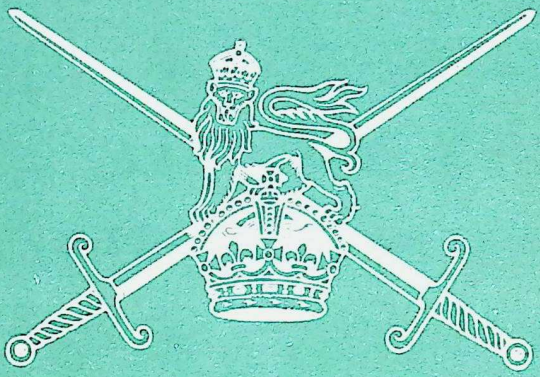
ARMY EDUCATION SCHEME



ORGANIZATION HANDBOOK

1653

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ORGANIZATION HANDBOOK

By Command of the Army Council,

The War Office,
16th March, 1945.

ARMY SCHOOL
OF EDUCATION
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CONTENTS

		Page
Introduction		3
Chapter		
I	*Outline of the Scheme*	5
II	*Duties and Responsibilities*	8
III	*Accommodation*	15
IV	*Equipment and Materials*	22
V	*Books and Publications*	24
VI	*Planning the Unit Programme*	28
VII	*Arranging the Time-Table*	39
VIII	*Educational Facilities Outside the Unit*	43
IX	*Civilian Resources*	47
X	*Vocational Information*	50
XI	*Education in Some Special Units*	54
XII	*Examinations*	59
XIII	*Miscellaneous Matters*	61
Appendix		
I	*Publications and Handbooks issued in connection with Army Education*	65
II	*Pro forma Application for Textbooks*	66
III	*Formation College—Student's Record Sheet on Joining*	68
IV	*Regional Committees for Adult Education in H.M. Forces*	69
V	*Rules for the Conduct of Examinations*	70
VI	*Copy of Army Form W.5335*	74
VII	*Copy of extract from Army Forms X202/A and X202/C*	75

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INTRODUCTION

1. Education in Britain has developed as a social service intended, like other services, to satisfy legitimate needs of men and women. More and more knowledge and technical skill is needed for life in our complex modern society. The growth of our democratic institutions claims from all alike higher standards of responsible thought and action. And since life is an art as well as a business, people also turn to education for guidance in the art of living good and happy as well as useful lives. Education has, in fact, as much to offer to men and women as to their children ; and the more education they have, so much the more, rather than less, do they find that they need.

2. People's educational needs vary with their personal character and background, and with the circumstances in which they find themselves. During the past five years many thousands of men and women have found themselves in the novel and highly specialized environment of the Army. During those years the Army has developed its own education service, designed to meet the particular needs of its wartime members. In spite of obvious difficulties and preoccupations, great numbers of soldiers and auxiliaries have already found in Army education opportunities to enrich their personal life, to study their responsibilities as citizens, and in both these ways to enhance their individual contribution to the present emergency and to the peace which will follow.

3. The defeat of Germany will not bring the war to an end. But when Germany has been defeated the function of a part of the Army will change, and the process of re-allocating manpower to meet civilian requirements will begin. For many men and women army life will become something very different from what it has been. Some formations at home and abroad will have to keep themselves in readiness for any military task which may arise. But whatever their role, great numbers of men and women will no longer have any immediate operational job on which to concentrate. Their minds will turn irresistibly and often impatiently to the future, and to the problems of re-adjustment, both personal and national, which peace will bring.

4. The education scheme described in this handbook has been designed to meet the Army's changed and expanded educational needs to which these changed circumstances will give rise. Difficulties and anxieties of personal re-adjustment will be uppermost in many minds ; and facing all are the formidable problems of national reconstruction, with their clear call for efforts of heart, mind and hand as strenuous as those efforts which have gained the victory. To men and women faced with such problems and invigorated by victory, education can offer and with the help of all concerned will offer richer and more varied opportunities

(21811—2

than before. As the urgent claims of total warfare diminish, the resources of time, material and personnel for other purposes will increase, and it will be possible to allocate progressively more of each to the Army's educational requirements. In the past years moreover the Army has built up for itself a strong community spirit which will serve it well during its gradual re-alignment to more normal ways of life. The education scheme for the release period is, like the wartime scheme out of which it has grown, the Army's own education service. Its time will be the Army's time, its instructors and administrators will be drawn from soldiers and auxiliaries of all ranks, and the needs which it will meet will be those of the men and women who are the Army.

5. The responsibility for operating the scheme will belong primarily to the commanding officer of the unit and his unit education officer. It is chiefly to them that this handbook is addressed. Its purpose is to provide a convenient book of reference, in which they will find the guidance they need on all general questions connected with the organization and administration of education in their units. It is not intended, even if it were possible, to lay down a rigid framework of organization. The scheme must be flexible enough to fit the widely differing circumstances of different units at home and overseas, and varied enough to cater for individual interests. On the other hand, reasonable uniformity of practice is desirable, if men and women are to have a fair chance of pursuing their studies and interests in spite of the vicissitudes of movements and postings. While, therefore, certain broad principles are laid down, there remain both the need and the scope for individual initiative in adapting the scheme to the unit's needs and circumstances.

6. This handbook deals only with the organization and administration of the new scheme. Other publications have been prepared for the guidance of all who will be responsible for carrying it out, including a series of handbooks on curricula and teaching methods for instructors. A complete list is given in Appendix I.

CHAPTER 1

Outline of the Scheme

7. The educational needs of men and women, however various they may be, can be classified broadly as concerning either their social and political responsibilities as citizens, or their interests and equipment as individuals. In the field of citizenship a start has already been made with the talks and discussions based on A.B.C.A. and " British Way and Purpose " publications. In the rapidly changing circumstances of the time, A.B.C.A. will still have an important function to fulfil ; and the systematic study of the facts and problems of citizenship, through " British Way and Purpose," will also continue in a form which will embrace the ever-widening problems of national reconstruction.

8. The education of men and women as individuals through the development and pursuit of cultural interests of all kinds, including literature, music, drama, art, handicrafts, will also continue to be an important element in the scheme. At the same time the changed conditions of the release period will make possible two major developments. First, the increased resources of time, material and personnel will enable great numbers of men and women to undertake more systematic courses of study than have hitherto been possible; both in general education for those who would profit from it, and in more specialized fields of study. Secondly, it is the Army's intention, so far as lies within its power, to meet the widespread demand which will arise for preparation for civilian employment.

9. Preparation for employment is a task which can be effectively undertaken within the Army only as part of a far wider policy of economic and industrial reconstruction. There is no point in training a man for a specific trade unless there is an opening for him in that trade. These are matters in which the Army has neither the ability nor the right to usurp the functions of the Government Departments whose proper concern they are. Plans for the vocational training of men and women on their release from the Army have been prepared by the Ministry of Labour and National Service, and as these plans mature the Services will be able to study and take full advantage of them. While the Army cannot undertake the vocational training of great numbers of men and women for specific jobs, it can contribute in two important ways to the solution of those questions of future employment which will exercise their minds. It can provide a reliable information service on the different spheres of employment, and it can offer courses which, although not a full training for particular jobs, will have a direct bearing on the future employment to which men and women look forward, and will also be preparatory to the more specialized vocational training which some will

expect to receive from the Ministry of Labour and National Service on their release from military service. For great numbers of Service personnel, whose military duties have for several years been utterly divorced from all normal civilian occupations, such introductory or "pre-vocational" courses will be a practical necessity. They do not stand by themselves as a complete solution to men's vocational problems, but they take their place in the wider national scheme within which that solution will be found. At the same time a limited number of more specialized full-time training courses will also be offered by the Army at Formation Colleges.

10. Army education in the release period will thus include education in citizenship, current affairs, general education, a wide field of cultural pursuits, and pre-vocational education. It will be organized primarily on a unit basis, and an A.T.S. group will be regarded as a unit. Courses of study will also be organized at different formation levels, but it will be within the unit that most educational activities will take place, and commanding officers will be responsible for organizing an educational programme for their units.

11. For this educational programme not less than six hours a week for each individual will be set aside in normal training and working hours, and the actual number of hours allotted may be greater, at the discretion of the commanding officer. Two of these hours will be devoted to community education in citizenship and current affairs; one by means of A.B.C.A. discussions, the other through "British Way and Purpose" instruction and discussion. For this purpose A.B.C.A. pamphlets will continue to be published. No further "British Way and Purpose" booklets will be issued, but the existing booklets have been consolidated in a single volume which will shortly be in the possession of units, and pamphlets suggesting courses of study based on this volume will be issued from time to time. The remaining four or more hours will be devoted to courses and activities selected to meet the widely differing individual needs and interests of men and women. The wide range of subjects and courses which these individual needs include is indicated in the six curriculum handbooks which are being issued for the guidance of unit instructors, and which cover the following fields of study:—

Technical Subjects
Science
Home and Health
Man and Society
Commerce
Art, Crafts, Music and Drama

There will also be every opportunity for the voluntary pursuit of studies and interests in "off duty" hours, which has formed so large a part of the Wartime Education Scheme.

12. Each unit and each A.T.S. group in which the new scheme is started will have on its establishment a full-time unit education officer who will be responsible to the commanding officer for organizing and supervising the educational programme, and a number of full-time instructors of whom, in all but the smaller units, a proportion will be officers. In addition, to carry out the programme it will be necessary to call on the services of a number of part-time instructors, both officers and other ranks. Courses of training in the art of teaching their subjects will be given to instructors, and handbooks dealing with curricula and teaching method will be provided for them.

13. Accommodation for education will be made available, and the necessary books, equipment and materials will be provided through Army channels. Arrangements have also been made with the Ministry of Labour and National Service for units to be supplied with information on matters concerning employment and vocational training.

14. Examinations have a place in the scheme only so far as they are of direct value to those who wish to take them. There will be special facilities for taking certain Civil Service examinations, and a new examination to be known as the Forces Preliminary Examination has been devised, which will provide for those who need it a general educational qualification acceptable to the universities and certain professions.

15. The scheme applies to all ranks of the Army, including the military Nursing Services, A.T.S. and V.A.D. Separate provision, administrative and instructional, is made where necessary to meet the special educational needs of women. In general, however, the scheme is co-educational, and references in this handbook to men apply equally to women unless the context clearly indicates otherwise.

16. Small and scattered units will have difficulties of organization which will not exist for larger units. The problems of small units are as varied as their circumstances at home and overseas. Instead of attempting to legislate for every contingency, the scheme sets up a broad framework of organization which gives to formation commanders at every level both the latitude and the resources to find *ad hoc* solutions to such problems. The scales of accommodation and personnel are elastic, and formation commanders are authorized to group units in a way

21811—3

which will enable them to organize their educational programmes as efficiently as possible, and ensure the fullest and most economical use of available instructors, accommodation and equipment.

17. In conclusion, the purpose of the scheme which has been outlined above is to offer to men and women in the Army a unique opportunity to turn to good account the closing period of their long and arduous service by enriching their lives, and preparing themselves for their return to a life of peace and progress which their efforts have made possible for mankind. Release from military service will come to some earlier than others, but no one, be he unit education officer, instructor or student, will in any way delay his release as a result of his part in the education scheme.

18. This chapter has given a bird's-eye view of the scheme. The chapters which follow describe in detail the arrangements for carrying it out, and the part which the unit education officer, instructors and others concerned are called upon to play. The whole of this handbook should be read in the light of A.C.Is. 236 to 244 of 1945, issued with regard to the Army Education Scheme. These A.C.Is. will not be implemented before the cessation of hostilities with Germany, except with the prior approval of the War Office.

CHAPTER II

Duties and Responsibilities

A—ADMINISTRATION

Command and Staff Responsibilities

19. *Formation commanders.* It is the responsibility of G.Os.C.-in-C. to decide, within the limits laid down in A.C.Is., which units under their command will include the release period education scheme in their training and working programme, and the dates on which they will start to do so. (This decision will be made by the War Office with regard to War Office controlled units and establishments.) It will be at their discretion to specify the units, and in particular those belonging to the technical arms of the Service, in which no increased provision for education can be made without serious detriment to the efficient discharge of their

duties. During the release period many of these units will still have military objectives as defined in para. 1 of the pamphlet " Army Education Scheme (Release Period) " issued with A.C.I. 1336, 1944. Each formation commander is responsible for seeing that the education scheme is effectively carried out in those units under his command to which it applies, on the lines laid down in this handbook.

20. *A.E.C. and attached personnel.* Officers of the Army Educational Corps are included in the staffs of formations down to and including brigades, sub-districts and sub-areas and are also allocated to certain special units. Their duty is to advise their commander and under his direction to administer the scheme. Their function is also to give practical help and guidance to unit education officers, to provide training courses for U.E.Os. and unit instructors, and to be the source to which the unit will normally turn for information on all educational matters including vocational information. Army Educational Corps warrant officer and N.C.O. instructors are also allocated to formations down to and including brigades, sub-districts and sub-areas. They are disposed by the formation commander to the best advantage to assist units, where their task is to organize educational activities and to instruct. They may also be employed in the training of unit instructors. Warrant officer and N.C.O. instructors (education) A.T.S. with similar duties are similarly disposed.

Unit Responsibilities

21. *The commanding officer.* Within the unit the commanding officer is responsible for education as for all other activities, and his educational staff are responsible to him. The commanding officer is responsible for selecting and appointing his unit education officer and unit instructors.

22. *The unit education officer.* The unit education officer is responsible to his commanding officer for organizing and supervising the unit's educational programme. The remaining chapters of this handbook describe his duties, the means by which he can best perform them, and the resources at his command.

23. *The regimental officer.* The education scheme for the release period is a scheme for the Army, and not one for other ranks only. The regimental officer still has the duty, as before, of leading current affairs discussions, but he will, in addition, have to contribute to the unit's educational programme, either as a student or as a leader, organizer or teacher, as opportunity offers and his own abilities suggest. His

21811—3a

responsibility for his men's well-being demands that he should identify himself with their educational needs and activities, and he can by his example and guidance exercise an influence for good on their attitude to the new scheme.

24. *The unit education committee.* To carry out his new duties efficiently the unit education officer needs a body of helpers to whom he can delegate some of his responsibilities. For this purpose a unit education committee should be established, whose members should be a cross-section of the unit chosen for their interest in the scheme and their willingness to work for it. Besides carrying out much necessary work which the unit education officer could not attempt unaided, the committee can, as many successful experiments have already proved, provide an efficient organ for publicity and for ascertaining and representing the educational needs of the unit. Where men and women work together in a unit, both should be represented. A.T.S. units, including those employed with military units, should be encouraged to maintain their own unit or sub-unit education committees, as many in fact already do. An active unit education committee is indispensable to the efficient operation of the unit's educational programme.

The A.T.S.

25. The nature of A.T.S. duties gives rise to certain problems in the organization of A.T.S. education. The following paragraphs lay down the broad principles to be observed, but they do not attempt to legislate for every contingency that may arise. Intelligent co-operation and the will to succeed will go further to solve most problems of organization than an elaborate set of rules. Unless the following paragraphs clearly indicate to the contrary, all that has been said in this chapter about duties and responsibilities applies as much to A.T.S. as to military units.

26. Members of the A.T.S. have certain special educational needs which are not shared by men, and special provision will have to be made for them. To a great extent, however, their needs are identical with those of men, and as a general rule educational programmes should be co-educational so far as possible. Where auxiliaries are employed with formations or military units, the nature of A.T.S. duties is likely to complicate the organization of a satisfactory educational programme. Nevertheless, once the programme has been started, A.T.S. personnel must not be deprived by the nature of their duties of their normal share of education in working time. It is equally important that they should not be prevented by their duties from attending the particular courses of their choice, whether these are co-educational or special courses for women.

27. *Command and staff responsibilities.* Staff officers (education) A.T.S. are included in the staffs of all home commands down to and including districts or the equivalent, and of certain overseas commands. Their function is to perform the normal duties of staff officers (education) in respect of all types of units, and in particular to represent the special requirements of the A.T.S. and to give assistance to A.T.S. units.

28. *Education of A.T.S. personnel in A.T.S. units.*

(*a*) The A.T.S. unit for purposes of education is the group, whose commanding officer is responsible for the education of all A.T.S. personnel under her command, as she is for other aspects of their well-being. She will satisfy herself that the provision made for them is adequate and suitable, and if necessary represent their needs and interests to the formation commander, keeping the A.D.A.T.S. informed.

(*b*) A full-time unit education officer and full-time instructors will be appointed by the commanding officer of the group on the scale set out in para. 32 (*b*) below.

(*c*) The commanding officer of a military employing unit will normally make provision for the education of men and women alike. In some cases, as headquarters staffs, more flexible *ad hoc* arrangements may be called for. In any case, the closest co-operation between the group commander and her unit education officer on the one hand and their military counterparts on the other, is called for. Given this co-operation, there is no reason why difficulties should not be satisfactorily surmounted.

(*d*) The group education officer is responsible to her group commander for supervising the education of all auxiliaries in the group. She will organize educational programmes for all auxiliaries not otherwise provided for, and special classes for women where necessary. In addition, she is responsible for giving information and advice on questions affecting the future employment of auxiliaries and on their choice of studies.

(*e*) In a dispersed A.T.S. unit it will often be advisable for the group commander to appoint an officer in each company to act as part-time company education officer, and to delegate to her some of the duties of the full-time unit education officer.

29. *Education of A.T.S. personnel in mixed units.* In mixed units the military commanding officer is responsible for the education of both men and women under his command. The unit education officer may

be either a military or A.T.S. officer. The commanding officer should appoint as part-time assistant unit education officer an officer of the opposite sex to that of the unit education officer, so that the interests of both men and women may be adequately represented. The unit officer and other rank instructors may be men or women.

Education of V.A.D. Personnel

30. In R.A.M.C. units employing V.A.D. members, the officer commanding is responsible for the education of V.A.D. personnel. A warrant officer V.A.D. will advise the unit education officer on their requirements.

B—INSTRUCTION

Command and Staff Responsibilities

31. The provision of instructors for centralized courses organized at formation level will be the responsibility of the formation headquarters concerned.

Unit Establishments*

32. The following establishments of full-time instructors have been authorized. Units will appoint within their authorized War Establishments an educational staff consisting of :—

(*a*) A full-time unit education officer ; and, in addition,

(*b*) full-time instructors on the following scale :—

Units with a strength of	*Captains or junior commanders*	*Serjeants*
1 — 99	—	1
100 — 199	—	2
200 — 299	—	3
300 — 399	1	3
400 — 499	1	4
500 — 899	1	6
900 — 999	1	7
1000 — 1099	1	8
1100 — 1199	1	9
1200 — 1299	2	9
1300 — 1399	2	10

and thereafter one additional serjeant for each additional complete hundred.

These appointments will not increase the number of unit personnel, nor (except as stated in paras. 33 (*c*), 34 and 35 below) will they involve any additions to the authorized establishment of each rank.

* These establishments are given as a guide only, and are not authority for appointments, promotion, etc., which can only be made when authority is given to implement A.C.I. 237 of 1945.

33. *The unit education officer.* Os.C. units will select and appoint a full-time unit education officer as follows :—

(*a*) In units commanded by a colonel or lieut.-colonel :—

A major or captain selected from among the majors and captains on the unit establishment.

(*b*) In units commanded by an officer below the rank of lieut.-colonel :—

A captain selected from among the captains on the unit establishment.

(*c*) In an A.T.S. group commanded by a chief commander or senior commander :—

A junior commander. If a junior commander is selected, a subaltern will be promoted to junior commander in her place. The vacancy for a subaltern will not be filled.

If a subaltern is selected she will be promoted to junior commander and the vacancy for a subaltern will not be filled.

(*d*) In mixed units :—

A major, captain or junior commander from among the majors, captains and junior commanders on the unit establishment.

Where under (*a*) or (*d*) above a major is appointed as unit education officer, the post thereby vacated will be filled by a captain.

The success of the unit's education scheme will depend largely on the personality, energy and organizing ability of the unit education officer. Previous educational experience will stand him in good stead, but organizing ability, a sympathetic understanding of men and the ability to inspire both instructors and students with a sense of the value of their work, are the essential qualifications for this appointment. Where a unit has no suitably qualified officer to fill the post of unit education officer, it will be within the discretion of the formation commander to make such an officer available to the unit, or if no suitable officer is available under his command, to take the necessary steps to obtain one.

34. *Full-time unit officer instructors.* These will be selected and appointed from among the captains (or junior commanders) and subalterns on the unit establishment, however employed, in accordance with the scale set out in para. 32 (*b*) above. Subalterns appointed will be promoted to the rank of captain (or junior commander). When a captain (or junior commander) is selected, a subaltern will be promoted to fill the vacancy created by the appointment.

35. *Full-time unit N.C.O. instructors.* N.C.O. instructors will be selected and appointed for full-time duty from among the serjeants and corporals on the unit establishment, however employed, in accordance with the

scale set out in para. 32 (*b*) above. Serjeants so selected will retain the pay, including any corps or trade pay, which they may be receiving at the time of appointment. Corporals so selected will be promoted to the rank of acting serjeants, and will be held surplus to the normal establishment of serjeants, but will be absorbed in the first vacancies that occur. The vacancy created by the promotion of a corporal will not be filled so long as he or she remains supernumerary to the authorized establishment of serjeants. Corporals classified as tradesmen or tradeswomen will, on promotion, receive the corresponding rate of trade pay appropriate to a serjeant. If it is desired to select a private or lance-corporal as a unit instructor on the grounds of special qualifications or experience, he or she will be appointed a local paid serjeant surplus to the authorized establishment of serjeants but without any net addition to the strength of the unit. Instructors of all ranks who at the date of their appointment as instructors were mustered as tradesmen, will remain mustered and will count against the corps and unit establishment of tradesmen. In R.A.M.C. companies which include V.A.D. members, other rank instructors may be selected from V.A.D. members, who will hold rank as indicated above.

36. *Duties of full-time instructors.* The unit education officer will be able in some cases to undertake some teaching or lecturing, but he will generally be occupied with organization, supervision, and advice on studies. The full-time instructors will assist the unit education officer in ascertaining and meeting the educational needs of the men and women in the unit, and in bringing a unit education scheme into existence and carrying it out. They will be responsible for educational guidance, instruction, leadership of discussion groups, and the organization of informal educational activities. Men and women instructors should be prepared, if required, to instruct mixed classes or classes of the opposite sex.

37. *Selection of full-time instructors.* The commanding officer will be responsible for selecting and appointing unit instructors from the most suitable officers and other ranks available in the unit. If there are not enough suitable men or women in the unit, the commanding officer will apply through the usual channels for assistance from outside resources. The A.T.S. group commander will select and dispose A.T.S. instructors on a group basis. Formation commanders are authorized to interchange instructors as required to fill vacancies in the establishments of units under their command so that the best use may be made of suitably qualified men and women.

38. It is unlikely that there will be sufficient men and women with civilian teaching qualifications to fill all vacancies for full-time instructors in the Army. But many officers and other ranks will have gained

experience in the Army either as technical instructors or as volunteer teachers and discussion group leaders under the wartime education scheme; and there will be many others with a good knowledge of their subject who will prove capable instructors with training and practice.

39. The systematic training of unit instructors at Army Schools of Education is already in progress, and will continue. Courses and conferences for unit instructors, as numerous and varied as circumstances allow, will also be organized by formations.

40. *Part-time instructors.* The unit's educational programme will include a wider range of subjects than can be provided for by the establishment of full-time instructors. Part-time instructors will have to be appointed from within the unit to supplement the work of the full-time instructors, and their appointment has been authorized. The educational duties of part-time instructors will be the same as those of full-time instructors. Part-time instructors will be appointed as required and may be officers or other ranks, but the aggregate hours spent by them in working time on educational duties must not exceed three-quarters of the aggregate hours of duty of all the full-time instructors. Part-time instructors will not receive promotion or additional pay solely in respect of this appointment.

CHAPTER III

Accommodation

Provision of Accommodation

41. The extent to which the unit educational programme can meet the needs of the unit will depend largely upon two factors, the instructor staff available, and the accommodation set aside for educational purposes and the way in which it is allocated and equipped.

42. It is anticipated that the circumstances that will obtain at the time when the education scheme is brought into effect will make it very difficult to provide the accommodation required, which is described in more detail in the paragraphs that follow and set out in the tables at the end of this chapter. This chapter, therefore, should be regarded as the ideal to be aimed at. It must also be clearly understood that the educational accommodation described in this chapter cannot be provided at the expense of a return to pre-austerity, *i.e.*, " war " scales. It is a *sine qua non* that the accommodation of any unit or camp must be restored

from 30 sq. ft. to 45 sq. ft. per man before the accommodation required for the education officer and for the lecture and classrooms is provided. The accommodation will be found as far as possible from existing accommodation, including requisitioned premises, provided that there is no undue pressure for de-requisitioning and that expensive requisitions will not be retained without War Office prior authority. The balance of accommodation will be met by the transfer of redundant hutting from unwanted sites and its re-erection, mainly by unit labour. New construction will not be permitted.

43. Scales of accommodation for housing educational activities at Home will be laid down from time to time in Barrack Synopsis (War), Chapter VI, Section II. The issue of these scales does not give any basis for works services either for new construction or for adaptation of existing accommodation. For theatres of war guidance as to scales may be given in War Office letters. It should be noted that these scales of accommodation are included in the handbook not as an authority for the provision but only as general guide to the type of accommodation which it is hoped it will be possible to provide. These scales may vary in application in accordance with the amount of accommodation available. It will be the task of the commanding officer and his unit education officer to see that the accommodation provided is so allocated and equipped as to meet the needs of the unit programme. The following is a suggested layout of accommodation, assuming that accommodation in accordance with the scales set out in the tables at the end of this chapter is available.

In the Unit

44. *Instruction rooms.* In camps of 300 to 500 men three general classrooms will be needed, rising to five for camps of 751 to 1,000 men. Their seating capacity should be for a class of 25 (approximately 450 to 550 feet super). One of the rooms should be fitted as a general practical demonstration room for the teaching of scientific or technical subjects, with provision for heat and water.

45. Two rooms (approximately 450 to 550 feet super) should be set aside for instruction in crafts and hobbies. It is desirable if possible to keep one of these rooms for the heavier and the other for the lighter and cleaner crafts. There should be space in them for 20 students to work at benches. Sources of heat and water and the provision of a sink will be essential.

46. One room (approximately 450 to 550 feet super) should be provided for classes in technical drawing and art. This should accommodate a class of 15 to 20, should be well lit and have cupboard room and access to water and a sink.

47. *Private study rooms.* In camps of 300 to 500 men two rooms (each approximately 300 feet super) to accommodate about 15 students should be set aside for private study. The number of private study rooms required will rise to three for camps of 501 to 750 men and to four for 751 to 1,000 men camps.

48. *Library and information room.* One suitable room (about 550 feet super) is required for the unit library and information room. It should if possible be centrally situated and must contain shelving for library and textbooks, and working space for the librarian. The information room should either be part of the library or adjacent to it and must be equipped for the display of information and exhibitions relating to current affairs and all other aspects of the education scheme.

49. *Group activities and examination rooms.* All units will require a room or rooms in which organized listening to wireless educational programmes, music circles, play reading groups, and other group activities can take place, and which will serve as suitable rooms for examinations when required. In small units this accommodation should be approximately 1,000 feet super, and in larger units up to 1,600 feet super.

50. *Lecture room.* Where the unit accommodation does not already include a room in which large audiences can be addressed, a lecture room up to 1,500 feet super should be set aside and suitably equipped.

51. *Administrative accommodation.* The unit education officer will need an adequate office both for his routine administrative work and for personal interviews with unit personnel needing educational advice. This room should be about 100 feet super.

52. Unit instructors will require a room about 200 feet super which they can use as a staff room where they can prepare and co-ordinate their work.

53. A store room will be necessary for the housing of educational books and equipment. This should if possible be 300 feet super for the smaller unit, rising to 550 feet super for larger units, and should contain a bunk for the storeman.

54. Owing to the varying conditions under which units find themselves accommodated, the layout will often have to be modified to suit circumstances. In tented camps, for example, the approximate equivalent of " rooms " will have to be found.

A.T.S.

55. An A.T.S. unit or group of A.T.S. units not working for or attached to a military unit will obtain accommodation on the same scale as a military unit.

56. In the case of mixed units and A.T.S. units and sub-units working for or attached to military units the A.T.S. strength will be included in the total unit strength and the scale of accommodation determined accordingly. Much of the programme will in these cases be co-educational.

57. Provision will have to be made for practical domestic science instruction for the A.T.S. Where the A.T.S. strength is over 150 and up to 750, accommodation for kitchen-craft and needlework will be necessary amounting to approximately 550 feet super for each subject, rising to approximately 850 feet super for each subject when the A.T.S. strength is 751—1,000. Larger units will obtain this special accommodation *pro rata.* It must be noted that where this special accommodation is provided provision of general classrooms will be reduced accordingly. Where the A.T.S. strength in any unit falls below 150, A.T.S. will be grouped for kitchen-craft and needlework instruction under formation arrangements and this special accommodation will only be provided in the unit where the instruction is to be given.

At Lower Formation Level

58. The A.E.C. officer at brigade and equivalent headquarters will have the task of correlating unit educational activities. He will have to organize classes which it would be uneconomical for units to organize themselves. If the suggested accommodation of about 3,000 feet super laid down in Table III at the end of this chapter is allotted to him, it may conveniently be allocated as follows :—

(*a*) *Classrooms.*—Two classrooms, each accommodating 25 students (approximately 450 to 550 feet super).

(*b*) *Briefing room.*—A briefing room for conferences and courses. This should accommodate up to 40 people and should be at least 550 feet super.

(*c*) *Vocational information office.*—The A.E.C. officer will wish to display appropriate information on education for students who seek his advice. He will have a considerable amount of information from the Ministry of Labour and National Service and other sources and will require for its display and use a room of some 450 to 550 feet super.

(*d*) *Administrative accommodation.*—The A.E.C. officer will require his own office, a clerks' office, and a staff room for instructional staff. Each should be approximately 200 feet super. A store room will be required of approximately 450 to 550 feet super.

Choice of Accommodation

59. The choice of rooms for the various purposes outlined in the foregoing paragraphs must to a great extent be governed by availability. It is clear,

however, that many advantages will accrue from having all the requisite educational accommodation conveniently grouped in one building or in adjacent premises, and as near to unit lines as possible. Unavoidable dispersal of personnel in the unit itself may necessitate some variations in the scales of accommodation authorized, which will require sanction from higher authority. There is nothing to prevent two small units, if suitably placed, from combining for educational purposes and using suitable educational accommodation. Emphasis need hardly be placed upon the necessity for adequate heating, lighting, and ventilation as prerequisites for ensuring satisfactory working conditions. The necessity and accessibility of latrine accommodation must be borne in mind.

Community Activities

60. While it is possible that the accommodation laid down may be available at times for group discussions in A.B.C.A. and B.W.P. subjects, no special provision has been made for these activities. The ideal basis for these talks and discussions is the platoon or equivalent group, and the platoon, etc., accommodation will usually serve for this purpose.

Gardens

61. It must be borne in mind that a considerable number of men and women will have interests in gardening and horticulture, and provision must be made for such interest wherever possible. It is not proposed to lay down a hard and fast scale of land to be acquired. Full use should be made of such gardens as exist in or near to camp and barrack sites. Where suitable land is not already at the commanding officer's disposal, consideration should be given to the acquisition of a plot or plots in the most convenient situation. The nearest army agricultural officer should be consulted in this matter.

Education Centres

62. Many education centres of various types exist in all commands. Important as they have been in fostering the growth of the Wartime Education Scheme, their functions will now become more specific and comprehensive. According to their location, accommodation, and equipment, they will play their part in the release period education scheme, and will count against the Barrack Synopsis scales.

Other Accommodation

63. The use of existing training and workshop installations for education by units and formations is authorized, so far as other military requirements and economy allow. The use of such installations will be organized by formation headquarters.

TABLE I

Ideal layout of accommodation for education in the unit

Type/Purpose of room	Size of room in F.S.	No. of rooms* required according to unit strength			Remarks
		300—500 men camps	501—750 men camps	751—1000 men camps	
Office for unit education officer	Approx. 100	1	1	1	
Staff room for instructional staff	Approx. 200	1	1	1	
Store room	300—550	1	1	1	To include bunk for storeman.
General classrooms	Approx. 550, each	3	4	5	Each for a class of 25 people. One to be fitted as a general practical demonstration room with heat and water.
Technical drawing and art room	Approx. 550	1	1	1	For 15—20 people and having good lighting, water, sink and cupboards.
Crafts and hobbies rooms	Approx. 550, each	2	2	2	For 20 people each. Water, sink and source of heating required.
Private study rooms	Approx. 300, each	2	3	4	Each for about 15 people.
Group activities and examinations	Approx. 550, each	2	2	3	For up to 50 people. For activities such as music-circles, play-reading groups, professional group-meetings and examinations.
Library and Information room	Approx. 550	1	1	1	For housing 800 books. Shelving, reading and writing facilities and working space for librarian required.
					Display space on walls and floor. Shelving for books and pamphlets. Reading and writing facilities required.
Lecture room	1000—1500	1	1	1	For addressing large audiences, if not already available.
Total scale in F.S.		7,150 approx.	8,400 approx.	10,150 approx.	

* or tents in the case of tented camps.

TABLE II

A.T.S. ACCOMMODATION FOR KITCHEN-CRAFT AND NEEDLEWORK

see Chapter III, para. 57

A.T.S. strength	Kitchen-craft accommodation	Sewing room accommodation
over 150, up to 750	Approx. 550 F.S.	Approx. 550 F.S.
751—1000	Approx. 850 F.S.	Approx. 850 F.S.

TABLE III

ACCOMMODATION AT LOWER FORMATION

Type/Purpose	Number of rooms	Size of rooms in F.S.
Office for brigade, etc., education officer	1	Approx. 200
Staff room for instructional staff	1	Approx. 200
Office for two clerks	1	Approx. 200
Vocational information room where appropriate information may be displayed and students interviewed and advised	1	450—550
Store room	1	450—550
Briefing and conference room	1 for 40 people	Approx. 550
Classrooms	2 for 25 students each	450—550, each
Total scale of accommodation		2950—3350

CHAPTER IV

Equipment and Materials

64. The equipment, furniture and materials necessary for the scheme are, generally speaking, either an ordnance, engineer, barrack or stationery supply.

65. The unit education officer should work closely with the unit quartermaster, who will be responsible for obtaining necessary stores up to the scales laid down in the handbook " Army Education Scheme—Equipment and Materials." The need for the careful preservation and economical use of all equipment and materials is pressing, owing to the general scarcity of all such stores.

Ordnance Stores

66. All stores shown in the Equipment and Materials handbook are ordnance stores, unless otherwise stated. These will be obtained by submission of indents to the brigade or equivalent headquarters. All indents must be marked " Educational. Release Period," and quote :—

(*a*) Authority for issue, *i.e.*, the scale laid down in the schedule in the Equipment and Materials handbook.
(*b*) The number of students on which the indent is based in the case of non-expendable items, and the number of student hours in the case of expendable materials.
(*c*) Whether initial or replacement issue.
(*d*) Quantity in possession.

Indents for initial supplies and replacement of unserviceable stores will be submitted as required. Indents for replacement of stocks of expendable stores will normally be submitted quarterly. Separate indents will be used for each Vocabulary Section.

Engineer Stores

67. These are obtained from the local Officer i/c R.E. Stores. Indents will be submitted as in para. 66.

Barrack Stores

68. These are what are commonly known as accommodation stores and are listed in " War Accommodation Schedules, 1944," or will be supplied under para. 12 (*b*) of the preface thereto. When a room is taken over as an instruction room, carpenters' shop, etc., application should be made to the Officer i/c Barracks, R.A.S.C., for the accommodation stores allowed, which will be issued to them on inventory. In stations where no Officer i/c Barracks has been appointed and doubt exists as to the method of obtaining these items, the advice of the A.D.O.S. or D.A.D.O.S. should be sought.

Stationery Stores

69. Indents for stationery (up to the amount shown in the Equipment and Materials handbook) should be sent on the appropriate form to command secretaries in the United Kingdom or to the War Office (C.2 (*c*)), and to stationery depots overseas. Indents should be in the form prescribed in para. 66 above.

Disposal of Manufactured Articles on Repayment

70. Special instructions will be issued regarding the disposal of all articles manufactured under the education scheme.

Accounting Procedure

71. All educational stores (other than stationery and accommodation stores) will, where appropriate, be taken on charge in the normal way by the unit quartermaster. Accounting within the unit and the maintenance of records for stationery are dealt with in the Equipment and Materials handbook.

72. On the move of a unit from one station to another in the United Kingdom or within a command abroad, all stores (other than accommodation stores) will accompany the unit. Accommodation stores will be returned to the issuing authority.

73. On the move of a unit :—

(*a*) From one overseas command abroad to another, or

(*b*) from abroad to the United Kingdom :—

Ordnance stores will be disposed of in accordance with current command instructions, and the accompanying A.F. G1033 will be endorsed " Educational. Release Period." Application should be made to the officer from whom other stores were drawn for disposal instructions with regard to such stores.

74. On a unit proceeding overseas from the United Kingdom ordnance stores will be disposed of in accordance with A.C.Is. **426** of 1943 (as amended by A.C.Is. **906** of 1944 and **37** of 1945) and **181** of 1945, and any amendments thereto, A.Fs. G1033 being endorsed " Educational. Release Period." As regards other stores, action should be taken as detailed in para. 73 above.

4—21811

75. When stores become surplus for whatever reason, they will be disposed of, without delay, by the same procedure as in paras. 73 and 74, except that expendable materials may be retained at the discretion of the commanding officer to meet anticipated future requirements.

Films

76. A list of educational and current affairs films is being issued in " War Office Film Catalogue Part II (General Purposes)." Arrangements for these films to be shown in units may be made by application to the nearest Army Kinema Section.

CHAPTER V

Books and Publications

A—BOOKS

77. While it is obviously necessary that units should have access to an adequate stock of books, their programmes should not be planned on the assumption that unlimited supplies will be available. It has to be recognized that there is a severe scarcity of books and that when lost or damaged they cannot be replaced. This means that the books that can be obtained should be distributed as equitably as possible, kept in full circulation, and looked after carefully. For the purposes of organization it is useful to distinguish between textbooks for class use, unit library books, and command library books, since the three types will be obtained in different ways.

Textbooks

78. The textbooks which will be issued are intended primarily for use in organized classes, and will normally be those recommended in the curriculum handbooks for particular subjects and courses. It is intended that, in general, these textbooks should be retained in sets for class or group use, rather than that they should pass into the hands of individuals who, if they retained them for long periods, would deny their use to others in equal need of them. It is, however, left to the discretion of the unit education officer to make exceptions to this rule where circumstances warrant it. The principle to be applied is that all members of the unit should as far as possible have full and equal opportunity to use the limited number of books available.

79. Since the number of books available is necessarily limited it will probably not be possible at the beginning of the scheme to supply textbooks to a scale of more than two to every three men on the strength.

80. As soon as the unit education officer has organized his unit programme, the unit will apply to the brigade or equivalent headquarters for the necessary textbooks, using the *pro forma* at Appendix II. In home commands the books will be supplied to the unit by the brigade or equivalent headquarters. Overseas textbooks will be supplied to units under command arrangements. Staff officers (Education) will advise formation commanders on the equitable distribution of the books available at the time. It is essential that units should report immediately to the brigade or equivalent headquarters any textbooks that become surplus to requirement in order that they may be redistributed to units that stand in need of them.

Unit Library Books

81. In addition to textbooks a unit or group of units combined for education, of a total strength of 500 or over, will receive a standard library of approximately 400 books. Appropriate provision will also be made for smaller units. The titles have been selected with the intention of catering, within the limitations of a small library, for as wide as possible a spread of subject and interest. It is hoped that every member of the unit, whether instructor or student, will be able to find in it one or more books directly relevant to his needs or interests. The library is general in scope and includes, as well as sound and readable books on all the main subjects of the curriculum, good novels, plays, anthologies, biographies and reference books.

82. These libraries will be packed in manageable parcels with their contents clearly marked, so that they may be forwarded if desired direct to units without the necessity for re-packing. Packed with each library will be a catalogue together with directions for maintenance and arrangement. As soon as a unit (including a War Office controlled unit) in the United Kingdom is authorized to carry out the Education Scheme, it will apply to the brigade or equivalent headquarters for a unit library. Units overseas will obtain their unit libraries under command arrangements.

83. Units will make arrangements in advance to house the library by setting aside accommodation in accordance with the authorized scale and equipping it with furniture and shelves ; and to put it into early use by selecting a suitably qualified full-time or part-time instructor to act as unit librarian under the supervision of the unit education officer.

4a.—21811

Command Education Library Books

84. A unit library of 400 books cannot be expected to meet the needs of all readers. A reserve lending library is therefore being set up at command or equivalent headquarters, to extend the scope of unit libraries and to supplement to a limited extent the provision of textbooks.

85. Command establishments provide for the appointment of a librarian, who may be a staff officer (education). He will be responsible to the command education officer for the organization and supervision of the command education library, and for advising him on questions of book supply. This library will have a dual function. It will serve as a lending library from which units may, on behalf of instructors or students, borrow for limited periods single books or sets of books that are not available locally; and as its own stocks are increased by central supply or through local purchase, it will be used as a means of supplementing unit libraries, so that while the total number of volumes available for loan will remain roughly constant, the titles on the shelves will change.

86. Library accommodation should be set aside as soon as possible. When the library is established commands will notify all units of the procedure they wish to be followed in obtaining specific books or sets of books on loan. They may find it convenient to arrange that units should apply direct to the command headquarters instead of through the normal channels.

87. Commands will bear in mind the need to make special provision, by addition or exchange of books, for small units and for those types of units the needs of whose members may be imperfectly met by the standard unit library. For example, it is to be expected that A.T.S. and mixed units will require a higher proportion of books of special interest to women, while formation colleges will need to cater for more specialized and advanced studies.

Accounting for Books

88. Units and formations to which books are issued will take them on charge as non-expendable stores. Books of a published price of one shilling or less need not be accounted for, but every effort must be made to preserve them from loss or damage. Loss of or damage to books will be made good by the unit or formation holding them on charge, unless an application to write-off is approved under King's Regulations. For this purpose books will be valued at 75 per cent. of their cost, unless it is established that their actual value is greater or less. If the cost of a lost or damaged book cannot be ascertained, the commanding officer is authorized to assess its value at his discretion.

Disposal of Books on Movement or Disbandment of Units

89. (*a*) When a unit (including a War Office controlled unit) or formation moves from one command to another within the United Kingdom :

(i) the Unit Library will be taken with the unit, unless the unit has been grouped with other units for education, in which case the unit will on arrival at its destination re-apply for a unit library.

(ii) Books held on loan from a Command Education Library will be returned to the library.

(iii) All other books held on charge will be handed in under arrangements to be made by the Command Headquarters, except that

(iv) any textbooks essential to classes in being may be retained.

(*b*) When a unit or formation moves overseas from the United Kingdom :

(i) the Unit Library and all other books held on charge or on loan from the Command Education Library will be handed in as directed by the Command Headquarters except that—

(ii) textbooks essential to classes in being may be retained up to a maximum weight of one cwt. for each 100 men or part thereof.

(*c*) When a unit or formation moves to the United Kingdom from overseas, or from one overseas command to another :

(i) all books held on charge or on loan from the Command Education Library will be disposed of as directed by the Headquarters of the Command, except that—

(ii) textbooks essential to classes in being may be retained up to a maximum weight of one cwt. for each 100 men or part thereof.

(*d*) When a unit (at home or overseas) is about to be disbanded all books held on loan from a Command Education Library will be returned, and all books held on charge will be handed in as directed by Command Headquarters, which is responsible for ensuring that they are taken into use again as soon as possible. In view of the shortage of books the War Office will issue instructions from time to time as the situation demands for the redistribution of books between commands both at home and overseas.

(*e*) When the quantity of books to be despatched involves the use of rail transport, units and formations will arrange such despatches through the R.T.O. or District Movement Control Office.

B—PUBLICATIONS

90. Scales of issue of publications are given in Appendix I ; these should be read in conjunction with the Manual of Military Publications, 1944.

91. At home issues to formations, schools of education, formation colleges and units are made by the War Office, C.2 (c), on instructions from the Directorate of Army Education. Applications for special issues outside the standard scale should be made as follows :—

(*a*) In commands, to command secretaries.

(*b*) In Northern Ireland, to Army Forms and Publications Depot, Stranmillis, Belfast.

(*c*) In London District, to the War Office, C.2 (c).

Abroad, bulk issues are forwarded to A.P. and S.S. publications depots for distribution.

92. One copy of each current publication listed in Appendix I will be supplied to each A.E.C. officer and other rank from the command education officer's pool.

CHAPTER VI

Planning the Unit Programme

The Problem

93. When the time comes to put the scheme into operation, the unit education officer is likely to find himself confronted by a large number of men who have no clear idea of their educational needs, and by a bewildering variety of demands from those who do know their own minds. His task is to reduce this situation to an ordered educational programme workable with the means at his disposal, satisfying to all, and fulfilling the purposes set out earlier in this handbook.

94. Two problems must be faced. First, men have widely differing educational needs, and the unit education officer must find some practicable method of dealing with the individual interests and problems of a very large number of men, many of whom may not be personally known to him. At the same time, if the scheme is to succeed, men must feel convinced that it is of real value to themselves. Secondly, the most

versatile unit is unlikely to be able to find instructors for every single subject in demand, nor will the facilities outside the unit, such as are described in Chapters VIII and IX, make good every deficiency. A very wide range of demands has therefore to be met, to the fullest possible extent, from strictly limited resources ; and both the unit education officer and his unit must face the fact that rarely, if ever, will every demand be fully satisfied.

95. The first of these problems emphasizes the inability of the unit education officer to carry out his task single-handed, nor need he try to do so. He can have a strong team of helpers in the unit education committee, whose members between them can ensure that individual needs receive the careful attention that the scheme demands. Later, when his instructors have been appointed, they too will be able to help him.

96. The solution of the second problem lies in the adoption of a carefully considered plan of action. His object is to find a scheme to fit his men, and not to fit the men into a pre-conceived scheme. At the same time his resources are limited and he will be unwise to promise more than he knows he can provide. His plan must take account of both these factors, and the following paragraphs suggest the lines along which this may be done. Such a plan should fall into several well-defined stages, none of which should be omitted. These stages are are follows :—

(1) Men must be told all about the scheme, its purpose and what it offers, and given the opportunity to discuss it. They must be asked to consider their own educational needs, which they will later state.

(2) A general idea must next be obtained of what the unit's requirements will be. This information can best be obtained through a written questionary, which however should not yet invite men to choose particular subjects.

(3) The same questionary should be designed to enable the unit education officer to earmark potential instructors, who between them are able to teach as many as possible of the subjects which seem likely to be required. At the same time, he should ascertain, so far as he can, what subjects can be offered from various sources, if any, outside the unit. The A.E.C. staff at formation headquarters should be able to tell him this.

(4) From the information obtained in stage (3) a list should be prepared of the subjects which can be offered to the unit with reasonable certainty that they can be provided, either from within the unit or from outside it.

(5) Men should now be asked to choose particular subjects from this list; but they should also have the opportunity to ask for any other subjects as well, on the understanding that these will be provided if possible. This stage can also best be carried out by means of a written questionary.

(6) From the answers to this second questionary it will be known exactly how many men require each subject and each grade of subject. At this stage therefore the unit's instructors can be appointed. At the same time, those demands which the unit's own instructors cannot meet should be referred to the A.E.C. staff at formation headquarters, who should be asked to say which demands can and which cannot be met from resources outside the unit.

(7) Finally, when this information has been obtained, the unit education officer should be able, after consultation with his commanding officer, to organize his unit classes and draw up a time-table which shows the days, times and places of each man's educational course. This is dealt with in Chapter VII.

Each of these stages is considered in detail in the paragraphs which follow.

FIRST STAGE. Publicity for the Scheme

97. The scheme and the types of opportunity which it offers must be fully explained to every officer and man. They will already be familiar with the broad outline of the scheme as a result of A.B.C.A. "Current Affairs," Pamphlet No. 79 ("Brush Up for Civvy Street") issued in October, 1944. In the A.B.C.A. sessions based on this pamphlet, men will have started to think over their educational needs.

98. Shortly before the scheme is launched in the unit, further time should be spent in A.B.C.A. hours, in considering the scheme with more particular reference to planning the unit's educational programme. Men should be asked to consider carefully what they really want, and also what contribution they can offer to the unit's programme either by suggestions, or by service as teachers, lecturers, discussion group leaders, or demonstrators. They should be told that they will later be asked to say what they want, and that the unit's programme will be based on their own demands and not arbitrarily imposed without reference to their needs. They should also be told that they will be able to discuss their educational problems with the unit education officer or one of his helpers.

99. A.B.C.A. discussion leaders should have an opportunity to read this handbook, and they should also know what plans the unit education

officer has in mind. They will be able to help him by stressing the points he wishes brought out in order to start his organization, and also by bringing back to him from their groups suggestions and information of value.

SECOND STAGE. Preliminary Survey of the Unit's Requirements

100. The purpose of this stage is to discover, not the exact subjects which each man is to take, but the broad types of demand which will have to be met, and the rough extent of each type of demand. It would be unwise, even if it were possible, to attempt at one step to ask each man what subjects he wished to study, and to build up a time-table based on these raw demands. In the first place, many men will need guidance in choosing their subjects. Some will need vocational information and advice, others some help in discovering and developing their own taste and interests. In the second place, to offer men an unlimited range of choice would inevitably lead later to disappointments, when it was found that many of the subjects asked for could not be provided. And there is a third consideration. Men will tend to think of their educational needs almost entirely in terms of vocational training for civilian employment. This view is natural but incomplete. The art of life is as important to master as the business of life, and the cultivation of wider interests (not necessarily unrelated to his job) is useful in the truest sense to the technician and the specialist; for it is usually true that the man with wide knowledge and interests is the more successful at his work as well as the happier for them. It is unprofitable to distinguish sharply between general and technical education. But technical education must not be interpreted in a narrow sense which excludes wider interests.

101. The first step therefore should be to divide the officers and men of the unit into a few broad groups, each with a distinctive kind of educational need. The experience of adult education in the Army and in civil life indicates with some certainty what these groups will be, and a convenient classification into six groups is suggested below. If a man can be identified in one of these groups, the task of devising an educational programme for him is greatly simplified. These groups are as follows:—

GROUP I Men of a low standard of literacy which is capable of improvement. Whatever their ambitions may be, the first need of these men is for basic general education, without which they can achieve little. This need can best be met by the type of basic education courses already in existence.

GROUP II Men whose standard of education is poor, and whose principal need will be to make good some of its deficiencies. In some non-specialist units this will be a large group.

ALL SERVICES

of Stores, Plant, Tools, Instruments, &c.

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	Organisation Handbook	
	No 36	1

Signature

Rank Date

GROUP III Men with a reasonably good standard of general education, who will ask for courses which will assist them in their employment, or give them qualifications suitable for the minor professions, certain grades of Civil Service examinations, or admission to the universities or other courses of advanced study. Their need is, broadly speaking, for courses of general education of about school certificate standard.

GROUP IV Men who have already been trained or entered training, before or during the war, as skilled workers. This category includes commerce, distributive trades and certain allied professions, as well as industry. Their chief demand will be for vocational and pre-vocational training of a technical nature.

GROUP V Men with a reasonably good standard of education, who feel no particular desire to improve their general education or to work for any technical or professional qualification. This group will need advice and encouragement, and the unit education officer's object should be to help them to develop genuine interests of their own, as suggested in para. 103 below.

GROUP VI Those men, probably few in number, who have had a good education or hold good technical and professional qualifications, but who for some reason are not acting as full-time instructors. Their needs will sometimes be met in the same way as those in group V above, sometimes by individual study.

102. The simplest method of dividing men into their groups will be to get them to complete a simple written questionary. A specimen questionary is given at the end of this chapter (first questionary). It will be seen from the list of groups above that men's educational requirements are determined very largely by two factors, which can both be ascertained fairly easily :—

(*a*) Their educational and personal background.

(*b*) Their intentions as to their post-war employment.

The questionary is intended to elicit this information. It must be realized that this classification of men into groups is for the assistance of the unit education officer and his staff. Being based on written answers it is at best tentative, and ought certainly not to be published.

103. Once a man has been identified in one of these groups, the kind of educational course which will be of most use to him suggests itself. Groups I, II and III will tend to need general education, either very elementary or more advanced, and the provision made for Group II ought often to have a strong practical bias. Group IV will need courses of a mainly technical character. The needs of Groups V and VI can best be met by opportunities to develop a wide range of interests, not only social studies, literature, art, crafts, but also every subject which others may be studying for more directly vocational reasons, such as English, a modern language, and any scientific and technical subject.

THIRD STAGE. Earmarking of Instructors and Survey of Facilities Outside the Unit

104. The purpose of this stage is to discover to what extent these broad types of need can be met, from inside and outside the unit. For those who need basic education (Group I) and those whose courses must be mainly technical (Group IV), the issue is fairly clear. Their needs are specialized, and the unit either does or does not include men qualified to teach the subjects required. If it does not, recourse must be had to outside help, through the A.E.C. staff at formation headquarters. But the needs of the remaining groups are not specialized to the same extent. To men in these groups it will often be possible to offer alternative subjects of equal value, if their first choice cannot be met. It should therefore be possible for most if not all of the requirements of these groups to be met by instructors appointed from within the unit.

105. As well as indicating the types of subject which will be wanted, the questionary should disclose those men who by their educational and technical qualifications are likely to be suitable instructors. The unit's instructors cannot yet be appointed, because it is not yet known exactly what subjects are required or how many men require them. But at this stage the unit education officer should be able to earmark potential instructors.

106. The unit education officer should at this stage interview personally all men whose qualifications mark them as potential instructors, so that he may discover as accurately as possible what subjects he will be able to offer from the unit's own resources. At the same time he should find out from the A.E.C. officer at formation headquarters what range of subjects can be provided by local civilian institutions, if any, and other outside sources, with particular reference to the technical subjects which his unit is likely to demand. He must not expect to be given a complete and concise list of such subjects, because the range is too wide. But he can at least find out, for instance, what types of courses a local evening or technical institute could provide, or whether a neighbouring unit has an instructor whose services could usefully be shared. Full advantage should also be taken of the B.B.C.'s educational broadcasts, particulars of which will be published.

107. In considering which subjects are required and which can be taught, the unit education officer should be guided by the comprehensive list of subjects and their grades dealt with in the six curriculum handbooks. It is not intended to limit instruction to these subjects. But their range is sufficiently wide to meet every normal requirement, and it must be remembered that the majority of unit instructors will rely largely on the guidance of these handbooks.

FOURTH STAGE. Drawing up a Provisional List of Subjects which can be offered

108. A list should now be drawn up of all the subjects which could, if required, be taught by instructors drawn from the unit ; and to it should be added those subjects which it is likely that outside local resources could provide. Men will, in the next stage, be asked to choose subjects from this list. But it remains uncertain whether it will be possible to fit all these subjects into the unit's programme. This will depend on two further factors dealt with in Chapter VII, namely, the accommodation which is available, and the way in which the educational programme is fitted into the rest of the working or training time-table of the unit.

FIFTH STAGE. Asking Men to Choose their Subjects

109. When the unit education officer has tabulated the subjects (including " British Way and Purpose ") and types of course which he feels fairly confident of being able to provide, he is in a position to offer them to the unit, as a wide but not unlimited choice, based upon the broad types of educational needs found in the unit.

110. This again can best be done by means of a written questionary, a suggested form of which is given at the end of this chapter (second questionary). Men will need individual help and guidance in answering these questions. Each of the six groups of students in para. 101 above will have its own distinctive problems and difficulties in the choice of subjects. The most satisfactory method will be to assemble each group separately for the purpose of completing this form (with large groups sub-divided into batches of convenient size), under the supervision of the unit education officer or one of his committee. All those who appear to need, for instance, basic education, or technical courses, can thus be dealt with at the same time, and it will be easier for the supervisor to give each man the distinctive kind of guidance which he needs. A.T.S. personnel should be dealt with in separate groups by the A.T.S. unit education officer.

111. The preliminary classification of men into these groups on the basis of their written answers to the first questionary is a rough and ready measure, and not infallible. When a man comes to choose his subjects, and receives individual attention and help, it may be found that he has been wrongly classified and that his needs are very different from what was anticipated. This personal contact between the men and the organizers of the scheme will give a far more reliable indication of men's real needs.

112. When each group is assembled, the unit education officer should circulate or display a list of the subjects offered, with their grades. These subjects should be grouped under the title of the curriculum handbook from which they are taken. He should begin by explaining the scope and value of each subject, and he will no doubt be called upon to answer many questions. Some advice should be given on the number of subjects which a man can take. It is impossible to lay down one rule for all men, but normally four subjects will be a maximum for a six-hour week, and three subjects for a four-hour week. A principal subject, for instance a technical subject which it is important for a man to master, should have two or three hours a week, while an auxiliary subject may need only one hour. In the curriculum handbooks a number of specimen courses are set out which are likely to meet many normal requirements. These should also be displayed, to guide men in their choice. Some men may need more careful and lengthy guidance than can be given during this period ; and it may be necessary to interview them later, before they can complete their forms. The important principle to follow is that men should not complete this form until they have had the opportunity they need to ask any questions and discuss their own difficulties with the unit education officer or one of his helpers.

113. When men are completing this form, they must be given the chance to ask for any subject which is not on the list, and it must be explained that it may be possible to provide it, either in a class or by a correspondence course. Such subjects will mostly be either technical subjects or a foreign language. It is always possible that the A.E.C. staff at formation headquarters may be able to arrange special classes for such a subject, if the demand from several units is sufficient.

114. At the same time, those subjects available only through correspondence courses (listed in the handbook on Correspondence Courses) should be brought to men's notice. They enable men to study individually many subjects which would otherwise not be available. But they are a less satisfactory medium of study than the normal class since there is no personal contact between the student and his teacher, and they call for a high degree of unaided perseverance and effort over several months. Correspondence courses are dealt with in Chapter VIII of this handbook.

SIXTH STAGE. Appointing the Unit Instructors

115. The unit education officer already knows which men in the unit are potential instructors (paras. 105 to 106 above). From the answers to the second questionary he should discover which of the subjects that

these men can teach are in fact required, and how many classes are needed in these subjects. He is now in a position to recommend to his commanding officer names for appointment as full-time and part-time instructors. The full-time instructors should be those qualified to cover as much as possible of the unit's demands. The part-time instructors should be recommended as men who can fill in the remainder of the teaching programme within the unit.

116. When arrangements have been made to meet as many as possible of the unit's needs by means of its own full-time and part-time instructors, there will remain some demands which cannot be met in this way. The A.E.C. staff at formation headquarters should now be asked to provide for as many of these remaining demands as they can, from resources outside the unit. It will sometimes happen that a special class can be formed; in other cases a correspondence course may be the only way of satisfying a demand; and some demands may have to remain unsatisfied.

SEVENTH STAGE. Arranging the Time-Table

117. When it is known which of these remaining demands can be met from outside the unit, it will be possible to draw up the unit's educational time-table, which will show the day, time and place of each class, including those classes outside the unit. This stage is discussed in the next chapter, but the following points should first be noted.

118. The unit's educational programme must not be thought of as confined to the six or more hours of working time in the week. It will include numerous and varied voluntary activities out of working hours, as has hitherto been the case, and these voluntary activities ought to be related to the main programme. Men who spend most of their time on studies of a pre-vocational nature should be encouraged to follow wider interests in their spare time, and it will often be possible for these voluntary pursuits to have a direct bearing on the more formal studies carried on in working time. The organization of these voluntary activities will thus be based on the demands of the men in the same way as the rest of the programme. The usual recreative activities such as art, drama, music, literature, crafts, discussions and visits may be expected to be in demand. But as the unit settles down to its new educational programme some men will ask for further voluntary facilities more directly related to their main courses of study. The unit's full-time and part-time instructors should concern themselves with these subsidiary activities no less than with the main educational programme.

FIRST QUESTIONARY (*see* para. 102)

If you will complete this form carefully in the order in which it is set out, it will help your unit education officer to ensure that you will get the fullest possible value out of the education scheme during your remaining time in the Army and after your release. You will later be asked to choose which subjects you wish to take. Answer every question on this side of the paper, but leave the other side blank.

Part I—General

Number..... Rank..... Name.....

What is your Service Group Number in the Release Scheme?.....

Age..... Date of Enlistment.....

At what age did you leave school?.....

Did you take any course of studies after leaving school? Give subjects taken and dates.....

.....

Have you passed any public examinations at school or since? Give details including the name of the examination, date and subjects taken

.....

Part II—Pre-War Employment

What was your pre-war job?.....

Briefly, what did you do in it?.....

.....

How many years' experience had you?.....

Part III—Army Trade and Courses

What is your army trade or mustering?.....

What courses have you attended in the Army? Give date.....

.....

What trade tests have you passed?.....

.....

Part IV—The Future

What job do you hope to have after the war?.....

.....

If you think you can help the unit as a teacher, lecturer or discussion leader, state subject or subjects.....

.....

SECOND QUESTIONARY (*see* para. 110)

(*Note.*—It is suggested that this form should be on the reverse side of the first questionary.)

The new education scheme is divided into six broad groups of studies : Technical Subjects ; Science ; Home and Health ; Man and Society ; Commerce ; Art, Crafts, Music and Drama.

Which group or groups interest you most ?.....

Which subjects in these groups do you want to study if possible ?.....

.....

.....

Reasons for your choice above (*e.g.*, general interest, in connection with my post-war job of..... etc.).....

.....

If you are studying in preparation for an examination, state what examination and the date you hope to take it.....

.....

What experience have you had in the subjects you have chosen above, either at school or since ? Give dates (*e.g.*, General Science—school, 1931-1934 ; Building Construction—Technical School, 1931-1933 and work, 1935-1939 ; Accountancy—correspondence course, 1937-1939)

.....

.....

Any other information which you think will help the unit education officer to meet your needs.....

.....

.....

.....

CHAPTER VII

Arranging the Time-Table

119. The seventh and last stage, that of constructing a time-table, is a personal matter which people tackle in different ways. The suggestions which follow give one method only. They may be of value to unit education officers who have not had experience of this task before.

120. From the preliminary steps already taken (Chapter VI) the unit education officer now has a list of subjects in which instruction will be given at one, two or three grades, lists of men to be instructed in each subject at each grade, and a list of instructors, full-time and part-time, who will give the instruction.

121. The first step is to consider subjects, grades and students in order to arrive at the number of classes required. Suppose, for example, the division of students into subjects and grades works out something like this :—

Subject	*Grade*		
	I	II	III
French ..	15	40	5
Woodwork ..	10	30	—
English ..	3	62	18
Chemistry ..	5	7	3

122. The ideal group for a class is 20 to 25 students all at approximately the same grade. Groups below 10 in number are usually uneconomical and difficult to fit into the scheme. There are two ways of dealing with these small groups. One is to include them with another grade (*e.g.*, Chemistry, Grade II, above) though this should be avoided with beginners if possible. The other way which should certainly be followed with those whose basic general education is below standard (*e.g.*, English, Grade I, above) is to reserve these students and ask help from the A.E.C. officer at formation who may be able to arrange a formation class for them and others. Where there is a very small group at an advanced stage, these students will probably have to work without an instructor, but they can often give each other valuable help. It may be possible to arrange through the formation A.E.C. officer for them to attend classes with the local education authority.

123. To fit the numbers above, therefore, the following classes would be necessary :—

French (one Grade I, two Grade II).
Woodwork (one Grade I, two Grade II).
English (three Grade II, one Grade III).
Chemistry (the number does not justify more than one combined class for Grades I and II).

124. The normal class period of instruction will be one hour, though practical subjects may have two-hour periods as recommended in the curriculum handbooks. The next step is to list the number of class periods required in each subject and grade, and fit the instructors to them. The full-time instructor cannot spend his entire working week on teaching. He will need time for preparation of lessons, advice, supervision of private studies and so forth. Somewhere between 20 and 24 hours a week class teaching is probably enough with a possible maximum of 30 hours in the case of instruction in practical work. The availability of part-time instructors, assistance from other units, and civilian resources should be taken into account. Help from any of these will have to be obtained through the A.E.C. officer at formation. An extract from the weekly instruction time-table might read as follows :—

English ..	.. 8 hours.	Sjt. " X " 8.
French ..	.. 6 hours.	Sjt. " X " 4, Sjt. " Z " (part-time) 2.
Mathematics	..24 hours.	Lt. " Y " 16, Sjt. " A " 8.

Lt. " Y," Sjt. " X " and Sjt. " A " are full-time instructors, and Sjt. " Z " is one of the part-time instructors helping with French. The conducting of A.B.C.A. discussions remains as hitherto a responsibility of all regimental officers.

125. Having fitted the instructors to the classes there remains the last stage of drawing up the daily programme with reference to accommodation, instructors and students. There are some important points to remember here. The A.B.C.A. and B.W.P. hours will take two hours of each man's programme a week, and the discussion groups will not be identical with the class groups based on personal choice and experience. A student's time-table should if possible be " balanced " in time ; that is, he should have his class instruction spread, as far as possible, over two or three days, and not all on one day. It should also if possible be " balanced " in content. Subjects of a like nature should be spread over the week and interspersed with other subjects or A.B.C.A. and " British Way and Purpose."

126. If accommodation has been provided on the lines of the suggested layout in Chapter III, the unit education officer will have six to eight rooms, according to the size of his unit, in which a class can be housed at any time during the day (*i.e.*, three to five general classrooms, one technical drawing and art room and two craft rooms). He must remember, however, that although class instruction in any general subject may be taken in any one of the three general classrooms, art and technical drawing must be done in the art room and the crafts will have to be done in the craft rooms.

127. But no steps can be taken to work out a daily programme until the commanding officer has decided how the education time-table is to fit in to the whole time-table of the unit.

128. To make the ideal time-table, the unit education officer wants to treat the unit as a whole and have facilities for withdrawing any man from other unit activities at any time for attendance at classes. In practice in most units this will be impossible, and the best arrangement that the commanding officer can offer will depend entirely on the situation and the work of the unit.

129. At least three possible arrangements suggest themselves. One is that all education will have to be organized by companies. This will mean that for certain periods of time during the week the unit education officer will have to arrange classes as far as possible to occupy all the men in the company. Two major points will arise out of such an arrangement. First, since accommodation is limited, it will not be possible to hold an unlimited number of classes simultaneously, and the unit education officer will probably have to simplify his unit programme and cut down the number of subjects studied. At the same time education on a company basis will not allow him to deal with those students whose need is for basic education or at the other end of the scale with those who wish to take a subject at an advanced stage for general interest or vocational reasons ; since both these types of men are scattered throughout the unit. He will either have to ask the commanding officer's permission to withdraw these men at fixed times with no reference to company schemes, or alternatively—and this will be more difficult—arrange with the A.E.C. officer at formation for them to attend formation classes during their company education periods.

130. A second possibility is that while education is organized on a company basis, the commanding officer will give permission for a certain proportion of men to attend classes on a unit basis. This will mean for example that although Wednesday afternoon may be an " education afternoon " for " A " Company, the unit education officer will have permission to withdraw in addition not more than, say, 50 men from other companies. An arrangement of this sort will help to widen the possibilities of an otherwise limited programme.

131. A third possibility is, that while part of the education scheme is carried out on a company basis, there will be certain periods of time during the week when the commanding officer can allow the unit education officer to arrange all classes on a unit basis, that is, to withdraw any man in the unit for education. The greater the amount of time that can be allowed for education on a unit basis, the greater will be the possibility of producing a well-balanced and efficient time-table for every man.

132. There are several methods of working out the " jig-saw " of the daily programme, but they all consist of juggling with groups of students, instructors and rooms. Since the number of rooms available is a fixed and governing factor, the following method of solving the problem is a fairly common one. A blank form for the week is drawn up based on hours and rooms as under (one day only is given by way of example).

MONDAY	0830–0930	0930–1030	1045–1145	1145–1245	1400–1500	1500–1600
Room 1						
Room 2						
Room 3						
Art room						
Craft room 1						
Craft room 2						

133. If the accommodation is to be open for use for six hours a day on six days of the week, the three classrooms will give accommodation for 108 classes in general subjects in a full week. It will be possible to hold 36 drawing or painting or technical drawing classes in the art room and there will be accommodation for 72 craft hours. If it is possible to use the accommodation for eight hours a day, the number of classes can be increased, but there will be an extra load on instructors and it may not be desirable to have compulsory education after 1600 hours.

134. The next step is to prepare flags (or blocks) to put in the blank squares. They should be of two types, to represent subjects and instructors respectively. To make the subject flags the unit education officer will need to list first the classes he proposes to organize in each subject and grade which can be taught in the general classrooms. However many classes there may be, they must not total more than the number of hours available in the three rooms in a full week. That is, if he has three rooms available for six hours a day for six days a week his subject flags must not total more than 108. His list will then read, for example :—

English ..	Grade II ..	6
	Grade III ..	2
French ..	Grade I ..	2
	Grade II ..	4
etc.,	etc. ..	—
	Total ..	108 (or less)

and he will need to prepare 108 or less separate flags or blocks.

135. The same will have to be done for drawing, painting or technical drawing, working to a figure not greater than the total available hours in the art room (36 in the example above). Craft flags will be prepared in the same way for classes in book binding, pottery making, etc., to a total of not more than 72 or the total number of hours during which the craft rooms are available.

136. One flag with an instructor's name on it will now be needed for each hour of instruction in the programme worked out above.

137. Two flags (one for the subject, and one for the instructor taking the class) will now have to be taken together and fitted into the blank spaces until all the flags are used up.

138. When the unit time-table is completed, instructors will need to extract their personal time-tables from it, and the men will need to be given theirs. Each instructor will need a nominal roll of the men in his classes. Sufficient copies of the unit time-table should be displayed to enable men to see at any time when and where their own classes are to be held.

CHAPTER VIII

Educational Facilities Outside the Unit

A—AT BRIGADE (AND EQUIVALENT) LEVEL

139. Studies at formation level, *e.g.*, brigade, sub-district or sub-area, will be organized by the brigade or equivalent A.E.C. officer in collaboration with unit education officers. As will be seen from details given in Chapter III (Accommodation) it is intended to provide two full-sized classrooms at brigade or equivalent level. Activities there will be mainly administrative, but will include provision of classes which units cannot organize for themselves. Even then such classes may frequently be held in unit accommodation, though organized by the A.E.C. officer.

140. Other activities which can most conveniently be carried out at formation level may include :—

(*a*) Briefing meetings of unit education officers and instructors with the brigade or equivalent A.E.C. officer to discuss the treatment of A.B.C.A. and B.W.P. themes.

(*b*) Meetings of unit education officers and the brigade or equivalent A.E.C. officer to discuss administrative problems arising from the education scheme—*e.g.* :—

Pooling of unit instructors.
Exchange of information and ideas.
Special lectures or visits.
Organization of inter-unit competitions—literary, artistic, dramatic, etc.
Circulation of exhibitions and equipment in short supply.

(*c*) Provision of assistance from civilian resources.

(*d*) Short courses for unit instructors to improve knowledge and technique.

(*e*) Classes for illiterate and backward men and women.

(*f*) Meetings of correspondence course students of like subjects, for skilled supervision or for discussion of problems among themselves.

(*g*) A vocational information office open for consultation by individual students. This will be under the supervision of the brigade or equivalent A.E.C. officer, who will hold a reference library of printed syllabuses and other documents dealing with training and employment (*see* Chapter X).

B—FORMATION COLLEGES

141. Formation colleges will be provided at home and overseas for men and women of all ranks awaiting release. They will constitute the apex of the Army Education Scheme during the release period, providing facilities beyond the scope of units and lower formations, and enabling selected students to pursue short full-time studies of a general or a vocational character. They will also provide for the training of men and women selected as instructors under the scheme.

142. Each college will serve a command or similar higher formation and will be capable of housing from 600 to 1,000 students simultaneously. Attendance will normally be for a period of one month giving approximately 100 hours' instruction. Students who wish to attend a course at a formation college should apply to their unit education officer, who will recommend to his commanding officer those whom he considers qualified. The commanding officer will nominate those students whom he considers capable of profiting from an advanced course of study, and will forward their names through the usual channels to command or army headquarters, together with a completed record sheet (as in Appendix III) for each student. Vacancies in formation colleges will be allotted from command or army headquarters, preference being given (except in the case of those recommended for instructor training) to those due for early release.

143. Formation colleges will provide for various types of students, including :—

(*a*) Fully qualified personnel who need to refresh their knowledge or extend it.

(*b*) Those whose technical or professional training was interrupted by military service and who need to complete or continue their studies.

(*c*) Others whose pre-vocational studies at unit or lower formation level have shown them to be capable of profiting from further instruction of a more advanced and intensive nature.

(*d*) Those who in art, crafts, domestic science or any general educational studies have shown themselves specially capable and deserving of more advanced courses than can be provided at unit or lower formation level.

(*e*) Those selected for training as instructors in units, lower formations or formation colleges.

144. The general purpose of all courses for instructors will be :—

(*a*) To give them an opportunity to broaden their knowledge of their subjects and bring it up to date.

(*b*) To enable them to discuss their subjects with other specialists.

(*c*) To meet, if possible, one or two authorities on their subjects.

(*d*) To give instruction and practice in the technique of teaching their special subjects.

145. The colleges will be organized in seven departments :—

Pure and Applied Science and Mathematics
Art and Crafts
Trades
Commerce
Domestic Science
Modern Studies
Instructor Training

146. So far as possible the technical and vocational courses offered at these colleges will, where appropriate, be related to the courses to be provided under the Government's training schemes, and will take account of the educational qualifications required by those who wish to be considered for admission to the Universities, other higher educational institutions and the professions. The satisfactory completion of a course at a Formation College will, however, not in itself entitle students to be admitted to any of these training courses or institutions, or to membership of a professional body. In all courses, whether technical, vocational or general, narrow specialization will be avoided and current affairs, citizenship and P.T. will be included.

C—CORRESPONDENCE COURSES

147. A number of men and women, before joining the Service, had already embarked upon courses of training in preparation for examinations giving definite professional, trade or academic qualifications, and will wish to continue these studies while they are serving. For students in this category it may not be possible to make full provision either in the unit or in lower formation courses, and their needs may have to be met in the main by correspondence courses. The War Office correspondence course scheme, which has been in operation during the greater part of the war, supplies courses which have enabled many such students to prepare for professional, trade and academic examinations. The scheme is now being re-cast, to include a wider range of courses leading to such examinations. A limited number of courses in general educational subjects not leading to specific examinations is also included. Full details are given in the handbook " Correspondence Courses " and the supplements thereto, published by the War Office.

148. Correspondence courses greatly increase the range of subjects which can be studied, but they have their limitations. They are a less satisfactory method of study than the class, because they call for a high degree of unaided perseverance and effort, and cannot provide direct contact between a student and his teachers. They also presuppose a definite standard of knowledge on the part of the student. Unwisely taken up, correspondence courses may prove a waste of time and effort, and lead to disappointment.

149. For this reason, in units operating the scheme all applications for correspondence courses are limited to those students for whom no suitable provision can be made at unit or lower formation level. In addition, applications for courses leading to specific examinations are limited to those students who are eligible to sit for the examination in question, and who are considered capable of reaching the standard required by the course.

150. When a student is recommended to take a correspondence course which leads to an examination, it is important to ensure, not only that he is eligible to sit for the examination, but also that the qualification which success in the examination offers is really suited to his needs. Information on such matters will be supplied to units (*see* Chapter X), and additional information will, if possible, be supplied on application to the A.E.C. officer at brigade or equivalent headquarters. It must also be recognized that the taking of a correspondence course does not in itself render a student eligible to sit for any professional, trade or academic examination.

151. When the commanding officer is satisfied that all these conditions have been fulfilled, he will forward the application to brigade or equivalent headquarters which, after ensuring (if necessary by personal interview) that the conditions in para. 149 above have been met, will forward the application to the War Office in accordance with A.C.I. **1692** of 1944.

152. All possible arrangements should be made for correspondence course students to receive help and guidance in their studies. Reference to this is made in para. 140 (*f*) above. This may be done in two ways, by making available at set times a tutor or teacher to whom these students can bring their difficulties, and also by arranging study groups of students pursuing similar courses, at which they may discuss points arising from their courses, hear lectures and papers read by experts, or visit places of technical interest.

CHAPTER IX

Civilian Resources

153. Civilian bodies have throughout the war contributed very largely to army education by their generous co-operation in the provision of lecturers, teachers, accommodation and expert advice. Their resources have been put at the disposal of H.M. Forces through the Central Advisory Council for Adult Education in H.M. Forces, which consists of representatives of the universities, the local education authorities and the voluntary bodies concerned with adult education. To this Council the Services and the Education Departments send members. Their work is decentralized through 23 regional committees, a list of which appears at Appendix IV. The assistance they can give will continue to play an important part in the release period scheme, and the purpose of this chapter is to tell the unit education officer how he can enlist the help and advice of the regional committees and of the local education authorities.

At Home

154. *The Regional Committees for Adult Education in H.M. Forces* are formed on a similar pattern to the Central Advisory Council. Each has a secretary, who keeps closely in touch with the command education officer and maintains a panel of part-time lecturers and teachers drawn from professional teachers in the universities and schools, W.E.A. tutors

and extension lecturers, professional and business men, artists and musicians, travellers and administrators from overseas, clergy and ministers. In addition to these part-time lecturers the Central Advisory Council appoints full-time lecturers and allocates them to the regional committees. These civilian lecturers and teachers will be found particularly valuable in the fields of current affairs, history, economics and literature, but among them are specialists in many other subjects of interest to men and women in the Forces, for example, music, art, drama, scientific matters, home management and child care. They can, moreover, be of great assistance as leaders of discussion groups. Some regional committees also have full-time organizers and teachers of handicrafts who not only teach and demonstrate themselves, but can make available artists and craftsmen in their areas who can give useful part-time assistance.

155. Units should obtain the services of these lecturers and teachers through the A.E.C. officer at brigade or equivalent headquarters, who will make the necessary arrangements with the regional committee's secretary. These lecturers and teachers should not be engaged direct by units.

156. *Local Education Authorities* are represented on the regional committees, but find it convenient in most cases to make arrangements through their Directors of Education direct with the appropriate A.E.C. officer. They are able to provide for the Forces teachers in a wide range of subjects and often also accommodation in their schools and technical colleges and institutes. Members of H.M. Forces are normally admitted free to existing classes for men and women, and local education authorities will also in many cases organize special classes for them. The following points should be noted :—

(*a*) Courses at technical and commercial schools usually begin in September or early October, and end in April or May. If a student joins late in a session he will be expected to have reached the necessary standard of knowledge.

(*b*) Some technical schools are willing to hold classes outside their normal sessions.

(*c*) Some local education authorities are prepared to provide teachers who will visit units.

(*d*) Regulations with regard to transport of troops to local education authorities' classes will be found in Chapter XIII.

157. Arrangements for obtaining facilities from local education authorities should be made by units through the A.E.C. officer at brigade or equivalent headquarters, and not direct.

Overseas

158. Expert civilian help in commands overseas depends on local circumstances. In such commands there are no regional committees but in many there are panels of very useful lecturers and teachers whose services can be made available through the local A.E.C. officer. From time to time also special lecturers of eminence in various fields of knowledge will tour overseas commands under arrangements made by the Central Advisory Council and the War Office. Commands will make all arrangements for the tour programmes of such lecturers.

Some General Points to be Borne in Mind

159. It is clear that if the best use is to be made of such civilian resources as have been mentioned they should as far as possible be planned in relation to the general programme of education in units. Courses of lectures, connected series of classes and regular discussion groups are better than occasional unconnected visits of civilian experts. The unit education officer should therefore as far as possible plan ahead with his formation A.E.C. officer the ways in which he can avail himself of the co-operation of civilians. A few commonsense rules in making arrangements for lecturers are as follows :—

(*a*) See that the lecture is well advertised beforehand.

(*b*) See that the lecture room is as satisfactory as it can be. If possible, the lecturer should be on a platform. His voice then carries better ; his maps or diagrams are easier to see. Remember that it is essential for the men in the back row to hear. Make sure that the lecturer has adequate light, and that a blackboard, chalk and duster have been provided.

(*c*) Find out beforehand whether the lecturer requires any maps, or if he wishes to use an epidiascope or is bringing a lantern or film projector to assist him, and make the necessary arrangements.

(*d*) Get the audience in and seated five minutes before the lecture is due to begin.

(*e*) Tell the lecturer well in advance something about the type of audience and how long he has available for his lecture and ensuing questions and discussion. Most lectures last not longer than 45 minutes. At the end, the chairman should leave the audience to the lecturer and allow him to ask for questions and control the discussion.

CHAPTER X

Vocational Information

The Problem

160. The provision of vocational information will be an important element in the new scheme. Men and women who have been in the Army for any length of time will often have lost touch with their civilian occupations. The younger of them may have joined the Army before settling down in any adult employment. Some will feel dissatisfied with their former jobs and wish to better themselves. A great many will feel, perhaps with exaggeration, that army life has blunted the edge of their minds, and will wish to recover half-forgotten knowledge and half-lost skills, or to catch up with the technical advances made in their occupations during their absence.

161. The opportunities for vocational and pre-vocational education which the new scheme offers are therefore certain to give rise to a great demand for information and advice on questions of employment. It will be an important duty of the unit education officer and his staff to meet this demand to the best of their ability. The questions which will be put to them will be of three main kinds :—

(*a*) Men will want information about particular trades, professions and occupations.

(*b*) They will also ask for educational advice on the most appropriate studies to pursue, so as to qualify them for a specific occupation.

(*c*) Many men will also ask for advice on what kind of employment they should seek after the war, and how they should study for it meanwhile.

The following paragraphs deal with the kinds of answers which can be given to these questions by the unit education officer and his staff, and the sources of information which will be available.

162. *Requests for information about specific occupations.* With the help of material supplied through the War Office by the Ministry of Labour and National Service, the unit education officer should be able to give a good deal of information about various fields of employment. He will be able to describe the work involved in a particular job, and give general information about training, conditions of work and rates of pay. On the other hand, he will certainly not be able to give reliable information about the prospects of employment or the number of openings available in any particular occupation, except where this information is given specifically by the Ministry of Labour and National Service in one of their published pamphlets. The Army is not an employment agency,

and the up-to-date facts upon which information of this kind must be based can be in the hands only of the Ministry of Labour and National Service, who have made every preparation for advising and placing men and women after their release from the Services. The unit education officer should explain to inquirers that there will be no advantage to them in approaching the Ministry of Labour and National Service for the purpose of obtaining a job until they are due for release.

163. *Requests for educational advice on the appropriate courses of study for particular occupations.* This is the type of question which the unit education officer will most frequently be called upon to answer. Ministry of Labour and National Service pamphlets will give full information about educational standards required for certain trades and professions, and the examinations, if any, which these trades and professions involve. In every case, the unit education officer's first step should be to take into account the man's educational background, and his chances of reaching the educational standards required. It should be remembered that the courses of study which can be provided under the scheme are pre-vocational in character and can rarely provide the full technical training for a specific occupation.

164. *Requests for advice on what employment a man should seek.* The unit education officer should not attempt to advise men to take up a particular profession or trade ; much less to abandon one in which they are already established. Their course of action in such matters must depend on two factors : their own inclination, skill and interests, and the number of jobs available. Neither of these factors can be controlled by the unit education officer. He can, however, help the man to discover his own tastes and preferences and to make up his mind, by providing information about various fields of employment and the qualifications which they demand.

Sources of Information

165. The unit education officer will be supplied with the following sources of information on matters concerning employment. They are classified below under the headings of the professions, and other occupations and trades.

166. *The Professions*

(*a*) General information

A handbook prepared by the Ministry of Labour and National Service under the title "Careers for Men and Women—A brief summary of professional opportunities open to service personnel and war workers" will be issued. The professions and careers described generally require education or training beyond the secondary school standard. A summary is given of the educational qualifications required, the nature of the work involved and the opportunities of employment.

(*b*) Detailed information

A series of pamphlets prepared by the Ministry of Labour and National Service and entitled " Careers for Men and Women—A detailed description of the qualifications, training and prospects of employment " will be issued. These pamphlets give detailed information about the professions and careers included in the previous handbook.

(*c*) The Further Education and Training Scheme

A leaflet (P.L.120) will be issued giving details of the Ministry of Labour and National Service's Further Education and Training Scheme, under which grants will be made to applicants who are suitable and eligible to be trained for professional or academic careers.

167. *Other occupations and trades*

(*a*) General information

The Ministry of Labour and National Service are providing general information on employment for men in occupations other than the professions and skilled trades. In addition, an outline description will be issued of the ways in which women in this country earn their living. This will include a general picture of the industrial groups in which women are employed and separate descriptions of the main industries employing women before the war, showing the structure within each group, how wages are determined, what the work involves and a general outline of the opportunities for advancement.

(*b*) Detailed information

A series of prospectuses will be provided by the Ministry of Labour and National Service about their courses of training in certain groups of trades (*e.g.*, building trades). These prospectuses contain a brief description of the work in various trades, a description of the training which will be given and the subjects and educational standards required.

(*c*) The Vocational Training Scheme

A leaflet prepared by the Ministry of Labour and National Service will be issued giving a description of the Government's plans for providing vocational training for non-professional occupations and trades. The leaflet will describe the general conditions of eligibility, arrangements for training and the allowances payable. It will not give a list of trades in which training will be given, since these will vary from time to time, but will indicate that the range is comprehensive.

168. *Ministry of Labour and National Service machinery.* A Government booklet entitled " Release and Resettlement " is being issued to each man and woman in the Forces, describing the statutory provisions which have been made and the facilities which will be available to assist in resettlement in civil life. A pamphlet entitled " For your Guidance " will also be issued to men and women when they leave the dispersal centres on release from the Forces, which will reiterate briefly the information in the booklet referred to above, and will advise them to visit the Resettlement Advice Offices to obtain information and assistance in connection with any of

their resettlement problems. It will be an important duty of the unit education officer to keep his men fully informed of this machinery, and to ensure that no man in the unit is released from service without knowing what he must do and what will be done for him. Full information on these matters will be made available to the unit education officer.

169. If the unit education officer is asked for information which he cannot provide, he should apply to the A.E.C. officer at the brigade or equivalent headquarters who, if necessary, will refer the question through the normal channels to the War Office. It is possible that sources of information additional to those mentioned above may be available to units at a later date.

The Vocational Information Library

170. It is important that every officer and man should know that these sources of information exist, and should have easy access to them. The unit education officer should, therefore, make one of his instructors responsible for holding this material, advising men how to make the best use of it, and issuing leaflets on loan. Space should be allotted in the unit's library or information room for the display of this information.

171. The responsibility of giving men information and advice of the kind outlined in this chapter is one which must not be unwisely delegated. The unit education officer may delegate it to those of his helpers whom he considers sufficiently capable, but he ought to keep an eye on the quality of the advice given by his helpers, and he should normally deal with the more difficult cases himself unless, as may occasionally happen, one of his helpers is clearly better qualified in such matters than he is himself.

CHAPTER XI

Education in Some Special Units

A—TRAINING UNITS

172. An education programme for men in training units will differ in purpose and content from that applicable to trained soldiers.

Primary and Corps Training Units

173. The aggregate of time spent on education during primary and corps training is less than in a normal unit. An intensive programme of military training fills the men's day. Many will derive from their military training just that stimulus which later, when they have settled down to routine, it is for education to provide. Nevertheless, education has a definite part to play in primary and corps training units, where its significance is twofold.

174. *Mental training.* The conditions of modern mechanized warfare demand as high a standard of mental as of physical training. The soldier has constantly to operate novel devices and to master new techniques. Moreover, on the actual battlefield, a great deal depends on individual initiative and intelligence. No opportunity should be lost, therefore, of developing the ability to think clearly and of making the background of knowledge as wide as possible. This ideal should be implicit in all training. Instruction should be designed to make these who are receiving it alert and active in mind. With this end in view, particular attention ought to be paid to methods of instruction: questions, for instance, should be used not merely to test knowledge but also to develop the ability to think things out. The facilities for voluntary education in the Army should be brought to the notice of all men at the earliest possible opportunity, and they should be strongly encouraged to take part in some of these.

175. *Morale.* The recruit should be helped to understand why he is in the Army. It is not sufficient for him to be fully trained merely in the technical sense of the term. He needs to recognize what has been at stake in the war and to be aware of some of the problems of the peace. Such knowledge will give point and purpose to his whole training.

176. To ensure that he obtains it, weekly periods are allotted in training time to talks and discussions on current affairs and citizenship based on A.B.C.A. and "British Way and Purpose" material. Programmes for these weekly periods are issued from time to time, indicating which of these publications are most useful in training units. It is important

that these programmes should be followed, since only in this way can it be ensured that men leave the training units with the minimum basic knowledge on which later programmes can be built.

Training Battalions (Young Soldiers)

177. Particular care needs to be taken of the education of young soldiers, both because of their impressionable age and their limited experience of life. For each Training Battalion (Young Soldiers), therefore, there is an establishment of one A.E.C. officer, and of other rank instructors.

178. Their training programme makes provision for five educational periods weekly, in addition to the "British Way and Purpose" and A.B.C.A. hours. The use of these periods should be determined by the commanding officer, acting on the instructions issued from time to time by the War Office, with the advice of the A.E.C. officer attached to his unit.

179. Voluntary activities also should be developed in units of this kind to a very high degree. They should be designed to develop the individuality of the young soldier, to give him an idea of the range of activities possible under the Army Education Scheme, and to make him realize that military service can, so far from limiting worthwhile occupations, provide the opportunity for their extension.

B—OTHER SPECIAL UNITS

180. In some units, such as hospitals, military convalescent depots, detention barracks and military prisons, troopships, personnel are constantly changing, and men are present in them for very varying periods. It is inevitable that in such units education should be planned differently, and in some ways less definitively than in normal units less subject to constant entry and withdrawal of personnel. Moreover, all special units of this kind have their specific and individual problems, arising from the function that they fulfil. Education in them is therefore the subject of separate directives. In this handbook only a general picture of educational activities in these units is attempted, so that the regimental officer may be aware of the facilities available for those of his men who spend a period in them.

181. The educational provision made in such establishments is different in some respects from that of normal units, since their special circumstances give rise to special educational needs. It is, however, often

possible for men passing through these establishments to continue the studies which they started in their own units. This applies especially to hospitals, convalescent depots, detention barracks and military prisons. On admission to these, a man should be accompanied by details of what education he has done in his parent unit; and equally, upon his return to that unit, it will be necessary to take into account what education he has received during his absence.

Hospitals and Military Convalescent Depots

182. Military and E.M.S. hospitals of 300 beds and over have an establishment of one A.E.C. warrant officer or serjeant. In military convalescent depots there is one instructor for each depot of 500 men and over, two for 1,000, plus one serjeant for each additional company of 250 men. The educational care of a group of the smaller E.M.S. hospitals and hospitals of the War Organization of the B.R.C.S. and O. St. J., is usually entrusted to one A.E.C. warrant officer or serjeant, who divides his time between them.

183. It has been found possible to undertake with patients both in sickness and in convalescence a wide variety of educational activities. With the co-operation of medical staffs and of civilians, many of the normal features of the Army education scheme have been reproduced in hospitals and convalescent depots. " British Way and Purpose " and A.B.C.A., lectures, films, brains trusts are a recognized part of hospital routine; in a number of hospitals music circles have been popular. The outstanding feature of hospital education has, however, been the very wide development of handicrafts.

184. Education in hospitals is part and parcel of the process by which cure and rehabilitation are effected. Its importance is twofold: first, such is the control of mind over body that mental activity has a definite therapeutic value; second, through the sort of work done it is possible to maintain the morale of the soldier patient, to prevent him from getting out of touch with the outside world and to prepare him for his return to normal military life. Further details will be found in the handbook " Army Education Scheme.—Handbook for Hospitals and Convalescent Depots (Home) ".

Detention Barracks and Military Prisons

185. A.E.C. warrant officers or serjeants are attached to the staffs of detention barracks and military prisons as follows: where there are up to 200 soldiers under sentence one instructor; 201 to 400 soldiers

under sentence two instructors; 401 to 700 soldiers under sentence three instructors; 701 to 1,000 soldiers under sentence four instructors; over 1,000 soldiers under sentence five instructors. Arrangements exist for all soldiers under sentence to have a minimum of three hours education weekly (" British Way and Purpose ", A.B.C.A. and some other approved activity), while those men who are so educationally backward as to be unable to attain a reasonable degree of military efficiency receive a minimum of four hours instruction a week in reading and writing. Over and above this, provision is made for voluntary educational work, and to facilitate this, diffusion apparatus has been installed in detention barracks and military prisons.

Troopships

186. Troopship voyages are usually too short for an education scheme to aim at continuity and coherence. In any case the necessarily restricted accommodation, combined with the limited amount of educational equipment carried and the fortuitous supply of instructors, makes any general system of classwork impossible. The troops have time on their hands, however, and much can be done with the less formal type of education—the short talk and discussion held by the officer with his men, and such of the activities listed below as are found to be possible. Energy and improvisation must make up for deficiencies in equipment and accommodation, and the success of anything attempted will depend on the quality of organization and enthusiasm brought to it by those responsible.

187. The War Office pamphlet " Instructions for Officers Commanding Troops on Board Transports " places on the O.C. Troops the responsibility for providing such educational facilities as are possible and for co-ordinating these where necessary with training programmes. It is his duty to appoint an officer to act as ship's education officer—any A.E.C. officer who happens to be on board will, of course, be a natural choice for the job—and to arrange for an education committee to be formed to assist the ship's education officer. The first tasks of this officer and his committee are to mobilize all available talent in the way of speakers, teachers or specialists and to advertise widely some kind of programme, however imperfect, as early as possible. As the voyage progresses, the needs of small groups or even of individuals can be brought to light and met, and the original programme can be filled out with the lighter types of educational activity, but the essential thing is that from the first there should be some broad scheme in operation so that education comes to be regarded as a normal and acceptable part of ship's life.

188. *Types of activities possible*

(*a*) Lectures, talks, discussions

Officers should hold regular discussions with their men on war and current affairs topics. Anyone with something of interest to relate—war experience or description of an unfamiliar job or traveller's tale—should be encouraged to speak. Short talks should be worked up on all places of interest passed during the voyage, and every effort should be made to give the troops some idea of life and conditions in the country to which they are going. The ship's education officer should arrange for the interchange of successful speakers between drafts.

(*b*) Classes and study circles

Shortage of textbooks may limit the number of classes that can be held, but it should be possible to arrange language classes and instruction in basic subjects like mathematics. Out of the discussion groups in (*a*) above may grow small study circles, *e.g.*, on economics or citizenship, using books from the ship's library.

(*c*) Lighter activities

Activities that have proved successful on board ship include brains trusts ; spelling and general knowledge bees for unit teams on the knock-out principle ; competitions (essays, poems, drawings, etc.) ; debates ; community singing. It is not usually difficult to find volunteers to organize such activities.

189. *Equipment.* All troopships carry a fixed basic ration of educational stores—blackboards, stationery and a number of books for classwork in languages and mathematics, as well as A.B.C.A. and B.W.P. pamphlets and a few background books on modern problems. India-based transports are supplied, in addition, with copies of educational publications issued by G.H.Q. India.

CHAPTER XII

Examinations

Forces Preliminary Examination

190. *Scope and intention.* In order to meet the needs of men and women who wish to prepare themselves for subsequent entry to a university or to one of the professions, courses are available, particulars of which appear in the curriculum handbooks. Owing to the difficulty of providing a large number of different courses to meet the specific requirements of the various universities and professional bodies, a Forces Preliminary Examination has been established, success in which will be accepted by the universities and the professional bodies as *prima facie* evidence of a candidate's eligibility to be considered for entry to a university or to be exempted from the preliminary examination of the professional body concerned. The examination in no way replaces existing means of qualifying for such entry, but is intended to provide a convenient alternative for members of the Forces and those recently released.

191. *Civilian recognition of Forces Preliminary Examination.* Success in the examination will not in itself confer on a candidate the right either of admission to a particular faculty or college of a University or to an examination of a professional body, or of a grant under the Further Education and Training Scheme of the Ministry of Labour and National Service. A successful candidate who presents himself for entry to a University or to an examination of a professional body may be required to attend a personal interview with the authorities concerned and/or to provide evidence of proficiency in such subjects as a faculty or college or professional body may require, to ensure that he has reached a standard which should enable him successfully to pursue a particular course of studies.

192. *Eligibility.* In order to ensure that applications to sit for this examination are *bona fide* and that a candidate is capable of undertaking the work involved in the examination, candidates will be required to be nominated and to give to the officer responsible for their nomination evidence of their capacity to undertake the work involved.

193. *Syllabus.* The examination will be divided into two parts. To pass the examination a candidate must satisfy the examiners in both parts, which may be taken separately.

PART I consists of three compulsory subjects, in each of which a candidate must reach a pass standard :

(*a*) English.

(*b*) Mathematics *or* Latin (*or* in approved cases a third optional subject from Part II).

(*c*) General Knowledge (including current affairs and citizenship).

PART II consists of the following optional subjects, and a candidate must reach a pass standard in any two of the subjects (*a*) to (*e*) below :

(*a*) Natural Sciences *or* Household Science *or* Latin (provided that Latin has not been taken in Part I).

(*b*) French *or* German.

(*c*) History *or* Geography.

(*d*) Social Sciences.

(*e*) Mathematics (additional) *or* Geometrical and Mechanical Drawing.

A full prospectus of the examination will be issued, which will include detailed examination syllabuses. To allow of a measure of specialization, certain examination papers in Part II will be divided into a number of sections, in such a way as to enable a candidate to pass by selecting questions from any one or two sections.

194. *Arrangement of examination.* Detailed instructions concerning the arrangements to be made for holding the Forces Preliminary Examination will be notified in A.C.Is. It will be the responsibility of the formation commander to ensure that the necessary accommodation, transport, etc., are provided and to ensure, with the advice of his A.E.C. officer, that suitable arrangements are made for adequate supervision in accordance with the separate instructions which will be issued at the appropriate time.

Other Examinations

195. Arrangements have also been made at the request of the Civil Service Commissioners to provide an opportunity for those men and women who wish to compete for entry to various grades of the Civil Service, to be examined while still in the Army. The educational courses referred to above have been designed also to meet the needs of such candidates. Instructions concerning the method of applying for admission to the examination are being published in A.C.Is.

196. The existing arrangements to enable individuals, so far as military circumstances permit, to sit for examinations under private arrangements remain in force. Leave up to a period of one month may be granted for this purpose in certain circumstances, in accordance with the " Leave Manual, 1943 ", para. 235.

Conduct of Examinations

197. Rules for the conduct of all examinations organized under the Army Education Scheme are given in Appendix V. When arrangements are made in overseas commands for serving personnel to sit for the examinations of academic, professional or trade bodies, the rules for the conduct of such examinations, as laid down by the examining bodies, will be notified to all concerned by the headquarters sponsoring the examination.

CHAPTER XIII

Miscellaneous Matters

A—EDUCATIONAL RECORDS

Army Form W5335

198. A new Army form, A.F. W5335, has been introduced to record courses followed under the Army Education Scheme. It is a card which will be kept by each man or woman in their A.B.64.

199. Part I of the form will be completed to date by the commanding officer at the conclusion of a course or when the man or woman leaves the unit on posting or release. Part II will be completed at the formation college on completion of a course. A copy of the form is shown at Appendix VI.

200. *Notes on completion*

PART I

(*a*) Subject. Enter each subject separately.

(*b*) Length of course. Enter the length in weeks, *e.g.*, 24 weeks.

(*c*) Total hours of instruction. Enter total number of hours spent in organized classes.

(*d*) Record of achievement. State first whether course was " completed " or " uncompleted ", followed by a brief statement of the standard of work done, *e.g.*, excellent, good, fair.

(*e*) Recommendation. This section need only be completed if the unit education officer has recommended the holder for a formation course or made any recommendation for his further education or training, whether general or vocational, *e.g.*, " Recommended for formation college course in....., " recommended for further course in ....., " recommended to apply eventually for training course in ....."

PART II

(*a*) *Remarks.* Enter first "completed" or "uncompleted" followed by a brief statement of standard of work done.

(*b*) *Recommendation.* This section need only be completed if the holder has been recommended to apply for further training either at the formation college or on release, *e.g.*, "recommended to take a further course in.....formation college," "recommended to apply on release for training course in....."

Soldier's and A.T.S. and V.A.D. Release Books
Class "A" (Army Books X801 and X802)

201. The Army Educational Record in the Release Leave Certificate (A.F. X202/A and X202/C) in the inside back cover of these books will be completed by the unit on the completion of the remainder of the Release Leave Certificate.

202. The record should show all courses followed as part of the Army Education Scheme in the release period. The unit education officer should refer to the soldier's A.F. W5335, kept in his A.B.64 for details of all such courses. A copy of this part of A.Fs. X202/A and X202/C is shown at Appendix VII.

203. *Notes on completing the record*

(*a*) Type of course. Enter each subject (with grade) as in Curriculum Handbook.

(*b*) Length. Enter the length in weeks, *e.g.*, 24 weeks.

(*c*) Total Hours of Instruction. Enter total number of hours spent in organized classes.

(*d*) Record of Achievement. Enter first "completed" or "uncompleted" followed by a brief statement of the standard of work done, *e.g.*, excellent, good, fair.

204. Units will not indent for A.F. W5335 until they have been authorized to implement the education scheme for the release period.

B—TRANSPORT

205. *For classes held in units and formations.* The normal rules governing the use of transport on military duties will apply to compulsory classes held within units, or at formation level.

206. *For classes organized by Local Education Authorities and other bodies.* Free transport may be provided for military, A.T.S. and V.A.D. personnel, for the purpose of regular attendance at classes held in L.E.A.

or similar premises (*e.g.*, schools, technical colleges, universities), under the following conditions :—

(*a*) Personnel will not be allowed free transport for more than four return journeys a week for the purpose of attending such classes.

(*b*) Free transport will not be provided where the distance from the unit to the class is less than two miles or more than 20 miles.

(*c*) Attendance of personnel at classes will be checked.

(*d*) Railways or other public transport will be used whenever practicable. Railways and omnibus warrants (or omnibus fares) will be chargeable against the normal votes. Railways should be used wherever practicable in preference to omnibuses.

(*e*) Where parties of over 20 are to travel by rail, the necessary arrangements will be made through Movement Control.

(*f*) When the use of suitable public transport facilities is not practicable, W.D. owned or hired vehicles may be used for parties of not less than five. The cost of use or hire will be charged against the normal votes.

(*g*) When transport is hired, the most economical arrangements possible will be made, *e.g.*, by requesting any local omnibus service available to provide a special service on the days and at the time required. Arrangements for hired transport will be made only through the appropriate Officer i/c Transport, R.A.S.C.

207. *For organized visits to places of educational interest.* Free transport may be provided, subject to (*d*) to (*g*) above and to the following conditions, for educational visits designed to supplement definite courses of study :—

(*a*) Personnel will not be allowed free transport for more than one return journey a month for the purpose of these visits, except that two journeys a month are allowed for visits of the kind referred to in para. 208 (*b*) below.

(*b*) Free transport will not be provided where the distance from the unit is less than two miles or more than 40 miles.

(*c*) Free transport will not be provided for parties of less than five, irrespective of the type of transport used.

(*d*) Commanding officers will satisfy themselves that the transport is used for the purpose intended.

208. The types of educational visits for which free transport may be provided are as follows :—

(*a*) *Citizenship.* Organized visits to social service centres, public utility works, local government meetings and other social activities of this nature.

(*b*) *Technical, scientific and commercial instruction.* Organized visits considered necessary to supplement such instruction, *e.g.*, to factories, business houses and laboratories.

(*c*) *Study of the locality.* Organized visits to places of historical interest and to museums.

(*d*) *Music.* The attendance of organized music groups at concerts of good music given by orchestras of repute or first-rank executants, or at music festivals.

(*e*) *Art.* Visits of organized art groups to public art exhibitions.

209. The number of journeys authorized in paras. 206 (*a*) and 207 (*a*) above may be subject to revision from time to time in accordance with the transport situation.

APPENDIX I

Publications and Handbooks issued in connection with Army Education

TITLE	SCALE OF ISSUE
Current Affairs (A.B.C.A.)—*fortnightly*	CC
War (A.B.C.A.)—*fortnightly*	CC
A.B.C.A. Map Review—*fortnightly except in certain overseas Commands*	BB
A.B.C.A. Handbook	BB
Basic A.B.C.A. (*no further distribution will be made*)	
British Way and Purpose Booklets (*no further distribution will be made*)	
British Way and Purpose (Consolidated Volume)	BB
British Way and Purpose (Notes on Suggested Courses)	BB
Education in the War-Time Army—Notes for the Guidance of Unit Education Officers (Home), 1942 (*no further distribution will be made*)	
Education in the War-Time Army—Correspondence Courses	BB
Army Education Scheme.—Handbook for Hospitals and Convalescent Depots (Home)	(Hospitals, convalescent depots and military registrars)

Army Education Scheme Handbooks

Organization Handbook	BB
Curriculum Handbooks :	
Technical Subjects	BB
Science	
Home and Health	
Man and Society	
Commerce	
Art, Crafts, Music and Drama	
Teaching Method Handbooks :	
Technical Subjects	BB
Science	
Home and Health	
Man and Society	
Commerce	
Art, Crafts, Music and Drama	
Equipment and Materials Handbook	BB
Librarian's Handbook	AA

APPLICATION FOR TEXTBOOKS

FROM (Unit).....

TO (H.Q. of Bde. or Sub-District).....

To be submitted in triplicate by the unit. Two copies to be forwarded by Bde. or Sub-District H.Q., and one by Command H.Q. when necessary.

Please supply the appropriate number of books for use in the classes shown below :

Columns 1 to 4 to be completed by the unit.

(1)	(2)	(3)		(4)		
Subject and Grade of class : or course No. (if any) in Curriculum Handbook. Leave at least 4 spaces between items	Number of Students in Class	Books Required by Unit		Books Already Held by Unit		
		(*a*) Book No. (if any)	(*b*) Author and Title*	(*a*) Quantity	(*b*) Book No. (if any)	(*c*) Author and Title
(1)						
(2)						
(3)						
(4)						
(5)						

Certified that the books are required for organized classes under
(*a*) Wartime Education Scheme.
(*b*) Army Education Scheme (Release Period).
Strike out words not applicable.

Date..... Signature of C.O.....
Unit.....

*Normally this should be the title recommended for students or for the instructor in the appropriate handbook. If the title asked for is not available a suitable alternative will, where possible, be supplied.

[P.T.O.

APPLICATION FOR TEXTBOOKS

(Reverse)

Columns 5 and 6 to be completed by H.Q. Bde. or Sub-District				Columns 7 and 8 to be completed by H.Q. Command				For use by S.C.B.D.
(5)		(6)		(7)		(8)		(9)
Books Supplied to Unit		Books Still Required		Books Supplied to Brigade		Books Still Required		
(*a*) Quantity	(*b*) Book No. or Author and Title	(*a*) Quantity	(*b*) Book No. or Author and Title	(*a*) Quantity	(*b*) Book No. or Author and Title	(*a*) Quantity	(*b*) Book No. or Author and Title	
(1)								
(2)								
(3)								
(4)								
(5)								

Date.....
Signature.....
Appointment.....
H.Q.....

Date.....
Signature.....
Appointment.....
H.Q.....

APPENDIX III

PARTICULARS OF APPLICANT FOR ADMISSION TO A FORMATION COLLEGE

CONFIDENTIAL

Particulars of Student

Unit..... No..... Rank..... Name..... Date of Birth....

Pre-Enlistment Occupation..... Date of Enlistment.....

Army Employment..... Corps..... Release Group .....

What occupation does the student wish to take up on release?

What course(s) does the student wish to take at the Formation College?

Unit Education Officer's Report

Course or Subjects taken in Unit	No. of Hours completed	U.E.O.'s assessment of attainment	Remarks

Details of any correspondence courses taken :—

.....

.....

Date..... Signed.....

Unit Stamp

Commanding Officer

FOR COMMANDANT'S USE

APPENDIX IV

Regional Committees for Adult Education in H.M. Forces

Regional Committee	*Address of the Secretary*
ABERDEEN	Forestry Dept., University of Aberdeen, Old Aberdeen. Telephone, Aberdeen 8269.
ABERYSTWYTH	1, Marine Terrace, Aberystwyth. Telephone, Aberystwyth 346/7.
BANGOR	University College of North Wales, Bangor. Telephone, Bangor 85.
BELFAST	Queen's University, Belfast. Telephone, Belfast 21821.
BIRMINGHAM	3, Great Charles Street, Birmingham, 3. Telephone, Birmingham, Central 3071/2.
BRISTOL	The University, Bristol, 8. Telephone, Bristol 24997.
CAMBRIDGE	Stuart House, Cambridge. Telephone, Cambridge 56275/6.
CARDIFF	University College, Cathays Park, Cardiff. Telephone, Cardiff 4447.
EDINBURGH	1, Lockharton Crescent, Edinburgh, 11. Telephone, Edinburgh 61072.
EXETER	University College of the South West, Exeter. Telephone, Exeter 4141.
GLASGOW	The University, Glasgow, W.2. Telephone, Glasgow, Western 2604.
HULL	University College, Hull. Telephone, Hull 7753.
LEEDS	The University, Leeds 2. Telephone, Leeds 20251.
LIVERPOOL	22, Abercromby Square, Liverpool, 7. Telephone, Liverpool, Royal 1258 ; 5460.
LONDON	21, Bloomsbury Street, London, W.C.1. Telephone, Museum 6811.
MANCHESTER	The University, Manchester, 13. Telephone, Ardwick 2681.
NEWCASTLE-ON-TYNE ..	51, Grainger Street, Newcastle-on-Tyne, 1. Telephone, Newcastle 21605.
NOTTINGHAM	14, Shakespeare Street, Nottingham. Telephone, Nottingham 2024.
OXFORD AND READING	Rewley House, Wellington Square, Oxford. Telephone, Oxford 2524.
ST. ANDREWS	The University, St. Andrews. Telephone, St. Andrews 872.
SHEFFIELD	The University, Sheffield 10. Telephone, Sheffield 21144.
SOUTHAMPTON	University College, Southampton. Telephone, Southampton 74071.
SWANSEA	University College, Singleton Park, Swansea. Telephone, Swansea 5059.

APPENDIX V

Rules for the Conduct of Examinations Organized Under the Army Education Scheme

1. G.Os.C.-in-C. will select the centres at which examinations will be held and will be responsible for their supervision.

2. One supervising officer will be appointed for every 24 or fraction of 24 candidates examined and, at centres where more than one room is used, supervising officers in the foregoing proportions will be appointed to each room with a maximum of three for any one room.

3. Supervising officers must be in the examination room at least 15 minutes before the examination begins.

4. The supervising officer will satisfy himself as to the identity of the candidates in accordance with para. 13 and will read paras. 14 and 15 of these regulations to the candidates before the examination papers are distributed.

5. No persons, other than the officers detailed to supervise the examination, and the candidates, will be permitted to be in the examination room during any part of the examination, *i.e.*, from the time envelopes containing the question papers are opened until the time the envelopes containing the worked scripts have been sealed.

6. The sealed envelopes containing the different sets of papers will be opened in the presence of the candidates by the supervising officer at the hour fixed for each paper. No question paper will be issued to any person other than the candidates. Any surplus papers will be retained by the supervising officer until the expiration of the time set for the paper.

7. As a general rule candidates will not be permitted to enter the examination room after the papers have been distributed. In an exceptional case the supervising officer may, at his discretion, permit a candidate who arrives late to take the examination, but must attach to the A.B.4 a report of the circumstances. In no case may a candidate be admitted more than 30 minutes after the distribution of the papers or after another candidate has left the examination room.

8. No candidate will be permitted to leave the examination room until at least 30 minutes after the distribution of the papers and until his A.B.4 has been handed to the supervising officer.

9. Special latrine accommodation must be reserved for the use of candidates.

10. All maps, charts, pictures or other objects likely to assist candidates in any way must be removed from the examination room before the candidates are admitted.

11. A label showing the candidate's command letter and index number will be affixed to the table or desk at which he is to sit during the examination. Candidates will be at least 6 feet apart in all directions.

12. Each candidate will be provided with writing materials for his own separate use, and, if required, mathematical instruments and squared paper.

13. Whenever soldiers are examined at the station where they are serving, or at any station within three miles thereof, a senior N.C.O. from each of the units to which the soldiers belong will satisfy himself as to their identity, and attend at the examination room to identify the men for the information of the officer detailed to supervise the examination. Soldiers examined at stations over three miles distant will not be accompanied by a N.C.O. but will be furnished with a descriptive return (A.F. B98) by which they may be identified by the supervising officer. Candidates discharged from the Army will bring their discharge papers and entrance cards in order to establish their identity.

14. Candidates are strictly forbidden to take into the examination room any book, note or document (except when specially authorized) whether such book, etc., is considered to be of use or not, and whether such book, etc., is made use of or not. If a supervising officer reports that a candidate has been detected making use of such book, etc., or helping or receiving help from another candidate, his papers for the whole of the examination will be cancelled and the matter reported to the War Office.

15. Candidates will write their answers and do their rough work in A.B.4 and no other book, paper or blotting paper of any kind will be allowed in the examination room unless specially provided by the War Office.

16. The command letter and index number allotted to a candidate must be inserted in the space provided on each A.B.4 and map used by him,

and also written on any loose papers specially provided. The Army number, name, rank, unit or station of a candidate must *not* appear on any of his worked papers. When the A.Bs.4, maps or other documents are handed in, the supervising officer will check them and see that the command letter and index number agree in each case with that which appears against the candidate's name on the attendance list of candidates. He will also check the number of A.Bs.4 and ensure that every candidate has handed in his book, and will certify on the outside of the envelope the number of A.Bs.4 contained therein.

17. Each candidate will be required to give the following certificate written and signed by him at the conclusion of the examination :—

" I certify that I have neither received nor given any assistance during the examination."

This certificate, which will be written on a separate sheet of paper provided for the purpose, will be handed to the supervising officer.

18. The work of candidates must be forwarded as executed by them in the first instance ; no copy will be accepted.

19. All the answers handed in for the same examination must be placed in envelopes, the subject of the paper and the centre being written in the bottom left-hand corner of the envelope. The envelopes will be signed, sealed and personally despatched by the supervising officer.

20. At the conclusion of the examination the supervising officer will :—

(*a*) Enter across the marks columns on the list of candidates particulars regarding the absence of any candidate shown thereon.

(*b*) Collect the certificates of the candidates under para. 17 above, and forward them to the command education officer concerned, who will retain them for six months.

(*c*) Complete the certificate printed below and forward it, together with lists of candidates, direct from his centre to the War Office (A.E.7) or as directed.

CERTIFICATE

..... Examination held in

.....Command at.....Centre.

CERTIFICATE OF SUPERVISING OFFICER

I certify that the envelopes containing the examination papers for the above examination were received with seals intact, that none of them showed any appearance of having been tampered with and that each envelope was opened by me in the presence of the candidates at the hour fixed for the paper contained therein. To the best of my belief the papers were not seen by anyone before the beginning of the examination. I further certify that I have read the regulations for the conduct of these examinations and that the examination was conducted in all respects in accordance therewith, that no assistance was given by me or by any of the supervising staff or by any other means, to any of the candidates, and that the worked papers were sealed up in their proper envelopes, which were signed by me before I left the examination room and were sent to.....at the earliest possible moment.

Unit..... Signature .....

Date ..... Rank .....

NOTE.—In cases where a supervising officer has necessarily to be relieved, both officers will render a certificate in the above terms.

APPENDIX VI

Copy of Army Form W.5335 (Card for Insertion in A.B. 64)

ARMY EDUCATION RECORD CARD

Army No..... Rank..... Name.....

I. UNIT EDUCATION

Subject	Length of Course	Total Hours of Instruction	Record of Achievement

RECOMMENDATION

Date.....

.....

O.C. Unit

(Reverse)

II. FORMATION COLLEGE

Date of		Course Studied		No. of Hours	Remarks
Entry	Leaving	Subject	Grade		

RECOMMENDATION

Date.....

.....

Commandant

APPENDIX VII

Soldier's, and A.T.S. and V.A.D. Release Books—Class "A"

Extract from Release Leave Certificate
(Army Forms X202/A and X202/C)
On inside back cover

ARMY EDUCATION RECORD (including particulars under (*a*), (*b*), (*c*) and (*d*) below)—

(*a*) Type of course	(*b*) Length	(*c*) Total Hours of instruction	(*d*) Record of achievement
(i)*			
(ii)*			
(iii)*			
(iv)*			

* Instructors will insert the letter "I" here to indicate that in their case the record refers to courses in which they have acted as instructors.

.....

Signature of Unit Education Officer

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