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The Evolution of a Jarrow Senior School, 1944 to 1974

Sylvia Davis. B.Ed.

A thesis submitted for the degree of

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ABSTRACT

The Evolution of a Jarrow Senior School, 1944 to 1974

Sylvia Davis B.Ed.

The study is intended as a case study in the history of educational administration and provision, to illustrate the socio-economic and administrative factors which affected the evolution of a senior school, through its various transitional stages, from firstly a Secondary to finally a Comprehensive school.

Were there factors which led to the school changing, what were they and what impact did they bring to bear? To analyse this, the historical background and development of the area had to be understood, to provide insight into the inherent ideals of the people. Governmental factors also played their role in the school's development, especially administrative bodies with their influences. Perhaps, most significant are the pupils, who passed through the system and then into the community, with the influences they have brought to bear. When the forces interacted with the school, were they conflicting or complementary components, and did they act as a two-way system?

To answer these questions, it was necessary to understand administrative procedures, gleaned from text-books, and to gain insight into the internal fabric of the school at the time under study. To achieve this latter requirement, a sample of ex-pupils and staff from either end of the time-scale were interviewed, to gain knowledge of internal and external workings. The ex-pupils, absorbed into the community, gave an insight upon the social mobility engendered by the school and into the interacting system between school and community. Alongside verbal information given by ex-pupils - text

books, manuscripts and articles of the time, provided factual information and proved to corroborate many reported ideas.

Throughout the period studied certain enduring issues revealed themselves. These issues appear to have existed since before the inception of the school and they appear to run throughout the educational system.

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SPRINGFIELD COMPREHENSIVE SCHOOL,

FIELD TERRACE,

JARROW.



Chapter One

Socio - Economic Background. (Pre 1944)

To comprehend Jarrow Secondary School's development, it is necessary to understand the surrounding environment and the spirit of the Jarrovian people. The outstanding feature of Jarrow, as perceived by many people, is the Jarrow March; two hundred men, bravely trekking to London, carrying with them the hopes of the Jarrow people.

On the morning of 5th October 1936 at 10.30 a.m. the homes in Jarrow were empty when men, women and children turned out in their thousands to salute the crusaders on their three hundred mile quest to free Jarrow from the ignominy of unemployment. The procession was headed by Palmer's brass band, closely followed by the Mayor, Alderman J. W. Thompson, and C. S. Perkins, the town clerk, both in official regalia. Behind them came two men, carrying an oak box, containing the petition to be presented to Parliament. Miss Ellen Wilkinson, the town's M.P., Councillor D. Riley, Councillor J. Hanlon and Alderman J. Symonds accompanied the march. The bus, which contained the equipment, lumbered along behind. The whole enterprise was blessed by Bishop Gordon of Jarrow. The scene as they left was of feverish activity; wives and children gave the marchers a fond farewell. Before reaching the Jarrow boundary, they had acquired a black, labrador dog which they named 'Jarrow' and regarded as their lucky mascot.

In each town that the marchers entered, they were warmly greeted and their speeches were well received. When they reached London, the scene was very different to the one from which they had set off. The weather had been fine for the march but upon entering London there was



the heaviest downpour for months. The men wore their groundsheets as capes instead of bandolier-style across their chests. The press photographers depicted them as a sorry, miserable and pitiful sight. Many Londoners did not know where Jarrow was or why the crusaders had marched into London. They presented the petition on the 4th November to the House of Commons.

On the 5th November the crusaders returned to Jarrow by train, feeling an anti-climax and no doubt wondering what the future held. Fifteen minutes after his return to Jarrow, Alderman Thompson went straight to Jarrow Secondary School for the annual speech day. The gruelling time in London had left him somewhat drained but he wanted to impress upon the children his hopes for them. He stated, 'It is unfortunate that in these times boys and girls are studying who will find at the end of their schooling there is no employment for them; but we feel that position, which has been so long with us, will pass away like a dream, and there will be work for all our Jarrow boys and girls to go to.' (1)

Although this march is seen by outsiders as the highlight of Jarrow history, the Jarrovians themselves regard it as merely a symptom of the times of depression and they feel that the Jarrow March is a small interlude, far surmounted by their proud, historical traditions. Hence, it is essential to investigate the historical events which are significant to the quintessence of the Jarrow people and which affect the development and ethos of the school.

Jarrow is supposed to occupy the site of a Roman station or a fortified camp. Although there seems to be some contention regarding this⁽²⁾, the Jarrow Records of 1890 state:

(1) Shields Gazette. 6.11.36

(2) Constance Fraser and Kenneth Emsley, Northumbria (1978) p191

'Jarrow also claims the honour of having been a Roman station and village. This is ascertained from the two Roman inscriptions found during the rebuilding of the church AD 1783.'⁽¹⁾

This opinion, concerning Roman occupation, seems to be further substantiated by the Roman masonry and the idea strengthened by the discovery of some Roman remains at the site; one of these remains being a military trophy, which bore an inscription roughly translated as, 'The Army erected this as the extension of the Roman dominion in Britain, from the western to the eastern sea.' Agricola, who erected forts from the mouth of the River Tyne to the Solway Firth in the year AD81,⁽²⁾ built a fort here to protect the ships anchored in the mouth of the River Don. The River Don rises as three or four streams near Springwell and Usworth on the northern flank of the high ground above the Wear and thence, fed by several brooks notably the Hedworth, Monkton and Calf Close Burns, it runs down to Jarrow Slake. The sinking of several pits in the area, especially Boldon Colliery in 1866, was a factor in the drying up, to a large extent, of this once important river. Although Jarrow apparently had a Roman occupation the name Jarrow derives from the Anglo-Saxon word, GWRWY or GYRUE, meaning a marsh or fen. It is stated that, 'The G and J being interchangeable, Garrow has, in process of time, become Jarrow.'⁽³⁾

A somewhat remarkable feature of Jarrow is an enlargement of the river at a spot known as the Jarrow slake, which was the estuary of

(1) Jarrow Records, (1890) p2

(2) Jarrow Records, (1890) p5

(3) William Brockie, History of the town trade and port of South Shields and the Surrounding District (1851) p14

the River Don, at one time. Slake has varied descriptions such as bight, haven, bason, sinus, 'an oblong square'. It is a big, marshy area with the River Don entering it from the south and bounded on the north by the mightier Tyne. It was about a mile in length and half a mile in breadth. Though it was half filled by deposits of sand and soil it received the water of the Tyne at flood and was left dry at ebb.⁽¹⁾ This slake, or slike, is said to have derived its name from the Anglo-Saxon word slaec, meaning soft mud covered at high tide. It is believed to have covered an area of approximately 470 acres⁽²⁾, although in subsequent years this has gradually diminished due to silt deposits and industrial reclamation of land. The slake is reputed to have once accommodated the Navy of the King of Northumbria, Egfrid. King Egfrid in AD 681 granted land for the building of a monastery to be set on a small hill, overlooking the River Don which flows into a shallow lake - Jarrow slake, then known as Portus Egfrid. The Jarrow Records of 1890 state that King Egfrid founded the monastery at Monkwearmouth first in AD 674 and seven years after he gave the further grant of the site of Jarrow monastery with an endowment of 40 hides of land (a hide of land being approximately 120 acres of land).⁽³⁾

Benet Biscop, local nobleman turned monk, in the year 681 received the grant of land to erect the monastery of St. Paul on the site of the Roman fortress. Benedict Biscop, whose original name was Biscopius, was a noble saxon who had been, in his youth, a soldier and then minister to King Oswy (the father of Egfrid). Biscop had great

(1) E. Mackenzie, History of Durham. Vol. 1. (1834) p2

(2) Kelly's Directory (1885) p215

(3) Jarrow Records, (1890) p6

possessions and much influence, but becoming impressed with a sense of religion, he sold all he had and relinquished the world at the age of 25. He visited Rome five times and spent two years at a monastery in Lirine, at the Isle of St. Honorat in France where he got the name of Benedict and received admission to the priesthood. He was appointed archbishop abbot of St. Peter's, which he held for two years, but resigned in favour of Adrian, a learned, African monk. According to an inscription, which can still be seen on two stones above the chancel arch, the monastery of St. Paul was dedicated on the 23rd April, AD 685. The interpretation of the inscription on the dedication stone reads: 'The dedication of the church of St. Paul on the ninth of the Kalends of May in the fifteenth year of King Egfrith and the fourth year of Coelfrith, abbot, and with God's help the founder of the church.'

'DEDICATIO BASILICAE SCI PAVLI VIII. KAL MAI ANNO XV. EGFRIDI REG
CEOLFRIDI ABB EIVSDEMQUE ECCLESIAE AVCTORE CONDITORIS ANNO IIII.'

The first monks were transferred from Monkwearmouth, and the monastery of St. Peter of Monkwearmouth was united with St. Paul - the establishment was called the monastery of St. Peter and St. Paul. Biscop intended that the two places would function as one monastery and he appointed a deputy abbot for each place. According to the inscription stone, Coelfrith (a relative of Benedict) was the vice abbot who was responsible at St. Paul's, while St. Benedict Biscop went on his many continental journeys seeking ornaments, paintings and works of literature for the benefit of the monasteries. This seventh century monastery had strong connections with Rome, of which influence can be seen from the Romanesque plan of the foundations (which was investigated by Professor Cramp and now housed in the British Museum) and the Romanesque windows set high in the chancel.

These windows have been cut from single stone blocks in the form of small, round headed arches, three on the south side and one on the north side of the chancel. Apparently, from one of his many journeys, Benet returned from Rome with the glazed windows for Jarrow church - the first of their kind in Britain. Workshops were then set up near the River Don where men produced stained glass to fill the windows. The art of glass-making seemed to be forgotten by the mid-eighth century - evidence of this was a letter written by the abbot in AD 764 asking the Bishop of Mainz to send a glassmaker in return for more copies of Bede's books. Professor Cramp's excavations in 1980 discovered some of the oldest stained glass in Europe; with the glass a unique window was constructed and can be seen in St. Paul's church.

The monastery became renowned throughout Europe as a centre of learning. Bede was born in the year 673 and was placed under the aegis of Abbot Benet in the year 680 at St. Peter's of Monkwearmouth. Bede transferred from Wearmouth along with Abbot Coelfrith and nineteen monks, to the monastery at Jarrow on the consecration of the abbey in AD 685. In the year of 692 Bede took deacon's orders; it was not until the year 703 that he entered the priesthood and started his prolific writings. Bede gained much scholastic learning from the library, obtained by St. Benet Biscop. The Venerable Bede is recorded to have written on several subjects including: history - his primary subject, astrology, orthography, rhetoric and poetry.⁽¹⁾ In approximately a period of thirty-two years he wrote 150 treatises and letters, his best known works being, 'The Ecclesiastical History of England'; which covered from the invasion of Julius Caesar to 723. Bede introduced, into England, the Gregorian calendar with the BC and

(1) Francis Whellan & Co., Durham History & Directory p1065

AD replacing the old AUC. The last work of Bede was the translation of the Gospel of St. John into the Anglo-Saxon language, which he completed shortly before his death on 26th May AD 735.

In 794, the monastery was plundered by the Vikings and three years later, during another raid, they burned part of it. The monks kept returning and rebuilding but their activity was reduced. There remained a small community of monks, continuing the work of prayer in the early eleventh century, even when Alfred Westou removed Bede's bones to Durham by means of trickery. 'Elfrid Westoe, a monk of Durham and a famous collector of the bones of saints, stole the body of St. Bede from the monastery at Jarrow and carried it to Durham where it was honourably deposited in the coffin with St. Cuthbert.⁽¹⁾' In 1069 - 70 William the Conqueror laid waste to the north country and seized some of St. Paul's treasures from Durham.

Aldwyn, prior of Winchcombe in Gloucester, having read Bede's, 'History of the English Church and People', decided, along with two monks, to venture to the north of England. Bishop Walcher of Durham⁽²⁾, sent them to Jarrow, and in 1074 Aldwyn began to reconstruct and rebuild the now dilapidated St. Paul's. The rebuilding ended in

(1) Jarrow Records p28

(2) Bishop Walcher. Bishop of Durham from 1073 - 1080. Walcher, represented as a learned man, received from the King the earldom of Northumbria. He was unhappy in his choice of ministers, as they planned to exploit the powers invested upon him as earl. Liulph shared the Bishop's confidence concerning these ministers, and so they murdered him. This death raised the indignation of the people. To appease the people, Walcher held a meeting at Gateshead; this assembly ended in tragedy. On 14th May 1080 in a tumult of fury he was killed by the rebellious people. His body was found by the monks of Jarrow; they conveyed it by water to their own monastery, from whence it was removed to Durham and privately buried.

1083 when the Bishop of Durham, Carileph⁽¹⁾, decided that the newly-built, Durham Cathedral needed to be staffed by the Benedictine monks of Jarrow and Wearmouth⁽²⁾. On his removing the monks to Durham, St. Paul's was then reduced to a mere cell attended only by one master and one or two other monks. This continued until after the reformation when Henry VIII, in the year 1540, dissolved the monasteries and granted the manor of Jarrow to William Lord Eure of Whitton. In 1594 his grandson, William Lord Eure died leaving: 20 messuages, 300 acres of arable, 1000 of pasture, 500 of meadow, 2000 of moor, 2 salt pans and the refectory and tithes in Jarrow, Shields and Monkton. By his will, he left a large sum to his son, Ralph Lord Eure to build with a Jarrow. In 1653 it was sold to Thomas Bonner and Robert Ellison, who in 1664 divided the estate. In 1894, the principal landowners were Lord Northbourne, John Ralph Carr Ellison, Esq., and D. O. Drewett, Esq.. After the reformation a vicar was appointed and the church became the parish church for Jarrow parish.

Bede is now seen as the father of English learning. Therefore, as far back as Bede's day, we have the beginnings of education in Jarrow. However, Bede would not have existed as a great writer, if it had not been for his teacher, Benedict Biscop, who travelled Europe endeavouring to collect many books for a library for the use in the education of the monks. Bede, the scholar, was very active in the education of other monks; several hundred monks went to Northern

(1) Bishop Carileph. Bishop of Durham from 1080 (nominated as Bishop). 1082 (consecrated at Gloucester by Archbishop of Canterbury) to his death Jan 1096.

(2) Benedictine monks - followed the rules of St. Benedict, an Italian recluse, who was from Norzi in the dukedom of Spoleto in Italy, about the year 480 and died about 543. Those rules were sanctioned by Pope Gregory in the year 595 and the order spread rapidly over the most part of christendom. (Brockie. pl8).

Europe to spread the gospel, and to this day many German churches can trace their history back to monks who came from Jarrow. Surtees wrote, "The Lamp of learning trimmed by the hand of a single monastic, who never passed the limits of his Northumbria province, irradiated from the cell of Jarrow."⁽¹⁾

In 1750, a quay was built by a Jarrow merchant named Benjamin Ellison for the export of salt and coal. This led to an expansion of industry in the area i.e. shipyards for building wooden ships, and saltpans. On 26th September 1803 the first coal was raised from Jarrow pit and shipped at Jarrow Staithes. The Alfred Pit was opened by a local entrepreneur, Simon Temple, and it was he who built the first wooden frigates of their kind. In 1804, Temple opened the first Jarrow shipyard. Temple provided the first decent cottages for his workforce and also built a badly-needed fever hospital. According to Ellen Wilkinson, Jarrow pit gained the reputation of being known as, 'a slaughter-pit',⁽²⁾ as there were many small explosions; indeed in 1826 - 34 men and boys, 45 ponies and 3 asses were killed in a massive explosion at Jarrow.⁽³⁾ Due to the many deadly explosions, especially the 1812 disaster at Felling, the Rector of St. Paul's, John Hodgson, contacted Sir Humphrey Davy to encourage him in the development of the safety-lamp. Hodgson himself went down the pit to demonstrate the advantages of this new safety lamp.

The miners had to endure great hardships and dreadful conditions. For example, the management avoided taking expensive precautions, they would not sink a new shaft for ventilation, the young boys had to

(1) Walker & Warner, Durham (1953) p129

(2) Ellen Wilkinson, The Town that was murdered (1939) p27

(3) Jarrow Records, p3

endure lengthy, hard-working days down the pit in deplorable conditions. For instance:

'Take the case of George Hall. He went to work as a child of eight in 1842. His skull was damaged by falling against the crane handle when he was too tired to stand up. He was off work six months. Then he returned. His leg was badly cut, then he had his thigh broken, all before he was ten. At the age of seventeen he was working as a putter, could neither read nor write and earned 10s a week!'⁽¹⁾

Thomas Hepburn, a local Primitive Methodist preacher, tried to organise one of the first unions for the miners, to promote necessary better conditions for the mine-workers. After the 1831 strike and victory by the union, Hepburn saw a need for educating the working classes; he began giving attention to the education of the pitboys and started circulating a library of books and pamphlets for the miners' lodges, he was also active in Sunday schools for the miners.

Binding Day occurred annually. It was the miners' one day of freedom from the contracts they had with the coalowners. All the workers gathered to sign a contract with the coalowners to work in their pit for the next twelve months.

On Binding Day, in 1832, the management decided to try to break the union, by bringing in troops and police to Jarrow, and they brought in blacklegs to cause trouble and remove public sympathy from the strikers. The Temple cottages were emptied of miners and their families by the troops. The miners then set up an encampment on the common.

Nicholas Fairless, an elderly magistrate, was greatly hated for his severe sentences upon the strikers. He was present at the Jarrow Colliery in 1832 to read the riot act, if required. June 1832,

(1) Wilkinson, p47

William Jobling and Ralph Armstrong, two miners on strike and strong union men, were seen talking to Fairless. Later Fairless was found with a wound to his head, from which he died. Before his death, Fairless, accused Armstrong of hitting him, and said Jobling had merely stood by. Armstrong fled the country and Jobling was arrested and sentenced to death, his body to be gibbeted on Jarrow Slake. The gibbet was an upright post with a projecting arm from which the bodies of criminals were hung in chains after execution. Troops guarded the body but when they were removed Jobling's body vanished. It is stated by Ellen Wilkinson that he was probably rowed out to sea by his fellow union men.⁽¹⁾ However, there is some dispute as to what happened to the body; one report states that in 1875, a dying man told the story of how Jobling's body was buried in a ballast hill on the opposite side of the river (1888, a letter in a local newspaper) and another report states that in 1902 Robert Turner, a miner, said he was one of the party who cut down the body in the gibbet and sunk it in the Jarrow Slake, covering it with ballast. The next day two of the party returned, reclaimed the body from the slake and subsequently buried it at Jarrow Quay corner.⁽²⁾ Jobling was regarded as a martyr by the miners because of the unjust sentence. The gibbet post remained standing in Jarrow slake nearly a quarter of a century; it was marked on the first ordnance survey map. In 1856, it was removed by the contractors constructing Tyne Dock; a stone was built in one of the arches to mark the spot. In 1877, Thomas

(1) Wilkinson, p37

(2) Amy Flagg, Notes on Jarrow, Marsden & Simonside (1960)
p377

Scott (Staithmaster at the Dock) presented it by N.E. Railway Company to Newcastle Society of Antiquities.

The miners were forced back to work in August by starvation. They still had to face poor conditions. Hepburn had to work at Felling pit, under the conditions that he had nothing further to do with the union, but he was still a preacher and able to carry on the education he had started with the Sunday Schools. There were schools in Jarrow for boys and girls but they were only for those who could afford to pay the fees, not the miners. The poor conditions in the pit continued, a twenty week long strike came about in 1844, which resulted in evictions and the miners eventually starved back to work. In 1849 there was a large explosion and 31 men died; this led to an Act in 1850 requiring mine inspectors to be appointed. Part of the mine was got working again but in 1851 the owners closed the pit.

In 1801 the population of Jarrow was 1566, by 1851, due to the coal trade, it had doubled to approximately 3834.⁽¹⁾

Temple saw a need for educating his workforce so that they would know their social position. On 26th September 1803, on the celebratory opening procession of the colliery at Jarrow, one of his first steps was to lay the foundation stone for a school for education of the children of the various workmen under his employment. This was done by his eldest son, William Temple. They next proceeded to lay the foundation stone for a building for the education of poor girls, 'in offices more suitable to their sex'.⁽²⁾ In Temple's time then, there was education for the wealthy. However, because it was not deemed necessary for the proletariat, the churches ran Sunday Schools, the

(1) Whellan, p1063

(2) Jarrow Records, p2

Wesleyans and the Primitive Methodist Church being very active in this field, as can be seen from the activities of Hepburn. Union action instilled into the miners a need to read and write. Pamphlets and library books were distributed amongst the men stressing the rights of the miners; the pitmen became interested with educating themselves so that they could read these articles.

During the early 19th Century, several chemical works started around the periphery of the Slake.

Isaac Cookson & Co. Templeton Jarrow Chemical Co. Stevenson's	opened	1828
Thos. Bell: Alkali Works: E. Jarrow	"	1836
Robert Imeary: Don Alkali Works, E. Jarrow United Alkali Co.	"	1839

It was thought prudent to keep the alkali works away from the town, and so the slake seemed an appropriate place. Also, there were timber yards positioned on the southern edge of the slake.

Education of the children was catered for, during the chemical works period, by the personal generosity of Solomon Mease (Don Alkali Works), a North Shields man who opened a Wesleyan chapel and a school in 1849, which in 1878 was taken over by the school board.

Charles Mark Palmer, who was born 3rd November 1822 at South Shields and was the son of a prosperous merchant and shipowner, joined the firm of John Bowes and became interested in the management of the mines. When he was approximately twenty years old he saw the need for cheaper, regular transportation of coal from the northern coalfields to London.

In 1851, Charles Mark and John Palmer opened the shipyard. He solved the problem of cheap, mass transportation of coal by developing a screw propelled iron steamship, the 'John Bowes'. There had been

similar ships built before but none of these had achieved the commercial potential of the John Bowes. The John Bowes was such a success that Palmer's won orders for many colliers of that type; a standing joke being that Palmer's, 'built colliers by the mile and cut them off at required lengths.'⁽¹⁾ With the building of the H.M.S. Terror, towards the end of the Crimean war, Palmer began to build the first rolled, armour-plated warships. With the expansion of Palmer's business, he constructed four blast furnaces in 1857 and associated rolling mills in 1859 at Jarrow. To enable him to run these efficiently he needed large quantities of iron ore. This he obtained from mines in N.Yorks; to transport iron back to Jarrow, he constructed a harbour at Port Mulgrave, near Whitby. In 1860, Palmer was the manager of all sixteen collieries owned by the John Bowes Co. By 1863, Palmer had expanded his business to own shipyards on the south and now also the north bank of the Tyne. Palmer expanded his interests rapidly becoming head of a large number of smaller inter-related firms all of which interacted to form an autonomous conglomerate; dealing from producing coal and iron ore to running his own shiplines:

John Bowes and partners.

The Mulgrave Iron Stone Co.

The Jarrow Iron Co.

Palmer's Bros. etc.

Palmer's Shipbuilding and Iron Co.⁽²⁾

Palmer the 'benevolent' Victorian employer, in 1864 opened a

(1) Wilkinson, p63

(2) Norman McCord, North East England - The Region's Development 1760 - 1960 (1979) p132

Mechanic's Institute for the benefit of the men at the shipyard. This building, situated in Ellison Street, was intended to be used for the education and entertainment of his workforce, comprising a library containing over 5000 books, a large reading room, a hall for entertainment with seats for 800 and also billiard and club rooms. In 1886 the foundation stone was laid to build the Palmer Memorial hospital. This building, situated in Clayton Street, was erected to the memory of the late Lady Jane Palmer. Living conditions in Jarrow, at this time, were very poor, people were dying from fever, insanitary conditions and accidents in the shipyards. Palmer had been collecting for a stained glass window for the church, but his manager, McIntyre, pointed out the necessity for a hospital and suggested a memorial hospital; the workmen paid for a stained glass window in the hospital, in memory of the late wife of Palmer. C. M. Palmer was married three times, his first wife died in 1865, his second wife in 1875 and he had five sons and one daughter.

Palmer's concern and benevolence was not purely philanthropic, as he was able to display his strong civic pride, and his benevolence also put him in a strong negotiating position when dealing with disputes, which led to the unions putting their trust in him. In 1865, the ironmasters decided on a 10% cut in wages due to the lack of orders, and this resulted in a strike in Staffs. Palmer persuaded his men that if they did not support the Staff's strikers, he would ensure continued employment. Palmer then accepted a seat on the committee set up by the N.E. Coast Iron Masters and so was forced into laying-off his steel workers, as did the rest of the country; he had broken his word to his men. After a fortnight, Palmer needed plates urgently and so was forced to call off the lock-out. This gave the

men a feeling of great solidarity. Between 1860 - 1870 there were several strikes for a nine hour day. The Newcastle employers agreed to implement the nine hour day in 1873 and Palmer's works abided by this also until 1919, when the fifty-four hour week became a forty-seven hour week. Palmer's works grew and he had to ship-in unskilled labourers from Ireland to work in his steel mills.

In the early 1890's however, the signs of decline were evident with the slump in demand for ships and to add to Palmer's problem there was in 1892 the Durham coal strike which led to him closing his blast furnaces. Over approximately the next sixteen years Palmer's yards experienced great fluctuations in the orders, some years the output being great, in others lying idle. In 1903 the workmen raised £2000 to erect a statue to C. M. Palmer. The commemorative plaque reads, 'To commemorate a life devoted to the social advancement of the working classes, the prosperity of Jarrow and the industrial progress of Tyneside.' In 1907, C. M. Palmer died. A. B. Gowan was appointed manager in the same year. However, the decline continued. Tyneside tried to persuade the admiralty to order a floating dock for the River Tyne but they were turned down and it was anchored in the Medway. Shortly after the outbreak of war in 1914 the orders improved. The floating dock was taken to Jarrow Slake. The war created a vast amount of work for Palmer's; they even entered into the manufacture of shells. When firms were accruing reserves from the profits made during the war, Palmer's was having to pay off the 1908 debts. Subsequently, Palmer's was forced into the hands of the receivers in 1934 due to the massive recession. The National Shipbuilder's Security Ltd., whose purpose was, 'to assist the shipbuilding industry by the purchase of redundant or obsolete yards',⁽¹⁾ purchased

(1) Wilkinson, p149

the yards and placed a forty year embargo on the building of ships. This prevented the yards from being used for ship-building even during the second world war, however, they did manufacture steel there.

Prior to 1870 there were only a few church and charitable schools in Jarrow. The one senior educational building was the Mechanics' Institute and Reading Rooms, which was opened by Palmer in 1863 for the education of the workforce, with evening classes in the arts, manufactures and industries of the district. Even this was not enlarged and made full use of until 1873. The 1870 Elementary Education Act divided the country into school districts - each district where voluntary societies were unable to supply enough schools to cater for all children of school age - a school Board should be elected, by the ratepayers, to build municipal schools. This act, passed by Parliament, provided for the formation of the Hedworth, Monkton and Jarrow School Board in 1871. This school board consisted of eleven members. A dual system of education was now in operation in the Jarrow area; the Board Schools, supported by government grant and able to levy a rate, and the denominational schools, belonging to the churches. By 1894, there were 8 board schools including a Higher-grade school (introduced in Jarrow by 1888, to cater for those secondary pupils who had passed scholarships) and 6 denominational schools in Jarrow. It had always been a demand of the unions that every child be entitled to free education and by 1891 an act of Parliament had been passed allowing parents the right to demand free elementary education for their children up to the age of eleven.

Despite the fact that elementary education was free, after this age all education had to be paid for or the children had to win a

scholarship, provided by the School Board. Children, who won this scholarship in Jarrow, could attend the Higher-grade school, which was opened in 1886 by Lord and Lady Northbourne. Also evening classes in connection with the Mechanics' Institute were held there.

It has been seen that secondary education was mainly for privileged children whose parents could afford the fees. The 1902 Act empowered the new education authorities (L.E.A's) to provide for secondary education and higher education as well as elementary education. This act was intended to provide more secondary schools for those elementary school pupils who showed they could benefit from secondary education. This led to the building of Jarrow Secondary School in 1911. This school was reported to have cost about £25,000 and would accommodate 300 children and would serve the districts of Jarrow, Hebburn, Felling, Washington, Wrenkenton and Boldon. On 5th October, 1911, the school was officially opened by Alderman Johnson; the headmaster was to be Mr. A. R. Stevens. Alderman Johnson saw the purpose of this newly designed and well-equipped school as:

'The first object of the school was to provide a complete course of secondary education to the boys and girls of the area; to provide them with a liberal education.

The second object was to facilitate the continuation of students' education in the presentation of those who wish to become pupil teachers for the entrance examinations to the various training colleges and

The third object was to assist in carrying on a thoroughly organised system of instruction in evening continuation classes adapted to the needs of pupils leaving or about to leave elementary and secondary schools.'⁽¹⁾

(1) Shields Gazette, 6th October 1911

The Bishop of Durham, who was present at the opening ceremony, stated in his speech that in his opinion the purpose of the school was to develop the mind and character, to produce the leaders of the future.

Alderman Curry Wood, chairman of the County Education Committee, stated that, '50% of the places in the school would be free and would give every likely child of working men a chance to embrace the opportunities of life.'⁽¹⁾

Mr. G. M. Palmer, M.P., stated that he felt that the purpose of the school was to develop the education of the people because, 'it was not only by navvies that the country must be able to hold its position; they must develop the intelligence of the nation.'⁽²⁾

In 1914, with the outbreak of war, many teachers were called up for active service and some schools were requisitioned for use as hospitals, however the Jarrow Secondary School continued to function with professional, temporary teachers until the return of the permanent teachers in 1918. Many children in Jarrow were evacuated to other parts of the country and the pupil roles decreased due to this.

In 1919, when Palmer's reached its post-war production peak, A. B. Gowan informed the governors that the directors were going to bestow a gift of £250 p.a. for nine years upon Jarrow Secondary School for the purpose of providing scholarships tenable at approved universities for selected pupils of the school. The conditions connected with this fund specified that the courses to be taken were in connection with shipbuilding i.e. engineering, metallurgy, commerce

(1) Shields Gazette. 6th October 1911

(2) Shields Gazette. 6th October 1911

and that the scholars were to be known as 'Palmer's Scholars.' All the other arrangements were left up to the governors.

Jarrow Secondary School continued to develop throughout the twenties and through the depression of the thirties, when a new headmaster arrived at the school in 1934. Mr. C. N. Robinson joined Jarrow Secondary School at a time when Jarrow had the highest unemployment rate in the country. He was born in Dorset in 1898 and educated at Queen Elizabeth's Grammar School, Wakefield. He attended University College, Oxford, where he took a History degree. Mr. Robinson became a labour Parliamentary candidate and obtained an Honours degree in classics at London University. Being a strong socialist he met a great deal of local opposition to his ideas. C. N. Robinson states, 'it was highly respected and successful and the height of ambition was to get a child into the school provided you were not too poor or at least showed appropriate humility on that account.'⁽¹⁾

Jarrow was saddled with the aftermath of the N.S.S., with the closure of Palmer's shipyards. Indeed, it was reported that Jarrow had perhaps been unwise in, 'placing all its eggs in one basket - shipbuilding'.⁽²⁾ The unemployment rate in Jarrow was the highest in the country; in 1933 there were 7178 unemployed in Jarrow.⁽³⁾ The government sent a commissioner for distressed areas to Jarrow, Captain Wallace. There were plans drawn up for a major redevelopment of the Jarrow Slake Area to produce a diversification to light industries. It was thought that Palmer's Works would be an ideal site. However, nothing became of this scheme.

(1) Claude N. Robinson, These we have loved, (1982) p164

(2) Shields Gazette, 8th June, 1934 p8

(3) see appendix. Borough of Jarrow: Annual Reports of Health Dept. 1921 - 1939

In 1934, Sir John Jervis visited Jarrow (High Sheriff of Surrey). He came to Jarrow with the stated intention of bringing some of the prosperity of Surrey to distressed Tyneside. To these ends he started an appeal in Surrey to provide a fund for the relief of the unemployed in Jarrow during the severe depression. Some of the money from this fund was spent on the extension of Monkton Dene Park, into a sixteen acre, recreational, pleasure park. During the construction of the park, over 1000 men were each employed for one month on wages. He set up a metal tube works and Jarrow Metal industries, which produced light castings for industries. During this period, Sir John Jervis also started ship-breaking and furniture-making in the old Palmer's yards and three hundred men were on the payroll. His scheme brought the unemployment level down from 70% to 50%.⁽¹⁾

However, despite the promises of more work, the people of Jarrow were disenchanted and wanted to direct the government's attention to the state of affairs in which Jarrow had found itself, i.e. 1936 - over 6000 unemployed, and wanted to appeal for work opportunities. To this end, 200 men marched from Jarrow to London (a total of 291 miles) headed by their M.P., Ellen Wilkinson. This march however was not the first but it is the most publicized of the marches during the thirties and probably the best organised. The Jarrow Crusade was a symbol of hope and desperation for the town; the men carried a petition signed by 11,000 Jarrow people to London, they set off on 5th October 1936.

With the start of the second world war, Jarrow became once again an important manufacturing area, with the production of munitions, armoured plate (associated with Consett Iron and Steel Co.)⁽²⁾, ship

(1) David Dougan, Jarrow March 1936 (1976) p80

(2) John W. House, Industrial Britain, The North East (1969) p124

repairing and as a port. Palmer's yard was again in production. Jarrow Secondary School once again suffered a dearth of teachers due to war-time requirements. Their places were again taken by temporary, qualified staff. During the war there were some evacuations.

After 1936, the town which was reportedly murdered⁽¹⁾ came to life like a phoenix from the ashes, as can be seen from the unemployment figures, 1933 = 7178, 1939 = 2342.

(1) E. Wilkinson

Chapter Two

The Growth of the Area. (Post 1944)

With the conclusion of the second world war, the Jarrow council realised that they would have to improve the Jarrow area drastically to remove the taint of the thirties and to provide a brighter future for the men returning from war. To this end, they started a redevelopment programme completely to transform the Jarrow area with vast improvement to industry, housing, schools, shopping facilities and roads. With the massive remodelling of the Jarrow area, over the following thirty years, Jarrow Secondary School underwent phenomenal changes in its development to suit the needs of the new society that was being built all around it.

Therefore, because there is an affiliation between the school and the area it is situated in, to study Jarrow Secondary School between the years 1944 to 1974, the changes in the area, within this time period, must first be examined.

The first important factor that was considered by the council was to attract new peace-time industries to take the place of the war-time industries which were closing down. For instance, the Bedewell Munitions Works which was engaged in the manufacture of bombs during the wartime had been a major source of employment for the people in Jarrow. With its closure, after the cessation of hostilities, the council were determined to allocate the works to a firm who could provide a large amount of employment. It was not until February, 1946 that Baker Perkins of Peterborough (an engineering firm) took over the site with the intention of employing some 800 men, the majority being skilled.

In 1944 the government's white paper on Employment intended to provide stable levels of employment and balanced industrial development within areas which had been unduly dependent on one industry (i.e. shipbuilding in Jarrow) which was prone to unemployment. The areas, previously called Special Areas, were now renamed Development Areas to encourage new enterprises. The government wanted to steer new factories into the Development Areas by a policy of inducements which included the following:

"a. Giving priority to the Development Areas in the granting of licences for the building of new factories and extensions of existing factories.

b. Building factories which would be let on attractive terms.

c. Making available financial assistance, by way of short-term and long-term loans, and, where necessary, share capital, to those industries which would establish factories in the Development Areas provided they showed good prospects of success on a commercial basis."⁽¹⁾

In 1945 the Distribution of Industries Act was passed which gave the Board of Trade the power to acquire land and finance the building of premises for trading estates. Because of war-time experience of labour in many parts of Britain, many industries willingly ventured into these Development Areas just being set up by the government.

Jarrow fitted the description of a Development Area very well: "Any locality of Great Britain where in the opinion of the Board of Trade a high rate of unemployment exists or is expected and is likely to persist."⁽²⁾

(1) An introduction to Industrial Estates and the part they play in Location of Industry policy in Britain. Industrial Estates Management Corp. for England. 1961. p9/10

(2) Industrial Estates Management Corp. for England p15

In 1945 Jarrow was hence classified as a Development Area. This led to the visit of Sir Stafford Cripps, president of the Board of Trade, on 22nd September, 1945. He came to view possible sites for industrial development at East Jarrow. Accompanying him were L. Riley, Alderman Mitchell (Mayor of South Shields), Alderman Rose (Mayor of Jarrow) and Colonel R. Chapman (Chairman of the N.E. Trading Estates Limited). It was decided, after extensive negotiations that a trading estate would be built at East Jarrow. A trading estate being defined as:

"Trading (or industrial) Estate is an industrial zone planned by, and under the control of, a Development Organisation for the purpose of creating an industrial community engaged in the production and distribution of a variety of manufactures by building factories for lease or for sale and by making available industrial sites on which firms may build at their own cost and wherein the Development Organisation has provided, or by arrangement with other authorities, made provision for, roads, street lighting, sewers, drainage, and the usual public services of gas, electricity and water."⁽¹⁾

The site of the Bede Trading Estate was to be partly in East Jarrow and partly in South Shields borough. The areas were approximately, 34.85 acres in Jarrow, 25.55 acres in South Shields; a total of 60.40 acres. This comprised the initial acreage for the site. There was more land available adjacent for extending the estate on the Jarrow side nearly up to the back of St. Paul's Road.

Amy Flagg states that the Bede Trading Estate site was an eyesore when first purchased, "remnants of industrial buildings, chemical waste, litter, overgrowth and a few allotments, a miserable,

(1) Industrial Estates Management Corp. for England. p24

disheartening decaying wilderness."⁽¹⁾ The Bede Trading Estate was to be situated in the East Jarrow area, where once the chemical works were located. The site for the estate was cleared and the tons of refuse were taken from the site and dumped on the south side of the Slake and into the mudflats, where it now forms the foundations for various offices concerned with the timber trade. The timber trade had been in existence long before the turn of the century and continued to provide employment. Over the next thirty years, timber firms such as M. H. Southern & Co. Ltd., Pyman Bell & Co. Ltd., and Neolith Ltd., expanded the timber trade around the Slake.

The layout of the Bede Trading Estate was lengthily discussed by the Industrial Committee; reports being made by the Borough Engineer, Mr. J. Scott Weir. He stated, in one of these reports in December, 1945, that initially the Bede Trading Estate would comprise of: 12 factories with an area of 50,000 sq. ft., 1 with 37,000 sq. ft., 1 with 29,000 sq. ft., 1 with 12,000 sq. ft. and 6 with 5,000 sq. ft.; therefore a total of 21 factories were planned. There was more land available for extending the estate and to improve the area it was suggested that it would be best to divert the River Don.

On 12th March 1946, the town clerk reported that the East Jarrow Trading Estate was making progress and that the contractors were at work on the site. At the inception of the trading estate, a brochure was produced, for the council, and circulated throughout the country to attract industry to the trading estate. By June 1946, there were already industries moving into the area, such as Beck and Co. (Fashions) and Bookbinders. Pending the construction of the

(1) A History of Marsden, Jarrow, Simonside. Amy C. Flagg. 1964. p24

factories on the trading estate, these firms were put into temporary premises, for instance Beck and Co. were situated in the Old Post Office Building. The council was in September 1946 still seeking temporary premises for those industries which had moved into Jarrow and wished to commence training so as to be ready for the new estate. Some difficulties arose in the construction of the factories in the trading estate due to a shortage of steel but by October 1946 it was reported that the lack of materials had been overcome and that 5 factories were now in the course of construction. By April, 1947 there were still no factories in production, however 15 factories had been allocated of which half were at various stages of construction; the delay was due to the extremely bad winter of 1947. By 15 July, 1947, two factories were in production and shortly after the streets on the estate were named - Bede's Way, Monk's Way, Pilgrim's Way and Paul's Way. By June, 1949, every factory with the exception of two, was completed. Amy Flagg states:

"After the first factory had been opened in May 1947 the site clearance was completed on September of that year and by the end of 1950, 18 factories were in production, employing some 16 00 workers. The estate is still being developed."⁽¹⁾

It had been seen, at an early stage, that the Industrial Estate would need to be expanded; one report recommending an extension to the trading estate on the south side of the railway by 32 acres of which some 15 acres would be in Jarrow.

By approximately the end of 1974, there were 3,000 workers on the 93 acre site at the Bede Trading Estate; this shows that the estate was extended greatly over a lengthy period of time.⁽²⁾

(1) Amy Flagg p24

(2) Evening Chronicle 7.1.75

In 1955, the BP/Shell Mex Oil Installation at Jarrow was extended to cater for the increasing demands for oil and petroleum products in the North East. From 1939 to 1955 the throughput of oil at the Jarrow Installation had increased by 400%. It continued to expand in 1959 with a £1 million modern expansion programme. By 1960 the plant was sending 1,000 tons of heavy fuel oil per week to the Consett Iron Company Works at Consett. The BP Shell Mex Co. have a jetty extending on the northern edge of the Slake.

Other industries came into the area and took up strategic positions, many along the riverside. The Consett Iron Co. had a small plant making steel plates and in 1964 they commissioned a new type of oxygen steel-making plant, the first of its type in the world. In 1956 the Old Palmer's yards became part of Vicker's Ltd. They intended to increase the size of the dry dock from 715 feet long by 90 feet to a new size of 850 feet long by 145 feet wide, to accommodate oil tankers of up to 130,000 tons dead weight. They also had the deep water quay and a river frontage of 2,000 feet. The Mercantile Dry Dock Co. Ltd., since 1945 had engaged in extensive modernisation of their premises. By December, 1960 their No. 4 dry dock was 600 feet long by 85 feet wide at the entrance and the depth of 18 feet at low water and could repair ships of 24,000 tons dead weight. In 1968 Armstrong, Whitworth Ltd., were employing 1700 people at two Tyneside works, one of which was at Jarrow at the Western Road Works. They manufactured castings in iron and steel and iron rolls. In the mid sixties, the Stirling Foundry Specialists Ltd. who had started work in the old Palmer's yard in 1943, had a new factory built across the road from Palmer's due to lack of space. Also along the riverside are the main coal-loading, Jarrow Staithes.

With the town and county planning act of 1947, which enabled the council to develop a 20 year redevelopment plan for the central part of Jarrow, they decided to completely rebuild approximately 220 acres in the north of Jarrow comprising the inner area of the town. This 20 year plan was to span between the years 1954 to 1974. It was to deal with the relocation of population and industry as the area was badly laid out and still suffering from the aftermath of the thirties. The area comprised approximately one ninth of the total area of the Municipal Borough of Jarrow and broadly speaking it is located between the River Tyne on the north, Jarrow Slake on the east and a small part lies to the south of the Newcastle - South Shields railway and the Bowes Mineral railway on the west. This land for the most part is given over for residential usage, the majority of the buildings being erected between 1850 - 1900.

"These dwellings are mostly closely built terraces of single-storey houses or 2 storey flats in parallel streets running north and south, the buildings abutting immediately onto the pavement, with a small paved yard and narrow street at the rear. Accommodation is very restricted, often amounting to no more than a living room and bedroom. The majority have no indoor washing facilities and no w.c. and frequently the water taps and w.c. in the yard are shared between two dwellings."⁽¹⁾

Out of nearly 4,000 dwellings, it was estimated that 3094 were unfit for human habitation and needed to be demolished. A further 321 dwellings were also demolished to clear the area. In a 10 year period between 1950 - 60, 1,500 dwellings were demolished and 750 were constructed. Between 1961 - 65, a further 1,360 dwellings were

(1) William A. Geenty, Comprehensive Develop. Area. No 1 (1955) p3

demolished and 448 erected. By 1974, 550 had been demolished and 135 built.

At the beginning of the redevelopment period, there were approximately 13,900 persons within the comprehensive development area; there were 1160 people registered on the housing list and 10,850 living in houses due to be demolished. Therefore, new housing was required for over 12,000 people. Within the Development Area, provision was only made for the housing of 4,530 people, thus it was seen that provision was necessary for the remaining 7,500 approximately, elsewhere in the borough. This housing need was able to be satisfied by rehousing the people on West Simonside and Calf Close Burn Areas. Others were rehoused within the Development Area or on land in the Hedworth Area. The council thought it fitting to build new council housing estates and so in the sixties they were busy developing areas such as Calf Close Lane Estate, Hill Park Estate and Hedworth Estate. There were already council housing estates dating back to the thirties i.e. Primrose, Monkton. These however, after the war, were not deemed to be of a satisfactory standard and so a course of renewal and refurbishment was carried out; this occurred immediately post-war, and a new housing estate was then built at West Simonside. Also, directly after the war, there were constructed two and three storey flats and maisonettes within the comprehensive development area; there were also old peoples' bungalows and five storey blocks of flats built.

Throughout the major redevelopment plan, the council felt that they should maintain the traditions of the area by incorporating them into their new development plan. Therefore, public buildings of architectural and historical interest were preserved within the modern development e.g. the Town Hall, the Mechanics' Institute (adapted for

use as a Civic Hall) and the Health Centre. They also wished to preserve the working-class tradition of allotment gardens.

Alongside the demolition of the slums and the rehousing of the people, a new shopping centre was deemed to be necessary, as the old shopping site had many defects: derelict buildings, many shops in poor state of repair, vacant sites, lack of public buildings, very few multiple concerns trading and no demand for sites. Its situation in the extreme north-eastern corner of the town did not make the area an attractive trading centre being a very long way from the population centres. The road system around the centre was also very poor, with the shops being spread over a large area and rather inaccessible. Despite the fact that there was a regular bus service, the area was very unattractive for new investment from the retail trade. It was proposed to move the shopping centre to a better location in relation to future road systems and housing developments. This new shopping centre was to be created at the junction of Ellison Street and Grange Road on land that was due for slum clearance, thus forming the nucleus of a New Town Centre.

With the proposed building of the new centre, 250 of the 301 shops in the Development Area would be demolished.

'Those shopkeepers whose premises are acquired will, if keeping a business, compete for trading positions in the New Town Centre or in new housing estates of Simonside and Galf Close Burn.' (1)

The new shopping centre would cater for 142 shops; elsewhere in Jarrow there was to be 86 shops constructed; therefore there would be a total of 228 shops newly built in the borough of Jarrow.

The New Shopping Centre was developed by The Arndale Property

(1) William A. Geenty. p6

Trust Ltd., in conjunction with S. H. Chippendale and Company Ltd. for Jarrow Council. It consisted of 3 phases: Phase 1 was for the construction of 35 single shop units and one or two larger plus one very large type shop equal to 4 or 5 units. Most of the construction was of brick and reinforced concrete with large windows to allow maximum floor lighting and display of goods. Also to be built were two large precincts: the Bede Precinct (54 feet wide) and the Viking Precinct (68 feet wide). Phase 2 was to develop the area behind the Grange Road frontage and the completion of a large multiple store, east of the existing Grange Road shops, with 2 smaller units. A 10 feet high bronze statue of 2 vikings was to be erected on the pavement in front of Grange Road shops. They intended to landscape Grange Road with small gardens, coloured paving-stones, a water fountain, seats, cycle-racks. Phase 3 proposed that they construct a covered market for 50 lock-up shops, at the end of the Viking Precinct towards Monkton Road (this covered market never seems to have been achieved). A car-park was built for approximately 200 cars, for access to the rear of the stores by goods vehicles and customers.

An inauguration ceremony for Jarrow's new shopping centre took place on the 26th January 1961. To mark this occasion the entertainer Harry Corbett and his puppet, Sooty were engaged to appear. Upon learning that Chippendale and Company Ltd., had thought it desirable to engage H. Corbett and his puppet for the ceremony, there was some rather heated discussion in the council chambers as to the suitability of having Sooty for this important occasion.

"Councillors protested strongly last night at the Housing Committee meeting that the developers of the new shopping centre, S. H. Chippendale and Co. Ltd., should have thought it desirable to engage

Harry Corbett and his famous puppet for a ceremony, which it was pointed out is not the official opening of the centre.

'They must think we are a lot of goons,' commented Coun. Peter Hepburn, who described the proposal as an insult to the authority. Sooty might be amusing to children, but to have an entertainer of this calibre engaged for a sort of official opening to the shopping centre, which is a landmark in the development of Jarrow, lacks dignity."⁽¹⁾

In 1945, the county councils of Durham and Northumberland promoted a Bill to be laid before Parliament to authorise the construction of 3 tunnels underneath the River Tyne: 1 pedestrian, 1 cyclist and 1 vehicular. The Act was passed in 1946 and in 1947, Mr. Alfred Barnes, Minister of Transport cut the first sod for the Tyne Tunnel (cyclist and pedestrian) between Jarrow and Howdon. This was the culmination of over 150 years of debate on how to cross the lower reaches of the Tyne. Among the many proposals over the time were the construction of transporter bridges, tubes, suspension bridges and tunnels; these were all turned down due to various reasons, namely expense and objections from the Tyne Improvement Commission and Admiralty.

The pedestrian and cyclist tunnels were to be separate, each 900 feet long and respectively 10 feet 6 inches and 12 feet in diameter. They were to have lifts and escalators at each end. These escalators were reported to be the longest in the world built at that time - 5 feet longer than the longest in London underground. After four years, Mr. Barnes returned for the opening ceremony of these tunnels; they were officially opened on 24th July 1951. He unlocked

(1) Shields Gazette Tues. 10th Jan. 1961 p6

the doors of the metal-domed entrance hall on the Jarrow side and turned a key to set the twin escalators into motion. The Minister and his party walked through the pedestrian tunnel from Jarrow to Howdon in less than 5 minutes.

On the 19th October, 1967 the Tyne Tunnel was opened by H. M. the Queen. This tunnel, being the largest of the three was designed specifically for vehicular use. It is approximately 5500 feet in length and follows the route of the old Jarrow to Howdon ferry-crossing. This ferry, 'The A. B. Gowan', was seen to be inadequate for the expanding economy and so a tunnel was constructed to help relieve the traffic through Newcastle and Gateshead. It also improved communications between north and south Tyneside. It was seen as a major boost for the local economy because of the good road systems.

The approach roads had to link the tunnel with the A1M. To do this there was an extension constructed of the A1M from Birtley to Whitemare Pool and from thence via the A1 dual-carriageway to the West-Boldon roundabout onto the A1 tunnel approach road. Also linking with the West Boldon roundabout was the A19 ring road around Sunderland. From the northern exit of the tunnel, the road links with the Great North Road A1, north of Seaton Burn in Northumberland.

Further roads were authorised by the Jarrow Tunnel Act, to link the tunnel entrance at Dee Street with the existing road system. In the comprehensive development area, this involved the construction of a new road, the A185, to connect between the Bede Trading Estate, the Tunnel Portal, Monkton Terrace, Ellison Street and Albert Road. On this ring-road 4 new roundabouts had to be constructed and 2 railway bridges. This meant that there would be easier access to the Town Centre and Tunnel Entrance. It would also give a direct link between

the Bede Trading Estate and the tunnel.

The Queen, upon opening the tunnel in 1967 said of this venture: "It would be difficult to find a better reason for coming to Tyneside than for the opening of a new way of communication between the people who live on either bank of your great river and I am extremely glad to be here for such an excellent purpose.

This new tunnel constructed on the most modern principles will certainly relieve the congestion of traffic in Newcastle and Gateshead.

It will serve the communities and factories at both ends by connecting the road systems of north-east Durham and south-east Northumberland. It will assist in the industrial development of this important area and will bring great benefit to the country as a whole."⁽¹⁾

In the comprehensive Development Area, with the demolition of the slums, the school buildings and playing spaces were seen to be substandard. The schools that served this Development area, before redevelopment, consisted of 5 primary schools on the north side of the railway and 2 outside it, south of the railway. All these primary schools were due to be demolished. It was intended that 7.1 acres of land in the area, east of Grange Road, would accommodate 3 new primary schools. There was one primary/secondary school (R.C.) within the Development area - St. Bede's of Harold Street; this school was to be improved and adapted to meet the modern needs for primary school use, the senior department was to be moved. The non-Roman Catholics attended Jarrow Grammar School (previously Jarrow Secondary School), outside the Development area.

In 1951, within the Borough of Jarrow, there were ^{proposals for} 18 nursery

(1) Shields Gazette. Thurs. 19th October, 1967

schools accommodating 820 children of the age range 2 - 5 years old, also 16 primary schools catering for 3745 children of the age range 5 - 11 years old and 7 secondary schools dealing with 2546 children from ages 11 - 18 years old. The secondary schools in the Jarrow borough ^{would} consist of the following: Central County Secondary Modern (previously Jarrow High), Croft Terrace County Secondary School, (it was proposed in 1951 that these 2 schools should be transferred), Jarrow Grammar School (eventually to take pupils transferred), West Simonside County Secondary Modern (a new school catering for the Simonside Estate) and 3 Roman Catholic schools (2 R.C. girl schools to be amalgamated and put onto a new site at Butcher's Bridge and 1 boys' at Harold Street to be transferred). In the early sixties another secondary school was built to cater for the Hedworth estate - Hedworthfield Secondary School. By the end of 1974 two schools had amalgamated with Springfield Comprehensive School (formerly Jarrow Grammar), and it had therefore grown vastly, becoming the largest senior school in the Jarrow borough.

With the demolition of the old Jarrow area and the rebirth of the new, the entire Jarrow borough had been radically remodelled. The only old part of Jarrow, that was left untouched, was St. Paul's church which then stood in an isolated position, divorced from the community, surrounded by industry and oil storage tanks. It stands as a constant reminder of the past but because of its location amongst the oil tanks and timber yards of the modern Jarrow and because of the lack of housing around it, it seems to demonstrate that the proud historical Jarrow cannot be dismissed and forgotten but will always persist.

The new Jarrow made new demands upon education and because of

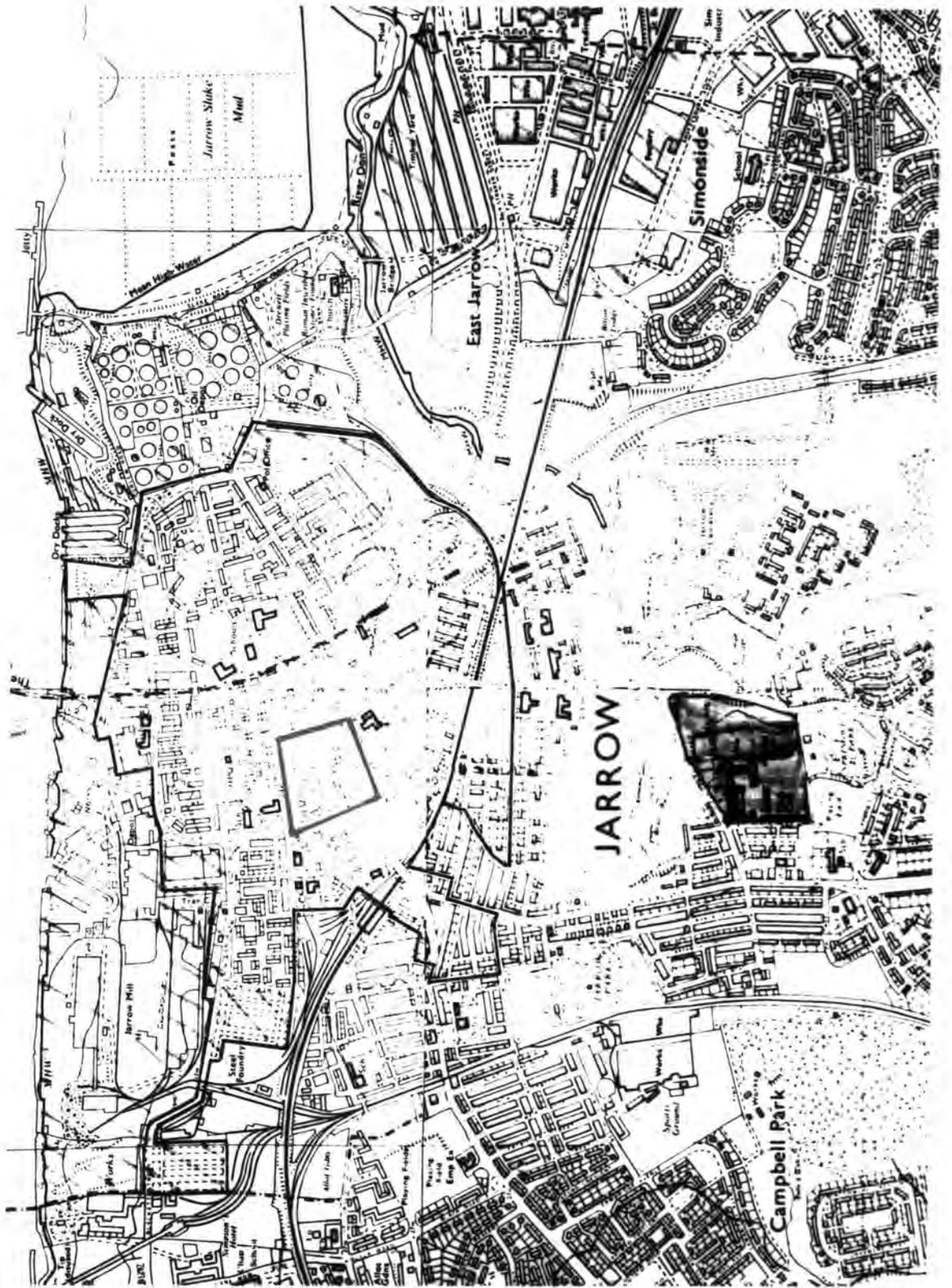
this schools were demolished, new schools built, schools expanded and new educational methods and examinations brought in. Jarrow Secondary School was destined to become one of the major, large schools in the area that altered greatly to suit this new area but despite this, the school still has its roots in the historical Jarrow.

MAP 1. 1938. O.S.

MAP 2. 1974. O.S.

TO SHOW THE DEVELOPMENT BETWEEN THE ABOVE DATES

MAP 2. 1974. O.S.



Chapter Three

Changes in the School (1944 to 1974)

Since 1944, there have been several major stages, in the evolution of national education, brought about by Acts of Parliament. Education, by its very nature, is constantly changing and flexibly developing. Although the system of education changes, buildings by comparison, are intrinsically static. Schools are built with a particular purpose in mind but when that purpose alters, even buildings have to be redeveloped.

To obtain an insight into the development of Jarrow Secondary School (1944) into Springfield Comprehensive School (1974), we must look at educational changes and redevelopment of buildings, not only in Jarrow but nationally. Indeed, Jarrow Secondary School's development can be viewed as a microcosm of the national change in education.

In the thirty years, that this study covers, there have been three major changes in Jarrow Secondary School, that of 1944, the early 60's and 1974. Within this time period, there have been three headmasters and three, distinct, educational systems.

From 1911 to 1934, Jarrow Secondary School had remained under the control of one headmaster, Mr. A. R. Stevens. During these 23 years there was no significant alteration in either the outlook

or the architectural structure of the school⁽¹⁾. In 1934, Mr. C. N. Robinson was appointed headmaster; this broke with the traditional, conservative outlook, for Mr. C. N. Robinson was a staunch, Labour-party supporter and had been a prospective Parliamentary candidate in 1925 for South Croydon. He also took part in the 1936 Jarrow March. In his book, he writes how he met with opposition:

'Between them (conservatives and their fellow travellers) they intended to make an appointment in the old mould, to keep the school as it had been back to the beginning of the century.'⁽²⁾

In the thirties there was a great desire for change throughout the country, due to the discontent felt by the people, about the economic depression. Mr. Robinson joined Jarrow Secondary School at a time when Jarrow was suffering the worst deprivations of the depression. Obviously, this led to a lack of financial resources for

(1) Architectural Structure 1911-1934.

Standard pattern for secondary schools constructed at the beginning of the century. The main school surrounded an assembly hall, with 2 wings reaching behind at either end, forming a U shaped building. The main building and west wing being of 2 storey construction, east wing single storey. Arms of U housed, grassed area - playground beyond. The visitor's door at the front, centre of the building, providing access to headmaster's room. Entrance porch gave access to the central assembly hall, which had a balcony corridor on the first floor and a small, seating-area balcony. Separate entrances for boys and girls: girls entering east wing, boys the larger west wing. Separate staffrooms for male/female staff.

Architectural facade of utilitarian design. Above entrance, ornate rose-shape, duplicated in castellated tower to east of entrance. (see plan for layout)

(2) These we have Loved C. N. Robinson (1982) p161

education, and so despite desires to improve the educational system, any great innovations were stifled.

The first major change of education began during the second world war.

'The war was serving to emphasize the unity of the nation and to break down social and economic barriers and privileges.'⁽¹⁾

The 1943 White Paper on Education Reconstruction was drawn up, which became the 1944 'Butler Education Act', passed in Parliament by the wartime coalition government, headed by Churchill.

With the second world war coming to a close, the feelings of the people throughout the country was of hope for a brighter future. In Jarrow, in particular, they wanted to eradicate the stigma of the thirties unemployment and the Hunger March. Despite the adverse circumstances, the people demanded a reconstruction of the educational system. They saw the end of the war as a perfect opportunity for a new start, and so began to plan the implementation of the Education Act.

The Butler Education Act was put into operation on 1st April, 1945 by the post war, Labour government under Clement Attlee, with Miss Ellen Wilkinson as Minister of Education. The Act led to the replacement of the Board of Education by the Ministry, whose duty it was to provide through L.E.A.'s a complete educational service in all areas. It also abolished fees in secondary schools and organised a universal educational system on 3 stages: primary, secondary and further education. 'Secondary', would no longer denote social status but a system for all children over 11. The two immediate

(1) The Education System since 1944 P.H.J.H. Gosden, p28

effects of the Act were to change the names of all 'senior' schools and to abolish all fees in state schools. Its aim was to create equal opportunity for all children.

'It shall be the duty of the Minister of Education to promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local authorities, under his control and direction, of national policy for providing a comprehensive educational service in every area.'⁽¹⁾

At the beginning of the new school year in 1945, Jarrow Secondary School changed its name to Jarrow Grammar School, in order to comply with the provisions of the new Education Act, which stated that all schools previously called 'Secondary' were to be renamed 'Grammar' schools. Nationally, secondary schools were named grammar, modern and technical; in Jarrow, schools were only renamed either grammar or secondary modern. Durham County Education Committee proposed that there would be two modern schools and one grammar school for 75% and 25% of secondary school pupils, respectively. The 3 state schools in the Jarrow area were to be Jarrow Grammar, Croft Terrace Modern and Central Modern (previously Central High). Central Modern, which had been opened in 1886 under the old, Jarrow school board as a Higher-grade school became Jarrow Secondary School after the 1902 Education Act. When the new Jarrow Secondary School was built in 1911, it reverted to a Higher-grade again until 1918, when it converted to a Central School and specialised in technical and commercial courses. This carried on until the implementation of the

(1) 1944 Education Act. Section 1

1944 Education Act.

However, once the 1944 Act was implemented the percentages for selection into grammar schools varied enormously throughout the country. It has been stated that:

'The proportions of each age group selected into grammar schools varied from as little as 15% in some parts of the country to as much as 40% in others.'⁽¹⁾

The shortage of places was particularly acute at Jarrow Grammar School and by mid 1947 this had become a subject of discussion at a meeting of the Tyneside Divisional Executive Committee, at Jarrow. It was pointed out that 1 child in every 16 was awarded a place in the grammar school; whereas children in most parts of the county had twice as much chance as those on Tyneside. The position was deteriorating as Jarrow Central Modern (which for 27 years had ran advanced courses for children) was now losing its technical and commercial status. Figures showed that for 1,109 children taking the 11+ examination for Jarrow Grammar School, places were available for only 6.5%, compared with 12.2% at Blaydon, 16.5% at Hookergate and 17.7% at Wolsingham. It is apparent that these figures are some of the worst in the country, even by the lower national average. Proposals to correct this deficiency in the Mid-Tyne Area were to build a new grammar school at Heworth or to restore Central's status and develop it as a Technical Secondary School, equal in importance to Jarrow Grammar, or they could erect temporary premises at Jarrow Grammar. It was decided to construct temporary premises, as an immediate solution to the problem.

(1) Harry Judge 'A Generation of schooling' English Secondary Schools since 1944 (1984) p35

Once the 1944 Education Act had been imposed, the process for grammar/secondary modern selection was via the 11+ (formerly scholarship) examinations. The 11+ examination consisted basically of three short tests: the first arithmetic and problems; the second, English usage and vocabulary; the third intelligence and verbal reasoning, by drawing inferences from given facts. This examination was intended to select children who would benefit from an academic education as opposed to a practically-biased curriculum.

'The Secondary Grammar School is intended for those children whose ability and aptitude is in the realm of ideas.'

'The Secondary Modern School is intended to provide a good all-round education for the majority of children. It allows them to cover a wide range of interests and provides a course which deals primarily with concrete things and is related to daily experience.'⁽¹⁾

In 1947, Ellen Wilkinson approved the pamphlet 'The New Secondary Education' which stated,

'The modern school will be given parity of conditions with other types of secondary school; parity of esteem it must earn by its own effort.'

Although the 1944 Act planned equality for all children, grammar schools followed an academic curriculum leading to examinations; moderns were not academically competitive places and so pupils did not have to take exams. The 11+ became regarded by parents in Jarrow, as a pass/fail situation and they offered inducements to encourage their children to pass for Jarrow Grammar School, which held a privileged position in the area, and they felt provided the opportunity to follow an examination course leading to important, public exams for the future.

(1) Bruce Martin, (School Buildings) 1945 - 51 pp20, 21, 22

Eleven years old was a young age to discover aptitudes and potentials, and studies⁽¹⁾ began to reveal that children from middle-class backgrounds were more conducive to passing. Despite the original intentions of the 11+ in practice several drawbacks became evident. Jarrow Grammar School tended to attract graduate teachers and therefore more prestige, in the area. The selection procedure to the grammar school was under a lot of question and so was the logic of the grammar/secondary modern system.

The coalition government had given an undertaking that the school leaving age would be raised from 14 to 15. This would increase the number of pupils in the schools by about 400,000. Additional classrooms would need to be built on behalf of the local authorities. L.E.A.'s were to complete forms not later than 14th July, showing minimum additional accommodation they would need for the additional age group. With the raising of the school leaving age, 1st April, 1947, Jarrow Grammar gained extra classrooms provided by the HORSIA Scheme (Hutting operation for the raising of the school age). Two sets of prefabricated hutments were built within the school grounds; one stretching along Kitchener Terrace, the other across the school yard, both at the rear of the school. To comply with another one of the provisions of the 1944 Act, regarding further education in

(1) Studies revealing class backgrounds.

1. Michael Young (Lord Young of Dartington) published 'The Rise of Meritocracy' (1958) - Satirical commentary from imaginative perspective.
2. Brian Jackson and Dennis Marsden published 'Education and the working class' (1962) - studied attitudes and careers of 88 working class pupils in Huddersfield grammar schools.
3. Richard Hoggart 'Uses of Literacy' (1957) - studied working-class people in N.England.
4. J. W. B. Douglas 'The Home and the School' (1964) - studied transfer system - advantages to children of middle-class backgrounds.

technical instruction, Jarrow based their technical institute within a small, brick building at the grammar school. This accommodation was very cramped and so in 1947 it was also allocated the Kitchener Terrace hutments. The Jarrow Technical Institute had to share the facilities of Jarrow Grammar, until the new, Mid-Tyne Technical College was fully opened at Hebburn in 1964. The fact that the two education institutes were based on one site, for a long period of approximately 19 years, added to the problem of Jarrow Grammar's restricted 3-form entrance conditions, due to lack of space.

Because of the disparity of grammar school places, between various schools in Durham Authority, a county merit list was eventually produced in 1952. This, it was hoped, would enable a much fairer allocation of grammar school places for the brighter children. Any unplaced, grammar school children at Jarrow were drafted to neighbouring grammar schools, such as Washington Grammar, where vacancies occurred. This, it would appear, was due to the reluctance of the 1951 Conservative Education Minister, Florence Horsburgh, to push ahead with the building programme of the 1944 Act. The merit system would act as a temporary panacea, providing a much cheaper alternative to the building programme.

In 1951, the first 'O' levels were taken at Jarrow Grammar school; these phased out the old school certificate. The 'A' levels followed shortly after and phased out the old Higher School certificates. In Central Secondary Modern, some children who had not qualified for Jarrow Grammar School proved to be academically capable of taking examination courses, and a top stream was developed to enable these pupils to take examinations in single subjects. This was not contained in the 1944 Act and it was felt that the Modern Schools were imitating

the grammar schools. However, by 1955, the system of examinations had to be increased and to cope with the increasing amount being taken by secondary moderns, this led to the formation of semi-official examining bodies for the G.C.E. pupils (e.g. A.E.B.) within the secondary modern system. However, Jarrow Grammar School continued to take the G.C.E. in the hands of the university boards - 'Oxford'.

There was provision, in the 1944 Act, for the transfer of pupils at 13 years old, from moderns to grammars, if they proved capable. However, this did not prove particularly successful as; the secondary moderns and the grammar schools followed differing curriculums and the moderns did not wish to lose successful candidates. This led the moderns to initiating a G.C.E. stream to help build up some prestige.

The Crowther Report, published in December 1959, recommended the raising of the school leaving age to 16, the introduction of 2 school leaving dates at Easter and July and the introduction of external examinations below G.C.E. level (C.S.E.) for pupils in modern schools. The Crowther Report documented the waste of talent in the educational system; only 12% of each age-group remained in full-time education to the age of 17, and 6% for another year after that. A previous report in 1954⁽¹⁾ showed that out of 16,000 children in grammar schools in 1946, more than half failed to get even 3 'O' levels and approximately $\frac{1}{3}$ left before the end of their fifth year. As for working-class children, they did even worse, few got a place at the grammar school and when they did, only 1 in 20 entered for 2 'A' levels.

It was in October, 1953 that Mr. Robinson began raising the topic of wasted ability at Jarrow Grammar School, while he attended

(1) The Central Advisory Council on Early Leaving

the 'Youth Employment Sub-Committee', at Jarrow. He was concerned about suitable 'A' level candidates prematurely leaving to take blind-alley jobs after their 'O' levels, and the trend for young men to reach technical degrees through industry, instead of through university. As an example of premature leaving, he mentioned one boy with 7 'O' level passes who took a modest job as a laboratory assistant in a paint-works, and a girl who became a shop assistant. Mr. Robinson felt that they were taking jobs more suited to those from secondary moderns and not fulfilling the ideals of the 1944 Education Act. He made his concern known again in November, during the speechday and publicly stated that this premature leaving seemed to be due to pupils persuading their parents into allowing them to take a job. Those who failed to complete courses were taking places others would have benefited from. In 1954, Jarrow fined parents £5 for pupils withdrawing before their completed courses but by 11th March, 1954 an amount of £264 was still outstanding, from unpaid fees of previous years.

Jarrow Grammar School's prestige was enhanced by the fact that Mr. Robinson held a speechday every year, whereby he promoted the good name of the school, by inviting the prominent local dignitaries (such as Mr. Chuter Ede M.P., Professor F. W. Wynne-Jones (Head of Department of Chemistry, Kings College, Newcastle), Sir James Duff (vice chancellor of Durham University)) and highly successful ex-old boys (such as, Rear Admiral Sir John Fleming) to attend and speak. He took these opportunities to stress the goals and publicize the achievements of the pupils at his school. He also promoted esteem by encouraging extra-curricular activities and gaining a high public profile for the school. Extra-curricular activities included the following:- evening classes in current affairs, economics, literary

courses; A.T.C. Flight, which was part of the South Shields Squadron; music and choral societies; the savings movement; the debating society; the chess club; agricultural camp activities and the task of keeping in touch with old students, which had a high percentage of staff involvement.

The late fifties and early sixties were a golden age for educational investment. The Minister of Education, Mr. David Eccles, under the conservative government, determined that there had to be reform to cope with the predicted sixties 'bulge' in the secondary school population. It was decided to invest money in the construction of new school buildings and the renovation of old buildings, which were still sound. In preparation for this 'bulge', Jarrow Grammar had a new extension started in 1959 and opened officially on 2nd June, 1960. This extension would have the effect of nearly doubling the amount of children, making the grammar school a 5-form entry. The plans provided for the creation of a grammar-technical school, catering for 750 pupils up to the fifth-form, with a sixth-form the number would be increased to 900.

'The extension⁽¹⁾ as is usual before official openings is in full use and includes an assembly hall, dining hall, modern kitchen, shower baths, metalwork room, domestic service rooms, 8 classrooms and other specialist rooms.'⁽²⁾

(1) Extension; Built on the eastern end of the original building. Extended the main corridor on the ground floor. The original hall was vacated to make room for a larger library and the original small library was made into a secretarial office. The staffrooms for male/females were moved into the new block from the east and west ends of the first floor main corridor, which were converted into classrooms. (see plan)

(2) Shields Gazette May 13, 1960

In keeping with the tradition of the school, for having a high public profile, attending the official opening were three Russian trade unionists, who presented the school with a book, to be placed in the school library - Dostoyevsky's, 'The Insulted and Humiliated'.

The secondary moderns in Jarrow (Croft Terrace and Central) also underwent 'some' renovatory work. Central Modern in 1957, was provided with a new woodwork room, to take the place of the old one which had been converted into a gymnasium, and a new Domestic Science room. In 1959, Croft Terrace Modern was to get some extra classrooms as a temporary expedient. This renovatory work occurred to the secondary moderns, despite the fact that in 1956, their closure had been foreseen because of their age and design.

Croft Terrace Modern 1895

Central Modern 1884

In 1959, it was proposed to build a new school - West Simonside Modern, which would have a 3-form entry and was designated a site of some 13 acres. In 1963, West Simonside School was opened on the Scotch Estate and two years later in 1965 another new school, Hedworthfield Secondary was opened on the Hedworth Estate.

By the late fifties, there was a general mood of discontent, concerning the bipartite educational system that existed at Jarrow. There were demands for reform so that full, equal opportunity be available for all pupils. Secondary Modern Schools had not attained parity of esteem with Jarrow Grammar. Although the system of transfer at 13 years old existed, it was not working in practice. The parents felt that the modern schools were inferior to Jarrow Grammar and protested when their children failed the 11+, especially when some failed only by a few marks at such an early age. These feelings

were reflected nationally and could not be ignored.

1963 was a pivotal year in education at Jarrow; there was the national introduction of the new C.S.E. exam courses (first exam to be taken in 1965. It was aimed at the Secondary Modern child and would not replicate the G.C.E.. It was recommended that about 20 regional examining bodies were to administer this exam.). Mr. C. N. Robinson retired as headmaster of Jarrow Grammar-Technical and there was the introduction of the multilateral system. This scheme was introduced as a transitional period, moving towards a full, comprehensive system.

'Briefly, a multilateral unit is centred round an existing grammar school or grammar-technical school such as we have in Jarrow.

Included will be at least one secondary modern school catering for the general certificate of education at ordinary level together with a group of other secondary modern schools, one of which should provide commercial courses. The aim is to offer a suitable variety of courses to afford opportunities for transfer similar to those found in other parts of the country and to break down the social and other barriers which have hitherto separated schools of differing types.

Thus, the Jarrow unit will consist of Jarrow Grammar-Technical School, and the following secondary modern schools:- Jarrow Central, Jarrow Croft Terrace, Hebburn Clegwell, Heworth Bill Quay, High Felling, Leam Lane, Jarrow Simonside and 2 schools temporarily included - which have not been reorganised - Ellison and St. Peter's C.E. Schools, Jarrow. (1)

(1) Mid-Tyne Notes, Shields Gazette 10th August 1963

With the introduction of the multilateral unit, it was decided that all pupils, at the nine schools, should wear a common uniform with differing ties and badges to denote their particular school. The members of the executive committee believed that this common uniform would cut out educational snobbery among the children and cut down the expense of the parents if a child was transferred within the multilateral unit. It was stated that Jarrow Grammar-Technical changed colours to red, yellow and black from red, yellow and navy blue. Of these changes, Mr. Robinson said:

'It is not what I would want. It is a break with the traditions of the school.'⁽¹⁾

Shortly after, at the age of 65, having spent the last 29 years as headmaster of Jarrow Grammar, Mr. Robinson retired and took up a position as classics teacher at Dame Allan's Girls' School, Newcastle. Mr. J. Masterman took over as headmaster of Jarrow Grammar-Technical, part of the multilateral unit. This scheme was described by a Councillor, as, 'the first timid steps towards comprehensive schools.' In its wake would come the abolition of the 11+. Councillor J. R. Coxon stated that he hoped for the abolition of the 11+ within 4 to 5 years. In the meantime, it was planned that the transfer system would work by the top forms in the moderns following the same course as the lower forms in the grammar-technical, to facilitate easy transfer up to the age of 13 years old. Two years after the taking of the 11+, the headmasters of the schools in the Mid-Tyne unit would meet to discuss the progress of children and to recommend transfers.

(1) Mid Tyne Notes, Shields Gazette 5th July, 1963

In July, 1964 it was stated that the grammar school, as an institution, was doomed and the secondary moderns, which had come to be seen as second rate by parents and pupils, were also on the way out. They were to be replaced by schools being grouped on a comprehensive principle.

The Labour government came into office in 1964 and promised to bring a comprehensive secondary school system into operation, by abolishing the selection via 11+ and eliminating the bipartite division in secondary education. Quintin Hogg became the first Secretary of State for the D.E.S. (Department of Education and Science). By July 1965, Anthony Crossland (then, Secretary of State) issued circular 10/65 requesting L.E.A.'s to prepare and submit their plans for the introduction of comprehensive education. In this circular, 6 different comprehensive methods were suggested, of which the two-tier methods were purely inter-mediatory measures. The six different comprehensive methods to choose from were:-

Circular. - 6 comprehensive methods outlined:

1. The orthodox comprehensive school with an age range of 11 to 18.
2. A 2-tier system with all pupils going to a junior comprehensive at 11 and moving on to a senior one at 13 or 14.
3. A 2-tier system with all pupils going to a junior comprehensive but where only some move on to a senior school, the remainder staying put until school leaving age.
4. A 2-tier system where all the children go to a junior comprehensive and all move on at 13 or 14, some to a senior school offering courses to 18 and others to a school with courses terminating at the school leaving age.

5. Comprehensive schools with the age range of 11 to 16 combined with 6th form colleges for pupils over 16.

6. A system of middle schools which straddled the primary to secondary age range. Pupils would move to middle schools at 8 or 9 for four years, moving on later to a comprehensive school with an age range of 12 or 13 to 18.

Durham received the circular and decided to adopt the orthodox comprehensive system. They then proceeded on a course of consultation consisting of 31 meetings to inform the public as to the running and operation of the new comprehensive system, and to remove any misconceptions about this system. On 13th April, 1966 a meeting was held at Jarrow Grammar-Technical at which it was stated that the multilateral system would continue during the interim period of changeover. The Durham plans to introduce the orthodox comprehensive system were submitted to the Secretary of State, after the process of consultation, in the summer of 1967. With the submission of the proposals to the government, Jarrow Grammar-Technical changed its name to Springfield Secondary School, as another step towards comprehensive education.

The Durham Education Committee had put forward their proposals for 3, 8-form entry comprehensive schools in Jarrow and a 4th 9-form entry comprehensive school at Hebburn. The 3 comprehensive schools in Jarrow were to be Springfield Secondary, West Simonside (now, Perth Green) and Hedworthfield. The Ministry of Education objected to these submitted plans and stated that if these plans were implemented a number of secondary schools would be left empty and closed. They asked Durham to consider a 2 tier system with, 'middle' and senior high schools, with transfer at 14 or 16 years of age. Durham rejected the 2 tier system idea totally, as they demanded an 'all-through'

comprehensive system.

The plans for the changeover towards a new comprehensive system in Jarrow, created a great deal of argument and discussion, which first came to a head at a meeting in November 1968 of the Tyneside Divisional Executive for Education in Jarrow. The Deputy Director of Education for County Durham, Mr. R. Elliott, put forward, at this meeting, Durham's proposals for 'all-through' comprehensive. The Tyneside Executive Committee said that Durham's plans were totally unacceptable. The teachers had doubts about whether the town could support 3, 8-form entry schools, and fear was expressed that Durham's proposals would lead to teachers defecting to neighbouring education authorities, for more job security. Councillor J. Evans of Hebburn angrily stated that with only one comprehensive in Hebburn:

'We are not interested in any shape or form of having our children sent to schools in Jarrow. All the responsibility for this trouble lies with Durham County.'⁽¹⁾

After these 3 arguments, Durham suggested a temporary scheme which involved the combining of Croft Terrace with Springfield to form a single school. But, the argument did not stop here; two counter-proposals were made to Durham. Mr. J. Trodden, Secretary of the local branch of the N.U.T. said that none of the proposed schools could support an 8 form entry. He favoured a proposal of 3 junior high schools with 4 - 6 form entry, with pupils leaving at 14, for a single 12 form entry comprehensive, serving the whole area. Mr. J. Heslop, vice president of the Tyneside National Association of Head Teachers, favoured junior comprehensives to the age of 16 with one of three comprehensives taking all academic sixth formers and the other

(1) Shields Gazette 21st November, 1968

two specialising in technical work and additional 'O' levels.

Durham's plan for 3, 8-form entry schools in Jarrow had to be severely curtailed with the development of other comprehensive plans in the rest of the Mid-Tyne area (Hebburn, Boldon and Felling). This meant that there were insufficient pupils for 3 schools with 8 form entry. Durham had to rethink the comprehensive plan for the Jarrow area. It was decided to have only 2 comprehensive schools in Jarrow: Springfield and either Hedworthfield (1965) or Perth Green (1963) (both relatively new schools). If one of these post-war schools was to close, the Ministry of Education, insisted that an alternative educational use would have to be found for the school. The Tyneside Executive Committee proposed that Perth Green should close, as Hedworthfield had a larger, growing population area and also Perth Green could be used partly as a community centre and partly as a primary school. Durham decided to approach the Catholic authorities and asked them if they could utilize Perth Green. In March 1971, when the county's ideas for sale became public, there was a massive outcry against these proposals and action committees were formed and a petition presented to the Secretary of State, Mrs. M. Thatcher, opposing this idea. The Save the School (Perth Green) Petition was signed by more than 600 parents, teachers and staff of Perth Green. The petition was presented to the Secretary of Education by Jarrow M.P., Mr. Ernest Fernyhough on 4th May, 1971.

Durham County Education Committee insisted upon the closure of one state school, recommending Perth Green for closure so that a 2000 pupil, 'all-through', comprehensive complex could be put into operation. The schools concerned in this plan were to be Springfield, Hedworthfield, Central and Croft. To put this plan into force it was

necessary to gain the approval of the Secretary of State. However, Mrs. M. Thatcher told the N.U.T. conference she did not like schools of more than 1,500 pupils and did not approve of schools being split. The teachers and their unions were against the plans to create a massive 2000 pupil comprehensive complex, stating it as:
'creating insuperable problems, impossible to solution.'⁽¹⁾

With the introduction of comprehensive education in Hebburn, all pupils were to attend Clegwell Comprehensive School. However, certain parents thought that their children should still attend 'Jarrow High School', (Springfield) as in past years. They wrote to the Secretary of State, Mrs. M. Thatcher, requesting clarification of their position. They were told that parents had a right, by the 1944 Act, to select a school of their choice, providing their children were qualified. The Hebburn Councillors felt the 'creaming off' to Springfield was defeating the object of the 'comprehensive' system.

The debate, about the introduction of a comprehensive system in Jarrow, continued, prompted by the fact that Perth Green was not in fact closed. The ultimate scheme in September 1973, which was proposed for adoption in September 1974, was based on 3, 5-form entry comprehensives at Springfield, Perth Green and Hedworthfield. The scheme would involve the closing of Croft Terrace and Central Secondary Schools. In September 1974, an interim scheme was adopted, amalgamating Springfield and Croft Terrace, to form a 7 form entry comprehensive. Perth Green and Hedworthfield would become 3 form entry schools. However, those pupils recommended for G.C.E. would still attend Springfield/Croft, regardless of where they lived in

(1) Shields Gazette 25th March, 1972

Jarrow. The scheme was not a total 'all-in' comprehensive and still required selection procedures. Selection was carried out by the headmasters of the junior schools: the top 20% from each junior school, according to the headmaster's choice, went to Springfield.

The next turning-point in education in Jarrow was 1974. On 1st April, 1974, with the termination of the metropolitan authorities, Jarrow became part of South Tyneside and severed its connection with Durham. Springfield Secondary became comprehensive in September of that year, and amalgamated with Croft Terrace. Central lost its first year intake to Springfield and started to wind down for closure in 1975. Perth Green and Hedworthfield did not become comprehensive as they were too small. G.C.E. candidates attended Springfield Comprehensive, along with those in its catchment area. This was the introduction of the first year as a comprehensive school; it was not until 1978 that first to fifth years were comprehensive in the school.

Springfield was formed by an amalgamation of staff and pupils from Springfield, Central and Croft Terrace, to form one composite 7 form entry school, under one headmaster, Mr. W. R. Porteous.

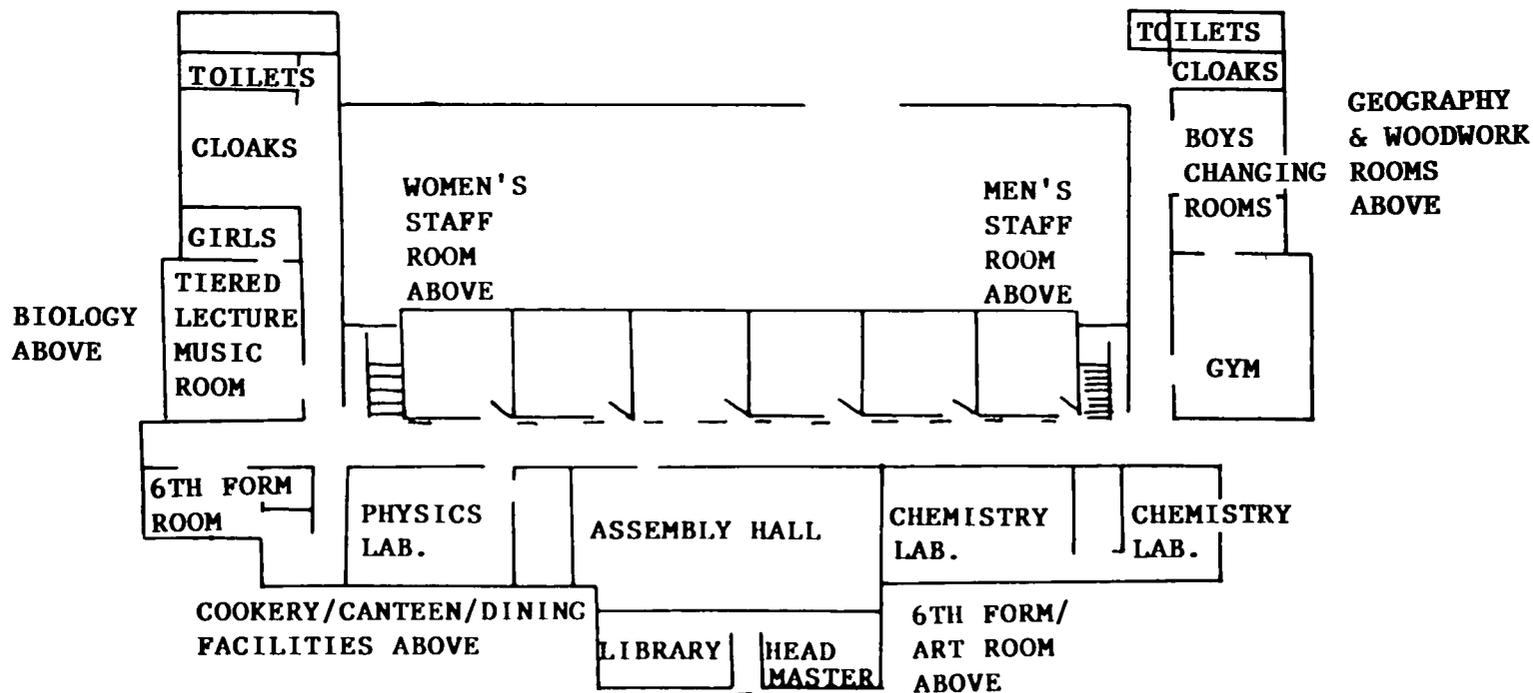
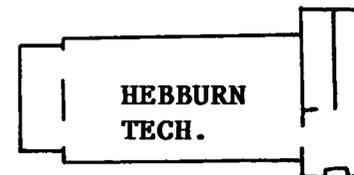
'The aim of the new school will be a simple one, namely to ensure that all pupils will have an equal opportunity of pursuing whatever courses they wish and have the ability to undertake.'⁽¹⁾

(1) Comprehensive Schools of South Tyneside. Pamphlet. 1974 p20

JARROW GRAMMAR SCHOOL.

PRE 1958 LAYOUT

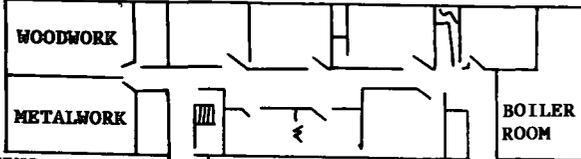
JARROW GRAMMAR SCHOOL
Pre- 1958



JARROW GRAMMAR/TECHNICAL SCHOOL.

LAYOUT SHOWING 1960 EXTENSION.

SCIENCE LAB.
ABOVE



ART
ROOMS
ABOVE

JARROW GRAMMAR & TECHNICAL SCHOOL
(official opening June 1960)

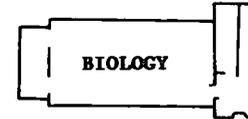
DRAWING
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CHANGING
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GYM
AND
SPORTS
HALL
ABOVE

SHOWERS

SHOWERS
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MUSIC
AND
GEOGRAPHY
ROOMS
ABOVE

DOMESTIC SCIENCE ABOVE

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CHEMISTRY
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DINING ROOM

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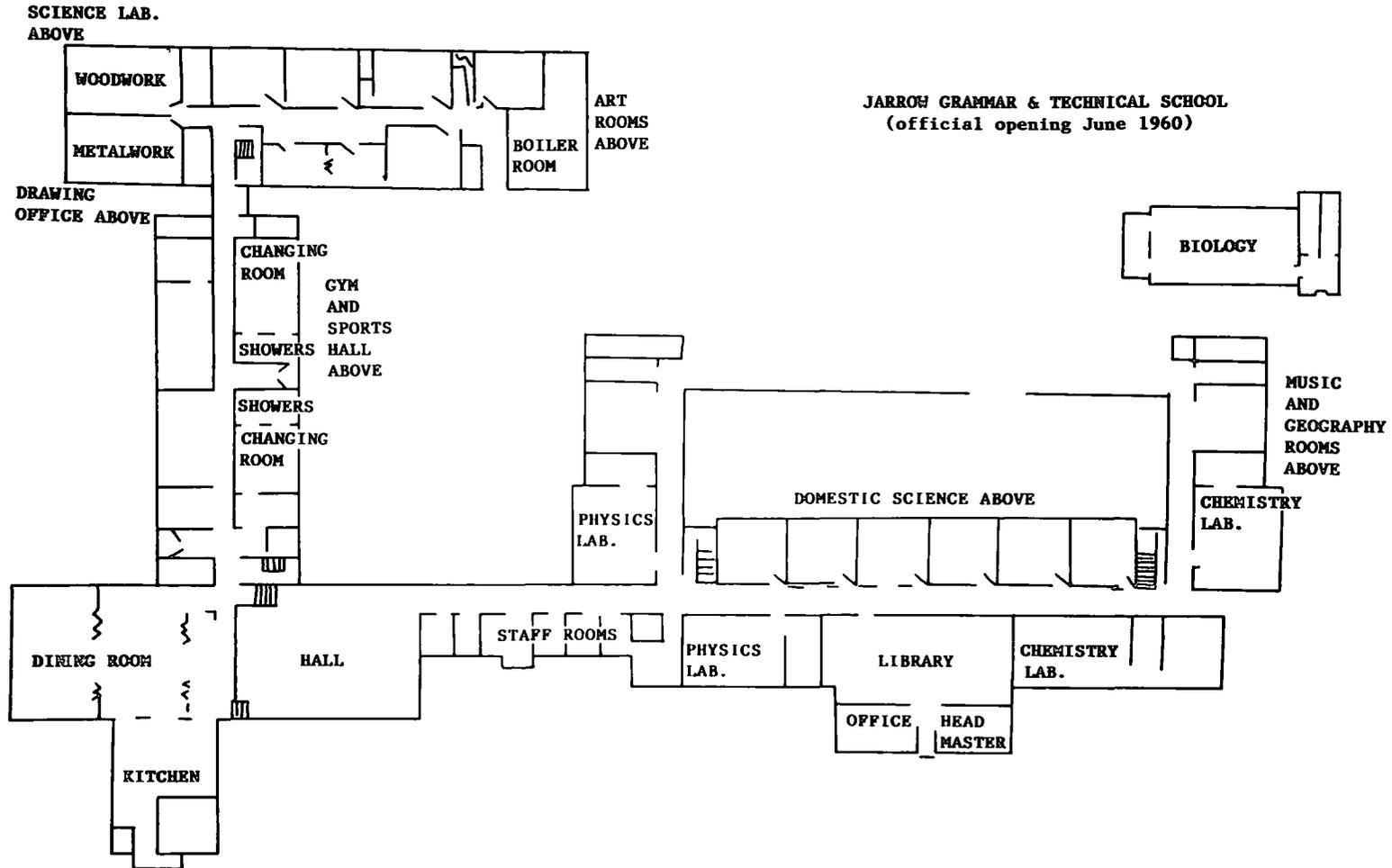
PHYSICS
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MASTER

KITCHEN



MAP SHOWING POSITION AND
OUTLINE OF THE SCHOOL AFTER
1960 EXTENSION

JARROW



Playing Field

Springfield
Comprehensive School

Playing Fields

Nursery

HAVFLOCK TERRACE

KITCHENER TERRACE

The Corniches

VIEW

9.8m

BM 6.91m

11.0m

17.7m

22.9m

21.8m

30.8m

30.7m

BM 21.23m

21.9

Sub Sta

22.8m

9.2m

21.2m

22.8m

22.9m

21.8m

Chapter Four

Social Mobility. (1944 and 1974)

Is a school an instrument of social mobility in an area?

To determine whether Jarrow Grammar School, through its transition to Springfield Comprehensive, has acted as a means of socio-economic advancement, it was decided to take a random sample of pupils from 1944 and 1974 respectively, and to make outline sketches of their biographies.⁽¹⁾ This was undertaken in the form of individual interviews with 32 people - 16 from 1944 and 16 from 1974. By studying these 2 significant years, at either end of the study period, the largest diversity of change was hoped to become apparent.

After the second world war, Jarrow Grammar certainly appears to have played an important role in the development of the socio-economic status of the people.

From the sample taken, the fathers of the 1944 pupils, were in the main from the Registrar - General's class III (skilled) and IV (semi-skilled) background. Out of 16 studied, 11 were from the working-class background.⁽²⁾ Of these 11 all their children progressed to either social class II (7 progressed) or class I (4 progressed to this).⁽³⁾ Indeed, in his book, 'J' Accuse', written by the head-master of that time, Mr. C. N. Robinson, he prides himself on the

(1) See Appendix A. (Sketches of biographies for 1944 and 1974)

(2) See Appendix B. (Pie charts showing 1944 fathers' social classes)

(3) See Appendix B. (Pie charts showing 1944 pupils' social classes)

number of working-class children who advanced themselves through university.

'I was able to say, when addressing the N.U.T. salary conference at the Westminster City Hall in December 1944 that in the 5 years 1934 to 1939 even in Jarrow, 23 scholarships of various kinds, tenable at universities, had been obtained by pupils almost exclusively from working-class homes.'⁽¹⁾

The parents of the 1944 sample, mainly lived in Jarrow and Hebburn and attended elementary schools such as the Higher Grade, Croft and Hebburn Quay. Apart from one exception, in the sample, the mothers were housewives⁽²⁾, while the fathers' further education was mainly in vocational studies in connection with either their jobs or trades. Their trades were in the main, connected with engineering, shipyards or commercial life in the district (shops/publicans/policemen).

From the sample, the impression gained was that, the parents were enthusiastic when their children gained entry to the grammar school and encouraged them to make best use of the opportunity and facilities provided by the school. This may have its roots in the idea that through education greater job security can be gained ensuring higher standards of living. These ideas will have been reinforced by the depression of the thirties, a time when the children were born, and many of the parents, whether employed or not, will have seen the deprivations of unemployment. Having lived through the war, the parents will have wanted their children, who had gained

(1) Claude Robinson, 'J' Accuse'. People's publications 1986. p8

(2) See Appendix C. (Histogram for 1944)

entry to the grammar school and obviously shown promise by passing the scholarship examination, to make the maximum effort in their studies.

The school took advantage of the parents' willingness to cooperate, so that together they could try to get the best attainment levels from the scholars. It would have been made clear to the parents and the children that the school's main function was to prepare them for university or college as a means to reaching a professional level.

The impression gained from the interviews with past-pupils of 1944 was that the school, in 1944, was an institution whose prime purpose appeared to be either producing scholars of university calibre or perpetuating and expanding the teaching profession via teacher-training colleges. Indeed, many interviewees stated that the school was, 'like a sausage machine turning out teachers.'

In fact, the female-orientated professions taken up from the school tended to be either teaching or the civil service; the main emphasis being towards teaching.⁽¹⁾ From the random sample of 1944 pupils studied, out of 9 women interviewed, - 8 women became teachers and many stated that there were few options to consider as the grammar school did not provide commercial training in typing etc. to prepare them for other occupations available in the area, such as secretarial work/factory/shop work. The curriculum for the girls appears, to a great extent, to have determined their sphere of employment. For example, no typing excluding them from secretarial work unless they attended night classes, the limitations in the

(1) See Appendix A. (Sketches of biographies for 1944)

science field (Botany) excluding them from many physical science occupations, and the fact that for menial shop/factory-type jobs they were in fact over-educated. Other schools in the area, such as Central, biased their curriculum to cater for this portion of the employment market. Another limiting factor for the women, was the traditions of their role; most of their mothers were housewives and so it was a great leap ahead and indeed a massive achievement to enter the professions.

The boys had a less restricting curriculum, in that they studied sciences to a deeper level and so could further themselves in science subjects at university. Three of the boys from the sample, out of 7, took up further education in the science field. However, the school had a high reputation in the arts, indeed the headmaster, Mr. C. N. Robinson, was a classics teacher:

'I was anxious to return to the classroom especially if I could once more teach my beloved classics and wipe out the memory of so much sterile administration.'⁽¹⁾

With the school having this standing in the arts, it was inevitable that many of the pupils undertook occupations in that field. It was pointed out that Central was the school in Jarrow, which was more renowned in the science subjects.

Many of the ex-pupils stated that they admired those who broke away from the regimented traditions to become something completely different - examples being such well-known people as: Sir Fergus Montgomery M.P., Noel Swinburne and Kenneth Tibbo who went into the church, Tom Kilgour broadcaster/journalist and Frank Wappat Minister

(1) C. Robinson. J'Accuse p80

of Religion/broadcaster. It is evident that the school in 1944 produced not only pupils of academic ability but also people of outstanding talent in other fields.

With the economic stringencies of the post-war period and the fact that many of the parents seemed to be of a working-class background, it was inevitable that parents had to make large sacrifices for the educational advancement of the 1944 children. In spite of the sacrifices and the high achievement of some children their parents were not able always to pay for university places, and in order to alleviate the problems at home, many pupils took alternatives such as teacher training, which was shorter or a civil service career. Some of the lucky ones won scholarships, such as Thomas Kilgour to R.A.D.A. Indeed, C. N. Robinson writes of the problems of working-class parents being dependant upon the state and its benevolence. However, there were several problems connected with state scholarships: the first problem was that boys in the sixth form could not take H.S.C. examinations if they were born in August or September because of the terms of deferment of conscription, the second problem was that students would be directed to whichever university the Minister (Miss Ellen Wilkinson) and her department saw fit and finally, the third problem was any pupil who won an open scholarship to a university and then qualified for a place at a more prestigious one would not necessarily be allowed to take up a state scholarship to the second university. The second and third problem gave an advantage to well-to-do pupils over the working-class scholar of university potential because the former were not dependant on scholarships.⁽¹⁾

(1) C. Robinson J'Accuse p74

The majority of the 1944 pupils, in the sample, attained a higher socio-economic class status than their parents; out of a total of 16 - 12 achieved a higher class status⁽¹⁾. There were only 4 from the sample, who did not achieve a step up in social class and all of these were from backgrounds of class II. This seems to indicate that Jarrow Grammar in 1944 was an institution that was notable for getting its pupils into the socio-economic classes of class I and II, especially helping the pupils from working-class backgrounds socially to advance their status (see histograms). It appears to be true to say, from this sample study that Jarrow Grammar, under the headmaster Mr. Robinson, was a school where children could attain irrespective of their background.

In 1974, the fathers' socio-economic classes once again lay heavily in the classes III and IV.⁽²⁾ Out of 16 studied - 13 came from this working-class background; out of this 13, only 7 socially advanced in status to class II (6 progressed) and class I (1 progressed).

One of the main features of the 1974 sample is that it had become prevalent for the mothers to have jobs, out of 16 - 12 mothers were working⁽³⁾. The traditional role of the woman had altered radically. This fact must have had a considerable effect upon the standard of living in the household, which in turn will have affected the children. There will not have been the pressures of economic stringency or needs for such large sacrifices to be made for the future.

Despite the material wealth in 1974, it was also a time of

(1) See Appendix D. (Pie chart for social class advancement. 1944)

(2) See Appendix B. (Pie chart showing fathers' social classes in 1974)

(3) See Appendix C. (Histogram. Mothers working in 1974)

uncertainty, when inflation started to increase and with the beginnings of an economic recession. However, the people in 1974, had quite a high standard of living, as seen from the fact that both parents were working in many cases. Despite that there must have been a feeling of impending bleakness and although there were many opportunities and prospects in further education open to the 1974 children, it is apparent from the study sample, that many of them did not feel obliged to take up university places, yet were well qualified to do so, had they wished. (1)

1974 children seem less ambitious for their social advancement than those of 1944, more willing to accept the standard of living which their parents had than those of 1944. There was not the desire to succeed and gain a higher status. This could be because of the comfortable standards their families in 1974 were already living at i.e. well-fed, well-clothed, modern conveniences, machinery etc. the whole fabric of life being significantly better. Thus, in 1944, 75% of the sample were seen to have socially advanced, whereas in 1974 only 50% had advanced socially, a significant drop. (2)

When comparing the 1944 socio-economic classes of the sample with the 1974 classes, the obvious difference is the fact that many of the pupils have not, in 1974, socially advanced from class III, whereas in 1944 all the sample had risen from class III. Thus, there is a definite introduction of class III pupil into the 1974 scene, which was not apparent in the grammar school selection of 1944. (3)

None of the selected interviewees for 1974 had attended Croft or

(1) See Appendix A. (Biographies for 1974)

(2) See Appendix D. (Pie charts showing social class advancement.)

(3) See Appendix B. (Pie charts for 1974 and 1944.)

Central; all had gone straight to Springfield Secondary/Comprehensive and had not transferred. The introduction of the pupils from Central and Croft, brought into the school a type of scholar which had never before been encountered at that school. Their ideals may have influenced the 1974 pupils in the sample, but they were not part of the sample themselves.

The curriculum catered for the pupils very differently in 1974, as opposed to the 1944 curriculum. Science was now a subject that was taken by girls and boys; thus 2 girls in the sample had taken science-based occupations e.g. laboratory technician, research chemistry/administration, having studied science at university. Also in 1974, typing was introduced into the curriculum, which previously had not been available at the school; this again influenced the occupations for the girls e.g. secretarial work.

In 1944 the hopes and ideals of the people were high, with the war left behind and good prospects ahead. However, in 1974, the immediate future was not looking particularly bright and rosy; indeed it seemed an uncertain period. This obviously affected the children's outlook, so that they must have had different expectations.

In 1974, the fathers' jobs were, in the main, still connected with industry, services and commerce in the local area; this is very much comparable with the 1944 parents. The parents in 1974 needed to have a much higher level of further education because of the more complex nature of the jobs, however this, for those employed in industry, was still mainly by vocational training.

In 1944, all the pupils in the sample attained class I and II but it was the men who were mostly in the socio-economic class I. However, in 1974, it was only the women, in the sample, who achieved

socio-economic class I, even though there were more in class III than the men. It appears therefore that although more 1974 men broke free from the working-class than the women, the women who did achieve higher than a class III were inclined to do very well indeed. It is noticeable that the 1974 men have not entered the higher class I professions.⁽¹⁾

The 1974 sample pupils appear, on the surface, from this study, to be underachieving. This could be due to a number of possible reasons: the change in the system of the school to comprehensive from grammar, the change in attitudes and expectations of the parents and the pupils, the economic and social situation of the seventies, the introduction of other schools through amalgamation but it could be due to the fact that these people have not yet necessarily fulfilled their career ambitions, whereas the 1944 pupils have obviously had a lot longer to achieve their goals.

In 1974, as in 1944, once again the parents of the study came from the Jarrow and Hebburn areas, having attended schools such as St. Alysious, Central, Clegwell or Jarrow Grammar. It is interesting to note that one child interviewed from 1974, whose mother had been interviewed as a 1944 pupil, had once again advanced in socio-economic class. The 1944 pupil had advanced from a class III father to a class II and the 1974 pupil had moved from a mother of class II (and father of class III) to a class I. The school appears to be indicative of success and upward trend in socio-economic classification here. Other pupils whose mothers had attended Jarrow Grammar also showed this upward trend, although one of the sample whose father and mother

(1) See Appendix E. (Pie charts showing break down of men/women pupils' classifications)

were a class II and had both attended Jarrow Grammar, was stationary at a II.⁽¹⁾

Not only academic achievement and qualifications seem to be important in the success of the sample pupils. Those who have achieved a high status have acquired that status by various means: qualifications, innate ability, character of the individual, hard work after leaving the school, to mention but a few. A good reputation would no doubt be built up creating a good aura in the school, especially with so many successful pupils (either directly through the school or by their own means) having attended that school. Not only the academic performance of the school's pupils is important but also the ethos inbuilt into the system of the school, which over the years has been able to throw up such greatly successful people as M.P.'s (Fergus Montgomery), singers/songwriters (Alan Price), broadcasters (Thomas Kilgour, Frank Wappat) churchmen (Noel Swinburne), athletes (Steve Cram). What quality in the school creates such success stories?

(1) See Appendix A. (Outline biographies of 1944 and 1974)

Chapter Five

Ethos of the School. (1944 and 1974)

Is ethos affected by organisational change in education and in what ways?

To answer this question, the information given by the 32 ex-pupils interviewed for the previous chapter was used, along with interviews given by some staff, to determine the ethos change between 1944 and 1974 in Jarrow Secondary/Grammar/Comprehensive School.

In 1944, the school had a high standing in the area and it is apparent from the interviews that the parents, in general, were clearly very pleased when their child passed the scholarship examination for entry to Jarrow Secondary/Grammar School. Each of the pupils took 2 differing examinations: one was for Central consisting of a mathematics/English paper and an interview, the other for Jarrow Secondary/Grammar was a booklet of 100 - I.Q. test questions. The teachers in the grammar school marked the I.Q. test scholarship papers, then forwarded them to Durham Education Authority who proposed names of those children eligible for Jarrow Secondary/Grammar School. The parents received notification and many of them had the option of sending their children to either the Central or the grammar school, having passed both examinations. For those of the catholic religion there was a third choice; the catholic grammar schools being situated at Sunderland and Newcastle. (St. Bede's Central, Jarrow/St. Bede's Boys' Sec. Mod., Mayfield. St. Cuthberts/Sacred Heart, Newcastle. St. Anthonys/St. Aidan, Sunderland.) The scholarships which were not

taken up for Jarrow Grammar were then offered to other candidates, who stood next in line via their examination results, and this was referred to as a, 'drop scholarship'. The interviewees, who received these drop scholarships inferred that they felt as if they entered the grammar school as second choice or reserve stand-by, but at least it was sorted out, as to whether they would attend Central or Jarrow Grammar, before they began their secondary school education.

The families of these children, who were successful in attaining positions at the grammar school, were means tested to determine the level of fee payable. Depending upon their circumstances, they paid fees of 6, 4 or 2 guineas per term. Some families were exempt from paying these fees altogether, as their circumstances were below the minimum level set by the means test. At the beginning of each new term, the children had to hand in their fees in a sealed envelope to the headmaster, Mr. C. N. Robinson. This led to a certain feeling of inferiority on behalf of those children whose parents were deemed unable to afford the fees because of their financial circumstances. Many of those pupils who had envelopes took the fee-paying for granted, indeed some of the interviewees had forgotten the form in which they actually handed it over. The 1944 Education Act abolished all fee-paying at the school, and this removed the stigma of non-payment of fees.

Upon being informed that the children had qualified for the grammar school, the parents received a list for the necessary school uniform. The pupils had to be fitted for the compulsory school uniform and they were recommended a choice of two shops: Isaac Waltons and Raymond Barnes in Newcastle. Not only did the standard school uniform have to be provided but also a full gym kit was

essential. The uniform consisted of the following: for boys - navy blue trousers, white shirt, navy blue blazer with school badge, black shoes and cap with badge; for girls - navy blue tunic, white blouse, navy blue blazer, black shoes, burberry coat, black stockings (white socks in summer) and a hat with red stripes and the school badge. Also pupils were expected to have the standard gym kit. The wearing of this school uniform was regarded as obligatory in all circumstances connected with the school; any infringements would not be tolerated. During the wartime with many things in short supply, the school allowed very few concessions connected with the uniform. It was very difficult to get white wool for the necessary sock colour, but the only girls allowed to wear navy blue socks were those with chilblains. The other concession was a navy and white spotted blouse instead of a pure, white blouse. Grants for uniforms could be awarded to pupils who were unable to afford them, however the blazers were apparently of an inferior standard. Despite the fact that uniform was essential, all this had to be taken from the clothing allowance and must have added a burden upon many families. The school badge with motto, still in use today, was designed by Mr. Robinson, prior to that time. All the pupils were expected to wear the full uniform and any person found to be breaking the uniform rule in any way would receive punishment. It was common practice for pupils to be punished for such minor offences as not wearing their school caps/hats on their way to school. Regular inspections were made as pupils entered assembly. The girls particularly remembered the senior mistress, Miss Weston, who regularly inspected their uniforms and administered suitable punishments for minor infringements such as the wrong colour socks. Mr. Masterman, deputy headmaster, was in charge

of the boys and made sure that their uniforms were always correct.

In the junior school, the pupils said that they felt 'highfliers' but on entering the grammar school as first year 'mongers' (first year intake at the secondary school) they met people of a similar calibre, where they were all expected to do well, many of them then experienced a feeling, of being, as they expressed, 'run of the mill'. Upon entering the grammar school, the pupils were placed into one of three forms: A, B or C. The children were designated to these forms according to their ability. Once they started at the school, they were given weekly tests, each Wednesday afternoon, until their third year. They also had yearly examinations with reports. The system of marking reports was as follows: D* 1st, D Distinction, G Good, C Credit (middle range), S Satisfactory, F Failure. If they achieved firsts in several subjects, they were awarded a prize of a book which was chosen at North of England School Furnishing Company, Waugh's in Newcastle. If the book was appropriate to the teacher's satisfaction, then they received the prize. They were also major and minor form prizes to be won. By the fifth year, only two forms existed 5A and 5B, as by then many pupils had found jobs and drifted away from school. From the start of their time at Jarrow Grammar the scholars were indoctrinated into the belief that their purpose within the school was to pass the qualifications of school certificate with matriculation, otherwise they were meant to feel a failure. To pass the Oxford school certificate, the pupil was required to pass in five, essential subjects, one at least from each of the three groups namely humanities, foreign languages, science and mathematics. Credits in 5 subjects bestowed matriculation exemption on successful candidates, which was accepted as an entry qualification by the majority of universities.

It was generally the boys who went on to sit their Highers, however some of the girls also passed this qualification. Many of the girls left prior to the completion of the two year course, towards the Higher Certificate, to take up teacher training. The Higher Certificate consisted of passing in three or more connected subjects of a more specialised nature.

The children, for the most part, remained in their form room for the duration of the day; the subject teachers moving to them for each lesson. The pupils only moved for a few, specialist subjects such as Physical Education, Botany or Science. There were incidences of 'floating classes' however, which were deemed necessary because of overcrowding. Their desks and the cloakrooms were padlocked; some pupils were more aware of the significance of this than others. Most vaguely recalled them being locked but were unable to account for why; a few others recalled some theft of pencils, sweet ration vouchers etc.

The staff were all highly, academically qualified. For example, the French teacher, Doctor Spink, was an interpreter for part of the war being well versed in several languages; German, Italian and French. He wrote some of the text books that he used in the school. In spite of the high, academic qualifications of the staff, the pupils pointed out that many of the teachers, at that time, were not very good at getting their subjects across to them. It was pointed out by several of the interviewees that the teachers probably had excellent degrees and obviously knew their subjects thoroughly but perhaps did not have the teaching ability or the qualifications necessary for teaching. There was, for some pupils, a feeling of, 'a sink or swim attitude', within the grammar school. They felt that if they experienced difficulties in grasping a subject first time, then they were over-

looked as there was no remedial help given. Some of the teachers had little patience or tolerance for those who did not immediately comprehend the ideas being put over; these teachers directed most of their attention towards the more academically inclined pupils, which again fostered a feeling of inferiority where the less-capable pupils were concerned. Although the staff appeared to lack patience, in later life pupils found much of what they taught to be memorable and a good grounding for life. For instance, Mr. Robinson taught the sixth form and was said to have established a good grounding in literature and aroused an interest. Although, when in younger days, the pupils said they feared him they admitted that they forgot their fear and became involved in the subject when they were a little older. Mr. Masterman taught mathematics and those who found difficulty in the subject said how afraid they were to ask for his help but those who kept up thought his mathematical ability brilliant. The staff's objective to give a grammar school education to the pupils was fulfilled therefore but perhaps at the expense of the 'lesser ability' grammar school child.

The school had a very strong, disciplinarian tradition enforced by the staff. The pupils all stressed the strictness and mentioned how awesome the staff struck them as they swept down the corridors in their huge, black, chalk-marked gowns. The headmaster, many referred to as, 'distant' and, 'remote' and his appearance subdued them and disciplined them into quietness; he was in fact likened by many to, 'a huge, black vulture', swooshing down the corridor. The deputy headmaster, Mr. Masterman, clamped down on the children and demanded a disciplined atmosphere within the school. He would stand no nonsense from the children and he terrorised them into a submissive silence; in fact at one point, when Mr. Robinson was absent from the school, Mr.

Masterman created, 'a Reign of Terror'. These two were the mainstays of strictness in the school, they only needed to glower at a scholar to demand respect. The senior mistress, Miss Weston commanded obedience also, especially from the girls.

The very countenance of the two senior masters, within the school, projected their different disciplinary methods. The headmaster was very tall, thin and wore small spectacles, and commanded the school from within his office, appearing to the children as a very 'cold' person. He would send for 'victims' either to praise and commend them for their reports or to chastise them for their failures. Sometimes pupils could wait an hour or more outside his office door as they were not allowed to knock; this waiting procedure also applied to staff, who would queue at the other side of the door. Mr. Masterman, on the other hand, was a more stocky person, roundfaced with spectacles and regularly seen around the school, aggressively patrolling the corridors and would frequently interrupt other staffs' lessons sorting out behaviour problems. He meted out summary justice for minor offences such as chatting in the corridor or walking on the wrong side of the corridor. The nature of Mr. Masterman's post as deputy headmaster, gave him the position of being right-hand man to the headmaster and he therefore had to maintain command of the school. This he did by enthusiastically dealing out physical punishment in a forceful manner and appearing as a very austere person to the children. When the headmaster was absent, he had to continue to maintain or indeed create a more highly disciplined environment in the school, and thus created the, 'Reign of Terror'.

Despite the highly disciplined environment of the school, the children still dared to play pranks. They were aware of which

lessons they could play tricks in without receiving excessive punishments when caught; they would not dare in mathematics with Mr. Masterman or geography with Miss Weston but they could get up to mischief in several other classes. For example, some of the vivid memories are:

1. A boy once wrote a passionate, love letter to a girl in the English lesson. By mistake he inadvertently handed the note in along with his English exercise book. The class were worried and very surprised when in the next lesson Mr. Acum, the English teacher, handed it back marked out of 10!!
2. The pupils pushed a desk up against the door of the French classroom and the teacher, Doctor Spink, ended up having to tap at the door to gain entry. They often tried to cajole Doctor Spink into talking endlessly about his hobby - trains - in order to avoid lessons. Sometimes the pupils deliberately knocked bags out of the window, so that they could not get on with their work, minus pens/pencils/books. They once filled his briefcase with empty milkbottles and tied his chair to the desk, so that he could not pull it back.
3. Put calcium carbide in the inkwells so that the ink would bubble over.
4. Posted lookouts and ran with schoolmates, from one set of stairs to the other, to avoid the teacher every time she came into sight.
5. A very daring prank, to set the lights swinging in Miss Weston's lesson.

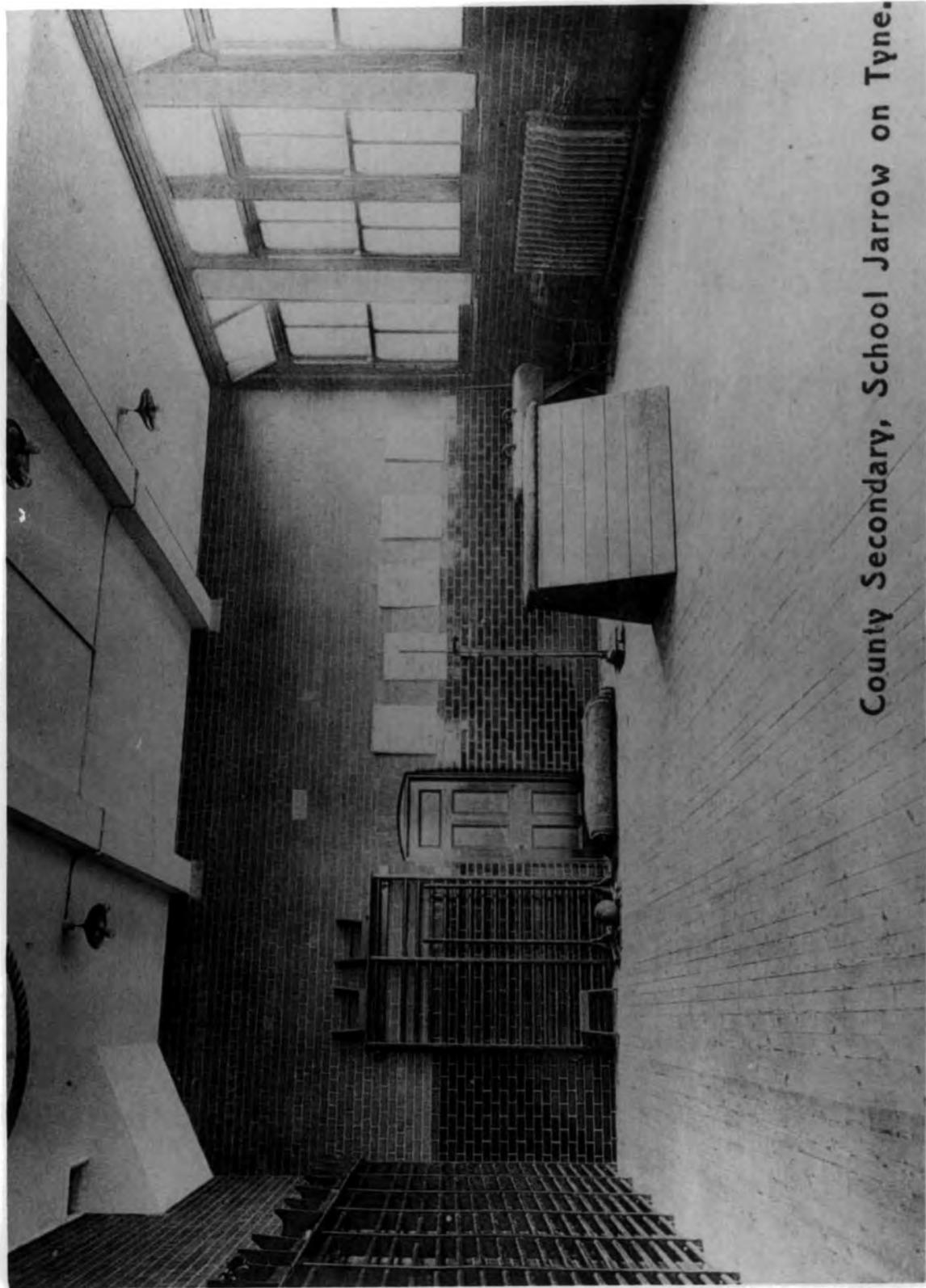
Standard punishments were administered by the staff for any pupil playing silly tricks or infringing rules. They ranged from lines through to expulsion. Lines were generally given for minor offences such as talking in class or not wearing the school cap.

Latecomers either received detention or stood at intervals along the corridor depending upon the regularity, after having seen one of the senior Staff - Miss Weston for girls, Mr. Masterman/Mr. Robinson for boys. Detention was also dealt out for not doing homework on time. Pupils were caned by the senior staff for such things as smoking, climbing over the wall at Kitchener Terrace in search of lost balls, boys who looked over into the girls' yard. For playing truant or challenging authority through impudence, a pupil could either be suspended or even expelled, depending upon the severity of the offence. For forgetting to bring a gasmask to school, the pupil would have to see Mr. Masterman every day for a week each dinnertime, with the gasmask. There was Saturday morning, physical education for boys, as a standard punishment. Some staff had their own methods of punishment; for instance Doctor Spink made children stand under the clock and Mr. Scott, the art teacher, made them copy out the back of an atlas, backwards, for talking in class.

Prefects were pupils chosen from the sixth form often because of their high academic standing or because of their athletic prowess; they were pupils given responsibility around the school. They were greatly respected by the rest of the scholars, especially by the 'mongers' and they were able to deal out punishments which the others accepted. The girl prefects had a room of their own to make tea etc. and felt that they had been given an esteemed position. Duties entailed such things as lining up pupils in the yard before they entered the school, keeping a check on latecomers in a book, sitting in on lessons for absent members of staff where there was otherwise no cover and generally keeping order and pulling up pupils for such things as school uniform.

SCHOOL GYMNASIUM

PRE 1958



County Secondary, School Jarrow on Tyne.

The school was noted for its sporting activities despite the fact that the facilities left a great deal to be desired. There was much rivalry between grammar schools in various competitions, one of which was the Kemsley Cup for boys. The Kemsley Cup was a sporting competition for boys started in the early forties by the Kemsley Newspaper, Newcastle-upon-Tyne. Originally, there were 3 events: 110 yd. hurdles, 100 yds., long jump. Participating grammar schools originally included Jarrow Grammar, Bede Grammar and Washington Grammar. The Kemsley Cup is still a trophy which is competed for by schools in the area. There were four house teams which drew their members from different areas as follows: Grange (Green) from Jarrow, Monkton, Primrose; County (Yellow) from Felling; Tyne (Blue) from Hebburn and Bede (Red) from Jarrow (town end). Interviewees recalled that certain teams were favoured namely Grange and Tyne. One of the interviewees received the victrix ladorum; other ex-pupils remembered them receiving it as it was highly prized.

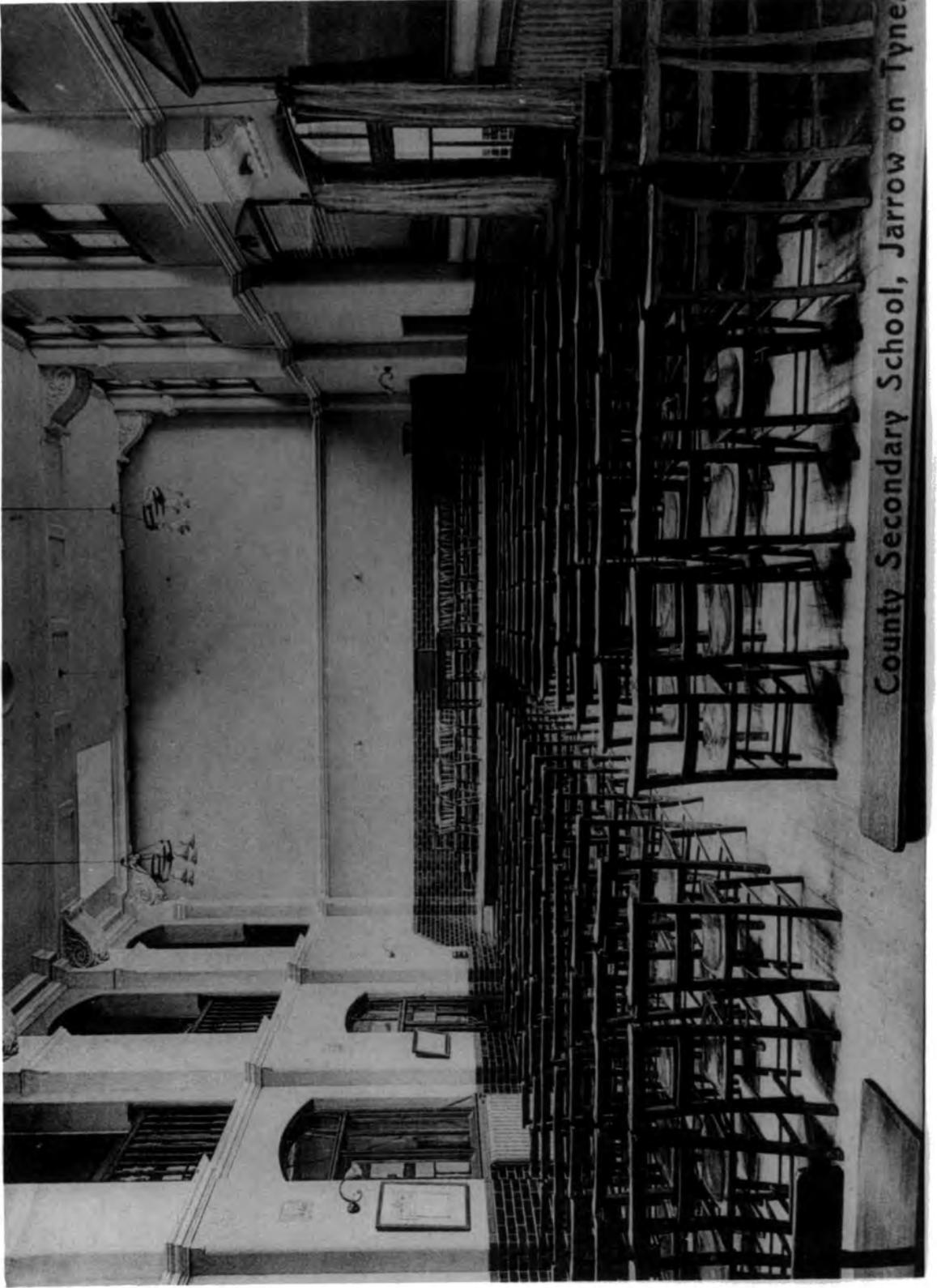
The change in name of the school heralded the forthcoming changes which were not really noticed by the pupils until 1945 with the new, youthful teachers who came, 'like a breath of fresh air', onto the scene. Such new staff as Mr. Cooke and Mr. Hopwood (science teachers) ran extra-curricular courses. The young staff came across, to the children, as being much more approachable. Walter Cooke ran the Air Training Corps. as he and Mr. Hopwood were from the airforce themselves. The A.T.C. met 2 evenings a week and ran regular weekend flying/gliding courses at Custon and Usworth aerodromes. Also the A.T.C. had an annual camp. The boys liked them as they wished to join the A.T.C. and wear the uniform and they were popular with the girls, as only older, men staff taught them prior to that. Mr. Cooke gave some of the boys and girls responsible positions of looking after

science equipment. This was regarded by the pupils as a very esteemed position as they could stay indoors at breaktimes; in fact it was stated by some that it was better than being a prefect. It was at this time that extra-curricular activities were again encouraged such as tennis teams, music society, amateur dramatics and debating societies. After the war, speechdays were once again started, whereby pupils could publicly receive their prizes. Parents were then able to attend the plays put on by the children in the evenings, with the relaxation of the black-out restrictions. The pupils recalled that the speechdays were very formal and the performances that were staged by the school were high-brow, in fact one was entirely performed in French; examples of plays performed being 'The Laughter of the Gods', and, 'The Swan'. The speechdays were regarded by Mr. Robinson as a means of achieving good publicity for the school and its pupils, thus helping in creating a high reputation for Jarrow Grammar School. Parents were encouraged to attend the speechdays and plays but it was felt by them that it was not fitting to come to the school without being formally invited by the headmaster during term time.

The daily, school assembly was held in the main school hall next to the headmaster's room. Either Mr. Robinson or Mr. Masterman took assembly; all the staff were on the platform in their gowns. (Only the staff who had not taken degrees, in such subjects as Art, Domestic Science and Woodwork, did not wear gowns and these were very few). The girls sat on the right and the boys on the left of the hall. The first and second year girls sat upstairs in the balcony area, the first and second year boys beneath them. The prefects sat in the front row. In assembly, the headmaster would announce the hymn and make sure that all the pupils and teachers alike sang, although

MAIN SCHOOL HALL

PRE 1958



County Secondary School, Jarrow on Tyne.

the pupils recalled that he, himself, never actually sang. If the singing was not up to the required standard he would insist that the hymn was sung again. Then they would say a prayer and Mr. Robinson would announce the pupils he wished to see for various reasons, then he retreated into his study once again.

Prior to 1974, the pupils attained entry into Springfield Secondary School by continuous assessment in their junior schools and recommendations from their junior school teachers. Some interviewees recalled an examination in their final year at the junior school. Hence, there was, as in 1944, a selection procedure in order to attain a position at the school. Pupils remembered that their parents were generally pleased when they learnt that their child had gained entry to the school, as it still maintained the prestigious reputation in the area, similar to that prevailing in 1944. In 1974, with the amalgamation of the three schools, Springfield Secondary, Central and Croft Terrace, this selection procedure was eradicated and the school became Springfield Comprehensive. The grammar school image was still maintained, through past tradition, but within the school itself, the pupils and staff were aware of a radical departure from the previous years.

Springfield Secondary School had continuously operated on one site since its inception, apart from one term when the school was evacuated to Wolsingham, at the beginning of the war. In September 1974, the school gained Croft Terrace building and had to operate as a split-site complex to accommodate the extra pupils and teachers. First and second year pupils were eventually to be housed at Croft Terrace, third to sixth form pupils at Springfield Comprehensive main building. The junior school pupils who were to filter into this comprehensive system, in the catchment area serving all pupils in the

northern part of the town, in 1974 still thought of Springfield as a grammar school. Some of their parents were very pleased indeed when they learnt that their child would go to Springfield, with its grammar school reputation, even though their child was of only 'average' ability.

The scholars recalled that before 1974, they were placed alphabetically into their first/second year classes (1.1 - 1.5, 2.1 - 2.5) and then in third year they were banded, according to ability, from 3A - 3D, 3D₂. Even the D bands were expected to take 'O' levels and they were certainly capable pupils. With the introduction of more pupils in 74/75, the 5 form entry was enlarged. The Croft/Central pupils were gradually merged into the bottom bands creating extra, lower bands. Some of the Central pupils, were felt by the interviewees, to be more capable and they were assimilated into the other bands alongside the Springfield children. It was still not until third year, when the children moved into the main building, that the pupils were placed into the bands according to their ability.

Before the amalgamation, the pupils at Springfield all took a course leading to the Oxford Board 'O' level examinations and the sixth form, of approximately 250 pupils, took 'O' level and 'A' level courses. The fifth year A and B band children took 9+ 'O' levels, C band scholars took 7 or 8 and D band pupils took between 4 and 6. Although there were a few double entries, C.S.E. examinations were fully introduced into the school in 1975, once the school became comprehensive and merged with Croft and Central. Although the C.S.E. examinations, taken through the N.R.E.B., were introduced into the curriculum to serve the comprehensive system, many of the pupils at Springfield thought that they were introduced namely to suit the

ability of the Croft Terrace and Central pupils! It was in fact stated by some that the grammar school type pupil at Springfield were thought of as those who would go into professions and the Croft/Central pupils were the manual/craft type workers; thus the type of qualifications seemed to correlate to their impression of the children from different schools. The fact that the C.S.E. examinations were introduced at the time of the amalgamation may have, in some cases, added to the condescending attitude towards the Croft/Central pupils thus creating, as many stated, a 'them and us' situation.

Uniform was obligatory for the pupils, up to the time of coalescence, even to the correct shoes without platform soles, which was the fashion of the time. Punishments were doled out for those infringing the uniform rules e.g. not wearing a tie. Pupils were still lined up in the yard and as they walked in they were inspected by the prefects for their uniform. Prefects were greatly respected especially by the mongs, similar to 1944. The wearing of correct school uniform by all children was overseen by the hierarchy of the school. In 1974, the Croft/Central pupils appeared on the scene, without uniforms, and so these uniform regulations could no longer be enforced. The uniform rules relaxed within the school; when children saw others not wearing uniform and getting away, without punishment, it quickly spread and infiltrated the system. The Springfield Secondary children thought of the non-wearing of uniform, as a departure from the high disciplinary standards that they had been used to earlier. This was also a contributory factor to the, 'them and us' attitude.

There was, before the merger, as in 1944, the hierarchy that the pupils greatly respected. Some of the pupils recalled Mr. Masterman,

who was headmaster between 1963 to 1971, but admitted that they rarely saw him; he appeared old to them and was frequently absent for lengthy periods due to ill-health. Mr. Porteous, the pupils could remember more vividly as he was Deputy Headmaster, then they noted that he left for a period of time to become Deputy Director of Education for the county of Banff, Scotland and Mr. Marr took over as Deputy Headmaster. For a short period of time (September 1971 - March 1972) Mr. Marr became Acting headmaster, as Mr. Masterman had retired, until Mr. Porteous returned in 1972 to take over the position. Mr. Marr was recalled as being a great disciplinarian within the school, although he was felt always to be fair and just to the pupils, he was not a person to be dealt with lightly. Mr. Marr was affectionately referred to as, 'Basher Marr', a pun denoting the caning he could administer and also deriving from his catch-phrase, 'Bash through this', when he was teaching mathematics on the black-board. Like the Deputy headmaster of 1944, Mr. Marr taught mathematics. His position in the school required that he should maintain discipline and this pupils felt he did, as they were rather scared of him if they crossed him. Mr. Porteous, on becoming headmaster, taught the sixth form chemistry, as he had previously been Head of the chemistry department. He seemed, to the children, a very young headmaster, after Mr. Masterman, and they felt he made great changes to the school. When he first became headmaster he was noted for making an appearance in other staffs', sixth form lessons and taking an interest in them by sitting at the back of lessons, which surprised them at the time. The younger pupils viewed the new headmaster as being a detached figure in his study; they remembered him mostly in assembly. Miss Sherwood, the senior mistress at the time, the girls recalled particularly for her

inspections of the school uniform; another of the hierarchy maintaining discipline around the school. The pupils believed that all these mentioned staff would give the cane if it was necessary and were therefore to be complied with at all times.

Assembly was held daily, prior to 1974. In 1974, with the split-site school, and it being difficult to fit all the pupils into one hall, years were designated different mornings of the week for their assembly. In assembly, Mr. Porteous sat on the stage, with Mr. Marr in the foreground who meted out verbal threats of punishment, to those of the assembly who had infringed any school rules. Mr. Marr was recalled to have once dragged a pupil from assembly onto the stage and off to his office, the first year pupils were awestruck at his strictness.

As in 1944, the staff prior to the amalgamation, still wore their gowns. Younger staff, who came into the school in the late sixties/early seventies, were encouraged, the children thought, to wear gowns also. After the merger, this practice of wearing gowns ceased rapidly. The staff were remembered as being academic. The upper school pupils particularly recounted the apparent division between the two, differing types of teachers: one was the older, traditional, academic staff and the other the younger member of the staff, who were full of new ideas, especially in extra-curricular activities. These new faces appear to have been introduced into Springfield to attempt to act as a 'buffer' between the old, traditional, grammar school, teaching methods and the new, fully-comprehensive system of education, which was designed to cater for the wider ability range. Dave Richardson, the History teacher, was in charge of the British Folk Heritage Group (folk music, dancing),

and ran discos for the sixth formers. Terry Kelly, the English teacher, did some very creative work in poetry and writing, also editing the school magazine. Both these members of staff were involved with sixth form work. Peter Lathan, the Drama teacher, and Dave Richardson combined talents to produce 'fun-type' plays for the pupils to act out (Easter Song) rather than the more traditional, intellectual productions (e.g. Oscar Wilde). There was also a number of Springfield staff who combined together to form a morrismen dance troupe called the, 'Mediocre Morrismen', a novel idea of interpreting the meaning of Folk Heritage to the children! After 1974, with the changeover to the comprehensive system, the Croft and Central teachers were gradually integrated into the school. The children felt that many of the extra-curricular activities and any tomfoolery had to be curtailed once the last sixth form, 'grammar school-type', pupil had left the school, as then the staff were left with the remaining comprehensive children, who demanded a different approach.

The more traditional staff were regarded as having an intellectual approach towards lessons. Mr. Pritchard, the French teacher, was remembered as wearing his gown particularly; Mr. Minto produced some erudite plays; Mr. Rowlands or 'Caesar' as he was known to the children was to be feared for his strictness and authority and Mr. Harrison (P.E., Careers teacher) was also part of this group. If 'Caesar' Rowlands, the French teacher, came into view the pupils were immediately subdued as he had a great reputation for his strictness and was someone to be feared. Miss Sask, the geography mistress, also held authority merely with a glance or glower.

As in 1944, the school before the merger was noted for its success in Physical Education. The Kemsley Cup for boys was still a strong, competitive force. The participating schools and the number

of events had increased since 1944 and it was considered by the children as an important sporting event. In 1963, the girls' Wright Cup was started by the language teacher, Mr. J. S. Wright, so that they too could participate in a local, sporting competition for a trophy cup. After 1974 these were still strong, competitive, sporting events; in fact Stephen Cram mentioned how encouraging both the Sports Department and school had been with his career in athletics, indeed he competed in the Kemsley Cup, himself. The sports still had maintained the four teams of Grange, County, Tyne and Bede as in 1944, but now they were divided at random rather than pupils from different areas. One of the interviewees had won the victrix latorum.

Before 1974, the prefects were given responsibilities around the school and were respected by the younger pupils as they carried out their duties. Duties included such things as; moving smokers, making children walk on the correct side of the corridor, late duty at the schoolgate, cloakroom duty, lining children up outside and inspecting uniforms and on rare occasions they may have been called upon to sit in with a class if a teacher was absent. The prefects were obeyed by the other children, however after the merger of the schools, their job became more difficult. The pupils no longer seemed to have this high esteem for them. Indeed, one of the interviewees recalled an incident whereby one of the girl prefects went into the toilets to tell off a child, whereupon she was set upon by a group of younger children. It was therefore thought safer to patrol in groups.

Prizes were given each year for academic performance in the form of book tokens. One interviewee remarked that when choosing the book for the presentation, it was thought more suitable to choose a book of intellectual merit, rather than the one he really wanted. Speech-

days were held when pupils collected awards and certificates for academic performance and colours for sporting achievements. It was noted that once the schools had fully merged the speechdays, presenting 'O' level certificates etc. , ceased; this was felt by some pupils to be due to not wishing to hurt the feelings of the comprehensive child who did not collect any prizes or certificates. Well known celebrities such as Catherine Cookson and Alan Price (a former pupil, who performed a television concert for 'Omnibus' at the school) attended at the school during speechday.

The pupils of 1974 stated that they felt that they did not get sufficient careers advice in the right directions. Further education at primarily university or perhaps polytechnic was the goal of the school and the pupils felt geared in that direction. It was instilled into them from their first year at the school to aim at full-time, further education, but not particularly teacher training, and by fifth year some pupils felt that they had not 'made it' if they were interested in another career ambition, such as librarianship, banking, civil service. Others went away to university or college but did not complete the course, only to return to a career at a nearby college. They had felt a certain pressure on them to go away to university.

Up to 1974 punishments were not felt to be required to a great extent. There was the cane, administered by the hierarchy, for such things as smoking or snowballing, and lines for the whole class for talking in class or not wearing a school tie. But, after the split-site school was formed, punishments had to be meted out more frequently; indeed one ex-pupil stated that, 'the Croft lot were caned by Mr. Marr'. Pranks by the 'grammar school-type' child was to some extent carried on with the teachers, rather than aimed at them. For example, in

sixth form the general attitude was more relaxed; Mr. Kelly, the English teacher, once rowed by a window in a canoe with two sixth formers carrying it. In first and second year, when in mixed ability groups (via alphabetical order), it was admitted there was an air of playing pranks to a greater extent, such as hiding the blackboard rubber to playing hockey around the classroom with a bar of soap, before the teacher appeared. Once banded in third year many of these pranks ceased, due to the pupils having to work harder to maintain position.

In the period of study, the school maintained its high reputation in the area of Jarrow. Although the catchment area changed, the pupils continued to be accepted on their academic ability via a selective process. The school served, over this period of time, a similar purpose, in that the interviewees stated that it was geared towards further education, especially towards university. The staff were very academic and continued the tradition of wearing gowns. Although the school increased in size, both in population and in structure, being extended in the sixties and gaining the hutments in Kitchener Terrace for a sixth form annexe, the curriculum itself had not altered dramatically, apart from the development in the science field, started during the mid forties, for all children. In the year the school changed to the comprehensive system, the curriculum had to alter to cater for all the children of the area and so it was in 1974/75 that the interviewees noticed such things as the latin room changing to a typing room; typing being a recognised, deficiency subject mentioned by the 1944 pupils. Latin was maintained by the school in the curriculum, but it was seen necessary to introduce new, more pertinent subjects, such as business studies, typing, to cater for the needs of

the comprehensive system and the children's place in society. The careers advice in 1974 had a strong resemblance to that of 1944, in that pupils were advised to take some form of full-time further education upon leaving the school namely university, however by 1974 it had changed from persuading pupils into teaching as a career, to broadening their expectations. A major difference was that in 1944 the punishments were physically severe but by 1974 they had relaxed a great deal, with a much more understanding and liberal atmosphere. Between 1944 and 1974, the staff at the school were highly academic, with in the main very academic, teaching methods, however with the introduction of the comprehensive system, the staff then had to accept a standard of pupil ability that they had never previously encountered at that school - the low ability child, the remedial child. A major rethink and restructure of the teaching methods to deal with these children would inevitably be necessary. However, because of the merger and the retention of the Croft/Central staff, the school did gain staff who had experience of educating such children.

The change to a fully, comprehensive system, operating under one roof, was not a rapid transition, in fact it did not occur wholly until September 1986. The school did operate a comprehensive system on a split-site in 1974 but it was not until the demolition of Central School in 1975 and some reorganisation that Springfield Comprehensive settled down to operating on a split-site, with years one and two at Croft Terrace and the rest at the main building.

Chapter Six

The Enduring Issues. (1944 to the present day)

Throughout the study the reasons for the change of this Jarrow school, between the years 1944 to 1974, have emerged not only from the historical documents and texts but more importantly from case studies of past pupils who attended during the years under review. The study is not meant to be a microcosm of the national, education picture, although there are certain comparative aspects which become obvious. Statistical analysis is not an important feature, rather the pupils of the school and their views proved a mine of information revealing crucial evidence of the feelings and ideas of when the school changed. Thus, although evidence can be gleaned from texts, the people who actually lived through that era have given to the study that personal point of view that existed at that moment.

The development of the school came about because of two main influences: that of the internal organisation of the school inclusive of staff and pupils and that of the external influences ranging from the local community and its inhabitants to National Government. These pressures, which have led to Jarrow Grammar's change, appear to be an enmeshed system, as it is difficult to separate any one influence in order to single it out as the cause of change; they are interrelating factors affecting one another. Each influence has something to offer within the working system and wants something in return; a symbiotic relationship therefore exists. For example, industry pays taxes to Government which in turn wants a workforce

with a certain technical vocational education, which Government requires the schools to produce.

The most important of all the factors is the people of Jarrow, who have a strong effect upon local affairs. The Jarrovian people have strong traditions which are based upon their past, parochial, historical background. A powerful representative force of this is St. Paul's Church, which is a proud, focal point, being part of the Jarrow Monastery which was founded in AD 681 by Benedict Biscop, who received a grant of land from King Egfrid. It became one of the most important centres of learning in Northern Europe at the time of the Venerable Bede. The church still remains intact, as a functioning church, although in the midst of oil storage tanks, it is nevertheless a nucleus of influence upon the town. The Jarrovians are proud of their past high reputation in shipbuilding and engineering, 'turning them out by the mile and cutting them off at the required lengths'. In 1851, Charles Mark Palmer set up a shipyard at Jarrow and solved the problems of mass transportation of coal to the London markets with his screw-propelled steam ships. He expanded rapidly and prospered, enabling the town to grow and develop alongside the works. And of course there is also the impact of the Jarrow March, which started on 5th October 1936, as an appeal from the town of Jarrow to Parliament to assist them to overcome the drastic unemployment situation of the Depression. They all bear a relevance in the lives of the Jarrovians and their attitude that has built up over the years. Indeed, the attitude of the people in the community has played a very important part in the development of the area and has directly affected the school. It is apparent from such media coverage as the amalgamation of the schools with the proposed closure of West Simonside Comprehensive

in 1971, that the people strongly voiced their opinions in disagreement and won their battle, at any rate for a fairly, lengthy period of time (1986 before the closure). Decision making from local governmental bodies was not halted but the people were appeased and a different path to the same end had to be taken, so that West Simonside Comprehensive was not closed to form a 3 school comprehensive in Jarrow. The Jarrovian people have shown a willingness to take on bureaucracy when they think that it will be detrimental to their community. The local people fought to eliminate the 11+ system in their area and they fought to attain a comprehensive; previously they had fought to achieve a larger intake to the grammar school, as it catered for only a minority, sometimes less than 10% of the school population of the area. It is thus, demonstrative that the people in the Jarrow area are very verbal in their desires, as is apparent from the correspondence which appears in the local papers.

Upon an initial examination of Jarrow, it would appear on the surface, that Jarrow is at the forefront for new developments but on closer examination it becomes apparent that local government acts only when absolutely satisfied that this is a 'good' scheme and will definitely be of benefit to the local community. For instance, Jarrow is a forerunner of technology with the Tyne Tunnel but considering there had been various plans drawn up for a permanent crossing of the river for over 150 years they did not accept the idea by rushing into anything. After the war, Jarrow appears to have quickly adopted new ideas such as the trading estate, the new shopping complex, new flats, in fact devastating the town to create a new and better Jarrow but this was proposed during the Depression of the thirties to put life back into, 'the town that was murdered', and the council were coming under much pressure to do something just before the war. The

demands of the people after the war had to be met for their return, so that the town could, 'rise like a phoenix from the ashes' of the Depression of the thirties.

Other external influences have brought about change in the school, through their allocating of resources. Local government and the local Education Authority have played an important role in changing Jarrow Grammar. They have instructions from Government and bring down restrictions and suggestions with resources upon the school to enforce the changes that are deemed necessary. Although the local feeling determines the duration of time that these occurrences are brought about, Government oversees and is in charge of all major change. For instance, the 1944 Education Act brought about much change in Jarrow Grammar seeing science teaching as a necessary facet in the curriculum and instigating the comprehensive system. The Jarrow, Local Education Authority does not immediately act upon Government suggestions but instead assesses the effects upon the system which is in operation at the school. If there is advantage to be gained, without significant disruption, then over a period of time they appear to start to act upon these ideas handed down over a number of years. Immediate response is therefore often merely verbal; actual change does not come into being for some time. Change often comes about from the L.E.A. through a series of minor alterations to the system so that major disruption is avoided and continuity is maintained. For instance, the comprehensive system was not immediately imposed when it was first suggested by Government. The L.E.A. were given a series of options of which the multilateral scheme seemed the least disruptive move towards complete readjustment in the future. The scheme was first introduced in 1963

but later it was seen as a purely intermediary stage leading up to the introduction of a comprehensive system on one site. The changes up until 1974 had minor effects on the school, then in 1974 the major change took place immediately. After this there was a period of readjustment which included Springfield operating a split three site school before the comprehensive system could be situated on one site.

In the sixties, when finance was more available from Government, the Mid-Tyne Authority at Jarrow took the opportunity to use this allowance for a building programme hence West Simonside (1964) and Hedworthfield (1963) were built and Springfield having just received a large extension was allotted more staff to expand their intake. It was during this period that the L.E.A. started to draw up plans for going fully comprehensive, which was to involve the closure of certain schools and the extension of others to an 8-form entry. This plan submitted to Government proved unacceptable not only to them but also to the local populace and staff of the Jarrow schools.

The surrounding environment of the schools has played its part in the alteration of the Jarrow area and was when first built seen as a school of major importance, serving to replace the Higher-Grade. Its purpose was to educate children as teachers or to send them to university. The main industry at the inception of the school was shipbuilding; after the second world war, light industries came to the fore. By 1974, light industries and service industries were the predominant feature of the area. After the second world war, the school's purpose, as well as the construction of the community, was vastly changed. The people were searching for a brighter future and in order to bring them back into the area, a twenty year development plan between the years 1954 and 1974 was started. The whole of Jarrow

was almost demolished and a new Jarrow was built up. The new shopping complex was started and many schools in the area, of less importance to the Grammar, were closed, demolished or eventually amalgamated. Springfield was still central in the Jarrow area and still seen by the people as a centrally, important school. It had room to expand, having land around its periphery and along with the Jarrow area it was remodelled to suit the area and its needs, to serve the people. The redevelopment plan, spanning twenty years for the area, was completed in 1974 and it was also in this year when a definite comprehensive system in Springfield Secondary School was under completion, even though it had some time to progress fully as a, 'one site complex'. The development plan for the Jarrow area took Springfield Comprehensive into its plans, so that it remained as the most single, important school in the area and became one of the largest schools catering for the Jarrow population. It was obvious, under a comprehensive system that parents would see Springfield Comprehensive (previously Grammar) as the most prestigious school for their child and that there would be less aggravation to the system if this was the chosen school for all Jarrow children to attend.

Internally, the school organisation changed dramatically over the thirty year period of study. In 1944, the school had a system whose aim was to produce candidates of university potential or certainly to procreate the teaching profession. The headmaster, Mr. C. N. Robinson, was arts biased and hence the curriculum in 1944 leant heavily towards the arts. Children who showed less academic ability and perhaps an inclination towards the sciences attended Central school, a school which had a lower ethos than Jarrow Grammar, because of its bias towards commercial life and industry. After the



war, sciences throughout the country started to play a more important part and therefore to fill this need, science teachers were recruited into Jarrow Grammar; they were young and complemented the system in that they were interested in the extra-curricular subjects also, which had always been regarded as an important feature of the running of the Grammar School. And so the Grammar School saw technical subjects as more significant to the curriculum development. This was a small but important harbinger of what was to come. In the sixties vocational teaching achieved even greater importance as the industry in the country was expanding and demanding a more technically skilled workforce. The late, 'swinging sixties' appeared to play a role in Jarrow Grammar's development because it was at this time that the school started to acquire many young staff who no longer taught in the old, traditional fashion. They brought in new ideas and catered not only for those pupils who followed a university career but also started to take an interest in the children interested in taking up a vocation upon leaving school. In the seventies the school underwent a further internal progression, when a new headmaster, Mr. W. R. Porteous, took over, who was a science man, and thus created even more esteem in the science subjects, whilst maintaining the high standards in the arts. It was also at this time that the most dramatic change in the school came about. The parents in the area had wanted equal opportunity for their children and so to meet these needs, the school became comprehensive and introduced a lower ability child with teachers capable of teaching this type of child becoming part of the staff at the school.

The external and internal forces affecting the school are often seen as being in conflict however they are very much interlocked and often have the same ultimate goal though tackling it in different

ways. In fact, in the majority of cases both parties are complementary in the product they seek - the educated adolescent. Throughout its life the school has interacted with its community. The interactions have taken many forms over the years. There was Palmer's fund for the production of university graduates educated in connection with shipbuilding; Mr. C. N. Robinson, headmaster, with his interest in politics and his association with the Jarrow March and the local labour party; the ex-pupils who became national figures in politics such as Sir Fergus Montgomery, M.P., John Cunningham, M.P., Councillor Stephen Hepburn, religious figures such as Noel Swinburne, Kenneth Tibbo, Frank Wappat, athletes such as Steve Cram and media figures such as Tom Kilgour and Alan Price. Local dignitaries feature in the school's life to a large extent; many of them were educated there and proudly return to speak at special occasions; other dignitaries make appearances to revel in the high level of achievement.

The evidence for the interaction between the school and the community is taken from the interviews with ex-pupils in 1944 and 1974, and trends become apparent when taking the interviews as a whole and not as individual cases. The output product of the school is the educated pupil and in 1944 the input into the community from the school was of an intellectual nature with a significant number of them going into the professions. The majority of ex-pupils from 1944 had fond reminiscences of the school as being highly successful but in quite a few areas recommended change: for example, discipline was in some minds too repressive, science subjects lacking for girls with only Botany on the curriculum, a 'sink or swim', attitude for some who felt that only the most intellectual pupils were catered for and made to feel important, and careers guidance practically non-existent,

three courses being open to them namely teaching, clerical work or university. With the thirties Depression and the war behind them the future looked bright and the 1944 pupils determined to do well in education. They were, 'the cream'; of a large area and as such had a high level of opportunity and so even with low resources and wartime deprivations they proceeded to achieve highly. The people at that time sought a good future with prospects because expectations were high.

By 1974 the school had changed dramatically, taking into effect most of the changes that were deemed necessary back in 1944. Science had become one of the major subjects on the timetable, even the headmaster was now science-orientated compared to the Arts man of 1944. Girls, as well as boys had the opportunity in this subject. Discipline was still strong but not repressive in its enforcement. The staff were aware of pupils who were not as academically successful as others. All this was a move towards the better. However, the pupils of 1974 all stressed how they felt subjected to somewhat of a decline from the traditions they were used to, once the Central and Croft pupils began attending their school. They felt it was in fact a step-down for the grammar school (which they held in high regard) once their school had joined with the secondary moderns in the area. For the minority of the population, those already in grammar school education, there seemed to be a downward trend to serve the needs of the majority, who had demanded equality and saw the introduction of the comprehensive system as satisfying this desire. Under the multilateral system, 'the cream', at Springfield had still thought of themselves as a separate entity but now they had to co-exist with pupils of lower ability and this change, although no doubt

increasing prestige for those from the neighbouring secondary schools, appeared to decrease prestige for those in Springfield. The picture ahead for all the pupils in 1974 economically was looking grey, with economic recession appearing on the horizon. The pupils' aspirations had altered and many expressed the feeling that the school still had little careers guidance for them and that it was even more essential as the school now served a greater demand towards vocations than it had done back in 1944 when it then only catered for three main outlets. The product of Springfield in 1974, from the evidence of the interviewees, was not as socially progressive as it had been in 1944; none of those interviewed from 1944 were below a class 2⁽¹⁾ but from those interviewed from 1974 there was the introduction of a large group of class 3⁽¹⁾ (making up the largest social group). This appears from the interviews to be due to many factors of change: the pupils' aspirations were not as high because of the economic situation and because in their minds the grammar school was losing prestige; the idea of the seventies was the acquiring of possessions and getting a good job; they were lowering their ideals in order to progress economically by getting a job/career as soon as possible and the opportunity of Further Education, part-time (thus - hedging their bets).

The pupils felt this way but what made the school produce this sort of pupil, that had these lower aspirations? This especially was to be answered as all the 1974 interviewees were Springfield selected pupils and not transferred from Croft or Central, thus they were the, 'cream', of the Jarrow area and hence given all the opportunities

(1) Socio-economic classifications. General Census 1951/1971.

necessary to attain advancement. One factor affecting the change in atmosphere within the school is that the catchment area had narrowed vastly from 1944: in 1944 only the best of a vast area taken in from Felling to Whitburn gained entry but in 1974 the intake was limited to only the Jarrow and part of the Hebburn area. In 1944 there was the restriction of places for pupils due to the limited size of the school but by 1974 the school had enlarged greatly to provide for far more pupils. Therefore, although entry up to 1974 was still gained via a selection process to only take the 'cream' of their now narrower catchment area, the 'cream' would not be as elite as it had been. By 1974, the school had changed in the type of pupil that it was producing, not only because of its catchment area decreasing and its size increasing but also because ultimately its product is determined by what the people desire. The majority of peoples' desires, at this time, was not aimed towards an intellectual elite, instead they were rapidly moving toward equality with a comprehensive system, which was being introduced via the multilateral scheme. Although the needs of the pupils had become more diverse than in 1944, with a smaller catchment area and more pupils attaining a position at the school, the level of teaching ability should have counteracted any deficiencies in the children. The teachers in 1974 had teacher training as opposed to those in 1944 who, 'knew their subject very well but could not teach it'.

One of the more important aspects of this study has been the relationship between ex-pupils and educational progression, in that they appear to play a two-part role: firstly internally as the pupil on the receiving end of the educational system having minimal effect upon change, then secondly externally when they become part of the

community possibly becoming one of the decision-makers in the educational field. For example, Mr. W. R. Porteous, who was a pupil in 1944 becoming the headmaster of 1974, Stephen Hepburn a pupil in 1974 becoming a local councillor and governor of Springfield in the eighties, E. Armstrong (nee Rutherford)/E. Jessiman (nee Blake) pupils of 1944 teaching at Springfield in 1974 (the latter having an influence upon Remedial Education). The pupils' impressions of the school are important in that those impressions have led to change once they have become part of the community and gained enough status to influence development either from a distance or by returning and changing the school from within. Examples of this can be cited such as: John Cunningham, a pupil who became part of the staff and then an M.P., Sir Fergus Montgomery a pupil who became an M.P., Neil McArdle, Denise Lane, Mary Armstrong, Derek Minto etc. all pupils who returned as staff and so became part of the internal influence upon development of the school. Even the school secretary, B. Bolam, from the forties, became an external and internal source of influence in that in 1974 she returned to become Head of the Remedial Department and also became a local councillor. This demonstrates the enmeshed system of forces governing the development of the school as being interdependent.

All changes in schools are traceable back to the pupils who have seen deficiencies in the system, and determine to correct them once they have acquired standing in society. This is a self-perpetuating, closed-loop, system of society and education.

APPENDICES - CHAPTER 1

APPENDIX A

BOROUGH OF JARROW : ANNUAL REPORTS OF HEALTH
DEPARTMENT. 1921-1939. (UNEMPLOYMENT FIGURES).

Unemployment in Jarrow: 1921 - 1939

	Men	Women	Boys	Girls	Total
1921	3,715	318	96	51	4,180
1922	3,928	203	101	95	4,327
1923	3,864	187	81	137	4,269
1924	3,848	166	72	101	4,187
1925	4,264	101	187	63	4,615
1926	4,592	119	149	87	4,947
1927	2,770	56	85	76	2,987
1928	2,963	72	97	101	3,233
1929	2,798	231	123	93	3,245
1930	3,239	193	110	101	3,643
1931	5,877	255	330	141	6,603
1932	5,974	256	364	199	6,793
1933	6,469	192	380	137	7,178
1934	5,643	147	509	163	6,462
1935	5,153	141	499	260	6,053
1936	3,407	100	298	260	4,065
1937	3,094	115	283	292	3,784
1938	2,544	175	194	230	3,143
1939	1,744	265	102	231	2,342

(From Borough of Jarrow: Annual Reports of Health Department

(1921 - 1939).)

APPENDICES - CHAPTER 4

APPENDIX A

OUTLINE SKETCHES OF BIOGRAPHIES

1944 AND 1974 EX-PUPILS

1944 BIOGRAPHIES

JARROW GRAMMAR

1944

NAME: ELSIE ARMSTRONG (nee RUTHERFORD)

D.O.B.: 27.2.31

ADDRESS: (1944) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1942 - JULY 1949

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. HIGHERS

FURTHER EDUCATION: TEACHER TRAINING COLLEGE, WARRINGTON

OCCUPATION: TEACHER rtd.

PARENTS' SCHOOL: FATHER : HIGHER-GRADE, JARROW

PARENTS' OCCUPATIONS: FATHER : COALTRIMMER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS. BOTH J.GRAMMAR

BROTHERS'/SISTERS' OCCUPATIONS: COLLEGE LECTURER
CIVIL SERVICE rtd.

JARROW GRAMMAR

1944

NAME: ALAN WILFRED GRIEVES

D.O.B.: 31.7.30

ADDRESS: (1944) JARROW
(1986) HEDWORTH

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1941 - JULY 1945

QUALIFICATIONS GAINED AT J.G.R.: NONE

FURTHER EDUCATION: N/A

OCCUPATION: PROPRIETOR OF BUTCHER'S SHOP

PARENTS' SCHOOLS: FATHER : HIGHER-GRADE, JARROW
MOTHER : " " "

PARENTS' OCCUPATIONS: FATHER : PROPRIETOR OF BUTCHER'S SHOP
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS - CENTRAL, JARROW
NEWCASTLE

BROTHERS'/SISTERS' OCCUPATIONS: BUTCHER
AMBULANCE DRIVER

JARROW GRAMMAR

1944

NAME: MARGARET HARRISON (nee YOUNGHUSBAND)

D.O.B.: 3.8.32

ADDRESS: (1944) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1944 - JULY 1950

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: ST. HILDS, DURHAM - TEACHER TRAINING

OCCUPATION: TEACHER rtd.

PARENTS' SCHOOLS: FATHER : HIGHER GRADE, JARROW
MOTHER : " " "

PARENTS' OCCUPATIONS: FATHER : WOODMACHINIST
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: NONE

BROTHERS'/SISTERS' OCCUPATIONS: N/A

JARROW GRAMMAR

1944

NAME: JAMES RANDAL HUDSON

D.O.B.: 3.9.28

ADDRESS: (1944) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1940 - JULY 1947

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: NEWCASTLE DENTAL SCHOOL - KING'S COLLEGE,
UNIVERSITY OF DURHAM

OCCUPATION: DENTAL SURGEON

PARENTS' SCHOOLS: FATHER : HIGHER-GRADE, JARROW
MOTHER : S/SHIELDS

PARENTS' OCCUPATIONS: FATHER : MANAGER (TAILORING)
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOL: 1 BROTHER - J.SEC/GR. SCHOOL
1 SISTER - " " "

BROTHERS'/SISTERS' OCCUPATIONS: COOP
TEACHER

JARROW GRAMMAR

1944

NAME: EDITH JESSIMAN (nee BLAKE)

D.O.B.: 23.3.28

ADDRESS: (1944) HEBBURN
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: HEBBURN QUAY JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1939 - JULY 1944

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT.

FURTHER EDUCATION: NEWCASTLE TEACHER TRAINING COLLEGE

OCCUPATION: TEACHER rtd.

PARENTS' SCHOOLS: FATHER : WHITLEY BAY
MOTHER : HEBBURN

PARENTS' OCCUPATIONS: FATHER : FITTER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: BROTHER : CENTRAL
BROTHER/COUSIN : CLEGWELL

BROTHERS'/SISTERS' OCCUPATIONS: ELECTRICAL ENGINEER
ENGINEER

JARROW GRAMMAR

1944

NAME: NOREEN KILGOUR (nee ROBSON)

D.O.B.: 17.9.27

ADDRESS: (1944) HEBBURN
(1986) LOW FELL

JUNIOR SCHOOL ATTENDED: HEBBURN COLLIERY JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1939 - JULY 1944

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: -

OCCUPATION: DAIRY BACTERIOLOGIST

PARENTS' SCHOOLS: FATHER : JARROW
MOTHER : "

PARENTS' OCCUPATIONS: FATHER : SERVICE ENGINEER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS - CLEGWELL
CENTRAL

BROTHERS'/SISTERS' OCCUPATIONS: TEACHER
POLICEMAN

JARROW GRAMMAR

1944

NAME: THOMAS MADDISON KILGOUR

D.O.B.: 4.9.29

ADDRESS: (1944) JARROW
(1986) LOW FELL

JUNIOR SCHOOL ATTENDED: GRANGE INFANTS & JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1941 - JULY 1947

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)
HIGHERS

FURTHER EDUCATION: R.A.D.A.

OCCUPATION: BROADCASTER/JOURNALIST

PARENTS' SCHOOLS: FATHER : CENTRAL
MOTHER : CROFT TERRACE

PARENTS' OCCUPATIONS: FATHER : DRAWING OFFICE CLERK
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 1 BROTHER - J.G.R. SCHOOL

BROTHERS'/SISTERS' OCCUPATIONS: ACCOUNTANT

JARROW GRAMMAR

1944

NAME: ARTHUR ALEXANDER MAIN

D.O.B.: 18.12.31

ADDRESS: (1944) JARROW
(1986) CLEADON VILLAGE

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1943 - JULY 1947

QUALIFICATIONS GAINED AT J.G.R.: NONE

FURTHER EDUCATION: RUTHERFORD COLLEGE OF TECHNOLOGY (NEWCASTLE POLY)

OCCUPATION: CIVIL ENGINEER - ASSISTANT DIRECTOR OF ENGINEERING, S/LAND.

PARENTS' SCHOOLS: FATHER : S/SHIELDS
MOTHER : -

PARENTS' OCCUPATIONS: FATHER : SUPERINTENDANT ELECTRICAL FITTER
MOTHER : PROPRIETOR OF A WOOL SHOP

BROTHERS'/SISTERS' SCHOOLS: NONE

BROTHERS'/SISTERS' OCCUPATIONS: N/A

JARROW GRAMMAR

1944

NAME: PAULINE MARY MAIN (nee McLEOD)

D.O.B.: 4.9.29

ADDRESS: (1944) HEBBURN
(1986) CLEADON VILLAGE

JUNIOR SCHOOL ATTENDED: HEBBURN NEW TOWN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1941 - JULY 1948

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT.

FURTHER EDUCATION: NEVILLES CROSS - TEACHER'S CERT.

OCCUPATION: TEACHER ADVISOR

PARENTS' SCHOOLS: FATHER : HEBBURN NEW TOWN
MOTHER : " " "

PARENTS' OCCUPATIONS: FATHER : FOREMAN
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: NONE

BROTHERS'/SISTERS' OCCUPATIONS: N/A

JARROW GRAMMAR

1944

NAME: BARBARA McALLISTER (nee WALTON)

D.O.B.: 10.3.32

ADDRESS: (1944) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1942 - JULY 1950

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: KENTON LODGE, NEWCASTLE - TEACHER TRAINING

OCCUPATION: TEACHER

PARENTS' SCHOOLS: FATHER : ALDERMAN WOOD GRAMMAR, STANLEY
MOTHER : STOCKTON

PARENTS' OCCUPATIONS: FATHER : POLICEMAN
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS - CROFT TERRACE
WHITBURN SEC.

BROTHERS'/SISTERS' OCCUPATIONS: ELECTRICAL ENGINEER
FITTER

JARROW GRAMMAR

1944

NAME: MARION MILNE (nee BLACK)

D.O.B.: 5.10.32

ADDRESS: (1944) HEBBURN
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: HEBBURN QUAY JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1944 - JULY 1949

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT.

FURTHER EDUCATION: NEWCASTLE TEACHER TRAINING COLLEGE

OCCUPATION: TEACHER FOR THE DEAF

PARENTS' SCHOOLS: FATHER : QUAY SCHOOL, HEBBURN
MOTHER : ST. ALYSIOUS

PARENTS' OCCUPATIONS: FATHER : SHIPYARD CAULKER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 SISTERS - BOTH CLEGWELL

BROTHERS'/SISTERS' OCCUPATIONS: NURSERY NURSE
SHORTHAND TYPIST

JARROW GRAMMAR

1944

NAME: WILLIAM RAINNIE PORTEOUS

D.O.B.: 20.6.31

ADDRESS: (1944) JARROW
(1986) PONTELAND

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1942 - JULY 1949

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT.
HIGHERS

FURTHER EDUCATION: KINGS COLLEGE, NEWCASTLE. B.Sc.
" " " Dip.Ed.
" " " M.Sc.

OCCUPATION: HEADMASTER

PARENTS' SCHOOLS:

PARENTS' OCCUPATIONS: FATHER : PROPRIETOR OF GROCER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 1 BROTHER - J.GRAMMAR

BROTHERS'/SISTERS' OCCUPATIONS: CHAIRMAN OF YORKSHIRE ELECTRIC BOARD

JARROW GRAMMAR

1944

NAME: NORMA EDITH REED

D.O.B.: 19.9.30

ADDRESS: (1944) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1942 - JULY 1948

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: NOTTINGHAMSHIRE TEACHER TRAINING COLLEGE

OCCUPATION: TEACHER rtd.

PARENTS' SCHOOLS: FATHER : PORTSMOUTH
MOTHER : GATESHEAD SCHOOL

PARENTS' OCCUPATIONS: FATHER : DESIGNER OF ELECTRICAL MACHINERY
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: BROTHER : J.G.R. SCHOOL

BROTHERS'/SISTERS' OCCUPATIONS: ELECTRICAL ENGINEER

JARROW GRAMMAR

1944

NAME: ELSIE PARK STOREY (nee McNEE)

D.O.B.: 7.3.32

ADDRESS: (1944) HEBBURN
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: HEBBURN NEW TOWN JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1943 - JULY 1948

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT. (WITH METRICULATION)

FURTHER EDUCATION: NEWCASTLE COLLEGE - TEACHER TRAINING

OCCUPATION: TEACHER rtd.

PARENTS' SCHOOLS: FATHER :
MOTHER :

PARENTS' OCCUPATIONS: FATHER : WELDER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: NONE

BROTHERS'/SISTERS' OCCUPATIONS: N/A

JARROW GRAMMAR

1944

NAME: FRANK WAPPATT

D.O.B.: 17.2.30

ADDRESS: (1944) HEBBURN
(1986) NORTH SHIELDS

JUNIOR SCHOOL ATTENDED: HEBBURN COLLIERY JUNIORS

DATES ATTENDED J.G.R.: SEPT. 1941 - JULY 1946

QUALIFICATIONS GAINED AT J.G.R.: NONE

FURTHER EDUCATION: NONE

OCCUPATION: PROFESSIONAL BROADCASTER AND MINISTER OF RELIGION

PARENTS' SCHOOLS: FATHER : HEBBURN COLLIERY ELEMENTARY
MOTHER : ST. OSWALD'S SCHOOL

PARENTS' OCCUPATIONS: FATHER : LABOURER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: BROTHER : CLEGWELL

BROTHERS'/SISTERS' OCCUPATIONS: TRAIN DRIVER

JARROW GRAMMAR

1944

NAME: PHILIP ERIC WOODHOUSE

D.O.B.: 26.11.31

ADDRESS: (1944) JARROW
(1986) EAST BOLDON

JUNIOR SCHOOL ATTENDED: CROFT TERRACE

DATES ATTENDED J.G.R.: SEPT. 1942 - JULY 1949

QUALIFICATIONS GAINED AT J.G.R.: SCHOOL CERT.

FURTHER EDUCATION: LEEDS TEACHER TRAINING COLLEGE
SUNDERLAND POLYTECHNIC - B.ED.

OCCUPATION: HEADMASTER

PARENTS' SCHOOLS: FATHER : DUNN STREET SCHOOL, JARROW
MOTHER : HIGHER GRADE, JARROW

PARENTS' OCCUPATIONS: FATHER : PUBLICAN
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 1 BROTHER - CENTRAL

BROTHERS'/SISTERS' OCCUPATIONS: TEACHER

1974 BIOGRAPHIES

SPRINGFIELD COMPREHENSIVE

1974

NAME: VIVIENNE ELIZABETH ANSON (nee HARRISON)

D.O.B.: 5.7.57

ADDRESS: (1974) JARROW
(1986) WEST DENTON

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED SP.: SEPT. 1968 - JULY 1975

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
2 'A' LEVELS
C.P.A. (Arith)

FURTHER EDUCATION: NEWCASTLE POLY. - POST 'A' LEVEL SEC. DIPLOMA
- SHORTHAND/TYPING DIPLOMAS

OCCUPATION: ESTATE OFFICER IN HOUSING DEPT.

PARENTS' SCHOOLS: FATHER : JARROW SEC.
MOTHER : CLEGWELL

PARENTS' OCCUPATIONS: FATHER : MARINE FITTER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 SISTERS - SPRINGFIELD COMP.
" "

BROTHERS'/SISTERS' OCCUPATIONS: POLICEWOMAN
CLERK (D.H.S.S.)

SPRINGFIELD COMPREHENSIVE

1974

NAME: CHRISTINE CHAPMAN

D.O.B.: 7.5.62

ADDRESS: (1974) HEBBURN
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: HEBBURN NEW TOWN

DATES ATTENDED SP.: SEPT. 1973 - JULY 1980

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS

FURTHER EDUCATION: ABERDEEN UNIVERSITY - M.A.

OCCUPATION: TEACHER

PARENTS' SCHOOLS: FATHER : J. GRAMMAR
MOTHER : J. GRAMMAR

PARENTS' OCCUPATIONS: FATHER : TEACHER
MOTHER : TEACHER

BROTHERS'/SISTERS' SCHOOLS: BROTHER - R.G.S., NEWCASTLE

BROTHERS'/SISTERS' OCCUPATION: NEWCASTLE UNIVERSITY (STUDYING)

SPRINGFIELD COMPREHENSIVE

1974

NAME: KAREN ANNE CRAM (nee WATERS)

D.O.B.: 13.1.61

ADDRESS: (1974) BILL QUAY, HEBBURN
(1986) DINNINGTON

JUNIOR SCHOOL ATTENDED: HEDWORTH LANE, BOLDON COLLIERY

DATES ATTENDED SP.: SEPT. 1972 - JULY 1979

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
2 'A' LEVELS

FURTHER EDUCATION: LECEISTER POLY - (1YR) STUDIED ECONOMICS
ST. MARY'S COLLEGE, DURHAM - B.ED.
DURHAM UNIVERSITY - MSC.

OCCUPATION: SUPPLY TEACHER/PROPRIETOR OF A SHOP

PARENTS' SCHOOLS: FATHER : CLEGWELL
MOTHER : ST. ALYSIOUS

PARENTS' OCCUPATIONS: FATHER : ELECTRICIAN
MOTHER : SHOP MANAGERESS

BROTHERS'/SISTERS' SCHOOLS: BROTHER : HEDWORTH SEC. MODERN
SISTER : HEDWORTH GRANGE

BROTHERS'/SISTERS' OCCUPATIONS: BROTHER : ATTENDANT AT RECREATION CENTRE
SISTER : HOUSEWIFE

SPRINGFIELD COMPREHENSIVE

1974

NAME: STEPHEN CRAM

D.O.B.: 14.10.60

ADDRESS: (1974) HEBBURN
(1986) DINNINGTON

JUNIOR SCHOOL ATTENDED: TONER AVE., HEBBURN

DATES ATTENDED SP.: SEPT. 1972 - JULY 1979

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
1 'A' LEVEL

FURTHER EDUCATION: NEWCASTLE POLY - SPORTS STUDIES

OCCUPATION: SPORTS CONSULTANT (SELF-EMPLOYED)

PARENTS' SCHOOLS: FATHER : HOUGHTON SCHOOL, HETTON
MOTHER : GERMANY

PARENTS' OCCUPATIONS: FATHER : POLICEMAN
MOTHER : REYROLLES - FACTORY WORKER

BROTHERS'/SISTERS' SCHOOLS: BROTHER : SPRINGFIELD

BROTHERS'/SISTERS' OCCUPATIONS: RUNS A HOUSING COOPERATIVE

SPRINGFIELD COMPREHENSIVE

1974

NAME: BARBARA ANNE CREEDY (nee McALLISTER)

D.O.B.: 15.3.58

ADDRESS: (1974) JARROW
(1986) SOUTH GOSFORTH

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED SP.: SEPT. 1969 - JULY 1976

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS

FURTHER EDUCATION: NEWCASTLE UNIVERSITY - B.Sc. (Hons)

OCCUPATION: ADMINISTRATIVE/RESEARCH CHEMISTRY

PARENTS' SCHOOLS: FATHER :
MOTHER : JARROW GRAMMAR

PARENTS' OCCUPATIONS: FATHER : WORK STUDY ENGINEER/SALES REP.
MOTHER : TEACHER

BROTHERS'/SISTERS' SCHOOLS: NONE

BROTHERS'/SISTERS' OCCUPATIONS: N/A

SPRINGFIELD COMPREHENSIVE

1974

NAME: LESLEY DOUGLAS (nee FRENCH)

D.O.B.: 1.3.57

ADDRESS: (1974) HEBBURN
(1986) HEBBURN - EAST BOLDON

JUNIOR SCHOOL ATTENDED: HEBBURN QUAY

DATES ATTENDED SP.: SEPT. 1968 - JULY 1975

QUALIFICATIONS GAINED AT SP.: 7 'O' LEVELS
1 'A' LEVEL

FURTHER EDUCATION: NONE

OCCUPATION: LIBRARIAN - HOUSEWIFE

PARENTS' SCHOOLS: FATHER : CLEGWELL
MOTHER : "

PARENTS' OCCUPATIONS: FATHER : ELECTRICIAN
MOTHER : SALES OFFICE/FACTORY CLERK

BROTHERS'/SISTERS' SCHOOLS: SISTER : CLEGWELL

BROTHERS'/SISTERS' OCCUPATIONS: TEACHER

SPRINGFIELD COMPREHENSIVE

1974

NAME: BRENDA EDMONDS (nee LANDLEES)

D.O.B.: 29.7.61

ADDRESS: (1974) JARROW
(1986) FELLGATE

JUNIOR SCHOOL ATTENDED: SIMONSIDE JUNIORS

DATES ATTENDED SP.: SEPT. 1972 - JULY 1979

QUALIFICATIONS GAINED AT SP.: 8 'O' LEVELS

FURTHER EDUCATION: NONE

OCCUPATION: BANK CLERK

PARENTS' SCHOOLS: FATHER : ST. BEDES
MOTHER : CROFT

PARENTS' OCCUPATIONS: FATHER : TERMINAL OPERATOR
MOTHER : MACHINIST

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS : SPRINGFIELD COMP
" " " "

BROTHERS'/SISTERS' OCCUPATIONS: ESTATE AGENTS SURVEYOR
SCHOOLBOY

SPRINGFIELD COMPREHENSIVE

1974

NAME: DOROTHY HAIR (nee GRIMES)

D.O.B.: 24.7.57

ADDRESS: (1974) JARROW
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: VALLEY VIEW JUNIORS

DATES ATTENDED SP.: SEPT. 1969 - JULY 1975

QUALIFICATIONS GAINED AT SP.: 6 'O' LEVELS
1 'A' LEVEL

FURTHER EDUCATION: NONE

OCCUPATION: BANK CLERK

PARENTS' SCHOOLS: FATHER : CROFT TERRACE
MOTHER : CENTRAL

PARENTS' OCCUPATIONS: FATHER : SHEET METAL WORKER
MOTHER : TYPIST

BROTHERS'/SISTERS' SCHOOLS: 2 SISTERS - SPRINGFIELD COMP.
" "

BROTHERS'/SISTERS' OCCUPATIONS: TEACHER
NURSE TUTOR

SPRINGFIELD COMPREHENSIVE

1974

NAME: FREDERICK HENRY HEMMER

D.O.B.: 6.5.58

ADDRESS: (1974) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: ELLISON JUNIORS

DATES ATTENDED SP.: SEPT. 1969 - JULY 1976

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
1 'A' LEVEL

FURTHER EDUCATION: CULHAM COLLEGE, OXFORD - B.ED.
A.R.C.M.

OCCUPATION: TEACHER

PARENTS' SCHOOLS: FATHER : HAROLD STREET, JARROW
MOTHER : JARROW GRAMMAR

PARENTS' OCCUPATIONS: FATHER : MILK ROUNDSMAN
MOTHER : PART-TIME, FACTORY TRADING ESTATE THEN
LOCAL HOUSING AUTHORITY

BROTHERS'/SISTERS' SCHOOLS: 1 BROTHER : SPRINGFIELD COMP.
1 SISTER : " "

BROTHERS'/SISTERS' OCCUPATIONS: TELEPHONE ENGINEER
LIBRARY

SPRINGFIELD COMPREHENSIVE

1974

NAME: PAUL ALEXANDER HENDRY

D.O.B.: 12.11.59

ADDRESS: (1974) HEBBURN
(1986) HEBBURN

JUNIOR SCHOOL ATTENDED: HEBBURN NEW TOWN JUNIORS

DATES ATTENDED SP.: SEPT. 1971 - JULY 1978

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS

FURTHER EDUCATION: LONDON SCHOOL OF ECONOMICS - LAW DEGREE

OCCUPATION: LOSS ADJUSTER (INSURANCE)

PARENTS' SCHOOLS: FATHER : NEW TOWN
MOTHER : CENTRAL

PARENTS' OCCUPATIONS: FATHER : ELECTRICAL FITTER
MOTHER : PART-TIME, SHORTHAND TYPIST

BROTHERS'/SISTERS' SCHOOLS: BROTHER - CLEGWELL

BROTHERS'/SISTERS' OCCUPATIONS: STUDENT - NEWCASTLE POLY

SPRINGFIELD COMPREHENSIVE

1974

NAME: NEIL McARDLE

D.O.B.: 29.12.58

ADDRESS: (1974) FELLGATE
(1986) WARDLEY

JUNIOR SCHOOL ATTENDED: SIMONSIDE

DATES ATTENDED SP.: SEPT. 1970 - JULY 1977

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS

FURTHER EDUCATION: NEWCASTLE POLY - B.A. CERT. ED.

OCCUPATION: TEACHER

PARENTS' SCHOOLS: FATHER : JARROW
MOTHER : "

PARENTS' OCCUPATIONS: FATHER : SALES REP.
MOTHER : CLERK IN SALES DEPT.

BROTHERS'/SISTERS' SCHOOLS: BROTHER : SPRINGFIELD

BROTHERS'/SISTERS' OCCUPATIONS: ARCHITECT

SPRINGFIELD COMPREHENSIVE

1974

NAME: JASBIR SINGH SIDHU

D.O.B.: 14.10.60

ADDRESS: (1974) JARROW
(1986) JARROW

JUNIOR SCHOOL ATTENDED: WESTGATE HILL JUNIORS, NEWCASTLE

DATES ATTENDED SP.: MARCH 1973 - JULY 1979

QUALIFICATIONS GAINED AT SP.: 7 'O' LEVELS
2 'A' LEVELS

FURTHER EDUCATION: LANCHESTER POLY, COVENTRY. B.A.

OCCUPATION: PROPRIETOR/MANAGER OF VIDEO/GROCERY/OFF-LICENCE SHOP

PARENTS' SCHOOLS: FATHER : INDIA
MOTHER : "

PARENTS' OCCUPATIONS: FATHER : PROPRIETOR OF SHOP
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: SISTER - CENTRAL

BROTHERS'/SISTERS' OCCUPATIONS: SHOPKEEPER

SPRINGFIELD COMPREHENSIVE

1974

NAME: RHONA SIMPSON (nee STEPHENSON)

D.O.B.: 13.9.57

ADDRESS: (1974) HEBBURN
(1986) CRAMLINGTON

JUNIOR SCHOOL ATTENDED: HEBBURN NEW TOWN JUNIORS

DATES ATTENDED SP.: SEPT. 1969 - JULY 1976

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS

FURTHER EDUCATION: NEWCASTLE POLY - H.N.C.

OCCUPATION: LAB. TECHNICIAN

PARENTS' SCHOOLS: FATHER :
MOTHER :

PARENTS' OCCUPATIONS: FATHER : ELECTRICIAN
MOTHER : PERSONNEL ASSISTANT/TYPIST

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS : HEBBURN CLEGWELL
" "

BROTHERS'/SISTERS' OCCUPATIONS: FITTER
SALES ASSISTANT

SPRINGFIELD COMPREHENSIVE

1974

NAME: VALERIE STOCKER (nee MARTIN)

D.O.B.: 17.10.61

ADDRESS: (1974) JARROW
(1986) HEBDEN BRIDGE, W.YORKS.

JUNIOR SCHOOL ATTENDED: VALLEY VIEW JUNIORS

DATES ATTENDED SP.: SEPT. 1973 - JULY 1980

QUALIFICATIONS GAINED AT SP.: 9 'O' LEVELS
3 'A' LEVELS
1 'S' LEVEL

FURTHER EDUCATION: LANCASTER UNIVERSITY -
CHESTER COLLEGE OF LAW - LAW SOCIETY FINAL EXAM

OCCUPATION: SOLICITOR

PARENTS' SCHOOLS: FATHER : NORTH ROAD BOLDON COLLIERY
MOTHER : CROFT TERRACE

PARENTS' OCCUPATIONS: FATHER : MACHINE OPERATOR rtd.
MOTHER : CARETAKER

BROTHERS'/SISTERS' SCHOOLS: BROTHER : SPRINGFIELD COMP.

BROTHERS'/SISTERS' OCCUPATIONS: LOCAL GOVERNMENT

SPRINGFIELD COMPREHENSIVE

1974

NAME: ALAN WINDHAM

D.O.B.: 12.9.56

ADDRESS: (1974) JARROW
(1986) CRAMLINGTON

JUNIOR SCHOOL ATTENDED: BEDE BURN JUNIORS

DATES ATTENDED SP.: SEPT. 1967 - JULY 1975

QUALIFICATIONS GAINED AT SP.: 7 'O' LEVELS

FURTHER EDUCATION: NONE

OCCUPATION: CIVIL SERVANT

PARENTS' SCHOOLS: FATHER : CENTRAL
MOTHER : "

PARENTS' OCCUPATIONS: FATHER : MARINE FITTER
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 SISTERS - SPRINGFIELD COMP.
" " "
1 BROTHER - CENTRAL

BROTHERS'/SISTERS' OCCUPATIONS: TEACHER
- JUST LEFT SCHOOL
INSTRUMENT TECHNICIAN

SPRINGFIELD COMPREHENSIVE

1974

NAME: SHIRLEY WINDHAM (nee EDMONDS)

D.O.B.: 21.7.58

ADDRESS: (1974) JARROW
(1986) CRAMLINGTON

JUNIOR SCHOOL ATTENDED: VALLEY VIEW JUNIORS

DATES ATTENDED SP.: SEPT. 1969 - JULY 1976

QUALIFICATIONS GAINED AT SP.: 7 'O' LEVELS
2 'A' LEVELS

FURTHER EDUCATION: NONE

OCCUPATION: BANK CLERK

PARENTS' SCHOOLS: FATHER : CENTRAL
MOTHER : SCHOOL IN READING

PARENTS' OCCUPATIONS: FATHER : ELECTRICAL DRAUGHTSMAN
MOTHER : HOUSEWIFE

BROTHERS'/SISTERS' SCHOOLS: 2 BROTHERS ; SPRINGFIELD COMP.
" " "

BROTHERS'/SISTERS' OCCUPATIONS: SHOP RETAIL MANAGER
- SCHOOLBOY

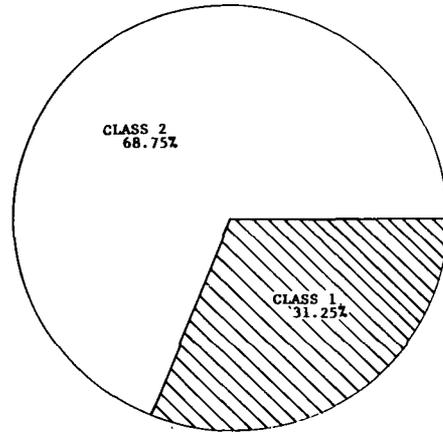
APPENDIX B

PIE CHARTS SHOWING FATHERS' / PUPILS'

SOCIO-ECONOMIC CLASSIFICATIONS

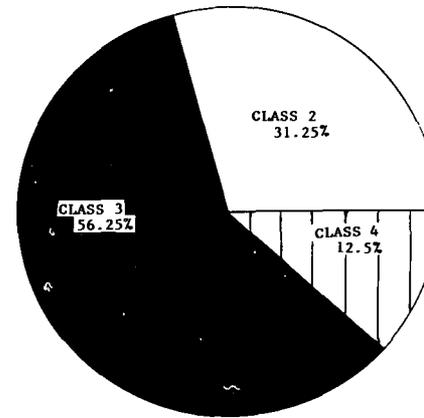
1944 AND 1974

PUPILS SOCIO-ECONOMIC CLASS

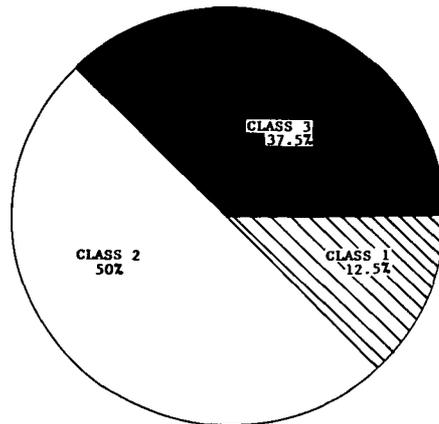


1944

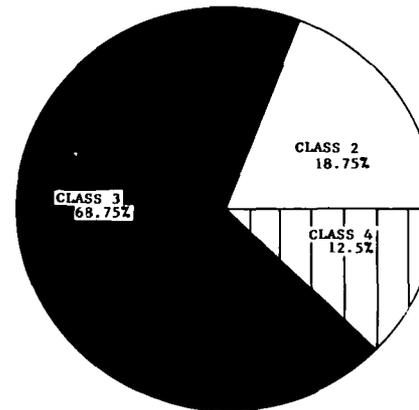
FATHERS' SOCIO-ECONOMIC CLASS



1944



1974



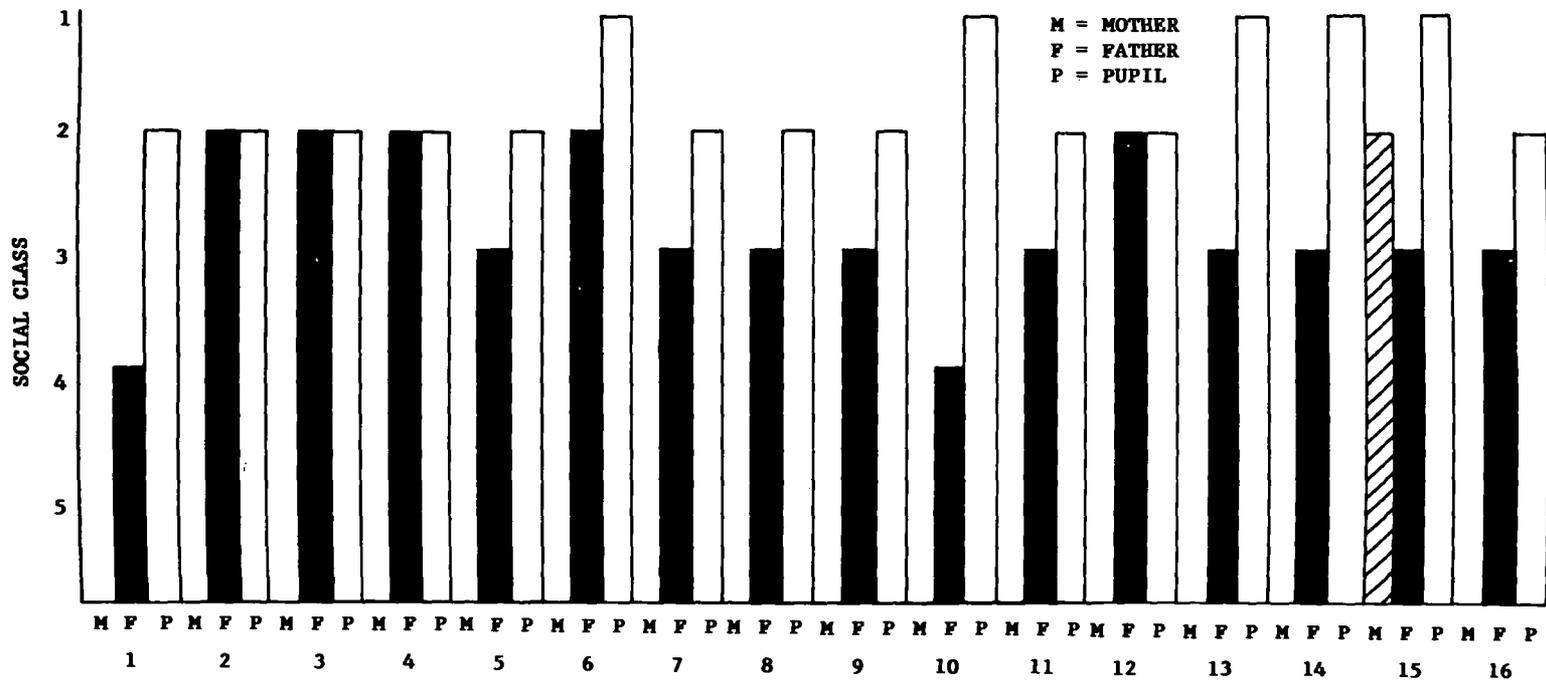
1974

APPENDIX C

HISTOGRAMS SHOWING SOCIO-ECONOMIC GROUPS

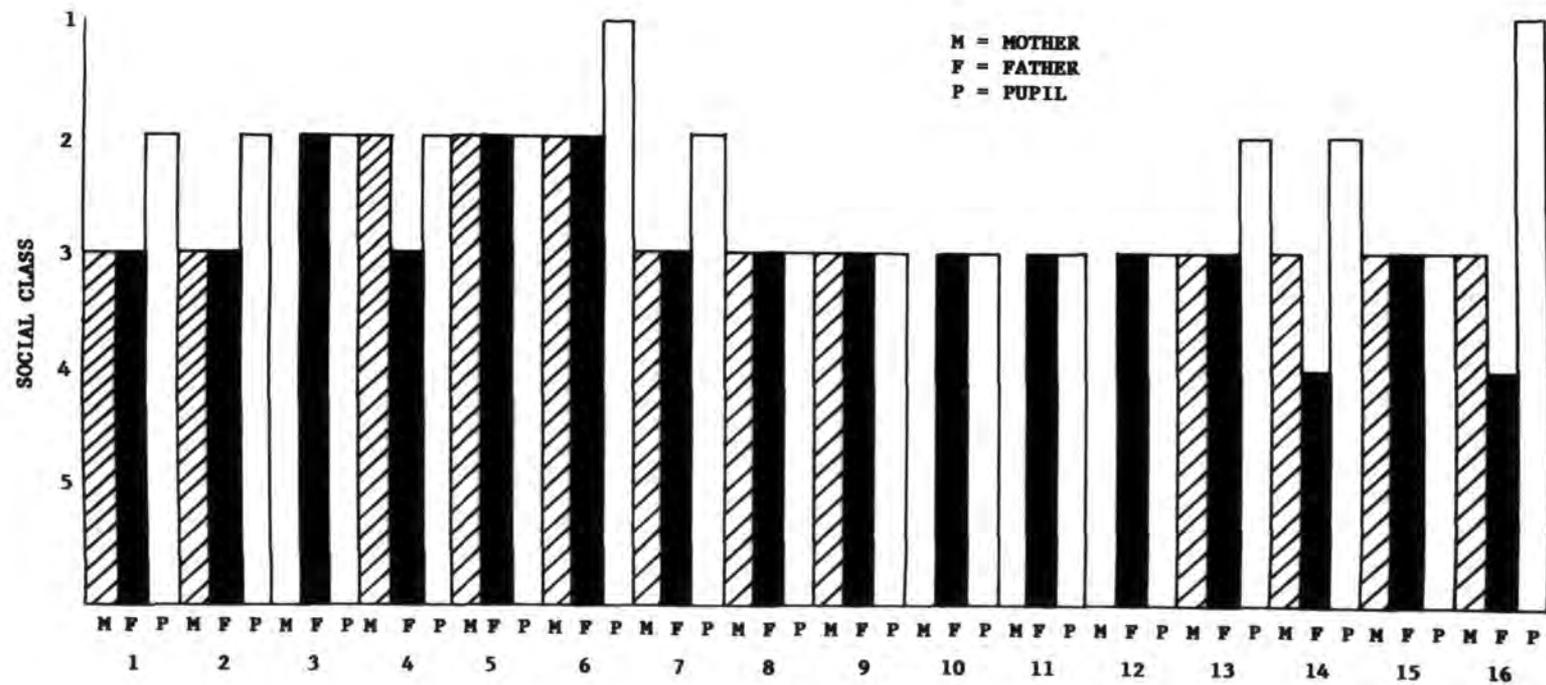
1944 AND 1974

FOR PARENTS AND PUPILS



PEOPLE 1944

TAKEN FROM:- THE 1951
SOCIO-ECONOMIC GROUPS AND
SOCIAL CLASSES



PEOPLE 1974

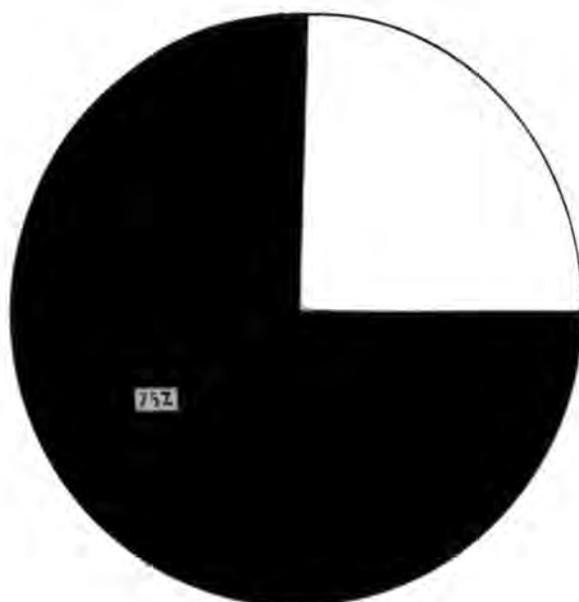
TAKEN FROM:- THE 1971
SOCIO-ECONOMIC GROUPS AND
SOCIAL CLASSES

APPENDIX D

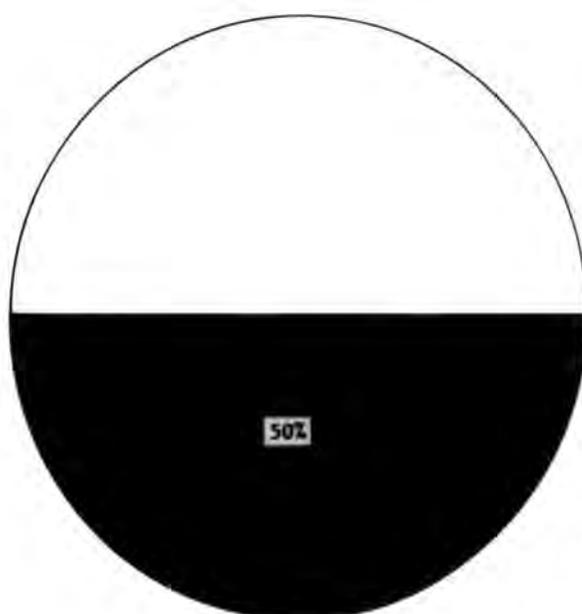
PIE CHARTS FOR SOCIAL ADVANCEMENT

1944 AND 1974 EX-PUPILS

SOCIAL CLASS ADVANCEMENT



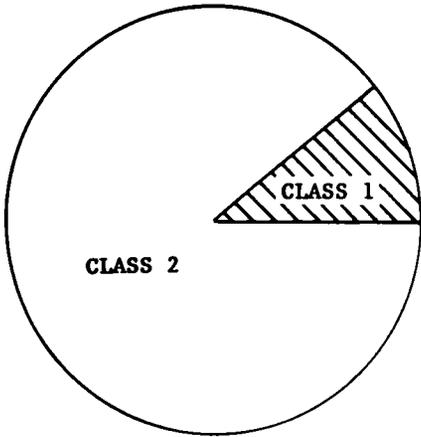
1944



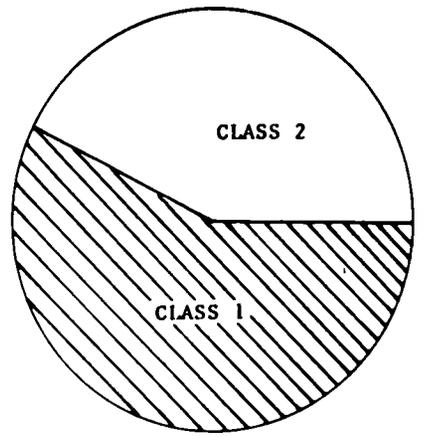
1974

APPENDIX E

PIE CHARTS SHOWING BREAKDOWN OF
MEN/WOMENS' SOCIO-ECONOMIC ADVANCEMENTS
1944 AND 1974 EX-PUPILS

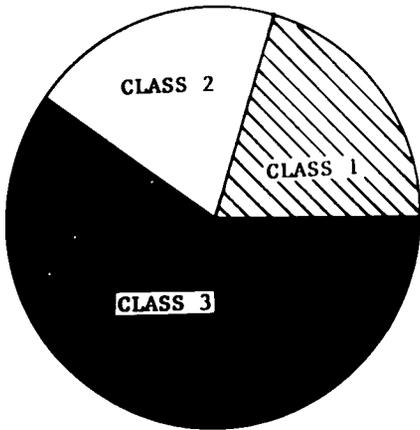


WOMEN

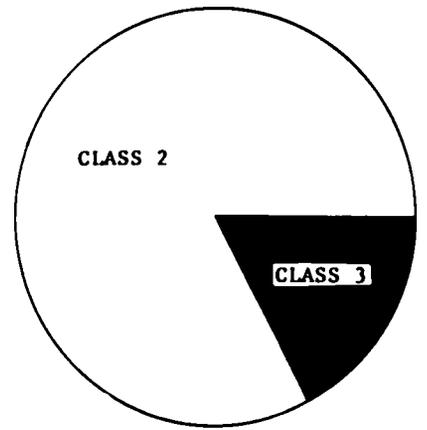


MEN

1944



WOMEN



MEN

1974

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(The place of publication is London unless otherwise stated).

A. PRIMARY SOURCES

1. ORAL EVIDENCE

1944 PUPILS AT JARROW GRAMMAR SCHOOL:

ARMSTRONG (nee RUTHERFORD), Elsie.

GRIEVES, Alan W.

HARRISON (nee YOUNGHUSBAND), Margaret.

HUDSON, James R.

JESSIMAN (nee BLAKE), Edith.

KILGOUR (nee ROBSON), Noreen.

KILGOUR, Tom M.

MAIN, Arthur A.

MAIN (nee McLEOD), Pauline M.

McALLISTER (nee WALTON), Barbara.

MILNE (nee BLACK), Marion.

PORTEOUS, William R.

REED, Norma E.

STOREY (nee McNEE), Elsie P.

WAPPAT, Frank.

WOODHOUSE, Eric P.

STAFF, 1944:

BOLAM, Beattie. (Secretary)

ROBINSON, Claude N. (Head Master)

1974 PUPILS AT SPRINGFIELD COMPREHENSIVE SCHOOL:

ANSON (nee HARRISON), Vivienne E.

CHAPMAN, Christine.

CRAM (nee WATERS), Karen A.

CRAM, Stephen

CREEDY (nee McALLISTER), Barbara A.

DOUGLAS (nee FRENCH), Lesley.

EDMONDS (nee LANDLES), Brenda.

HAIR (nee GRIMES), Dorothy.

HEMMER, Frederick H.
HENDRY, Paul A.
McARDLE, Neil.
SIDHU, Jasbir S.
SIMPSON (nee STEPHENSON), Rhona.
STOCKER (nee MARTIN), Valerie.
WINDHAM, Alan.
WINDHAM (nee EDMONDS), Shirley.

STAFF, 1974:

ARMSTRONG, Elsie. (Teacher).
BOLAM, Beattie. (Teacher).
JESSIMAN, Edith. (Teacher).
PORTEOUS, William. (Head Master).

2. MANUSCRIPTS. PRIMARY SOURCES

Jarrow Grammar-Technical School. Record of results in connection with the Annual School Sports. School Sports Department Record Book. 1960 - 1983.

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Appendix B2. Details of socio-economic groups and social classes in terms of occupation units and Employment Status groups.

Appendix E. Summary of socio-economic classes.

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The Borough Council. Jarrow. Official Industrial Handbooks. Cheltenham & London, Ed. J. Burrow & Co. Ltd., 1957, 1964, 1968.

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B. SECONDARY SOURCES

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2. PAMPHLETS

HISCOCK, Peter. St. Paul's Church, Jarrow. Newcastle-upon-Tyne, J & P Bealls Ltd.

3. MONOGRAPHS

BROCKIE, William. History of the town trade and port of South Shields and the surrounding district. South Shields, Gazette Offices. 1851.

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School Board Elections in North East England. A Study in Urban Politics. John A. Redman. Durham University for Degree of Master of Education. 1982.

