Claudia Clarke writes about the early life and work of her father, Sir Fred Clarke. 
Sir Fred was Director of the Institute from 1936-1945

PHOTO

My father, Fred Clarke, was born in a cottage at High Cogges, Witney, Oxfordshire, in 1880. He was the fifth child of William Clarke of Weston-on-the-Green and his wife Annie, a dressmaker from Bicester. When Fred was 6 his parents moved their family of intelligent children into Oxford, where William took a job as a milkman, the only job open to a countryman in the city. Fred attended St. Ebbe’s School and, aged 14, became its pupil teacher. There he met Edith Gilliams, the pupil teacher in St. Ebbe’s Girls School, his future wife. They studied and sat the scholarship examination together and in 1899 entered teacher training college. He was a Queen’s Scholar and a non-collegiate member of St Catherine’s Society of Oxford University. In 1902 he was awarded a first-class teacher’s certificate and a year later a first-class in the Oxford School of Modern History. His tutor was Ernest Barker, only six years older than his student. In September 1903 he taught for three weeks at Hornsey Road Higher Grade School in London, before taking up the appointment of Master of method at St John’s Diocesan Training College, York. In February 1906 at the age of only 25 he was appointed Professor of Education at Hartley University College, Southampton. Eighteen months later Fred and Edith were married. She had earned her living as a teacher, first in Bermondsey and then at St Ebbe’s Boys School.

In 1911 Fred arrived in Cape Town as Professor of Education at the South African College, later the University of Cape Town. He learnt Dutch at once and established good relations with the Dutch Reformed Church, which had set up a Normal School for teacher training in 1878. He negotiated the transfer of teacher training to SACS and kept good relations with Victoria College, Stellenbosch. Teachers were required to be bilingual, but they would teach mainly in their first language. By 1914, Fred was confidently examining teacher students in both languages. In 1919 and again in 1920 he was President of the South African Teachers’ Association. He organised a joint conference with the Dutch-speaking association and together they negotiated a large salary increase for Cape teachers.

His concern for the young people who left school at 13 led him to organise a lobby of parliament for an Apprenticeship Act, which was passed in 1922. He was chairman of the Juvenile Affairs Board and entered into negotiations with employers’ organisations and trade unions about wages and conditions of service for young people. He was able to extend this work as far as the coloured population, but not as far as the ‘natives’. He was acutely conscious of their needs and some of his students went into native education and the training of native teachers. The Department of Finance appointed him to an Education Administration Commission in 1923 and he drafted its report in 1924 though he was not the chairman. Its main recommendation was the establishment of a truly national system of education. Under the terms of the Act of Union of 1910 the schools remained under the control of the provinces while higher education was administered by the Union Government. The rejection by the Hertzog government of the recommendations of this
commission was a bitter disappointment for Fred and his articles for the Cape Times and the Educational News of 1924 are the most vitriolic he ever wrote. Essays in the Politics of Education was put together and published at this time.

In 1925 the Department of Labour appointed him leader of the South African delegation to the International labour Conference at Geneva and in 1927 he led the South African delegation to the Imperial Education Conference in England. He was already determined to leave South Africa. His family were in England but he had to return and, alone except for his eldest daughter, to an increasingly depressing and frustrating situation. Release came from North America, first in an invitation to a visiting professorship at Columbia University and then through a firm appointment to McGill University, Montreal. He refused to compromise or take refuge in expediency. The letters of 1928 and 1929 reveal the strain of separation from his family and the struggle to keep his principles in the face of pressures of all kinds. His first work for the British Government was service on a Colonial office Commission on Education in Rhodesia in April 1929. The treatment of the ‘natives’ by the white minority disgusted him, and he found the inefficiency of a Colonial Office irksome. Many of his letters at this time are truly prophetic about the future of Southern Africa.

He left South Africa in August 1929 and arrived in Canada in September of that year, again alone. His family joined him in the following year. The Canadian years were a period of comparative calm. He ran a Forum which engaged visiting speakers; he supported the newly formed Montreal Symphony Orchestra and enjoyed teaching on summer schools at Dalhousie University, Halifax, where he made friends with poets and painters. In 1935, accompanied by his oldest daughter Mary, he toured the universities of the British Dominions, sponsored by the Carnegie Corporation of New York. In September of that year he arrived at the Institute of Education as Adviser to Overseas Students. He was soon to become Director.

The South African years were a kind of dress rehearsal for the last 12 years of his life. In the early 1940s he was adviser to R.A. Butler on the terms of the 1944 Education Act; a member of the McNair Committee on the Training of Teachers and Youth Leaders and the Committee on Higher Education in the Colonies; he was also an active member of the ‘Moot’ run by Dr. J.H. Oldham. In May 194 he served as chairman of a Colonial Office Commission on Education in Basutoland and visited South Africa briefly for the last time. On his retirement in 1945 he served as chairman of the Advisory Council to the Minister of Education, and the National Union of Teachers as an education adviser. He toured the country in the later 1940s, explaining the terms of the new act to groups of serving teachers. Dr. Jeffery asked him to return to the Institute and help with the large number of overseas students who flocked to London at the end of the war. The theme of the time was ‘educational reconstruction’. A serious illness in Egypt during a lecture tour in Cairo in 1949 weakened him. He was still looking forward when he died of a massive coronary heart attack, early on the morning of January 6th 1952. The 1951 Christmas cards had not yet been taken down. They came from all over the world.
The Fred Clarke Archive

The Newsam Library and Archives hold the archive collection of Sir Fred Clarke. The collection began with a single box of published and unpublished papers, including articles, addresses, lectures and speeches, most dating from the late 1920s onwards and including some papers written for the discussion group the Moot. Over the past two years, the large collection of Sir Fred’s papers held by his family has been gradually transferred to the Institute so that the collection now comprises some twenty boxes of material. The papers range across Sir Fred’s whole career, from his time at Oxford, through posts at York, Southampton, South Africa, Canada, and, of course, the Institute of Education, where he became Adviser to Oversea Students in 1935 and Director in 1936.

The files are wonderfully varied and reflect the extent of Sir Fred’s involvement in the world of education. They include correspondence with many notable figures, drafts of broadcasts and speeches, proofs of books and articles, press cuttings, photographs and diaries. Topics include secondary education; comparative education; universities and higher education; democracy; adult education; education and religion; community and education; education and culture; curriculum content and method; Dominions, Empire, and Commonwealth; education and economics; the Education Act 1944; history of education; nursery education; philosophy of education; public schools; reconstruction in education; educational research; educational sociology; teachers and teacher training; and technical education.
**Emerald Street Building now in use**

There is now a new archive and special collections store in the sub-basement of the Emerald Street building. Several large collections were transferred to the new building in April, and stored in the brand new rolling stack. As the new space has lots of room for sorting and cataloguing, the archives moved are those which require detailed archive work, such as the papers of Joseph Lauwerys, Louis Arnaud Reid and David Medd. Other large collections now housed in the new outstore include the records of STOPP (Society of Teachers Opposed to Physical Punishment) and UCET (Universities Council for the Training of Teachers).

**First Friends Meeting**

The first meeting of the Friends of the Newsam Library and Archives will be held on September 22nd in the new Emerald Street building. Sarah Aitchison, the Institute’s Archivist, and Jennifer Haynes, formerly Archivist at The Women’s Library, will give a short talk on ‘Searching for History: how to find archives on the Web’. This will focus on the various new archival sites on the internet and how they can best be used by researchers. All members are welcome to attend. Refreshments will be provided.

**New Acquisitions**

The archive of the Comparative Education Society in Europe was deposited in the Newsam Library and Archives on Tuesday 25th May 2004. A small ceremony was held in the library to mark the occasion. The archives were officially handed over to the Director, Professor Geoff Whitty, by the President of CESE, Professor Donatella Palomba of the University of Rome, pictured here with the Institute Archivist, Sarah Aitchison. It is hoped that this deposit will lead to further donations from CESE colleagues across Europe.

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Other new acquisitions for the Library and Archives include:

- Additional papers of the British Forces Education Service/Service Children’s Association, including three handwritten diaries kept by Marjory Mitchell during her service at King Alfred School, Plön, Germany, 1949-1953.
- Papers of Richard Stanley Peters, 1940s-1990s, including drafts of essays; subject files; lecture notes for public lectures; files relating to work at the Institute, conferences and BBC broadcasts; letters to politicians, including Shirley Williams, Keith Joseph, Harold Wilson and Jack Straw; various printed syllabi for courses given by Peters on philosophy.
- Papers of Kate Myers, 1970s-1990s, relating to her roles as ILEA co-ordinator for the Schools Council sex differentiation project; ILEA advisory teacher for equal
opportunities; the SCDC equal opportunities project (which resulted in Genderwatch); and gender equality inspector in Ealing.

- Papers of Bernard Holloway, 1955-1995, mainly relating to his work in careers education, including material concerning his work as Secretary of the Manchester University Careers and Appointments Service.

- ADD Special Collections

Obituary
Douglas Foskett, OBE (1918-2004)

Douglas Foskett, Librarian at the Institute of Education from 1957 to 1978, has died aged 85. Born in 1918, Foskett worked in Ilford public libraries before being called up during World War Two. He was then appointed Librarian of the Metal Box Company in 1948, and in 1952 he became joint founder of the Classification Research Group and was elected to the Council of the Library Association. In 1957 he became Librarian at the Institute.

During the 21 years he spent as the Institute Librarian, Douglas Foskett had an enduring influence on its role and organisation. He was responsible for creating stronger links between the library and the wider Institute and spent time discovering the needs of the organisation regarding knowledge and information. His view that special libraries should be structured according to the needs of their parent organisation led to his creation of the London Education Classification - a special classification for a single subject focused collection of materials about education, which was adopted by the Library and is in use to this day. He was also deeply interested in the needs of library users and the librarian’s role in providing reference services and this viewpoint has influenced the way the Library works even now, with the provision of a detailed enquiry service.

Foskett went on to become the Goldsmiths’ Librarian of the University of London in 1978, the year in which he received an OBE, a post which he retained until his retirement. In addition to his work in university libraries, Douglas Foskett undertook international work on behalf of Unesco, Unisist and the British Council and lectured all over the world. In addition he produced large numbers of articles, reviews and books, including Science, Humanism and Libraries (1964); Classification and Indexing in the Social Sciences (1963) and Pathways to Communication (1984).

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