

William Brockington 1871-1959: from Birmingham goldbeating to Loughborough College via Mason College.

Anne Wilson

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The ancestors of William A. Brockington, whom I shall call Will, came from Cleeve Prior in the Vale of Evesham-- we have records for the family there from 1527. The name Brockington actually appears on the tenor bell at the Cleeve Prior parish church, which was recast in 1658: the whole inscription reads 'THOMAS PILKINGTON EDWARD BROCKINTON CHURCHWARDENS'. The history of the family through the centuries, including the generations in Birmingham after the migration in the mid-to-late 1750s, has been researched by one of my brothers, Richard Brockington, and I joined in briefly to get the details of Will's career at Mason College between 1887 and '98. Then, when my brother gave me two files full of the results of his researches, I began to ask questions about what the data meant in terms of living and working conditions in Birmingham and how the 19th century generations of the family made their way through artisan occupations into the professions.

The migrant to Birmingham was one William Brockington (1736-1800), who had been born in Cleeve Prior and then lived in nearby Morton Bagot, when his widowed mother remarried. Birmingham was only ten miles distant and, in the mid 18th century, it was a town doubling its population each generation, still a town of small independent masters, rarely employing more than 20, but famous for its 'toy-making'.¹ These toys were nothing to do with children: they were small, decorative metal goods for personal use, such as the buttons and buckles made by Matthew Boulton's father in Snow Hill. Matthew Boulton inherited this business in 1759, about the time that William the Migrant arrived, and took it out to the common land of Soho Heath, where it could be greatly expanded and diversified. Birmingham had no charter and no ancient craft guilds to block enterprise, and Boulton felt that common land was well lost in exchange for employment in his new Manufactory.² In 1775, the distinguished German scientist G.C. Lichtenberg wrote to a friend that he had visited the Manufactory at Soho and seen 700 people making buttons, watch chains, steel buckles, sword hilts, cases, all manner of silverwork, watches, every imaginable kind of ornament in silver, pinchbeck and other alloys, snuffboxes and so forth.³ There were fortunes to be made in Birmingham, but the Brockingtons were not among those who made one.

No record of William the Migrant's trade has been found, but all his sons acquired skills as jewellers and one son, George (1791-1833), became a journeyman *gilt* toy maker.⁴ This could be an unhealthy trade, because the gilding of metal with ground gold involved the use of mercury.⁵ The amalgam of gold and mercury was applied to the metal article

with a brush, and the article would then be heated until the mercury vaporised, leaving a layer of fine gold on the surface.⁶ George and his illiterate wife, Ann, lived in Cock Street, Hockley (now Cox Street) in 1818 and in nearby Livery Street in 1821. Cock Street is shown on the One to Five Hundred (1,500) Ordnance Survey map of 1887 to be a street of back-to-back housing plus St Paul's Rolling Mills. Livery Street belonged to the old market town, but as the street expanded towards St Paul's Church it also acquired back-to-back housing. The countryside was a short walk away, but the gilt toy maker died early.

George's third son, Thomas (1821-1902), married Maria Lancaster, the literate daughter of a clerk, and became a goldbeater, probably serving the apprenticeship from ages 14 to 21. Will knew Thomas well, as his long-lived grandfather. Thomas and Maria lived at 10 Livery Street in the old town, a stone's throw from Colmore Row, where they ran a grocery shop from 1845 rented from the Birmingham and Oxford Railway Company, which was building Snow Hill Station just across the street. They were later to live at other addresses in the area, as it grew and changed; 10 Livery Street was to be cleared for industrial development. All their children survived childhood.

What did Thomas's goldbeating involve? Goldbeating was the arduous process undertaken by hand in those days of creating gold leaf. Gold leaf has had many uses but it was in particular demand in Victorian Britain for the decoration of statuary. Beating gold to the thinness of leaf can be done by hand because gold is malleable and compressed. Once the gold is thin enough, you can cut it with a little piece of wood, sharpened on your cheek. Then it has to be picked up with a brush – otherwise it sticks to your fingers.

While many in the extended family lived in back-to-back housing, it is not certain that Thomas's family did so. Tracing their movements on the 1887 Ordnance Survey map, I found them moving frequently and never to overtly back-to-back addresses, and they were to move with the town as it rapidly extended its boundaries from Hockley to Handsworth, transferring from old market town properties to newly-built 'through'-terraced housing.⁷ The description 'through'-terraced arises from the fact that back-to-back housing wasn't 'through', having no windows or entrance at the back. The 'through'-terraced houses were initially as narrow as the back-to-back, with street frontages no wider than one room and a front door, but there was a room behind the front room, and the possibility of extending the depth of the house into the rear yard, with a washing and cooking annexe. Because the back room needed a window, the annexe could only be half the width of the house (hence that familiar architecture of Victorian working class houses). Meanwhile, the yard did not have to be shared with the neighbouring families as in the case of the back-to-back court. The 19th century loo was a dry one at the end of the yard, where it could be dealt with by the 'night-soil' men. The conditions under which people lived between 1858 and 1871 were thoroughly studied by Sir John Simon and his hand-picked team of doctors, during thirteen golden years when Health was under the aegis of the Privy Council, but, in spite of the steep rise in concern over public health, progress would be slow.⁸

Will's grandfather thrived as a goldbeater, earning enough as a wage-earner mid-century for the family to give up their shop keeping and to send 6 of their 7 sons to Edward Street Elementary School. By 1879 he had set up his own business, Brockington and Son, Goldbeaters, in partnership with his oldest surviving son Thomas Alfred, who died before his father in 1893. They traded first from 250 New John Street, where they lived, and later from 373 Lodge Road, Hockley.

Thomas Alfred was Will's father. He was born at 10, Livery Street in 1845, and he attended the Edward Street School. This school was one of four schools established by the King Edward Schools Foundation just in time to offer Thomas Alfred and other Birmingham boys and girls of his generation a few years of schooling. They had to leave before they were 13 and it was a highly selective system, taking children already able to read and write, and well off enough to pay for books and stationery, who had in addition the support of a governor's nomination. In his report to the Government Commission of Inquiry in 1864, Thomas Hill Green commented that the King Edward Elementary Schools were excellent, the children learning how to read and spell correctly, write a plain hand, cast accounts quickly, compose a grammatical English sentence, and know something of the map of England and perhaps the world.⁹ Green added that few of the pupils had parents who were no more than wage-earners, so Thomas Alfred and his brothers will have been unusual -- it was to be two decades and more before their father could set up his own business.

In 1870, Thomas Alfred married Fanny Allport, and they had seven children who all survived childhood. Will, their first child, was born in 1871, when they were living at 62 Constitution Hill, keeping a hosiery shop for additional income. Will's brother Allen was born the following year, and we owe him a debt for the account he left us of his parents.¹⁰ In particular, he reveals what a great deal Thomas Alfred made of his Elementary education. He describes a scene where they were discussing Sir Walter Scott, and Thomas Alfred said, 'Would you like to hear some real poetry?' He then introduced Allen to the *Rime of the Ancient Mariner*, and it made a powerful impression on the child. Thomas Alfred was deeply read in Shakespeare, and was also devoted to opera; as a boy he had saved up his money to go to chamber concerts. He had contracted tuberculosis when still young, and in his forties became confined to the house, reading Emerson and much else and evidently enjoying talking with Will and Allen about what they were learning at school, and later at Mason College. Allen tells us he was glad his father lived long enough to see the time when Plato's *Phaedo* arrived in their lives.

How would Thomas Alfred have got hold of his books? Birmingham got caught up rather late in the free library movement, which followed the Act in 1850 allowing councils to finance free libraries on the rates, but a free library was opened to the public amid great excitement in 1861, and then the Birmingham Free Central Lending Library opened in 1865, when Thomas Alfred was twenty.¹¹ There was also the Birmingham and Midland Institute, heir to earlier attempts to set up a Mechanics' Institute and founded in 1854.¹² Moreover, with copyright much shorter than today, books could become cheaper, and Thomas Alfred and Fanny would have been able to possess a few.

In 1878, the King Edward Elementary Schools became Middle Schools, and in 1883 – when Will and Allen were aged 12 and 11 – they became Grammar Schools. Both boys won assisted places at the newly opened King Edward’s Grammar School, Aston. They had their chance also because they were the eldest children: their father was now an invalid and was to die at the age of 47 -- so Alice Mary and Walter, the third and fourth children, both became goldbeaters in the family business, Alice Mary only until she died of tuberculosis at the age of 22.

Space must have been found in the family’s through-terraced house for Will and Allen to do their homework because they were both awarded Heslop Memorial Scholarships in 1887 and ‘88, enabling them to go to Mason College, which had opened on October 1st, 1880. These scholarships were tenable by pupils from King Edward VI schools and they were worth £25 per annum for two years. The brothers both read English, Josiah Mason’s original emphasis on the scientific practicalities having broadened to allow the establishment of a chair in English Language and Literature in 1881. Our Director, Eric Ives, tells the story of our University in his splendid work *The First Civic University*, leaving me little more to say beyond matters strictly relating to my grandfather. But I have brought with me photocopies from the Ordinance Survey map, showing Mason College in the late 1880s, in the environment where Josiah Mason had wanted it to be, surrounded by a brass foundry, a lamp, lantern and chandelier manufactory and a gold and silver leaf manufactory. Wharfs and warehouses were also striking features of the scene; Birmingham still used water for the importation of coal, iron and steel and it carried these commodities right into the civic centre, where the town hall, the Central Free Library and places of education all stood.

So Will began his course in the Department of English Language and Literature in 1887, with Professor Edward Arber as his teacher. Professor Arber had never read for a degree himself, but he had taught for three years at University College, London, and was a considerable scholar. His contribution to English Literature was his work as an editor, bringing works previously only available in expensive editions within the reach of the general public. When he was appointed, he had completed the 30 volumes of his ‘English Reprints’, and was engaged on preparing further series; there was also his single-handed editing of two vast bibliographies, *A Transcript of the Registers of the Stationers’ Company*, 1553-1640, and *The Term Catalogues*, 1668-1709. He was also friend and colleague to James Murray of the Oxford English Dictionary, to whom he wrote on 9th May, 1873 that he believed the revival of English had been brought about by the voluntary and self-denying work of a very few people, particularly Frederick Furnival, James Murray and himself.¹³ This was the man who was to influence Will as an undergraduate, and later, when Will was appointed to be Assistant Lecturer in the Department, immediately upon graduation in 1891. When Edward Arber left in 1894, he was succeeded by William Macneile Dixon, who was later to be Professor at Glasgow. Will himself left in 1898, to take up a new appointment, as Principal of the Victoria Institute in Worcester. A local newspaper [still to be identified] of August 23rd, 1898, announced his departure with regret, and gives us an account of his extension work:

Mr Brockington has held the lectureship in English Language and on Rhetoric at the Midland Institute since 1892; he is Extension Lecturer in English on the staff of the Cambridge University Syndicate and Assistant Examiner in English to the University of London, and also to the Central Welsh Board of Intermediate Education. In addition to his University and Extension work he is also much in request as a lecturer on literary and historical subjects at provincial institutions.

The paper then gives a list of his publications. There is civic pride in this account of Will: the City of Birmingham was humming with every kind of industry.

I was interested to see in Eric's book the comment that W.A. Brockington was prepared to move sideways in his career, probably because the salaries were low at Birmingham. I think this must have been the case, because he married and began his family at this time. But the resulting years at Worcester were of radical importance to his career. We know this now, but, when I set out for Worcester very early one morning last July, we knew nothing at all of what actually happened there. The Victoria Institute was another new educational scheme, like Mason College, once again in its own new building, which was opened in 1896, two years before Will's appointment. The full story can only be guessed at, because Worcester has disposed of all the Institute's early papers, but the small amount of data that remain indicate that Worcestershire County Council had initially set out on a huge civic venture. The building was to house a Free Public Library, a Museum, a School of Art and an Art Gallery, the new Worcester Organised Science School (which was a full-time day secondary school), a Technical School (which was evening classes) and a School of Science with a Commercial Department, which was to be evening classes under the headmaster A.J. Cooper, with the aim of preparing people for the universities or business life among other careers.¹⁴ Today, the Institute buildings house no more than the Library, Museum and Art Gallery, together with a block of flats, so what exactly happened to the educational dream of the Victoria Institute?

The appointment of a principal, Will, two years after the opening suggests that the Council had embarked on some new planning almost immediately, in an effort to bring order into their massive venture. The *Worcester Advertiser* reports in September, 1900 that the new building lacked the space to continue some of its very popular courses and that the 'Victoria Institute had not supplied, and would not in future be able to supply, the higher education now a recognised feature in Elementary School work'.¹⁵ The schools and evening classes soon began to move out of the building. The more advanced boys left to join the Royal Grammar School in 1908, while the girls remained to struggle with lack of space, relieved by the addition of extensions, until 1929, when they moved into their own new building, and, in 1944, became the City of Worcester Grammar School for Girls.¹⁶ The school of technology stayed longer, but is now the separate Worcester College of Technology. The original planning had borne fruit, but it was not the quality of fruit that Will was to see in later years at Leicester and Loughborough. From the start,

the Institute was short of money. In the midst of all the junketing during the opening of the splendid new building, there seems to have been inadequate thought about running costs. There's a little press account of the Public Library's committee meeting in October, 1898,¹⁷ in which the deficit and the need for an appeal were discussed. The meeting decided that the City Councillors, who exercised a great deal of power over the Institute, ought to testify their faith by making their own contributions before a general appeal was sent out. It may well have been the new young Principal's first committee meeting, and he is not reported as saying anything, but we know that the Board of Education grants to the Institute doubled during Will's time as Principal,¹⁸ and later in his career he was to prove a genius when it came to getting money out of Government. Worcester must have been a training ground in the problems of creating going concerns in conjunction with local government, and Loughborough College may well be the end result. Will left Worcester after five years, in 1903, when he was appointed Director of Education for Leicestershire.

Will's career is of particular interest to the historian of education because he was Director of Education for Leicestershire for no less than 44 years, from 1903 to 1947, when he was between the astonishing ages of 32 and 76. Malcolm Seaborne, who has left us an excellent account of Will's career in Leicestershire, comments that it is worth asking how this came about and whether there were interesting consequences.¹⁹ The post of Director of Education was a new one in 1903. The Balfour Education Act of 1902 had made the County Council responsible for all types of education in its area – under the general direction of the Board of Education in London -- and the greatest need of the time was for co-ordination: hence Leicestershire County Council's advertising for a Director. Their vision for a Director was that he would have the closest relationship with the schools on the one hand and with national policy on the other: he had to explain the issues at stake and recommend courses of action.

It is interesting that the Council saw in Will, aged 32 and without ever having been to public school or Oxbridge, the best candidate to carry out this task. Will's university, Mason College, and his years at the Victoria Institute in Worcester will have been obvious qualifications. He had more experience of the educational scene as it currently was than most good candidates, and it will not have escaped the Council's notice that Board of Education grants to the Institute in Worcester doubled during Will's time as Principal: he was clearly conversant with the complex system of government grants.

Will's immediate task in Leicester was to centralise the administration. The innumerable small rural school boards had to go, having been abolished by the 1902 Act, and something had to be done about the voluntary church schools over which the council had little control: the majority of elementary schools were run by the Church of England. Under the provisions of the 1902 Act, these church schools were now able to receive money from the rates, in addition to the government grant which was all they could claim before. The county council was now responsible for paying the salaries of teachers in church schools and helping to maintain the buildings. The county council also had to supply new elementary schools in places where they had become necessary.

Another problem on the elementary side was the staffing of the schools. The great majority of the teachers were without certificates. There were also many unqualified supplementary teachers and a large number of pupil-teachers aged between 14 and 18. The age for the employment of pupil-teachers was raised to 16 nationally at this time, which created a temporary crisis in staffing, but the two extra years of general education were seen to be beneficial after the First World War.

At this time, there was no secondary education outside that of the grammar school. Leicestershire had a number of grammar schools, although no major foundations. Will was involved in setting up three more, and in gaining closer control over further schools in return for increased financial help. With the use of the newly invented car he found time to visit every school of every kind in the county at least once a year. His reports to the council always commented on problems of teaching and curricula.

Where technical education was concerned, the main changes were at Loughborough, where there was rapid industrial development. Will first presented proposals for a technical institute at Loughborough to the Higher Education Sectional Committee at its meeting on December 16th, 1904,²⁰ shortly after his appointment. The proposals involved negotiations with the Loughborough Education Committee, the Board of Education in London and the Local Government Board, and Loughborough Corporation finally conveyed the old Free Library to the County Council for the purposes of the institute. A board of governors was set up and their first meeting was on 21st July, 1909. The chairman was Alderman A.A. Bumpus, a man who, I realised as I read through the minutes of their meetings year after year, was a very important figure. In fact, what was to happen was one of those rare things: a continuously creative relationship between people of vision in strategic positions during a long, bumpy ride. At the centre of it were a councillor, Alderman Bumpus, an administrator, Will, and a principal, Herbert Schofield, who was to become principal of the Institute in 1915. With such a triumvirate a lot could happen. Alderman Bumpus chaired both this committee and, from 1918, the sub-committee concerned with scholarships and Leicestershire's experiments with the idea of an 11+ exam, until his illness and death in 1924. After his death another miracle happened: he was succeeded by Robert – later Sir Robert – Martin, and there was to be another remarkable working relationship for the rest of Will's career.

The First World War prevented further expansion everywhere except Loughborough, where the national need to train munitions workers was addressed. Will helped to start courses for munitions workers, and Alderman Bumpus, Will and Herbert Schofield – all three -- personally guaranteed the sum of £1,000 to be spent on second hand machinery to equip a new machine shop opened in the spring of 1917. On April 30th 1917, four officials from the Ministry of Munitions visited the College and praised what they found. The Ministry then decided to erect an acetylene welding shop and a shop for the testing of aeroplane engines, and in 1918 another block with workshops of various kinds was built. In this way an 'instructional factory', as it was called, was established: trainees

would use the types of machine they would find during their eventual employment. This was the principle of 'training on production' which later became a vital part of technical education at Loughborough.

The College's contribution to the war effort was a vital part of its history, and Will and Herbert Schofield, now made OBE and MBE respectively, were quick to see the potential for peacetime education in all the funds and equipment Loughborough had gained from the Ministry of Munitions. Schofield set up a 5-year full-time diploma in engineering, and Will got the government departments to hand over the buildings and equipment to Leicestershire County Council on favourable terms. He also persuaded the Board of Education to contribute to normal running costs. On 22nd December 1921, the Principal of Birmingham University visited the College and, a few months later, the College was invited to make application to be affiliated to the University.²¹ The College was also given a token of approval by the Admiralty in 1921, when it presented the College with any equipment they would like to take away from two German submarines, U-135 and U-161.²² The College still had to be fought for at County Council Meetings through the '20s and '30s, because of its growing expense, but it taught rail-carriage building and hosiery, Spanish and pure mathematics, and gained some London degrees each year; in 1930, it was also to gain a teacher training college for physical education, art and craft.

The interwar years were Will's most creative period. He was able to make virtues out of necessities during the economic blizzard of the '20s and '30s. The 1918 Education Act raised the school leaving age to 14, and it also laid down two general principles for the LEAs to consider. The first was that no children should be debarred from education because they were unable to pay fees, and the second was that suitable provision should be made for older children in elementary schools by making available more advanced courses. There was already a system in place whereby if secondary schools (which meant grammar schools) were to receive the maximum government grant they must award free places to at least 25% of children entering each year. So there was a scholarship system, but before 1919 only those children whose parents had specifically asked for their children to be entered for the examination were allowed to take it. Will's contribution in Leicestershire was to introduce a 'general examination' for admission to grammar schools. The results of this new examination showed that there was a great deal of untapped ability in the elementary schools and in the next few years the number of scholarships increased from 45 to nearly 500. Will also fixed the age for the exam at 11, and the 11+ was born. Will's conception of it at the time was to give children a chance, and he himself interviewed every borderline case. By 1932 half the pupils in Leicestershire grammar schools were free place holders. In 1944 all fees were abolished, of course.

Meanwhile, the need for more advanced courses in elementary schools recommended by the 1918 Act continued as a need. The leaving age had risen to 14 and there were scholarship winners whose parents didn't wish their child to undertake secondary education up to 16. There were also the 'near misses'. Will was one of the leading exponents of the idea that all children over 11 should receive a secondary education of

some kind. With the Hadow Report of 1926, on 'The Education of the Adolescent',²³ this became national policy, and the central or modern school was born. Will was an advisor to the Hadow Consultative Committee. Nationally this policy took long years of negotiation and persuasion to implement, and the Anglican schools proved particularly recalcitrant, fearful because their pupils often had to go to senior schools run by the council.

Will himself had a national reputation now. He was a member of a number of national committees, and perhaps the most notable was the one chaired by Sir William Spens (1938), on 'Secondary Education, with Special Reference to Grammar Schools and Technical High Schools',²⁴ which, together with the earlier Hadow Consultative Committee, laid the groundwork for the Butler Education Act of 1944. The Spens Report is a most enlightened document, large-minded and practical, perhaps somewhat idealistic, placed as the committee members were on the threshold of the idea of universal secondary education. They had a clear vision that the education of a nation was a much larger matter than the traditional academic idea of it, and they foresaw some of the problems which might and did arise after 1944, including the continuing danger of overemphasis on the academic. Their Report addresses the need to detach education from the academic progress towards university entrance, suggesting, for example, that General Science or Biology might be provided for those planning to leave school at 16, because these were courses they could complete, while they would not be able to complete a course of Physics if they were not staying on for 6th form or university.²⁵ The Report also points out that a curriculum gains from being centred round some main core or branch of study. This used to be provided by the Classics, but now we can make it the English subjects – history, geography, English Literature and Scripture – teaching comprehension of what is read and the expression of ideas both orally and in writing. History, if it includes recent history, can include the discussion of political questions, the subject itself supplying the information while the teaching fosters the balanced attitude which recognises different points of view.²⁶ Among the Report's other recommendations is an 11+, still seen as a 'Special Place Examination' for poor children, and the Report is concerned that there should be a reassessment at 13+, carried out, not by examination but by the head teacher, to give children another chance or, on occasion, to decide that a child in a Grammar or Technical High School would benefit more at another kind of secondary school.²⁷ In proposing the Technical High School, it stresses the great importance of establishing a new kind of school quite distinct from the traditional academic Grammar School: such a school should 'provide a good intellectual discipline altogether apart from its technical value'.²⁸

Will reached the age of 65 in 1936, but there seemed to be no question of his retiring from his post: he and his colleagues were still a vigorous team. Then war broke out, leaving important work to be completed after it ended. The war, in any case, undoubtedly delayed his retirement further. In 1946, a year before he retired, Will was knighted for his services to education. He died in 1959, at the age of 87.

1. Jenny Uglow, *The Lunar Men*, London, 2002, p. 17.
 2. *Ibid.*, pp. 19, 66.
 3. Wolfgang Promies, ed., *Georg Christoph Lichtenberg: Schriften und Briefe*, vol. 4, *Briefe*, Munich, 1967, p. 247.
 4. The absence of baptismal records for this migrant generation has made it difficult to prove the parentage of four contemporary young men called Brockington, but other evidence points to their being brothers.
 5. Jenny Uglow, *The Lunar Men*, p. 194.
 6. Shena Mason, *Jewellery Making in Birmingham 1750-1995*, Phillimore & Co Ltd, 1998, p. 42.
 7. John Burnett, *A Social History of Housing 1815-1985*, London and New York, 1978, 2nd ed. 1985, pp. 77-78.
 8. C. Fraser Brockington, *Public Health in the Nineteenth Century*, Edinburgh and London, 1965, pp. 192-234.
 9. Thomas Hill Green, Report to the Government Commission of Inquiry into the endowed schools in 1864. Green was an Oxford philosopher much influenced by the Birmingham Free Grammar School Association.
 10. A. Allen Brockington, *Mysticism and Poetry: On a Basis of Experience*, London, 1934, pp. 7-15.
 11. *A History of the County of Warwick*, Victoria History, Vol. 7, *Birmingham*, pp.232-33.
 12. *Ibid.*, pp. 229-30.
 13. Murray Papers, see K.M. Elisabeth Murray, *Caught in the Web of Words: James Murray and the Oxford English Dictionary*, New Haven and London, 1977, p. 99.
 14. *Supplement to the Worcester Herald*, October 3, 1896, p. 14.
 15. *Worcester Advertiser*, Saturday, September 29, 1900.
 16. 'This is Worcester' archive, published Saturday, 21 April, 2001 on the website entitled 'Worcester's Grammar School Girls'.
 17. *Berrow's Worcester Journal*, Saturday, October 22, 1898.
 18. Malcolm Seaborne, 'Sir William Brockington: Director of Education for Leicestershire 1903-1947' in the *Transactions of the Leicestershire Archaeological and Historical Society*, Vol. XLIII, 1967-8, p. 47.
 19. *Ibid.*, pp. 45-59.
 20. Index to Minutes of Committees: education: Loughborough College, at Record Office for Leicestershire, Leicester and Rutland.
 21. Loughborough College: Minutes of Governors' Meetings: 20 December 1921, 25 April 1922, at Record Office for Leicestershire, Leicester and Rutland.
 22. *Ibid.*: special meeting 15 June 1921.
 23. Board of Education Report of the Consultative Committee on 'The Education of the Adolescent', 1926. Chairman: Sir W.H. Hadow CBE.
 24. Board of Education Report of the Consultative Committee on 'Secondary Education, with Special Reference to Grammar Schools and Technical High Schools', 1938. Chairman: Sir William Spens.
 25. *Ibid.*, pp. xxiii, 249, xxv.
 26. *Ibid.*, p. xxiv.
 27. *Ibid.*, pp. 378-80.
 28. *Ibid.*, pp. 371-2.
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