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REVIEWS

Industrial Training. With Special Reference to the Conditions prevailing in London. By N. B. DEARLE. (London : P. S. King and Son, 1914. Pp. 596+20. 7s. 6d.)

IN 1909 All Souls' College, Oxford, for the first time offered a fellowship in Economics, and Mr. N. B. Dearle was elected a fellow. The publication of this book is a real vindication of the system of offering research fellowships as opposed to prize fellowships. It is impossible to read the book without realising that no one but a man of means or a research fellow could have spared the time for so thorough an investigation. The book marks a new stage in the history of boy labour. The Report of the Royal Commission upon the Poor Law and Mr. Cyril Jackson's "Report on Boy Labour," published as an appendix to it, turned public attention to the problem of boy labour, and to the need for thorough-going reform. The problem has crystallised itself in the public mind under certain phrases, such as "The decay of Apprenticeship," "Blind Alleys," &c. But until Mr. Dearle published this book no one had appeared to criticise and examine these phrases from the purely scientific point of view. Some of the best parts of the book consist of careful classifications and analyses of the different factors which go to make up the problem, and much that is written in this connection is destined to form, as it were, the framework upon which legislators will have to build up the reforms of the future. The author will not, we feel sure, think it any disparagement of the book if we say that it is his analysis of the situation which is likely to prove of more value than his constructive suggestions for reform with which he concludes the volume.

Perhaps the author's most valuable contribution to the subject is his interesting classification in Ch. IV.-VII. of the four different methods by which boys, especially in London, come to get whatever knowledge they do possess of their trade or industry. These

four ways are : regular service, *i.e.*, cases where the boy stays all his time in one firm ; learning by migration, where the boy moves from one firm to another ; following up, or learning following upon labouring, and the picking up of semi-skilled work. The eighth chapter contains a masterly and judicial summing up of the comparative value of these four different methods, from which the chief conclusion which appears is that what is of importance is not so much this or that method, as that, whatever method is adopted, there should be uniformity right through a particular trade, or that in other words, "the device of a common rule" should be applied so that there may be definite standards and a public opinion to enforce these standards.

All educationists should read the author's summing up as to the question of education in the factory as compared with education in the trade or continuation school. Hitherto there have been two rival schools of thought. Some have urged that what England needs is to go back to the apprentice system, others that the apprentice system is dead, and that State education must take its place. Mr. Dearle's most interesting analysis shows that apprenticeship has been superseded in many industries, not by a complete absence of training, but by a system which combines regular service and migration. A boy is taken on by an employer to learn or pick up a trade, and is kept on during good behaviour. But owing to the subdivision of labour and the small scale of London workshops he cannot learn all sides of the trade with this one employer, and he therefore migrates after two or three years to other workshops, gradually acquiring a mastery of his trade. Such an education the author claims to be extremely satisfactory when at its best, and far preferable to an education completely carried out in the school. Mr. Dearle regards the true function of the school as subsidiary to that of the factory and workshop, and though he proposes that all boys between 14 and 18 should be compelled to attend continuation schools for from six to eight hours a week, yet his greatest hope of reform lies in a more careful organisation of boy labour through the Juvenile Labour Exchange, the After-Care Committee, and in some cases what he calls Juvenile Trade Boards.

Indeed, his conclusions with regard to Boy Labour show in some respects a great similarity with those of Mr. Beveridge with regard to adult labour. It is not the greed or brutality of employers which is the root of the evil so much as carelessness and lack of organisation. Under this head we especially recommend Ch. XV., which deals with the Blind Alley, which is there

divided into the Blind Alley proper, the Partial Blind Alley, and the wasteful recruiting of Trades and Occupations, and in all cases it is shown that the real remedy is a more careful system of organisation. There must be some trades, such as heavy carrying work, &c., which boys cannot perform, and a great deal of the harm would be taken out of the boy blind alley trades if only boys were drafted out from these at eighteen and put into trades which can never in the nature of the case require people until they are about eighteen.

There are some criticisms of the book which must be made. In the first place it is far too long, running to nearly 600 pages of close print. There is much that could be compressed, many repetitions that could be avoided. This is a book which ought to be read by the amateur. The danger is that owing to its length it will only be read by the expert.

Here and there the statistics are at fault. We are not given the number of boys in London at trade schools after 1909, though this could surely have been obtained easily from the London County Council. The statistics on p. 15 throw no light whatever upon the position of skilled industry in London as compared with other towns. What we want to know is whether the chances of a clever boy being able to enter a skilled trade are greater or less in London than elsewhere. The table as it stands is positively misleading through its separation of trades practically non-existent in London from skilled or semi-skilled trades. Then, again, the table on p. 382 is completely vitiated by comparing those between 15-24 in 1911 and those between 25-34 in 1911. The only safe way would have been to have compared those between 15-24 in 1901 with those between 25-34 in 1911, as the writer of this review suggested in an article in the *ECONOMIC JOURNAL*, June, 1911.

It is a pity, too, that the writer did not deal at all with the subject of psychology and vocational guidance. Though the subject is still in its infancy yet something has been done in the United States, and it is only a matter of time before the English Juvenile Advisory Committees turn their attention to it. Perhaps Mr. Cyril Burt, the new psychological adviser to the L.C.C., will be able to give a lead on this subject.

One or two of his practical suggestions of reform are certainly open to serious criticism. All those who work in connection with Juvenile Advisory Committees know that head teachers are very remiss in filling up the School Leaving Reports. Mr. Dearle suggests that the right way to get this done is to pay extra money

to the head teachers, but would not a far better way be to give some paid clerical assistance to head teachers, and thus set them free from a great deal of clerical work which only hampers their scholastic work?

Again, he suggests that the work of dealing with children up to the time of the despatch of the School Leaving Report to the Exchange should be carried out by the paid staff of the Juvenile Labour Exchange, and that the After-Care Committee should not come in until after this has been done. But those who work upon After-Care Committees know how extremely important it is to know the boy while still at school, and not to start to supervise him or advise him only at the period when he is just leaving. It is closer continuity that we want between Care Committees and After-Care Committees, and any attempt to break into the continuity is likely to be full of danger.

But in spite of these small criticisms we must repeat that the book marks a new stage in the history of Boy Labour. It should be read by all those interested in continuation schools, in Juvenile Advisory Committees, and After-Care Committees. It is full of sound common sense and at the same time it displays a mastery over its details and a power of scientific analysis which make it invaluable to all those interested in the problem of boy life and boy labour.

J. ST. G. HEATH

Work and Wages. Part III.: Social Betterment. By SYDNEY J. CHAPMAN. Introduction by EARL BRASSEY. (London : Longmans, Green and Co. 1914. Pp. viii+382. Price 9s. net.)

THE volume under review is the third, and final, part of Professor Chapman's work in continuation of Earl Brassey's *Work and Wages* and *Foreign Trade and English Wages*. The two parts already published, for which, as for this, Professor Chapman is alone responsible, dealt with *Foreign Competition* and *Wages and Employment*.

It is the author's aim in this volume to bring out "the failures of our social economy in the recent past" and their causes, and to discuss "the means taken or recommended to repair them," so far as the ground was not covered in the second volume. The field is a pretty wide one : housing, physical deterioration, training of boy and girl labour, co-partnership, public aid, and the conditions under which the work of shop assistants and home-