

HURTWOOD SCHOOL

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FEES

Boarders	-	-	-	-	-	£130-150	a year
Boarding fees for children staying at school during holidays, by arrangement							
Day pupils	-	-	-	-	-	£12 12 0	a term
Day pupils (mornings only)	-	-	-	-	-	£ 8 8 0	a term
Instrumental music	-	-	-	-	-	£ 3 13 6	a term
Special Art	-	-	-	-	-	£ 1 5 0	a term
Rhythmics and Drill	-	-	-	-	-	£ 2 2 0	a term
School Dinners	-	-	-	-	-	1 6	a day

A reduction of fees is made in families where
there are more than two children
attending the school

HURTWOOD SCHOOL

PEASLAKE, SURREY

Telephone: Abinger Hammer 119

Headmistress:

JANET JEWSON, M.A.Cantab, N.F.U.

HURTWOOD SCHOOL

HURTWOOD School was founded in 1929, in order to create, for a little group of young children, an environment which would give free expression to the individual, and would at the same time foster an ever-increasing desire for knowledge, and enable the children to reach a high standard of scholarship. It was founded as a day school for a particular group of children for whom no modern school was accessible, but the original little class rapidly developed into a vital community, and it became necessary to provide, not only for day pupils, but for boarders also, and to extend the age limit so that children might remain at the School from the age of three until fourteen, or possibly older. *Older children now prepared for usual examinations*

A new building was therefore designed and erected to meet the needs of this growing community of boys and girls. It stands 500 ft. above sea-level, with an extensive view of the Surrey hills, and is surrounded by woods and common land. It has been designed to give the maximum of sun, air and freedom, and to combine the merits of a modern institutional building with the cheerful simplicity of a house intended for children. The needs of the children were carefully considered in the planning of the building, from the wide unslippery corridors with floors upon which one can draw with chalk to the simple unpolished furniture which can be scrubbed by the children themselves.

It is intended to limit the total numbers to about thirty, and the number of boarders taken will never exceed twenty, for it is considered an important factor in the development of the community that children of all ages should be able to mix freely together rather in the manner of a family than as members of an institution.

The School wishes to produce healthy well-balanced individuals, with humour, originality and good sense, which will enable them to use their individuality and knowledge wisely in the service of society. It does not, therefore, adhere strictly to any one school of thought or system of education, but a genuine attitude of tolerance characterises its outlook, and it tries to combine what experience shows to be best from old and new methods, whilst providing access to as wide and varied a range of activities as possible, in order that each child may gain

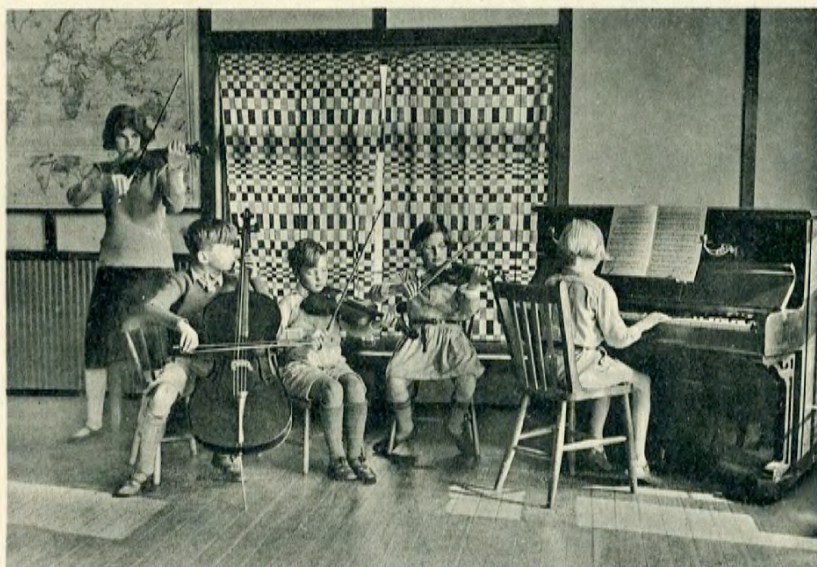
both a general education and specialised knowledge suited to its individual capacity and requirements.

Great importance is attached to freedom of speech, for it is felt that when children are allowed to voice their own opinions, they are prepared to listen more patiently to the opinions of other people, to weigh and consider evidence, and to draw their own conclusions in a healthy well-balanced way. In the old days, when children were not allowed to voice an opinion on a controversial subject in the presence of adults, they too often ceased to think and to have opinions of their own, and sank, sometimes lazily, sometimes despairingly into a blank disinterest. Such disinterest lasted sometimes after the child left school, but often it was followed, on leaving school, by bitter reaction, and, since the rebel had never been accustomed to listening patiently to other people or to being listened to sympathetically himself, he was rarely in a position to give a well-balanced opinion in an unprovoking tone of voice, and his power to help any community was thereby lessened. Children who have grown up in an atmosphere of unquestioned freedom of speech, who have become accustomed to listening, thinking and speaking sincerely and without fear, should avoid all the bitterness of reaction, and therefore have a better-balanced and more valuable contribution to make to society.

Hurtwood School welcomes children from homes of widely varying outlook, and encourages free discussion on all subjects. Thus children learn to listen with tolerance and respect to many different points of view, even before they are old enough to hold decided views of their own.

Attitude of mind is throughout considered as important as actual knowledge acquired, and for this reason, Science is taught at Hurtwood at a much earlier age than is usual, for the habit of scientific thinking and observation, and testing of knowledge by evidence and experience, are felt to be essential qualities in the training of the child's mind. A small laboratory has, therefore, been built and equipped for the children, and any child, however young, who shows interest in any branch of Science has ample opportunities for acquiring sound knowledge from a qualified scientist. Elementary Biology, Physics, Chemistry and Mechanics are all very popular, and the laboratory is always the centre of intense interest and enthusiasm.

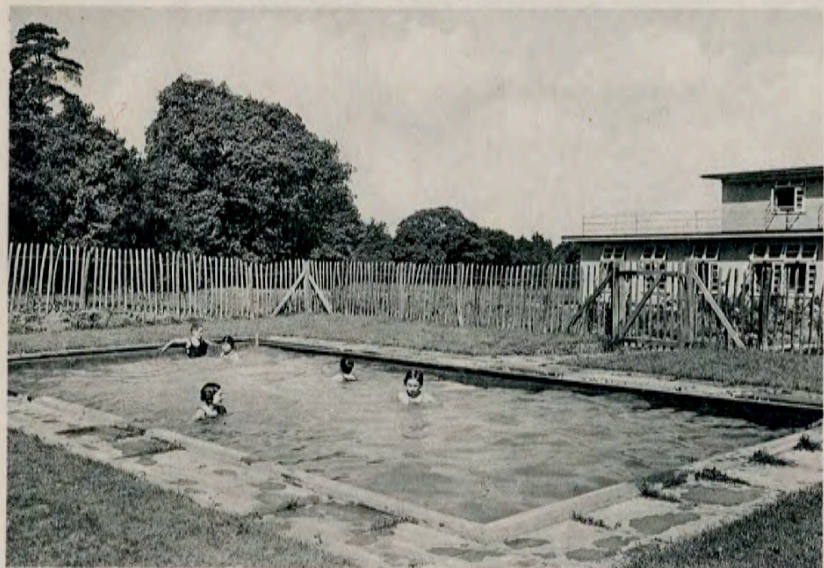
Great importance is also attached to musical training, and the children are encouraged to write and produce their own



THE ORCHESTRA HURTWOOD SCHOOL.



PART OF THE PLAYING FIELD.



THE SWIMMING POOL. HURTWOOD SCHOOL.



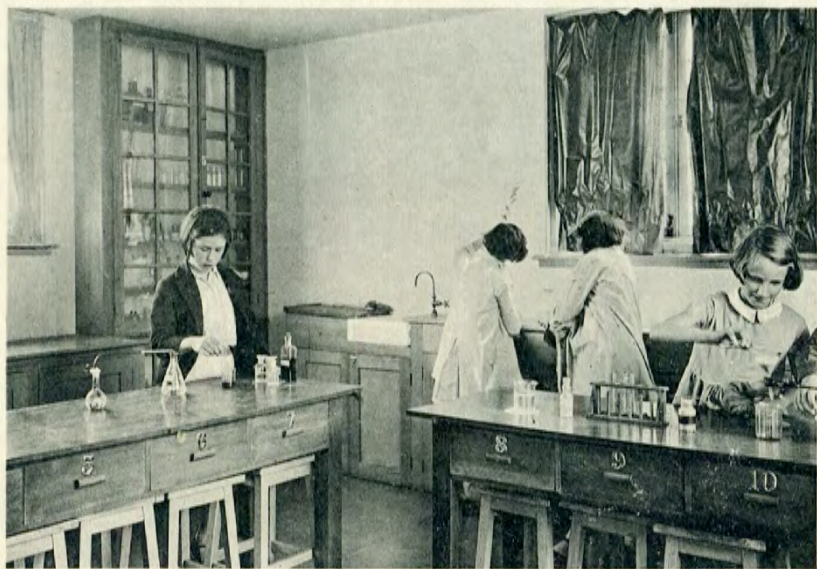
THE ZOO.



OUTSIDE THE WORKSHOP. HURTWOOD SCHOOL.



A MEETING.



SCIENCE. HURTWOOD SCHOOL.

compositions, organising entertainments among themselves, when songs, dances and plays are set to music. Ear-training, singing and composition form part of the curriculum for every child, whilst instrumental music is taught individually. The younger children have their percussion band, and the older children their orchestra. Home-made instruments have also been produced and used by some of the older children.

The curriculum is wide and varied in order to meet the needs of individuals with widely varying tastes and capacities. Time-tables are not rigid, and every child helps in the arrangement of them, and enjoys considerable freedom of choice of work. The various subjects taught are interrelated as far as possible. History is taught as the history of civilisation, and not of any one nation, while science and mathematics are given a living interest arising naturally out of the children's own experience. Modern Languages are, as far as possible, learnt in the same manner as the mother tongue, and the teaching of Latin is also available. Music, Rhythmic Work, Dancing and Physical Culture are all closely interrelated, and gymnastic apparatus is provided in the open-air. Art and Aesthetics are stimulated rather than taught. The children are surrounded, as far as possible, with beauty and simplicity, and are encouraged to express themselves in any creative medium they choose. An artist visits the School to give specialised help to those who desire it. Plays are created and produced by the children, who paint their own scenery, design their own costumes and write their own music. Interest in the progress of current events, both national and international is encouraged, and the organisation of debates, conferences and meetings of all kinds is considered an important part of the general education of the School.

The School is particularly fortunate in having recently moved to new buildings erected in open fields, so that for some time the planning and development of the School grounds is likely to provide a stimulus for outdoor activity and handicrafts of various kinds. The children have equipped a small workshop of their own, and have planned and helped to construct a swimming pool. Other popular handicrafts besides those involved in the development of the School grounds, are dress-making, weaving, modelling and carpentry. Small playhouses have been built of wood, thatched with heather from the common, furnished and fitted with electric light.

There are no divisions into classes or forms according to age or general ability. The younger children are under the care of a

Froebel trained teacher. A variety of equipment is provided for them, including some Montessori apparatus, and much home-made apparatus which has been evolved to meet the needs of particular children. Space and variety of materials make it possible for children of varying ages to follow their own interests without undue interference from others. They have considerable freedom of choice in the work they do, but the teachers are always prepared to give advice and help when it is needed. Most children spend a part of each day working alone, and a part of the day working in co-operation with others. There is some group work each day, organised, quite informally, by the teacher, but there is no compulsion to attend if the child is otherwise occupied. Most of the work of these children arises quite naturally out of their current interests, and sometimes there is one dominant interest around which most of their work centres for a considerable time, but the staff do not consciously set out to work on a "Project."

The older children are grouped according to their ability in special subjects, working with different groups for different subjects. They are taught by a mixed staff of graduate teachers. They, like the younger children, spend part of their time on individual work, and part on group work, but their work tends to be more definitely organised in advance than that of the younger children. Their work is organised on the lines of a much modified Dalton system, the proportion of group work and individual work varying according to temperament.

There is no system of rewards, punishments or marks at Hurtwood School, and there are comparatively few rules. Such regulations as do exist have been made by the general consent of the community with the object of preserving the greatest possible freedom for the greatest number of people. The method of government has seen many variations during the life of the School, but the legislative government and organisation has always been communal, staff and children working together, and every member of the community having a voice in the affairs of the School. Legislative government is communal, but discipline is not enforced by the children, nor is there any recognised code of punishments. Laws, however, are rigidly kept while they exist, and public opinion takes it for granted that newcomers will keep the laws just as reasonably as those who have actually helped to make them. The School considers that laws are worse than useless unless they are strictly kept.

They are, therefore, never allowed simply to fall into disuse, but are kept until they are seen to be unnecessary, when they are formally repealed. The problem of enforcing School regulations scarcely arises, for deliberate infringement is very rare; but the staff, rather than the children, are responsible for enforcing obedience to regulations if it becomes necessary.

The children's bodily health is held to be as important as that of their mental well-being, and is under the care of a trained and experienced Matron, working on the advice of the School Doctor.

When the weather permits the children live and work, as far as possible, in the open air. The building has been designed to give the maximum of air and sunlight, the children's bedrooms opening on to broad balconies. Physical training takes place, as far as possible, in the open air. Physical exercises and gymnastics are taught by a qualified teacher, and equipment, such as ropes and ribstalls is provided out of doors. Games of netball, football and cricket are organised for those who want them, and coaching is available, but organised games are not compulsory, and children are encouraged to develop a variety of outdoor activities. Each child takes some form of outdoor exercise daily, whether it is walking, gardening, chopping wood, caring for pets, gymnastics or games.

Facilities are provided for daily quiet and rest, each child having his own stretcher bed, which he can carry out of doors for the rest hour when the weather is sufficiently warm.

Careful attention is given to diet, and as many of the day pupils stay at school for their midday meal, menus are circulated to their parents in advance, in order that home and school may co-operate in arranging a well-balanced diet for the day children, as well as for the boarders.

Single and double bedrooms are available for boarders, in order that children may sleep alone or share a bedroom, according to temperament.

The boarders have their own private playroom apart from those rooms which are used during school hours, and every effort is made to keep the atmosphere as informal and home-like as possible. Entire charge can be taken of children whose parents are abroad, and these children live, as far as possible, a normal family life during the holidays. A limited number of children only will be kept over the holidays, in order that this family life may be possible.

SCHOOL REGULATIONS

The School day is from 9.15 to 4 o'clock, and punctuality is required.

Absence from School for any reason other than health is strongly discouraged, and parents are expected to notify the Headmistress of the reason of absence not later than the second day.

If children who normally have their dinner at School are absent without due notification, the dinner fee is charged after the first day of absence.

The parent or guardian of every child is required to sign a Health Certificate at the beginning of each term before the child can be admitted to the School.

No child may re-enter the School after suffering from, or being exposed to, any infectious disease without a Doctor's Certificate and the permission of the Headmistress.

Parents are required to notify the Headmistress immediately a child develops, or is exposed to, any infectious disease.

Parents are earnestly requested not to send their children to School with colds.

Fees are payable in advance, not later than the first day of term.

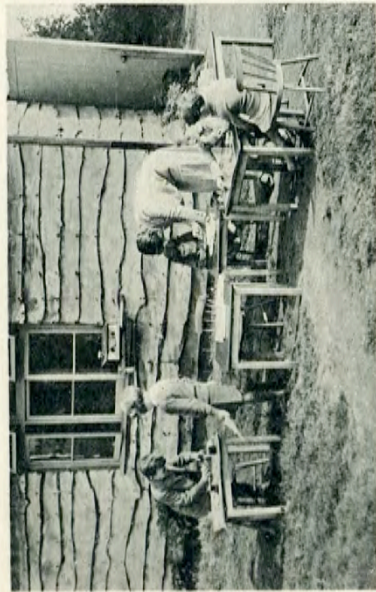
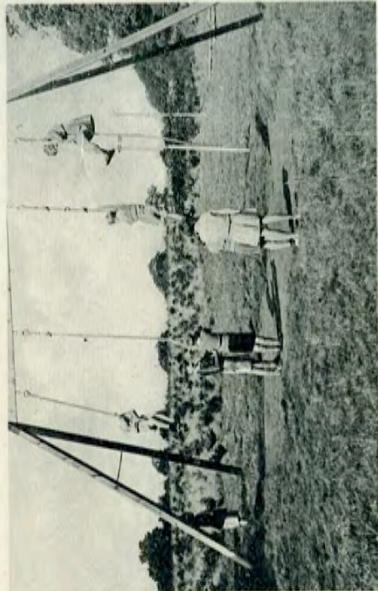
A full term's notice, given in writing, not later than the first day of term, is required before the withdrawal of a pupil whose entrance form has been received and acknowledged by the School. Otherwise a full term's fees will be charged. This applies also to the discontinuance of extra subjects. Notices can only take effect at the end of term.

No remission of fees is made for absence, but parents are reminded that it is possible to insure children against loss through protracted absence from school.

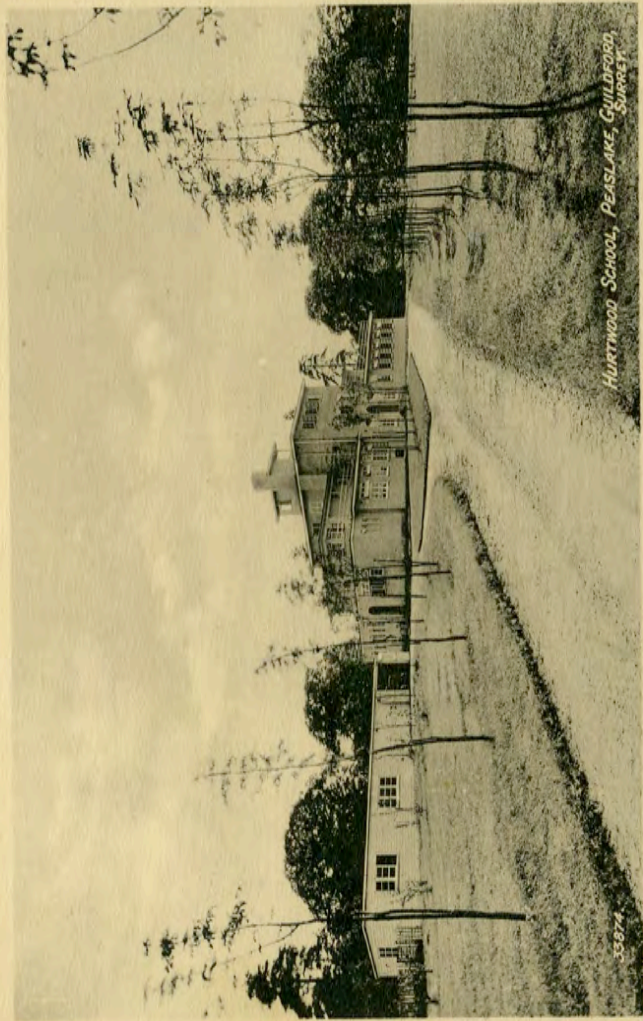
Parents of boarders are asked to notify the School of any change of address should they leave home during term time.

Saturday is a whole holiday, and boarders are free to go out with their friends on Saturdays and Sundays if the School is notified in advance.

Parents and others interested are requested to make appointments before visiting the School, so that its life may be disturbed as little as possible.



HURTWOOD SCHOOL.
OUTDOOR ACTIVITY.



HURTWOOD SCHOOL, PEASLAKE - C. 1936

