forms, but the introduction of geometry in Form S provides an opportunity for class teaching. The work is in the hands of a graduate Master with an honours degree in mathematics. His many years experience in the School has given him considerable insight into the needs of the boys, and his quiet, sympathetic manner is very effective.

The levels of attainment in the several Forms suggest that the rate of progress increases as the boys settle down. The standard in the top Form compares moderately well with that reached by less able but rather younger boys in an ordinary Grammar School. The appearance of written work, however, is inferior; the figuring and presentation particularly, though improving, leave much to be desired.

Both Masters organise their work well and keep careful records of individual progress, but, necessarily, the system severely limits the stimulus which the boys might otherwise derive from the class discussion of difficult topics comprehensively treated. The opportunity which arises with the commencement of geometry is, unfortunately, largely nullified by the formal and old-fashioned treatment of this branch of the subject. A more modern text-book should be consulted, and, before any formal geometry is attempted, the ground should be thoroughly prepared by giving the boys some experience of the practical aspects of the subject. Simple surveying, and easy navigational exercises suggest themselves as obvious possibilities which might be attempted even with the youngest boys. The drawing and interpretation of graphs might also provide classwork with the lowest Forms.

Advance work is being done by one of the boys in the small post-matriculation group.

Science

The place of Science in the Curriculum is recognised by the weekly allotment of two periods to each of the Junior Forms, and three and four periods to Forms S and M respectively.

The teaching is entrusted to the Masters who take the Forms for Mathematics. Each of them is responsible for drafting his own scheme of work.

Until this term it was the practice to invite boys in the Junior Forms to submit lists of questions at the beginning of the year, and for the Master to devise a syllabus aimed at supplying the answers. This has now been abandoned in favour of a course of General Science, which, it is hoped, will prove to be a more adequate foundation for the work of the two Senior Forms where boys are prepared for the Science papers of the General Certificate of Education.

Practical demonstrations in physics and chemistry are given in a room adjoining the stables. Equipment is very scanty and the accommodation is sufficient only for four or five boys at a time. The use of this room

involves splitting the class, one half receiving instruction from the Master, while the other half is set to read the relevant chapter in the text-book. Clearly the facilities are quite inadequate, and it is the more unfortunate that the natural facilities for biological studies have, so far, been neglected.

At the time of the Inspection, Forms M and S had undertaken no written work in connection with their current studies, while that of Forms I and J consisted of a few dictated notes chiefly relating to the Mathematical topics with which the term's programme had commenced. No appraisal of the written work is therefore possible. Other evidence would suggest that many of the boys find the subject interesting, and it is worthy of record that, of the sixteen candidates who have taken the subject in the School Certificate Examination during the past four years, only one has failed to achieve a credit standard.

Art and Crafts

The young Mistress responsible for Art and Crafts has had no previous teaching experience, and has been here only one month. She is a graduate in Psychology and Sociology, but has no qualifications in Art and Crafts. Although she shows interest in the theoretical aspects of the subject, practical training is necessary before she can be considered adequately equipped to recognise and meet the needs of the pupils in this important part of their education. Her willingness to undergo such training shows a realisation of the work to be done; this, together with her sympathetic understanding of these boys' peculiar problems, her firmness and her restraint, suggest that she will prove a useful member of the staff of this school. At present the Art Mistress confines herself to the encouragement of efforts initiated by the boys; guidance is tentative, and there is evidence that a more positive approach will be needed to develop fully the potentialities of each individual.

The scope of the work is limited mainly to pictorial and abstract composition on paper; pencil or pastel is most commonly used. There is room for bold experiment with richer and more varied media; body-colour, with its possibilities for individual and subtle colour should be more frequently employed, while experiences with a wide range of textures in three-dimensional expression would provide a useful stimulus. A little elementary modelling and carving has been attempted, and, during leisure time, some utilitarian bookbinding and a variety of models have been produced. Crafts should, however, be given greater emphasis in the curriculum.

In the past, graphic expression of quality has been achieved and the School has built up something of a tradition in formalised abstract composition. The influence of this tradition lingers, but there is a tendency towards imitative repetition which may not always reflect individual feeling. The boys approach their work in apparent freedom, but a sense of direction is lacking and more effort might well be demanded. Many of the works were not carried to a significant stage of completion, and there was some aesthetically unpleasing work which, although perhaps playing some part in the mental problems of the boys, could with advantage be considered with relation to the salutary growth of each individual's power of expression.

The cultivation of a sense of achievement by the attainment of satisfying levels in craftsmanship, and the growth of discrimination, aided by more opportunities for studying good reproductions, would be of value to these boys. Much of their work suggests that ideas are consciously drawn from the boys' past experiences. The encouragement of an increasing awareness of the rich material offered by their present environment would at once supply a fertile source of inspiration and, in providing a vital contact with external reality, make a positive contribution to the boys' well-being.

Music

Possibly owing to a lack of suitable accommodation, inability to find time on the time-table, and the fact that a Music teacher has not been appointed to the staff, Music does not appear as a subject of instruction in the Curriculum of the School. On many grounds it seems difficult to justify

this omission, since in a school of this type Music would surely have much to offer to most if not all the boys.

However it is encouraging that the boys have access to two pianos, and if they wish to teach themselves how to read music and how to play the piano, they can be assured of sympathetic help from the staff. In fact, one such boy has made remarkable progress in a very short time. Arrangements have also been made for those who wish to attend concerts and to listen to talks on Music which are given in Maidstone. It is understood also that a lecture recital is given at least once each term to all boys by the staff lecturer, Oxford University Extension Society; that community singing does take place; and that the boys may listen to wireless transmission which is installed in the dormitories.

It was suggested that the re-introduction of percussion band work for the younger boys, and the introduction of recorders for all might provide "music making" of an interesting, worth-while nature for most.

SCHOOL MEALS

Good well cooked meals are served at the School. Full rations are used and fresh vegetables and fruit from the garden add variety to the diet.

The service of the meal would be improved if plates were warmed in a hot cupboard, and the dining-room made more attractive by the purchase of good table appointments.

The boys help in the kitchen and in the dining-room. Some of these duties are voluntary and they are paid for the work and some are their daily duties which they are expected to carry out as part of community life.

Some improvement is needed in the scullery for washing-up to be carried out hygienically.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE

The School does not open with a daily act of corporate worship nor with a daily assembly. This is the deliberate policy of the Principal who considers it essential that any trace of insincerity should be abjured. If a daily assembly were enforced most of the boys would consider it hypocritical.

A car, provided at the School's expense, takes Roman Catholic boys to Mass each Sunday; others are free to attend their own churches but they rarely do so.

It is a principle of the School that the boys should take as large a share as possible in the running of school life and the maintenance of discipline. To this end an elaborate organisation, supported by minutes and records, has been built up over the years to assist the boys in carrying responsibilities for which, on admission, many are ill suited. This organisation implies a recognition of the School as a community of children and adults in which the latter have only their natural prestige to support their authority, and, with the exception of matters which affect the psychological treatment of individuals, which are withdrawn by the Principal from consideration by the boys, anything within reason may be questioned. Nearly half the boys in the School are members of Committees for looking after the Library, sports activities and general questions of hygiene, and food. Those committees report to a bi-weekly community meeting, at which anything which is not of a disciplinary nature is discussed. The latter is dealt with at "Courts" which are held more than once a week, attended by all boys and staff. The records of these community meetings seen indicated that they were used to foster a sense of the inter-dependence of the members of the community, but that the discussions sometimes dragged on in an unprofitable way because many of the boys did not understand the issues involved, for example, in the method of accounting of the community fund.

The Court which was attended also left some impression of futility. Granted that the culprits accepted the Court's decisions with acquiescence,

in itself no small achievement, it was evident that the succession of petty claims for justice was boring in the extreme to those not immediately concerned. The principle of *de minimis non curat lex* should be better inculcated: indistinct and slovenly speech be made an offence against the dignity of the Court: and the principle of the decisions made clearer. There is a distinct danger that in its present form it may encourage tale-bearing. It appeared a very questionable proceeding to allow a Master's disciplinary fine to be the subject of appeal to the Court. Many of the claims seemed suitable for "settlement out of court" before a Master or senior boy. Therefore, while the idea of a court of the whole community has certain attractions, its field of application might with advantage be narrowed and its conduct overhauled. The boy Chairman did his best in a very prolonged and difficult situation, but some ad hoc training is clearly desirable.

Other out of school activities are much less formal, some are regulated by committees, other hobbies and interests are fostered by individual members of the staff who are very closely identified with the Community and give their time liberally. An account of these activities compiled by the Principal was handed to H.M. Inspectors for the Ministry's information.

GENERAL CONCLUSIONS

It is difficult to overestimate the importance of the task attempted by this school. Apart from the obvious human necessity of helping these maladjusted children to take their place in society and to lead useful and happy lives the highly intelligent maladjusted members of the community are a potential source of damage and expense far greater than that involved in reclaiming them.

The Principal of this school has been, with a few others, a pioneer in this field, and now has some sixteen years experience in dealing with maladjusted children. By the very nature of the work the process of psychotherapy is almost beyond observation and the results are difficult to assess with any certainty. At this school the boys receive a more ordered life, which in itself probably has great therapeutic value. They can receive systematic psychiatric treatment, they are given an opportunity to study under sympathetic guidance and are assisted to find suitable work on leaving.

Recent educational legislation has made possible active participation in this work by Local Education Authorities and the Ministry of Education. The problem which must be faced is how best to secure the experience, enterprise, and enthusiasm of the pioneers without losing the control of expenditure and oversight of methods which is essential to maintenance from public funds.

APPENDIX

Numbers and Ages of Pupils in Forms.

			Number of Boys in the School whose ages reckoned on 24 th January, 1950 were:-							
Form	Total No. of Pupils.	Average Age	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over
J	9	Y.M. 12.7	2	4	2	1				
I	14	13.1	2	8		2	2			
S	8	14.7		1	3	2	1		1	
M	9	15.6				1	6	2		
Post M	3	17.7							2	1
Boy 1 M	1	14.8				1				
Boy 2 C	1	17.11							1	
Boy 3 H	1	18.1								1
Totals	46	-	4	13	5	7	9	2	4	2

KENT:
EAST SUTTON, RED HILL SCHOOL

Full Inspection held on 14th, 15th and 16th February, 1950

Panel of Inspectors

H.M.I. Mr. W. J. Heasman (R.I.)	Science.
H.M.I. Miss M. M. Lindsay	General Inspector for Schools.
H.M.I. Mr. A. F. Alington	Religious Instruction, History, Geography, Latin.
H.M.I. Mr. R. W. Morris	Mathematics, Science.
H.M.I. Mr. J. Lumsden	English, Library, Special Disciplinary Methods.
Dr. C. B. Huss	Medical Supervision and Boarding, Therapy.
H.M.I. Mr. E. D. Cooke	Arts and Crafts.
H.M.I. Mr. A. W. Holton	Music.
H.M.I. Miss B. H. Mackay	Meals
H.M.I. Miss D. D. Pilkington	French

Report of Conference with the Governing Body held at the School
on 16th February 1950.

Present

Governors

The Rev. Mr. Purcell (Chairman)
Mr. Oxendale
Mr. Skinner
Dr. Bloom
Dr. Moore

H. M. Inspectors

H.M.I. Mr. W. J. Heasman (R.I.)
H.M.I. Miss L. Lindsay
Dr. Huss

Three Governors, Dr. Marjorie Day and Mr. Charles Brooke, Kent L.E.A. representatives and the Rev. Mr. Watt were not present.

H.M. Absent

Preliminaries. H.M.I. Mr. Heasman explained to the Governors that it was normal procedure to meet first without the Head Master, but that the Inspectors had nothing to say that should not be said before him. There might, of course, be certain things that the Governors wished to raise in his absence.

Individual members raised the question of their responsibility as Governors. Mr Heasman explained their position as responsible citizens to see that the School was run to the requirements of the Ministry. There seemed to be some anxiety in the minds of some of the Governors lest they should be held responsible financially especially as they were very aware that the building might be a liability. It was explained that the Trustees were probably responsible financially. The Governors pressed R.I. to ask the Ministry of Education for a definition of their responsibilities. R.I. agreed to do so. Mr. Heasman mentioned the fact that the Ministry communicated with the Governors through the Clerk to the Governors. In this school, there was the unusual position of the Head Master acting in that capacity and this might cause difficulties.

H.M. Present

The above was repeated in the presence of Mr. Shaw the Head Master. (Mr. Shaw boasts that he selects and grooms his Governors and it did appear as if they were not made wholly aware of their duties or of all that was going on, particularly with regard to the premises. It was unfortunate that the two members of the Kent L.E.A. were not present, though the time had been fixed to suit the Governors' convenience).

Inspection. Mr Heasman explained why there had been such a large panel of Inspectors. The School though small was important since it provided for

maladjusted boys who were very bright. In the report therapy would be considered as well as education and as regards the latter the boys' needs covered as wide a field as a Grammar School for 800. In reply to questions Mr. Heasman explained the position of H.M.Is, that they were appointed by the King in Council, did not represent the Ministry but reported to the Minister who could issue or withhold the Report. The Panel for Inspection had included representatives for the Special Educational Treatment side. (Dr. Huss, H.M.Is. Mr. Lumsden and Miss Lindsay) and a team of H.M.Is. covering various subjects - History and Geography (H.M.I. Mr. Alington); Art (H.M.I. Mr. Cooke); Meals (H.M.I. Miss Mackay); English (H.M.I. Mr. Lumsden). Physical Education would be inspected later by H.M.I. Mr. Goddard.

Report. Mr Heasman then went on to indicate what the Report would reveal under different headings -

Therapy. By its very nature it was impossible to have direct evidence of the value of the therapy being given or of what actually takes place in the treatment, but the records were thorough and it appeared that the visiting Psychiatrist and the individual Authorities who sent boys to the School were convinced that good work was being done.

Premises. These were, frankly, quite unsuitable and it was impossible to see how they could be made suitable without unjustifiable expense. Particular points were as follows:-

Fire hazards. These seemed great, the fire service survey notwithstanding.

Kitchens. Were good and clean but sinks needed improvement. (Mr. Shaw interpolated that estimates for their replacement had already been called for).

Dormitories. These were not overcrowded but there was no room for any more beds. The huts were quite unsuitable for permanent use, the ventilation was inadequate and the floor space only enough for one boy. In no case should two boys share a hut.

Sanitary accommodation. Fell short of regulations in W.C., Bath, and wash basin requirements.

The wooden staircase was at present dangerous but it was noted that this was to be remedied immediately.

Teaching space. It was noted that there was need of an Assembly Hall and practical rooms; that there was no gymnasium and that the Library and dining room had to be used as classrooms.

It was stressed that the building was comfortless and cold. It was understood that misuse by the boys prevented use of the hot water radiators but some other means of heat should be provided. The rooms were drab and the furniture in a poor state and purely utilitarian. It was of course a difficulty that damage to furniture and building was a constant factor, but it had been found in other schools that such damage was more likely to grow less where it was attended to at once. There should be at least one room which showed a standard of taste and comfort which might be used by those boys who had attained a certain degree of control.

At this point the Head Master mentioned the question of expense. He agreed with what had been said but replacements required more money than they got from the fees. At the moment the house was being rewired and though the Ministry were paying 60 per cent of the cost, it would be difficult to meet the rest out of their only source of revenue - the fees.

Mr. Heasman said that yearly estimates, on which the fee was based, should allow for such expenses. As H.M. Inspector it was his duty to say what was desirable. If this means that the fee should be increased the Governors should take the matter up with the Ministry who would decide. The anomalous position in the School was that it was governed by a body with no capital. If the Governing Body could not raise funds the question of its future might be raised. Replying to questions R.I. said that it would be possible for the School to be run by a Local Education Authority or by a body representing L.E.As. or for the Ministry to nominate Governors.

At this point members of the Governing Body pressed the Head Master for details about the state of the roof, especially the main chimney stack which was reported to be unsafe. The Head Master read extracts from correspondence on the matter and said that on May 2nd it had been reported that although not unsafe two feet should be taken off the main stack.

It appeared to the H.M.Is. and Dr. Huss that not all the facts were being disclosed by Mr. Shaw and the terms of the lease remained vague in their minds and in those of the Governing Body.

Mr. Heasman then continued with the subjects of the Report.

Discipline. The details of this had been discussed with the Head Master. There was, as the Governors knew, a large measure of self-government in the School, carried further than was usual.

Subjects of the Curriculum. Mr Heasman said that in general the curriculum was suitable although an extension of the teaching of Physical Education, Crafts and Music, would be helpful to the boys. The Music teaching which had been given to a few boys was very good. The different H.M.Is. had discussed the various subjects with the Head Master and it was not proposed to go into that at this meeting.

Cost of Teaching. Compared with the total cost of the School, the amount spent on teacher's salaries was relatively low but the School was expensive because of the small numbers.

Amount of teaching time. The amount of teaching time the boys received was less than at ordinary schools but it was realised that consideration of therapy came in here.

Thought might be given to the possibility of extending the time given to teaching but it must be left to the Head Master to decide how far the boys could be pressed. The staff worked very hard, having much supervision in addition to actual teaching and only six weeks holiday in the year.

Conclusions. Mr. Heasman spoke of the importance of the task of education very intelligent maladjusted boys who, if not given appropriate treatment, might become a great future expense to the country. This would be stressed in the report. He spoke of the lack of attention generally in the country to the problem, the lack of knowledge and accommodation. Mr. Shaw had been a pioneer in the work who had definite views about the most useful treatment. Not everyone would agree with his views but there could be no final opinion until there was more knowledge and meantime pioneers with courage to take the risks which these methods might involve should be allowed to carry on their work.

At Red Hill these boys were being given opportunities for a more ordered life, systematic psychiatric treatment and continuous education. Many boys reached School Certificate standard although they had been retarded to begin with. Jobs were found for them and records were kept of their future.

It was a very great achievement that of all the boys and girls who had passed through the School since it was founded, only four had been lost trace of.

At the end the members discussed possibilities of moving to other premises and the question of grants from the ministry. It was explained to them that accommodation grant funds were limited and would cease entirely in 1955 and that there was the fundamental difficulty that grants were only given where there was some capital held by the Governing Body.

This brought the meeting to a close with the usual exchange of courtesies.

Remarks enclosed by H.M. Inspector in square brackets:
(Not for inclusion in printed report).

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE - to follow at end of section.

"We consider the Principal's account to be idealised and do not intend that it should be distributed with copies of the Report. Mention of it is made to forestall criticism".

BUILDINGS AND EQUIPMENT.

Schedule of Premises.

GROUND FLOOR.

Classroom (Dance room)
Classroom (Playroom)
Staff cloakroom and medicine room, with 1 basin and separate W.C.
Dormitory. 2 beds. Stone floor.
Dining Room, adequate in size for the numbers, taking five tables comfortably.

It has also to be used as a classroom.
Butler's pantry.
Kitchen, scullery, pantries. Kitchen staff W.C., opening from an enclosed yard.
Potato peeling room with two sinks, opposite the kitchen.
Boiler house. Boot room.
Cellars, used for coal, stores, and maintenance workroom.

FIRST FLOOR.

Dormitory (Martin) 3 beds.
Library, also used as a classroom.
Dormitory (Square Yard) 5 beds. 24 lockers on the landing.
Bathroom, containing 1 W.C., 2 basins and 1 slipper bath.
Linen cupboard.
Linen room.
Staff room (Mrs. O'Farrell)
Dormitory. 3 beds. This is chiefly a passage way to;
Dormitory (Senior) 9 beds.
Bathroom, containing 2 basins, 1 slipper bath. Separate W.C.
Bathroom, containing 1 basin, 1 slipper bath.
Office. Dormitory (Office) 3 beds.
Sick room, 82 sq. ft., containing 2 beds, and reserved only for illness.

SECOND FLOOR.

Principal's office and treatment room.
Dormitory (Top) 7 beds.
Dormitory (East Attic) 2 beds. Staff room (Mr. Powell Davies)
Staff room (Mr. Plottke)

The East Attic and Mr. Powell Davies's room are at the top of a narrow, wooden staircase and could easily be isolated by fire.

OUTSIDE BUILDINGS.

Classroom (Art room)
Garage and stables. Vegetable store.
Harness room, containing 2 beds and used as accommodation for 2 boys.
Ventilation is poor.
Mr. and Mrs. Pollak's quarters, above these.
Model room, and room called Museum.
Mr. Holland's cottage.
Small room described as Science laboratory 17'6" x 11'
Tool shed. Outside W.C.
Classroom (Old Art room) 383 sq. ft.
Seven huts, 57 sq. ft., three of which contain single beds and four of which contain two tier bunks. Totally inadequate ventilation.

ART

H.M.I. Mr Heasman:

I (E.D.C.) think it would be better if we included more mundane points about equipment etc. in the general section. It seems to strike a false note here.

The points, as you know, included:

1. Provision of dual-purpose low-level cupboards around the Art room, and under the window. This would at once meet the need for storage-space (which is inadequate), and the need for more working-surface. These are necessary if crafts are to be developed.
2. A draining board for the Art room sink.
3. As much display surface as is possible should be fitted on the Art room walls.
4. A work bench with a vice should be available.
5. Decoration of the Art room would be desirable.

It might be possible to make better use of the stables premises for some form of handicraft, but the H.M.'s statements on the boys' use of tools, makes me feel diffident about making definite suggestions.

I have not, as you will see, mentioned Matric. Work. It may not be a bad thing, as a stimulus of sorts; but I feel that the change of direction due to meeting the requirements of an external exam. in Art and Crafts, may weaken the development of individual aptitudes which is the theme of the Report. From what I saw of the Matric. Class work, the time spent and the nominal passes obtained seem hardly justified.

The possibility of giving the Post Matric. Pupils Art and Crafts time was mentioned to H.M. This is really a point of detail in organisation, and I did not feel justified in extending an already lengthy report by its inclusion.

[] notes on Principal - to follow Staff Section.

On enquiry at Birkbeck College I (W.J.H) could not confirm the Principal's claim to a London B.Sc. An evening student of the same name was at Birkbeck during the years 1926 - 29 studying for the London Intermediate B.Sc. in Chemistry, Physics, Pure Mathematics and Applied Mathematics. In 1927 this student failed in Pure Maths. and Applied Mathematics. He repeated the course and in 1928 he was "referred" in Pure Maths. During the Session 1928 - 29 he took the 1st year lectures in Special Chemistry and in 1929 completed his Intermediate B.Sc. by passing in Pure Maths. After this there is no further record that he attended. He is recorded as being employed as an "Analytical Chemist" during the day-time. If the Principal is the Birkbeck College student described above, the account given to H.M.Is. of his previous successful experience in industry and his high position with Shell Mex is probably unfounded.

(See also Dr. Henderson's report M 1753/45 p 1 and Section 2 on P 4 where a Ph.D is also claimed.)

Evidence that the Principal is himself suffering from a psychological difficulty was indicated by two accounts of his childhood - one given by the Principal to H.M.Is. Miss Lindsay and Mr. Heasman that he took up his present work because, having had everything he could wish for as a child, he felt he must do something for less fortunate children - the other given by Mr. Powell Davies to Dr. Huss and Mr. Lumsden, that he had a very unhappy childhood.

At Somerset House there is no record of the birth of an Otto Leslie Shaw during the quarter including Feb. 1905 - the date given on the Staff Register Sheet. Neither of the two Leslie Shaws recorded in this quarter corresponds.

The Principal's School is given as Eltham College but, whilst it would have been easy to check this, it was considered inadvisable as he is now a Governor of the College.

Every Inspector who has met the Principal had formed a most unfavourable opinion of him and especially of his attempt to shock by discussing without reserve aberrations in sexual behaviour and the disguised manifestations of this in his pupils' Art and writing. All agree that his excessive interest in this side of life is pathological. He is an exhibitionist and on other announced visits appears to have staged some episode to impress. Apart from an analysis session which he must have known would be interrupted this did not happen during the Inspection.

On the Wednesday evening during the Inspection Mr. Plottke was attacked by a pupil who hit him seven times on the head with a chopper as a prelude to robbing him. We were told there was evidence of at least two days planning of this attack. When we left the School Mr. Plottke was reported as seriously ill. Two of us (Miss Lindsay and W. J Heasman) attended the meeting of the whole community - (Boys, staff and some of their families at which this attack was announced and its psychological significance explained to the School. We were impressed by the Principal's handling of this case but disturbed by the reality of his portrayal of ungoverned passion directed against an "Aunt Sally".

Mr. Shaw has no academic qualification which fits him to treat maladjusted children. He says that he became interested in this type of work about 1933 when he started his first school at Chislehurst. He does not know what motivated him. He says that he underwent psychoanalysis himself, which would be exceedingly useful, if not exactly essential for this kind of work. He admitted to a colleague, Dr. Henderson, that his analysis was never completed. On checking up dates, as he spoke, I (C.B.H) could not think that his analysis had been for longer than a year, which would have been quite inadequate. However, it would have given him an insight into the method. This incomplete psychoanalysis, reading from the extensive collection of books that he has on the subject, together with many years of experience of delving into the mind, constitute his claim to be of use to such boys.

His approach is definitely Freudian, and this is no more marked than in many others of this school. What is irritating is the gusto with which Shaw rolls his sex talk off his tongue. I feel that he talks sex, especially before women, with the purpose of shocking them, and that this is also a form of aggression.

His educational background was probably poor, so that he has a feeling of inferiority when with professional and educated people. Being a complete extrovert, his personality is displeasing to many, and it was noticeable that each member of a large, inspecting panel found him unpleasant. I think an expression of this inferiority is his choice of a room at the top of the house, with two doors so low that all entering his presence must bow down as they do so. Also, his choice of a large collection of books about Napoleon and of prints from the period of the Napoleonic wars, led me to wonder if he was inclined to identify himself with Napoleon, the emperor.

He has no hesitation in misleading one, or hiding adverse facts, to suit himself. Typical examples were failure to disclose the fact that boys were sleeping in the harness room and in the huts. He also contradicts himself.

His treatment appears to be more intuitive than reasoned. I have spoken to Dr. Maberly since my visit, and he agrees that Shaw does get good results, also that he will admit more severely maladjusted boys than most other schools. He thinks that Shaw has considerable intuition into these boys' needs, that he works hard, and drives others to help them and that it cannot be denied that good work is being done for this type of boy. He does not think that his psychotherapeutic methods are capable of harming any boy.

GENERAL CONCLUSIONS.

Add to end of first para. of section:

"Their [intelligent maladjusted members of the community] problems have received too little attention in this country and we have far too little knowledge and insufficient suitable accommodation for dealing with the problems."

Insert as second sentence to 3rd para:

"The need for national attention to the therapy and education of the highly intelligent maladjusted child is urgent and is being met at the moment in part by the maintenance of this school solely from public funds."

Insert as last para:

The approaching end of the lease and the possibility of heavy dilapidation expenses should precipitate an examination of the whole provision for this category of child. The School cannot well continue in this building without very extensive alterations which would be very expensive.

List of staff

<u>Name</u>		<u>Rate per annum</u>	<u>Emoluments</u>
Otto L. Shaw	Sec.	£600	--
I. W. Holland	Teacher	£589	Rent, light, water.
T. Powell Davies	Teacher	£530	Board, lodging. On duty every other weekend but sleeping in 1 weekend in six, quite free.
M. Gayton	Teacher	£602	Part board.
A. Lane	Teacher	£357	Board, lodging.
P. Plottke	Teacher	£364	Board, lodging.
P. Pollak	Teacher	£250	Rent, light, water, board.
Mrs. P. Pollak	Nurse	£250	Rent, light, water, board.
Mrs. Farrell	Nurse	£182	Board, lodging.
P. Oliver	Clerical	£286	
C. Hart	Cook	£351	12 meals a week.
--	Asst. Cook	£150	Board and lodging.
J. Howard	"	£50	
A. Haden	"	£137	6 meals a week.
E. Brown	Gardener	£310	6 meals a week.
W. Sharpe	Asst. Gardener		3 meals a week.
E. McIllroy	Domestic	£110	6 meals a week.
	Domestic	£110	6 meals a week.
E. Freed	Clothes Mender	£110	
W. Wallace	Maintenance	£304	6 meals a week.

MINISTRY OF EDUCATION
(Special Services Branch),
11, Bryanston Square,
LONDON, W.1.

Ministry's ref: 1. Kent.
2. East Sutton - Red Hill School
M 30701/103

25 OCT 1950

Sir,

I am directed by the Minister of Education to enclose, for the information of the Governing Body, 12 copies of a Report by H.M. Inspectors on the above named school.

The Report is confidential and may not be published save by express permission of the competent authority of the school. If published it must be published in its entirety.

The special attention of the Governors is drawn to the following points:-

(1) Governing Body.

The Managers will note from what is said in this part of the report that H.M. Inspectors found them unusually uninformed as to their duties and responsibilities. If the Managers wish to have further guidance on this subject, the Minister will be glad to arrange for his officers to discuss it with them.

(2) Finance.

It will be clear from this section of the report that the Managers should give early consideration to the provision to be made for carrying on the work of the school when the lease of Charlton Court expires. The Minister would be glad to know as soon as possible what are the intentions of the Managers in this respect since it is important that the work of the school should be carried on. Meanwhile, the Managers will note that it is stated in this section of the report that in view of the short lease, repair work should be restricted to the minimum necessary to keep the school running and that no substantial work, such as the re-wiring recently undertaken, should be embarked upon without the prior approval of this Ministry unless it were dangerous not to do so.

The need for reaching an early decision on the school's future is all the greater in view of what is said under the general heading "Buildings and Equipment" on the poor state of repair and maintenance of the present building.

(3) Premises.

The existing fire precautions should be overhauled in view of what is said on this subject in the report, and the Minister would be glad to be informed at an early date of the action which the Managers have taken.

The seven huts being used for sleeping are not really suitable for this purpose, and their use should be entirely abandoned as soon as possible. In the meantime, no hut should be used for sleeping more than one person and the use of some of the huts for two occupants should cease forthwith.

I am, Sir,
Your obedient Servant,

M. I. Young

The Secretary to the Governors,
Red Hill School,
East Sutton,
near Maidstone,
Kent.